

# No Boundaries

Focus Questions: What is a disability? How can we use the persuasive power of written or oral communication as an instrument of change?

A disability means someone may need accommodations or equipment (large size print, voice activated computer, appropriate space to maneuver a wheelchair, etc.) How might the accommodation help them be successful?

# Anticipatory Set

"When you hear the term 'person with a disability' what do you think?"

1. We are all different. How can our differences be something to celebrate and respect, not judge?
2. How do our attitudes impact how we interact with others?
3. How do we celebrate the achievements of people with disabilities?



# Disability Awareness

Read the handout "Disability Awareness." ([Link](#))

After reviewing it, write in your own words what "disability" means.

1. Brainstorm these definitions with a partner or small group.
2. Share and discuss these definitions with the whole class.
3. Create a class definition of "disability."



# Small Group

**Variation One:** Read and write a summary about the achievements of famous people with learning disabilities or physical disabilities. Examples: FDR, Helen Keller, Stephen Hawking, Woodrow Wilson [dyslexia]

**Variation Two:** Discuss how our similarities and differences help us understand and respect each other. Students draw themselves with a "super power," which is one thing about them that is unique.

A hand holding a red marker is shown crossing out the word "DISABILITY" written on a white piece of paper. The word is written in a simple, black, sans-serif font, and the red lines are drawn over the letters.

## Discuss this Quote

“The worst thing about a disability is that people see it before they see you.”

–Easter Seals

Some are born with disabilities, and some acquire them, and it is essential to treat everyone with respect no matter what their abilities or opportunities.

What is some respectful language you have learned to use? For example, it is respectful when talking about someone who is blind to say, "a man who is blind," rather than "a blind man." This puts the person ahead of the disability.

# Service Project:

Conduct research by observation of the school and community to determine an action to make the place more accessible for people who benefit from adaptations.

**Procedure:**

Walk around the school, campus, and community, and look for barriers to using the facilities fully.

1. Interview leadership at the school and at a local nonprofit about the needs of people who have disabilities. For example, is there someone at your school who is deaf?
2. Take action to remove a barrier or to accommodate a special need. For example, if there is a person who is deaf at the school, teach others American Sign Language for hand spelling the alphabet.
3. Communication: Write a statement of respect related to people with disabilities. (It may be a quote.) This can be shared in a decorated poster or in social media.



# Enrichment:

Watch the video “Brett Eastburn - No Boundaries”

<https://www.youtube.com/watch?v=yc1sS5W6J6s> Brett Eastburn was born with no arms or legs. This shows the accomplishments of someone overcoming a disability.

Watch the video “Just Like You: Down’s Syndrome”

<https://www.youtube.com/watch?v=Q4p9GyWXWcw>

Discuss the following points from the videos:

- “We’re all the same in one basic way. We all want other people to understand us.”
- People with disabilities are everywhere. They do the same type activities as people without disabilities.



# Reflection:

Reflect in writing on the following starters:

- One thing I learned today...
- One thing I didn't understand...
- One thing I can do to make a difference in one person's life...

**Follow-up:** Discuss how our differences make our community strong.





## **Philanthropy Benchmarks**

- Describe the importance of hearing all voices in a community and respecting their right to be heard.
- Discuss the importance of respect for others.
- Give examples from history of how intolerance of ideas, religion, and minorities contributed to social disintegration.
- Identify civil society organizations that protect and speak for minority viewpoints.
- Discuss examples of groups denied their rights in history.
- Discuss why organizations in the civil society sector work to protect minority voices.
- Describe how philanthropic activities can bring about social change.
- Identify a need in the school, local community, state, nation, or world.
- Research the need in the school, neighborhood, local community, state, nation, or world.
- Select a service project based on interests, abilities, and research.