

Tutor resource

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

This is a working document and you should work through the online tool and edit the document based on your teaching style, class size and amount of time you want to spend on each module.

Acceptance



- Play the video

Introduction text:

People have a need to be accepted, by their family, their peer group, within their school, college or workplace. The lived experience of many disabled young people is usually linked to negative attitudes, beliefs and prejudices which present barriers to education, employment, health care, and social participation (WHO, 2011) Disabled people have said the following about how they want to be accepted and treated:

- Talk to me in a way I understand
- Treat me with respect
- Let me make my own decisions
- Provide accessible information
- Improve Access to Buildings

Ref: World Health Organisation (WHO) (2011) World Report on Disability, WHO and World Bank: Geneva

Assumptions text:

We all make assumptions about people based on our own experiences and prejudices; however much we may think we don't and that we are non-judgemental.

Acknowledging those assumptions and sharing them with others can help us to become aware of the range of views within a group and prompt discussion about why they are held.

Discrimination and self esteem text:

It is particularly important that we are aware of the potential damage experienced by some disabled young people in their early years.

It is important to consider what impact discrimination and assumptions about disability have on disabled young people.

How can we change societal attitudes about disability and build a society which promotes inclusion, self-expression and supports the individual needs of young disabled people.

What laws do you know about to combat discrimination and support those with disabilities? Spend some time researching this through the internet and books.

+ Activity 1 - Acceptance

Use the Storyboard example at the end of this document and a flipchart to help explain how you want the class to create a storyboard to visualise their day in the life journey.

Either do this as a class or ask students to do it individually.

Storyboarding is a way to explore the interactions and experiences that individuals have over time. This can look like a comic strip and tells a story using pictures and images.

+ TASK 1 – Storyboarding ‘a day in the life’

A: Develop a storyboard depicting ‘a day in your life’.

B: Develop a storyboard depicting a day in your life, but this time you use a wheelchair to get around.

Think about the following questions in relation to the tasks above:

Q1: What do these two stories tell you about issues of acceptance and accessibility?

Q2: How might you undertake this activity if you have a visual impairment?

+ TASK 2 – About assumptions USE A FLIPCHART

Next, using a flip chart, encourage the class to make a list of the assumptions about disabled young people, then pose the following questions:

Q3: Where do these assumptions come from?

Q4: How can negative assumptions can be challenged?

+ TASK 3 – Video

Play the following video and then answer the questions below.

Q5: How do you feel if people stare at you?

Q6: What does the poem tell you about how disabled people feel about being stared at?

Now, ask the class to feed back their answers and have a small discussion. Then, play the second video at the time code 9mins 30seconds to see what Jude said people should do if they have questions about his disability.

Communicating and being heard



- Play the video

Introduction text:

We often take for granted that we can make ourselves understood to others and that what we say is heard and listened to. Some disabled people face barriers to communication which can mean that they can be ignored or overlooked.

Some individuals may have different ways of communicating e.g. sign language, a communication book or a communication device which, sometimes, makes it difficult to be understood.

It is important to be patient and allow time for people to talk to you. This may be particularly important for those using communication tools which take time to use. Do not be embarrassed by the time delay in communication – individuals are used to this pace and we must be aware not to try to rush. If you are seeking information it may be useful to send questions ahead of time.

+ Activity 1 – No words

Ask for two volunteers and ask one of them to write a simple sentence on a piece of paper, for example, “I would like a glass of orange juice”.

Ask the student to show this sentence to the other student. The second student must let the class know the sentence without writing, speaking or using any letters of the alphabet. The first student cannot help the class.

Discuss:

- Was it difficult to communicate using this method?
- What would have helped?
- How can we communicate with someone who can't communicate in the way you would expect

The Seen but Seldom Heard project

- Play the video

The Seen but Seldom Heard project has supported young disabled people with a range of communication difficulties to be heard.

- Play some of the footage from the film of Seen But Seldom Heard Poet, Jagdev, who became disabled at the age of 11 years old and now struggles to speak. When he speaks, it takes him a long time to communicate a whole sentence.
- Facilitate a discussion with the class about how his disability creates barriers to communication for him.

One of the young participants reflecting on the project said:

I learned how to send a message through poetry. I'm misunderstood, and poetry was a good way to put that message across and a way to express myself. I was hoping to move people.

Film can be used both to capture interactions, and also as a powerful tool to disseminate ideas. The Seen but Seldom Heard project has used both live performance of poetry and song, as well as film to raise awareness of disability issues through the words and voices of young disabled people themselves.

+ Activity 2 – Watch the short video

- Play the video
- Ask the question: What does it tell you about disabled young people and how their voices can be heard and represented in wider society?

+ Activity 3 – Find out about communication methods

- Ask the class to find out about alternative communication methods using the three links if needed. Write them on a flipchart or just to discuss them and how they differ, and what challenges each method might pose in society.
- Ask the students to spend some time looking at the different useful links. After a few minutes, ask each to feedback some information that they learnt to the rest of the group.



- Play the video

Introduction text:

When you are at school or college, you are asked to start considering whether you want to go on to further or higher education or look for a job. You may be able to access work experience placements and/or information and advice sessions from a trained advisor.

For young disabled people, this may be difficult due to a number of barriers such as:

- access to work experience
- appropriate information
- career advice
- attitudes of potential employers

+ Activity 1 – The future in terms of education or employment

- Explore what future goals in terms of education or employment that each member of the class has and then discuss how they would achieve these goals if they had:
 - Sensory impairment e.g. poor hearing, poor sight
 - Physical disability
 - Learning disability
 - Or all three

+ Activity 2 – Barriers to employment facing disabled people

The International Labour Organisation (ILO) has produced a video on the barriers to employment facing disabled people.

- Play the video at the link
- Ask the class to think about how many disabled people they see in workplaces or the local community
- Now, ask the class to think about what barriers these people face in terms of finding employment – and – what ideas they have to make it less challenging
- Play video clip 2
- Play the clips that answer questions about disability in higher and further education. (You can click the bottom right hand corner within the clip to make it full screen and then press Esc when finished to bring you back to this page.)
- Ask the class to discuss each of his responses in small groups.
- Play the two clips of Lauren.
- Discuss what improvements could be made that would have given Lauren a better experience of accessing higher and further education.



- Play the video

Introduction text:

Communities should try to ensure that their amenities and resources are welcoming and accessible to everyone.

A key topic of discussion within the Seen but Seldom heard project was the need for all environments to be disabled friendly and accessible.

Accessibility text:

How accessible is your local community to young disabled people. Everyone wants to be feel part of their local community. How does it feel to be left out? What can the class/school do to make sure all students feel welcomed and included?

Think about your local swimming pool or cinema – how disabled friendly are these environments, and are they easy to access if you have a sensory impairment, or mobility issue?

Ask the class to break out into small groups, each select a place e.g. the pool, the cinema, a local restaurant etc. and to consider these questions with that place in mind:

1. Are appropriate signs used to note access?
2. Do toilets appear to be large enough for wheelchairs and do they have grab bars on the walls?
3. Do doorways appear to be large enough for wheelchairs?
4. Do lifts have Braille next to each button and enunciators or “beepers” for each floor?
5. Are there accessible parking spaces near entrances/exits?

+ Activity 1 – A welcoming environment – **LOCALLY SOURCED INFO NEEDED!**

- Find an information booklet like a school prospectus for the class to look at
- Get the class to think how this could be redesigned in terms of reflecting the needs of disabled young people.
- Ask Q1: What messages come across in posters, information leaflets/literature about disability and inclusion in your local community?
- Ask Q2: How can you re-design them?

Participatory Approaches text:

Working together with disabled young people in an inclusive way helps to prevent individuals and groups from being marginalized and seldom heard.

There are many types of different disabilities. Not all disabled people use a wheelchair – some are able to walk, but their disability means they face challenges in other areas.

Watch the following film of Hugo, a Seen But Seldom Heard Poet, using poetry to explain his disability.

- Play the video
- Use a flipchart to help the class think about the different types of disabilities.

+ Activity 2 – End of school prom

You are planning your end of school prom. Get the class to think how they would make it a fully inclusive event and what that means.

Ask them to break into pairs and consider one or two of the following areas:

- Location
- Venue
- Transport
- Facilities
- Promotional material
- Any other things that might be important.

- Play the video

+ Activity 3 – Choices

Everyone likes to feel that they have choices about how and where they live their lives.

Use 'Post Its/flipchart' to develop a 'wish list' of important things for disabled young people related to their needs. This might include aspirations and hopes for education, employment, relationships, housing and their social lives.

+ Activity 4 – Independence

Many young people have aspirations to be independent.

Ask the following questions and discuss as a class.

Q1: What does being independent mean to you?

Think about what your own hopes and dreams are for the next 5-10 years.

Q2: What sort of things does this include?

Q3: What barriers might a disabled young person face if they were hoping to achieve similar things?

- Play the Seen But Seldom Heard audio clip. Using the Seen but Seldom Heard project as inspiration, ask the students to write their own poem or song lyrics which depict these aspirations and/or challenges and how they will realise them. Use the following clip for an example of a poem, if necessary:

https://www.youtube.com/watch?v=aEeRlc_bPYI



- Play the video

Introduction text:

This includes your ability to influence other people and the circumstances you face.

It includes confidence, communication and other interpersonal skills.

For example, how do you feel when talking to a group of new people or people you feel are more powerful than you? What scares you about this and what makes you feel confident to do this?

+ Activity 1 – Joining a new class in a different area

Discuss the context of 'Personal' and facilitate the class in thinking how they would feel if they moved to a new school.

Task 1 – Ask the following questions:

- Q1: How would this make you feel and what would you want other people to do to make you feel welcome?
- Q2: What role do teachers have in encouraging the class to be welcoming?

Task 2 – Reflections

Get the class to search the internet or set homework to collect some images from newspapers, magazines and websites of disabled young people and in small groups consider how this makes you feel about 'disability and youth'.

Ask them to consider:

- Q3: Do these images reflect the everyday life of a young person?
- Q4: What does this tell you about the person?
- Click the link and play the video of David.

Cultural text:

Cultural meanings carry with them sets of assumptions, stereotypes, language, imagery etc. about a particular subject. The often negative portrayal of disabled people across all aspects of life becomes so accepted that it seems invisible and loses its impact. This influences the life opportunities and situations which are open to disabled young people, for example opportunities for education, work, training, housing and relationships.

Think again about media images of disability and how this produces stereotypes and misunderstanding about the lives of disabled people. Think about cultural myths and

fairy tales and how they reinforce negative stereotypes, for example: Snow White and the Seven Dwarfs, Cinderella and The Hunchback of Notre Dame.

From myth to reality.....

Media coverage of comments made by Lord Freud concerning pay for disabled people is an example of stereotypical views about the worth of disabled people:

<http://www.bbc.co.uk/news/uk-politics-29628557> [Accessed 15/10/09]

In response to this statement Labour was urging a welfare minister to resign amid reports he suggested people with disabilities could be paid less than the minimum wage.

Ed Miliband, the then Labour Leader, said Lord Freud told Tory activists last month some workers were “not worth the full wage”. He challenged David Cameron to distance himself from the remarks, saying they represented the Conservatives’ “worst instincts”. Mr Cameron said these “were not the views of anyone in government”.

In heated exchanges during Prime Minister’s Questions, Mr Cameron said he did not need lectures from anybody about looking after disabled people and urged the Labour leader not to cast aspersions.

The then Disabled Affairs minister Esther McVey told the BBC that the comments were wrong and could not be justified. The BBC’s political editor Nick Robinson said he understood Lord Freud would be asked to apologise and to restate the government’s support for the minimum wage or would be asked to step down.

Lord Freud, who has been a minister in the Department for Work and Pensions since 2010, reportedly made the remarks during a fringe meeting about welfare changes at the Conservative Party conference.

+ Activity 2 – What do you think?

Task 1 - Get the class to read the previous page (‘From myth to reality.....’) then ask the following questions:

- Q1: What do you think about Lord Freud’s comments?
- Q2: How do you think it makes disabled people think about their own self worth?

Split the class into groups and ask them to research around the following questions, making sure they detail historical figures or statistics about disabilities:

- Q3: What do you know about the history of how society has treated young disabled people?
- Q4: How has cultural understanding of disability changed over the decades?

Task 2 - Choose one of the following tasks to do – you could divide the class into two and give a different task to each half:

1. On a flip chart produce a mind map of the differences between then and now.

2. Produce visual images which depict the changes in disabled people's lives through the ages.

Task 3 – Code of Conduct

- Play the video
- Ask the class how they would like to be treated if they were in a wheelchair (for example) and to create a code of conduct for how people should communicate and/or include them
- Use the guidance extracted from the “Impairment Related Disability Etiquette” at the following reference if necessary: “A National Framework for Disability, Equality & Etiquette Learning (DEEL) for Health and Social Care Services”, DRC and Department of Health, 2007.

Task 4 – Challenges in Communication

- Ask the class to read the document within the link and watch the video of the poem
- Discuss what challenges disabled people face when communicating or trying to be understood and accepted and not stereotyped

Popular Culture and Disability text:

How we form ideas about disability is often reinforced by the types of images we see around us, including through newspapers, magazines, TV, films and the internet.

+ Ask the questions:

What types of messages do we receive from these sources about what it is like to be disabled? How often are disabled people portrayed in TV or film, and if they are what sort of roles do they have?

+ Activity 3 – Your recent events, ask the class to answer the following questions in relation to a recent book, TV programme or film that they have seen.

- Q1: Are there any disabled characters in it?
- Q2: Does the book/TV or film show people with disabilities in the mainstream of life with other friends?
- Q3: How are the characters portrayed?
- Q4: Does the plot just focus on the character's disabilities or does it also focus on the character himself/herself?
- Discuss their responses

Paralympics text:

The recent London 2012 Paralympic Games have made disabled athletes more visible than ever before. Their achievements have been shared with millions across the world.

Consider the following picture of disabled athletes and film of Paralympic sprinter, Ben Rushgrove:

- Look at each of the athletes in the picture and discuss the challenges they face if they were to compete against their able counterparts – don't forget to discuss the advantages they might have e.g. speed
- Play the video
- Ask the question - what impact do you think the Paralympic games have on societies understanding of disability?

Structural text:

- Play the video

Disability, like age, class, race, gender, and sexuality, operates as a form of social division – it categorises people and assigns them to a particular social position. This plays a significant role in maintaining the social order. Professor Stephen Hawking (2011: 3) in the foreword to the first World Health Organisation report of disability suggests 'we have a moral duty to remove the barriers to participation, and to invest sufficient funding and expertise to unlock the vast potential of people with disabilities'.

Ref: Hawking, S (2011) (WHO) World Report on Disability, WHO and World Bank: Geneva, p. 3

+ Activity 4 – The “word” disability

- First, ask the students to individually write down what they understand the word, 'disability', to mean. Ask them to feedback to the group and compare the similarities and differences in their answers.
- Get the class to review some of the links and then ask the question - what do these different definitions tell you about societal attitudes towards disability?



- Play the video

Disability is a Human Rights Issue text:

Human Rights are fundamental. They exist independently of laws passed in a society, and cannot be constrained by customs or beliefs of a particular community. We all have human rights whether there are laws to uphold them or not. They are universal and indivisible.

Every day disabled people are denied their human rights. When a person is excluded from employment because they are disabled, it is discrimination. If a child is excluded from education because they are disabled, their rights are being violated. If a disabled person is made to live somewhere against their will it is a violation of their fundamental human rights.

Equality. Dignity. Freedom.

+ Activity 1 – Policy used in your school/college

Task 1:

- Ask the students, in groups, to investigate the policy and legal context of disability rights in terms of your school, college, youth or sports club.
- Ask the question - is information concerning relevant disability policy readily available within your school, college or youth club? You can explore this in terms of how inclusive somewhere is in supporting and encouraging the participation of disabled people.

Task 2:

Ask the class to make a wordle at www.wordle.net about the important words in policy and law concerning disability.

+ Activity 2 – Political manifestos

- Using the internet, find out the political manifestos of each of the mainstream political parties – split the class into groups and ask each group to investigate a different political party's policies. You could also look at the resources at the links to help run this activity.
- Ask the question – what do these say about the stance taken towards disability issues?

Acceptance Activity 1 – Storyboard example

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