Purple Orange | Together We Learn

Together We Learn is funded by the Department for Health, Disability and Ageing

Together We Learn

A unit plan for teaching about disability



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Together We Learn is a two-year project by JFA Purple Orange designed to promote positive and inclusive attitudes towards people with disability among primary school children, their teachers, and the wider school community.

Through co-design with educators, families, and people with disability, we have created a unit of work on disability for teachers to deliver in upper primary classrooms across Australia. The project aims to spark meaningful conversations, highlight the benefits of diversity, and support young people to see inclusion as everyone's responsibility.

The unit plan also includes videos of young people with disability to show in the classroom, and resources to assist teachers to better present the content.

This content is aimed at Year Level 5, but can be modified for other years. The curriculum links are taken from the Year 5 sections of the Australian Curriculum, V9.

On our website, you will find the following resources:

- **Introduction to disability:** 4 lesson plans to talk to students about Disability, Models of Disability, Accessibility, and Inclusion. This also includes a glossary and links to external resources.
- **Class projects:** 3 multi-lesson activities for teachers to explore the topics further with students, including resources.
- **3 videos of young people** with lived experience of disability.
- **1 animated video** explaining four models of disability.

Before running this unit plan, teachers can participate in JFA Purple Orange Together We Learn Teacher Training, equipping them with the knowledge and terminology to discuss the topics with students.

More information can be found here: Together We Learn - JFA Purple Orange

Contents

Lesson 1: Disability Is... 4
Lesson 2: Models of Disability 9
Lesson 3: Accessibility Is... 14
Lesson 4: Including Everybody 18

Class projects:

Class projects can be found in separate documents.

Class project 1: Access Check

Class project 2: Inclusive Play

Class project 3: Accessible Events

A note on language

Throughout this Unit Plan we use the terms "people with disability" and "disabled people" interchangeably to better reflect the diversity amongst the disability community. Each person will have their own preferences about what language they use.

To learn more about language see our glossary on page 22.

Lesson 1

Disability Is …

Students watch a video where young people talk about their own disabilities. Students can ask their own questions and are prompted to consider what they think about disability, and what might be polite or unkind questions to ask about disability.

Duration

50 minutes

Plus additional time for the English assessment.

Important concepts

1. People use different ways to talk about their disability (person-first: person with disability; identity-first: disabled person)
2. Australia is a signatory to the United Nations Universal Declaration on Human Rights, which provides a definition of disability

What disabilities do the young people in the video have?

Students in the class might be curious about the disabilities of young people in the video.

Some of the young people have mentioned more details about their disability, like their medical diagnosis. If they haven't, we won't know any more about that.

In real life, questions about someone's disability and medical conditions ("What's wrong with you? What disease do you have?") can be very personal questions, and people might not want to share.

This is different to asking about what someone needs ("Do you need me to do anything differently? Can I move that chair out of the way?"). Those questions make sure you know how to help someone.

Learning intentions

Students learn how to speak respectfully about and to people with disability.

Students learn about the language we use to talk about disability.

Students are introduced to a definition of disability.

They explain their learning in a written text.

Video: Disability Is …

Video 1: *Disability Is …* features the lived experience voices of ten students with disability, talking about what disability means to them. It also mentions the United Nations definition of disability.

View on our website

View on YouTube

Lesson steps

0-10 mins: Tuning in

This is an opportunity to come together and start a discussion about disability. Introduce the students to the subject and let them know that this lesson will involve watching a video, discussing it, and asking questions about disability.

To make this session more comfortable for any students in the classroom with disability, establish that:

- People in the class will have lots of different experiences about disability, some people may think they've never met anyone with a disability, some people have a disability or know someone who does.
- It is important to not target any disabled students in the class or to force them to talk about their own experiences, because that might make them feel unfairly singled out or uncomfortable.
- We will use Group Norms to set some expectations for respectful behaviour.

Group norms for the class:

- We can ask any general questions about disability in this class but we will try to ask them kindly.
- We won't ask specific questions about our classmate's disabilities.
- We won't force anyone in the class to tell their own stories about disability.
- We will be respectful the way we talk about the people in the videos we watch. We will use the person's name when referring to them and not a description of their disability.

Questions to ask the class:

Ask some questions before we watch the video. Selected students can take notes on the board, which students can reflect back on after the video. We don't need definitive answers to the questions at this stage.

1. What do you already know about disability? Can you give some examples? Do you know any celebrities with disability?
   If you would like to investigate some famous people with disabilities, you can start with Frida Kahlo, Michael J Fox, Peter Dinklage, Marlee Matlin, Daniel Radcliffe, Millie Bobby Brown, Lady Gaga, Dylan Alcott.
2. From what we know, can we make a definition? Or just a description?
3. What questions do you have about disability?

10-25 mins: Watching the video

Together We Learn's video, *Disability Is ...* shows young people talking about their own disabilities and the language they use to describe themselves. They also talk about whether or not they like people asking questions or offering help.

Depending on what works for the class, you may want to stop the video at certain points to have students make notes or discuss what has been said so far.

25-50 mins: Class discussion: *Disability Is …* and disability language

Ask questions about what the students saw in the video.

1. What did you notice in the video?
2. How did people describe disability in general? Can we use these descriptions to add to or modify what we brainstormed before?
3. How did the young people in the video describe themselves and their disabilities?
4. What do you think are the main things the people in the video were trying to tell us?

Teacher explains: definitions, and language used to talk about disability

Key points:

There are two main ways to describe a person with disability:

- Identity-first (eg, disabled person, autistic person)
- Person-first (eg, person with disability, person with cerebral palsy)

People have their own preferences about what they use. When we want to be respectful, we can use what we know people prefer (for example, the person on the video who prefers 'disabled person'; we can research what groups prefer (for example, autistic adults usually prefer 'autistic person' over 'person with autism'); or by default, we can use 'people with disability.'

- We don't use nicknames or slurs for groups that we're not a part of
- You and your family and friends might have different words to talk about disability, or you might not refer to it at all.
- Avoid using the term 'special needs' instead of disability. Everyone has needs. No one's needs are special.

  Watch the video by Coor Down *Not Special Needs:* NOT SPECIAL NEEDS | March 21 – World Down Syndrome Day | #NotSpecialNeeds

Australia has signed the United Nations Universal Declaration of Human Rights. The United Nations gives this definition of disability:

> **Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.**

Questions to ask the class:

1. Do you think the young people in the video explained disability in a similar way to the United Nations definition, or a different way? What was similar and different?

Lesson 1

Assessment activity

Throughout this Unit Plan there are opportunities to link learning about disability with activities that will increase skills across the curriculum. These can be modified as needed for the classroom and to meet specific curriculum areas.



Written assignment: How to talk about disability

Answer these questions in a 200-300 word written response.

Questions:

1. Do you think it's unkind to ask about someone's disability?
2. Is there ever a time when it's not unkind?
3. What did the young people in the video say about asking questions about their disabilities, and did that influence your answers?

There are additional resources listed at the end of this Unit Plan which may be useful to explain or further investigate disability language.

Curriculum links

Australian Curriculum V9: ACARA - Curriculum

Year 5 / English

General capabilities:

Social awareness – Empathy, Level 4 (Years 5-6): explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Social awareness - Community awareness, Level 4 (Years 5-6): explain the way their actions and the actions of others influence communities.

Understanding ethical concepts and perspectives - Examine values, rights and responsibilities and ethical norms, Level 4 (Years 5-6): describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues.

Language for interacting with others

AC9E5LA01

Understand that language is selected for social contexts and that it helps to signal social roles and relationships.

AC9E5LA02

Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources.

Text structure and organisation

AC9E5LA04

Understand how texts can be made cohesive byusing the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text.

Language for expressing and developing ideas

AC9E5LA08

Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words.

Creating texts

AC9E5LY06

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.

Differentiation

Support: The video is available with Auslan to better support students with sensory disabilities.

For any class questions and instructions can be given in three different ways: Verbally, written on the board or shown in a PowerPoint, and written on an instruction sheet to keep on the desk.

The written assignment can also be modified to be an oral presentation or a poster.

Extension: For students who want more options for the written assignment, some other questions that require further research and writing could be:

1. What do you think are the key differences between "I have a disability" and "I am disabled"?
2. Why might different groups prefer different terms? What are some examples?

Lesson 2

Models of disability

Students learn about the medical, social, charity and human rights models of disability. They learn which barriers people might experience in society.

Duration

50 minutes

Plus additional time for the Visual Art assessment.

Important concepts

1. The medical model is an outdated way of looking at disability, which states that disability is a problem with the person.
2. The social model is a new way of looking at disability, which states that the inaccessible world is the problem.
3. The charity model assumes that people with disability all want and need help from non-disabled people, and often involves viewing disabled people's lives as tragedies.
4. The human rights model says that disability is a natural part of human diversity and people with disability deserve the same access as non-disabled people.
5. Australia is a signatory to the United Nations Convention on the Rights of Persons with Disabilities, which uses the social and human rights models.
6. Disabled people experience barriers to services, activities, building and education when things are inaccessible.

Learning intentions

Students learn about the medical, social, charity and human rights models of disability, and that people with disability might experience barriers in society.

They explain the differences between different models through a creative poster.

Video: Models of Disability

The animated video, *Models of Disability,* explains four different models and how we might use them to view disability.

View on our website

Lesson Steps

0-10 mins: Tuning In

Remind students of key points from Lesson 1 (Refer back to Key Points and Important Concepts from Lesson 1), and the group norms. It is important to include the group norms as the discussion on models of disability may challenge some people's beliefs, and we want to always come back to being respectful and kind while we learn and ask questions.

Questions to start the class with:

1. What is a model? (There are lots of different definitions for model, but the one we are talking about today is *a simplified system of explaining a concept.*) They might be more familiar with the idea of a physical model, a smaller or simplified version of something that shows what it looks like.

   Some other examples of models might be: a model of the solar system, a Lego model of Parliament House, fashion models who show off samples of clothing.

2. Does anyone know what models of disability are?

10-20 mins: Watching the video

Together We Learn's animated video explains the differences between the medical, social and human rights models of disability. As with the other videos, you may need to stop the video throughout to make sure that students understand each model individually.

20-50 mins: Class discussion:

The Assessment Activity will have students answer these questions, so prompt them to take notes as they go.

Questions for the class:

1. What are the different models of disability?
2. What did each model say?
3. Compare and contrast two of the models. Talk about the differences between them.

Class question

1. What kind of barriers might people experience in the social model? Brainstorm some on the board. What barriers were mentioned in the animated video?

A person with disability might experience barriers, for example:

- A wheelchair user needs step-free access to buildings, but a lot of places only have stairs.
- An autistic person might need a quiet working environment, but schools and offices are very loud.
- A Deaf person might need an Auslan interpreter to communicate to hearing people, but fun community events might not have an interpreter booked.
- A blind person might use audio description to access photos or artworks and make the visual information verbal instead.
- A person with an intellectual disability might not be given a choice of activities in school because other people see them as unable to choose on their own.

Prompting question

The United Nations gives this definition of disability:

> **Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.**

1. Do you feel like the United Nations definition uses any of these models?

You can also go back and watch Video 1 (*Disability Is ...*) again and discuss whether the young people's responses fit into any of these models of disability.

Lesson 2

Assessment activity

This assessment is based on learning key Visual Art skills and acquiring more knowledge about the subject of disability.



Poster assignment: Models of Disability

Explain two models of disability through a creative poster. Choose from the medical, social, charity or human rights models.

Students must provide at least two key points about each models. They can provide examples of the models in drawings on their poster.

Curriculum links

Australian Curriculum V9: ACARA - Curriculum

Year 5 / The Arts / Visual Art

General capabilities:

Social awareness – Empathy, Level 4 (Years 5-6): explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Social awareness - Community awareness, Level 4 (Years 5-6): explain the way their actions and the actions of others influence communities.

Understanding ethical concepts and perspectives - Examine values, rights and responsibilities and ethical norms, Level 4 (Years 5-6): describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues.

Exploring and responding

AC9AVA6E01

Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts.

Creating and making

AC9AVA6C01

Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning.

Developing practices and skills

AC9AVA6D01

Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials.

Differentiation

Support: This could be a group activity with people working on the visual and written aspects together

Extension: Some other questions to ask for the creative response which require more research could be:

1. A lift has broken down at your school. Explain how you might view that situation with different models of disability. What do you think is the most useful model for this, and why?

Lesson 3

Accessibility Is …

Students learn about barriers people might experience in society, and some examples of what different people's access needs are.

Duration

65 minutes

Important concepts

1. Accessibility means making sure everyone, including people with disabilities, can join in equally.
2. People with disabilities might require supports to have equal access to school or activities. These can be called "access needs."

Learning intentions

Students learn about how people with disability might experience barriers in society. These barriers could be physical, or attitudinal.

Video: Accessibility Is …

Video 2: *Accessibility Is …* features the lived experience voices of ten students with disability, talking about what accessibility means to them.

View on our website

View on YouTube

Lesson steps

0-10 mins: Tuning In

Remind students of the important concepts from Lesson 1 and 2, and the group norms.

Ask them about the barriers that people with disability might experience (brainstorm on the board). Review any brainstorming they did previously on barriers and examples they gave of the social model on their posters.

10-25 mins: Watching the video

Together We Learn's Video 2, *Accessibility Is...* shows several people talking about their own disabilities and the barriers they experience in society. People talk about their own access needs.

Have the students note down whenever someone mentions an access need.

25-35 mins: Class discussion

Sometimes disabled people have access needs and support that they require to overcome barriers they experience.

Questions to discussion as a class:

1. Previously, we brainstormed lists of barriers as a class. Do any of those barriers relate to these access needs?
2. In the video, what access needs did the young people talk about?
3. What are the barriers that could prevent them meeting those needs?

   For example, one young person has access to the lift with a fob key. A barrier might be the classroom being up a flight of stairs, and the fob key and ability to take the lift is their access need. Another example is that one young person needs access to their medical equipment at school – in the video, a person mentions that they need their ice pack. What barriers might they face in getting their ice pack? We might have to ask questions like, where is the ice pack stored? Who can get it? How do they signal that they need it, and who needs to know that signal?

35–45 mins: Introduce concept of Universal Design

Ask the students to reflect on this question in their mind

1. Can you make all places, services, or items accessible for all people?

Watch the 90 second video about universal design.

45–65 mins: Barriers and supports activity

This classroom activity can be completed individually, in pairs or small groups. Students are given a list of scenarios and answer 3 questions to work out if it is inaccessible, how to overcome the barrier and finding a universal design solution. See 'Lesson 3: classroom activity' below for scenarios and questions.

Optional: Learn about the seven universal design principles

Class explores the website to learn about the seven universal design principles https://kids.kiddle.co/Universal_design

This could be done before the 'Barriers and Supports activity' or at the end of the lesson.

Lesson 3

Classroom activity

Students work through the scenarios and answer questions below.

Students should be able to give examples of why something might not be accessible (for example, if a classroom only has tall stools, it might not be accessible to anyone who is short, or someone who has issues with balancing).

Some of the barriers are attitudinal, some are physical.



For each barrier, ask:

Why would this be inaccessible for someone? Would it exclude someone from participating?

How could we find a support or accommodation to overcome this barrier?

How could we design a solution from the start so that everyone has equal access?

Barriers could include:

- The art classroom only has tall stools at high tables.
- Maths homework instructions are given verbally at the end of class.
- During group work, the classroom is very loud with lots of overlapping voices.
- The library is only a 5-minute walk from the classroom, but includes steps. The step-free path is much longer.
- When you have class discussions, only the loudest, most confident people seem to get a chance to speak.

Curriculum links

Australian Curriculum V9: ACARA - Curriculum

Year 5 / Design and Technology

General capabilities:

Social awareness – Empathy, Level 4 (Years 5-6): explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Social awareness - Community awareness, Level 4 (Years 5-6): explain the way their actions and the actions of others influence communities.

Understanding ethical concepts and perspectives - Examine values, rights and responsibilities and ethical norms, Level 4 (Years 5-6): describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues.

Investigating and defining

AC9TDE6P01

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions.

Generating and designing

AC9TDE6P02

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools.

Differentiation

Support: The video can be rewatched as a group or as an individual, so that students can note down each access need.

Extension: Makings things accessible from the ground up can be done using Universal Design principles. As an extension, students can research Universal Design principles and explain their application to their solution to the barriers.



Lesson 4

Including Everybody

Taking what they've learned about disability, accessibility and barriers in society, students apply what they've learned and talk about how to include everyone in school and play. We talk about access needs and how to ask about them.

Students learn the importance of including everybody.

This lesson leads into the Class Project: Inclusive Play.

Duration

50 minutes

Important concepts

1. Some of the biggest barriers students with disability face are attitudinal. "Attitudinal" means relating to what attitudes people have; what people think and say, and how they act towards people with disabilities.
2. Games and sports can be modified to include more people.

Learning intentions

Students learn that inclusion is something that everyone can do. They can be greater allies to people with disability by being more inclusive.

Video: Including Everybody

Video 3: *Including Everybody* features the lived experience voices of young people with disability, talking about what experiences with bullying, exclusion and inclusion.

View on our website

View on YouTube

Lesson steps

0-10 mins: Tuning In

Remind students of important concepts from Lessons 1, 2 and 3, and the group norms.

Watch Coor Down Video
No decision without us

https://www.youtube.com/watch?v=xRIQ80rJKAc

Questions to ask the class:

1. What do you know about inclusion? How would you define that?

10-20 mins: Watching the video

Together We Learn's Video 3, *Including Everybody* shows a number of people talking about ways they wish people were more inclusive.

- Feeling left out
- Don't tease people (you can link this to any school rules you have about inclusion)
- What could you do if someone was being excluded?
- I feel included when I'm welcomed in
- What does inclusion mean?
- What do people need to do to be more inclusive?

20-30 mins: Class discussion – being inclusive

Key points (building on lessons 1, 2 and 3):

- People use all kinds of language to describe themselves. We can use our language to be more inclusive.
- The social models says that people with disability experience barriers in society. We can change the world to be more accessible.
- We can make school events and play more inclusive and accessible for everyone.
- Note: There is a section in the video *Accessibility Is* which has some statements about what the young people need when playing with others. This might be helpful to revisit.

Prompting questions for discussion:

1. What does it mean to be inclusive?
2. How can we be more inclusive at school?
3. Before we know people's individual access needs, how can we make play or sports more inclusive for more people?

30–50 mins: Movement break

Plan a movement break outside with a game the class is familiar with, like Red Rover or Dodgeball. After playing for awhile, bring the class together and start brainstorming ways to change the game to be more inclusive.

This lesson leads into the Class Project: Inclusive Play. More suggestions on how to modify games for inclusive play are in that project.

Curriculum links

Australian Curriculum V9: ACARA - Curriculum

Year 5 / Health and Physical Education

General Capabilities:

Social awareness – Empathy, Level 4 (Years 5-6): explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Social awareness - Community awareness, Level 4 (Years 5-6): explain the way their actions and the actions of others influence communities.

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Personal, social and community health: identities and change

AC9HP6P01

Explain how identities can be influenced by people and places, and how we can create positive self-identities.

Interacting with others

AC9HP6P04

Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.

AC9HP6P05

Describe and implement strategies to value diversity in their communities.

Differentiation

Support: To begin the Inclusive Play activity, it may help students to brainstorm ideas together, starting with lists of what games and sports they currently play.

Extension: Students could design a more inclusive board game and build the game itself in a more practical design and technology activity.



Other resources

These are resources freely available on the internet. If any of these links are broken, please let us know by emailing: TWL@purpleorange.org.au

Disability Is ...

People-first vs. identity-first language in neurodiverse settings

ACECQA Inclusive Language Guide: Inclusive-language-guide.pdf (Respect, rights, belonging, clarity)

JFA Purple Orange Language Guide: Language Guide - JFA Purple Orange

PWD Australia Language Guide: Language Guide - People with Disability Australia

Families QLD Language Guide: Inclusive language and communication guide | Queensland's Disability Plan

Easy English inclusive language guide: How to use inclusive language - Helping everyone feel respected and included

Definitions: What is disability? - Australian Disability Network

Definitions of disability and the NCCD categories - Nationally Consistent Collection of Data

A guide to language about disability

Models of Disability

It's the socially created barriers that disable students, not the conditions they live with - ABC Education

The models of disability | Mencap | Easy Read

What are the social and medical models of disability, and how do they differ? - ABC News

Evolving Models of Disability: From Charity to Inclusion • Teachers Institute

7 Models of Disability Explained (Medical, Social + More) | Clym

Accessibility Is ...

Accessibility Facts for Kids

Why Venues Need to Be Accessible – BTN High: https://youtu.be/-kHi5diQ1eE?si=cDqZJoB9esZ3UdFh

Radical Accessibility: Including Everyone, No Exceptions | Molly O'Connor | TEDxSioux Falls

Design_for_Dignity_Guidelines_Aug_2016.pdf

Including Everybody

Five great accessible games to enjoy at home | Vision Australia. Blindness and low vision services

Home | Accessible Games Initiative | Discover Ways to Play

Universal design Facts for Kids

Other resources

Braille Facts for Kids

Auslan Kids

Let's Talk About Disability | What to Say & What to Avoid - KIDDO Mag

How to Talk to Your Friends About the R-Word: A Guide for Students and Parents

Language Matters: Why Disability Slurs Hurt—and What We Can Do About It – Autism Connection of Pennsylvania

Easy English versus Plain English guide

Glossary

Ableism:

Discrimination against disabled people, or favouring non-disabled people intentionally or unintentionally.

Accessibility:

Ensuring everyone, regardless of their race, gender, sexuality, or disability, can have equal opportunity to access services and activities.

Ally:

A person who supports and advocates for people with disability.

Audio description:

Descriptions of what is happening visually, either written or recorded, for people who are blind or have low vision.

Auslan:

Australian Sign Language, used by many Deaf people in Australia.

HSO/SSO: Health Support Officers and School Services Officers:

Students with disability might have an adult with them who helps with their access needs. Sometimes SSO can also refer to someone who does administrative work at a school. Both HSO and SSO jobs can look very different depending on what the student needs.

Inclusion:

Creating an environment where everyone feels valued, respected and has the opportunity to reach their full potential.

PODD: Pragmatic Organisation Dynamic Display:

It is a small device like an iPad that has lots of language loaded on to it, so that people can use them to communicate to others. It is a form of AAC (Accessible Augmented Communication). Two people in the videos use PODDs, both can be operated with the young person's fingers but one student also uses a Switch button next to her head to scroll through her PODD.

Support worker:

A person who is paid to assist a person with disability with things like personal care, day-to-day tasks and transport.

About Together We Learn

Together We Learn is funded by the Australian Government Department of Health, Disability and Ageing.

This resource was co-designed by people with and without disability including teachers, parents and disability advocates. We would like to thank Maree, Leyla, Kaii, Nathan, Ricki, Jenni, and Alison for their time and sharing their expertise to create this resource.

To learn more about co-design have a look at our co-design guide.

At JFA Purple Orange we believe it is important to hear from people with lived experience of disability. We would like to thank the young people that generously shared their own experiences of their disabilities to help others learn about disability and have the voices of lived experience in the classroom. We know you can't always hire a guest speaker to come in and talk to everyone about disability, so these videos provide the real opinions of students with disabilities.

More information can be found here: Together We Learn - JFA Purple Orange



Feedback

If you have used this unit plan or any of our JFA Purple Orange resources in the classroom, we would love to hear your feedback!

You can:

Submit:	Fill out this this form
Email us:	TWL@purpleorange.org.au
Call us:	(08) 8373 8388

JFA Purple Orange
104 Greenhill Road
Unley SA 5061

Telephone: + 61 (8) 8373 8333
Email: admin@purpleorange.org.au
Facebook: www.facebook.com/jfapurpleorange