

## UNIT 3 LESSON 1: WHAT ARE DISABILITIES?

### OBJECTIVES

Students will:

1. define disability
2. discuss the relationships between disabilities, strengths and limitations, and persistence
3. research a famous person and their disability
4. report research findings

### MATERIALS

- Computer & projector
- Slide Show 3.1 & Worksheet 3.1

### PROCEDURES

1. Students answer the journal prompt: "Why is it important to learn about disabilities?" [slide 3]
2. Introduce the definition of disability, discuss what it is, how disabilities affect people, and which disabilities students are familiar with. [slides 5-14]
3. Watch the YouTube video about a J.T. Hassell, a football player who discusses his disability. [slide 15]
4. Ask students if they can think of a famous person with a disability. [slide 16]
  - I Do: Provide examples of famous people with disabilities. [slides 17-23]
  - We Do: Help students identify a famous person with a disability and research facts about that person. [slides 25-26]
  - You Do: Students research and report on a famous person with a disability using worksheet 3.1. [slide 27]
    - Research resources: DIVERSEability Magazine, Santa Ana College DSPS, ONGIG, Respectability, Library of Congress

### EVALUATION

1. Journal Prompt: "Why is it important to learn about disabilities?"
2. Worksheet 3.1

### STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, W.4, W.7, SL.1, L.1

OKELA Standards: 1, 4, 5, 6, 8





# UNIT 3 LESSON 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Record your research about a famous person with a disability.

Who did you research? Why are they famous?

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What is the disability your person has? How does this disability affect them and their life?

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Describe the **strengths** your person demonstrates.

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Describe the **limitations** your person may have.

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How can this person encourage you to persevere in your own life, even when faced with difficulties?

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# UNIT 3 LESSON 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Record your research about a famous person with a disability.

Who did you research? Why are they famous?

Jennifer Aniston is an actress and a producer. She was in the TV show FRIENDS and other TV shows.

She has also been in more than 38 movies.

What is the disability does your person have? How does it affect them and their life?

She has dyslexia which makes it hard for her to read. She says it has also caused her to have trouble

remembering things, to have low self-esteem, and to think she isn't smart.

Describe the **strengths** your person demonstrates.

Jennifer Aniston is a talented actress, charismatic, nice, funny, a good businesswoman, and a hard

worker.

Describe the **limitations** your person may have.

Jennifer Aniston has said she has trouble reading and remembering things. She also has low

self-esteem and reported thinking of herself as not being smart.

How can this person encourage you to persevere in your own life, even when faced with difficulties?

Even though she has low self-esteem and trouble reading and with her memory, she has worked hard

and hasn't let her difficulties hold her back. I can also work hard even when I am having troubles.



## UNIT 3 LESSON 2: DISABILITY AWARENESS

### OBJECTIVES

Students will:

1. define disability awareness
2. discuss common disabilities and their characteristics
3. identify what they know about their disability and how it impacts them

### MATERIALS

- Computer & projector
- Slide Show 3.2 & Worksheet 3.2

### PROCEDURES

1. Students answer journal prompt: "Why is it important to know about our disabilities?" [slide 3]
2. Define *disability awareness* and the importance of knowing about our disabilities. [slides 5-6]
3. Emphasize that disabilities are just one part of our identities. [slide 7]
4. Exploring our disabilities.
  - I Do: Discuss common disabilities and their characteristics. [slide 8]
  - We Do: Help students identify their disabilities and discuss how it affects them both in and out of school. [slides 9-10]
  - You Do: Students research and reflect on their disability and how it affects them. [slides 11-12]
    - Resources: Disability Categories, CDC, Johns Hopkins

### EVALUATION

- Journal Prompt: "Why is it important to know about our disabilities?"
- Worksheet 3.2

### STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, R.2, W.2, W.4, W.7, L.1, L.2

OKELA Standards: 1, 3, 4, 5, 6, 8



# UNIT 3 LESSON 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this graphic organizer to help organize your thoughts and gather information about your disability.

My disability is:

Identify your disability category and define your disability.

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What are some common characteristics associated with your disability?

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Describe what your disability looks like for you.

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# UNIT 3 LESSON 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does your disability affect you *in school*?

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How does your disability affect you *outside of school*?

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# UNIT 3 LESSON 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this graphic organizer to help organize your thoughts and gather information about your disability.

My disability is:  
dyscalculia

Identify your disability category and define your disability.

I have a specific learning disability in math called dyscalculia. Dyscalculia means  
someone has trouble understanding numbers and number-related things like  
math because their brain doesn't process numbers and math like other people do.

What are some common characteristics associated with your disability?

People with learning disabilities in math may have trouble with numbers and may  
make a lot of mistakes when they read and write them. Some people have a hard  
time telling time or figuring out directions and reading maps. Many people can't  
remember math facts and formulas either.

Describe what your disability looks like for you.

I have a hard time with numbers. Sometimes I read them wrong or skip over them  
when I try to read a math problem. I also get lost when I have to try to solve a  
word problem, and I have a hard time remembering formulas.



# UNIT 3 LESSON 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does your disability affect you *in school*?

My disability makes math and science classes harder for me, and I usually need more help in these classes. Having extra time on math and science quizzes and sometimes having extra time to complete my work helps me. Being able to use a calculator and having formulas written down for reference helps too.

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How does your disability affect you *outside of school*?

I can't remember phone numbers very well, so I depend on my phone a lot. I also have trouble counting out money and making change. And tipping is hard to figure out. I have to set a lot of timers so I don't lose track of time and miss important things.

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## UNIT 3 LESSON 3: ACCOMMODATIONS

### OBJECTIVES

Students will:

1. define accommodations
2. identify accommodations people use at school.
3. identify accommodations people use at work.
4. research accommodations that are helpful to people with a specific disability.
5. self-evaluate accommodations that can help them at work and school.

### MATERIALS

- Computer & projector
- Slide Show 3.3 & Worksheet 3.3

### PROCEDURES

1. Students answer the journal prompt: "What supports or accommodations do you need because of your disability?" [slide 3]
2. Discuss and review the description of accommodations and have students discuss situations they can have/may need accommodations. [slides 5-7]
3. Discuss examples of accommodations people can have at school and at work. [slide 8-14]
4. Students research accommodations and supports that are common for people who have a similar disability. [slides 15]
  - I Do: Review examples of accommodations for work and school. [slides 13-14]
  - We Do: Discuss how to determine which accommodations you need. [slides 11-14]
  - You Do: Students research common accommodations for people who have a similar disability and complete worksheet 3.3 to self-evaluate accommodations they need for work and school. [slide 13]
    - Resources: Disability Categories & Understanding Accommodations

### EVALUATION

- Journal Prompt: "What supports or accommodations do you need because of your disability?"
- Worksheet 3.3

### STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, R.2, W.2, W.4, W.7, L.1, L.2

OKELA Standards: 1, 3, 4, 5, 6, 8





# UNIT 3 LESSON 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My disability is: \_\_\_\_\_

What accommodations make school more accessible for you?

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What accommodations make work more accessible for you?

*If you're not currently employed, think of accommodations you may need in future employment.*

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# UNIT 3 LESSON 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My disability is: dyscalculia

What accommodations make school more accessible for you?

I use graph paper to keep numbers and problems lined up right, and I have a copy  
of formulas so I don't have to try to remember those while I take quizzes or do  
classwork. I need extra time to do my tests, and I will sometimes need more  
time to do my classwork. Sometimes my teacher doesn't give me as many  
problems. I always have a calculator to help me, and I use the alarms and the  
calendar on my phone to keep track of things.

What accommodations make work more accessible for you?

*If you're not currently employed, think of accommodations you may need in future employment.*

I might need a calculator depending on what job I have, and I also might need  
more time to do my job too. I will probably need a schedule and timers to make  
sure I am doing what I'm supposed to do. Having someone check in on me when  
I'm working on a project would help make sure I keep track of my progress.



# UNIT 3, LESSON 4:

## TALKING ABOUT MY DISABILITY

### OBJECTIVES

Students will:

1. identify visible and invisible disabilities
2. define self-disclosure and stigma
3. identify when and where they may need to self-disclose
4. discuss strategies for disclosing their disability and requesting accommodations

### MATERIALS

- Computer & projector
- Slide Show 3.4 & Worksheet 3.4

### PROCEDURES

1. Students answer the journal prompt: "How can you talk about your disability so you get the supports you need to be successful?" [slide 3]
2. Define and discuss visible and invisible disabilities. [slide 5-7]
3. Define and discuss self-disclosure, including who students might need to disclose to and what they might need to disclose. [slide 8-13]
4. Define and discuss stigmas and the advantages and disadvantages of talking about their disabilities. [slides 14-21]
  - I Do: Define and discuss person first language and the choice in what, how, and with whom they self-disclose [slides 20-22].
  - We do: Using the pair and share strategy, students identify one strength and one accommodation they could share about their disability with someone new.
  - You Do: Students complete worksheet 3.4, drawing on information from the previous Unit 3 discussions and worksheets. [slide 23]

### EVALUATION

- Journal Prompt: "How can you talk about your disability so you get the supports you need to be successful?"
- Worksheet 3.4 a & b

### STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, R.2, W.2, W.4, L.1, L.2

OKELA Standards: 1, 3, 4, 5, 6, 8



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## UNIT 3, LESSON 5: ELEVATOR SPEECH ABOUT MY DISABILITY

### OBJECTIVES

Students will:

1. define elevator speech
2. discuss how elevator speeches can help them talk to others about their disability
3. write their own elevator speech

### MATERIALS

- Computer & projector
- Slide Show 3.5 & Worksheet 3.5

### PROCEDURES

1. Students answer journal prompt: "How do you know which assignments or tasks you might need extra support for?" [slide 3]
2. Define elevator speech and discuss how students can use it to talk about their disabilities with other people. [slides 5-6]
3. Engage students in a discussion about who they would like to talk to about their disability. [slide 7]
4. Give students Worksheet 3.5 to complete while you discuss the components of an elevator speech. [slides 8-14]
  - I Do & We Do: Discuss each slideshow prompt and have students record their answers on Worksheet 3.5.
  - You Do: Have students self-evaluate, complete worksheet 3.5, and create their own unique elevator speech.

### EVALUATION

- Journal Prompt: "How do you know which assignments or tasks you might need extra support for?"
- Worksheet 3.5 a & b

### STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, R.2, W.2, W.4, L.1, L.2  
OKELA Standards: 1, 3, 4, 5, 6, 8





# UNIT 3 LESSON 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this graphic organizer to organize the information you need to write your own elevator speech.

Share your name: Chris

Write down your strengths:

creative and artistic

see problems in new ways

good visual memory

good at reading people's reactions

make friends quickly

athletic

sense of humor

What supports do you need?

calculator

schedules and timers

formulas and extra time on math

work and quizzes/tests

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your disability?

dyscalculia

\_\_\_\_\_

\_\_\_\_\_

Write down at least one of your accommodations:

I can have a calculator when I am in math and science and anytime I have to work with numbers. I also have extra time to complete math tests and quizzes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My case worker is: Mr. Thompson



# UNIT 3 LESSON 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put everything together to create your elevator speech!

Hello, my name is Chris

I would like to introduce myself. I am good at being creative and making people laugh. I can make friends quickly, and I am a good athlete.

In class, I need support with math and numbers and keeping track of time sometimes.

because of my disability which is dyscalculia.

I have accommodations that help me be successful academically. For example, I use my calculator when I am in math and science, and I need extra time on tests and quizzes in math.

If you have any questions about my accommodations, you can ask me or my case worker Mr. Thompson.

Thank you!