

## MODULE 2 DISABILITY IN SOCIETY

OUTCOME	LEVEL	PHASES OF LEARNING
<p><b>ACTIVE CITIZENSHIP</b>  <b>Social Justice</b>  <b>Outcome 7. Active Citizenship</b>            Students are looking beyond themselves and their immediate surroundings. Typically, they demonstrate their behaviours and actions in an increasing range of contexts (including less-familiar settings and an increasing variety of groups) and an increasingly independent manner, although they sometimes seek the guidance of teachers in more complex situations.</p>	<p><b>ACTIVE CITIZENSHIP</b>  <b>Social Justice</b>  <b>DEVELOPING PHASE</b>            Specifically this will be evident when a student:</p> <ul style="list-style-type: none"> <li>• Articulates the value of and need for participation in school and wider community activities for the common good.</li> <li>• Seeks opportunities to participate in activities for the benefit of the class, school and wider community</li> <li>• Shows concern for and sensitivity to people beyond their friendship group and family</li> <li>• Initiates action to care for others</li> <li>• Intervenes appropriately in situations in which another is being discriminated against</li> <li>• Identifies and attempts to address prejudice in school setting and local community</li> </ul>	<p><b>ACTIVE CITIZENSHIP</b>  <b>Social Justice</b>  <b>MIDDLE CHILDHOOD</b>  <b>Care, respect and concern for others</b></p> <ul style="list-style-type: none"> <li>• actions that demonstrate care and support for others (eg participating in mentoring and buddy programs; participating in a Red Cross club; working cooperatively; respecting everyone's contribution; helping new students adjust to the school; donating money for causes; participating in community programs)</li> <li>• actions that demonstrate non-discriminatory behaviour and fairness (eg behaving appropriately in class so that learning of other students is not impeded; challenging stereotypes)</li> </ul>
<p><b>Society and Environment Resources</b>            Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.</p>	<p><b>Society and Environment Resources</b>  <b>R 2.1</b>  <b>The Student:</b> Understands that people use a variety of resources to make different goods or provide services in an attempt to satisfy their needs and wants</p> <p><b>R 2.3</b>  <b>The Student:</b> Understands that there are similarities and differences in the way people work.</p>	<p><b>Society and Environment Resources</b>  <b>MIDDLE CHILDHOOD</b>  <b>The focus for learning in this phase is on:</b></p> <ul style="list-style-type: none"> <li>• the range of resources</li> <li>• how consumer decisions influence resource use</li> <li>• the concept of enterprise</li> <li>• enterprising strategies for increased efficiency</li> <li>• people with different skills and roles in workplaces</li> <li>• workplace requirements influencing job choice</li> <li>• transferring knowledge and skills when changing jobs</li> </ul>
<p><b>Society and Environment Culture</b>            Students understand that people form groups because of their shared understanding of the world and, in turn, they are influenced by the particular culture so formed.</p>	<p><b>Society and Environment Culture</b>  <b>C2.3</b>  <b>The Student:</b> Understands that different roles and responsibilities are attached to people as individuals or as members of groups</p>	<p><b>Society and Environment Culture</b>  <b>MIDDLE CHILDHOOD</b>  <b>The focus for learning in this phase is on:</b></p> <ul style="list-style-type: none"> <li>• developing an awareness of the different cultural groups in Australia and neighbouring countries</li> <li>• reasons for different types of relationships between cultural groups</li> </ul>

<p><b>Society and Environment Time continuity and change</b></p> <p>Students understand that people's actions and values are shaped by their understanding and interpretation of the past.</p>	<p><b>Society and Environment Time continuity and change</b></p> <p>TCC 2.2  <b>The Student:</b> Understands that over time, some aspects of peoples lives change and some stay the same</p>	<p><b>Society and Environment Time continuity and change</b></p> <p><b>MIDDLE CHILDHOOD</b></p> <p><b>The focus for learning in this phase is on:</b></p> <ul style="list-style-type: none"> <li>• the interrelationship between people, events and ideas</li> <li>• linking people's motives and causes of events</li> </ul>
<p><b>Society and Environment Natural and social systems</b></p> <p>Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.</p>	<p><b>Society and Environment Natural and social systems</b></p> <p>NSS 2.3  <b>The Student:</b> Understands that groups and communities obtain goods and services to meet their needs and wants</p>	<p><b>Society and Environment Natural and social systems</b></p> <p><b>MIDDLE CHILDHOOD</b></p> <p><b>The focus for learning in this phase is on:</b></p> <ul style="list-style-type: none"> <li>• the interrelationships and interdependence between the elements of natural systems</li> <li>• the interrelationships and interdependence between the elements of the economic system</li> </ul>
<p><b>Health &amp; Physical Education Interpersonal Skills</b></p> <p>Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.</p>	<p><b>Health &amp; Physical Education Interpersonal Skills</b></p> <p>IPS 2  <b>The Student:</b> Uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people.</p>	<p><b>Health &amp; Physical Education Interpersonal Skills</b></p> <p><b>MIDDLE CHILDHOOD</b></p> <p><b>The focus for learning in this phase is on:</b></p> <ul style="list-style-type: none"> <li>• adapting and monitoring communication skills to enhance relationships with peers, family and the school community</li> </ul>

## CONTENT

### Module 2 – Disability in Society

This module would link with Society and Environment outcomes based on interaction in society and the role of people with disabilities, their capability in society, and how to confidently and effectively interact with blind and vision impaired people.

### Role of people with disabilities in society

#### Capability in society

- Issue- Despite progress being made on integrating people with disabilities in society , people still struggle with employment opportunities equal to their non-disability
- In many sporting activities, blind children are excluded from the activities. Play some games which allow participation
- Introduce children to competent blind adults who are leading a normal life ( ie: working, having leisure, getting around, )
- Activities in classroom – audio books on MP 3 players
- Skills training – making a sandwich, tying shoelaces blindfolded
- Monocular vision- Students wear an eye patch on one eye and practice throwing a ball to each other
- Coloring in – Place bubble wrap over some glasses. Wear glasses and color a picture. Repeat with different coloured and sized fonts

#### How to confidently interact with blind and vision impaired people

- Discuss with children how people in society would interact in a variety of settings. Get children to work in groups and experiment with role play. Scenarios may include: buying groceries from the shop and talking with the checkout operator, ordering food from a waiter / waitress at a restaurant, meeting someone new at a party. Explain that in social settings we depend greatly language to communicate. Non verbal communication such as facial expressions, tone of voice, eye contact and gestures are a huge part of this process. As each group role plays their activity, invite the rest of the class to write down some potential problems they may envisage for someone who was visually impaired. Get children to discuss as a group what these problems may be. This activity is designed to encourage understanding and tolerance of visually impaired people experience these issues. **WORKSHEET Social Interaction Role Plays**
- Read a selection of children’s literature to encourage children to see inside the emotions of the characters in the story.  
Literature Study : [Boss of the Pool by Robin Klein](#) :  
Character Study : [Children write a character report](#)
- How to meet and make friends with people who have a [vision impairment](#) – ( By practice social skills of interaction the aim is to get students to recognize that people who are visually impaired are just as approachable and can be part of their friendship groups as people without disabilities. It also aims to build confidence and skills in interaction)
- Discuss the strategies that were used in the books teach and role play social skills. Model to students how to approach someone, greet them, say your name, smile and introduce self. Students practice this with their peers. Follow with modeling how to ask open ended questions about the person they are speaking to. Allow students to practice. At this point, ask the students to identify what things they can discover about the person they found they had in common. At this point allow children to buddy up with a partner or small group they have things in common with and have free play in playground. **WORKSHEET Social Skills- Making Friends**
- Awareness that there are differences in people and respecting those. Need to interpret the differences and similarities
- Non- disability people to see the value of interacting with wider community
- Initiate action to action for others
- Social interaction

- Activities to gain understanding of those who are vision impaired
  - Students practice a number of daily life skill they would normally use but attempt it blindfolded or with eyes shut. Eg: eating, grooming ( brushing hair and teeth, washing hands), getting dressed( putting on a jumper, tying shoelaces) playing with a game or toy/puzzle, putting things into schoolbag, walking to front of class and walking back to desk, trying to follow a teachers instruction just by auditory clues)
  - Practice expressing and receiving emotions from a partner with eyes shut – joy, sadness, fear, excitement
  - Practice social courtesies like shaking a hand.
- Children work in groups of 4 or 5. One child is blindfolded. A group activity such as playing a game like..., Scattogories, memory game or constructing a puzzle occurs. The children who are not blindfolded work together to guide the visually impaired person through the activity. At the conclusion of the activity each member debriefs the experience with a focus on reviewing the collaboration process
- Invite a person with a disability to come and visit the class .Children develop a list of questions that the students would like to ask about what it is like to live with a physical disability. **WORKSHEET Question Time**
- Have a collection of books in classroom that cover the topics of disability – fiction and non fiction texts
- Brainstorm with the children what some of the potential problems are for someone who is vision impaired who comes to school in a standard classroom. Discuss what problems that person may have during the day. Eg: Finding their way around environment, new surroundings, changes to timetable therefore rooms, teachers, in class- background noise , people not speaking clearly , not knowing who is speaking, learning being visually based, many paper based activities that rely on sight for success. The students are to suggest possible resolutions to these problems by making a list. **WORKSHEET How we can improve our classrooms for people who are vision impaired.**

Examples:

1. **Wintering Well** Lea Wait (Ages 8 – 12) Fiction – tells the story of girl whose older brother loses a leg in a framing accident. It explores the issues they both face of living with a disability in the 1820s
2. Boss of the Pool Robin Klein (Ages 8 -12) – A novel about trust and overcoming prejudice. It tells the story of a friendship between a teenage girl who is teaching a disabled boy to swim.

**External information links**

Fantastic website <http://www.drc.org.uk/citizenship/index.asp>