**IL History and Philosophy**

**Photos by Tom Olin**

The goal of this chapter is to teach young people about the history and philosophy of Independent Living.

The disability culture is different from all other cultures. Mothers or fathers may not have a disability, and so they may not be able to pass down the history, leaders, and culture to their young person with a disability. Therefore, it is up to us as a Movement and disability family to help teach our youth the history that they are a part of, and how hard the leaders before them worked to gain the rights and responsibilities that we have today.

**TIPS:** Having responsibility for one’s own actions and life are a right shared by most Americans. However, many young Americans with disabilities have not been given the opportunity to take responsibility for their own decisions and actions. It is up to us to show young people with disabilities how important it is for them to take advantage of their rights and responsibilities, which are the results of the hard work and struggle of their predecessors in the disability community.

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**Tips for talking about Disability History, Culture, Philosophy and Etiquette**

* Some fun activities include: the Label Game, the String Game, Guess Who, Stand and Declare, Normal Pictionary etc. (See Appendix.)
* Ask group to define whether there are words or labels that we don’t want to be used in this room.
* Ask how they feel about use of these words or labels outside this room? This usually creates a great discussion also.
  + This is a great resource for ideas for people first friendly language. <http://rtcil.org/products/media> (Your Words, Our Image) People First language. Also may be helpful DBTAC’s or other ADA Center’s “disability etiquette’ cards.
* Discuss words in the context of the time in which they were used and the attitudes people had at the time and how the word has evolved. When all else fails… Model, model, model! Model people first language.
* Whenever possible add fun facts and stories you may have heard or experienced that are a part of the disability movement for example, students in the Northwest love the story of Richard Pimental and Arthur Honneyman and their quest for pancakes and how they helped get Ugly Laws stricken from the books. (where can we write this story up?
* Use short video clips when appropriate to emphasize your point.
  + Utilize the ***It’s Our Story*** project. Some clips we have used in the past include:
    - Search for:

**Did you know?**  We had our own ‘code talkers’ during the 504 sit ins? People who were deaf would sign to the interpreter outside that we needed water, clothes, food, etc. and so after the lines of communication were cut off for the people with disabilities, the sit-ins went on!

* + - * *It’s Our Story* trailer
      * Jennifer Laird’s story.
      * *It’s Just Us*
      * *Crip Culture Montage*
      * Judith Heumann 2010 recipient of Courage Award. <http://www.vimeo.com/user3110239/videos/page:1/sort:newest>
    - Please look through all of them and let us know about the other treasures you find!
  + Utilize The Power of 504 part 1 & 2 (captioned and audio described on Youtube)
    - <http://www.youtube.com/results?search_query=Power+of+504&aq=f>

What is a better way to organize links?

* + <http://www.youtube.com/watch?v=PR5KxB8ZNNY&feature=related>

(Fred Fay Interview)

* + <http://www.youtube.com/watch?v=kiQADSIINmM&feature=results_video&playnext=1&list=PL48CCCE6324B512F5> Moving Forward with SCI: Billy
  + Music Within: the story of Richard and Art
  + Utilize parts of the Module 1. Of ILRU training DVD for Centers ( see appendix for suggestions on how to facilitate this DVD) <http://www.bcm.edu/ilru/DVD.html>.
  + Mike Oxford/Gina McDonald, “History of the IL Movement.” Document available at [www.ilru.org](http://www.ilru.org)
  + Independent Lens/PBS Documentary “Lives Worth Living” DVD.

**Independent Living History**

**1800-1900**

Here are some suggested topics for you to cover:

( see also Medical VS Social Model in Appendix)

* **Medical Model :**

**Early History and Settlers:** Immigration, Institutions, Dorthea Dix, new medical techniques increasing life spans, Ugly Laws, Eugenics, Willow Brook etc.

**Did you know?**  People with disabilities hold the record for the longest takeover of any federal building… and it was done during the 504 rallies?

* **Social Model:**
  + **Leaders and Organizations:** Ed *Roberts*: “The Father of Independent Living” (see appendix)Judy Heumann ‘Mother of IL’, Justin Dart Jr., Wade Blank and ADAPT , Fred Fay, Lex Frieden, etc., National Council on Independent Living (NCIL), Association of Programs for Rural Independent Living ( APRIL), American Association of People with Disabilities (AAPD)

**Laws**: Brown Vs Board of Education, Section 504 of the Rehabilitation Act, IDEA, ADA. (See Appendix for more description.) **Some Additional Resources**

**Did you know?**

Ed Roberts and the Rolling Quads got Berkley, CA to pass an ordinance that when they replaced sidewalks, they would replace them with curb cuts. Well, curb cuts are made of concrete! Ed and the Rolling Quads went on night ops and broke up sidewalks to get them replaced with curb cuts!

\*\*Note that the materials that we use now, we found by surfing the Internet about disability rights. Invest some time teaching yourself about the history and culture in a way that makes you passionate!

* Ed Roberts “His Words and His Vision”

<http://www.youtube.com/watch?v=xSLLMTYDtao>

Ed Roberts “People in Motion”- PBS

* *Max Starkloff*: Disability rights activist

<http://www.youtube.com/watch?v=44gaW9wV_tQ> “Acquiring my Disability”

<http://www.starkloff.org/starkloff/staff.php>

* *Judith Heumann*: Disability rights activist

<http://www.ilusa.com/articles/022301-2judy-heumann.htm>

<http://www.ilusa.com/articles/0223021judith_heumann.htm>

* *Justin Dart, Jr*: The father of the ADA

<http://www.nndb.com/people/133/000168626/>

<http://archive.eeoc.gov/ada/dart.html>

* *June Kailes*, “Language is more than a Trivial Concern”
* “10 Commandments of Disability.”DVD and written piece,
* “Life/Death Discussions” - Ideas of suicide in people who acquire disability.
* Mid-evil times (history of changing definitions/perceptions of people with disabilities.)
* Magazines
  + Disability Rag, which later became the Ragged Edge by Mary Johnson
  + MOUTH Magazine by Lucy Guin
  + Storm Readings by Neal Marcus
* Lex Friedan , Justin Dart Jr.– “Toward Independence.”
* **Current Events**

***Question:*** What should I say when confronted with the statement, “My students are too low functioning to take part in this group”?

***Answer:*** We believe our program can be adapted to any student’s needs. Remember that IL is cross disability and for all ages. If we need to reframe the question, or emphasize the point with a game or video we can. Our goal is that each student comes out with at least one thing more than they had before. Even ‘low functioning’ students will see a benefit.

***Bonus Answer*:** point out that Independent Living can also be about INTERdependent Living. IL is not just about doing things by yourself, but about having the choice and control of how things are done. You are here to help students practice making choices for themselves, if they need help making and executing those choices that is still independent living.

**TIPS:** Use any resources: magazines, videos, books, internet, bring in advocates who were there, activities, Youtube, music, posters, etc.

**Did you know?**

The huddle in football was created at Gallaudet University. The players would huddle around while the quarterback signed his plays so that the other teams didn’t see their play!

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**Disability History**

**1800-1900**

**Space requirement:** Classroom or activity room with enough space for participants to be able to see the TV screen.

**Equipment:** DVD Player, TV, or Computer, and Projector.

**Group size:** Any group size less than 100

**Program goal(s):**

1. Participants will learn about disability history and how it affects them.

2. Participants will understand where people with disabilities started in our country.

3. The active emotions and empowerment will increase with their personal historical knowledge increasing.

**Program description:**

**Preparation**: none

**Instructions:** Like African Americans or women, people with disabilities have a history and a culture, and in order to be an effective self-advocate, you need to know where we started and how far we have come. Historically, people with disabilities were treated poorly and the video you are about to watch describes that history, which, is very dark and graphic. If at any point during the video you want to say something or discuss it, just raise your hand and we will stop the video. We don’t want you to have a great idea and then have to hold onto it until the end, say it while it is fresh on your mind. Questions to be thinking about during the video are:

1. Who is making decisions about people with disabilities lives?

2. What labels/language is being used to describe people with disabilities, and is that language we use today?

\*\* Note that the facilitator stops the video at any point that a participant raises their hand and wishes to make a comment. Regardless, there are a few spots for you to stop and discuss.

Have the history power point up that has these questions written out.

Show the video, after the Dorothea Dix quotation describing the conditions of the institutions and Almshouses, discuss the language that is being used and how that description makes the students feel.

Go to the PowerPoint and go through the first slide, which shows the Statue of Liberty. Follow through with slides 2. Points of interesting discussion not included in the movie are:

1. People with disabilities were screened before coming into this country. What does the Statue of Liberty state? Give me your tired, your poor, your weak… Then there must be some fine print that says “Just Kidding”. A lot of the time, people with disabilities were separated from their families and sent away from Elis Island because they were different. We were literally trying to create the more perfect union by only allowing people who were perceived to be “healthy.”

2. If by chance someone with a disability did make it into the country, or was born here, they were often put in these houses because they made other “normal” people feel uncomfortable.

3. Expand on the Dorothea Dix slides and ask who in the class has heard of her as Dorothea Dix Campus is in Raleigh and some students may be familiar with her. Use power point as a reference guide for discussion. Follow the PowerPoint to bring in discussion on the PT Barnum Circus and Freak Shows. Ask how many people have heard of circus or either been. Then have the group share thoughts on what is the circus, the typical answers will include, "lions, tigers, bears, elephants, clowns?" " Do they think that has always been the source of entertainment?" Discuss how people with disabilities were the entertainment they were laughed at and people enjoyed looking at them and using their looks as to thing to laugh at. You can show the Skin video at this point. You can talk about what they saw in the video and how it made them feel. Is that a way they would want to be treated and know that is the only way you can make money?

Start the ILRU video again where you left off, and remind the participants to think about who is making decisions about the lives of people with disabilities.

Right after the quote, “As far as possible, invalids should be restored to their original homes, and the communities to which they belong should absorb them, by assigning to them, by conventional agreement, the lighter occupations and no provisions separating them from their families or diminishing their domestic responsibilities should be encouraged (The quote is shown on the screen.).” Ask participants the following questions:

* Does it sound like things are getting better or worse?
* Who is making decisions about people with disabilities’ lives?

**Disability History**

**1900-2000**

**Ellis Island**

**Space Requirement:** A space large enough to separate the group into two groups

**Equipment:** Can do with no equipment, but can have music, candy, toys

**Group Size: 50 or less**

**Program Goal:**

1. To understand firsthand how people came to America and the feelings that might have been shared during this time in an interactive way.

**Program Description:**

**Preparation:** If you choose to have music have it before beginning the activity.

**Instructions:**

Go through the group and separate them into two groups. One group will be able to listen to the music or get the candy and toys. They are your party group. This group will be able to do whatever they want and have fun.

The second group will not be able to get anything. They will have to be quiet, you may even make them turn away so they cannot see the other “party” group.

Once the group is split you can ask “Does anyone from the quiet group want to come over to the party group?” If yes, go through them and “inspect” (similar to what they would have done during the time Ellis Island inspections) Looking them over, asking them to hold an arm up, move a certain way, etc. You can then have them join the party group as you decide.

**Discussion:** After this is done have the each group talk about how this experience was. Discuss how this is what happened when people came over hoping to enjoy the “Free World.” People that came off the boats were inspected and if they passed they were able to come over. If they failed they were forced to return to their own countries. Ask them how they would have felt during this time. How they think it would be to separate from their families? This is the entrance into history. Discuss how things were bad at the early on and this was just the beginning.

**PowerPoint**

**Space Requirement**: A big enough space to move around for the appropriate size of the group.

**Equipment:** Projector, Computer, Speakers, TV Screen, PowerPoint, 504 video

**Group Size:** 100 or smaller

**Program Goal:**

1. To learn how their history has progressed into more recent times.

2. Participants will learn how the law affects them.

**Program Description:**

**Preparation:** Review the previous history subjects and understand the following parts of history to answer any related questions.

**Instructions:**

Have group move to an open space. Talk about what happen in the "Freak Shows" people used people with disabilities as entertainment and laughing at them. Inform the group that we will be doing different laughter’s and you will have to use different expressions.

Laughter Types

• Forgiveness Laughter

• Welcome Laughter

• 50/50 Laughter

• Focus Laughter

After doing this activity have the group take a deep breath as it may be an exhausting activity after doing so many types of laughter.

**Dr. Phil Moment**: Come together and talk about how that activity made them feel. Have people with disabilities laughed at in the past? What about now? Is it better or worse, why? Bullying may come up as a response. You can move the group to talking about how people were treated unjust still after the "Freak Shows" and that was bullying. That will open you up to talk about how people with disabilities have moved into the 1900s and the Ugly Laws.

1. During this time, there were also constitutional laws called Ugly Laws, from the 1860’s all the way to the 1970’s, that stated that if you acted or looked differently and were out in public after a certain time, your punishment ranged from fines to being thrown in jail. If a state didn't have "Ugly Laws" it was referred to as verbiage in the law, but having the same effect.

2. If you want to share the story of Art and Richard who one was deaf and one had Cerebral Palsy. They were friends that tried to eat pancakes in a restaurant and were arrested because they refused to leave since they were only being refused service because of their appearance as people with disabilities. The next morning in jail they were served pancakes (so that is the funny of the story). They continued to do this and continued to get arrested until one waitress didn't follow her manager’s orders to not serve them and she was one of the people that helped over turn the law.

\*More information can be found in the movie Music Within

Start the PowerPoint and discuss the Eugenics Movement and discuss the following:

* “It is estimated that 60,000 people were sterilized under state laws between the early 1900’s and the mid 1950’s following the Court’s ruling striking down Oklahoma’s Sterilization Law in 1942”
  + Those are some big words – What does Eugenics or Sterilization mean? Does anyone have a pet? Does anyone know what neutering is? That is what Eugenics is; it kept people from having children by sterilizing them against their will so that they could not have children. It was a pseudoscience… or a science that wasn’t well thought out or a real science. These Dr.’s didn’t want people with disabilities weakening the gene pool, kind of like the reasons why they turned people with disabilities away at Elis Island and didn’t allow them into the country. But they didn’t think it out very well, for example, if I acquired my disability in an accident, they would think I could pass that on to a child as well.
* A good point to review is talking about how North Carolina stopped sterilization in 1970's. They are now giving cash settlements to people as a sorry for taking your personal choice of family away from you.
* Point out how this is an issue that is still very concerning. There is no law, but parents and doctors can make this decision for a person if they do not SPEAK up and voice what they want and what they do not want!
* On the PowerPoint you will see a link for a video to have the students hear someone that was sterilized firsthand experience. Discuss why this happened to Jennifer as a review. Have a Dr. Phil moment about this.

1. Who remembers when Hitler tried to create his perfect race? The first law in America was passed in 1907 in Indiana. Hitler did not have an original idea. He sent Dr.’s from Germany over to America to learn this pseudoscience from Dr.’s who were doing it to people with disabilities and he took the practice back to Germany and committed what we now know as the Holocaust.

\*\* This is where we stop the video but it can be carried on if desired.

Follow up movie discussion:

Who was making decisions about people with disabilities? Right now in history we are still too often following a Medical Model. That is, that Dr.’s, Nurses, Parents, Teachers, etc. are making decisions for and about people with disabilities’ lives without including them in the process, because they think that they know what is best for them.

Who do you think is the best Expert on Your Life? That is what the people with disabilities themselves decided. They wanted “Nothing about Us without us” which means, we want to make our own decisions about our own lives and about the things that affect our lives. An example of this is Gallaudet University. Remember the school for the deaf and blind? In the 1980’s, the students at Gallaudet got upset because the school hired another president who was not deaf or hard of hearing and did not understand the issues that they had to endure every day of their lives. They decided they wanted nothing about them without them, and so, they protested and they picketed until they got what they were demanding and the first-ever deaf president of Gallaudet University, I King Jordon, was appointed. This wasn’t just happening at Gallaudet. What do you think happens when people are treated poorly for a long time, and when they have finally taken all they can take and start getting together to talk about what has happened and about ways they can improve their situations? First, THEY GET ANGRY!! They start to get IDEAS, and that is what happened in the disability movement. People with disabilities start fighting for themselves and advocating for equal treatment and equal opportunities.

Another example of how people fought to get change is the 504. Show the Power of 504 video. After watching the video “the Power of 504” remind the participants that this was the longest sit in in our countries history and it was done by people with disabilities.

Judy Heumann referenced Brown vs. the Board of Education: Does anybody here know what Brown vs. Board of Education did? It set a precedent, or an example, that separate is not equal and therefore, segregation within schools was illegal. It also desegregated schools for people with disabilities.

IDEA

Discussion

Why did it change from Handicapped Education for All Act? The word handicap came from soldiers returning from the wars with disabilities before we got any rights in employment etc. They would sit on the street corner with their cap-in-hand asking for handouts, or for people to take pity on them. So now, instead of handicap, we say an accessible parking spot, or a person with a disability.

Another way you can explain this is with a Judy Heumann quote: Judy who used a wheelchair because of polio, wanted to be a teacher. She went to school and got her teaching degree. But, when she went in to take her licensing exam, they told her that she couldn’t be a teacher because she would be a fire hazard in the schools. She sued the district and won! Somebody asked Judy once, “Are you bitter about being handicapped?” She said, “Yes I am bitter about being handicapped, but not about having a disability because it is not my disability that handicaps me, it is society that handicaps me and my brothers and sisters. Handicaps us by building inaccessible schools, buses, theaters, and the list goes on.”

What do you think “free APPROPRIATE education means?” If all the rest of the class was given the assignment to write a 12-page paper but I only had to write a one-paragraph paper, is that appropriate? Am I learning how to write a paper?

What do you think "least restrictive environment" means? This is what the law states, it states you should be as close as you can to the typical setting. You should be able to get your accommodation without taking away the school setting.

What does that second part of the paragraph, support services and devices, sounds like to you? (accommodations)

The following will be about people that topics should be discussed with the participants so that they can learn about where we come from. It is important for them to understand who some of the big people were that helped to get people with disabilities where they are today.

A good example of determination is Ed Roberts. Ed contracted polio when he was a child and, as a result, he only had movement in his head and two of his fingers and he had to use a ventilator to breathe. Ed Roberts wanted to finish high school so he worked hard, and attended school by telephone as an accommodation. Ed did graduate high school but he wasn’t done. He still wanted to do more. He knew he could do more, even despite Dr.’s and other professionals who told him otherwise. Ed decided he wanted to go on to college. He applied to several colleges and they told him, “We’ve tried cripples before, and it just didn’t work out.” Ed decided that he would apply for Vocational Rehabilitation services, whose charge is to help people with disabilities achieve their job goals. Ed told his counselor he wanted to go to college. At first, they told him no, that he was far too disabled to ever work. He attended a community college for two years and then applied to colleges again. When they finally did approve him for services, they told him that he would get a college degree…and then hang it on his wall in his nursing home room. Ed told them, that’s not the plan! Do you think that he stopped advocating and gave up? Ed pushed through, and got accepted to the University California (UC) at Berkeley. At that time the school was very inaccessible for wheelchair users so Ed had to live in the infirmary. Does anyone know what the infirmary is? (Hospital) That wasn’t enough for Ed though. He continued fighting and eventually he was able to help turn UC Berkeley into one of the most accessible campuses in the country. Other students with physical disabilities started following Ed to UC, where together, they formed a group, calling themselves the “Rolling Quads.” This group went around advocating and helping to make the UC Berkeley campus accessible as well as helping others with disabilities.

After graduating from UC Berkeley, Ed realized that it wasn’t just college campuses that needed to be made more accessible; some changes were also needed in the community to make them more accessible. So, Ed started the first Center for Independent Living, which is what we work for, in Berkeley, California! Ed modeled Independent Living as a philosophy, which, states that people with disabilities have the right to be full, participating members of society and to live their own lives on their own terms independently in the community; they have the right to get jobs, the right to get married and have families; and ultimately, the right to pursue whatever their goals are. Independent Living philosophy also means that they have the responsibilities that come along with those rights as well. Independent Living was unique because it was this idea that people with disabilities are the best experts about their own lives as well as to help other people with disabilities. To say it simply, IL means that you have the right to make your own choices about your life, and you have the responsibility to make sure you find and use the resources you may need as well as understand how your disability affects you so that you can make informed choices. Makes sense right? After starting the Independent Living movement, Ed was appointed by the governor of California as the head of Vocational Rehabilitation (VR) for the entire state. Does anyone remember who denied Ed Roberts services to go to college? Now he was in charge of the entire agency, and the VR counselor who had previously told Ed that he was too disabled to work, still worked for him. Who is making decisions about people with disabilities lives in this new Independent Living idea Ed Roberts had? This is what we call the social model, people with disabilities making their own decisions about their own lives and adapting the environment around us to be more accessible, rather than “fixing” the individual.

2. Americans with Disabilities Act

3. When did African American’s get Civil Rights(1964)? When did women get civil rights (1920)? When do you think the ADA was passed, which gave people with disabilities Civil Rights? (1990 by President H George Bush). How many years did it take for progress for our community?

Justin Dart had polio and as a result, used a wheelchair. He also was independently wealthy; his father owned Dart industries (including Duracell batteries and Tupperware) and his mother’s father, Charles Walgreen, started the Walgreens drug store chain! When Justin was younger, he fought for the civil rights of African Americans and others. He says himself that at that time, he didn’t even see himself as having civil rights – that is how poorly people with disabilities were treated…they didn’t even believe in themselves because they had always been taught that because they were disabled, that they would never be able to do much. After working in his family’s businesses for a while, he left it all behind after a trip in Japan he went on where he saw children with disabilities who were forced to live in very bad situations, some having to sleep on dirty floors, and he dove into disability rights. He traveled around the country 5 times with his own money, listening to what other people with disabilities needed and wanted. He put all of that information together and then, along with a lot of advocates across the country, they fought and got those needs and wants written into law with the ADA. Their original memoirs were called Onward Toward Freedom.

**Disability History**

**2000-Today**

**Percentage is Right**

**Space Requirement:** classroom/activity room

**Equipment:** whiteboard or poster with percentages and statements on it

**Group size:** group of no more than 50 participants

**Program goal(s):**

1. To make participants aware of how others feel and think as well as the prevalence of disabilities in the US.

**Program Description:**

**Preparation:**

Create some type of label with the percentages. Also have a poster with the statements written on it. Be sure there is space to place the percentages next to the correct answer.

**Instructions:**

You will need to write the questions on a board or create a sign that you can use for yourself. The percentages are lined across the top of the board so that the participants can read them. “Has anyone here ever seen the price is right? I am going to read these percentages, and then read all of these statements, and you have to tell me which percentage goes with what statement.” When you read a statement take all of the participant’s suggestions, and then vote as a group. The percentage with the highest votes will be placed with that statement and so forth. When all of the percentages have been placed on the board – ask the class if they are ready to lock them in. Depending on the amount of time remaining, you can debate changes in the percentage. Then, go down the list giving them the correct answers, allowing time for discussion with each.

Why did you think this was higher/lower than it is?

Disability does not discriminate. It does not care about your ethnicity, whether you are male or female, young or old. The disability civil rights movement is one that includes people from all statuses, orientations, races, and genders. That is why it is an all or nothing proposition. You can’t advocate for the rights of people with disabilities and then use the word “gay” in a joke because there are people of that orientation in our movement as well and besides, if we don’t like others using hurtful words to describe us, we probably shouldn’t do it to them either – just because they may be different than us.

Why did you think this was higher/lower than it is? Note: the percentages should be changed to fit your state.

Why did you think this was higher/lower than it is? Just remind them that these were compiled from Access Chicago, which is a larger ILC. With any self-report statistics, sometimes people say what they think others want to hear. Admiration is a tricky think. People with disabilities want to be special for the same reason as everyone else, because they did something out of the ordinary, like climbing Mount Everest. Would you admire someone without a disability for getting out of bed and going to their job?

How many people here have ever felt awkward around a person with a disability, raise your hand? (Facilitators it is ok to raise your hands too.) It is ok to feel awkward around someone with a disability, because it is something different. What about if I see someone walking down the street with bright orange hair and 10 piercings, what do you think I am going to do? Yeah, I am going to stare, because maybe I haven’t seen anything like that before. But do I know anything about this person? Do I know their hopes, dreams, likes and dislikes? No, all I know is that they look like they spend a lot of money on peroxide! It is ok to feel awkward, and to stare or look at something different, as long as you don’t make any assumptions about that person based on their looks. If you don’t know how to act in the situation, whether you should open the door or not, etc., ask the person. They, and you, have the right to say no you would not like to answer that question if someone asks you about your disability, but the only way to change those feelings of awkwardness or those stereotypes is to educate someone who is confused, or define yourself so that they don’t define you first based on their own, often misplaced, conclusions.

Why did you think this was higher/lower than it is? How many of you feel like you have been talked about or treated differently because other students think you get special privileges? Who here knows what an accommodation is? Can anyone give me an example of an accommodation? Is an accommodation supposed to make things easier for you than other students? Now, imagine if you are running a race. Everyone else in the race get a two-minute head start every time that you run. So you have to work twice as hard just to catch up, let alone, pull ahead of the other runners. It can be frustrating! Eventually, do you think you might just stop competing? An accommodation is not meant to give you a head start, it is just meant to level the playing field so that you can compete, on the same field, with the other students…you still have to reach the same benchmarks as the others. If you aren’t using your accommodations, you are letting the other athletes win easily, and you aren’t giving yourself a fair chance.

The Questions for Percentage Is Right are:

I. What Percentage…

A. of Americans have a disability (25% - US Census 2010)

B. Of races/ethnicities can be affected by a disability (100%)

C. of North Carolinians have a disability (24% - NC Census 2010 1,540,365 out of 9,380,884 people)

D. of general public have feelings of admiration for people with disabilities because they have overcome so much (92% - Access Chicago)

E. of people have feelings of awkwardness around people with disabilities because they don’t know how to act (58% - Access Chicago)

F. of people express resentment towards people with disabilities because they feel they get special benefits and privileges (9% - Access Chicago)

**Some more interesting information:**

Fifty-four million Americans live with some sort of disability, according to the most recent survey — that's one in five Americans, or more than a combined population of California and Florida. Some other enlightening facts from the survey results include:

• 46 percent of adults with disabilities are employed (compared to 84 percent of non-disabled).

• 3.3 million People in America use a wheelchair.

• On average, people with severe disabilities earn $1,458 a month, compared to $2,539 without disabilities.

• 13 percent of children between the ages of 6-14 have a disability, which typically involves difficulty doing regular schoolwork.

More Americans have disabilities since the last survey in 2002, which found that 51.2 million (18 percent) Americans were disabled. Since the designation of "disability" can include a whole range of limits, it makes sense that a good amount of Americans live with some form of a disability. Still, do you find the survey results surprising? Do you know someone living with a disability? These questions can lead to some good conversations with the students.

\*\*Remember statistics change each year and not everyone takes part…so the exact number will never be known

|  |  |  |
| --- | --- | --- |
|  | **Percentage Is Right:** | |
| **24%** | | **92%** |
| **58%** | | **25%** |
| **100%** | | **9%** |

**History Skits**

**Space Requirements:** classroom/activity room with enough space for the actors to act and to have props.

**Equipment:** Any props needed for the skit, copies of the script for each group member.

**Group size:** small of 10-25 participants

**Program goal(s):**

1. Learn disability history and its importance to their lives

**Program Description:**

**Preparation:**

Divide students into groups.

Hand out scripts to groups

**Instructions:**

Explain to the participants that they are going to act out some moments from disability history that are important for them to understand. Tell them that these events helped to get the disability community to where it is today. After each skit explain a bit more about the time period and why the event is important.

MR. PRESIDENT

A group of people are crowding around a single chair, they are the President's personal assistants. Everyone is buzzing around the President, moving around very quickly.

ADVISER

Mr. President you're going to have to

go for your press conference in 2

minutes, sir.

PRESIDENT

What? Of course. I don’t want to be late!

ADVISER

That is what I am here!

PRESIDENT

Well, Thank you!

JOURNALIST

Mr. President, have you thought

about what you're gonna say if

someone asks you about having

polio?

PRESIDENT

Huh? Oh yeah. You told me to

say...something like,

"I have no idea what

you are talking about. Next

question."

JOURNALIST

That's right sir. Just deny

everything they say. We don't want

the people to know that you're

um...well you know.

PRESIDENT

Hold on everyone, stop moving!

Everyone stops and looks at him.

PRESIDENT

You don't want people to know what?

What is it that you don't want them

to know?

JOURNALIST

Um..well you know...you're

like...that.

PRESIDENT

If you even say the word, you're

fired. Do you hear me? No one in

America knows that I have Polio and

I want it to stay that way.

JOURNALIST

Yes sir, of course.

SECURITY OFFICER

So...um..sir what do you want me to

do if someone comes after your

chair?

The President looks around and looks at him.

PRESIDENT

What are you talking about? Are you

gonna let anyone get close to me

and my chair?

SECURITY OFFICER

Um...no sir of course not. I was

just asking. I mean I'll probably

do something like...

He runs forward as though tackling the air.

SECURITY OFFICER

Something like that sir.

PRESIDENT

Very good. You do that.

The photographer has been looking through the camera at

different angles the entire time. He comes forward.

PHOTOGRAPHER

Mr. President, can you do me a

favor?

He leans forward and grabs the president’s arm and moves him around a bit.

PRESIDENT

What are you doing?

PHOTOGRAPHER

I'm just making sure you have the

best shot that doesn't make you

look disabled sir.

PRESIDENT

Oh.

ADVISER

Mr. President we have thirty

seconds.

PRESIDENT

Good. All of you move away, and

remember no one say anything.

Rosa’s Law

Mom: (approach the group) “Where is the North Carolina Legislative Building?”

Man1: You are in the right place, How can we help?

Mom: I want to talk to someone regarding my daughter Rosa (standing beside her)

She has Down Syndrome and she’s smart and does things just like all the other children. I’m just tired of her being viewed like she has a disease and talk negatively about her to her face.

Man1: What do you want us to do?

Mom: Do Something! The words they use to describe her aren’t appropriate. I want it to STOP!

Man1: We need to discuss this (pointing to group)

Group Meeting:

Man1: What do you think about Rosa’s complaint?

Woman1: She makes a good point. I’ve heard those words many times and it doesn’t make you feel good.

Man2: Come on…we’ve got tons of paper, laws, and names of things that use words that people don’t like. We can’t change EVERYTHING because of Rosa. That’s just not realistic!

Woman1: So you think we should continue to say bad things about Rosa and everyone else like her?

Man2: umm….

Man1: so we’ll take it to court and at least try to change the wording of our laws. That shouldn’t be too hard.

Man2: umm…I don’t know about that….

Woman1: will you STOP IT…You know it’s the right thing to do!

Man2: um…okay…fine.

Back to the Mom:

Man1: Ma’am we talked about it and we’ll vote on this in the Senate meeting later today okay?

Mom: Thank you very much.

Rosa: THANK YOU!

**IEP Education**

**Space Requirements:** Open space so the group can move around.

**Equipment:** Prepared questions.

**Group Size:** 5-30 people

**Program Goal(s):**

1. To learn and understand the opportunity to advocate for their goals.

2. To take ownership and control over their education and/or vocational history.

**Program Description:**

**Preparation:**

Have groups go to the open space and stand on one side

Ensure everyone has access to hear and or see the facilitator as needed.

**Instructions**: The facilitator ask the question from the guide, have the students if they agree to the statement/question then they have to switch sides of the room/open space. If they say no or disagree they stay where their at. Have different participants voice why they moved and why they stayed and discuss what their right is as in regards to the statement. Have them go back to the starting side and continue with the next statement until you have completed them.

**Follow Up Discussion:** Review with the group how getting involved, attending and speaking up in their IEP meetings will allow them to starting making change.

**APPENDIX:**

A compilation of ice breakers carried out in youth programs run by the Peer-to-Peer Mentors. Feel free to tweak the activities and use them in ways that best fit your programs! Let us know if you want to add NEW activities to the manual.

Remember to try and make the activities accessible, and use them as a learning opportunity for youth to advocate for accommodations. Use your mentor to help brainstorm ways to make the ideas fit for your group and different abilities.

Note that each activity is in a format that allows for the facilitator to understand the points and areas of importance of the game. To facilitate each activity, it may take some run through and practice. Encourage staff to allow you to try it out and give feedback. This can be a great way to engage staff in what the youth program is doing and even be great way to learn more about staff!!

Last but not least, HAVE FUN.

Thank you!

*APRIL Youth Peer-to-Peer Mentors*

**Pictionary**

**Space Requirement:** Classroom/activity room with enough space to hang a large sheet of paper or a white board.

**Equipment:** Whiteboard or large sheet of paper, pens, pencils, markers, etc.

**Group size:** Group of 25 or less participants.

**Alternative:** This can be done to talk about society views, it can be done to lead into a Normal Box (see Normal Box activity description) discussion. Can be done as an ice breaker.

**Accessibility:** Ensure there is audio description of what is being drawn so there can be equal access. Or someone that cannot access the picture being drawn they can be the one giving the word to the drawer. It might be good for those that have hearing loss to have the word and image on an index card to show the individual. Have the drawing area somewhere that everyone in the group can physically access.

**Program goal(s):**

1. Participants will be creative in coming up with pictures. It makes them aware of things that have been talked about in class.

**Program Description:**

**Preparation:** If you want to put the word and image on an index card prior to class.

**Instructions:**

Choose a volunteer from the class to come up and whisper a word such as sad, happy or mad/or show the index card. Then continue to increase the difficulty level of the words. Be sure to give them some disability related words as well. Tell the drawer not to tell the other participants the word. They must draw the word without using any actual words in the picture. The other participants should guess what the drawer is trying to draw. Play continues through a few rounds of drawing.

If you want to talk about society or lead to the another activity of Normal Box (see Normal Box activity description), the last word you should give the drawer is normal. They will probably struggle with this word. After they work on it for a few minutes ask them if they want to have a classmate come up and assist, they whisper/or show index card the word to them and try as a team. After they struggle for a while, thank them and begin discussion. Talk with the students about what is normal and what is not normal? Can you taste normal? Can you feel normal? Smell normal? What makes someone normal, and someone else not? Explain that people with disabilities can be just as normal as people who do not have disabilities. Let the students use this to talk about experiences they may have had as well.

Pictionary words (or use your own): Just make sure the first couple of pictures are simple enough that the students will get them.

1. Pizza
2. Bananas
3. Cake
4. Snake
5. Guitar
6. Mouse
7. Bus
8. Instagram Symbol
9. Phone
10. Wheelchair
11. Stanley (Accessible Symbol)
12. Tree
13. Unicorn
14. Statue of Liberty
15. Normal

**Telephone**

**Space requirements:** Classroom/activity room

**Equipment:** None

**Group size:** Group of 10 or less participants

**Alternative:** This can be done as to increase communication skills as well. Understanding how self-advocacy can be more powerful.

**Accessibility:** Some may not want to have someone whisper in their ear think outside of the box to have them included (draw the word on their back, write I on a piece of paper, sign it, act it out, etc.)

**Program goal(s):**

1. Participants will learn how listening and speaking are part of communication.
2. They will learn that sometimes people need accommodations in order to communicate effectively.
3. Also can illustrate how if you are not AT your IEP meeting directly saying what your goals are, it is possible that when your messenger starts describing your goals, they may have got the message wrong, like in telephone.

**Program description:**

**Preparation:** None

**Instructions:**

This activity is just like the one everyone played as a child. Have the participants sit in a circle or some shape and think of a message to tell the starting person. The messages either relate to the class or to disability history. Whisper the phrase in the person’s ear and then have them pass the message on to the next person. Once the message has made it around the whole group have the last person say the message out loud. The catch is that the message can only be said once by each person. There is no repeating of the message. After each round talk about why the message did or did not make it around in its original form. Then discuss how listening and speaking are important parts of communication. Also be sure to talk with participants about how some people may be speaking as clearly as they can but they are still difficult to understand. Talk about how sometimes people may need accommodations in order to communicate effectively. An example of this could be someone who is deaf or hard of hearing. They may not be able to hear the message being said so they may need an interpreter or some other way to communicate.

**Zombies**

**Space Requirements:** Anywhere

**Equipment**: Zombie news article is optional; also optional zombie head Dollar Store squish ball

**Group Size**: Any size

**Alternative:** You could use this activity to also discuss bullying and how to not judge people based on appearance.

**Accessibility:** You may have to show a picture of a zombie, or bring a zombie figure for some groups to understand what zombies are.

**Program Goals**:

1. To increase participant’s awareness of teamwork and problem solving
2. To increase participant’s outlook on society

**Program Description**:

**Preparation:**

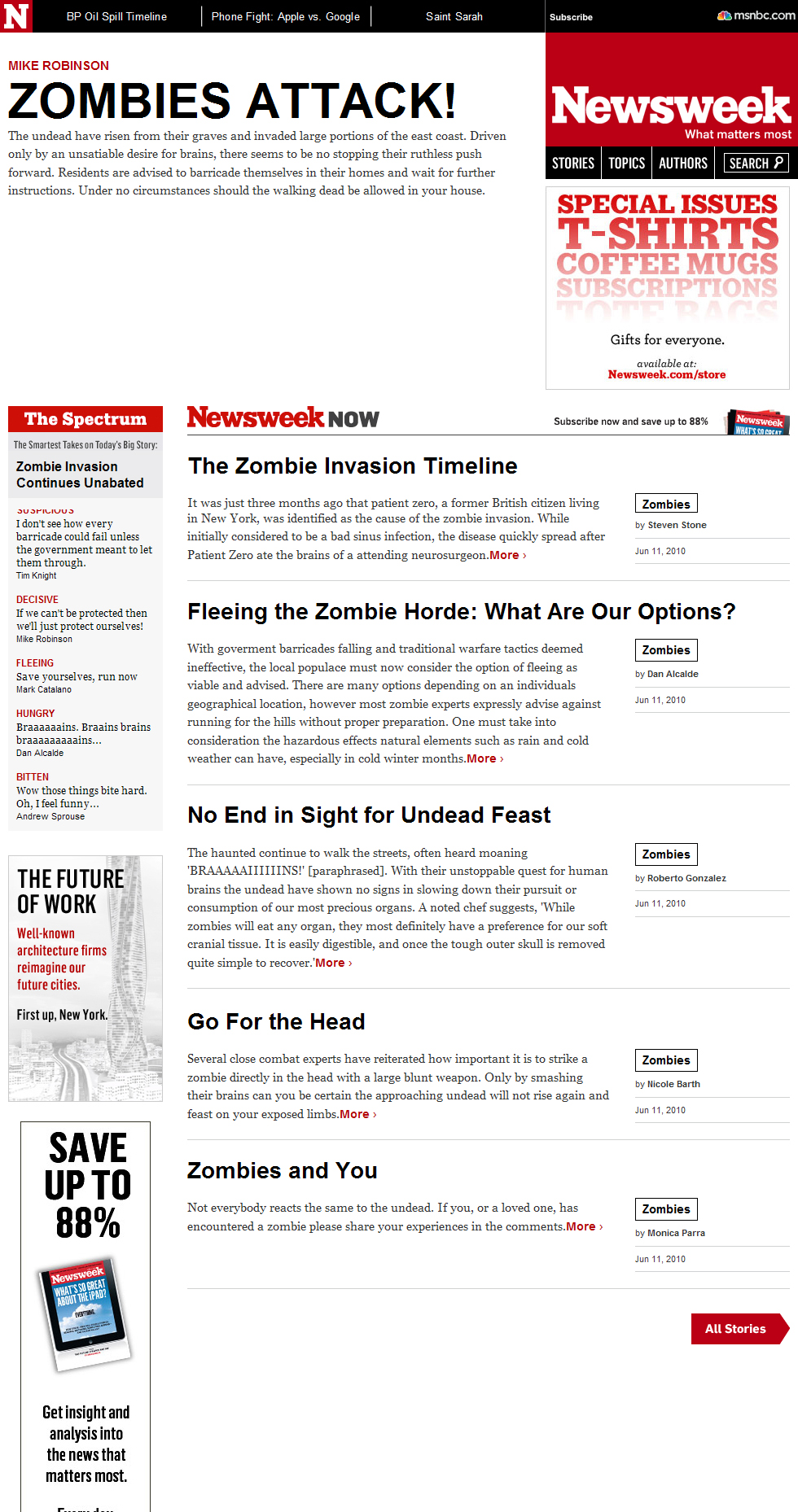
Hand out news article

**Instructions**:

Ask group this question, “***when the world is taken over by Zombies, what would your power or talent be to help save yourself or your family from the zombies brain sucking?”***

***This is meant to be a real life exercise, and not a matter of if, but when they take over.*** Let the group state their name, grade/position, and Zombie power. You may start by stating your name, your position, and your zombie power. (If working for an Independent Living Center now is also a great time for you to give a quick explanation of what an Independent Living Center is and is not.) After the last zombie power, you could point out that each power is unique and serves well to save that individual person and maybe a few friends, but in order to really overcome the zombies, we need to combine all of our powers together and work as a team, and that is a lot like the Independent Living Movement, and their first lesson in advocacy.

Depending on what group you are working with you can pass out the news article for proof (that they might ask for). Or if they might be unsure of what a zombie is you can show them the picture to give them clues.



**Label Game**

**Space Requirements:** Room with tables to write on

**Equipment:** Sticky Label for each participant, paper, writing utensil

**Group Size**: Two or more

**Alternative:** This can be used to open a discussion on bullying.

**Accessibility:** This activity needs to be done with those that are able to understand that it is a game and will be able to separate the words from the lessons. A way to adapt it for a few in the group that can is tell them what the activity is before and explain the game, while letting them know this is a game not a way people are really feeling in the class. If they have experienced these labels let them know at the end will allow them to share their experience at the end. Also make sure the group knows what is on their groups labels. So, you might need to read the labels to different people in the group so they know what everyone else says-remember to not tell them their own! Make sure someone is audio describing what the drawing is in the group for individuals that cannot see the drawing. If someone has a latex allergy you can also stick the label to the front top collar of their shirt.

**Program Goals:**

1. To increase social skills in the community
2. To increase self-awareness of behavior
3. Introduce common thread throughout disability history and present of being labeled

**Program Description:**

**Instructions:**

Begin this exercise by first talking about invisible and visible disabilities. Invisible disabilities are sometimes a little harder to grasp, so brainstorm, have the group name some. Also have the group name some visible disabilities. Make sure to point out that there is not a hierarchy of disability and invisible disabilities are not more or less of a disability than visible ones.

Introduce ACCESS MAN (The universal symbol for accessibility, the man in a wheelchair), and point out that it does not represent all the different disabilities out there. The participants’ task is to break into smaller groups of three or more, depending on the group size, and come up with a sign for accessibility that represents the different types of disabilities better.

As the participants split into their groups, facilitators and a helper place labels on the foreheads of the participants. While the labels are being placed, explain that they may not look at their own labels or tell anybody else what their labels say, but they must treat each other according to what each person’s label is while brainstorming the new symbol. We are not responsible for the loss of any of their eyebrows, skin, or rashes that may develop from such labels on their heads. Students may be reluctant at first to treat each other by their labels, so facilitators must circulate through the groups, treating the students according to their corresponding label. Don’t be afraid!!! The students will understand after this activity that they are meant to feel awkward and singled out. This should continue on for 3-5 minutes. After this time, bring the students’ attention back to you, the facilitator, yet still having their labels in place on their forehead.

Have each group report back their ideas to replace access man. Note that the groups are not supposed to have a lot of ideas, and if this is so for your group of students, don’t be afraid to rush the group and point out to the larger group their lack of ideas. **“Seriously, you guys are bright, educated students, and this is all you could come up with?” WHY?**  Have participants come up with their own ideas of why they had such a hard time with this task. Note that some of their ideas should lead to the fact that they had labels on their heads and that was what they were focusing on.

**Getting Dr. Phil on the group:** How did this exercise make you Feel? After this discussion, students can remove their labels. You can ask the questions:

**“How many of you felt you knew what your label said?”**

Tying it all Together: The reason that we do this game is to point out that everyone in this room came to class today with your own labels. Labels that you have been carrying around with maybe your whole life. How much money you have, where you come from, what you look like, what sports you play, who your friends are, what music you listen too… We all know what it feels like to be frustrated, to wonder why something is easy for someone else or for everyone else but I struggle with it. Feeling isolated or alone isn’t just a disability experience, it is a human experience. There are two big reasons why people make us feel this way. The first is they do not know any better, or they are ignorant. They know nothing or very little about people with disabilities and do not accept anyone who is not just like them. The second is because we let them make us feel bad! Respect yourself and have pride in yourself, DISABILITY PRIDE!

**Label Game:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ignore me completely** |  | **Do things for me without asking me** |  | **Laugh at all of my ideas** |
| **Help me out** |  | **You are afraid of me** |  | **Act like you can't hear me** |
| **Treat me like I'm dirt** |  | **Like all of my ideas** |  | **Follow my lead** |
| **Listened to every word I say** |  | **Stare at me** |  | **I have a mean temper** |
| **Hurt my feelings** |  | **Tell me how great I am** |  | **Ask me to repeat myself** |
| **I always get my way** |  | **Ask me what I think** |  | **Speak loud to me** |
| **Speak slowly to me** |  | **Treat me like I am sick** |  | **Ignore me completely** |
| **Hurt my feelings** |  | **Do things for me without asking me** |  | **Help me out** |
| **I always get my way** |  | **Treat me like I am stupid** |  | **Treat me like I'm dirt** |

**‘String Theory of Connectedness”**

**Space Requirements**: Anywhere

**Equipment**: Ball of String (make sure is not tangled)

**Group Size**: 2+

**Alternative:** This activity can be done for any subject or topic. You just change the question around to figure out who can all relate. Topics can include, self-advocacy, system change, teamwork, bullying, goal setting, problem solving, etc.

**Accessibility:** They may need assistance holding the string encourage them to ask for this.

**Program Goals**:

* + 1. Give students a chance to identify a strength or passion
    2. Focus on our similarities rather than differences
    3. Talk about community

**Preparation**:

Have group stand or sit in a circle

**Instructions:**

Facilitator identifies something that he/she is passionate about, and holds on to one end of the ball of yarn. She/he then asks “who else here is passionate about, cooking.” Ask participants who share this passion to hold up their hands if they share this passion. The facilitator then chooses on person to toss the ball of yarn to (make sure to let them know that it is encouraged to disclose an accommodation need if they have to). Then this person identifies his or her passion, holds on to a piece of the string then toss the ball on to someone else with their hand raised. Continue until all have participated.

**Discussion**

Have everyone hold up the hand they are holding their piece of string in. Note how we have created a web and that we are all connected together by the string.

Talk about that regardless of our disabilities, gender, age, race, or where we are from we are all connected, and that is why we make a strong community. Encourage participants to remember that in the future, that if one of us is fighting for a cause, then we are all fighting for a cause, because we are all connected together. Shake one of the strings and point out how the person across the web’s string shakes too. This illustrates how in a community, if one person is ‘shaken’ or discriminated against, then it affects all of us.

**\*Normal Box**

**Space requirement:** classroom/activity room with enough space to hang a sheet of paper to draw a medium size and have space outside of the box that can be written in.

**Equipment:** whiteboard or poster board, marker, pen, pencil

**Group size:** group of 25 participants or less

**Program goal(s):**

1. Participants will learn that there really is no way to define normal. They will learn that everyone has their own idea of what is normal.

**Program description:**

**Preparation:** None

**Instructions:**

Draw a square on the board. Have the students talk about what is “normal”. You can ask the participants what does normal look like, sound like, or feel like? Then ask the participants for examples of people or things that are normal? Write these suggestions inside of the box. Then ask the students who or what is not normal? You should write these answers outside of the box. Have the participants tell you why the people or things that they mentioned in each category are in that category. Bring up the idea that the participants each gave different answers for what was and was not normal. Emphasize the idea that there is no definition of normal and that everyone has their own idea of what normal is. You can also talk about how our job as advocates is to educate people so that they can think outside of their normal box and break down those box walls or barriers they have built.

**Guess Who**

**Space requirement:** classroom/activity room

**Equipment:** printed labels with the names of the famous people on them.

**Group Size**: group of 25 participants or less

**Program goals:**

1. To help students become aware of people with disabilities who have reached their goals and dreams.

**Program Description:**

**Preparation:** print out the labels ahead of time.

**Instruction:**

Choose a volunteer from the group and place a sticker with a famous person’s name on their back. Tell the rest of the group to read the sticker but not say the name. The person, who has the sticker on their back, should ask their peers questions about their person. Once they guess the person talk about that person’s disability. Also talk about how they overcome their disability to succeed. Emphasize the idea that even though the participants may have disabilities they can still achieve their dreams.

**TBI Traumatic Brain Injury**

Steve Young

Troy Aikman

Stan Humphries

Eric Lindros

Pat LaFontain

Dale Ernhardt Jr.

Chris Irwin

George Clooney

Muhammed Ali

Bob Woodruff

**Tremors**

Ozzy Ozbourne

Katharine Hepburn

**ADHD**

Tommy Hilfiger

Billy Blanks

Terry Bradshaw

Bruce Jenner

Michael Phelps

Howie Mandel

Ty Pennington

Justin Timberlake

Jamie Oliver

Karina Smirnoff

Will Smith

Jim Carrey

Sir Richard Branson (Virgin Records, Owns Major Airlines, Tourists to space, Built underwater plane)

Paris Hilton (Adderall)

Christopher Knight (Peter Brady, Struggles with remembering lines (reading)

Terry Bradshaw (Depression, Anxiety, anxiety attacks before games NFL Quarterback)

Paul Orfalea (Founder of Kinko’s, bad speller, failed 2nd grade, dropped out of college because of all C’s and D’s)

Michelle Rodriguez (Lost Star, wants to write and direct)

David Neeleman (Founder of JetBlue Airways, struggles with paying bills, everyday stuff but can do a 20-aircraft fleet, creativity)

Solange Knowles

**LD**

John Lenon

George Washington

Tom Cruise

Walt Disney

Quintin Terrentino

Leonardo Da Vinci

**Stutter**

Lewis Carroll

Marilyn Monroe

Winston Churchill

John Stossel

James Earl Jones

Bruce Willis

**Epilepsy**

Elton John

Neil Young (Woodstock)

Charles Dickens

Albert Einstein

Danny Glover

Budda

**Diabetes**

Elvis Presley

Mary Tyler Moore

**HIV/AIDS**

Magic Johnston

**Asthma**

Ricki Lake

Elizabeth Taylor

**Autism**

Isaac Asimove (wrote I Robot, Total Recall)

Albert Einstein

Isaac Newton

Harry Truman

**Narcolepsy**

Harriet Tubman

Sylvester Stallone (Paralysis Left Side of Face, Speech Disability)

**Parkinsons**

Billy Graham

Michael J. Fox

**Amputee**

Heather Mills (Dancing stars)

**Bipolar**

Ben Stiller

Axl Rose

Theodore Roosevelt

Darryl Strawberry

Mark Twain

Edgar Allen Poe

Robin Williams

Jim Carrey

Step Up Step Back

Jenga

**History Skits**

**Space Requirements:** classroom/activity room withenough space for the actors to act and to have props.

**Equipment**: Any props needed for the skit, copies of the script for each group member.

**Group size**; small of 10-25 participants

**Program goal(s)**:

1. Learn disability history and its importance to their lives

**Program Description:**

**Preparation:**

Divide students into groups.

Hand out scripts to groups

**Instructions:**

Explain to the participants that they are going to act out some moments from disability history that are important for them to understand. Tell them that these events helped to get the disability community to where it is today. After each skit explain a bit more about the time period and why the event is important.

**Example History Presentation Curriculum**

From the BALLS program of Montana

* + 1. Introduction of Independent Living Center
       - Nobody lives there!
       - Based on idea that people with disabilities have rights and responsibilities just like everyone else
    2. Label Game ( with intro of invisible/visible disabilities)

Ex. in Appendex

* + 1. ILRU Module 1. As modified and discussed in “Example History Discussion” Appendix or pieces of “Lives Worth Living.”
    2. It’s Our Story Trailer clip
    3. Percentage is Right ( activity)
    4. Power of 504
       - Facts about Disability Civil Rights/ and how do we parallel other movements?
       - Brown V Board- what did we learn it did? What did it also do for people with disabilities?
       - IDEA
    5. When did all the other civil Rights groups get their civil rights law? What about people with disabilities?
       - ADA
       - Role of the grassroots movement and ADAPT in civil rights
    6. Disability Mount Rushmore ‘ Justin, Ed, Judy basics’
    7. Q&A

**Disability History**

**Space requirement:** Classroom or activity room with enough space for participants to be able to see the TV screen.

**Equipment:** DVD Player, TV, or Computer, and Projector.

**Group size:** Any size

**Program goal(s):**

Participants will learn about disability history and how it affects them.

**Program description:**

**Preparation:** none

**Instructions:**

Like African Americans or women, people with disabilities have a history and a culture, and in order to be an effective self-advocate, you need to know where we started and how far we have come. Historically, people with disabilities were treated poorly and the video you are about to watch describes that history, which, is very dark and graphic. If at any point during the video you want to say something or discuss it, just raise your hand and we will stop the video. We don’t want you to have a great idea and then have to hold onto it until the end, say it while it is fresh on your mind. Questions to be thinking about during the video are:

1. **Who is making decisions about people with disabilities lives?**
2. **What labels/language is being used to describe people with disabilities, and is that language we use today?**

\*\* Note that the facilitator stops the video at any point that a participant raises their hand and wishes to make a comment. Regardless, there are a few spots for you to stop and discuss.

After the Dorothea Dix quotation describing the conditions of the institutions and Almshouses, discuss the language that is being used and how that description makes the students feel. Some points of interesting discussion not included in the movie are:

* 1. **People with disabilities were screened before coming into this country. What does the Statue of Liberty state? Give me you’re tired, your poor, your weak… Then there must be some fine print that says Just Kidding. A lot of the time, people with disabilities were separated from their families and sent away from Elis Island because they were different. We were literally trying to create the more perfect union by only allowing people who were perceived to be “healthy.”**
  2. **If by chance someone with a disability did make it into the country, or was born here, they were often put in these houses because they made other “normal” people feel uncomfortable. During this time, there were also constitutional laws called Ugly Laws, from the 1860’s all the way to the 1970’s, that stated that if you acted or looked differently and were out in public after a certain time, your punishment ranged from fines to being thrown in jail.**

If none of the participants have follow up discussion, restart the video, and remind the participants to think about who is making decisions for the lives of people with disabilities.

Right after the quote, “As far as possible, invalids should be restored to their original homes, and the communities to which they belong should absorb them, by assigning to them, by conventional agreement, the lighter occupations and no provisions separating them from their families or diminishing their domestic responsibilities should be encouraged (The quote is shown on the screen.).” **Ask participants the following questions:**

* **Does it sound like things are getting better or worse?**
* **Who is making decisions about people with disabilities’ lives?**

Right after the quote, “It is estimated that 60,000 people were sterilized under state laws between the early 1900’s and the mid 1950’s following the Court’s ruling striking down Oklahoma’s Sterilization Law in 1942,” discuss the following:

* **Those are some big words – What does Eugenics or Sterilization mean? Does anyone have a pet? Does anyone know what neutering is? That is what Eugenics is; it kept people from having children by sterilizing them against their will so that they could not have children. It was a pseudoscience… or a science that wasn’t well thought out or a real science. These Dr.’s didn’t want people with disabilities weakening the gene pool, kind of like the reasons why they turned people with disabilities away at Elis Island and didn’t allow them into the country. But they didn’t think it out very well, for example, if I acquired my disability in an accident, they would think I could pass that on to a child as well.**
  + - 1. **Who remembers when Hitler tried to create his perfect race? The first law in America was passed in 1907 in Indiana. Hitler did not have an original idea. He sent Dr.’s from Germany over to America to learn this pseudoscience from Dr.’s who were doing it to people with disabilities and he took the practice back to Germany and committed what we now know as the Holocaust.**

\*\* This is where we stop the video

**Follow up movie discussion:**

**Who was making decisions about people with disabilities?** Right now in history we are still too often following a Medical Model. That is, that Dr.’s, Nurses, Parents, Teachers, etc. are making decisions for and about people with disabilities’ lives without including them in the process, because they think that they know what is best for them.

**Who do you think is the best Expert on Your Life?** That is what the people with disabilities themselves decided. They wanted “Nothing about Us without us” which means, we want to make our own decisions about our own lives and about the things that affect our lives. **An example of this is Gallaudet University. Remember the school for the deaf and blind?** In the 1988’s, the students at Gallaudet got upset because the school hired another president who was not deaf or hard of hearing and did not understand the issues that they had to endure every day of their lives. They decided they wanted nothing about them without them, and so, they protested and they picketed until they got what they were demanding and the first-ever deaf president of Gallaudet University, I King Jordon, was appointed. **This wasn’t just happening at Gallaudet. What do you think happens when people are treated poorly for a long time, and when they have finally taken all they can take and start getting together to talk about what has happened and about ways they can improve their situations?** First, THEY GET ANGRY!! They start to get IDEAS, and that is what happened in the disability movement. People with disabilities start fighting for themselves and advocating for equal treatment and equal opportunities.

**Intro to Social Model**

**Space requirements:** classroom or activity room with enough space for participants to sit comfortably.

**Equipment:** Ed Robert’s Video People in Motion if available. Or It’s Just Us- Taking a stand While Sitting Down clip from It’s Our Story.

**Group size:** Any size

**Program goal(s):**

1. Participants will learn about Ed Roberts story
2. Participants will learn about Justin Darts’s story.
3. Participants will learn about the social model.
4. Participants will learn about Judy Heumann
5. Participants will hear Wade Blank introduced

**Instructions:**

These topics should be discussed with the participants so that they can learn about where we come from. It is important for them to understand who some of the big people were that helped to get people with disabilities where they are today. A good example of determination is Ed Roberts. Ed contracted polio when he was a child and, as a result, he only had movement in his head and two of his fingers and he had to use a ventilator to breathe. Ed Roberts wanted to finish high school so he worked hard, and attended school by telephone as an accommodation. Ed did graduate high school but he wasn’t done. He still wanted to do more. He knew he could do more, even despite Dr.’s and other professionals who told him otherwise. Ed decided he wanted to go on to college. He applied to several colleges and they told him, “We’ve tried cripples before, and it just didn’t work out.” Ed decided that he would apply for Vocational Rehabilitation services, whose charge is to help people with disabilities achieve their job goals. Ed told his counselor he wanted to go to college. At first, they told him no, that he was far too disabled to ever work. When they finally did approve him for services, they told him that he would get a college degree…and then hang it on his wall in his nursing home room. Ed told them, that’s not the plan! **Do you think that he stopped advocating and gave up?** Ed pushed through, and got accepted to the University California (UC) at Berkeley. At that time the school was very inaccessible for wheelchair users so Ed had to live in the infirmary. **Does anyone know what the infirmary is?** (Hospital) That wasn’t enough for Ed though. He continued fighting and eventually he was able to help turn UC Berkeley into one of the most accessible campuses in the country. Other students with physical disabilities started following Ed to UC, where together, they formed a group, calling themselves the “Rolling Quads.” This group went around advocating and helping to make the UC Berkeley campus accessible as well as helping others with disabilities. They started the first disability services, like the one at ( insert your college here!). It would help all students with all kinds of disabilities to get help if they needed it with their classes or accommodations, as well as get help with other services they needed. **What are some examples of accommodations you guys use?**

****After graduating from UC Berkeley, Ed realized that it wasn’t just college campuses that needed to be made more accessible or that needed these services to help people with disabilities succeed; some changes were also needed in the community to make them more accessible. So, Ed started the first Center for Independent Living, which is what we work for, in Berkeley, California! Ed modeled Independent Living as a philosophy, which, states that people with disabilities have the right to be full, participating members of society and to live their own lives on their own terms independently in the community; they have the right to get jobs, the right to get married and have families; and ultimately, the right to pursue whatever their goals are. In a nutshell Ed felt that “ Everyone has the right to a future” .Independent Living philosophy also means that they have the responsibilities that come along with those rights as well. Independent Living was unique because it was this idea that people with disabilities are the best experts about their own lives as well as to help other people with disabilities. To say it simply, IL means that you have the right to make your own choices about your life, and you have the responsibility to make sure you find and use the resources you may need as well as understand how your disability affects you so that you can make informed choices. **Makes sense right?** Another one of my favorite Ed stories has to do with curb cuts. **Who here knows what a curb cut is? Who can use a curb cut?** (wheelchairs, walkers, bicycles, delivery people, moms and strollers, skateboards, etc.) Ed Roberts and the rolling quads fought hard and got Berkley Ca to say that every time a sidewalk broke, they would replace it and add in a curb cut. **What are sidewalks made of? Do they often break?** So Ed and the Rolling Quads went out on Night Ops! They would break up the sidewalk with pitchforks, shovels, whatever they could find so the next day the city had to replace it with a curb cut! So, after starting the Independent Living movement, Ed was appointed by the governor of California as the head of Vocational Rehabilitation (VR) for the entire state. **Does anyone remember who denied Ed Roberts services to go to college?** Now he was in charge of the entire agency, and the VR counselor who had previously told Ed that he was too disabled to work, still worked for him. **Who is making decisions about people with disabilities lives in this new Independent Living idea Ed Roberts had?** This is what we call the social model, people with disabilities making their own decisions about their own lives and adapting the environment around us to be more accessible, rather than “fixing” the individual.

Judy Heumann  
Key Player in Disability Rights Movement

Judy Heumann (b. 1947) has had a hand in most of the major advances in the disability rights movement in this country.

At eighteen months she contracted polio, leaving her in a wheelchair. Heumann faced many prejudices while growing up disabled. The school refused to allow her to attend, calling her a fire hazard. It wasn’t until the fourth grade, after Heumann’s mother had fought a hard battle, that she was allowed to go to school.

Heumann’s early struggles prepared her for bigger ones ahead. When the New York City Board of Education refused to allow her to teach, based solely on the fact that she was disabled, Heumann sued and won. She went on to teach elementary school for three years. It was due to this incident that in 1970 Heumann, with several other disabled friends, founded Disabled in Action. Its goal was to secure protection for the disabled under civil rights laws. Heumann also was a key player in the sit-ins that lead to the enforcement of section 504 of the Rehabilitation Act.

Heumann became a legislative assistant to the chairperson of the Senate Committee on Labor and Public Welfare in 1974. While there she helped develop legislation that became the Individuals with Disabilities Education Act. Along with her colleagues, Ed Roberts and Joan Leon, Heumann helped create and develop the first public policy research think tank devoted to disability issues, known as the World Institute on Disability. She also shaped and co-directed the nation’s first Center on Independent Living in Berkeley, California.

In 1990 Heumann helped draft the landmark piece of legislation, The Americans with Disabilities Act. She has also assisted in developing regulations for Section 504 of the Rehabilitation Act. She helped design federal and state legislation that led to the creation of more than 200 independent living centers nationwide. She is also the co-founder of the American Coalition of Citizens with Disabilities.

Today Heumann is head of her own consulting firm, Heumann & Associates.

Sources: [www.chelseaforum.com](http://www.chelseaforum.com), [www.ilusa.com](http://www.ilusa.com), [www.disabilityhistory.org](http://www.disabilityhistory.org)

***WADE BLANK***



American Disabled for Attendant Programs Today (ADAPT) and its mother, the Atlantis Community in Denver, both embody the spiritual, organizational and strategic lessons Blank carried over from the 1960s black civil rights movement. He had been a Presbyterian minister, a War on Poverty field organizer and a disciple of Dr. Martin Luther King, jr., before becoming an orderly, then an assistant administrator, in a Denver nursing home.

Early in his career as a iconoclastic minister and civil rights worker, Blank developed the concept of a "liberated community" – a society where human beings could live in equality and develop the power to effect change. When, at the Heritage House nursing home, he found himself in the midst of a "community" of people with severe disabilities, whose only community structure was one of oppression – the confines of the institution – he took on the challenge of making the "liberated community" a reality.

It all started when Blank came to Denver seeking a change. "The nursing home industry in Denver recruited its nursing home administrators from the ranks of ex-ministers," he recalled recently… A nursing home executive called Blank. "They said, ‘You’re young. You’re hip. Could you start a youth wing for us?’ So, I started a youth wing."

Hired by Heritage House in December 1971, Blank went to visit the residents the evening before he began his new job. "I remember for dinner that night we had baked potatoes, applesauce and scrambled eggs, and that was near Christmas. The place was like a morgue. The food was cold." Blank chatted with severely disabled individuals, some of whom would later become ADAPT organizers. "Little did I know," Blank recalled, "that I was to enter the most important moment of my life.

"I had 60 young people I recruited. Every morning at 7:30, they’d get dressed and get on a school bus, and go to a workshop and count fish hooks. Called it (a) work activities program."

At council meetings of the young people, the residents made simple requests, and an idealistic Blank tried to implement them. "I let them evaluate the nurses," he said. "They wanted co-ed living. They wanted to have pets. They wanted to have rock ‘n’ roll bands. So three years into this experiment, the nursing home is just like a college dorm on a crazy weekend all the time.

"I was trying to change it from inside, and I didn’t understand the monster I worked for," he recalled.

In 1975, Blank proposed "that we move a few of them out into apartments, and we let the aides and orderlies punch in at the nursing home, then go to the apartment and give them service." That idea got Blank fired. "The nursing home saw where I was going, and they couldn’t let me go in that direction."

Once Blank was fired, the nursing home erased all his reforms. "They came in and they took all the stereos and TVs out of everybody’s rooms, had the dog pound come by and get all the animals and in one day it went from everything I’d built for four years – to that."

But Blank wasn’t about to give up. Thinking to himself that he’d "recruited all these people to this hell," he decided simply to move them out "and do the care myself…"Within the first six months, I’d moved 18 severely disabled people out. So now I was wed to the concept. You know, I couldn’t walk away from it."

That exodus laid the foundations for the Atlantis Community and its political-action offshoot, ADAPT. "We began t learn about power and what empowerment is, and how to use it," Blank said. While Atlantis was liberating people from nursing homes, ADAPT (which then stood for American Disabled for Accessible Public Transit) took on discrimination in Denver’s, and then the nation’s, bus systems. Using non-violent, direct-action tactics similar to King’s movement, ADAPTers made bold demands and achieved extraordinary results.

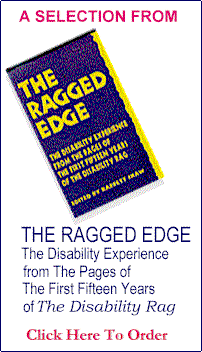
Blank had found himself at the center of another civil rights campaign, similar to the one he had seen African Americans wage. "All the issues are the same," Blank asserted. "The black movement wanted to ride the buses equally. The black movement wanted to eat at the Woolworth’s counters. The black movement wanted the right to vote. The black movement wanted the right to keep their families together. The black movement wanted the right to be integrated into the school system. That’s what the disability rights movement wants, exactly…

"My members are into confrontation. We’ll tell somebody what we want, and we’ll talk about it once or twice, but that’s it. Then we deal with you. Either we’ll shut you down or whatever."

Confrontation worked, Blank believed, because it took society’s fears – those fears we’re always trying to dispel in disability awareness workshops – and turned them to a new use…

"So I said," (Blank explained, recalling earlier successes in the black civil rights movement), "…‘Let’s take 25 wheelchairs and go out and surround a bus and hold it and see what happens." Bam! Just like magic. It worked. Total power. Police couldn’t move the wheelchairs because they were afraid. The mayor said, ‘Don’t arrest disabled people.’ We win…"

Blank’s focus on fundamental human rights and on the most impoverished members of the disability community distanced him from more affluent groups. In this, too, he emulated Martin Luther King. "King involved the poorest in the community," Bank said, "and a movement cannot really change things unless they address the poorest, the least. When King was shot, he was beginning to attack the ghettos." For Blank, "Our ghettos are the nursing homes, and we need to address the ghetto."



Blank attacked not only the mainstream disability movement’s economic hierarchy but also its disability hierarchy. "You go around to independent living centers and you’ll see a lot of post-polios and a lot of spinal cord injuries," he said. "But you won’t see people that slobber and can’t speak clearly…" These are the people often excluded or left behind by more "respectable" advocacy organizations, he pointed out…

Blank found leadership qualities in people who had never before thought of being leaders: former nursing home residents, people with speech impairments, people labeled retarded and others typically disenfranchised both by society at large and by traditional disability organizations. Blank had little patience for people who put their own egos or their own careers above the movement.

***July/August 1993 Ragged Edge***

** Justin Dart, Jr.**

"Most importantly, ADA is a landmark commandment of fundamental human morality. It is the world's first declaration of equality for people with disabilities by any nation. It will proclaim to America and to the world that people with disabilities are fully human; that paternalistic, discriminatory, segregationist attitudes are no longer acceptable; and that henceforth people with disabilities must be accorded the same personal respect and the same social and economic opportunities as other people."

Justin Dart, Jr., was born on August 29, 1930, into a wealthy and prominent family. His grandfather was the founder of the Walgreen Drugstore chain, his father a successful business executive, his mother a matron of the American avant garde.

Dart contracted polio in 1948, leaving Dart a wheelchair use. He said"I count the good days in my life from the time I got polio. These beautiful people not only saved my life, they made it worth saving."  
  
Dart attended the University of Houston from 1951 to 1954, earning his bachelor's and master's degrees in political science and history. He wanted to be a teacher, but the university withheld his teaching certificate because he was a wheelchair user. During his time in college, Dart organized his first human rights group, a pro-integration student group at what was then a whites-only institution.  
  
Dart went into business in 1956, building several successful companies in Mexico and Japan. He started Japan Tupperware with three employees in 1963, and by 1965 it had expanded to some 25,000. Dart used his businesses to provide work for women and people with disabilities. In Japan, for example, he took severely disabled people out of institutions, gave them paying jobs within his company, and organized some of them into Japan's first wheelchair basketball team. It was during this time he met his wife, Yoshiko.  
  
Dart visited Vietnam in 1966, to investigate the status of rehabilitation in that war-torn country. Visiting a "rehabilitation center" for children with polio, Dart instead found squalid conditions where disabled children were left on concrete floors to starve. One child, a young girl dying there before him, took his hand and looked into his eyes. "That scene," he would later write, "is burned forever in my soul. For the first time in my life I understood the reality of evil, and that I was a part of that reality."  
  
The Darts moved to Texas in 1974, and immersed themselves in local disability activism. From 1980 to 1985, Dart was a member, and then chair, of the Governor's Committee for Persons with Disabilities. His work in Texas became a pattern for what was to follow: extensive meetings with the grassroots, followed by a call for the radical empowerment of people with disabilities, followed by tireless advocacy until victory was won.  
  
In 1981, President Ronald Reagan appointed Dart to be the vice-chair of the National Council on Disability. The Darts embarked on a nationwide tour, at their own expense, meeting with activists in every state. Dart and others on the Council drafted a national policy that called for national civil rights legislation to end the centuries old discrimination of people with disabilities, eventually Americans with Disabilities Act of 1990.  
  
In 1986, Dart was appointed to head the Rehabilitation Services Administration. Dart called for radical changes, and for including people with disabilities in every aspect of designing, implementing, and monitoring rehabilitation programs. Resisted by the bureaucracy, Dart dropped a bombshell when he testified at a public hearing before Congress that the RSA was "a vast, inflexible federal system which, like the society it represents, still contains a significant portion of individuals who have not yet overcome obsolete, paternalistic attitudes about disability." Dart was asked to resign his position, but remained a supporter of both Presidents Reagan and Bush. In 1989, Dart was appointed chair of the President's Committee on the Employment of People with Disabilities, shifting its focus from its traditional stance of urging business to "hire the handicapped" to advocating for full civil rights for people with disabilities.  
  
Dart is best known for his work in passing the Americans with Disabilities Act. In 1988, he was appointed, along with parents' advocate Elizabeth Boggs, to chair the Congressional Task Force on the Rights and Empowerment of Americans with Disabilities. The Darts again toured the country at their own expense, visiting every state, Puerto Rico, Guam, and the District of Columbia, holding public forums attended by more than 30,000 people. Everywhere he went, Dart touted the ADA as "the civil rights act of the future." Dart also met extensively with members of Congress and staff, as well as President Bush, Vice President Quayle, and members of the Cabinet. At one point, seeing Dart at a White House reception, President Bush introduced him as "the ADA man." The ADA was signed into law on July 26, 1990, an anniversary that is celebrated each year by "disability pride" events all across the country.  
  
 Dart never wavered in his commitment to disability solidarity, insisting that all people with disabilities be protected by the law and included in the coalition to pass it -- including mentally ill "psychiatric survivors" and people with HIV/AIDS. Dart called this his "politics of inclusion," a companion to his "politics of principle, solidarity, and love."  
  
After passage of the ADA, Dart threw his energy into the fight for universal health care, again campaigning across the country, and often speaking from the same podium as President and Mrs. Clinton. With the defeat of universal health care, Dart was among the first to identify the coming backlash against disability rights. He resigned all his positions to become "a full-time citizen soldier in the trenches of justice." With the conservative Republican victory in Congress in 1994, followed by calls to amend or even repeal the ADA and the Individuals with Disabilities Education Act (or IDEA), Dart, and disability rights advocates Becky Ogle and Frederick Fay, founded Justice for All, what Dart called "a SWAT team" to beat back these attacks. Again, Dart was tireless -- traveling, speaking, testifying, holding conference calls, presiding over meetings, calling the media on its distortions of the ADA, and flooding the country with American flag stickers that said, "ADA, IDEA, America Wins." Both laws were saved.  
  
Dart again placed the credit with "the thousands of grassroots patriots" who wrote and e-mailed and lobbied. But there can be no doubt that without Dart's leadership, the outcome might have been entirely different.

Adapted from <http://abilitymagazine.com/JustinDart_remembered.html> Accessed Sept 2008.**Summary of important Laws**

**Brown VS Board of Education 1954**

A [landmark decision](http://en.wikipedia.org/wiki/Landmark_decision) of the [United States Supreme Court](http://en.wikipedia.org/wiki/Supreme_Court_of_the_United_States) that declared state laws that allowed separate [public schools](http://en.wikipedia.org/wiki/Public_school_(government_funded)) for black and white students denied black children equal educational opportunities. May 17, 1954, the inherently unequal." This victory paved the way for [integration](http://en.wikipedia.org/wiki/Racial_integration) and the [civil rights movement](http://en.wikipedia.org/wiki/African-American_Civil_Rights_Movement_(1955%E2%80%931968)). It also set a precedent or an example for future civil rights movements.

**Section 504 of the Rehabilitation Act of 1973**

It says that qualified individuals with disabilities cannot be excluded from, denied benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance.

**Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) (formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975) requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs. It also entitles students to support services and devices needed to facilitate their education in classrooms alongside students who are not identified as having disabilities, e.g. assistive listening systems, talking computers, speech synthesizers, or a school aid.

IDEA says

* services must be based on the student's needs (not what the school has in place),
* the student has the right to be involved in developing her/his Individualized Education Program (IEP). Necessary accommodations must be made to get the student's input on their wants and needs.
* The school must gain the student's and parents' input into the IEP at least once a year, and that the student and parent can ask for changes in the IEP at any time during the year.
* The student and parent have the right to bring anyone to the IEP meeting like a friend or advocate
* the student and parent can seek outside help if they disagree with the school about services and cannot resolve the disagreement on their own.

IDEA also requires transition planning to start at age 14, or younger if appropriate. The point of transition planning is to help a student gain the skills and connect with the community supports needed to move into the adult world. It is to be directed by the student's interests, preferences, skills and support needs, and looks at postsecondary education, vocational training, employment, independent living and community participation. Again, anyone the student or parent feels would be helpful can participate in transition planning, such as the local minister or employer or someone from a Center for Independent Living.

**The Americans with Disabilities Act (ADA)**

Prohibits discrimination on the basis of disability in:

1. Employment. A person has the right to reasonable accommodations in order to complete a job.
2. State and local Government. For example, access to voting, community recreation programs, and libraries.
3. Public accommodations and commercial facilities. For example, restaurants, retail stores, movie theaters, hotels, zoos, sports stadiums.
4. Transportation. For example, accessible buses, paratransit systems.
5. Telecommunications. For example, telephone relay service 24/7 and closed-captioned television programs.

Access for the ADA does not simply mean physical access; it means programmatic and service access. That is, things have to be understandable and usable.



Medical Vs Social Models of Disability

Medical Model

(How society views people with disabilities)

1. Disability is seen as something that could hold a person back. It is seen as something that a person should not want, or that it makes people different in a bad way.
2. Disability is the problem – the disability is in you and prevents you from doing things that other people can do.
3. What will make problems better is curing the person or making them seem as least disabled as possible.
4. Only professionals can help the disabled person fit in and be accepted in society.

Social Model  
(How the disability community sees themselves)

1. Disability is only a difference, like gender or race. Being disabled is neither good nor bad, it’s just part of who you are.
2. Problems come from the disabled person trying to function in an inaccessible society. With the proper accommodations, disability doesn’t keep you from doing anything that other people can do.
3. What will decrease the problems and issues that people with disabilities have is a change in society (like making things accessible for everyone or changing the way people think about disability).
4. That change can come from the person with a disability, an advocate, or anyone who wants people with disabilities to be included equally in society.

Independent living stresses independence, consumer control, and inclusion. “Independent Living does not mean doing things by yourself, but having choices over how things are done.” Judy Heuman

It is also the idea that “Everyone Has a Future” Ed Roberts

Disability is also a natural part of life.

|  |  |
| --- | --- |
| **Percentage Is Right:** | |
| **17%** | **92%** |
| **58%** | **20%** |
| **100%** | **9%** |

**Percentage is Right**

**Space Requirements**: Anywhere

**Equipment**: posterboard, cut out percentages, sticky tac

OR- Wipe board and marker: Statistical Questions Such as:

1. **What Percentage…**
   1. **of Americans have a disability** *(20% - Access Chicago)*
   2. **of races/ethnicities can be affected by a disability** *(100%)*
   3. **of Montanans have a disability** *(17% - Mt.gov)*
   4. **of general public have feelings of admiration for people with disabilities because they have overcome so much** *(92% - Access Chicago)*
   5. **of people have feelings of awkwardness around people with disabilities because they don’t know how to act** *(58% - Access Chicago)*
   6. **of people express resentment towards people with disabilities because they feel they get special benefits and privileges** *(9% - Access Chicago)*

**Group Size**: Any size

**Program Goals**:

1. Make statistics fun

2. Foster creative thinking and start a discussion on what we perceive and what others perceive

**Preparation**: Write these questions on a piece of poster board leaving space on the left margin. Cut out the percentages (you can paste them on poster board pieces too, or just leave them as regular paper). Place sticky tac (the goo sticky stuff that is removable from walls works better than tape) on the backs of your cut out percentages. You can then place the percentages across the bottom or top of your questions on the poster board so the students know their choices. ( Or you can follow directions above using a wipe board to write questions and then writing percentages in the column rather than sticking)

**Instructions:**

The percentages are lined across the top of the board so the students can read them. **“Has anyone here ever seen the price is right? I am going to read these percentages, and then read all of these statements, and you have to tell me which percentage goes with what statement.”** When you read a statement, take all of the students’ suggestions, and then vote as a class. The percentage with the highest votes will be placed with that statement and so forth. When all of the percentages have been placed on the board – ask the class if they are ready to lock them in. Depending on the amount of class time remaining, you can encourage debate over which percentage should go where and why they feel that way. Follow discussion in facilitator guide when selection process is finished.

DISCUSSION:

* 1. **Why did you think this was higher/lower than it is?**
  2. **Disability does not discriminate.** It does not care about your ethnicity, whether you are male or female, young or old. The disability civil rights movement is one that includes people from all statuses, orientations, races, and genders. That is why it is an all or nothing proposition. You can’t advocate for the rights of people with disabilities and then use the word gay in a joke because there are people of that orientation in our movement as well and besides, if we don’t like others using hurtful words to describe us, we probably shouldn’t do it to them either – just because they may be different than us.
  3. **Why did you think this was higher/lower than it is? Note that we used MT but you can use your state statistics.**
  4. **Why did you think this was higher/lower than it is?** Just remind them that these were all compiled from Access Chicago, which is a larger ILC. With any self report statistics, sometimes people say what they think others want to hear. Admiration is a tricky thing. People with disabilities want to be special for the same reason as everyone else, because they did something out of the ordinary, like climbing Mount Everest. **Would you admire somebody without a disability for getting out of bed and going to their job?**
  5. **How many people here have ever felt awkward around a person with a disability, raise your hand?** ((Facilitators, it is okay to raise your hands too.))
     1. It is okay to feel awkward around someone with a disability, because it is something different. What about if I see someone walking down the street with bright orange hair and 10 piercings, **what do you think I am going to do?** Yeah, I am going to stare, because maybe I haven’t seen anything like that before. But do I know anything about this person? Do I know their hopes, dreams, likes, or dislikes? No, all I know is that they look like they spend a lot of money on peroxide! It is okay to feel awkward, and to stare or look at something different, as long as you don’t make any assumptions about that person based on their looks. If you don’t know how to act in the situation, whether you should open the door or not, etc., ask the person. They, and you, have the right to say no you would not like to answer that question if someone asks you about your disability, but the only way to change those feelings of awkwardness or those stereotypes is to educate someone who is confused, or **define yourself** so that they don’t define you first based on their own, often misplaced, conclusions.
  6. **Why did you think this was higher/lower than it is? How many of you feel like you have been talked about or treated differently because other students think you get special privileges? Who here knows what an accommodation is? Can anyone give me an example of an accommodation? Is an accommodation supposed to make things easier for you than other students?**
     1. Now, imagine if you are running a race. Everyone else in the race gets a two-minute head start every time that you run. So you have to work twice as hard just to catch up, let alone, pull ahead of the other runners. It can be frustrating! Eventually, **do you think you might just stop competing?** An accommodation is not meant to give you a head start, it is just meant to level the playing field so that you can compete, on the same field, with the other students…you still have to reach the same benchmarks as the others. If you aren’t using your accommodations, you are letting the other athletes win easily, and you aren’t giving yourself a fair chance. **For next class- everyone know at least 1 accommodation that you use in school and WHY you have it (how does your disability affect you that you need that accommodation?!!)** The reason we ask you why is because when you leave the halls of this high school, nobody is going to follow you around giving you accommodations like in an IEP, you have to know what you need, ask for them, and be able to explain why you need that accommodation to do your job--- if you don’t know why, they won’t give it to you!

**STAND AND DECLARE**

**Space Requirements**: Anywhere

**Equipment**: Stand and Declare Signs, tape, a question. Example questions include but not limited to:

1. **Everyone in the world has some kind of disability**
2. **All Characters in plays and movies with disabilities should be played by actors/actresses with disabilities**
3. **All students with disabilities should be mainstreamed**
4. **Invisible disabilities are less difficult to live with than physical disabilities.**
5. **If there was a cure for your disability, you would refuse to do it.**
6. **If a girl dresses a certain way, she ‘gets what she deserves’.**

**Group Size**: 4+

**Program Goals**:

1. To increase social awareness of leaders of group
2. To increase social skills in group setting
3. To increase creative thinking
4. To increase debate skills
5. To increase listening and reasoning skills

**Preparation**:

Hang up signs in 4 different areas of the room.

**Instructions:**

**Stand and Declare:**

**Once you have asked the question, give students two minutes to choose a sign to go and stand next to. Once they have all chosen a sign to stand by, give them 5 minutes to discuss in their mini groups WHY they chose the sign that they did. Call their attention back towards yourself, and explain the next set of directions.**

**“Now we want each group to explain to the larger group why they chose the sign that they did. Let’s begin with Strongly Agree.” After strongly agree finishes their statement explain the next set of directions. “ After hearing strongly agrees’ argument, would anyone like to switch over to their side?” Give participants a moment to change their mind if they need to. Proceed with Agree, Disagree, and Strongly Disagree, giving each an opportunity to explain their point of view, and after each point of view, giving the group an opportunity to change their mind again. Debates could get pretty heated, if time allows, let each group go back through and rebuttal another groups comments if they want to. After each has had an opportunity to be heard 2 times, allow for one more opportunity to change to a new sign.**

**Discussion:** You just all had an opportunity to be advocates and leaders. The reason we play this game is to remind us all that sometimes in life, you are going to be asked to make a stand or you may feel so strongly about something that you are going to have to stand up for it. A lot of the time in life, however, just making a decision is not enough. People want to know why. We need to practice backing up our statements because not everyone is going to agree, and not everyone should agree. It is important to be able to have your own opinion, but still be able to listen with an open mind to what other people say. Also, it is okay to change your mind, that shows leadership because you are listening and able to open yourself up to see someone else’s point of view. Finally, let’s take a small poll. **Who here thinks people with disabilities should be treated equally?** See even though we all are fighting for the same thing, rights for those with disabilities, we feel differently about the discussions we just had. That’s ok!! We can still work together on a common issue even though we may not always agree on everything, that is what being a good advocate is!

**STRONGLY**

**AGREE**

MC900434401[1]

**AGREE**

**STRONGLY DISAGREE**

MC900434407[1]

**DISAGREE**

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**Square Game**

**Space Requirements**: Anywhere

**Equipment**: Masking Tape, string, blank piece of paper.

**Group Size**: 3+

**Program Goals**:

* 1. Encourage thinking outside of the box
  2. Encourage team work
  3. Create opportunities for a leader to emerge
  4. Increase problem solving skills
  5. Talk about history

**Preparation**:

Using masking tape and string, create a grid on the floor big enough for the students to stand in each square of the grid ( remembering that if some are using wheelchairs, squares may need to be larger. ) Placing the string underneath the masking taped square lines can help create a raised feel for those with visual impairments. Grid should be AT LEAST 2x6- more squares help to make the point more clearly. Create a map-key for yourself- noting that there is a specific path that the participants must take through the grid- it helps to place x’s on your map on each square you desire the participants to have to walk through.

**Instructions:**

Tell the students to line up on one end of the grid. Give them the following directions.

1. During the game no one may TALK or ASL.
2. Everyone must participate ie everyone has to get through the squares.
3. One PERSON INSIDE the grid at a time
4. If you step on or in a wrong square I will buzz you, and you have to go to the back of the line.
5. If one person is buzzed wrong, then everyone who has made it to the end of the grid safely has to start over at the beginning.

Hopefully, the students will at first be frustrated and it may take several tries. You can continually repeat the directions emphasizing the words in Capital letters for clues if they are having a difficult time. Some ideas that participants have come up with in the past to get through the grid include: walking outside of the grid along side of it pointing to the correct squares as others go through it, leaving pieces of paper or keys, cell phones etc in the correct squares to go through, using body language to convey a message, using cell phones to text message each other as an accommodation, drawing a fake map on the floor with their finger to help illustrate which squares to go through etc. Continue the game until EVERYONE has made it to the other end of the grid safely. If they are making it through quickly, you may add on an additional feature of the game. On the very last person to go through the grid, cheat, and buzz them out on squares that have been correct in the past. Allow them to try it again this one time since they are the last one and it is getting late, without making everyone else start over. Then buzz him out again on the square that used to be correct. The point of this is to try and get the other players to protest that you are cheating them and treating them differently. Illustrate this by stating that they all still get to win, but this one student you refuse to let through. Talk about how If someone changes the rules for one person and starts ‘discriminating’ then they all need to stand up with them, regardless of whether or not they still got to ‘win the game’ and are not being discriminated against.

**Discussion**

Applaud their efforts and reinforce what they did by explaining how one or a few of them emerged as leaders, someone may have came up with the idea, someone may have executed, maybe they had to borrow keys and pencils from other participants, one of the students had to be the first person to go, even though no one really understood the rules etc. Talk about the different styles of leadership qualities they exhibited and how that is the way it has to be in the real world as well. Talk about the importance of sticking together and needing to work as a team in order to achieve the ultimate goal, and never leaving one person out to be treated or cheated differently. Also this is a good illustration of history and culture. One person may have gotten part way down the path, and then had to start over. So, the next person in line may have gotten a little bit further, etc. This is why it is important for us to learn about history. Our predecessors may have gotten part way through the grid, and it is important for us to learn that in case we have to start over and repeat that path. It is also important so we can try and learn where to go next in the grid. Finally, if you had participants start later in the game, point out how new people may join our community and it is up to us to get them up to speed and make them feel welcome so they can help us to advance our rights and fight further.