

ADVOCACY

Lesson Plan: Etiquette

Objective: Students will learn and be aware of the proper etiquette when interacting with people with disabilities.

Materials: Cartoons from United Spinal Association
Cartoon Template
Etiquette Packets
Website pages

Vocabulary: advocate asylum feeble-minded reformatories
advocacy epileptic normalization

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding

ELA Standard 4: Language for Social Interaction

Health Standard 2: A Safe and Healthy Environment

SS Standard 1: History of the United States and New York

The Arts Standard 1: Creating, Performing and Participating in the Arts

Procedure:

1. The teacher should view the Advocacy section of the Advocacy wing of the website to gain background information.
2. Selections from the website may be viewed online or copies of those pages may be printed for student use.
3. Read and discuss the introduction to the Advocacy section.
4. Notice the changes in advocacy for people with disabilities as you look over this section.
5. Discuss the current thinking regarding “people first language” and disability etiquette as a kind of advocacy.
 - a. To illustrate “people first language” identify all students with brown eyes and ask their favorite foods. Eye color does not tell us about the person. We do not refer to them as “Brown eyed John” but rather John with brown eyes. Likewise we do not say blind John but rather John with a visual impairment.
 - b. To illustrate etiquette, discuss the cartoons given.
6. Pair students and give them an Etiquette Packet to discuss.

Disability Etiquette from www.villanova.edu
Disability Etiquette from www.mcil.org/mcil/main.htm
Service Animals from www.cityofsacramento.org
Disability Etiquette from www.easterseals.com
Disability Etiquette: Tips on Interacting with People with Disabilities by The United Spinal Association and Judith Cohen (2003)
7. Each student will then design a cartoon to illustrate proper disability etiquette based on their packet and following the cartoon format used earlier in the lesson.
8. Students will share or display cartoons. *Note: Please feel free to send some of the cartoons to the Museum of disABILITY History.*

Closure/Ticket out the door: Besides your own, what cartoon was most effective in communicating proper etiquette regarding people with disabilities?

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.



Name _____



Cartoon Template

