



## Lesson 1.2m – Language 101

(Addresses Vermont middle school learning standards 1.9, 1.15, 1.16, 3.3, 3.10, 3.11, 3.12, 4.4)

\*(This is an abbreviated excerpt from the Lesson 1.2e curriculum for the K-4 module. It is presented in the same format as the full curriculum, with abbreviated text for introductory purposes.)

### Learning Objectives:

#### Unit 1: Awareness/Orientation to the Curriculum

- a. Identifying and understanding various types of disability.
- b. Understanding the origins of discriminatory terms and how to use respectful language.

### Materials:

- Language Info Sheet
- Story Outline Worksheet
- Art supplies (see supplementary activity information)

### Time:

Two class sessions (extended time required for optional art project).

### Setting:

Small group listing and writing activities.

### Directions:

#### **Lesson Preparation:**

Prepare copies of materials listed above. Determine necessary modifications for older or younger students. If illustrations will be included in the activity (see supplemental activity) then determine which art materials will be needed.

#### **Lesson Implementation:**



<http://www.uvm.edu/~cdci/pride/>

Working in groups of three to four students, each group will identify all the words and phrases they have heard used to describe people with disabilities. Explain that part of the purpose of this activity is to identify both the positive and negative uses of language so it is okay to include terms the students consider to be derogatory. Allow groups ten minutes to complete their lists. When lists are complete, have each group edit their list using a highlighter to identify words or phrases they think are respectful and appropriate to use when communicating to or about people with disabilities. When the editing is complete, distribute the Language Info Sheet as a resource tool for the next part of the lesson.

In the same small groups, students will now write a short story including one or more characters with disabilities. Explain to students that the stories will be compiled into a book to be used as a resource for younger students in the school. The overall goal is to create stories that reflect positive attitudes about people with disabilities while using appropriate and respectful language. Distribute the Story Outline Worksheet and have groups complete the worksheet in the time remaining in the first class session.

During the second class session, student groups will use their notes from the Story Outline Worksheet to create a short story.

Working with Younger and Older Students: Modify this lesson as needed to include grade-level appropriate technical requirements on the writing activity. For example, an eighth grade group's work would be expected to demonstrate more advanced skill in the use of dialogue than a fifth grade group's work.

### **Lesson Wrap Up/Follow Up**

Review the concepts of harmful and respectful language and how they relate to communicating with or about people with disabilities. Encourage students to talk with their family members to begin identifying people they know who have disabilities.

#### Supplementary Activities:

If desired, an additional component of having students add illustrations to their books may be added to this lesson. This can be done in various formats depending on resources available. Challenge groups to develop their projects with alternative format/accessibility issues in mind.



**PRIDE Outreach**

Promoting Respect and Inclusion through Disability Studies Education

