

Student resource

This guide will help you go through the activities and information available on the www.seenbutseldomheard.co.uk e-learning tool.

Follow the online course and check the points within this document when you have completed them.

Acceptance



- Watch the video and read the introduction
- Read the assumptions
- Read discrimination and self esteem

Activity 1 - Acceptance

Task 1. To see an example storyboard, look at the back of this document at the page with the title Acceptance Activity 1 – Storyboard example

- Activity 1, Task 1, A – Develop a storyboard depicting ‘a day in your life’
- Activity 1, Task 1, B – Develop a storyboard depicting a day in your life, but this time you use a wheelchair to get around
- Question 1 answer:

Question 2 answer:

- Activity 1, Task 2 – Write down below a list of at least 4 assumptions about disabled young people

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

Question 3 answer:

Question 4 answer:

- Watch the first video and then the second video from 9 minutes and 30 seconds to see what Jude says what you should do if you have questions for a disabled person.

Question 5 answer:

Question 6 answer:

Communicating and being heard



- Read the introduction

Activity 1 – No words

- Activity 1 – write down a simple sentence below.

- Think how you might communicate this to someone without writing, speaking or using any letters of the alphabet? Write your method(s) below and think about how difficult it would be, what could help you convey the sentence to someone else and, how you can communicate with someone who can't communicate in the way you would expect:

- Read about the Seen but Seldom Heard project
- Watch a clip of the video of Jagdev and think about the challenges he faces when communicating.

Activity 2 – Watch the short video

- Watch the taster video
- Question 1 answer:

Activity 3 – Find out about communication methods

- Activity 3 – watch the video and then write down a list of at least 4 different communication methods after you have looked at the links:
 - 1.
 - 2.
 - 3.
 - 4.
- Do some wider reading using the useful contact and resources

Further Education and Employment



- Read the introduction

Activity 1 – The future in terms of education or employment

- Activity 1 – write down a list of future jobs or education courses / life goals you would like to do or achieve:

- Activity 1 – could you still pursue these ideas if you could not see, hear, if you had a physical disability, learning disability or all of the above? Write your answer below:

Activity 2 – Barriers to employment facing disabled people

- Read the information and watch the video at the link.
- Write down ways that would make it easier for disabled people to find work:

- Watch the video of Dave
- Watch the 5 videos of Dr James Palfreman-Kay
- Watch the videos of Lauren and below, write down the changes that could be made which would have improved her experience of accessing higher and further education.



- Read the introduction
- Read accessibility and consider the questions. Write any notes below:

Activity 1 – A welcoming environment

- Activity 1 – obtain a prospectus or brochure for a place in your local community. Redesign it so that it now reflects the needs of disabled people e.g. building access information, support available. You can use the space below to make notes if necessary.

- Read participatory approaches
- Play the video of Hugo's poem. Write a list of at least 5 different types of disabilities and for each, think about what challenges they face in their daily lives.

Type of disability

Challenges

E.g. Blindness

Requires sound / audio description to read or watch film – e.g. learning from textbooks/educational film

1.

2.

3.

4.

5.

Activity 2 – End of school prom

- What do you need to do to ensure the event is fully inclusive? (write your answers below)

Activity 3 – Choices

- Use post it notes to create a wish list of important issues for disabled young people which are related to their needs, in order to achieve their choices.

Activity 4 – Independence

- Answer the questions below:

1.

2.

3.

- Read the independence page and listen to the music track.
- Write your poem or song lyrics below:

Personal Cultural Structural



- Read the introduction

Activity 1 – Joining a new class in a different area

- Activity 1, Search the internet for images disabled people
- Question 1 answer:

- Question 2 answer:

- Read Cultural, explore the links and watch the video

Activity 2 – What do you think?

- Question 1 answer:

- Question 2 answer:

- Question 3 answer:

- Question 4 answer:

- Choose and complete either the mind map task or the images task.
- Watch the video and create your own Code of Conduct
- Read the document on the Mencap website
- Watch the video of the poem
- Read popular culture and disability

Activity 4 – The “word” disability

Write down what the word ‘disability’ means to you:

After clicking the links and reading the different definitions, write your answer to question 1 below:

Policy and Legal Context



- Read Disability is a Human Rights issue

Activity 1 – Policy used in your school/college

- Investigate the policy and legal context of disability rights in terms of your local school, college, youth or sports club. Write any notes below:

- Answer question 1:

- Read the Scouts policy on an inclusive society.
- Task 2 – Make a wordle

Activity 2 – Political manifestos

- Investigate what the political parties say about disability policy and issues. Make notes below:

- View the 2 links and answer question 1:

Acceptance Activity 1 – Storyboard example

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