

1. INTRODUCTION TO PHYSICAL DISABILITIES

1 Leader
10 minutes

Note to presenters:

This unit has been developed with some helpful teaching aids that are expected to make implementation more successful. Some important information may be repeated throughout the curriculum on both the instruction page and the actual activity.

The PowerPoint presentation has been designed to:

- Increase student comprehension by providing material in a child friendly visual representation.
- Provide leaders with an outline of the material that will help eliminate the need for notes or reading from the curriculum guide.

Teach and use the American Sign Language sign for "I agree" (or YOU-ME-SAME) to:

- Keep students engaged
- Allow all students to have a voice
- Keep the fast pace of the discussion on track

The ASL sign for YOU-ME-SAME is a "Y" hand shape with a back and forth movement between the speakers.



- PURPOSE:**
- To define the terms physical disability, handicap and attitudinal barriers
 - To explain causes of physical disabilities
 - To discuss ways to prevent accidents that could cause a physical disability
 - To acknowledge the natural feelings and discomfort that someone might experience when first seeing a person with a physical disability
 - To increase comfort level around people with physical disabilities

MATERIALS:

- Introduction PowerPoint from UOD website or flash drive from kit


SETUP:

- Set up computer, projector ,external speakers and screen.

PROCEDURE:

- The students sit facing the leader and the projection screen.
- The leader teaches the students the ASL sign for "I agree."
- The leader leads the discussion using the PowerPoint slides.

POWERPOINT PRESENTATION

	SLIDE	DISCUSSION
1	PHYSICAL DISABILITIES	<p>It's nice to be back with you again for the Understanding Our Differences Program. We are going to be giving you a lot of information and asking you a lot of questions. This is the American Sign Language sign to show that you agree. When you agree, do this (show the sign). Everyone, give it a try.</p> <p>Today, we are going to be talking about physical disabilities. What is a physical disability?</p>
2	PHYSICAL DISABILITY Part of the body <ul style="list-style-type: none">• Functions differently• Does not function at all• Is missing	<p>A person has a physical disability when a part of the body functions differently, does not function at all or is missing. Do you know anyone with a physical disability?</p>
3	TEMPORARY PHYSICAL DISABILITIES <ul style="list-style-type: none">• Broken bones• Torn ligaments• Sprains  Temporary physical disabilities go away when the injury heals.	<p>Temporary physical disabilities such as broken bones, torn ligaments and sprains are common. These types of disabilities usually go away when the injury heals. Some of you know what it's like to have a part of your body that doesn't work the way it did. It can make it harder to participate in some of the things you like to do.</p> <p>We are going to be focusing on permanent physical disabilities that do not go away, and learn how they affect people's lives. We will learn how accommodations and devices can help people with physical disabilities do things more easily.</p>

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PERMANENT PHYSICAL DISABILITIES

Can happen in 3 ways:
Birth, illness or Injury

Birth

A person may be born without all or part of his/her limbs, or without a body part fully developed. They also may be born with body parts that do not function in a typical way.

Illness

Some people have a physical disability as the result of serious illness that affects their body organs or ability to move or speak clearly.

Examples of physical disabilities from birth include cerebral palsy and spina bifida.

Examples of physical disabilities caused by illnesses include multiple sclerosis, stroke or arthritis. Most of these conditions are adult illnesses.

Many people, as they get older, may have some sort of physical disability. If you have any relatives who have a physical disability, use the I agree sign.

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INJURY

- Automobile accidents
- Bicycle accidents
- Sports injuries
- Diving accidents
- Falls
- Burns
- War
- Guns

Physical disabilities can occur as a result of injury from automobile or bike accidents, sports injuries or diving accidents, falls or burns. Sometimes people are also injured in war or by guns.

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PREVENTION

*Protect your body and brain
by wearing seat belts and
helmets*



YOU can prevent some physical disabilities from becoming permanent by wearing seat belts and by never getting in a car when a driver has been drinking alcohol.

What about bicycle or scooter, roller-blade or skateboard, ski or snowboarding accidents?
(Wear helmets and pads, bike in safe places)

What about water accidents?
(Don't dive in shallow water or in murky water where there may be rocks or other hard objects you cannot see on which you can hit your head. Swim with a buddy/lifeguard.)

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SPINAL CORD OR BRAIN INJURY



Sometimes injury to the body can involve the spinal cord or brain.

Where is the spinal cord?
(Inside the spine or vertebral column)

Everybody touch the top of your spine. Your spine starts at the top of your neck and ends at your low back.

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SPINAL CORD OR BRAIN INJURY

- Brain messages could get jumbled
- Muscles may not move in a coordinated way
- Speech may be difficult to understand

Messages from your brain travel through nerves in the spinal cord to tell the body parts to move. If the brain or spinal cord is injured, these messages cannot get through or they get mixed up.

The muscles may move in an uncoordinated way.

Sometimes speech is affected. So if, for example, the brain tells the mouth to say, "hello," and the brain is injured, what could happen to that message?

(It could get jumbled. Speech may be difficult to understand.)

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INJURY TO THE BODY:

- Permanent damage to arms or legs
- Loss of part or all of arms or legs
- Severe burns can cause loss of use of limbs

Other people have disabilities because of injuries that permanently damage parts or all of their arms or legs. Sometimes severe burns can damage the skin enough to limit movement.

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BARRIERS

- Architectural
- Attitudinal

Architectural barriers are obstacles in the environment that prevent a person from doing what they want to do. Some examples are a step instead of a ramp or a staircase

instead of an elevator.

People's attitudes can be an excluding barrier when they assume people with disabilities can't do things. We call these **attitudinal barriers**.

What are some examples of attitudinal barriers that exclude someone with a disability?
(not being picked for a team or for a cooperative learning group or group activity in school, judging people or their ability to do something because of how they look, speak, or move)

Sometimes adults with disabilities do not get hired for jobs because the employer thinks they can't do the work, even though they may be very capable and competent.

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HANDICAPS



Lack of accessible transportation



A step instead of a ramp



People's attitudes

We sometimes hear the word "handicap" and use it incorrectly. What is a **handicap**? A handicap is the limitation placed on a person by others.

People are not handicapped.

Some examples of handicaps are:

- Lack of accessible transportation
- A step instead of a ramp
- People's attitudes

FEELINGS AND FRIENDSHIP

- Are you uncomfortable, shy or curious, but don't want to stare?
- Do you want to avoid people with physical disabilities?
- How can you be a friend and an ally?



You may have some different feelings when you see a person in a wheelchair or with a disability.

- Maybe you are uncomfortable, shy or curious, but don't want to stare. Has anyone felt this way or experienced this? (**Use the sign for I agree**)
- You may want to avoid people with physical disabilities. Has anyone felt this way or experienced this? (*I agree*)

All of these feelings are very natural.

- What are ways to be a friend? (*talk together, treat everyone the same way, include everyone, offer help, never tease, never be a bully*)

Be an ally! An ally is someone who stands up for another person.

2. ARCHITECTURAL BARRIERS AND UNIVERSAL DESIGN

1 leader
15 minutes

- | | |
|-----------------|--|
| PURPOSE: | <ul style="list-style-type: none">• To define the terms architectural barriers and attitudinal barriers• To show the advantages of universal design• To discuss ways to be a friend to peers with disabilities• To acknowledge that some activities may be challenging for everyone |
|-----------------|--|

- MATERIALS:**
- VIDEO "Kids Just Want to Have Fun"

- SETUP:**
- Set up computer, projector, external speakers and screen

- PROCEDURE:**
- All students sit facing the leader and screen.
 - The leader shows the VIDEO.
 - The leader leads the movie discussion.

ARCHITECTURAL BARRIERS AND UNIVERSAL DESIGN

Universal Design

Have any of you wondered how people with different kinds of disabilities could participate in a sport or play on the playground equipment? There are several ways to promote inclusion or everyone playing together. One way is to use adaptive equipment such as the ultra-light wheelchairs used in the Boston Marathon, or devices to help everyone communicate. Another way is to design spaces or buildings and common tools that are useful for everyone. This is called universal design. Let's watch a VIDEO about a group of kids with disabilities in a playground using universal design. They just have fun.

(Show VIDEO "Kids Just Want to Have Fun")

Discussion Questions

- How were all children in the movie able to play together?
(the playground was universally designed, special equipment, the playgrounds were designed to be accessible without barriers.)
- Do you think the children without disabilities treated the children with disabilities in a friendly, accepting and helpful way? If you agree use the sign for I agree.

Now we are going to talk about barriers that can prevent people with disabilities from working and playing and doing things they like to do.

The playground in the movie had no barriers, but usually there are architectural barriers everywhere. Architectural barriers can be helpful, such as a fence so your pet or ball stays in your backyard.

Architectural barriers can also exclude people from doing what they want or need to do. Can you think of any architectural barriers that exclude people?
(curbs and stairs instead of ramp, vehicles without a lift, buildings without elevators)

We are now going to divide into three groups for activities.