

The Spectrum of Disability

Activity

Teacher begins by stating that the outcome for today's lesson is a brief presentation on a disability, such as what the teacher will now present to the class as a model for students. Teacher may also choose a short YouTube video as an opener.

Teacher:

If you have someone in your own life with a disability, give the name of the disability and how the person has met obstacles/challenges and dealt with them. Tell the students what medications, if any, or assistive devices/accommodations are used, and frequency. Determine ahead what this disability incident rate is for the general population. Summarize what you've related to students. This serves not only as your motivational opener, but also as a model for student presentations, which is the assignment for this lesson.

- *Next, vocabulary, which students will encounter in their disability research, can be taught/reviewed. Give examples for each, or ask students for examples, once they understand the meaning.*
- *The activity now focuses on the research that each student will do on a disability. Make sure that each student has an assigned topic, then quickly review how to fill in LP C the Research Guide for Disability and how to use it to set up their presentation, LP C Presentation Outline for Disability Research (2 Handouts). Monitor students as they use computers for their research and assist them with finding the optimal sites for information.*

Objectives

- Students will expand their knowledge and understanding of the spectrum and variety of disabilities
- Develop simple research and presentation skills
- Further understanding and perspective of their own disability and how their disability is described in objective terms

Materials

Students will need a topic from the [Resource Guide for Common Disabilities](#). Copies for all students.

Computers will be helpful for research of their topic

[Research Guide](#) and [Presentation Outline](#), for each student

Check YouTube videos for a clip that fits your goals of disability understanding and perspective for your students

Consider setting up a guest speaker who is an adult with a disability, or a veteran of a war with a specific permanent disability

Vocabulary

- Spectrum
- Congenital
- Dominant Gene
- Psychiatric
- Disorder
- Degenerative
- Acute
- Viral

Summary

Students will present their research according to the Presentation Outline on the following day. Encourage questions and discussion after each presentation.

Notes for Teachers

Decide how much time and availability of computers for the researching of disabilities

Determine when presentations will begin and the length of each. Estimate the amount of time needed for all, including discussion/questions and plan accordingly

Suggestion: assign students disability topics for efficiency and best use of time (LP C – Resource Guide)

Reflection

Towards the end of the class period, and after all presentations are done, students can reflect by writing an entry in their journals related to the following questions:

What did you learn about disabilities?

Do you have a greater understanding of your own disability? If so, describe.

Imagine what it would be like to have a disability such as (student's choice). What would be the challenges? How would you work at overcoming the challenges?

Home Connection

Students can talk about various disabilities with their parents. Parents may know of someone in their own life experience whom they could describe for the student. Parent could describe the accommodations, assistive devices and challenges/obstacles for the friend/relative and how they've overcome them.