

Lesson Plan

Demonstrating Respect for Diversity:

Interacting with People with Disabilities



Objective: Students will explore etiquette followed when interacting with people who have various disabilities.

Workplace Readiness Skill: **Demonstrate respect for diversity.**

Demonstration includes

- *defining **diversity** and discussing its importance*
- *identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability)*
- *showing respect for and valuing individual differences in the workplace*
- *being self-aware and mindful of one's own bias*
- *collaborating with people of diverse backgrounds, viewpoints, and experiences.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate creativity and innovation.
- Demonstrate integrity.
- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Collaborate with team members.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.

Correlations to the Virginia Standards of Learning (SOL):

English: 6.2, 6.6, 7.1, 7.2, 7.6, 8.2, 8.6, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.5

History and Social Science: USII.1, USII.9, CE.1, CE.3, CE.4, CE.14, WHII.1, WHII.14, VUS.1, VUS.14, GOVT.1, GOVT.3, GOVT.9, GOVT.16

Instructional Steps:

1. **Introduce the lesson with two terms: disability and sensitivity.** Ask students to define and give examples of both of these terms. Explain that in the workforce and throughout life, we all interact with various people, some of whom have disabilities—either seen or unseen (discuss the difference; give examples). Like all people, people with disabilities need to be treated respectfully and with sensitivity at school, at work, and in the community.

disability [dis-uh-bil-i-tee]

(noun) a condition of having a physical or mental impairment

sensitivity [sen-si-tiv-i-tee]

(noun) an understanding of others' feelings and emotions

2. **Read (individually or in pairs) the following document:**

[Disability Etiquette: Tips on Interacting with People with Disabilities](http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf)

(<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>), United Spinal Association, 2015.

Explain to students that this is an overview that will help them become more sensitive to people with disabilities. Encourage students to highlight and make notes while reading. Ask: "What are appropriate ways to communicate sensitively with people with disabilities? What are some ways to support and encourage others to sensitively communicate?"

3. **Introduce research.** After reading "Disability Etiquette: Tips on Interacting with People with Disabilities," assign each pair of students one of the disabilities listed below (others may be substituted as appropriate). Explain that each student pair will use "Disability Etiquette: Tips on Interacting with People with Disabilities," as well as other Internet resources, to research the disability and answer questions on the activity entitled "[Teaching Tolerance: Researching Disabilities](http://www.tolerance.org/sites/default/files/general/tt_researching_disabilities.pdf)" (http://www.tolerance.org/sites/default/files/general/tt_researching_disabilities.pdf). Then each student pair will create an electronic slide presentation (e.g., PowerPoint, Google Slides). Each slide should include a title, an appropriate image, at least three facts about the disability, and at least two tips for successfully/appropriately interacting with a person who has that disability.

blindness/low vision

hearing loss/deafness

speech disabilities

short stature (i.e., dwarfism)

cerebral palsy

Tourette syndrome

epilepsy/seizure disorder

chemical sensitivity/respiratory disability

HIV/AIDS

psychiatric disability/mental illness

brain injury

developmental disabilities

autism

learning disabilities

Down syndrome

4. **Compile electronic slide presentation (e.g., PowerPoint, Google Slides).** Once the slides are completed and compiled, work as a class to create a cover slide, an introductory slide, and a concluding slide based upon the reading in "Disability Etiquette: Tips on Interacting with People with Disabilities." Display the slideshow, with each student pair taking a turn to explain the slide they created.
5. **Share/present slide show.** Arrange to present the information learned throughout this research to students from another class. Discuss the question: "How is this information relevant regardless of a person's career goals?"

Formative Assessment:

- Assess student understanding as demonstrated in the answers on the activity entitled “Teaching Tolerance: Researching Disabilities.”
- Evaluate student understanding of concepts within the lesson as demonstrated by the electronic slide presentation created.

Options for Adaptation/Differentiation:

- To offer scaffolding to students and to complete this activity in a shorter time frame, as a whole group read only the introduction and the cartoon entries in “Disability Etiquette: Tips on Interacting with People with Disabilities” prior to beginning research.
- To offer an extension opportunity, ask students to use the tips they’ve discovered through their research to create an awareness campaign related to disability etiquette. Student products may include a bulletin board display, posters, or public service announcements recorded on video and shared with the school.

Suggestions for Follow-up:

- Research the history of the rights of people with disabilities and the Americans with Disabilities Act of 1990 (ADA). Share your findings with your class.
- Delve deeper into the “Disability Etiquette: Tips on Interacting with People with Disabilities” document by completing a web quest entitled [Teaching Tolerance: Understanding Hidden Disabilities](http://www.tolerance.org/sites/default/files/general/tt_understanding_hidden_disabilities.pdf) (http://www.tolerance.org/sites/default/files/general/tt_understanding_hidden_disabilities.pdf).

Teacher Resources

[A More Perfect Union](http://www.pbs.org/ampu/index.html) (<http://www.pbs.org/ampu/index.html>), PBS.

[Communicating with and About People with Disabilities](https://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm)

(<https://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm>), U.S. Department of Labor, Office of Disability Employment Policy

[Disability Etiquette: Tips on Interacting with People with Disabilities](http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf)

(<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>), United Spinal Association.

[Effective Interaction: Communicating With and About People with Disabilities in the Workplace](https://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm)

(<https://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm>), U.S. Department of Labor, Office of Disability Employment Policy.

[Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success](https://www.dol.gov/odep/topics/youth/softskills/)

(<https://www.dol.gov/odep/topics/youth/softskills/>), U.S. Department of Labor, Office of Disability Employment Policy.

[Teaching Tolerance](http://www.tolerance.org/lesson/editorial-cartoon-equal-opportunity) (<http://www.tolerance.org/lesson/editorial-cartoon-equal-opportunity>), Southern Poverty Law Center.

[Workplace Readiness Skills \(WRS\) Assessment: Virginia Overview](https://www.ctecs.org/virginia/virginia-overview) (<https://www.ctecs.org/virginia/virginia-overview>), Career and Technical Education Consortium of States (CTECS).

[Workplace Readiness Skills \(WRS\) for the Commonwealth: Instructional Resources](http://cteresource.org/wrs/index.html)

(<http://cteresource.org/wrs/index.html>), Career and Technical Education (CTE) Resource Center.