Count Us In!
teaching resource package

early adolescence 4

creating welcoming communities

Contents

Perspectives on Disability

The Early Adolescence teaching materials are part of the Count Us In! teaching resource package. They are designed to support teachers in classrooms (typically Year 7 to Year 10) to respond to naturally arising questions about disability and to enable students to develop the skills for creating a welcoming community.

Key messages

1. People in our community share similar hopes and aspirations.
2. Everyone has a role in the community and has a right to be respected.
3. Differences are not better or worse, they just are.
4. Everyone is unique. Everyone has a right to be seen as an individual.
5. We encourage welcoming communities that ensure everyone has the opportunity to participate and contribute in life.

With an understanding of the feelings and experiences of people with disabilities, young people may be able to play an important role at school and in the community as advocates for people with disabilities. They could share their understanding of disability with others, and combat discrimination through helping their families and peers develop empathy for people who may be different.

Unit concepts

The unit supports students in developing the following concepts:

- People in our community use different ways of communicating, moving, interacting and learning.
- Changing the environment, expectations, equipment, experience or support provided, ensures everyone has the opportunity participate and contribute at home, school and in community life.
- We can contribute to creating a welcoming community.

Curriculum framework

The materials are aligned to the Curriculum Framework for Kindergarten to Year 12 Education in Western Australia. Experiences facilitate different levels of achievement as described in the Curriculum Framework Progress Maps or Outcomes and Standards Framework and are supported by the Curriculum Framework Curriculum Guides.

Opportunities for the promotion of core values from the Curriculum Framework are provided throughout the materials.

The materials draw on other resources that are available through Internet sources. Wherever possible, government and educational websites have been sourced. Inevitably, websites change over time. All are accurate at the point of production.

> We encourage welcoming communities that ensure everyone has the opportunity to contribute and participate.

Context

The Early Adolescence Curriculum Support Materials build on the Early Childhood and Middle Childhood Curriculum Support Materials, but do not depend on students having completed them. Links to these curriculum materials are included in the text and might be adapted to enable students to achieve learning outcomes at higher levels of achievement, or to underpin the higher level learning experiences in this unit.

Teachers might choose single learning experiences within a learning area, a sequence of experiences within a learning area or a selection of experiences across learning areas. They might choose to use the materials individually with one or more groups of students or as a team approach with staff from different learning areas.

Sensitivities

Some of the activities in these units encourage students to volunteer information about their own or their family's experiences. Teachers need to emphasise a welcoming community in which all responses are accepted respectfully so that students contribute from their real experience.

Social relationships

A foundation of this package is the importance of social interactions and relationships in developing a welcoming community. Students are provided with opportunities to interact with others and develop the values of a welcoming community.

Audio-visual support materials

Within each phase of schooling, a DVD has been developed to support the student learning experiences. Content detail is provided within the DVD case booklet.

Literature

The reading of books that contain and / or portray children or adults with disabilities can provide a valuable tool in opening up a new topic and providing opportunities for students to learn about, discuss, make sense of their experiences and explore their views of disability.

A list of books relevant for all phases of schooling is available in the Teacher Information booklet appendix.

> Differences are not better or worse, they just are.

Stimulus pictures

A photo library containing an extensive range of images to support student learning is available online at the Disability Services Commission website www.countusin. com.au. The images cover a wide range of equipment, devices, supports and adaptations that may be used by people with disabilities.

All images can be downloaded and used as visual support materials for classroom and school use.

Use of Internet

Throughout the materials, hyperlinks have been included to assist teachers access current and accurate information directly. Additional information is available through these sites to enhance the learning experience. Where possible, sites have been chosen for their download provision and Australian context.

People in our community share similar hopes and aspirations.

A solution-focused approach

Having a disability does not mean a person cannot participate in activities. To complete some tasks a person may require:

- more time;
- alternative ways of communicating;
- adapted equipment or technical aids; or
- assistance from another person.

The process may be altered but in essence can have the same outcome for everyone.

Traditional simulation activities are discouraged because unless they have specific outcomes and are coordinated with a high level of expertise, they tend to highlight what a person cannot do and fail to capture the true experience of disability.

A solution-focused approach to disability is emphasized throughout all activities as students develop strategies that ensure everyone can participate.

Meeting people with disabilities

The 'Count Us In!' materials encourage the use of guest speakers who have disabilities.

For those students who have had little or no prior contact with people with disabilities, the effectiveness of personal contact, the provision of accurate information about disability, and the highlighting of abilities and individuality is a critical factor in promoting positive attitudes towards people with disabilities.[1]

The nature of the contact and interaction is an important consideration. The atmosphere must be relaxed, mutually rewarding, conducive to learning and must be one in which the guest speaker can display strengths and abilities, as well as limitations and is able to discuss their disability openly. Ideally, contact with several people with disabilities over different sessions should occur in order to convey that, as with everyone in our community, each individual has their own strategies for living.[2]

Strategies for successful interaction between people with and without disabilities are provided in the Teacher Information booklet and meeting people with disabilities in the Teacher Information booklet appendix.

The 'Count Us In!' Guest Speaker Database is available online at the Disability Services Commission
website   www.countusin.com.au

Everyone is unique.

Everyone has a right to be seen as an individual.

Everyone has a role in the community and has a right to be respected.

Structure of the unit

Learning experiences use the inquiry processes of closely corresponding learning areas. Therefore, the experiences in the Visual Arts, Drama, Dance, Music and Media units involve:

- investigating the arts experiences of others;
- exploring arts ideas, techniques and processes;
- developing art works;
- presenting art works; and
- reflecting - creating a welcoming community.

The English learning experiences use a framework of focuses on Reading, Viewing, Listening and Speaking and Writing.

The Health and Physical Education learning experiences focus on the outcomes of Knowledge and Understanding, Skills for Physical Activity, Self-management and Interpersonal Skills

Framework

By engaging with these units, students have the opportunity to further their achievement of the Overarching Learning Outcomes from the Curriculum Framework.

1	Communication
2	Using numerical and spatial concepts
3	Investigating and using information
4	Using technologies
5	Thinking critically
6	Exploring ideas, opportunities and solutions
7	Using scientific understandings
8	Active Australian citizenship
9	Cultural interaction
10	Engaging in creative activity
11	Valuing personal growth and wellbeing
12	Learning independently and collaboratively
13	Recognising rights and behaving responsibly

The units also provide opportunities for the promotion of core values from the Curriculum Framework. In particular the values of:

1	A Pursuit of Knowledge and a Commitment to Achievement of Potential: Pursuit of excellence, Empowerment, Knowledge, Domains of human experience, World views, Values systems, Critical reflection.
2	Self-acceptance and Respect of Self: Individual uniqueness, Openness to learning, Personal meaning, Ethical behaviour and responsibility, Initiative and enterprise.
3	Respect and Concern for Others and their Rights: Compassion and Care, Equality, Respect, Individual Difference, Cooperation and conflict resolution, Family/home environment.
4	Social and Civic Responsibility: Participation and citizenship, Authority, Reconciliation, Community, Diversity, Contribution, Social justice, Benefits of research, Responsibility and freedom.

Overview of early adolescence teaching resources

Unit	Learning Experiences					
	Making and Experiencing Visual Arts	Making and Experiencing Drama	Making and Experiencing Music	Making and Experiencing Dance	Making and Experiencing Media	Portrayals of Disability
	Investigating the work of artists Investigating the accessibility of art galleries	Investigating the work of actors, directors and producers Investigating the accessibility of theatre companies Investigating the accessibility of theatre venues	Investigating music Investigating the accessibility of orchestras, ensembles and bands Investing the accessibility of music venues	Investigating the work of dancers and choreographers Investigating the accessibility of dance companies Investigating the accessibility of dance venues	Investigating symbols	Disability in literature – research and writing Disability in news media Disability in magazines
	Exploring art media and techniques	Interpreting drama	Improvising	Exploring dance ideas	Generating media ideas	Disability in movies
	Developing art work with an acquired disability	Improvising Structuring drama	Developing music ideas	Structuring a dance work	Developing media	Listening and speaking – interview of a guest speaker
	Presenting art works accessibly	Performance	Performance	Performance	Presenting media	The diary of a person with an acquired disability
	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community

Health and Physical Recreation	Employment	Cultural Perspectives	Disability Rights	Equipment and Assistive Technologies	Accessible Information
Health, wellness and ability – definitions of disability	What is a human resource?	Cohesion, difference and diversity	What are human rights?	What are assistive technologies?	Accessible information
		Youth culture	Disability rights	Assistive computer technologies	
Investigating physical recreation	What are your personal resources?	Disability culture	Disability rights and access – conducting an access audit	Devising and producing equipment	Plain English
					Readability
			Disability rights and public transport – standards		Assistive listening devices
					Captioning
			Disability rights and education – Doug's story		Accessible communication
Skills for physical activity – creating a team game	Career advice	Difference over time	Elements and processes of government and governance	Devising and producing systems	Accessible internet
					DAISY
The psychology of the game	Employer information	Deaf culture	Governance and disability – workplace practices	Marketing	Accessible web pages
		Disability in Australia			
Creating a welcoming community	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community	Creating a welcoming community

Linking the Count Us In! teaching resources

The Count Us In! teaching resources use a spiralling curriculum process that follows the phases of schooling. Concepts are introduced in early childhood and built upon in middle childhood, early adolescence and late adolescence. Teachers might select experiences from several phases of schooling, or refer to earlier phases of schooling in order to identify the ways concepts have been developed in the materials.

Concept	Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
People in our community use different ways of communicating, going places, interacting and learning. Disability is part of the human experience	Let's Communicate – finding out why and how we communicate Let's Go – finding out why and how we go places Let's Learn – finding out why and how we learn	Focusing – we do the same things but we may do them differently, we can all be artistic, we all enjoy recreational activities, we are all similar and different Researching – what is a disability, researching a particular disability, frequently asked questions, effects of a disability, assistive technologies, researching a topic Experiencing – a solution-focused approach, giving instructions, remembering, everyday experiences, listening, television	Visual Arts – investigating the experience of artists Drama – investigating the experience of actors Music – investigating the experience of musicians Dance – investigating the experience of dancers Portrayals of Disability Health and Physical Recreation – definitions of disability Cultural Perspectives Equipment and Assistive Technologies	1A One in Five – definitions of disability 1B Experiencing Disability – investigations of the experience of disability 2A Attitudes – disability as a societal attitude 2B Participation – assumptions, expectation and discrimination 3A Choices – ability and choice 3B Rights and Responsibilities – which rights?
We all have the right to participate in and contribute to the community	Let's Communicate (Going further) – everyone in our community communicates Let's Go (Going further) – everyone in our community goes places Let's Learn (Going further) – everyone in our community learns	Focusing – wants, needs and rights Researching – frequently asked questions Applying – media images, advice column	Disability Rights – what are human rights, disability rights, conducting an access audit, public transport standards, education, elements and processes of government and governance, workplace practices	2A Attitudes – implications of the WHO policy on disability 3B Rights and Responsibilities – whose rights, what are human rights, what are human responsibilities, double discrimination, speaking out, media rights and responsibilities, having opinions on issues
Services should be accessible to everyone	Let's Go (Applying) – going places in the classroom, going places in the school, going places in the community	Applying – universal design, access, access to transport, access to houses, is your classroom accessible, web design	Visual Arts – investigating the accessibility of art galleries Drama – investigating the accessibility of theatres Music – investigating the accessibility of music venues Dance – investigating the accessibility of dance venues Media – investigating symbols employment-employer information Disability Rights – access audit, public transport standards, workplace practice	1A – Information technologies used by people with disabilities 1B – Engineering solutions for living at home 2A Attitudes – disability as a societal attitude, attitudes to disability, disability as part of the human experience, accessible services and resources, engineering solutions for public access, accessible leisure and entertainment, camping with children 2B Participation – access to information, participation in education, accessing employment, accessing financial support,

108

participating in community life, participating in decision making, accessible web pages, engineering solutions for public transport, inclusive health promotion campaigns, small group recreational experiences 3A Choices – stories of people with disabilities, functional and aesthetic engineering solutions, facilitating health, planning challenging recreational activities 3B – information system for a community centre, joined up solutions, community fitness	Equipment and Assistive Technologies – what are assistive technologies, devising and producing equipment, designing and producing systems			
1A – personal communication 1B – mentoring 2A – promoting a welcoming community 2B – advocacy and self-advocacy 3A Choices – self-determination, support and advocacy groups 3B Rights and Responsibilities - speaking out, having opinions on issues	Portrayals of disability accessible information	Experiencing – giving instructions, listening Applying – interacting with people with disabilities	Let's Communicate	We all communicate. We need to communicate respectfully
1A One in Five – experiences of people with a disability 2B Participation – participation in education	Disability Rights - education	Experiencing – giving instructions, remembering, listening, television Applying – creating a learning classroom	Let's Learn	We all learn. We can ensure that everyone has opportunities to learn
1A One in Five – experiences of people with a disability 1B – engineering solutions for living at home 2A – engineering solutions for public access 2B – engineering solutions for public transport	Drama – improvising, structuring drama Dance – improvising, structuring dance Disability Rights – public transport standards	Experiencing – everyday experiences	Let's Go	We can all go places. We can ensure that everyone can go places
1A – recreational experiences 1B – walking the Bibbulmun track 2A – camping with children 2B – small group recreational experiences 3A – planning challenging recreational activities 3B – community fitness	Health and Physical Recreation – investigating physical recreation, creating a team game	Applying – playing games, recreation for everyone	Let's Communicate (Applying) – snakes and ladders Let's Go (Applying) – active games Let's Learn (Applying) - learning games	Everyone can participate in leisure and recreational activities

Making and experiencing visual arts

In this unit students will investigate ways in which everyone can make and experience visual art. Students develop their visual art ideas, skills, techniques, processes and responses as they investigate the art work of other artists and ways in which art is embodied.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- The Arts – Arts in Society, Arts Ideas, Arts Responses, Arts Skills, Techniques and Processes; and
- Society and Environment – Investigation, Communication and Participation, Active Citizenship.

Learning Experiences

Investigating

In this experience, students individually or in pairs investigate:

- the diverse ways in which artists create their art works;
- the accessibility of studios and galleries, in relation to opportunities for showing work of all artists; and
- the accessibility of studios and galleries in relation to opportunities for all people to view art works.

Ideally, students will conduct different investigations (at local, national and international levels) so that they can present the information they have gathered and share their findings.

Students might present their information in a variety of visual ways, including creating their own original art works. Students might also incorporate a visual diary, oral report, dramatic production, rap or song in their presentations.

Self expression and the arts are vital to everyone. Investigate some art works of artists, such as

- Disability and the Arts www.cultureandrecreation.gov.au/articles/disability
- DADAA, Western Australia www.dadaawa.org.au
- National Arts and Disability Centre http://nadc.ucla.edu
- NIAD Artists www.niadart.org/artists.html

- Accessible arts http://aarts.net.au
- Brisbane Outsider Artists http://accessarts.org.au/boa.htm
- Infinitec.org www.infinitec.org/learn/art/gallery.htm
- Very Special Arts (VSA) www.vsarts.org/prebuilt/artists/registry/artistlisting.cfm
- Driving Force www.vsarts.org/prebuilt/showcase/gallery/exhibits/vw/2004/index.html
- The Studio www.thestudioonline.org/
- Handicapped Artist Painting Productions and You www.asclepius.com/happy/
- Society for Disabled Arts and Culture www.s4dac.org/shows/2004/extraordinary_lives/curators_statement.html
- Minds Eye www.myartclub.com/group.cfm?C_no=35
- Art Through Touch http://members.aol.com/ATTouch/gallery.htm

Investigate the writing of some artists, such as

- How important is Art to people with disabilities? http://users.erols.com/kinggimp/art/springo1/paper.html
- Art smarts www.s4dac.org/artsmarts_handbook/introduction.html

Investigate studios and galleries, such as

- Arts Project Australia www.artsproject.org.au/
- National Institute of Arts and Disabilities www.niadart.org/welcome.htm
- National Arts and Disability Centre http://nadc.ucla.edu/

- Enable Artists
  www.enableartists.com/enable%20about.htm
- Vanderbilt Kennedy Centre for Research on Human Development http://kc.vanderbilt.edu/kennedy/40th/ (Community link)

Investigate ways in which art galleries endeavour to make their art works more accessible to all people in the community. Ideally, this would also include a trip to a local art gallery and a conversation with a curator to explore

- accessible routes;
- alternative formats;
- sign language;
- assistive listening systems;
- audio description;
- auxiliary aids and services such as interpreters, readers, taped texts, computer terminals, speech synthesizers, communication boards;
- Braille;
- captioning including closed captions, open captions, roll-up captions;
- large print;
- scripting;
- sensory seminars/tours;
- Touch Tours[3];
- video Description; and
- wheelchair and companion seating.

There is information available on-line about galleries (eg Art Gallery of WA www.artgallery.wa.gov.au/ ; Guidelines to administrators about access www.cultureandrecreation.gov.au/articles/disability/)

Find a way to present your information to students who have gathered information about different artists, studios and galleries. You might consider: a collage, a poster, a PowerPoint or an original work of art. You might incorporate an oral or written report, a dramatic production, a song or rap.

Are there commonalities in your information? Are there differences?

Exploring art ideas, techniques and processes

In this experience, students look at art techniques, skills and processes which are used to produce art works.

Investigate media that facilitate the enjoyment of art works, such as

- tactile art such as collage, APH Tactile Graphics, microcapsule paper, computer graphics, tactile diagrams (eg www.artbeyondvision.org/ahtts/dali-touch.shtml);
- sculpture (eg The Touch Gallery at the Art Institute of Chicago) www.artic.edu/aic/exhibitions/touch.html http://homepage.mac.com/soda.studio/PhotoAlbum2.html

Investigate techniques that facilitate the making of art works, such as

- artistic realisation technologies www.artrealization.org/main/index.htm
- paint with fragrant oils
- textured painting – www.niadart.org/Beverly_Trieber_bio_bw.html#
- sensory art - eg adding egg yolk, yoghurt, shampoo, soap flakes, lentils, spaghetti, gum leaves and paperbark strips. http://dsa.org.au/life_site/text/arts/
- painting attachments for wheelchairs www.zotartz.com/news.htm
- sponge and hand painting.

Investigate assistive technologies that facilitate the production of art works, such as

- wrist and hand supporting bridges;
- reachers;
- motorised easels;
- tabletop easels;
- drawing or draft boards;
- drawing tools;
- brushes;
- scissors;
- magnifiers;
- woodworking tools; and
- stone sculpture tools.

www.infinitec.org/learn/art/artequipment.htm
www.mobilitystore.com
http://homepage.mac.com/soda.studio/PhotoAlbum2.html
www.dickblick.com/categories/specialneeds/
www.ableworkshop.com/index.html

Experiment with techniques for producing art works. What effect do the techniques have on the production of line, colour, shape, form and texture?

Developing art work

In this experience, students use media and techniques to create their own work of art. Students use the knowledge they have gained from research and investigation to enable them to produce art works.

Look at the exhibit Shifting Gears at www.vsarts.org/prebuilt/showcase/gallery/exhibits/vw/2005/.

"These 15 finalists were asked to reflect on a pivotal moment, a time when things changed dramatically for them. This theme challenged each one to pause and contemplate their life and its relationship to art and disability. The entries mark a moment in time where life turned a corner, where reflection resulted in a new path to creative expression. For many, change was an internal process of self discovery. For others, the shift transpired within their artwork, allowing for new media or a new theme, perspective, or subject matter. For some, change was imposed due to outside perceptions about their life and abilities."

Invite a guest speaker to talk about their own art works and experience as an artist (see Guest Speaker database).

Consider the media or techniques that may be used by artists who:

- use wheelchairs;
- have difficulty walking;
- have difficulty holding and/or manipulating objects;
- have partial or complete loss of vision;
- have partial or complete loss of or hearing; and
- have disabilities affecting communication and thought processes?

Use the media or techniques you have explored to produce an art work.

Think about the production of line, colour, shape, form and texture.

What impact does the technique you used have on the composition and presentation of the art work?

Presenting art works

In this experience, students are challenged to think about what is art.

Analyse your experience as well as the art work created. What criteria can be used to critique work produced in a different way, from a different mental construct and potentially for an audience engaging with the art work in a different way?

You might like to look at articles which describe 'hands-on' exhibits for people who are blind.

http://seattletimes.nwsource.com/html/artsentertainment/2002340411_blind20.html

www.aza.org/Publications/2003/12/Dec03Access.pdf)

Squares Naked Sculpture Revealed http://news.bbc.co.uk/1/hi/england/london/4247000.stm and

www.fourthplinth.co.uk/marc_quinn_detail.htm

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community where everyone can participate in the making and experiencing of art? You might consider:

- art classes in your school;
- art experiences students in your school could offer to others in the community;
- an exhibition in a local shopping centre, shop or other public venue; and
- volunteering as a guide at a gallery.

Making and experiencing drama

In this unit students will investigate ways in which everyone can make and experience drama. Students develop their drama ideas, skills, techniques, processes and responses in communication, interaction, improvisation and dramatic production, structuring drama experiences in which everyone can participate.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

* The Arts – Arts in Society, Arts Ideas, Arts Responses, Arts Skills, Techniques and Processes; and
* Society and Environment – Investigation, Communication and Participation, Active Citizenship.

Learning experiences

Investigating

In this experience, students individually or in pairs investigate

* the diverse ways in which actors perform;
* the accessibility of theatres and performance venues, in relation to opportunities for actors to perform; and
* the accessibility of theatres and performance venues in relation to opportunities for all people to enjoy dramatic works.

Ideally, students will conduct different investigations (at local, national and international levels) so that they can present the information they have gathered and share their findings.

Students might present their information in a variety of dramatic ways, including creating their own original production. Students might prepare an oral report, poster, PowerPoint, rap or song.

Investigate the art and experience of actors, directors and producers, such as

* Disability in the Arts / Disadvantage in the Arts (DADAA)
  www.oberon.com.au/dadaa/design1.html
* DADAA, Western Australia
  www.dadaawa.org.au
* Arts Access Australia www.artsaccess.com.au/engage/index.cfm?m=ext
* International Guild of Disabled Artists and Performers www.igodap.org/profiles.htm
* National Arts and Disability Centre
  http://nadc.ucla.edu/links.htm

Investigate the art and experience of theatre companies, such as

* Arts in Action
  www.artsinaction.asn.au
* Australian Theatre of the Deaf
  www.ozDeaftheatre.com/company/index.htm
* Grin and Bear it Disability Theatre Arts Company Company
  www.webspawner.com/users/grinandbareit/
* Rawcus Theatre Company
  www.portphillip.vic.gov.au/about_rawcus.phtml
* Brrr Theatre Company
* Igneous Theatre www.igneous.org.au/
* Back to Back Theatre
  www.theage.com.au/news/arts/stare--its-not-rude/2005/09/29/1127804604224.html
* Graeae Theatre www.graeae.org/

Investigate the ways in which theatres ensure that everyone can experience a dramatic production, such as

* Access All Areas: Guidelines for marketing the arts to people with disabilities
  www.ozco.gov.au/arts_resources/publications/access_all_areas/
* Fill in the Gaps
  http://e-bility.com/articles/fillinthegaps.shtml
* Disability Fact Pack
  www.ozco.gov.au/arts_resources/publications/disability_fact_pack_for_arts_and_cultural_organisations/

Find a way to present your information to students who have gathered information about different actors, theatre companies and theatres. You might consider an oral presentation, a poster, a PowerPoint, or an original dramatic work.

Are there commonalities in your information? Are there differences?

Interpreting drama

Teacher talk: There is a lot of controversy surrounding the roles people with disabilities can and should be able to perform in movies. Should a role in which the character has a disability be played by an actor who has a disability? Is it appropriate for an actor who does not have a disability to play the part of a person who does have a disability?

Watch one of the videos and read the associated review, such as

Inside I'm Dancing
• Film Review by Carrie Fisher (OUCH) www.bbc.co.uk/ouch/features/cfisher_ insidedancing.shtml

Million Dollar Baby
• Review from the New York Times www.theage.com.au/news/Film/Coming-out-fighting/2005/01/31/1107020324459. html or Steve Drake(Ragged Edge) www. raggededgemagazine.com/reviews/ drakemillionbaby.html

Murder Ball
• Review by Ed Hooper (Ragged Edge) www.raggededgemagazine.com/reviews/ hoopermurderball.html

As the director of a film in which there is a character with a disability, what would you do? Why?

Many actors have won Academy Awards for their portrayal of people who have a disability. On the basis of your own experience in this activity, what is your opinion of this? Do you think that such a character is 'good' for an actor's career?

Improvising

In this experience, students use drama skills in improvisation to think about ways of interacting and communicating with other actors in preparation for creating a welcoming theatre company. See Teacher Information (TI) booklet for more information about 'Interacting with people with disabilities' / meeting people with disabilities (TI appendix).

Teachers might select some of the cartoons from the article "Simply – Friend of foe?" and give one cartoon and its attached commentary to each group of students.

Teacher talk: Acting is more than a solo depiction of a character. Acting means working with other actors, people back stage and people in front of house.

Look at the cartoon you have been given. Using the Theatre Sports improvisational strategies of Freeze Frames (individual mime sequences that show the issues) or Flashback (rewinding action to see one part again), show how everyone can be included in the community activities.

What can actors do to create trust and a sense of being part of a team? What is the role of the director in supporting communication and interaction in the theatre team?

Structuring drama

In this experience, students structure a scene which depicts an everyday challenge of adolescence. In structuring the scene they think about ways in which roles could be performed.

Common challenges for young people (eg dating, friendships, smoking, drinking, drugs, juggling home, school and family obligations) are often depicted in documentaries and movies. Develop a dramatic production about one of these issues. Think about:

• speaking and non-speaking roles;
• timing and pacing; and
• movement.

How would you script your production to include actors who:

- use wheelchairs;
- have difficulty walking;
- have difficulty holding and/or manipulating objects;
- have partial or complete loss of vision;
- have partial or complete loss of hearing; and
- have disabilities affecting communication and thought processes?

Performance

In this experience, students present their dramatic productions to an audience, addressing issues of accessibility.

Present your production to an audience, making it accessible to everyone.

Reflect on your performance.

- Outline the content, purpose and aesthetic qualities of your work.
- Did your work produce your intended outcomes? How do you know?

- Did the work produce any unintended outcomes? How do you know?

Reflect on your presentation.

- Was it accessible to everyone? How do you know?
- What would you do differently on another occasion?

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community where everyone can participate in the making and experiencing of drama? You might consider:

- drama classes in your school;
- drama experiences students in your school could offer to others in the community;
- performing a dramatic production in a local shopping centre, park or other public venue; and
- volunteering as an usher for a local drama company.

Making and experiencing music

In this unit students will investigate ways in which everyone can make and experience music. Students develop their music ideas, skills, techniques, processes and responses as they investigate the music of other musicians and the ways in which music is embodied.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- The Arts – Arts in Society, Arts Ideas, Arts Responses, Arts Skills, Techniques and Processes; and
- Society and Environment – Investigation, Communication and Participation, Active Citizenship.

Learning experiences

Investigating

In this experience, students individually or in pairs investigate

- the diverse ways in which musicians create music;
- the accessibility of venues in relation to opportunities for musicians to perform; and
- the accessibility of venues in relation to opportunities for all people to enjoy music works.

Ideally, students will conduct different investigations (at local, national and international levels) so that they can present the information they have gathered and share their findings.

Students might present their information in a variety of musical ways, including creating their own original song or piece of music or students might prepare an oral report, poster, PowerPoint or dramatic production.

Investigate the art and experience of musicians, eg

- www.salubriousproductions.com/about_us.html
- www.drummerstix.com.au/bio.shtml
- www.kinadiamond.com/KINAenglish.htm
- www.specialmusic.org/
- http://paralinks.net/musicians/
- www.yconnection.org.au/profile/default.asp?ID=1

Investigate the experience of orchestras, ensembles and bands, eg

- BiPolar Bears
  www.portphillip.vic.gov.au/the_bipolar_bears.html
- Tutti Ensemble www.tutti.org.au/

- Coalition for Disabled Musicians, Inc.
  www.disabled-musicians.org/musicpap.html

You might also look at

- Club C
  www.artsinaction.asn.au/reg_ev.htm
- Disability in the Arts, Disadvantage in the Arts Australia www.dadaawa.org.au
- High Beam Festival
  www.artsinaction.asn.au/hb_what.htm

Invite a guest speaker to talk about their music works and experiences as a musician (see Guest Speaker database on line at www.countusin.com.au).

Investigate the ways in which theatres and other venues ensure that everyone can experience a musical production, eg

- Access All Areas: Guidelines for marketing the arts to people with disabilities
  www.ozco.gov.au/arts_resources/
  publications/access_all_areas/
- Attitude is Everything
  www.attitude-is-everything.co.uk/
- Disability Fact Pack
  www.ozco.gov.au/arts_resources/
  publications/disability_fact_pack_for_arts_
  and_cultural_organisations/

Find a way to present your information to students who have gathered information about different musicians, ensembles and venues. You might consider: an oral report, a poster, a PowerPoint or an original musical composition.

Are there commonalities in your information? Are there differences?

Improvising

In this experience, students investigate the bodily experience of music and understandings of the elements of music. Students might be encouraged to work in small groups, developing their ideas together. Presentations of ideas could lead to deeper discussion.

Music theorists suggest that music is "inflected by the shape and ability of our bodies".[4] That is, our understanding of terms such as rhythm, form, balance, texture, dynamic and harmony are influenced by our bodies. Explore one or more of these concepts in a musical improvisation[5]. Think about:

- scales and tonalities;
- dissonance;
- pitches and inversions;
- articulation and phrasing; and
- notation.

What differences might there be in musical improvisation that includes musicians who:

- use wheelchairs;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects;
- have partial or complete look of vision or hearing; and
- have disabilities affecting communication and thought processes?

Developing ideas

In this experience, students investigate the music of composers who were Deaf. The purpose of this experience is not to reach a definitive statement about the effects of hearing or hearing impairment on these musicians work – that is a topic of great debate among musical theorists! This experience enables students who play musical instruments to play a variety of music by a single composer and think about the ways that composer has used the elements of music in different ways over time – and to postulate what difference their hearing loss made to their composition. If a student does not play an instrument, they can collect music of a particular composer and listen to it, trying to distinguish differences. Students might work independently or in small groups.

Beethoven, Smetana and Faure are composers who became Deaf. Listen to and/or play music written by one of these composers before and after their hearing was impaired[6]. Are there differences in the music's rhythms, scales, textures, timbre, dynamics, tempo or form? To what extent do you think that the composer's hearing impairment affected their musical composition?

Performance

In this experience, students perform music for an audience. Students might choose to play instruments, sing or create compositions for instruments, voice and/or sound.

Choose some pieces of music which demonstrate your ideas about the impact on musical composition of Deafness. Practise and perform these for an audience.

OR

Based on your reading and research, create and perform a piece of music that explores rhythm, scales, textures, timbre, dynamics, tempo and/form and can be performed and/ or experienced by people who have a disability.

Collect audience reactions and responses.

Prepare a review of your performance. Include an introduction, summary of intentions, discussion of themes, use of production elements, and overall success of the music work.

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community where everyone can participate in the making and experiencing of music? You might consider:

- music classes in your school;
- musical experiences students in your school could offer to others in the community; and
- a musical performance in a local shopping centre, retirement village, park or other public venue.

Making and experiencing dance

In this unit students will investigate ways in which everyone can make and experience dance works. Students develop their dance ideas, skills, techniques, processes and responses as they investigate the art work of other dancers and ways in which dance is embodied.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

• The Arts – Arts in Society, Arts Ideas, Arts Responses, Arts Skills, Techniques and Processes; and
• Society and Environment – Investigation, Communication and Participation, Active Citizenship.

Learning experiences

Investigating

In this experience, students individually or in pairs investigate:

• the diverse ways in which dancers dance;
• the accessibility of dance companies in relation to opportunities for dancers to perform; and
• the accessibility of venues in relation to opportunities for all people to enjoy dance works.

Ideally, students will conduct different investigations (at local, national and international levels) so that they can present the information they have gathered and share their findings.

Students might present their information in a variety of ways, including creating their own original dance work or students might prepare an oral report, PowerPoint, dramatic production, rap or song.

Investigate the experience of dancers who have a disability, eg

• www.artsaccess.com.au
• www.inflightdance.com/index.mgml

Investigate the experience of dance companies that include people with disabilities, for example:

• Restless Dance Company www.restlessdance.org/ and www.restlessdance.org/Philosophy/Sally%20Chance%20on%20Restless.pdf
• Weave Movement Theatre http://mc2.vicnet.net.au/home/weave/web/index.html

• Dancing Wheels www.gggreg.com/DW/pages/dancingwheels.htm
• Full Radius Dance www.fullradiusdance.org/
• Axis Dance Company www.axisdance.org/
• The Gallaudet Dance Company (Techniques for dancers who are Deaf or hard of hearing) http://depts.gallaudet.edu/dance/techniques.html

You might also look at

• Club Wild www.accessibility.com.au/news/regional/wild_sydney.htm
• High Beam Festival www.artsinaction.asn.au/hb_what.htm
• Video clips: Mojalet Dance Collective http://members.cox.net/faithis/default.htm

Investigate the ways in which theatres ensure that everyone can experience a dance production eg

• Access All Areas: Guidelines for marketing the arts to people with disabilities www.ozco.gov.au/arts_resources/publications/access_all_areas/
• Disability Fact Pack www.ozco.gov.au/arts_resources/publications/disability_fact_pack_for_arts_and_cultural_organisations/

Find a way to present your information to students who have gathered information about different dancers, dance companies and venues. You might consider: an oral report, a poster, a PowerPoint or an original dance work.

Are there commonalities in your information? Are there differences?

Creating dance

In this experience, students explore the elements of dance through improvisation.

In choreographing dance that includes people with disabilities describe differences in balance, weight transference, isolation of body movements, dynamics, use of space, use of facial expression and use of gesture.

Improvise movement in such a way that these differences can be explored.

Structuring a dance work

In this experience, students structure a dance work to include everyone in the production and enjoyment of the performance.

How might you structure a dance work so that it includes everyone? Think about:

- the function and purpose of your sequence;
- movements which can and cannot be included;
- working with the strength, flexibility, coordination and endurance of the dancers;
- ways to support dancers to memorise sequences; and
- the use, if any, of music or sounds.

How would you structure your work to include dancers who:

- use wheelchairs;
- have difficulty walking;
- have difficulty holding and/or manipulating objects;
- have partial or complete lack of vision;
- have partial or complete lack of hearing; and
- have disabilities affecting communication and thought processes?

How might you engage with your audience?

Performance

In this experience, students perform a dance work.

Prepare and present a dance performance that either:

- includes dancers with disabilities; or
- advocates for dancers with disabilities.

Reflect on your performance.

- Did the performance achieve your intended purposes? How do you know?
- Did the performance achieve any unintended purposes? How do you know?

Reflect on the presentation.

- Was it accessible for everyone? How do you know?
- What might you do differently on another occasion?

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community where everyone can participate in performing and experiencing of dance? You might consider:

- dance classes in your school;
- dance experiences students in your school could offer to others in the community; and
- a dance performance in a local shopping centre, retirement village, park or other public venue.

Making and experiencing media

In this unit, students will investigate the diverse ways in which everyone can create and experience media. Students develop their ideas, skills, techniques, processes and responses as they investigate the media formats created by others and the ways in which media is embodied.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

• The Arts – Arts in Society, Arts Ideas, Arts Responses, Arts Skills, Techniques and Processes;
• Society and Environment – Investigation, Communication and Participation, Active Citizenship.
• Technology and Enterprise – Information, Technology in Society, Technology Process, Technology Skills; and
• English – Writing.

Learning experiences

Investigating

In this experience, students investigate:

• the diverse ways in which media is created;
• the accessibility of media formats in relation to opportunities for designers to create media; and
• the accessibility of media formats in relation to opportunities for all people to enjoy media products.

Ideally, students will conduct different investigations (at local, national and international levels) so that they can present the information they have gathered and share their findings.

Students might present their information in a variety of media ways ,that may include an oral report, PowerPoint, dramatic production, rap or song.

Students investigate symbols used to identify spaces and services which are accessible for everyone and use design principles to create some alternatives.

The Universal Access Symbol has come to be used as a way of identifying spaces and services which are accessible by everyone. What other symbols are used? What is their meaning? www.gag.org/resources/das.php

Read the following article which discusses the Universal Access Symbol and proposes an alternative.
www.thenthdegree.com/intacces.asp

What do you think about this alternative symbol? What alternatives can you propose that might be relevant at:

• a skate board park;
• a local park;
• a shopping mall;
• a cinema; and
• a fast food restaurant?

Generating media ideas

In this experience, students analyse media to determine its accessibility for everyone. Students might work individually and present their findings to a small group.

Look at the article from the Le@rning Federation for guidelines about accessible on-line materials. www.thelearningfederation.edu.au/tlf2/sitefiles/images/documents/Accessibility_Specification_V2_0.pdf

Choose a favourite video/DVD clip, CD or computer game. How accessible is it to people who:

• use wheelchairs (eg easily accessible);
• have difficulty walking;
• have difficulty holding and/or manipulating objects;

- have partial or complete loss of vision
- have partial or complete loss of hearing (eg captions may be required); and
- have disabilities affecting communication and thought processes?

Compare your favourites with one of the following. In what ways are these media 'accessible' to everyone?

- Look at the games on the accessibility site http://accessibility.com.au/kids/fungame.htm
- Look at the descriptive audio tracks and captions on DVDs (such as home video versions of Harry Potter and the Chamber of Secrets, the Colour Purple, Gangs of New York, Two Weeks Notice, Daredevil, Chicago, The Incredibles, Finding Neverland, Million Dollar Baby, and Phantom of the Opera).

Look at Busta Rhyme's descriptive audio track of Stevie Wonder's A Time to Love album.

Developing media

In this experience, students apply their understandings of accessible media to their own productions.

With your increased awareness of issues of accessibility, take five photographs:

- something you are concerned about;
- something that you want to happen;
- something that you identify with;
- something that you think everyone needs; and
- yourself.

Create a media product (eg brochure, poster, website) that incorporates your five images. Ensure that it uses the principles of Universal Access. Consider:

- visual, audio and/or written codes;
- elimination of discriminatory language (eg labelling, de-personalising, emphasising disability rather than the person, stereotyping); and
- the 'story' you will tell.

Presenting media

In this experience, students present their media production to an audience and gather feedback about its accessibility.

Trial your media product with an appropriate audience (eg people in a group home, people in an aged care facility, people in hospital, students in your school).

Collate their feedback.

Prepare a review of your work incorporating the feedback you have collected. Include in your review:

- introduction;
- summary;
- discussion of themes and issues;
- use of production elements and technologies;
- evaluation of product;
- achievement of intended outcomes; and
- achievement of any intended outcomes.

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community where everyone can participate in the making and experiencing of media? You might consider:

- media classes in your school;
- media experiences students in your school could offer to others in the community; and
- an exhibition in a local shopping centre, shop or other public venue.

Portrayals of disability

In this unit, students investigate the ways in which disability has been portrayed over time and how it is currently portrayed in literature, the media and movies. Students explore personal perspectives of a hypothetical acquired disability.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

• English – Writing, Speaking, Reading, Viewing, Listening;
• Society and Environment – Investigation, Communication and Participation, Time, Continuity and Change, Active Citizenship; and
• Technology and Enterprise – Information, Technology in Society, Technology Process, Technology Skills.

Learning experiences

Portrayals in literature

In this experience, students read a short article that discusses the ways in which disability has been portrayed in literature. Students find examples of these portrayals in literature and seek examples of positive portrayals.

People with disabilities have been portrayed in various ways over time. The following articles discuss these perspectives. Read one of the articles:

• What do you think of its propositions?
• What examples can you find of books with characters that are portrayed in these ways?

The Treatment of Disability in 19th and Early 20th Century Children's Literature by Ann Dowker www.dsq-sds.org/_articles_html/2004/winter/dsq_w04_dowker.html

Children's Literature That Includes Characters With Disabilities or Illnesses by Joan K. Blaska www.dsq-sds.org/_articles_html/2004/winter/dsq_w04_blaska.html

2D or 3D Characters by Helen Aveling www.dsq-sds.org/_articles_html/2004/winter/dsq_w04_aveling.html

"Even good mothers come to grief over such": Jane Yolen's Good Griselle By Penny L. Richards www.dsq-sds.org/_articles_html/2004/winter/dsq_w04_richards.html

Alternatively, you might also read about the experience of the author Suzanne Gervay as she wrote a book about a young girl who suffered serious burns. This article includes extracts from her book "Butterflies" www.sgervay.com/docs/Butterflies.pdf

There are many books that portray disability. Some of these are listed below and some are on-line (See book lists in Appendix). Your school library or local library may have others. How is disability portrayed in one book?

Before 1900

• The Pillars of the House by Charlotte Yonge www.gutenberg.org/etext/6331
• The Clever Woman of the Family by Charlotte Yonge www.gutenberg.org/etext/3292 [7]
• Little Lame Prince and His Travelling Cloak by Dinah Mulock www.gutenberg.org/etext/496
• Heidi by Johanna Spyri www.classicbookshelf.com/library/johanna_spyri/heidi/
• What Katy Did by Susan Coolidge www.gutenberg.org/etext/8994
• The Crofton Boys by Harriet Martineau www.athelstane.co.uk/h_martin/crftnboy/crftn01.htm
• Jack and Jill by Louise Alcott www.classicreader.com/booktoc.php/sid.1/bookid.287/

1900-1980

• I can Jump Puddles by Alan Marshall
• The Cay by Theodore Taylor
• Scallagrigg by William Horton

- Summer of the Swans by Betsy Cromer Byars
- So Much to Tell You by John Marsden

1980

- The Curious Incident of the Dog in the Night-time by Mark Haddon
- Under the Eye of the Clock by Christopher Nolan
- We Need to Talk About Kevin by Lionel Shriver
- Boss of the Pool by Robin Klein
- The Illustrated Mum by Jacqueline Wilson
- Butterflies by Suzanne Gervay
- Candle in the Window by Christina Dodd
- Can You Feel the Thunder by Lynn E. McElfresh
- The Raging Quiet by Sherryl Jordan
- A Circle of Giving by Ellen Howard
- Of Sound Mind by Jean Ferris
- Peeling the Onion by Wendy Orr
- Petey by Ben Mikaelson
- Stuck in Neutral by Terry Trueman[8]

Examine the way disability is portrayed in a book.

- Describe the character of the person portrayed. How does the author convey this to you (eg level of detail, choice of words, narrative point of view, positive and negative qualities attributed to the character)?
- What is the disability portrayed, and how do you know?
- Who was the intended audience for the book and how do you know this?
- What role/s does disability play in the story?
- Does the character with a disability interact with other characters in mutually beneficial, equal ways?[9]
- Find out what you can about the prevailing attitudes to people with disabilities at the time the author wrote this book. Does the author have the same point of view or try to present a different view?

Write a short story that portrays disability in a people-first style.

OR

Create and draw a character who would be the central character in a series of books that portrays disability in a people-first style.

People with disabilities in the news media

In this experience, students look at the portrayal of disability in the news media. Three articles are linked to provide a common starting point. Students should then gather news stories from different media and analyse them.

Look at the three articles about Thomas Quasthoff, a singer of great repute.
Guardian Unlimited
www.guardian.co.uk/friday_review/story/0,3605,384884,00.html

Lucerne Festival
http://e.sommer.lucernefestival.ch/page/content/index.asp?Menu=7&Item=10.2&ID=449&ConID=449&View=

24 hours

www.24hoursmozart.com/index.php?kuenstlerdetails_en&kuenstlerid=58&lang=EN

- Does the story show the person's abilities as well as disabilities?
- Does it use people-first language?
- How is disability portrayed?
- Does disability appear in the story unnecessarily?
- How is the person with a disability described?
- What does all of this tell you about the reporter's attitude to disability?

Collect news stories from newspapers or magazines about people who have disabilities. Use the questions above to analyse the portrayal of disability.

Collect news stories from television about people with disabilities. Use the questions above to analyse the portrayal of disability.

Create and present a news story which portrays disability in a people-first style.

Disability and magazines

In this experience, students analyse the portrayal of disability in magazines specifically marketed to people with disabilities.

Look at the content and layout of a magazine specifically targeting people with disabilities, eg

- CP Australia www.cpaustralia.com.au/
- Ability www.abilitymagazine.com/
- NM New Mobility www.newmobility.com/index.cfm with
- Link magazine www.disability.com.au/link_online/
- Exceptional Parent www.eparent.com/
- Paralinks – The electronic magazine for people with spinal cord injury www.paralinks.net

How is disability portrayed?

- Does the magazine show people's abilities as well as disabilities?
- Does it use people-first language?
- Is disability portrayed as a barrier or challenge?
- Does disability appear in the articles unnecessarily?

Disability and movies

In this experience, students examine the portrayal of disability in movies.

View one or more movie about disability. www.disabilityfilms.co.uk has a very extensive listing of movies including synopses of each of them. http://disabilityfilms.tripod.com/index.html is another source of information.[10]

Prepare a poster advertising the movie. Include in your poster words or images that convey:

- the intended audience for the movie;
- the main message of the movie; and
- the overall portrayal of disability.

Listening and speaking

In this experience, students speak with people with disabilities about the portrayal of disability. Consider inviting a guest speaker to the class to talk of their experience. (See guest speaker database online at www.countusin.com.au; Teacher Information booklet for appropriate language and meeting a person with a disability and Appendix for Meeting People with Disabilities and Offering Assistance. Ensure that the questions are appropriate and respectful of privacy.)

How do people with disabilities feel about the ways in which disability is portrayed? Compile a set of interview questions that enables you to explore the perspectives, ideas and opinions of someone with direct experience of disability. Conduct your interview.

Find a way to present these perspectives in an oral report to your class.

Prepare a written report of your interview. Explain:

- what you did that helped the interviewee to feel comfortable;
- what you did to find out what they thought;
- what you did to clarify what they said;
- the things you did that helped the interview to be successful and how you know it was; and
- the things you would do differently in a future interview and why.

Writing

In this experience, students explore personal perspectives of a hypothetical disability that they have acquired through a motor vehicle accident, illness or sporting accident etc. Students write diary entries describing their feelings, actions, implications and the effect of the disability on their lives.

Teachers may assign or randomly assign an acquired disability to a student.

The disabilities included in this activity are only those that the students could acquire at this age or older (You may like to use the disability specific information in the teacher information booklet for contacts and links):

- spinal cord injury resulting in paraplegia, eg from a traffic accident;
- spinal cord injury resulting in quadriplegia, eg from diving into a pool;
- acquired brain injury, eg from a fall in a sporting activity;
- vision impairment, eg from bungee jumping;

- hearing loss, eg from a virus;
- mental illness, eg from depression;
- multiple sclerosis; and
- motor neurone disease.

One in five people in Australia has a disability. Many disabilities are acquired after birth.

Teachers will assign or randomly assign students a disability that may be acquired. Research the disability. Students might:

- research books in a library;
- search on the internet;
- talk to people in a relevant support or advocacy organisation;
- speak to someone with direct experience of the disability (see guest speaker database online at www.countusin.com.au).

Based on their research, students write diary entries:

- prior to the acquisition of the disability;
- one month after you acquire the disability;
- three months after;
- six months after;
- one year after; and
- five years after.

What effect does the disability have on:

- school and work;
- health;
- family;
- independence;
- friends;
- recreation;
- travel; and
- your own self esteem and sense of self?

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community where everyone is portrayed in terms of the contributions they can make? You might:

- plan a media watch campaign where reporters are provided with responses that recommend appropriate ways of portraying people with disabilities either in the form of correct information, commendations or corrected responses; or
- create a web page of reviews of books and movies that portray people with disabilities and link it to your school's home page.

Health and physical recreation

In this unit, students investigate health and wellness. They investigate sports in which everyone can participate, create a game using fundamental movement skills and think about coaching a team which includes people of all abilities.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- English – Reading;
- Health and Physical Education – Knowledge and Understanding, Attitudes and Values, Skills for Physical Activity, Self-management Skills, Interpersonal Skills;
- Society and Environment – Investigation, Active Citizenship; and
- Technology and Enterprise – Systems.

Learning experiences

Health, wellness and ability

In this experience, students link definitions of disability with attitudes towards disability and the implications of these for understandings of health and well-being.

Disability has been defined in a variety of ways (see Teacher Information). Look for definitions (local, national and international) of disability in:

- law;
- school literature;
- sports;
- hospitals; and
- the community.

Look for definitions which focus on:

- diagnosis and treatment;
- problems, changes, or losses in body function or structure (whether physical, neurological, mental, sensory, or cognitive);
- a person's performance of a task or action; and
- participation.

Compare and classify all the definitions you have found.

What factors influence health?

- Investigate the effect disability may have on people's health (eg Disability Services Commission - Health Resource and Consultancy www.dsc.wa.gov.au).
- What can the community do to promote the health of all people (eg policies, specific program development, access to services)?

Investigate

In this experience, students individually or in pairs, investigate:

- the diverse range of sport and recreation activities undertaken by people in the community;
- the accessibility of activities, in relation to opportunities for all people; and
- the availability of activities within the community.

Ideally, students will conduct different investigations (local, national and international) so they can present the information they have gathered and share their findings.

Investigate the diverse range of sport and recreational activities undertaken by people in the community, eg

- Sport & Recreation Sites and Links (extensive list) www.allabilities.com/sports.html
- Example sports: hand cycling, wheelchair tennis, waterskiing, skiing (snow), canoeing, kayaking, horse riding, climbing, hand and paragliding, rowing, hiking and wheelchair racing.

You might also look at:

- Disability Sport – the disability education program www.ausport.gov.au/dsu/dep.asp
- Disability sport – Project Connect www.ausport.gov.au/connect/index.asp

- Department of Sport and Recreation (WA) http://dsr.wa.gov.au
- Adaptive Sports Programs www.sitski.com/index.htm
- Adaptive Adventures www.adaptiveadventures.org/

Skills for physical activity

In this experience, students compare Paralympics and school games and create a team game that can be played by everyone.

A wide variety of recreational and sporting physical activities are available for all people in the community to be actively involved in. Investigate the requirements for participation in Paralympics sports. Some of the games are essentially the same event as their Olympic counterpart (eg equestrian events), while others are completely different events (eg goal ball, wheelchair rugby). In some games, the experience is modified to enable people who have disabilities to participate (eg archery, shooting). Others have different equipment (eg wheelchair basketball, cycling for people with locomotor difficulties), different rules (eg soccer) or different support (eg cycling for people with vision impairment)[11] . www.paralympic.org.au

Identify games similar to ones played in your school.

- Are the games played at your school accessible to everyone? You might think about students who:
    - use wheelchairs;
    - have difficulty walking;
    - have difficulty holding and/or manipulating objects;
    - have partial or complete loss of vision;
    - have partial or complete loss of hearing; and
    - have disabilities affecting communication and thought processes.

- What changes would be required to the experience, expectations, environment, and equipment or support in order that everyone could participate?

What are your favourite fundamental movement skills (eg balance, walk on a beam, forward roll, run, hop, skip, jump, gallop, side gallop, dodge, leap, catch, overhand throw, underhand throw, chest pass, kick, punt, two-handed strike, one-handed strike, hand dribble, foot dribble)? Create a team game using at least three of these movements, ensuring that everyone can participate. Consider:

- roles or positions;
- tactics for carrying, passing, dribbling, shooting, striking and stopping;
- offensive and defensive skills such as blocking, tackling and tagging;
- ways of resolving disputes and conflicts;
- equipment; and
- the game environment including surface and space.

Trial your game with your classmates.

Review the game:

- Is it fun? Is it fun for everyone?
- Does it enable everyone to participate?
- How do successful players enhance their performance (eg maintaining balance, sequencing movements, reducing air resistance, changing techniques for different situations, maintaining stamina)?
- How does your game contribute to players' sense of wellness?

Collate your games. Contact the Department of Sport and Recreation, the Recreation Network or the Disabled Sports Association for possible groups that might like to trial your games and provide feedback about them.

The psychology of the game

In this experience, students act as the coach for the game they have created. In doing so, they will review ways of communicating and interacting with people with disabilities (see Teacher Information booklet Appendix).

"There are four major performance skills for all elite sportsmen and women, these being technical, physical, tactical and mental. The latter skill is one that can make the crucial difference for athletes performing consistently to their abilities. Sport psychology has played a significant role in the understanding, training and ultimately the use of mental skills for peak performance." John Buchanan, Australian cricket coach.

Sports psychology focuses on self-management and interpersonal skills such as:

* goal setting, imagery, confidence;
* anxiety management and relaxation;
* concentration;
* stress and time management;
* team building and leadership;
* communication skills;
* debriefing and program evaluation;
* recovery and restoration; and
* injury rehabilitation.

Analyse the game you have created. As the coach for a team of players in your game, what preparation would help the players:

* Determine the goals of the game and for each player? What images might the players develop in their minds to help them achieve these goals?
* What would help them feel confident in their ability to play the game?
* What would help them manage anxiety and to relax into the game?
* What would help them concentrate?
* What would help them to manage stress?
* What would help them to manage time?
* What would help them build the team?
* What would help leaders to lead?

As the coach, how will you support the team to:

* debrief and evaluate the game;
* recover from the game;
* restore physical and mental health after the game; and
* manage any injuries?

You will need to consider ways in which you will coach players who:

* use wheelchairs;
* have difficulty walking;
* have difficulty holding and/or manipulating objects;
* have partial or complete loss of vision;
* have partial or complete loss of hearing; and
* have disabilities affecting communication and thought processes?

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community that maintains and contributes to everyone's health and wellness? You might think about:

* Revising and redeveloping your school's sports carnival to maximise the contribution of all students.
* Promoting your inclusive games in the community, and setting up teams to regularly participate in them.
* Coaching teams of primary school students (8-12 year olds).
* Working as a volunteer through Disabled Sports Association www.wa.swimming.org.au/html/wadsa.html, Crossroads www.crossroadsfellowship.org.au/wa/ or other agency.

Employment

In this unit, students investigate employment opportunities in the community. They think about the concept of 'human resources' and investigate their own personal resources. Students identify jobs that could be undertaken in the school by students and develop inclusive employment guidelines for these jobs.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- **English** – Reading, Writing, Listening, Viewing; and
- **Society and Environment** – Resources, Investigation, Participation and Communication, Active Citizenship.

Learning experiences

What is a 'human resource'?

In this experience, students define human resources.

"Human resources" can be defined as

- human wisdom;
- experience;
- skill;
- labour; and
- enterprise.

Explore each of these aspects of the definition. What are your 'human resources'?

What are your personal resources?

In this experience, students define 'personal resources' and link them to their school, work and recreational choices.

Brainstorm definitions for the terms

- interests;
- attributes;
- strengths;
- skills;
- values;
- diversity; and
- equity.

What are your interests, attributes, strengths, skills and values in terms of school, work and recreation? Gather information about your attributes. What evidence can you provide that you have these attributes?

Choose a favourite activity (school, work or recreational) and create a chart showing all the skills required (eg, skateboarding requires balance, timing, flexibility, and perseverance).

What occupations require the same skills?

Employment perspectives

Teacher talk: There are many ways that people can contribute to their community, pursue interests, develop their skills and make friendships and contacts outside the home. This may mean paid employment or volunteering for some, while others may participate in other alternatives to employment or even a combination of all of these activities.

There are many pathways to employment. Some people may approach employers directly. Some may find work through family or friends. Volunteering or further training may lead to job offers. There are also employment agencies throughout Western Australia that can assist in finding suitable employment that provides on the job support where necessary. Assistance is also available to school leavers and adults with disabilities who may not be able to consider voluntary or paid work or training.

Investigate the stories of employment, training, volunteering and alternatives to employment from people with disabilities in the community, eg

- www.dsc.wa.gov.au/default.aspx?et=2&ei=189&subSiteID=67

Career advice

In this experience, students create possible career pathways for another young person.

View the Count Us In DVD segments of young people / adolescents with disabilities. Create a profile of one student including their interests, attributes, strengths, skills and values.

Working with a group of two or three students, create a possible career pathway for one of the students.

What career options would you advise them to consider? Locate information related to training and employment opportunities. You might look at:

- State Disability Liaison Office www.ecu.edu.au/equity/accessedu/students-path.php
- www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=295&id=2351
- Career tips www.careertips.net.au/index.html
- Job Bank (Canada) http://srv601.hrdc-drhc.gc.ca/JobMatching/help/help.aspx

Prepare a career plan for the student. Consider:

- goals;
- criteria for success;
- activities to be pursued;
- key decision points;
- resources needed;
- equipment or tools needed; and
- ways of monitoring the plan

Meet with other students in your class who have created a career pathway for the same student. Compare the career plans you have created. What are the similarities and differences between your plans? What are the strengths of each plan? Which plan do you think would be most successful, and why?

Employer information

In this experience, students investigate the experience of employers who employ a diverse workforce. Students prepare a list of jobs that could be undertaken by students in the school and write a job description for each job. Students work in a group to develop inclusive employment practices for the school. You might have the students compare their hypothetical employment practices with those that actually exist in your school.

Investigate the experience of businesses and organisations that employ people who have a disability. See:

- Equal to the Task: A Good Practice Guide www.eeo.nsw.gov.au/disabil/equal/default.htm
- diversity@work www.work.asn.au/disability/people/index.cfm
- Employers Making a Difference www.emad.asn.au/
- JobAble www.jobable.gov.au/fact_sheets/benefits_of_employing.asp

Invite a guest speaker to speak of their experience (see DSC guest speaker database online at www.countusin.com.au).

Brainstorm the jobs that could be done by students in your school. Create a job description for one of these. Consider:

- roles and responsibilities;
- location/s of job;
- technology/equipment required;
- time required;
- remuneration; and
- skills and abilities required and desirable.

Working in a group, create inclusive employment practices for this job. Consider:

- advertising;
- interviewing;
- selection;
- recruitment; and
- induction.

Which of the jobs you have created would be suitable for the students in the DVD segments?

Employment agencies

Teacher talk: Open Employment Services are available for people with disabilities across Australia. 'Open' employment means regular work in the labour market with award-based wages and conditions, alongside people without a disability.

Investigate employment agencies for people with disabilities that provide open employment services, eg

- A.C.E. National Network
  www.acenational.org.au

Reflection – Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community in which everyone benefits from being employed? You might think about actions you can take:

- to support everyone to find work;
- to work effectively with all co-workers;
- as a future employer who will use inclusive employment practices; and
- as an advocate for people with disabilities.

Cultural perspectives

In this unit, students consider culture from an Australian, youth and disability perspective.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- English – Reading, Writing, Listening, Viewing; and
- Society and Environment – Culture, Time, Continuity and Change, Resources, Investigation, Participation and Communication, Active Citizenship.

Learning experiences

Cohesion, difference and diversity

In this experience, students consider Australian values in a multidimensional society.

What does it mean to you to be Australian'?

Define difference and diversity.

The Values Outcomes of the Curriculum Framework were developed through a complex consultation process with teachers and community members from all over Western Australia. Read the Values Outcomes and identify those that pertain to:

- difference;
- diversity; and
- cohesion.

What are the implications of the Values Outcomes for the ways in which all people are included in our schools and community?

Youth culture

In this experience, students consider culture from the youth culture perspective. This experience leads into an examination of disability culture. The quote is adapted from a statement about disability culture which will be discussed in the next experience.

The purpose of this experience is to encourage students to think about culture, what it is and how to define it.

Read the following quote:

"Young people have forged a group identity. We share a common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of being young. Most importantly, we are proud of ourselves as young people. We claim our youth with pride as part of our identity. We are who we are: we are young people."

Think about the youth culture in your community.

- Is it a culture or are there many youth cultures?
- What is their group identity?
- What is their art, music, literature or other form of expression?

In what ways are these cultures similar to and different from each other? How do they demonstrate that they are Australian?

What are the implications of the Values Outcomes for the ways in which all youth cultures are included in our schools and community?

Disability culture

In this experience, students consider culture from the disability culture perspective. It must be emphasised that not all people who have disabilities believe that there is a disability culture. Many people who have disabilities feel they have worked hard to overcome segregation and the discussion of a disability culture ostracises them again. It should also be emphasised that, just as youth culture is not a single entity, neither is disability culture. The purpose of this experience is to encourage students to think about culture, what it is and how to define it.

Read the quote that follows:

"People with disabilities have forged a group identity. We share a common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability. Most importantly, we are proud of ourselves as people with disabilities. We claim our disabilities with pride as part of our identity. We are who we are: we are people with disabilities." Steven E. Brown, Ph.D. Co-Founder, Institute on Disability Culture

Dr Brown, among others, writes about disability culture at: www.independentliving.org/newsletter/12-01.html

Think about the definitions of culture. In what ways does disability culture meet the criteria:

- Cultural groups influence their members to adopt particular beliefs and attitudes and to behave in certain ways.
- Cultural groups pass on their values through formal and in-formal aspects of socialisation.
- Cultural practices and social structures are influenced by belief systems.
- Cultural groups have visible characteristics (the practices and artefacts that are explicit, part of conscious awareness and easily seen by outsiders) that form the basis by which they are recognised by others and often reflected in stereotypes.
- Cultural groups have characteristics that are less visible to those outside the group.

You might also look at:

Disabled People and Our Culture Development by Vic Finkelstein
www.independentliving.org/docs3/finkelstein87a.pdf

A Psychological View of Disability Culture by Carol Gill www.independentliving.org/docs3/gill1995.html

Disability Culture: Eager to Bite the Hands that would Feed Them by Douglas Martin
www.disabilityculture.org/course/article2.htm

Disability Culture Rap www.tell-us-your-story.com/culturerap1.html

What is Disability Culture
www.fvkasa.org/culture_whatis.asp

Changes over time

In this experience, students consider the ways in which culture changes over time. External attitudes can help to shape the way in which a group sees itself. This is one of the reasons that language is so important. You may need to revisit the words that are used to describe disability and the history of disability in Western Australia (see Teacher Information).

Attitudes to disability have changed over time. You can track some of these changes through books and movies (see Portrayals of Disability).

Conduct a literature search (eg attitudes to disability history) and prepare a timeline of significant changes in the ways in which people with disabilities have been treated. Try to determine what caused these changes in attitudes and practices. You might look at some of the following sites:

- Disability Services: Life to Live
  www.dsa.org.au/life_site/text/intro/
- Disability Culture
  www.artsinaction.asn.au/disability.htm
- Beyond Affliction: The Disability History Project
  www.npr.org/programs/disability/index.html
- Disability in WA: www.dsc.wa.gov.au/1/85/48/Disability_in_W.pm
- Disability Social History Project
  www.disabilityhistory.org/

How have attitudes to disability influenced the development of a disability culture?

Deaf culture

In this experience, students think about sub-groups within a culture from the perspective of Deaf people who do and do not see themselves as part of the disability culture. You might like to engage a speaker from the WA Deaf Society to speak with the students about their understandings of Deaf culture.

"There is a growing trend amongst Deaf people and those who work with them to write the word 'Deaf' with a capital 'D' when referring to people who identify themselves as "culturally Deaf" and to use a lower case "d" when referring to the physical condition."
(see www.waDeaf.org.au/auslan.shtml)

What does it mean to be culturally Deaf?

Deaf people have their own identity within the disability culture. What has influenced the development of an independent Deaf culture? You might think about:

- values and attitudes;
- individual and group experiences; and
- the visible characteristics by which Deaf people are recognised by others.

What is the potential for the development of other cultures within the disability culture? Could someone be culturally blind?

Disability in Australia

In this experience, students read about the Living History Project and then undertake their own project. You might revisit "Meeting people with disabilities" in the Teacher Information Section: Appendix.

The Living History Project www.scopevic.org. au/livinghistoryproject.pdf aimed to find out about the changes in the lives of people with disabilities from 1981 to 2002, that is, from the International Year of Disabled Persons. Twenty-two people with disabilities and 17 parents of people with disabilities were interviewed in Victoria. Studying the experience of people with disabilities helps to plan pathways forward, raise awareness of the issues faced by people with disabilities and for people with disabilities to be heard.

As a group, plan your own Living History Project. Identify people who could be interviewed about their experience of living with a disability since 1981 (or in your lifetime). Develop a set of interview questions that enable people with disabilities to tell their own stories. You might include questions about their social and cultural experiences, including their:

- life;
- experiences of support systems;
- society and opportunities for participation; and
- health and well-being.

Invite a guest speaker (see DSC guest speaker database online at www.countusin.com.au) and trial your interview questions.

Conduct other interviews (ideally of someone you already know).

Collate the oral histories. Compare these experiences.

What has changed for people with disabilities in this time? What has not changed?

Reflection - Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community in which personal and group identities can contribute to our national identity?

Disability rights

The learning experiences in this unit draw on materials developed by the Human Rights and Equal Opportunity Commission (HREOC) and enable students to investigate the legal rights and responsibilities associated with disability.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

*   English – Writing, Speaking, Listening, Viewing;
*   Health and Physical Education – Knowledge and Understandings, Self-management Skills, Interpersonal Skills;
*   Society and Environment – Natural and Social Systems, Active Citizenship; and
*   Technology and Enterprise – Technology Process, Information, Technology Skills, Technology in Society

Learning experiences

What are human rights?

In this experience, students explore the many definitions of human rights and the ways in which people have attempted to enshrine human rights in legislation.

Define human rights. Use any and all of the following sites and your own experience to create your definition.

*   www.humanrights.gov.au/youthchallenge/unit1/stage1/resource_what.html
*   Human Rights Manual www.dfat.gov.au/hr/hr_manual_2004/index.html
*   Human Rights Internet Project www.abc.net.au/civics/rights/enter.htm

Human rights have been expressed in different ways. We know there are things we should and should not do and there are laws that make these things clear. What rules help to guide our understandings of human rights in Australia. You might consider:

*   international laws and conventions;
*   commonwealth laws;
*   state laws; and
*   church and other religions groups' laws.

Using the information you have collated, create a public document to explain human rights to others. You should consider:

*   your intended audience;
*   the available time for the task;
*   available resources;
*   the medium that will be most efficient; and
*   referencing.

Disability rights

In this experience, students identify the ways in which the rights of all people are protected.

In addition to the mechanisms you have already identified that protect human rights, there is specific legislation in regard to people with disabilities. Investigate one of the following (or another of your choice) and share your findings with people who have investigated other mechanisms:

*   International Covenant on Civil and Political Rights www.austlii.edu.au/au/other/dfat/treaties/1980/23.html
*   The Declaration of the Rights of Disabled Persons www.mhcc.org.au/rightsmanual/ch1.html
*   International Labour Organisation Convention 111
*   International Covenant of Economic, Social and Cultural Rights
*   Disability Discrimination Act www.humanrights.gov.au/disability_rights/dda_guide/dda_guide.htm www.humanrights.gov.au/youthchallenge/unit2/stage2/resource_law.html www.hrea.org/learn/guides/disabilities.html
*   Equal Opportunity Act (Commonwealth)

- Disability Service Act WA (1993)
  www.austlii.edu.au/au/legis/wa/consol_act/dsa1993213/
- Equal Opportunity Act WA (1984)
  www.austlii.edu.au/au/legis/wa/consol_act/eoa1984250/

Disability rights and access

In this experience, students conduct an access audit of their school.

All people in the community have the right to access places that are used by the public. See: www.hreoc.gov.au/disability_rights/dda_guide/ins/ins.html. Access is more than ramps, toilets and elevators.

The ACT Access Plan poses questions for people to consider in relation to people with disabilities accessing workplaces. See www.dhcs.act.gov.au/DisabilityACT/Publications/AccessGovtAudit.rtf

Conduct an access audit on your school.

- Disability Services Commission has developed an access audit www.dsc.wa.gov.au/cproot/232/2/arkfinal2001.pdf
- See Australian Disability Clearinghouse an Education and Training Information: www.adcet.edu.au/ViewFAQDetail.aspx?itemid=493
  Checklist www.adcet.edu.au/ViewFAQDetail.aspx?itemid=485
- Human Rights and Equal Opportunity Commission www.hreoc.gov.au/disability_rights/buildings/access_to_premises.html
- Another example of an Access Audit is available at www.adcet.edu.au/uploads/documents/Architectural_Access_brief_UTas.pdf

You will need to consider access issues for people who:

- use wheelchairs (eg door width, ramp access, turning space);
- have difficulty walking (eg handrails);
- people who have difficulty holding and/or manipulating objects (eg entry points at buildings);
- people who have partial or complete look of vision or hearing (eg tactile cues, voice output systems); and

- people who have disabilities affecting communication and thought processes (eg signage).

Invite a guest speaker to speak about their experience, disability rights and access issues (See DSC guest speaker database at www.countusin.com.au).

Who needs to know what you have found? Present your access audit in a form in which it can be acted upon.

Disability rights and public transport

In this experience, students look at the standards related to access to public transport and prepare and conduct their own audit of a public transport vehicle.

In 2002, standards were adopted to ensure accessibility to public transport (see www.comlaw.gov.au/ComLaw/Legislation/LegislativeInstrument1.nsf/0/D33E2673780CF239CA257059001AAA9A/$file/DisabilityStandforAccessPubTransGuidelines2004(No%203).doc

Look at the standards regarding access to public transport, in relation to:

- access paths;
- manoeuvring areas;
- passing areas;
- ramps;
- boarding;
- space in the vehicle;
- restraints surfaces;
- handrails and grab rails;
- doorways and doors;
- stairs;
- toilets;
- tactile ground indicators;
- listening systems;
- information;
- booked services;
- belongings; and
- priority.

Prepare an audit checklist.

Conduct an audit of a bus, train or ferry.

Prepare a report of your findings.

Who needs to know what you have found? How can you present your findings in a way in which they can be acted upon?

Disability rights and education

In this experience, students view video segments of Doug, a student who has a brain injury. Students analyse the rights and responsibilities involved for Doug, other students in his classes, his teachers, school and his family.

View the video segments. www.humanrights.gov.au/youthchallenge/unit2/video.html

Form groups of 10 in which each person has a role and a position:

- Doug;
- Doug's classmate 1;
- Doug's classmate 2;
- Doug's teacher 1;
- Doug's teacher 2;
- Doug's mother;
- Doug's counsellor;
- school principal;
- school bursar/registrar/accountant; and
- Department of Education and Training representative.

Use the position cards to identify and explore the issues related to this situation. www.humanrights.gov.au/youthchallenge/unit2/stage3/positioncards.html

Use a conflict negotiation framework to explore:

- what has happened, what are the issues at hand;
- what people are feeling; and
- what is important or at stake for each person.

Then, maintaining character roles, identify a variety of options for future actions and the consequences of each choice.

What are the best options for each person? What is the best option for everyone?

Elements and processes of government and governance

In this experience, students identify groups of people who might have an interest in the outcome of Doug's situation. Individual rights have implications for others.

Doug's situation comes to the attention of the public through a news story. Identify any groups of people who might have an interest in Doug's situation (eg individual citizens, advocacy groups such as People with Disabilities PWD WA), politicians (State and Commonwealth), the Disability Services Commission, the Human Rights and Equal Opportunity Commission, teachers' unions, the police and professional education associations). What might be the 'position' of these groups?

Explore the issues related to this situation from these perspectives. You might consider:

- Australian values;
- democratic values such as respect for individual freedom, rights and responsibilities, just authority; and
- social justice principles.

How might the issues related to this situation be resolved (eg prosecution, a law suit, changes in legislation)?

Governance and disability

In this experience, students consider some mechanisms for ensuring that the human rights of all people are considered in day-to-day life.

Legislation is not sufficient to ensure that the human rights of all people are protected. Most organisations create structures to guide their actions and interactions with people, whether employees or clients.

Interview a family member or friend about their workplace practices in relation to people with disabilities.

- Identify some mechanisms (eg disability officers, advisory committees, disability action plans, disability guidelines, inclusion policies, inclusion procedures) that protect the rights of people with disabilities.

- Explain the structures, functions and processes of each identified mechanism.
- How do these elements relate to one another?

Diagrammatically represent the elements and their interrelationship. If one element is not functioning correctly, what is the impact on other elements?

What mechanisms are in place in your school to protect the rights of all students?

What mechanisms are in place in:

- community venues such as the local library or swimming pool;
- your local council or shire;
- a local fast food restaurant; and
- a shopping centre or shop.

Investigate one of these places, or another of your choice.

Who needs to know what you have found out?

Reflection - Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community in which the rights of all people are protected? You might consider, eg, how you would address the contravention of the rights of a person who:

- was being harassed;
- was being denied a service;
- was being overlooked because of their disability;
- was not considered for employment because of their disability; or
- was not included in a school activity because of their disability.

Equipment and assistive technologies

In this unit, students investigate the diverse range of equipment and assistive technologies specifically designed to assist people with disabilities. Students research, devise and evaluate an assistive technology or equipment solution to address a specific need.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- English – Writing, Speaking, Listening, Viewing;
- Society and Environment – Active Citizenship; and
- Technology and Enterprise – Technology Process, Information, Technology Skills, Technology in Society.

Learning experiences

What are 'assistive technologies'?

In these experiences, students look at equipment and assistive technologies and conduct a product comparison on a group of items. Ideally, students work in groups of two or three with different groups looking at different items so that a combined review can be published. Students might also source suppliers for the items or identify readily available commercial products that could be used as efficiently as products specifically designed to assist people with disabilities. Students may notice that some items originally produced for people with disabilities and are now used by the general public.

Assistive technology encompasses all technologies used to aid people with disabilities in their daily lives eg motorized wheelchairs, large print books, flashing light alarms and devices and adaptations that allow people with disabilities to more easily use computers.

The Independent Living Centre of Western Australia has a range of equipment and assistive technologies that can be viewed and trialed. The product types available include:

- hoists, lifting and transferring equipment;
- wheelchairs and electric scooters;
- seating – lounge, dining chairs, and specialised seating systems;
- office chairs and workstation accessories;
- portable back and neck supports;
- eating and drinking, and household equipment;

- bathing, toiletting and personal care aids;
- beds, mattresses and bedding accessories;
- pressure management cushions and mattresses;
- building products including taps, rails, and flooring;
- recreation equipment;
- environmental controls;
- communication equipment;
- continence products;
- alternative keyboards (large and small) and keyguards;
- switches and switch interfaces;
- adaptive software the enhances vision;
- screen reading software;
- word prediction software;
- voice access software;
- language and literacy tools;
- low tech communication options (eg communication books/boards);
- high tech voice output devices; and
- remote environmental control systems.

Independent Living Centre www.ilc.com.au. Also view stimulus pictures online through the Disability Services Commission photo library at http://www.countusin.com.au

Investigate one group of these items (eg various eating utensils). Describe the items':

- function;
- the physical properties of the materials from which they are made (eg strength, malleability, durability) and the way they support the function of the item;

- the chemical properties of the materials from which they are made (eg toxicity, biodegradability, resistance to corrosion) and the way they support the function of the item;
- the aesthetic qualities of the materials (eg colour, texture) and the way they support the item's function; and
- design features and the way they support the item's function.

The Australian Consumers' Association (ACA), publisher of CHOICE magazines, website and books, is a not-for-profit organisation which has been researching and campaigning on behalf of consumers since 1959. CHOICE undertakes comparative analyses of products from household items to insurance. Look at any of the free comparisons online at www.choice.com.au

Conduct your own comparison on the items in any of the above groups.

Compile the information collected from your analyses and present it in the form of a magazine or website.

Assistive computer technologies

In these experiences, students look at assistive technologies and conduct a product comparison on a group of items. Ideally, students work in groups of two or three with different groups looking at different items so that a combined review can be published. Students might also source suppliers for the items or identify readily available products that could be used as efficiently as products designed specifically for people with disabilities. Students may notice that some items originally produced for people with disabilities have become generally available and are used by many members of the community.

There is a huge variety of technologies to enhance access to computers. EnableMart is a company that aims to "assist individuals in the search for computer access solutions by locating, supporting, and selling computer hardware, software and related technologies designed for their specific need" (See www.enablemart.com/). The product types available include technologies to assist:

- hearing;
- vision;
- mobility;
- Learning Conversations keyboards and mice;
- switches;
- workstations;
- environmental control; and
- ergonomics.

Other sources of information:
Rehab Tool www.rehabtool.com/
Ability Hub www.abilityhub.com/
Able Data www.abledata.com/

Investigate one group of these items (eg screen filters, screen readers). Describe the items':

- function;
- design features and the ways they support the item's function; and
- performance.

Compile the information collected from your analyses and present it in an appropriate format.

Devising and producing equipment

In this experience, students explore solutions for a specific identified need. It should be emphasised that solutions benefit the community in general.

Equipment and technologies are created to provide solutions to meet specific identified needs. Investigate the range of solutions for these needs, eg

- a telephone for someone with speech and hearing difficulties;
- bike riding for children with physical disabilities;
- a way of pouring boiling water for a cup of tea or coffee for someone with partial or complete loss of vision; and
- a device for putting on socks for someone who has difficulty holding or manipulating objects.

Look at the information from the Disabled Living Foundation about equipment that needs to be designed, modified or adapted at www.dlf.org.uk/factsheets/pdf/Equipment_that_needs_designing.pdf. (The site lists ideas for a wide range of kitchen, personal care, bath/toilet, seating and walking equipment.)

Devise your own solution to one of these specific identified needs:

- outline the need;
- identify possible solutions;
- identify the costs and benefits of each solution;
- choose a solution and develop a strategy for its achievement;
- prepare a plan of the solution; and
- produce the solution, recording variations required to the plan.

Evaluate your solution:

- identify the criteria for evaluation;
- identify the strategy for evaluation;
- undertake the evaluation;
- record the results; and
- present your findings.

Devising and producing systems

In these experiences, students explore solutions to address a specific identified need. It should be emphasised that solutions benefit the community in general.

Sometimes, a specific need is identified and a solution may be found by doing things differently or by modifying or adapting equipment. Over time, people have developed a range of solutions for specific needs.

Investigate some solutions for one of the following, or for another identified need for which specialised equipment is not a sufficient solution:

- enabling a child to sit in a high chair;
- enabling a child's speech to be understood;
- identifying lost items of clothing in a school or child care centre;
- changing light bulbs; and
- turning the pages of a book while reading.

Depict your solution diagrammatically, including sub-systems.

Identify social and ethical issues related to the problem and any part of your solution.

Identify any environment issues related to the identified need and any part of your solution.

Trial your solution. Determine:

- performance criteria;
- performance standards; and
- the testing procedure.

For what purposes might your system require variation (eg needs and wants, environmental conditions)?

How might you vary your system in order to cope with these variations?

Marketing

In these experiences, students produce a needs analysis, production plan and marketing plan for equipment or systems devised in the previous experiences. Students might produce their equipment or system for sale. Young Achievement Australia provides resources and information about enterprise projects undertaken by other young people www.yaa.org.au/programs_bus_skills.html.

Look at the various equipment and system solutions developed by students in your class (above). Which of these might be most profitably marketed to people in your community? Which of these solutions might be free of copyright and, therefore, able to be marketed (ideas which replicate existing products may be under copyright)?

Determine the market potential of the best ideas. What makes these the best ideas?

Prepare a production plan for one of the best ideas.

Prepare a marketing plan for the idea.

Reflection - Creating a welcoming community

From your experiences in this unit, what can you do to find solutions to barriers for participation in daily and community life? You might consider:

- home solutions;
- school solutions; and
- community solutions.

Accessible information

In this unit, students investigate the diverse range information sources and the ways in which each source can be accessible to everyone.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

* English – Writing, Reading, Listening, Viewing;
* Society and Environment – Active Citizenship; and
* Technology and Enterprise – Technology Process, Information, Technology Skills, Technology in Society.

Learning experiences

Accessible information

In these experiences, students analyse information sources and consider the ways in which each source can be accessible by all people. Working in groups, students concentrate on issues combining their research to develop strategies for providing information in ways that are accessible to everyone.

Information is available in many forms. Brainstorm a list of information sources (eg audiotape, videotape, Braille, radio, television, books, graphics, internet, TTY, SMS, CD Rom), the purposes of each and three features which make each source the best for its purpose.

Consider the accessibility of each form of information for people in the community:

* who use wheelchairs;
* who have difficulty holding and/or manipulating objects;
* who have partial or complete loss of hearing
* who have partial or complete loss of vision;
* who have disabilities affecting communication
* who have disabilities affecting thought processes.

Review your information analysis. Identify the purpose and features of each source for these groups of people.

Investigate accessible information provided by government and businesses. The Disability Services Commission has published a document on accessible information (see www.dsc.wa.gov.au/cproot/332/2/Accessi bleInformationPolicy.pdf)

Look at the information provided, eg by banks and Centrelink. Note that the way information is conveyed in each form is not about saying exactly the same thing in each format, but using the qualities of the format to combine with the content to convey the same meaning.

Prepare a presentation of your investigations, showing examples of quality or inadequate information.

Plain English

In this experience, students investigate the meaning of plain English and rewrite a document of their choice so that it is accessible for everyone.

Part of the concept of being more inclusive may be to provide plain English or easy English versions of printed documents that are clearer, uncluttered and user-friendly. The aim is to:

* use simpler words;
* use short sentences and paragraphs;
* use point-form for main meanings;
* prioritise key points on a need-to-know basis;
* be specific and direct;
* avoid jargon;
* use examples where helpful;
* use a larger font; and
* use space.

Collect brochures from advocacy and support organisations for people with disabilities. Identify those in plain English and those that are not. Rewrite one brochure in plain English.

Readability

In these experiences, students investigate elements of text that increase its readability. They apply their findings by conducting an information audit on printed documents of a business or organisation.

A recent survey indicated that over 17 per cent population have a print disability of some kind. Prescription spectacles, magnifiers and other devices, or training in reading techniques, assist some people. There are also ways of preparing text so that it is more readable.

Investigate readable text, through a combination of searching for information and experimenting with a word processor. Specifically, experiment with:

- contrast;
- colour;
- font;
- font size;
- spacing;
- justification;
- paragraphing;
- margins;
- paper;
- use of bold, underline and italics;
- headings; and
- graphics.

Conduct an information audit on the printed documents of a business or organisation. You might use the Information Checklist developed by the Disability Services Commission. See www.dsc.wa.gov.au/cproot/232/2/arkfinal2001.pdf

Assistive listening devices (ALDs)

In this experience, students investigate ALDs and prepare a presentation to explain how they support people to gain information.

The Building Code of Australia (BCA) requires hearing augmentation or an assistive listening device (ALD), to be provided in certain circumstances in public facilities. You might like to look at:

www.dsc.wa.gov.au/default.aspx?et=3&ei=60&subSiteID=48

www.dsc.wa.gov.au/cproot/325/2/installation_guide.pdf
www.printacall.com.au/docs/business-solutions.php

The architect/designer/planner is responsible for ensuring that the ALD is planned as required by the BCA.

The builder/developer/project manager is responsible for ensuring the ALD is installed and working correctly at the time of completion.

The cinema owner/manager is responsible for ensuring that the ALD is maintained and functioning correctly while the facility is in use and that people with hearing impairments are appropriately informed of the availability of ALDs.

People who diagnose hearing impairment and/or sell or supply hearing aids are responsible for advising customers on the features of hearing aids and their correct use.

People with hearing impairment are responsible for knowing how to use their hearing aid to access ALDs.

Investigate one of the following:

- induction loop systems;
- infra-red equipment; and
- FM systems.

eg www.actdrc.org.au/devices.html
www.asha.org/public/hearing/treatment/assist_tech.htm
www.alds.com/

Prepare a presentation about the ways in which the system works. How might the manager of a cinema or public venue let people who have a hearing impairment know that an ALD is available?

Captioning

In this experience, students investigate captioning and the different ways in which captioning is used in media created in different countries.

Captions are coloured subtitles that are positioned to indicate who is speaking, and provide information on music and sound effects

which may be crucial to the understanding of a visual image. Captions are available on all TV programs shown between 6.00pm to 10.30pm on all free-to-air networks and on many videos and DVDs. Captioning ensures that every viewer has the ability to access broadcast messages through TV, video, DVD and webstreaming. People who are Deaf rely on captions to follow the soundtrack on television or videos. People who have some degree of hearing loss use captions to help them understand the soundtrack. There are around 1.9 million people with partial or complete hearing loss in Australia. Many language schools use captioned videos and television to help teach people spoken English. It is easier to follow a soundtrack reading the captions and listening to the pronunciation of words. Captions can be used by anyone who is trying to watch a program or video in a noisy environment or where the volume cannot be adjusted such as shopping centres, airports, gyms, shows, banks, pubs and clubs.

Captioning is done slightly differently in the US, UK and Australia. Look at the captioning on an American, English and Australian DVD. Make notes about the captions in terms of:

- when the captions can be viewed;
- how the captions appear (eg scrolling or pop up);
- the type and amount of information conveyed in the captions;
- the degree of similarity between the soundtrack and the captions;
- the degree of synchronicity of the captions and the visuals;
- grammar and punctuation;
- colouring of captions; and
- position of captions.

Assistive communication

In this experience, students investigate assistive communication technologies.

There is a variety of services available to assist people to communicate using telephone services. Investigate one of the following. What is the service? For whom is it designed?

- interpreters;
- National Relay Service;

- Personal Relay Service;
- Speech to Speech Relay Service;
- hearing carry over; and
- voice carry over.

Accessible Internet

In these experiences, students investigate standards for Internet access and prepare an accessible report on their findings.

The Internet and computer technology have made information accessible to people in our community. Consider the way in which the Internet has enabled people who have partial or complete loss of vision and people who have a physical disability to read a newspaper.

Paul Bohman (2003)[12] writes:
"Despite the Web's great potential for people with disabilities, this potential is still largely unrealized. Where can you find Web-based video or multimedia content that has been fully captioned for the Deaf? What if the Internet content is only accessible by using a mouse? What do people do if they can't use a mouse? And what if Web developers use all graphics instead of text? If screen readers can only read text, how would they read the graphics to people who are blind? As soon as you start asking these types of questions, you begin to see that there are a few potential glitches in the accessibility of the Internet to people with disabilities. The Internet has the potential to revolutionize disability access to information, but if we're not careful, we can place obstacles along the way that destroy that potential, and which leave people with disabilities just as discouraged and dependent upon others as before.... From the perspective of people with disabilities, inaccessible Web content is an obstacle that prevents them from participating fully in the information revolution that has begun unfolding on the Internet. To them, it is a matter of basic human rights. When Web developers truly understand this perspective, most of them realize the importance of the issue, and are willing to do what they can to make their Web content more accessible."

Watch the video www.webaim.org/info/asdvideo/. While this video is written for people in the USA, it is relevant for Australians. We

also have laws that require information to be accessible for everyone.

The Human Rights and Equal Opportunity Commission has developed guidelines for making the Internet accessible to people with disabilities. www.hreoc.gov.au/disability_rights/standards/www_3/www_3.html

Investigate the standards and produce an accessible report that explains:

- why these standards are needed;
- what contribution their implementation makes to the creation of a welcoming community.

DAISY

In this experience, students investigate a system of communication and prepare a report about it.

Investigate the Digital Accessible Information System (www.daisy.org):

- What is it?
- How can it be used?
- Where in Australia is it being used?

Accessible web pages

In these experiences, students investigate web pages, noting the ways in which they are accessible and develop their own accessible web page.

Investigate five web pages of your choice.

- Could you use the page?
- Could you complain?
- Could you read the site?
- Did you know whose page it is?
- Could you navigate the site?

Examine the Web Content Accessibility guidelines www.w3.org/TR/WAI-WEBCONTENT/

Rate your chosen web pages according to their accessibility.

Develop your own web page collating the information you have gathered in the learning experiences you have undertaken in this unit.

Gain invision into the accessibility of your web pages using a combination of checking tools. Most will provide automatic responses. See www.netserv.net.au/doonbank/webacc.html

Reflection - Creating a welcoming community

From your experiences in this unit, what can you do to create a welcoming community in which the focus is on finding solutions to barriers for participation in daily and community life? You might consider:

- information produced for students in your school;
- information produced for families in your school;
- information produced by your school for the wider community; and
- the structure and format of your own web page.

Endnotes

[1] Gething, L. et al (1994). Disability Awareness Package: Resource Manual, Community and Aging Program, University of Sydney.

[2] Gething, L. et al (1994). Disability Awareness Package: Facilitator's Manual, Community and Aging Program, University of Sydney.

[3] The Sensational Art Program at the Art Gallery of WA offers guided Touch Tours and hands on art activities for visitors with vision impairment.

[4] Straus, J. Normalising the Abnormal: Disability in Music and Music Theory http://web.gc.cuny.edu/Music/disability/straus.pdf

[5] Students might choose, to experiment with musical instruments, voice, body sounds or environmental sound. You might talk to the school music teacher for more information.

[6] The State Library has music scores which can be borrowed, as well as music which you can listen to at the library.

[7] Gutenburg books begin with a long copyright statement. The text of the book follows the statement.

[8] There are many possibilities. See www.dawcl.com/search_results.asp for short descriptions of these books.

[9] Shapiro, R. K. (1999) Everybody Belongs: Changing negative attitudes towards classmates with disabilities. Routledge Falmer.

[10] Norden, M. 1994. The Cinema of Isolation: A History of Physical Disability in the Movies. NJ: Rutgers University Press.

[11] Australian Paralympic Committee www.paralympic.org.au

[12] Web Accessibility in Mind www.webaim.org/intro/