

生命教育融入領域教學

教案主題名稱

Promoting Sensibility of the Differently Abled

為不同能力的生命歡呼！

生命教育融入英語教學
教案設計人：花崗國中陳智文

(1)教案主題名稱：

Promoting Sensibility of the Differently Abled

生命教育融入英語教學/教案設計：陳智文

(2)教學設計及實施理念：

Introduction

Disability is a common downside which has long lain low in every culture, as it was well alleged in *the Disability and Disadvantage: The Consequences of Chronic Illness*, "...disabled people are disadvantaged because chronic illness and the limitations in activity it produces result in a loss of personal, material, and social resources, and the resources that remain are almost wholly consumed in the effort of coping with the illness and its effects." (David Locker, 1983, p7)

However, portrayals in the prevailing media have too often brought about misconceptions about disability. Chances are that a strong bias has been remaining in the majority of our world when viewing a successful mainstream icon or a helpless disabled figure. It reveals nearly no more than nothing or poorly constructed understanding about the real world challenges of a person with a certain type of disability in everyday life.

Whereas people who are differently abled, more often than not, are treated less favorably than a non-disabled person, or even marginalized with discrimination, such critical literacy issue concerning social inequality and injustice is truly indispensable to be integrated into education for the young.

Theoretic Statements

What is meant by 'differently abled'? *The Los Angeles Times* reported the term this way in 1985:

"In a valiant effort to find a kinder term than handicapped, the Democratic National Committee has coined differently abled. The committee itself shows signs of being differently abled in the use of English."

The terminology of 'differently abled' refers to regard more for the positive images of people with disabilities, but not for their life barriers, challenges or inconveniences in special needs, including states of being impaired, disabled, and handicapped. Each one of us is a unique individual. We all have strengths, talents and abilities. People are different because some are able to conduct certain deeds, and yet

others are not. There are always things that others can do but we cannot. In other words, people are all abled in different ways.

The multiculturalism movement contributed greatly to the anti-bias movement, in which some of the people involved felt that it scarcely did any positive impact to address social problems in the education system. The anti-bias curriculum, based on anti-bias movement, is an activist approach whose proponents claim to challenge stereotypes such as racism, sexism, ableism/disablism, ageism, homophobia, and other -isms. My curriculum originates closely from anti-bias curriculum and its implementation.

(3)使用之教科書版本及延伸教材、教學資源：

1. 康軒版中英語八年級 L3 When Conner Ran, He Pushed Cayden in a Cart
2. “People Bingo” (<http://icebreakerideas.com/people-bingo/>) (網站)
3. A speech by Nick Vujicic - http://youtu.be/_leyYopIzE4 (影片)
4. <http://www.ist.hawaii.edu/products/toolkits/pdf/Disability101.pdf> (研究文章)
5. http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf (研究文章)
6. <http://www.tcdd.texas.gov/resources/people-first-language/>(研究文章)

(4)活動進行步驟：

***Lesson One - Awareness: Celebrating Differences**

Objective: To recognize and accept the many ways in which people are both similar to and different from each other, visibly or invisibly; to activate oral mechanism and enhance learning motivation.

Materials: Copies of “People Bingo” worksheet for each student (see Appendix 1)

Background (5 minutes): Create a T-chart of ‘Comparison and Contrast’ by writing on the chalk board the similarities and differences among the students in the classroom. Tell the students that we are all alike in some ways and different in some other ways. Ask the students randomly to come up with some of the similarities and differences from what they are able to see through observation. The words on the chart will describe qualities about others that we can see. (similarities*5, differences*5)

Activity 1 (5 minutes): Teach students that, in real life, there are still many aspects of similarities or differences that CAN’T be seen. To find out this, prepare a game ‘People Bingo’, that’s a lot like the game of bingo. Check if students know how to play

bingo. The game ends when everyone in the class has completed at least one row on his/her card.

Activity 2 (15 minutes): Distribute a copy of the “People Bingo” worksheet to each student. Encourage the students to walk around the classroom, talk to each other, and find people who match the traits on the card. They must put the person’s name in the corresponding box or have the person sign the appropriate square. The first person to fill five boxes across or down yells BINGO! Allow time for the students to play People Bingo and complete at least one row on their worksheets, whether vertically, horizontally, or diagonally. Have a good control over time by keeping the students moving at a good pace. And, most important of all, the students MUST use English only during the game so that they get to make the most of the target language skills.

Activity 3 (15 minutes): Have the students discuss: “What are some of the things you learned from People Bingo?” “What kinds of similarities and differences are visible? What kinds of similarities and differences are invisible?” Ask 2 volunteers to share how they feel differently about the others in the class now that they know a few things about them. Ask 2 volunteers to introduce themselves and share one of the interesting traits they learned about someone else.

Activity 4 (10 minutes): To conclude via class discussion, pose questions like: “Is it OK to be different?”, “Did you ever see people behave differently, sometimes not in an thoughtful manner, toward someone only because he or she is different from themselves?”

***Lesson Two - Disrupting Prejudice: See The Ability**

Objective: To recognize that just because people are different doesn’t mean that they are better or worse.

Materials: a chalkboard, two pieces of chalk - as different as possible, two copies of worksheets - before watching/after watching the video (see Appendix 2 - 3), a laptop computer with online access, a overhead projector

Background (6 minutes): Make an association with objects by using classroom resources. Show two different pieces of chalk and ask, “What differences are there you can see between these two pieces of chalk?” (potential answers: visible traits: colors, length, sizes, ...) Then write a word or a phrase on the blackboard with one piece of the chalk, highlight it with drawing with the other piece of chalk, and ask: “Why are they different?”, “What makes them different?” (the use of the chalk,

functional/invisible traits: to note, to mark, to highlight, ...), “Which one is better than the other?”, “Is any one of the two better or worse?”

Make a mini conclusion of the concept with answers from the students: “These two pieces of chalk are just different.”, “Differences do not suggest quality.”, “Nothing is bad simply because it is ‘different’.”

Activity 1 (6 minutes): Make an association with people by inviting a volunteer to come up to the front of the classroom. Ask the volunteer questions like: “What are you good at?”, “What do you think is good about you?”, or “What makes you feel good about yourself?”

Choose one or two things that the teacher is not as good at around the answers and then ask the class if the teacher is not “GOOD” as a person, or ask if that suggests quality.

Conceptualize with answers from the students: “People are all different in some ways.”, “We learn to accept some facts about ourselves without judgments.”, and “Nobody is inferior in quality only because he or she is ‘different’.”

Activity 2 (6 minutes): Before watching the video, ask if the class know about Xyao Huang Qyi (蕭煌奇), and how they feel about him (visually impaired/ great singer with a disability). Claim that all men are different: one may not be able to do something, and yet abled in some other things - “differently abled”. Hand out the students the worksheets “Who is the boy?”. Students discuss and answer the questions on the worksheets.

Activity 3 (12 minutes): Download and play a video clip from Youtube site online for ten minutes (a speech by Nick Vujicic - http://youtu.be/_leyYopIzE4). Have the students watch carefully and focus on the things that Nick is able to do.

Activity 4 (10 minutes): After watching the video, hand out students the worksheets “Nick Vujicic”, and then have students discuss and answer the questions on the worksheets. Have the students to count their answers that are different from the first worksheet in Activity 2, and write it down for later sharing.

Activity 5 (5 minutes): Conceptualize by “People with a disability are just different.”, “It is OK to be different.”, “There are times when we need some help because we are different from each other.”, “People with a disability sometimes need extra help in certain ways.”

Explain to children that while people have a lot of similarities, they also have different strengths. For example, a boy who uses a wheelchair may be fluent in both English and Spanish. A girl with cerebral palsy may be the fastest reader in class.

Educate students to help classmates who have physical disabilities by asking them if they can push their wheelchair or help them gather their school supplies. Remind them first, though, to ask because people with disabilities may not need as much help as others think. Offering a helping hand or asking if any help is needed is simply a good way of showing empathy in a respectful manner.

***Lesson Three - The Empowerment of Respectful Language**

Objective: To be aware of the impact that labeling raises. To comprehend the power of words and how positive images on disabilities can be posed and create People First Language or respectful words; to review vocabulary differences of meanings, and solidify the use of modifiers in English sentences.

Materials: ‘Positive v.s. Negative’ worksheets (see Appendix 4), ‘People First Sentence’ worksheets (designing), some blank poster paper in different colors, crayon/markers

Background (10 minutes): Allow the students three minutes to recall a time when someone hurt their feelings by name-calling. Invite two volunteers to share how name-calling will influence people or cause any kind of psychological trauma. Have students go into groups to discuss whether what people call someone affects how you treat them, with more or less respect.

Activity 1 (3 minutes): Have the students group up. Hand out each group a ‘Positive v.s. Negative’ worksheet, and an envelope, in which are some scraps of paper with words or phrases on them. Then ask them to brainstorm as a team around how the terms will be sorted into two categories. Next, have the students paste the scraps of term paper onto the preferable columns on the worksheets.

Activity 2 (2 minutes): Hand out each group a different ‘People First Sentence’ worksheet. Again, each group will receive some more scraps of paper with words or phrases on them. The groups should use positive words to create a sentence with punctuation marks (i.e. commas, periods) if needed. Remind the class of the terms they receive from the previous worksheet for necessary references.

Activity 3 (5 minutes): Ask the groups to design a ‘Put The Person First’ poster using the given colorful paper. Explain that each poster should clarify their ideas of how they finish the worksheets and why.

Activity 4 (25 minutes): Have all the groups take turns presenting briefly what they have done, including both worksheets. Ask the groups to conclude what they have learned from this lesson.

(5)生命教育融入教學活動之進行過程：

1. 藉著 Lesson 1 教導學生意識或察覺人與人之間的不同，這些相異之處讓這個世界多彩多姿，也瞭解到每個人獨特而珍貴之處。活動後可以發覺同學的不為人知的地方，往往很多的內涵，不是看同學的外表或日常行為表現就能知道的。透過活動的討論，學到尊重每個人不同之處，並進而瞭解這些不同是很正常的，不需要、也不應該投以異樣的眼光。
2. 在 Lesson 2 中，藉著播放殘疾人士尼克的演講影片，做他自己生命體驗的故事分享，沒有因體型殘缺而打敗他的人生，引導學生的視野焦點，不要只放在「有所不能」、「失能」上，而是要看見他人或自己「有能力」的地方，激發生命獨特的潛能！本課運用影片多媒體、學習單、師生問答來引導學生，了解到不同於一般人的人，並不會因此比一般人差，有時甚至還有某些能力，更勝於一般人。影片全為英語發音，可輔以中文字幕增進學生的理解，老師提問確認學生理解程度時，可調整英語難度，刺激學生批判性思考，為自己想法發聲，並適時鼓勵英語的學習。
3. 透過 Lesson 3 的活動，以目標語言-英語的角度切入，將正向溝通語和英語形容詞句式融合起來，同時學習如何用英文表達「人本」正向語言(people-first language)，增進人與人之間的和諧，不因彼此間存在的差異，而相互排擠。

(6)對應之課程綱要能力指標：

*生活課程部分

- 2-3 察覺不同人、不同生物、不同文化各具特色，理解並尊重其歧異性，欣賞其長處。
- 5-5 產生愛護生活環境、尊重他人與關懷生命的情懷。
- 4-1 使用合適的語彙或方式，表達對人、事、物的觀察與意見。

*人權教育部分

- 1-2-1 欣賞、包容個別差異並尊重自己與他人的權利。
- 1-2-5 察覺並避免個人偏見與歧視態度或行為的產生。
- 1-4-2 瞭解關懷弱勢者行動之規劃、組織與執行，表現關懷、寬容、和平與博愛的情懷，並尊重與關懷生命。

*英語部分

- *1-2-4 能辨識對話或訊息的情境及主旨。
- *1-2-5 能聽懂簡易影片和短劇的大致內容。
- 2-2-2 能以簡易的英語參與課堂上老師引導的討論。
- 2-2-3 能以簡易的英語表達個人的需求、意願和感受。
- 4-2-2 能依提示合併、改寫句子及造句。
- 6-1-7 不畏犯錯，樂於溝通、表達意見。

(7)學習評量內容編製：

The learning procedures can be assessed mostly by checking how different the answers of these two before-and-after worksheets will be. The planned activities will help almost all types of learners absorb the materials, for the video is Chinese subtitled, and the purpose is not focused on the language learning but on witnessing the ‘abilities’ of ‘the disabled’ for themselves. According to the lesson analysis, the assessment is related to the objectives to a satisfying extent.

The lesson analysis also shows that less able students or students with special needs are able to engage with the work at some level.

The lesson provides opportunities for self-directed learning and discovery. The students have some time to learn by finding things out for themselves in activity 3 and 4. Whether this will work depends on Nick’s abilities being seen. Because the questions have been verbally designed, the lesson plan offers opportunities to develop specific skills to think critically – see the invisible facts about Nick.

(8) 實施省思&教學成效分析：

The effectiveness of Lesson Two is analyzed through student feedback questionnaires. (反饋問卷)(see Appendix 5) Figure 1. is able to clearly describe how the students estimate their learning efficacy, including learning behaviors and attitudes. Apparently, the five aspects of learning efficacy are positive as they are significantly rated above the ‘agree’ level. Some students still consider the lesson not sufficient for them to learn better. Probably it is because most of the English learning environment is still shifted by how the assessment is conducted, whether formally with summarized tests or informally through teachers’ monitoring or observing records. However, all students claim they think better during Lesson Two.

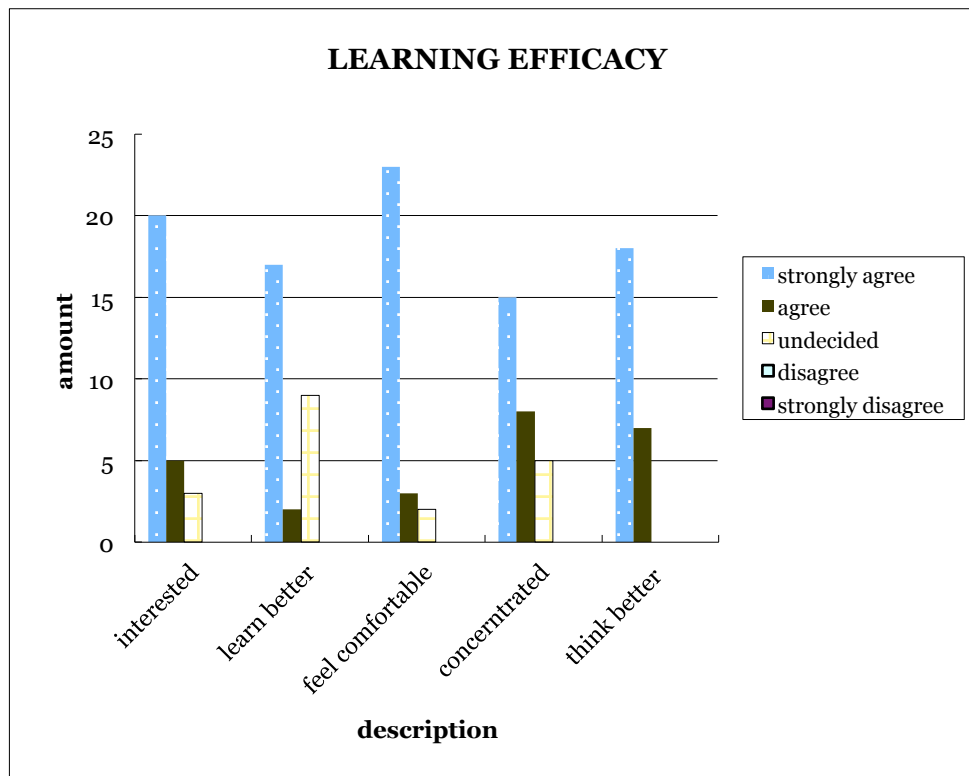


FIGURE 1. Learning Efficacy

Note. Numbers of amount are added by times of marking the answers in the questionnaires.
(How do I learn?)

In educational psychology terms, feedback is "knowledge of results." Even this simple feedback about the outcome is good—and is good to do promptly. The questions are designed to examine efficacy both of learning and teaching right before the end of the lesson. The outcome of Figure 2. again shows fairly positive effectiveness of the teaching. This success is so encouraging to me that I am really stimulated to develop more lessons on critical literacy issues. One more thing, twenty-one out of twenty-eight students in the class I taught have at least five different answers between two worksheets. The lesson activities actually help the students meet the desired objectives, and learn not to 'judge a book by its cover'.

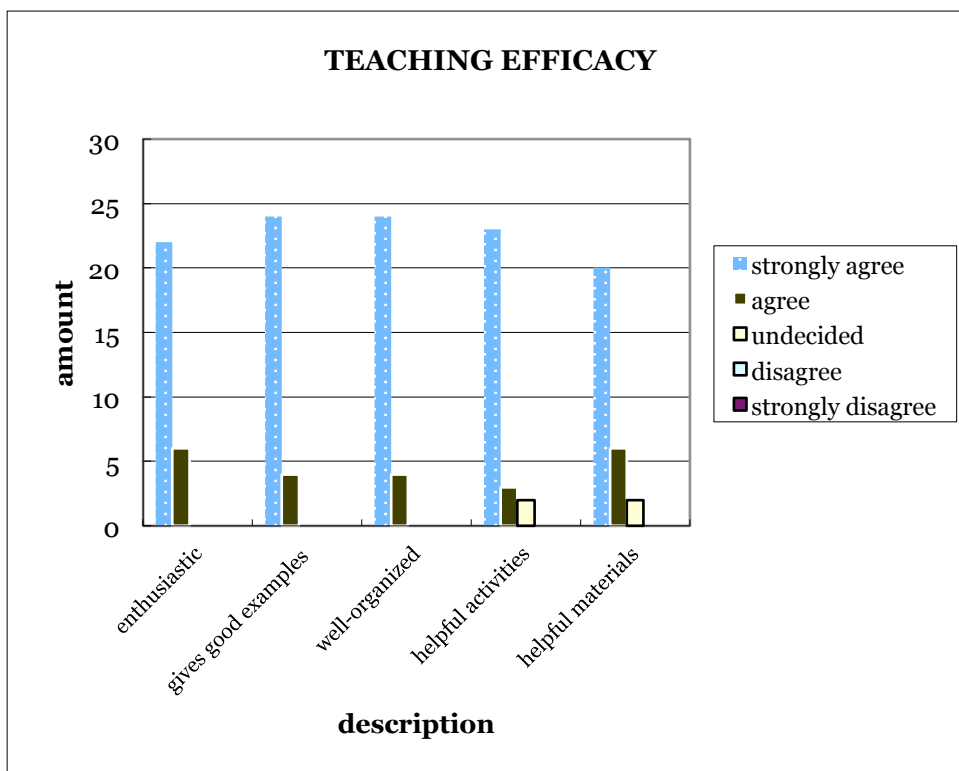


FIGURE 2. Teaching Efficacy

Note. Numbers of amount are added by times of marking the answers in the questionnaires.
(How does the teacher do?)

Written in a narrative, the procedures are related to the objectives and are achievable. The learning procedure of activity 3 is best likely to satisfy the objective and help the students learn the subject matter – ‘Disrupting Prejudice: See the Ability’.

The topic covered in the lesson needs investigation: Does it flow logically from the topics covered in previous lessons and the following lesson? The key issue here is whether the students are building on knowledge that they have acquired in Lesson One (not taught yet); e.g., if they have covered ‘recognizing’, ‘accepting’, and ‘celebrating’ individual differences among peer.

It plays a good role of a double-headed hook to develop critical literacy to actually take action. In Lesson Three, the students might learn to respect and start to apply People-First language, rather than skipping forward to directly help the disabled without inquiry, which might be regarded as sympathy instead of empathy.

Strengths

The social issue around disability as disadvantage triggers the students to think from their personal perspectives. The designed questions effectively motivate

students to learn in English. The video truly is the heart of the whole lesson that helps the most in breaking stereotypes on people with disabilities. More importantly, the activities in the lesson introduce a good variety of learning for the students. The students are exposed in authentic source of spoken English. Listening sub-skills are fostered.

Weaknesses

There seems to be not enough supervision for the kind of activities planned, for the time is limited. In case of any unexpected events, the flexibility can be shortening the watching activity, or assigning the 'Nick Vujicic' worksheet for homework as a following-up activity. And, it is not possible to assess the learners through monitoring or observing all the time during lesson.

The lesson plan does not cover differentiation of work for most students of different abilities. Not given a chance for the class to group up, it has not got extra work to push the more able students.

Not all aspects of language skills to learn are integrated. The classroom interaction pattern is more teacher-centered, which fails neither to provide opportunities to produce language or to assess the learners with their production.

(9)實施成效

B	I	N	G	O
can play the piano	has any sisters	never sleeps in class	can ride a bike	has a dog
can cook	go to bed very late	likes swimming	has any brothers	likes reading
watches TV after dinner	hit cockroaches	eats fish	does housework	likes milk tea
can jump ropes	gets up early	likes comics	walks to school	likes playing sports
babysits brothers	has a cat	can speak 2 languages	goes shopping	likes singing

<http://print-bingo.com>

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B	I	N	G	O
can jump ropes	watches TV after dinner	does housework	goes shopping	go to bed very late
gets up early	has any brothers	babysits brothers	has a cat	can play the piano
hit cockroaches	likes playing sports	eats fish	has a dog	can cook
likes milk tea	likes swimming	likes reading	never sleeps in class	likes singing
can speak 2 languages	walks to school	can ride a bike	has any sisters	likes comics

<http://print-bingo.com>

B	I	N	G	O
babysits brothers	likes swimming	likes milk tea	walks to school	has any brothers
likes comics	hit cockroaches	has any sisters	does housework	has a computer
can speak 2 languages	has a cat	eats fish	gets up early	can play the piano
can jump ropes	likes reading	watches TV after dinner	go to bed very late	likes singing
can ride a bike	has a dog	can cook	likes playing sports	goes shopping

<http://print-bingo.com>

B	I	N	G	O
go to bed very late	can play the piano	goes shopping	likes playing sports	can cook
likes reading	can speak 2 languages	can jump ropes	gets up early	walks to school
never sleeps in class	likes milk tea	eats fish	has any brothers	likes singing
has any sisters	hit cockroaches	has a dog	watches TV after dinner	can ride a bike
has a computer	does housework	babysits brothers	has a cat	likes swimming

<http://print-bingo.com>

B	I	N	G	O
has a dog	can play the piano	has any brothers	can cook	has a cat
does housework	hit cockroaches	likes comics	can jump ropes	likes playing sports
likes reading	gets up early	eats fish	can ride a bike	watches TV after dinner
walks to school	go to bed very late	likes milk tea	has any sisters	goes shopping
babysits brothers	never sleeps in class	likes swimming	has a computer	can speak 2 languages

<http://print-bingo.com>

B	I	N	G	O
likes reading	likes comics	has a computer	go to bed very late	likes milk tea
babysits brothers	does housework	hit cockroaches	can play the piano	walks to school
likes swimming	has a dog	eats fish	can jump ropes	has any sisters
goes shopping	has any brothers	can speak 2 languages	watches TV after dinner	never sleeps in class
likes playing sports	can ride a bike	can cook	likes singing	gets up early

<http://print-bingo.com>

B	I	N	G	O
has a computer	watches TV after dinner	can cook	gets up early	likes milk tea
likes playing sports	never sleeps in class	go to bed very late	hit cockroaches	can speak 2 languages
has any brothers	can play the piano	eats fish	walks to school	likes singing
can ride a bike	likes comics	has any sisters	can jump ropes	has a dog
goes shopping	likes swimming	babysits brothers	has a cat	likes reading

<http://print-bingo.com>

B	I	N	G	O
watches TV after dinner	has any sisters	has a dog	has a cat	likes milk tea
hit cockroaches	can cook	has any brothers	likes swimming	does housework
likes singing	can ride a bike	eats fish	walks to school	can speak 2 languages
can play the piano	goes shopping	likes comics	babysits brothers	gets up early
can jump ropes	go to bed very late	never sleeps in class	likes playing sports	has a computer

<http://print-bingo.com>

B	does housework	watches TV after dinner	can play the piano	likes swimming	babysits brothers
I	has any sisters	gets up early	has a cat	has a computer	can speak 2 languages
goes shopping	likes playing sports	eats fish	likes singing	likes cockroaches	hit
can jump ropes	likes comics	likes reading	can ride a bike	likes milk tea	likes
has any brothers	never sleeps in class	can cook	go to bed very late	walks to school	walks to school

<http://print-bingo.com>

B	can jump ropes	gets up early	never sleeps in class	likes swimming	can cook
can speak 2 languages	likes reading	has any brothers	walks to school	babysits brothers	has a cat
go to bed very late	has a dog	eats fish	can ride a bike	can play the piano	can play the piano
likes singing	does housework	has a computer	has any sisters	hit cockroaches	goes shopping
watches TV after dinner	likes playing sports	likes comics	likes cockroaches	goes shopping	likes

<http://print-bingo.com>

B	likes playing sports	hit cockroaches	can cook	has a dog	never sleeps in class
go to bed very late	has any brothers	does housework	likes swimming	likes reading	likes milk tea
can speak 2 languages	babysits brothers	eats fish	can ride a bike	likes swimming	likes
watches TV after dinner	has any sisters	walks to school	has a cat	gets up early	gets up early
likes comics	can play the piano	can jump ropes	has a computer	goes shopping	goes shopping

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B	hit cockroaches	go to bed very late	likes milk tea	can jump ropes	has a dog
likes reading	does housework	has any sisters	has a cat	watches TV after dinner	watches TV after dinner
gets up early	can cook	eats fish	likes playing sports	goes shopping	goes shopping
can speak 2 languages	has a computer	likes swimming	walks to school	never sleeps in class	never sleeps in class
likes comics	babysits brothers	can ride a bike	can play the piano	likes singing	likes singing

<http://print-bingo.com>

B	I	N	G	O
gets up early	has any brothers	has a computer	hit cockroach	goes shopping
walks to school	likes singing	has any sisters	has a dog	can jump ropes
go to bed very late	babysits brothers	eats fish	likes swimming	does housework
likes milk tea	likes comics	can play the piano	never sleeps in class	can cook
can speak 2 languages	watches TV after dinner	likes playing sports	has a cat	likes reading

<http://print-bingo.com>

B	I	N	G	O
gets up early	can jump ropes	can ride a bike	can play the piano	walks to school
babysits brothers	has a computer	likes comics	likes reading	has a dog
likes playing sports	likes swimming	eats fish	can cook	go to bed very late
hit cockroach	has any brothers	never sleeps in class	has any sisters	can speak 2 languages
watches TV after dinner	goes shopping	likes milk tea	has a cat	likes singing

<http://print-bingo.com>

B	I	N	G	O
can cook	has a cat	likes playing sports	walks to school	has a computer
has a dog	has any sisters	can jump ropes	has any brothers	goes shopping
can ride a bike	hit cockroach	eats fish	babysits brothers	gets up early
likes reading	likes swimming	does housework	likes milk tea	never sleeps in class
can play the piano	watches TV after dinner	go to bed very late	likes comics	likes singing

<http://print-bingo.com>

B	I	N	G	O
never sleeps in class	babysits brothers	likes reading	watches TV after dinner	can play the piano
hit cockroach	has a computer	likes playing sports	can ride a bike	walks to school
has any brothers	can jump ropes	eats fish	go to bed very late	can speak 2 languages
has a cat	goes shopping	likes singing	likes swimming	likes comics
gets up early	likes milk tea	has any sisters	has a dog	can cook

<http://print-bingo.com>

B	does housework	likes milk tea	has a dog	goes shopping	has a cat
	has a computer	babysits brothers	can cook	walks to school	can jump ropes
	go to bed very late	can ride a bike	eats fish	likes swimming	never sleeps in class
	likes singing	can play the piano	has any sisters	watches TV after dinner	can speak 2 languages
	likes comics	likes reading	hit cockroaches	has any brothers	gets up early

<http://print-bingo.com>

B	has any sisters	never sleeps in class	gets up early	has a computer	does housework
	hit cockroaches	has any brothers	has a cat	likes singing	has a dog
	likes comics	likes reading	eats fish	likes playing sports	likes swimming
	walks to school	likes milk tea	can speak 2 languages	can cook	can play the piano
	go to bed very late	can jump ropes	watches TV after dinner	can ride a bike	goes shopping

<http://print-bingo.com>

B	likes singing	likes milk tea	has any brothers	does housework	likes comics
	can play the piano	can cook	gets up early	has a dog	go to bed very late
	watches TV after dinner	babysits brothers	eats fish	hit cockroaches	likes playing sports
	has a computer	likes swimming	never sleeps in class	can ride a bike	can jump ropes
	goes shopping	can speak 2 languages	likes reading	has any sisters	has a cat

<http://print-bingo.com>

B	hit cockroaches	has any brothers	watches TV after dinner	babysits brothers	likes comics
	likes playing sports	never sleeps in class	has a computer	can ride a bike	can play the piano
	go to bed very late	gets up early	eats fish	has a dog	walks to school
	likes reading	goes shopping	can jump ropes	does housework	has a cat
	likes singing	likes milk tea	can speak 2 languages	likes swimming	can cook

<http://print-bingo.com>

WHO IS THIS BOY?



Before you watch the videos:

Answer the following questions about the boy you see in the picture.

1. Circle the things you think this boy can do:

- | | | | |
|----------------|------------|--------------|---------------|
| walk | eat | go to school | use telephone |
| go to bathroom | swim | play sports | help others |
| make wishes | cook | kick | travel |
| dress up | play music | make friends | get married |

2. Do you think he has a job? Yes / No

3. If Yes, where do you think he works?

4. What do you think he does in his free time?

5. What are the best words to say about him?

Nick Vujicic



After you watch the videos:

Answer the following questions about Nick.

1. Circle the things you think Nick can do:

- | | | | |
|----------------|------------|--------------|---------------|
| walk | eat | go to school | use telephone |
| go to bathroom | swim | play sports | help others |
| make wishes | cook | kick | travel |
| dress up | play music | make friends | get married |

2. Do you think Nick has a job? Yes / No

3. If Yes, where does he work?

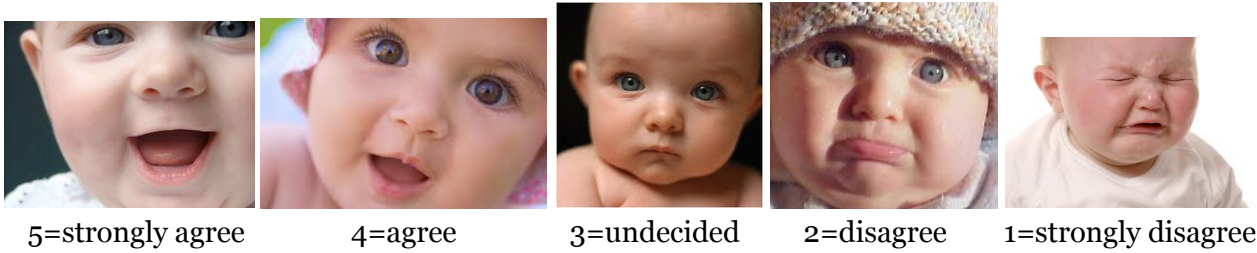
4. What does he do in his free time?

5. What are the best words to say about Nick?

Appendix 4

STUDENT FEEDBACK QUESTIONNAIRE

Please rate the questions by using the scale to express your level of agreement.



How do I learn?	5	4	3	2	1
I am interested in the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn better in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mind wandered a good deal during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to think in better ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does the teacher do?	5	4	3	2	1
The teacher is enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher gives good examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching is well-organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities can help me understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching materials are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feedback Summary

* What percentage of the total course do you estimate that you attended (please indicate)?
 _____ %

1 **2** **3** **4** **5**
 Poor Fair Good Very Good Excellent

* Rate the teacher's general teaching effectiveness for you. _____

* Rate the value of the course as a whole to you. _____

Thank you for taking the time to fill this form out thoughtfully. Your answers and comments will help your teacher improve the course.

EXAMPLES OF PEOPLE FIRST LANGUAGE

BY **KATHIE SNOW**; VISIT WWW.DISABILITYISNATURAL.COM TO SEE THE COMPLETE ARTICLE

Remember: a disability descriptor is simply a medical diagnosis;
People First Language respectfully puts the person before the disability;
and a person with a disability is more *like* people without disabilities than different!

SAY:

People with disabilities.

He has a cognitive disability/diagnosis.

She has autism (or a diagnosis of...).

He has Down syndrome (or a diagnosis of...).

She has a learning disability (diagnosis).

He has a physical disability (diagnosis).

She's of short stature/she's a little person.

He has a mental health condition/diagnosis.

She uses a wheelchair/mobility chair.

He receives special ed services.

She has a developmental delay.

Children without disabilities.

Communicates with her eyes/device/etc.

Customer

Congenital disability

Brain injury

Accessible parking, hotel room, etc.

She needs... or she uses...

INSTEAD OF:

The handicapped or disabled.

He's mentally retarded.

She's autistic.

He's Down's; a mongoloid.

She's learning disabled.

He's a quadriplegic/is crippled.

She's a dwarf/midget.

He's emotionally disturbed/mentally ill.

She's confined to/is wheelchair bound.

He's in special ed.

She's developmentally delayed.

Normal or healthy kids.

Is non-verbal.

Client, consumer, recipient, etc.

Birth defect

Brain damaged

Handicapped parking, hotel room, etc.

She has problems with...has special needs.

Keep thinking—there are many other descriptors we need to change!

Excerpted from Kathie's People First Language article, available at www.disabilityisnatural.com.

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