

## Disability Respect Lessons

By Shannon Jones

This series of disability respect lessons was created for school counselors to lead as a part of their social-emotional classroom lesson curriculum. The lessons are designed to ignite open discussion surrounding all forms of disabilities, acceptable language to use when describing individuals with disabilities, what accessibility looks like, and the importance of equity over equality.

Disability Respect Lesson 1: Language  
Disability Respect Lesson 2: Access  
Disability Respect Lesson 3: Equity

<b>Title of Lesson:</b> Disability Respect Lesson 1		
<b>Date of Creation:</b> February 2023	<b>Creator of the Lesson:</b> Shannon Jones	
<b>Grade Level:</b> 5th	<b>Subject:</b> Disability introduction and using appropriate language	<b>Time Duration:</b> 30-45 minutes
<b>Summary of Lesson:</b> Lesson 1 includes introducing different disabilities through reading a story and discussing appropriate and acceptable language to use when referring to disabilities.		
<b>DSE Alignment:</b> This lesson privileges the interest, agendas, and voices of people labeled with disability/disabled people		
<b>Lesson Objectives:</b> Objective 1: Learn about individuals that have disabilities and how to show respect and kindness towards them.  Objective 2: Develop a deeper sense of empathy for those that are different from themselves.		
<b>Teacher Guide:</b>  <u>Anticipatory Set:</u> Ask students: What is a disability? <ul style="list-style-type: none"> <li>○ Introduce learning, developmental, and physical disabilities. Do any of you have a family member, friend, or neighbor with a disability? Or do you have a disability? Would you like to share?</li> <li>● Read "Just Ask" by Sonia Sotomayer <ul style="list-style-type: none"> <li>○ Stop at page with Bianca and ask class: What is something that makes you different from your family? In your classroom?</li> </ul> </li> </ul> <u>Lesson Progression:</u> <ul style="list-style-type: none"> <li>● After book: How do our differences make our communities more interesting and fun?</li> <li>● Think, pair, share: We all know people or have met people who are different from us. Thinking of how the kids in the book interacted</li> </ul>		

with each other, what might be some ways we can build relationships with people who are different from us?

- Set timer to 1-2 minutes for students to discuss
- Invite pairs to share with class
- Language:
  - What words have you heard used to describe someone with a disability?
    - Students write down words on post it and put it on board or create an anonymous word cloud
  - Why is it important to use respectful language when talking about individuals with disabilities?
    - Show list of respectful language
- What can we do if we use hurtful language accidentally?

Closure:

- Would anyone like to share one thing that they learned today? ●
- While individuals with disabilities face certain challenges, they also have many strengths!
- Over the next few weeks, we're going to discuss disabilities and how we can make our community a more accepting and inclusive place

**Required Materials/Equipment:**

- [Presentation](#)
- Book: "Just Ask" By Sonia Sotomayer
- Post-its (or word cloud if technology available)

**References:**

Sotomayer, S., & Lopez, R. (2019). *Just Ask*. Philomel Books.

<b>Title of Lesson:</b> Disability Respect Lesson 2		
<b>Date of Creation:</b> February 2023	<b>Creator of the Lesson:</b> Shannon Jones	
<b>Grade Level:</b> 5th	<b>Subject:</b> Disability Access	<b>Time Duration:</b> 30-45 minutes
<b>Summary of Lesson:</b> Lesson 2 consists of an introduction to places that are ableist and a scavenger hunt around the school.		
<b>DSE Alignment:</b> This lesson promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society for people labeled with disability/disabled people		
<p><b>Lesson Objectives and Assessments:</b></p> <p>Objective 1: Participate in discussion about accessibility.</p> <p>Objective 2: Develop a deeper sense of empathy for those that are different from themselves.</p> <p><b>Teacher Guide:</b></p> <p><u>Anticipatory Set:</u></p> <ul style="list-style-type: none"> <li>● Review what students remember from previous lesson</li> <li>● Ask students: Do you know what accessible means?</li> </ul> <p><u>Lesson Progression:</u></p> <ul style="list-style-type: none"> <li>● Today we're going to do an accessibility scavenger hunt and determine how accessible your campus is for students who are physically disabled.</li> <li>● For people with disabilities, communities can be "ableist" if buildings are not accessible for them to get around.</li> <li>● Scavenger hunt checklist: <ul style="list-style-type: none"> <li>○ <u>Library:</u> ● Person with a hand mobility impairment – Is it easy or hard to operate the card catalog or computer catalog system?</li> <li>○ Person with a mobility impairment – Is it easy or hard to get a book off the shelf? Are the shelves too high or too low to Reach?</li> <li>○ Person with a vision impairment – Is it easy or hard to use</li> </ul> </li> </ul>		

the card catalog or computer catalog system? Are there any large print or audio books available?

- Playground: • Person who is Deaf or hard of hearing – If there is a bell to let students know recess is finished? How would a Deaf or hard of hearing student know when recess is finished?
- Person with a mobility impairment – Is it easy or hard to move around the playground?
- What is the playground ground made out of?
- PAC: Is there wheelchair access to get on stage? Is there a visual alarm? Are the doors easy or hard to open?

Closure:

- How is the school already accessible to people with various types of disabilities?
- Why is it important to think about accessibility for people of all ages (students, teachers and parents)?
- What could be done to make the school more accessible? ● How do the locations/issues included in the scavenger hunt impact whether people with disabilities can truly be fully included in all aspects of school life?

**Required Materials/Equipment:**

- [Presentation](#)
- [Scavenger Hunt Checklist](#)

<b>Title of Lesson:</b> Disability Respect Lesson 3		
<b>Date of Creation:</b> February 2023	<b>Creator of the Lesson:</b> Shannon Jones	
<b>Grade Level:</b> 5th	<b>Subject:</b> Disability and Equity	<b>Time Duration:</b> 30-45 minutes
<b>Summary of Lesson:</b> Lesson 3 introduces students to equity vs. equality.		
<b>DSE Alignment:</b> This lesson promotes social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society for people labeled with disability/disabled people		
<p><b>Lesson Objectives and Assessments:</b></p> <p>Objective 1: Determine the difference between equity and equality and why it is important</p> <p>Objective 2: Develop a deeper sense of empathy for those that are different than themselves.</p> <p><b>Teacher Guide:</b></p> <p><u>Anticipatory Set:</u></p> <ul style="list-style-type: none"> <li>● Show picture of equity vs. equality</li> <li>● What do you notice about these two photos? <ul style="list-style-type: none"> <li>○ What is the difference between them? What is the same?</li> <li>○ How might the images make you think differently about the words underneath?</li> <li>○ What do you notice about the physical objects in the photo?</li> </ul> </li> </ul> <p>How do they relate to the experience each person is having</p> <ul style="list-style-type: none"> <li>● Equity is giving everyone what they need to be successful. Equality is treating everyone the same.</li> <li>● What did we notice about equity last week during our scavenger hunt?</li> </ul> <p><u>Lesson Progression:</u></p> <ul style="list-style-type: none"> <li>● Divide students into groups of 4-6</li> <li>● Each group creates a poster about how they can promote equity at school - What can we do to make our school a safer, more inclusive and more accessible space for students and adults with disabilities?</li> </ul>		

- Examples: design a disability friendly playground, library, or classroom, create a poster with kind/inclusive quotes, etc. ○
- Share with classmates

Closure:

- It is important that individuals with disabilities get what they need to be successful, just like we get what we need to be successful!

**Required Materials/Equipment:**

- [Presentation](#)
- Poster paper, art supplies