all equal
all different

ALL EQUAL ALL DIFFERENT
KS1/EARLY YEARS DISABILITY EQUALITY PACK
Practitioners and Teachers Guide

CONTENTS & POINTERS ON USE

7) **Books which have included Disabled People in a Positive Way.** [Read together in a group or individually. Make sure your setting has a range of these.]

8) **The History of Attitudes to Disabled People.** [Essential reading. Can be used in themes or any historical period.]

9) **Disability 'Medical model' vs 'Social model' thinking.** [Essential reading to understand disability as an equality issue.]

10) **Disability Stereotypes.** [Good to read before doing work on portrayal. More on Bfi website www.bfi.org.uk/disablingimagery.]

11) **Origin of negative words associated with disability.** [Use in assembly or any time a child uses a derogatory word such as spastic, dumb or idiot.]

12) **Common barriers and solutions for Disabled People.** [These show some of the common barriers that disable and the access solutions.]

13) **Class Profiling – A useful tool for equality.** [Helps to organise how to meet diverse needs in a class or group.]

14) **Communicating with Deaf People.**
- Finger Spelling and British Sign Language
- Ideas for using finger spelling and sign language in the classroom
- Finger spelling alphabet together and individual letters
- Finger spelling numbers
- Common signs from BSL
- Words of 10 signed action songs on video

15) **Communication with Blind People.**
- Braille
- Activities
- How ICT is used for communication

16) **Good Practice in the Classroom – A checklist.** [Reprinted from Disability Equality in the Classroom (1992)]

17) **Raising Disability in the Primary Classroom.** [Examples from Disability Equality in the Classroom (1992)]

18) **Disability Courtesy – good manners towards Disabled People.** [Reprinted from Disability Equality in the Classroom (1992)]

1 OTHER RESOUCES IN ALL EQUAL ALL DIFFERENT

Description of materials and possible uses

A **16 A3 Posters** in black and white with a caption and a photograph shot by Carlos Reyes-Manzo in 9 schools.
[To go up on walls to create an image of inclusion. A talking point during the day.]

B **Disabled people who have made a difference.**
45 A4 paper copies of Name, Dates, Picture(s) and a short explanation of their contribution. [These are but a small sample of the millions of disabled people who have contributed to human history and development. This can be used to initiate a discussion on one or several of them. They can be grouped by when lived, what they did, gender or ethnicity. They can be displayed as a talking point.]

C **The Access Game.** A board game with the barriers and solutions for different disabled people in the street and going shopping. The 20 chance cards add complexity. This can be used in literacy or numeracy. The game can be played by whole class or in groups, with an adult to get them started.

D **6 illustrated children's story books.** All six original stories written by disabled authors for children aged 3-7. All are illustrated in a range of styles by different illustrators.

- **Zahrah and 'The Place'** by Richard Rieser, illustrated by Santi Rieser. During a long hot summer holiday a group of children have taken over a piece of waste ground with an old wall in it. They have built swings, a games pitch, racing track and swimming pool. The children include each other whether blind, wheelchair user, black, white, boy or girl. They have suddenly a big fight on their hands as the Council comes to demolish their 'Place'. A story that can empower all children.
- **The Pillars of Space** – written and illustrated by Anthony Shubrook Ford. Written when he was 7, Anthony, a wheelchair user, weaves a great story of animals building a new farm on huge pillars above the pollution that is destroying their lives. The animals include various disabled animals and the farmer. They effectively deal with a giant space dumper that covers their farm in rubbish. A great story which should inspire all children to write their own stories.

• **Scarlet's Big Adventure** by Maresa MacKeith. Illustrated by Boruch Simons. Scarlet and her friends and their families are going on a camping holiday to the seaside. Tommy and his parents use sign language and Ivy uses a wheelchair. This only adds to their fun and adventures. Maresa's story is a good example of inclusion as she uses facilitated communication to write.

• **Elliot's Story – Love to Learn** by Adele Hoskison-Clark and illustrated by Terence O'Meara. Elliot is Dyslexic and he talks about the trouble he's having with his friend Ben. Ben persuades him to talk to his teacher, Mrs Kelly. She's not cross and arranges tests which lead to real help for Elliot. Elliot is now proud of who he is. Useful for getting all children to talk about being different at school.

• **Moya and the Elephant Dance** by Julie McNamara. Illustrated by Boruch Simons. Moya is a lively girl of five, disabled and fed up in hospital while she awaits yet another operation. She conjures up an Elephant who befriends her – Finbar. The other children grow to like Moya and her elephant. Then one stormy night Finbar tells them of the Elephant dance (as a poem).

• **My Dad uses a Wheelchair** by Malini Chib. Written in the first person, with simple sentences and illustrations. Going to the park, outings, reading and hiding from Dad in his wheelchair, but best of all curling up with him.

E **Counting Book** 1-10 with Braille and numbers in British Sign Language and Cleves Nursery Colour. To be used for numeracy, grouping or just reading.

F **ABC** Book of children in inclusive nurseries doing things together. Colour with Braille and finger spelling.

G **Everybody In** Developing Inclusion in Early Years and Year One. A Good Practice Guide in the identification and Inclusion of Disabled Children and those with SEN. A Guide for Practitioners and Teachers.

- Who are Disabled Children
- What Does the Law Require
- The Range and Type of Impairments
- What to look for in early identification
- Medical and social model thinking
- The Parents' perspective
- Inclusion Curriculum, Watching and Learning
- Inclusion: A whole School Setting Approach
- Pointers to good practice
- Recommended Resources
- Useful organisations.

2 DEVELOPING AN INCLUSION POLICY IN THE SETTING/CLASS

Susie Burrows and Anna Sullivan

Many young people, who do not find racism acceptable, still engage in sexism, homophobia, or disabilism, by name-calling or bullying, and some teachers ignore this. All schools need to have an ethos where all children feel welcome and safe. The school should challenge racism, disabilism, sexism and all forms of prejudice and promote equality through measures such as these:

Teachers/practitioners need to promote an ethos in all classes where children feel able to talk about their lives and feelings, where the class are encouraged to support one another, and work collectively. The effects of racism, including anti-semitism, disabilism, sexism, homophobia and prejudice can be explained and discussed so the children develop empathy, are able to challenge discrimination and include those who may feel excluded, supporting them within and outside the classroom. Young children can be taught this by drawing on their great sense of fairness.

Being aware of harassment that can take many forms, (from moving slightly away from a child on the carpet to physical attack), is essential. e.g. not wanting to sit next to a child who looks, acts or behaves differently, who has a skin condition, or not playing with a child who cannot speak or has facial impairments. This can be linked with racism e.g. excluding a child because of their ethnic origins.

• Seemingly minor incidents should be discussed and brought out in the open so the victim is supported and the whole class understands the effects. Understanding that children have different styles of learning and multiple intelligences and need different styles of teaching and learning in our classes. Valuing the teaching of art, music, drama, dance and PE as much as other subjects, and understanding that skill and achievements in these areas, and the consequent self-esteem, lead to greater ability to achieve in all subjects.

• All members of staff should challenge stereotypical and prejudiced comments used in lessons, the playground and the surrounding environment. For example, challenging name-calling by explaining why it is hurtful, reporting it and clearing offensive graffiti.

• Supporting pupils who encounter harassment in the community, understanding that children who live in fear cannot learn. Supporting

and campaigning for families who face deportation.
• Using opportunities, through assemblies, to deal with issues of prejudice e.g. identifying barriers to disabled people. Presenting life stories of disabled people and how negative attitudes affect them.
• Using opportunities to celebrate the richness and diversity of different cultures e.g. celebrating in a non-patronising way disabled people's achievements, European Disabled People's Day (3rd December) from a rights, not charity, perspective, Black History Month, Refugee Week, Eid (from an anti-racist perspective), being aware that multi-cultural education on its own does not challenge racism; International Women's Day (8th March), making sure to include white working-class children e.g. teaching about the writing, art and struggles for social equality that give dignity to working-class people.
• Drawing parallels between racism, sexism, disabilism and discriminatory practices, based on social class: to foster solidarity between boys and girls, black and white, disabled and non-disabled, working class children.
• Develop an approach of celebrating achievement against each child's previous achievements, rather than standardized attainment. Challenge the use of normative testing in relation to race, class, gender and disability.
• Exploring opportunities throughout the curriculum to promote inclusion e.g. circle time, circles of friends, use of the media and film, visiting speakers from local minority ethic communities and disabled people's organisations.
• Displaying work from all pupils with achievements in any areas of the curriculum in and outside the school. Ensuring the materials and content of lessons cover a wide diversity of different cultures and people.
• Purchasing and reviewing resources, such as books, posters and ICT software to ensure they are inclusive.
• Providing accessible school structures where pupils, parents and staff have a voice.

Making it Happen

• In order to allow the ethos described above to develop, teachers must ensure there is time and space each day when children feel free and comfortable to talk about anything in their lives that interests or troubles them. This can be a starting point for discussing issues of how people are treated, e.g. if a child feels able to talk about their personal experience, or even to express bigoted views, the rest of the class can learn to be supportive or to challenge. This leads children to feeling safe enough to express their own fears. The practitioner or teacher needs to teach where discriminatory attitudes come from, historically and currently, so children understand that all

difference in people is acceptable and can be celebrated. This can be achieved with young children because you can use their great sense of fairness and you teach them all day.

• It is more effective, in the long term, to bring issues into the open and deal with them collectively, rather than seeing individuals after the session, although this is sometimes the best course. In all groups and classes, if anyone is being offensive in any way (however subtle) the practitioner or teacher can stop the whole group/class and talk about this. The group/class can discuss the issue and the aim is to develop a positive and supportive class attitude to difference. The child who is being subjected to harassment, however seemingly minor, needs to know the teacher is on their side and that the rest of the class/ group know this. Teachers must use their own professional judgment on the best way to deal with any incident (bearing in mind school policy). It helps if the school has a consistent policy applied by everyone.

• Set up the class/setting so children are, as far as possible, able to work autonomously, with easy access to equipment. Take a flexible approach to carrying out the tasks required by the Foundation Stage and the National Curriculum.

• Set up a range of groupings, such as individuals, pairs, whole class/group and small groups. Ensure composition of the groups is varied (taking account of children's needs) – a mix of ability, impairment, social background, gender and ethnicity is important.

• The teacher needs to show that all children are valued by openly praising each child's individual efforts and achievements to the class and encouraging the class to do likewise. This should be in all areas of achievement – creative, physical, social and academic – showing that competition between children is not acceptable. This will create a strong ethos in classrooms and settings.

NB: Children should not be made to sit cross legged for a long period because it is uncomfortable, bad for their physical development (See Alexander Technique Teaching) and therefore difficult to maintain attention span. Some children should not be expected to sit cross-legged at all e.g. those with juvenile arthritis, gross obesity and those with impairments that cause them discomfort in this activity. A range of seating should always be accepted – cushions, chairs, bean bags etc.

Making Reasonable Adjustments

All settings and schools are under a legal duty to anticipate the needs of disabled children in admissions, education and associated services in their practices, policies and procedures.

• Make sure that children who are wheelchair users or use walking aids i.e. frames, sticks or crutches have the space/classroom set up so

they can access everything;
• Ensure that children with visual or hearing impairments sit on the carpet or at the table in a place where they can fully participate;
• Ensure children with learning difficulties can access planned play, free play and all teaching and learning opportunities;
• Ensure that all children with any medical need that requires them to eat, drink or go to the toilet more frequently than other children are able to do so without feeling uncomfortable;
• If a child cannot stand for long ensure that they do not queue but are allowed to go to the activity e.g. dinner and sit down with at least one friend (which can be varied) so they are not just alone or with an adult;
• If children find it hard to concentrate or stay still because of their underlying impairment, such as autism or ADHD, allow them to engage with the activities they want to do even when the rest of the group may be doing something else.

Making Friends

If you have developed the supportive ethos described, children will welcome and look after anyone new to the class/ group. They can all feel responsible for making them feel welcome and looking out for them.

It is also desirable for one or two children specifically to be chosen to befriend a new child for the first few weeks. Sometimes a child with behavioural or learning difficulty can benefit a great deal from supporting someone else.

Practitioners and teachers need to be very aware of how friendship patterns are developing in the class/group so they can intervene where necessary. If you notice some confident children controlling the forming of friendships and making some children feel unwanted, you need to nip it in the bud because it can escalate and cause unhappiness. Children who are unkind are often unhappy themselves and are relieved when the practitioner or teacher helps them behave differently. They also need praise when they change.

Teachers and practitioners have immense influence in early years and KS1 settings and if they make it clear what is acceptable, children do respond, especially to praise. Even very young children are able to take on this ethos and make it their own. You cannot force children to be close friends with everyone, but you can teach them to be tolerant, kind and respectful of others feelings and to treat each other supportively in and out of the classroom/ setting. Children want a harmonious and happy environment as they spend many hours there and are relieved when the teacher/practitioner enables this to happen. This applies to those who bully as well. Even children with difficult behaviour who are hurt or damaged by what has happened in their lives already, can flourish in a safe and supportive atmosphere.

3 ACTIVITIES TO INTRODUCE DISABILITY EQUALITY

1. Practitioners & teachers can help to introduce disability equality issues to their group/class by inviting a disabled adult or young person, who subscribes to the social model of disability, to talk to them (Disability Equality in Education Tel: 020 7359 2855 have a national network). Prepare the class by covering what 'disability' and 'impairment' mean, and discussing who is disabled. 'All the same all different' might be the theme here.

a) Explain the difference between being short-term ill or injured and having an impairment. Many children have experience of being ill or injuring themselves. Talk about what this is like and what changed in the way their body works. Ask how they felt. Explain that being disabled is something that happens to your body when you don't get better or it takes more than a year to get better. List the different types of impairment. Visual, hearing, mental, physical and when parts inside don't work as they should.

b) Explain that once a person gets used to their impairment, then it is the way people think about them and the way they make buses, buildings, roads, work, cinemas, homes, shops, schools and everything, that stops them doing things and that makes them disabled.

c) Ask the disabled person to talk from their own experience, which is most powerful. They should cover the ways disabled people are discriminated against, e.g. being bullied just because they are disabled. Children need to understand that disability discrimination is an oppression and is not an individual problem. This can be linked to racism and sexism.

d) The class/group should discuss bullying because of how someone looks, sounds, seems intellectually (e.g. people with learning difficulties) or behaves. Even very young children respond to this as they have a great sense of fairness. The children will talk about their own experiences and about disabled people they know e.g. their relatives and friends. They should be encouraged to talk about how any experiences of bullying made them feel. Any disabled children in the class should feel empowered and able to talk, including those with hidden impairments (e.g. epilepsy, diabetes, chronic asthma).

e) The teacher can point out any aptitudes or achievements of the disabled speaker and any disabled children in the class.

2) Use stories, songs, music, drama, role-play, art to explore issues of difference.

3) Don't Call me names. Either working on the board with the whole class/group, or working in groups on flip chart paper, get the class to list all the words they have ever heard to describe disabled people. Write these on the white or blackboard in one colour. Now ask the class or groups to identify all the words that are negative. Have a discussion about how they might feel if called these names. Have some cards with the origins of these words on.
(See Word power and Origins of negative words associated with disability.)

4) Setting/School Environment. Get a large-scale map of the school/ setting. Divide it up into sections, allocated to small groups, and visit all areas on the map to work out whether someone who uses a wheelchair could access the place and take part in activities there. This can work best with a wheelchair user or by borrowing a wheelchair. Record the outcomes on the map. Now determine what would need to change so the wheelchair user could access and participate fully. For KS1 discuss the outcomes and compose letters of what you found out to the Headteacher and Chair of Governors of the school or head of the nursery. Discuss the issues raised by all forms of access to mainstream settings/ schools for disabled children. (A good source of information is your school or settings Access Plan.)

5) Local Environment. Take the class/group on a trip around your local shopping centre with a large-scale map of the area and individual units. Get them to use a pre-agreed coding system to record the types of shop or service – food, supermarket, hardware, hairdresser, bank, restaurant, chemist etc – in given sections. Also get them to note down barriers to deaf or blind people, wheelchair users and people with learning difficulties which they identify. Ask them to note any adaptations they see that enable disabled people to use the service. On return to the classroom/setting, map and graph the results and hold a discussion on them, and what they think about what they have found out.
KS1. Arising from the discussion, groups in the class could undertake these different activities, or do all of them sequentially:
a) Write a letter to the service provider explaining what you found out about access and what impact this may have on disabled people.
b) Design and make a poster getting across the message that access is good for everyone, and why.
c) Devise a short play showing the problems that are presented to disabled people by lack of access to services.
d) Hold an assembly where the class presents what they did to the rest of the school.
[Bear in mind that The Disability Discrimination Act says that by

October 2004, all service providers have to make permanent reasonable adjustments to their service so that disabled people can access it and that, since October 2000, they are meant to have made temporary adjustments].

6) Images of disabled people in stories, on TV and film, in magazines. Have a general discussion about the portrayal of disabled people in fairy stories and other well-known children's stories. In groups or altogether hear a story and re-tell it to show disabled characters positively.

On television and in film. Get the class to list all the portrayals they can think of. Then discuss stereotypes and group the portrayals they have mentioned under the different stereotypes.

4 HOW DO YOU DISCUSS DISABILITY WITH CHILDREN?

1) Don't shy away from the word 'disabled'. It is a term you can use to describe the ways in which people are treated by society, rather than a description of someone's impairment.
2) Talking about disability should be part of general discussions about differences, e.g. of race, gender, religion, culture, etc. and be part of the working vocabulary of adults.
3) Include images of disabled people in lessons (e.g. art, sewing). Include information about the history of disabled people in history lessons. Include problems in maths classes that can be related to access issues (e.g. set the children the task of measuring the ratios needed for ramping the building for wheelchair access).
4) Don't shut children up when they ask questions about people's impairments. Ask the person concerned if they want to answer the question. If they do, fine. If not, explain to the child that the person doesn't want to talk about it right now. If you happen to know the answer yourself or are prepared to find out, offer to let the child ask you later privately.
5) Make sure that you do not talk about disability as an affliction as opposed to a difference. Disabled people do not necessarily see themselves as being ill or in need of cure. Disabled children need positive role models of disabled adults in their lives as well as a positive vocabulary to talk about themselves and their lives.
6) Give disabled children a chance to talk about their impairments but do not push them to do so. Be prepared to talk about any impairments you have. Make it possible for them to identify with you.
7) It is useful if you ask disabled people what their needs are, rather than assuming you can figure it out by looking at them.
8) Encourage an atmosphere where children are encouraged to express their thoughts and curiosity. You could use a curriculum activity like devising a questionnaire to get the whole class involved in asking questions of each other.
9) Have images of disabled children around.
10) Ask children if they know any disabled people, in their families, in their streets, in their communities, etc. Ask them about those people. Let them talk freely but interrupt oppressive attitudes in the same way you would interrupt racist or sexist attitudes.
[If you are not confident to carry the above forward read and discuss the sections on History of attitudes, language and models of disability. Hold staff training and work out your setting school policy and how you will develop valuing difference and raising disability issues across the curriculum.

5 THE REPRESENTATION OF DISABILITY IN TRADITIONAL STORIES

Ghislaine Walker & Liz Porter,
Spider's Web Storytellers

Tales that have been passed down to us as part of the oral tradition contain many references to disabled people. Many of these tales were collected in relatively recent times and often reflect the prejudices of the times and cultures in which they were written down.

"These stories have survived because they have connected to the lives of hundreds of generations. They can connect to ours too, if the listener and the teller allow them to do so.

"Don't let the trappings of the story distract you. Go beyond the trappings that seem so dated. The stories aren't literal fact. They're the language of dream – symbol." Daniel Morden, 2003.

Storytellers have always passed on some of their own opinions with each retelling of a traditional tale. As we approach these stories today it is as important to pay attention to our own feelings as it is to represent the work of those who have passed the tales on. This is a very liberating experience and we all have the right to change these stories. It is often possible to make a very positive statement from a seemingly negative tale, while still respecting the spirit of the original. (See Portrayal of Disability for how these ideas have been implemented in a KS1 class)

The role of impairment in traditional stories

Many traditional stories have characters whose disability is symbolic. Often a villain will be given an impairment as punishment. The second sister in *'The Green Lady'*, K. Briggs 1965 is struck blind because she does not do as she is asked.

There are so many examples of the 'miraculous' cure. Many disabled people find this really difficult to deal with, especially when the cure is seen as some kind of reward. *'The Pumpkin Child'* is finally revealed as a beautiful woman through the love of her husband.

Isolation is often a theme in stories where impairment occurs. In the *'Hunchback and the Swan'* both of the main characters are lonely and they only find happiness together. Isolation is often used as a trial. In many stories people are challenged not to speak for seven years – *'Silent for Seven Years'*, I. Calvino 1980. If they fail it is usually their loved ones who suffer. In the Grimm Brothers' tale

'Seven Swans', even though the sister remains silent for seven years she does not complete her other task, leaving her brother with a swan's wing instead of an arm.

It is important not to forget that many disabled people were storytellers. In some of the most powerful myths these storytellers possessed great wisdom. Tiresias was a blind storyteller and seer. We would not have some of the most ancient texts if it wasn't for these storytellers. Homer was also blind.

In the next few pages I hope to provide you with some suggestions for stories you can use with your own Early Years students. You will also find some ideas for activities that you can do with these stories and references to sources of tales which you can use to create your own retellings.

The White Rat – France

Once there was a King & Queen who had everything their hearts could desire except they could not have children. One day they decided to adopt the little White Rat. She was beautiful, with white fur, impeccable manners, great intelligence, a twitchy nose and little pink eyes, which darted from right to left to centre as she tried in vain to see where she was going. Sometimes she got it right, sometimes she got it wrong, sometimes she needed help to get along, but how everyone doted on her and if anyone said one word against her it was the dungeons for them.

Now, one day a magician came to visit the king. A magician who it was said had fantastic powers and could change one thing into another. The King and Queen asked him to transform their little White Rat into a real Princess. The magician said he could change her outside, but he could not change her innermost secret self. The King & Queen asked for the Princess and the magician changed the rat into a girl before their eyes. She had long white flowing hair, impeccable manners, great intelligence, a little twitching nose and eyes which darted from left to right to centre as she tried in vain to see where she was going. Sometimes she got it right, sometimes she got it wrong and sometimes she needed help to get along.

Now several years later the King told his daughter that it was time for her to marry. The choice was hers and hers alone, she could choose the most powerful husband in the world. But the Princess told her father that he should be the one to make the choice. So he decided that the Sun should be his daughter's husband. Well, the Princess said this wasn't good enough. The Sun may be able to scatter white heat and light all around but it only took one tiny little Cloud to come into his pathway and all that light and heat is covered up, no the Sun wasn't powerful enough for the Princess. So the King went away and thought again for 3 days. He came back

and told the Princess that she should marry the Cloud.

But the colourful, clownful Cloud was not powerful enough for the Princess for it only took the wild and wistful Wind to blow and that cloud was sent scudding across the sky. So the King suggested the Wind but the Wind wasn't powerful enough. For he may be able blow down trees, but it only took the magnificent Mountain to block his path, so the King suggested to the Mountain. Yes, you guessed it, the Mountain wasn't good enough for it only takes the resourceful Rat to scritch, scratch and nibble his way into the centre of the mountain and carve himself a palace fit for a Princess. No the Mountain was not powerful enough for the Princess.

Well of course the King now knew who the Princess wanted to marry but first he called for the magician and asked him to transform the Princess back into the little White Rat. Which he did saying: "Of course your Majesties. As you will remember I only had the power to change her outside, I did not have the power to change her innermost secret self'." So now the little White Rat appeared again still with lovely white fur, impeccable manners, great intelligence, a twitchy nose and eyes that darted from left to right to centre as she tried in vain to see where she was going. Sometimes she got it right, sometimes she got it wrong and sometimes she needed help to get along. Then there was a wedding a fantastic party and I wish you could have been there. Not long after that there were grandchildren rats and some could see, some could not see, but they all needed help to get along.

A retelling by Liz Porter, Spider's Web Storytellers 2004.

There are many printed versions of this story. A particular favourite can be found in *Tales of Wisdom and Wonder, Hugh Lupton. Bristol: Barefoot Books, 1998*.

Suggested activity:

Make a story sack for this tale. Collect together objects to represent the sun, the cloud, the wind, the mountain and the rat. It is really helpful to find objects that appeal to as many senses as possible.

The sack can be used in a number of ways. Simply pass the objects around and describe the objects so that the white rat would know what is in the sack. This could introduce a discussion on sight and the senses. The objects could be used by your students to help them remember the story.

Other Stories:

The Hunchback and the Swan – Scotland, the traveller tradition

A man is driven from his home by the taunts of the villagers. He finds refuge with the animals in the forest and is happiest when they sit around the fire each night telling stories. Only one creature

remains aloof, "our lady of the lake," the Swan. She does not communicate with language or sound. One night the man does not join his friends. After three nights without him they begin to worry. The robin is sent to find out what has happened. He sees the man lying sick on the floor of his hut and goes to ask the swan for help. The robin watches as she talks to the man with simple movements of her head and neck. She holds him in her outstretched wings and when she opens her wings to fly away a second swan emerges with his long neck held up proudly and the arch of his back is transformed into wings which take him far away from the village below.

After a version in *Fireside Tales of the traveller children, Duncan Williamson. Edinburgh: Canongate Publishing Ltd, 1983.*

A suggested activity is to ask your students to tell this story as if the man was speaking. How did he feel to be left out of the village life? What was it like to sit with his friends the animals? How did he feel about the swan? You might like to ask your students how many ways there are to tell a story, and how many ways there are to communicate without using your voice eg. text messaging, emails, speaking through your hands (BSL interpreting) dance and communication boards. They could explore telling the man's story in different ways.

Hansel and Gretel – Germany

There are countless versions of this story. I always favour returning to the Grimm's tales and most often use *Selected Tales, Jacob and Wilhelm Grimm, trans. David Luke. London: Penguin Books, 1982.*

As with so many European folktales this includes an image of a disabled person as the baddy. Not only is the witch an old woman, her body is twisted and she has poor sight. But do witches, giants, dwarfs always have to be portrayed as ugly or wicked? Playing around with how the witch is portrayed brings out many layers in the story. Why not try making her an extension of the stepmother, young and beautiful but with a bad heart, this resonates deeply with all the media reports on child abuse and is one way of broaching a very difficult subject.

A **suggested activity** is to explore the forest using all the different senses. Imagine and describe what the forest and house looked like, what were the sounds of the forest, the smells and tastes of the food.

Tortoise and the Hare – Greece

This fable from Aesop is so beautifully simple. There is a version at http://www.storyarts.org/library/aesops/stories/tortoise.html which also gives you access to many more fables plus lesson plans and activities.

This story could be a good starting point for a discussion around different ways to learn and access support that different pupils may receive.

Another **suggested activity** follows the Victorians love of including a moral. If you can find any old collections of Aesop's fables either through your local library or second hand bookshop you will find that the editors just couldn't resist giving a moral at the end of each tale. Get your students into groups and ask them to write their own moral for this tale. You will be surprised by the different responses they come up with. If this tale is already too familiar to your group then try this with one of the less well-known ones.

The Curing Fox – America

A father sets out on a journey to save his daughter who is dangerously ill. Duck Egg, the healer, has sent him in search of a she-fox who is limping with breath coming raspy-hard. Returning a few days later the healer treats both the fox and the girl. As the she-fox's health returns the girl begins to recover.

This shaman story comes from the Cree Nation. You can read a fine retelling of this in one of Hugh Lupton's collections: Tales of Wisdom and Wonder, Hugh Lupton. Bristol: Barefoot Books, 1998.

A **suggested activity** is to make your own journey up for this story. You could make a storyboard up and divide the story into sections drawing pictures to tell the story. Try imagining how hard it would be for the father making this journey away from his daughter when she is so sick.

The Blind Man & The Hunter – West Africa

A blind man went out hunting with his brother-in-law. His sister's husband was a hunter who had no time for the blind man. The blind man helps him when they encounter a lion and an elephant. Over night they both catch a bird in their traps, only the one in the blind man's trap is very beautiful. The hunter swaps the two birds. They talk on the way back to the village and the hunter is filled with shame, so he swaps the birds back. He asks: "Why is there so much love and kindness in this world?" The blind man answers: "Because the world is full of people like you, who learn by their mistakes."

All of the Spider's Web Storytellers have heard the storyteller Duncan Williamson tell his version of this story. He was also the source that inspired Hugh Lupton in: *Tales of Wisdom and Wonder, Hugh Lupton. Bristol: Barefoot Books, 1998.* This is a beautiful collection of stories, and we aren't on commission, honest!

A suggested activity is to tell this story using sound and movement only – you can use percussion to help you.

The One-Handed Girl – West Africa

A man has two children, a son and daughter. On his deathbed he asks which would they have, either his property or his blessing. The son chooses the property, and the daughter, his blessing. His son leads an empty life, whilst the girl prospers. Her little cooking pot is borrowed by the village people, who in return give her food. The pumpkin tree bears fruit, all is well for her, all is lost for the boy. He is consumed with jealousy and when trying to cut down her tree also cuts off her hand. She is distraught and ashamed and hides herself in the forest. A prince finds her and takes her home to marry. His parents aren't happy that he marries a girl with one hand but they accept the situation.

Her brother hears the news and comes to the palace and tricks the king into believing that the girl lost her hand because the villagers thought she was a witch. She is thrown out into the woods with her little baby. The girl meets a snake and she helps him. In return the snake helps her to get her hand back. She is also given two gifts from the snake's family, a ring that will bring riches and cakes that will keep her from harm. Soon she has a wealthy lifestyle and the King and Queen want to find out who the woman with the big house is. Her brother now is part of the court. He is with the King when he visits the house and hears the girl's story. The King asks her if she wants her brother to die, but she says "no let him be put out of the town".

The full version of this tale told by Edward Steere can be found in *The Giant Book of Myths & Legends, ed. Mike Ashley. Bristol: Paragon Books, 1996.*

Our suggested activity is to ask your students to think about their own stories, about their friends and family – perhaps times when there might have been an argument, or something went wrong and they had to find a solution to the problem, or overcome a difficulty.

The Pumpkin Child – Persia

A woman longs for a child. One day she says that she wouldn't care if the child looked like a pumpkin she would still love it. A baby girl is born nine months later looking just like a pumpkin. The woman's husband leaves her. She is ridiculed by her neighbours but the child is loved and wants for nothing. Eventually, she is sent to the best school and she is very popular with her classmates. Every afternoon, when the others take a rest after lunch she rolls out to the foot of a vine and stays there until the others awake.

Murad, a rich merchant's son, sees this and is curious. He watches her and sees that once everyone is asleep a beautiful woman steps out from the pumpkin shell and she climbs up the vine to watch what is happening in the world outside. Murad goes

straight to her mother asks for her hand in marriage and there is a wedding. Everyone in the village thinks it's a huge joke.

Murad and his pumpkin wife live happily together despite all the jeering. She only appears as a beautiful woman to him when he is alone until one day he turns to her in the morning and finds that she doesn't turn back into a pumpkin. All the many years of their married life they kept the pumpkin shell in a corner of their house to remind them of the days when Murad had loved his wife even though everyone else had laughed at her.

This was passed to me via an email group known as STORYTELL, you can find information on this at http://www.twu.edu/cope/slis/storytell.htm . Karen Chase, an American storyteller, who shared this gave its reference as P*ersian folk and fairy tales, retold by Anne Sinclair Mehdevi. New York: Knopf, 1965.*

A **suggested activity** for this is to find stories where other people ignored those who laughed at them. If you can't find any yourself then why not tell stories of times when people laughed at you. These need not always be cruel stories – laughter is a great way of bringing people together.

References and resources:

Collections of European tales:

• *Selected Tales, Jacob and Wilhelm Grimm, trans. David Luke. London: Penguin Books, 1982*

• *Italian Folktales, Italo Calvino, trans. George Martin. London: Penguin Books, 1980*

• *Fireside Tales of the traveller children, Duncan Williamson. Edinburgh: Canongate Publishing Ltd, 1983*

• *Folktales of England, ed. Katharine Briggs and Ruth Tonge. Chicago: University of Chicago Press, 1965*

Collections published for children:

• *Tales of Wisdom and Wonder, Hugh Lupton. Bristol: Barefoot Books, 1998*

Myths and fables:

• *Fables of Aesop, Aesop. London: Penguin Classic, 1964.*

• *The Greek Myths, Robert Graves. London: Penguin Books, 1955*

• *The Giant Book of Myths & Legends, ed. Mike Ashley. Bristol: Paragon Books, 1996*

Other collections of stories:

• *Persian folk and fairy tales, retold by Anne Sinclair Mehdevi. New York: Knopf, 1965*

A discussion paper:

The Language of Signs, Daniel Morden. Devon: Daylight Press, 2003

Internet references:

http://www.twu.edu/cope/slis/storytell.htm
http://www.sfs.org.uk
http://www.storyarts.org/library/aesops/stories/tortoise.html

Societies: Society for Storytelling, PO Box 2344, Reading RG6 7FG

Spider's Web Storytellers and our work

The Spider's Web Storytellers is an inclusive organisation led by disabled and non-disabled storytellers. Formed in 2000, we aim to promote inclusive storytelling performances, workshops and events.

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020 8898 6935 ghislaine.walker@tesco.net

6 THE PORTRAYAL OF DISABLED PEOPLE

Work with Class 2L, Teacher Bridget Lennon Princess May School. Summer '97

Richard Rieser, disabled Advisory Teacher worked for 7 weeks 1 morning a week with Bridget Lennon and class 2L. This is what they did.

We read some classic children's stories which included people like 'Snow White', 'Hansel and Gretel', 'Rapunzel' and 'Rumpelstiltskin'. We found that all the disabled people were bad or sad or both. This is not like real life.

In groups we re-wrote the stories so that the disabled people were good and the heroes, for a change.

Rumpelstiltskin

Once upon a time, there was a little man called Rumpelstiltskin who never grew like everyone else. So he was different. He was a good man and he was a good person. Rumpelstiltskin helped the people and gave the people some money. They liked him because he was kind to them. They gave the little man some good food. Rumpelstiltskin spun straw into gold and did not want to take the maid's first baby. So they lived happily ever after.

Rapunzel

A lady wanted a child. She got the baby. And when she didn't have any baby food for the baby a Good Witch came and asked her if she could feed the baby. The Mother said "Yes". So the Good Witch took the baby to her house, to give her some food. When she did, the baby grew and grew and grew. When she was 16 years she went to college and when she was 29 years married a prince. When they got married they had a baby and lived happily ever after.

O'Shane, Moses, Daniel and Hanife

The Kind Seven 'Dwarfs'

One-day seven 'dwarfs' were big and the Queen was bad to Snow White.

The Queen saw Snow White and said, "Snow White, you can come and live with me, in the palace. But the seven 'dwarfs' helped Snow White and they made a restaurant and they made good food together. The end.

The Hunchback of Notre Dame

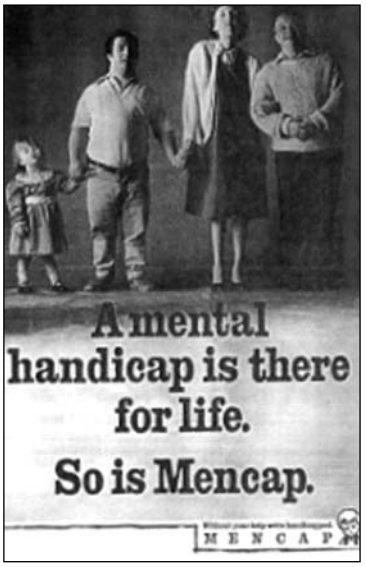
Quasimodo lived on his own on the top of a big church. Quasimodo was disabled and felt bad about himself. A Lord who looked after him told him, "It is best you stay up here." When he did come down from the steeple people made fun of him. Only Esmeralda was kind to Quasimodo. He talked to the three Gargoyles. They said, "Go and see the King. He will sort things out."

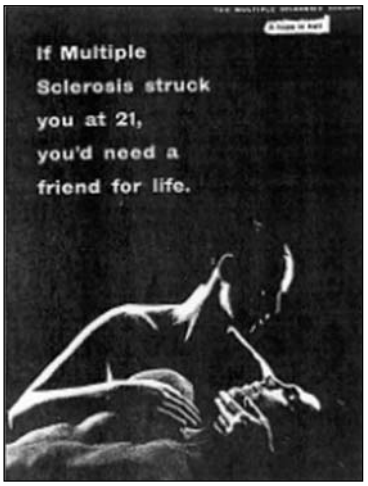
When Quasimodo saw him, the King said "This is all wrong. You will come and work for me at Court. Then the people will not make fun of you."

Esmeralda and Quasimodo got married and she was going to have a baby.

It was raining and Esmeralda's tummy started to hurt. The baby came and they lived happily ever after.

Then we looked at some charity posters of disabled people. These are all black and white and not in colour. They are sad and frightening. This is to make you worried and give money. We don't think these posters are true to life and give people the wrong ideas about disabled people.





So we did our own colour posters of disabled people joining in with everyone else.

Next we looked at advertisements from magazines and found that although 1 in every 8 people are disabled there were none in the adverts. So we chose photocopies of disabled people doing interesting things and stuck them into the adverts. We think this improves them. What do you think?

Then we read and looked at our class reading books and counted how many boys and girls and black and white people, there were very few disabled people. This is not fair

We read some books which included disabled people and wrote book reviews of them. (See list of inclusive children's books).

We think books and advertisements should just include disabled people like everyone else.

Then we talked about television and thought there were very few disabled people shown on TV. We decided to keep a diary of the TV we watched for a week and count the number of disabled people we saw and whether they were good or bad.

We noticed that the soaps we watch had very few disabled people and so we wrote to the producers about this.

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Dear Home and Away,

Why don't you have disabled people in your programme? I am not saying it is not nice to have this programme but I would really like to see some disabled people on your show.

Yasmyn N..... Class 2L

Dear Producer of Home and Away,

I like your programme very much because it is very nice, but really tell me why you don't have disabled people in your show?

I would be happy if disabled people was in your show because it would not make it a freak show. Disabled people will be nice in it. They also act nicely and it would make other disabled people feel nice about themselves.

Yours sincerely
Khaema L..... Class 2L

Dear Producer of Eastenders,

I like your programme but I don't see disabled people in it. Why don't you have them in your programmes?

I like to see disabled people on television because it helps me to understand how they feel. I think your programmes are very boring without disabled people. So please, please think about putting them on your show.

Your sincerely
Leanne A..... 2L

Dear Producer of Eastenders,

I like your programme but can you tell me why you have not got a disabled person in your programme?

In our class we have been doing some work on disabled people. This is why I am writing you a letter. We learnt about reasons why disabled people are not shown on television programmes or advertisements. If you don't put disabled people in your programme it will make us very sad. When we see disabled people in the streets we will not laugh at them because they are different. We would be used to seeing them on television, so they will not look strange to us.

I hope you write back because I would like to know what you think.

Rahana B..... 2L

Dear producer of Eastenders,

I like your programme very much but I would like to see some disabled people and children in some of the episodes. There are disabled people in some of the other shows and it does not make them a 'freak' show, as you said in your television interview.

Our class have been looking at advertisements with a disabled person called Richard. He told us not to make fun of people who are disabled.

Can you please put disabled people in all of the programmes. I like Eastenders because it is sometimes very funny and interesting. I watch it every time it comes on television.

From Sandra A.....

To do similar activities with your class or group:

a) Make a collection of illustrated traditional stories with disabled characters e.g. Hansel and Gretel, Pinnochio, Rapunzel, Rumpelstiltskin, Treasure Island, Peter Pan, Hunchback of Notre Dame, Secret Garden or Heidi. These can be read to class or group. Get them to retell the tale with the disabled characters in a positive role.

b) Collect colour magazines with lots of adverts. Collect and photocopy pictures of disabled people doing active things from magazines like Disability Now and get the children to collage them into the adverts.

c) Collect adverts of charities for disabled people. A good source is the Solicitor Magazine Charity Supplement. Have a discussion about what they look like e.g. black and white, sad or happy etc., and why.

7 Books which include disabled people in a positive way for this age group

Books stocked by DEE

ARE WE THERE YET? – Verna Wilkins, illustrated by George McLeod & Lynne Willey, pub. Tamarind Books. £5.00 plus £1.00 postage.

Suitable for Early Years and Keystage 1 or beginner readers. This picture book shows wheelchair using dad at home with his children, getting into their adapted car and going to a theme park for the day. They share in all the activities and then go home. A good read, useful for talking about difference.

BOOTS FOR A BRIDESMAID – Verna Wilkins, illustrated by Pamela Venus, pub.Tamarind Books £5.00 plus £1.00 postage.
Suitable for Year 3 – 6 children. Nicky plays cricket with her mates and talks with her Aunt and Mum about her forthcoming job as a bridesmaid. She wants to wear boots. Nicky's mum is a wheelchair user but this is just incidental and not remarked upon. At school, Nicky is bullied. Nicky is Asian and her mum is white. Mum agrees to the boots and then gets on with making Nicky's dress. It all ends with a great party.

A very thoughtful read. Great for engaging young children in discussions about respecting difference.

DAD & ME IN THE MORNING – Patricia Lakin, illustrated by Robert G. Steele, pub. Albert Whitman & Co. £12.00 plus £3.50 postage.
A deaf child and his father watch the sunrise together. A lovely look at the closeness and communication between two generations. Suitable for early years and up to about 10 years old. Nice for discussing relationships with parents and different ways of communicating with people you love.

DAVE AND THE TOOTH FAIRY – Verna Allette Wilkins, illustrated by Paul Hunt, pub. Tamarind. £4.50 plus £1.00 postage. Suitable for children around 5-9 years old. This is a new angle on an old favourite about a child's tooth and a Tooth Fairy. David is an enterprising young man whose best friend just happens to be a wheelchair user. All the characters in the book are Black. These facts are not remarked upon or highlighted – just illustrated. A good book for discussing difference and some major issues in a tooth-loser's life!

LETANG AND JULIE (set of three books) – Beverley Naidoo, illustrated by Petra Rohr-Rouendaal, pub. Longman. £15.00 per set, plus £1.50 postage.
Good for developing reading skills for Key Stage 1 – 2, ages 3-8. These simple stories highlight events in the lives of Letang and Julie and tackle issues such as making friends, looking different, being a stranger in a new place, getting around with physical impairments, looking after the class hamster, etc. Useful for class discussions.

SEAL SURFER – Michael Foreman, pub.Andersen Press £5.00 plus £1.50 postage. 4-8 years
A boy and his grandfather watch as a baby seal is born on the rocks near their home, and from that day a special friendship is created. "At last, an imaginative story by a prominent artist that … just includes a disabled boy. All children will grow in heart and mind by reading this beautiful book. The walls of invisibility are coming down." Richard Rieser, Disability Equality in Education and the Media.

MUM'S LATE – Elizabeth Hawkins, illustrated by Pamela Venus, pub. Tamarind. £6.00, plus £1.00 postage. 4-7yrs
It's going home time and all the children are leaving, except Jerome. Mum is only five minutes late, but to Jerome it seems like ages and he has all sorts of wild fantasies. "perhaps she doesn't want me anymore and she's gone to choose a new little boy." This story sympathetically addresses one of the major concerns of early years children and manages to include illustrations of a disability and other differences. Excellent for discussing difference with young children.

MAMA ZOOMS – Jane Cowen-Fletcher, pub. Scholastic Inc. £12.00 plus £3.50 postage. 2-5 yrs
"Mama's got a zooming machine … and she zooms me everywhere." A small child's pride and delight in his mother's wheel chair which can zoom him up to the stars. A beautiful picture book with minimal text for early years children, the story is a simple one of love between a child and his mother and the fun they have together.

FRIENDS AT SCHOOL. Rochelle Bunnett, Photographs by Matt Brown, pub. Star Bright Books, £15.00 plus P+P. 2-6 yrs
Children learn what they live. This book conveys the importance and worth of children with many differences sharing, supporting, loving and learning form one another. What a rich message for all of us!

Story Books in All Equal All Different Pack
Zahrah and 'The Place' by Richard Rieser. Illustrated by Santi Rieser. 3-7 yrs
During a long hot summer holiday a group of children have taken over a piece of waste ground with an old wall in it. They have built swings, a games pitch, racing track and swimming pool. The children include each other whether blind, wheelchair user, black, white, boy or girl. They suddenly have a big fight on their hands as the Council come to demolish their 'Place'. A great story that can empower all children.

The Pillars of Space, written and illustrated by Anthony Shubrook Ford. 3-7 yrs
Written when he was 7 Anthony a wheelchair user weaves a great story of animals building a new farm on huge pillars above the pollution that is destroying their lives. The animals include various disabled animals and the farmer. They effectively deal with a giant space dumper that covers their farm in rubbish. A great story which should inspire all children to write their own stories.

Scarlet's Big Adventure by Maresa MacKeith. Illustrated by Boruch Simons. 3-7 yrs
Scarlet and her friends and their families are going on a camping holiday to the seaside. Tommy and his parents use sign language as they are deaf and Ivy uses a wheelchair. This adds to their fun and adventures. Maresa story is a good example of inclusion as she used facilitated communication to write it.

Elliot's Story-Love to Learn by Adele Hoskison-Clark and illustrated by Terence O'Meara. 5-8 yrs
Elliot is Dyslexic and he talks about the trouble he's having with his friend Ben. Ben persuades him to talk to his teacher, Mrs Kelly. She's not cross and arranges tests which lead to real help for Elliot who is now proud of who he is. Useful for getting all children to talk about being different at school.

Moya and the Elephant Dance by Julie McNamara. Illustrated by Boruch Simons. 3-7 yrs
Moya is a lively girl of five, disabled and fed up in hospital while she awaits yet another operation. She conjures up an Elephant who befriends her–Finbar. The other children grow to like Moya and her elephant. Then one stormy night Finbar tells them of the Elephant dance (as a poem).

My Dad uses a Wheelchair by Malini Chib. 3-5 yrs.
Written in the first person, with simple sentences and illustrations. Going to the park, outings, reading and hiding from Dad in his wheelchair, but best of all curling up with him.

Other good picture books

Race You Franny by Emily Hearn, Women's Press of Canada.

Good Morning Franny by Emily Hearn, Women's Press of Canada.

Franny and the Music Girl by Emily Hearn, Women's Press of Canada. Adventures of a Wheelchair-using Girl. Ages 3-8.

Come Sit By Me by Margaret Merrifield, Women's Press of Canada. HIV/AIDS. Ages 4-8. (Letterbox Library, Tel: 020 7241 6063).

Sachiko Means Happiness by Kimiko Sakai. Sachiko's acceptance of her grandmother's Alzheimers with warm and gentle illustrations. Ages 3-7. Letterbox Library.

Learning Together ABC: A Finger-spelling Alphabet with Signs for Deaf and Hearing Children by Dorothy and Jack Dowling. 18, Blackstock Drive, Sheffield S14 1AG. Tel: 0114 264 2914.

Me and My Electric Edited by Elizabeth Laird, 1998. Eight disabled children work with 8 authors to tell semi-autobiographical short stories. 6-11 yrs.

8 THE HISTORY OF ATTITUDES TO DISABLED PEOPLE

Richard Rieser

Historical Outline: includes Ancient Greece and Rome, Feudal and Medieval Europe, The Renaissance, The 19th Century, The 20th Century, The Third Reich, 20th Century Rights and Movements and 21st Century.
Themes include: Olympic Games, Witches, The Bible, Folklore, Entertaining the Crowds, Pirates, Supporters of Eugenics, Some famous victims of Eugenics, Cartoons, Character Assassination, Charity, Propaganda Films, Themes Today, Disability Arts Movement.

Current attitudes to disabled people continually draw on attitudes and representations of disabled people from the past. These attitudes have been fossilised in myths, literature, theatre, folklore, biography, history and film. Having a clear understanding of where thinking about disability has come from is important in order to see that underlying negative attitudes and stereotypes have been reinforced by society and religion over many centuries. In this pack you can read about some of the historical attitudes to disability which have shaped the prevailing attitudes of Western society today. These attitudes have been perpetuated in many cultures around the world. Any one of the following themes or periods can be introduced into the curriculum to give children a better understanding of the prejudice that exists towards disabled people.

Historical outline

Ancient Greece and Rome

In the West, ideas about the human body have been dominated by Ancient Greek and Roman ideas of the 'body beautiful'. This ideal, represented by the perfect physique of classical sculptures, such as the discus-thrower, was widely admired, particularly amongst the patrician (ruling) classes.

The statue of the discus thrower shows an idealised male figure practising sport.

The philosopher, Aristotle, advised getting rid of a child if it was imperfect. Greek law even dictated that a newborn baby was not really a child until seven days after birth, so that an imperfect child could be disposed of with a clear conscience. From these beliefs arose the enduring idea that 'good' looked beautiful and the deformed and disabled were 'bad'.

Feudal and medieval Europe

In feudal and medieval Europe,

Themes

Olympic Games

The Olympic Games, held in Ancient Greece, celebrated physical prowess and perfection, as they still do today. The Greek gods were supposed to live on Mount Olympus, near Athens, and the games honoured them.

The modern Olympics began in 1896.

Today, a separate Paralympics is held, which, although it celebrates the achievements of disabled athletes, is still segregated from the Olympics.

Witches

In medieval times, witchcraft became linked with disabled people. During the 'Great Witch Hunts' of 1480-1680, the Malleus Maleficarum, a book also known as 'The Hammer of Witches', went to 70 editions in 14 languages. It told how to identify witches by their impairments, by 'evidence' of them creating impairments in others, or by them giving birth to a disabled child. Between eight and 20 million people, mainly women, were put to death as

Historical outline

most disabled people were accepted as part of the family or group, working on the land or in small workshops. But at times of social upheaval, plague or pestilence, disabled people were often made scapegoats as sinners or evil people who brought the disasters upon society. One reaction to this was that during times of plague, thousands of people, called flagellants, wandered around Europe beating themselves to try to make themselves more 'holy' so they didn't get the plague. It was believed that if you were penitent you would not become ill or disabled. This horror of becoming disfigured or different was extremely powerful. If you were different you were somehow marked and this strong prejudice continues to the present day.

In the 15th century, black magic and evil forces were felt to be ever-present. Martin Luther, founder of Protestantism, speaking of congenitally impaired children, said:

'Take the changeling child to the river and drown them'

In 16th century Holland, those who caught leprosy were seen as sinners and had all their worldly goods confiscated by the state so they had to be supported by the alms of those who were not stricken. If these penitent sinners were humble enough, it was believed their reward was heaven after they died.

Themes

witches across Europe.
A good proportion of these were disabled.

The Bible

The Bible has been one of the most influential books in Western culture and it contains many negative references to disabled people, eg: the Book of Leviticus, Chapter 21, says that if you are a disabled person you can't be a priest or take communion; in the New Testament, it says renounce sin and you can 'take up thy bed and walk' (Luke, Chapter 5); and disability is seen as a punishment from God, 'be cured if you sin no more,' in John, Chapter 9.

Folklore

Ideas linking disability with evil fill the folklore of Britain and Europe. The Brothers Grimm collected the oral stories of northern Europe and turned them into their Fairy Tales. For example, the witch in Hansel and Gretel is deformed, blind and ugly, with a stick. Images shown to us early in our lives are bound to affect the way we see and relate to disabled people in later years. This story is still widely read by young children. Many films for children, such as The Princess Bride (1987, Rob Reiner, USA), draw on these tales. See section on Traditional Tales.

Historical outline

The Renaissance

The Renaissance, based on Classical Greek and Roman ideals, resurrected the idea of the body beautiful. Thousands of paintings showed idealised human forms with perfect complexions, even though many people had impairments and most would have been scarred by smallpox.

One example is the Duke of Urbino. There are several well-known paintings of him, all showing the same profile. It is known that the other side of his face was disfigured.

One of the many profile portraits of the Duke of Urbino.

The 19th century

The 19th century saw greater segregation of disabled people. The workforce had to be more physically uniform to perform routine factory operations. Disabled people were rejected.

They were viewed as 'worthy poor', as opposed to work-shy 'unworthy poor', and given Poor Law Relief (a place in the Workhouse or money from public funds). Disabled people became more and more dependent on the medical

Themes

Entertaining the crowds

In Ancient Rome, the games at the Coliseum included throwing disabled children under horses' hooves, blind gladiators fighting and dwarfs fighting women.

Disabled people have historically been figures of fun. Court jesters, such as Henry VIII's William Somner, were often disabled, and dwarfs feature as freaks in many court pictures.

In the 18th and 19th centuries, 'ships of fools' containing 'mad' people sailed from port to port, where the public paid to come and laugh at them. The 'fools' were then abandoned at the end of the tour. In 18th century London, people visited 'Bedlam' (the Hospital of St Mary of Bethlehem) to laugh at the insane.

Circuses and freak shows continued the tradition. A Freak Show is still in operation on Coney Island, USA. This curiosity/fear of the different confirms the non-disabled viewer in the security of his or her own 'normality'. The highly successful horror film genre is founded on this phenomenon.

Pirates

Originally accepted for their part in plundering treasure to help build empires, by the 19th century pirates were considered to be unacceptable robbers and

Historical outline

profession for cures, treatments and benefits.

In the last part of the 19th century, a growing number of scientists, writers and politicians began to interpret Darwin's theories of evolution and natural selection for their own ends.

These 'eugenicists' believed that they could improve the quality of the human race by selective breeding. They argued that people with impairments, particularly those born with one (a congenital condition), would weaken the gene pool of the nation and reduce competitiveness.

Increasingly, disabled people were shut away in single-sex institutions for life, or sterilised. Separate special schools and day-centres were set up that denied disabled and non-disabled people the day-to-day experience of living and growing up together.

Disabled boys in an early Barnardo's home.

Eugenicists campaigned for and won these measures using false science. Mary Dendy, an active eugenicist campaigner in the

Themes

raiders. At this time, they were often portrayed as disabled and evil, with eye patches, wooden legs and hooks, for example R.L. Stevenson's Long John Silver, or J.M. Barrie's Captain Hook. In fact, pirates had a simple social security system long before anyone else. They all had shares in the crew's common purse so, if one was injured and disabled, he was given money for his needs and was unlikely to go on seafaring.

Supporters of eugenics

Winston Churchill MP was a supporter of the British Eugenics Society, as were Sidney and Beatrice Webb, founders of the Labour Party, and many other influential intellectuals of the left and right. As Home Secretary at the time the **Mental Deficiency Act** of 1913 finally became law, it is recorded in Hansard that Winston Churchill said **"that the feeble minded constituted a race danger that must be cut off and sealed up before another year passes"**.Other eugenics supporters included authors D.H. Lawrence, H.G.Wells and Aldous Huxley, and the economist John Maynard.

Some famous victims of eugenics Under the Mental Deficiency Act, two of the Queen Mother's cousins were incarcerated, as was the 'lost

Historical outline

1890s, in Feeble Mindedness of Children of School Age, asserted that children classified as mentally handicapped should be "detained for the whole of their lives". This led to a Royal Commission on Mental Deficiency, which was taken over by eugenicist thinking.

These theories became important at a time when industrialised countries, such as Germany, France, Britain and the USA were competing to create empires. It was important to empire builders to feel superior to other races.

An International Congress in Milan, in 1881, outlawed Sign language, as it was feared that deaf people would outbreed hearing people.

Themes

prince' – the Queen's uncle. (The 2002 BBC TV film, The Lost Prince, by Steven Poliakoff, told his story). As a boy, he was diagnosed as an epileptic and shut away from the rest of the family until his death.

Similar laws in America led to President Kennedy's sister being kept in an institution and then having a frontal lobotomy. This led Kennedy to bring about reform during his Presidency, allowing people with learning difficulties to live in the community.

Early 20th century

In the first half of the century, eugenicist ideas, along with charitable initiatives, led to increased institutionalisation or sterilisation of disabled people. In 37 states in the USA, born-deaf women and anyone with an IQ (Intelligence Quotient measured on a biased test) under the age of 70 were sterilised in the 1920s and 1930s. Seventeen states still had these laws on the statute book in the 1980s.

The UK **Mental Deficency Act** of 1913 firmly categorised disabled people, as follows: **Idiots** – persons in whose case there exists mental defectiveness

Cartoons

With the development of the printing press in 1480, when most people couldn't read, cartoons became a popular way to make political and moral comments. Over the next 500 years, personifications of evil, moral weakness and powerlessness were shown as caricatured disabled people.

Character assassination

At various times throughout history, if people wanted to denigrate someone's character, they attributed various impairments to them. An early example is when the Tudor monarchs wanted to discredit Richard III, having usurped him

Historical outline

of such a degree that they are unable to guard themselves against common physical dangers.

Imbeciles – persons in whose case there exists mental defectiveness which, though not amounting to idiocy, is yet so pronounced that they are incapable of managing themselves and their affairs or, in the case of children, of being taught to do so.

Feeble minded – persons in whose case there exists mental defectiveness which, though not amounting to imbecility, is yet so pronounced that they require care, supervision and control for their own protection or for the protection of others. Or, in the case of children, that they appear to be permanently incapable by reason of such defectiveness of receiving proper benefit from the instruction in ordinary school.

Moral defective – persons in whose case there exists mental defectiveness, coupled with strong vicious or criminal propensities and who require care, supervision and control for the protection of others.

50,000 children with communication and physical impairments, and more than 500,000 adults were incarcerated in institutions in the first half of the 20th century (many were released in the 1980s). Children with significant learning difficulties were deemed

Themes

from the throne, and fearing a popular uprising to restore his heirs. Tudor historians created elaborate propaganda of Richard as a disabled and vengeful mass murderer. The portrait of Richard that hangs in the National Portrait Gallery has been X-rayed and it was proved that his hump was added to the picture sixty years after his death.

Charity

One of the basic precepts of the Judaic, Christian and Islamic traditions from earliest times is charity. Charity is normally considered to be a good thing and in some ways it is, but the attitudes that charity has bred in the past have led to some enduring legacies that disabled people find offensive. The idea that giving charity was a way of achieving God's grace led to pitying or patronising attitudes towards disabled people, and the founding of institutions to care for the less fortunate away from society gave rise to unwanted segregation. Today, disabled people, although some still rely on charity, demand 'Rights not Charity'. Many of the large charities run by non-disabled people persist in using patronising promotional material.

Propaganda films

Hitler's Germany used film to great effect to reach the masses. As well as feature films, film was used as documentary

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ineducable and those with less significant learning difficulty went to educationally sub-normal schools until 1973.

The Third Reich

In Germany, during Hitler's Third Reich, there was a series of propaganda films to show how disabled people were 'useless eaters', a burden on the state, and should be sterilised or got rid of.

Feature films, such as *Ich klage* an (I Accuse) (1941, Wolfgang Liebeneiner), which won a prize at the Venice Biennale, played a crucial role in justifying to the German population the concept of 'mercy killing'. This film was seen by 13.5 million Germans by 1945 and was very influential, though it is recorded that a minority did not agree with its message. See more about propaganda films in Themes (right).

Ich klage an (I Accuse)

140,000 physically and mentally disabled adults were murdered in 1939-40 at the hands of the doctors of the Third Reich. The killing of adults was reduced by riots in Germany, led by Archbishop Galen of Munich

Themes

propaganda. The Racial and Political Office made five films:

- Sünden der Vater (Sins of the Fathers, 1935)
- Abseits vom Wege (Off the Path, 1935)
- Alles Leben ist Kampf (All Life is a Struggle, 1937)
- Was du ererbt (What you have inherited, 1929)
- Erbkrank (Heredity, 1936).

This film, intended to criminalise, degrade and dehumanise the mentally and physically impaired, was silent and shot in black and white. The victims were manipulated to make them appear horrific, with superimposed captions of the cost of keeping them alive. Using direct interviews with disabled people, cleverly lit and staged, filmed from below and cut to make them appear very different from ordinary workers, it made the audience sympathise with compulsory sterilisation and, later, mercy killing. By Hitler's order, it was shown in all German cinemas.

Opfer der Vergangeheit (Victims of the Past, 1937), reworked *Erbkrank* in a more polished and professional style.

Historical outline

in 1940, but continued more clandestinely. The killing of disabled children went on until 1945, with over 100,000 dying. These programmes were led from Tiergarten, 4, Berlin and so were known as T4.

20th century rights movements

From the 1890s, disabled people have struggled for their rights, for human dignity and just to be included. In the 1920s and 1930s, there were hundreds of thousands of First World War veterans with no rights at all in the UK, campaigning for the 'Right to Work' through the **National League for the Blind and Disabled**. They formed the first disability movement in this country, through which disabled people organised collectively against discrimination.

In the 1920s, unions of disabled war veterans were formed all over the UK. They held sit-ins in order to get legislation enacted to ensure their right to employment. As a result, the government brought in a 3% quota system which forced employers to take on registered-disabled employees. This was replaced by the **Disability Discrimination Act** in 1996.

In the 1990s, disabled activists in the USA campaigned against euthanasia and assisted suicide under the slogan 'T4

Themes

Themes today

Many of the prejudiced attitudes that still exist today have their foundations in these longstanding historical influences.

Various aspects of medical treatment and care in the UK, USA and Europe are causing great concern to the disability movement, eg:

- Cut-backs in the welfare state, rationing health care;
- 'Do Not Resuscitate' policies (decided by medical staff) for some disabled people;
- Growing demands for voluntary euthanasia which, in some cases, can be misused to dispose of a 'burdensome' disabled person;
- The prospect of designer babies, using the knowledge gleaned from the Genome Project, further marginalising people with impairments.

A list of people in history who might not have existed if such policies had operated in the past would include:

- Beethoven (deaf)
- Toulouse Lautrec (short stature)
- Stephen Hawking (motor neurone disease)
- Einstein (dyslexic)
- Byron (club foot)
- F.D. Roosevelt (polio in both legs and unable to walk unaided).

Historical outline

Never Again' (see above Third Reich). The last 30 years have seen the growth of the Disability Movement, arguing for an end to segregation, and many parents campaigning for human rights for their disabled children. Generally, these movements for social change for disabled people's rights have not been shown in mainstream films and are hidden from the public gaze.

The 21st century

Disabled people are still struggling for the right to use public transport, get into buildings, go to school or college with their friends, or to get a job. Although civil rights legislation, such as the **Americans with Disabilities Act** (1990) or the **Disability Discrimination Act** (UK1995), have helped, disabled people still often feel that the dominant culture sees themas different from everyone else because of persisting stereotypes of disability.

Disabled people demonstrate for accessiblility to buses.

Themes

One of only two known pictures of Franklin D. Roosevelt in his wheelchair.

Roosevelt perfected ways of disguising his impairment, never being photographed in his wheelchair, because he believed:

"The American people would never vote for a president who was a cripple."

- Winston Churchill (depression)
- Helen Keller (deaf, blind)
- Tanny Grey-Thompson, athlete (spina bifida) ... and many others.

The Disability Arts Movement

This movement has produced a counter-culture over the last 30 years to give expression to the disabled people's movement. A number of the short films on the bfi DVD Disabling Imagery? that accompanies this site have come from disabled filmmakers who would view themselves as part of this movement. As yet, no

Historical outline

Anyone can, at any time, become disabled, or develop a physical or mental impairment. Perhaps people's need to distance themselves from this harsh reality makes it convenient to rely on received negative attitudes and historical stereotypes of disability. These stereotypical images are less troubling than accepting the individuality, the joy, the pain, the appearance, behaviour and the rights of disabled people. This could explain why disability equality has been called 'the last civil rights movement'.

What disabled people want more than anything else is to be accepted for who they are and to have their rights guaranteed in law and in practice.

Themes

commercially distributed feature films have been made from this perspective.

9 DISABILITY 'MEDICAL MODEL' VS 'SOCIAL MODEL' THINKING.

Richard Rieser

A medieval woodcut of witches.

The 'traditional model'

Traditionally, in many cultures around the world, people with physical, sensory or mental impairments were thought of as under the spell of witchcraft, possessed by demons, or as penitent sinners, being punished by God for wrong-doing by themselves or their parents.

The 'medical model'

With the Age of Enlightenment in the 18th century, came a more scientific understanding of the causes of impairment and, with it, a sense of confidence in medical science's ability to cure, or at least rehabilitate, disabled people. Some disabled people (often for social or political reasons) were deemed incurable and placed in long-stay institutions and special schools (or, today, in day-care centres). A notion of 'normality' was invested with great pseudo-scientific significance. It was based on assessments of impairments from a deficit point of view against normality: what one cannot do, instead of what one can do. This has been called 'medical model' (or 'individual model') thinking by the Disabled People's Movement over the last 30 years. This is not to deny the very necessary role of medical science in keeping many disabled people alive, and reducing their pain and discomfort, but it is to argue that disabled people should not be reduced to just their impairments.

The 'medical model' sees disabled people as the problem. They need to be adapted to fit into the world as it is. If this isn't possible, then they should be shut away in a specialised institution or isolated at home, where only their most basic needs are met. The emphasis is on dependence, backed up by the stereotypes of disability that bring out pity, fear and patronising attitudes. Usually, the impairment is focused on, rather than the needs of the person.

The power to change disabled people seems to lie with the medical and associated professions, with their talk of cures, normalisation and science. Often, disabled people's lives are handed over to these professionals. Their decisions affect where disabled people go to school; what support they get; where they live; what

benefits they are entitled to; whether they can work; and even, at times, whether they are born at all, or allowed to have children themselves.

In addition, the Disability Movement points out how the built environment imposes further limitations on disabled people. Medical model thinking would say these problems are due to the disabled person's lack of rehabilitation. The Disability Movement perceives the difficulties disabled people experience as the barriers that disable them and curtail their life chances. These difficulties include barriers in school and higher education, in finding work and suitable work environments, accessing leisure and entertainment facilities, using private and public transport, obtaining suitable housing, or in their personal, family and social life.

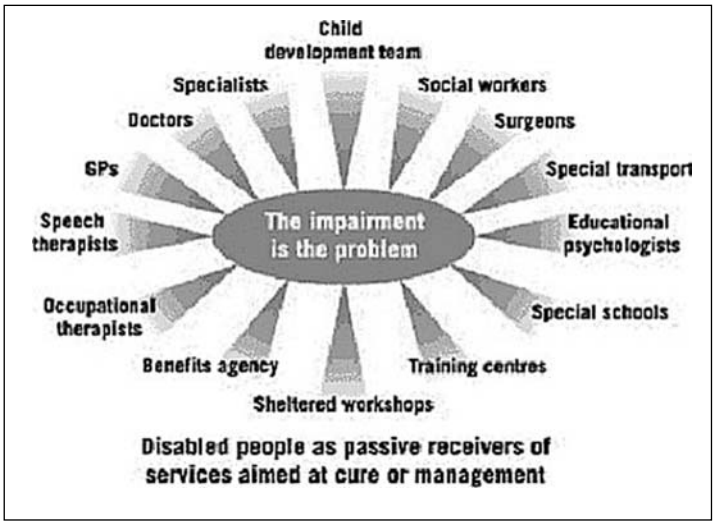


Diagram showing the effects of medical model thinking.

Powerful and pervasive medical model views are reinforced in the media, books, films, comics, art and language. Many disabled people internalise negative views of themselves and develop feelings of low self-esteem and underachievement, which reinforce non-disabled people's assessments of their worth. The medical model, plus the built environment and social attitudes it creates, lead to a cycle of dependency and exclusion which is difficult to break.

This thinking predominates in filmmaking, leisure, work and education. In schools, for instance, special educational needs are considered the problem of the individual, who is seen as different, faulty and needing to be assessed and made as 'normal' as possible.

Increasingly, the medical model is being rejected. Many people feel strongly that treating disabled people as needing to be adapted to existing circumstances or, caring for them in specialised institutions, is wrong.

The 'social model'

In recent years, the disability movement has advocated a different way of looking at disability, which they call the 'social model'. This starts from the standpoint of all disabled adults' and children's right

Disabled people rally together to demonstrate for their rights.

to belong to and be valued in their local community. Using this model, you start by looking at the strengths of the person with the impairment and at the physical and social barriers that obstruct them, whether at school, college, home or work. The 'social model' defines 'impairment' and 'disability' as very different things:

• "**Impairment** is the loss or limitation of physical, mental or sensory function on a long term, or permanent basis".

• "**Disablement** is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers. " (Disabled People's International 1981)

Impairment and chronic illness exist and sometimes pose real difficulties. Supporters of the disability movement believe that the discrimination against disabled people is socially created and has little to do with their impairments, and that, regardless of the type or severity of their impairments, disabled people are subjected to a common oppression by the non-disabled world. Disabled people are often made to feel it's their own fault that they are different. If some part, or parts, of your body or mind are limited in their functioning, this is simply an impairment. It doesn't make you any less human. But most people have not been brought up to accept all people as they are; in other words, to value difference. Through fear, ignorance and prejudice, barriers and discrimination develop which disable some people. These are often reinforced by images in the media. Understanding this process allows disabled people to feel good about themselves and empowers them to fight for their human rights.

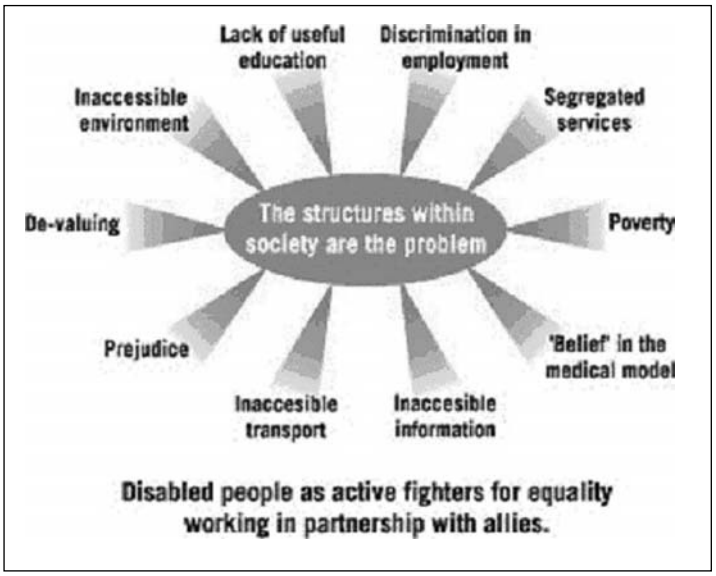


Diagram showing the problems as perceived by 'social model' thinking.

The 'social model' approach suggests disabled people's disadvantage is due to a complex form of institutional discrimination, as fundamental to society as sexism, racism or heterosexism. The disability movement believes the 'cure' to the problem of disability lies in changing society. Unlike medically-based cures, this is an achievable goal and benefits everyone.

The obsession with finding medically-based cures also distracts people from looking at the causes of impairment or disablement. In a worldwide sense, most impairments are created by wars, hunger, lack of clean water, exploitation of labour, lack of safety, and child abuse and these should be addressed more robustly, rather than just responding to the injuries and impairments that result from them.

Challenging prejudice

Medical model thinking	Social model thinking
Child is faulty	Child is valued
Diagnosis	Strengths and needs defined by self and others
Labelling	Identify barriers and develop solutions
Impairment becomes focus of attention	Outcome-based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to ordinary services
Segregation and alternative services	Training for parents and professionals
Ordinary needs put on hold	Relationships nurtured
Re-entry if normal enough OR permanent exclusion	Diversity welcomed, child is included
Society remains unchanged	Society evolves

(Adapted from Micheline Mason 1994, R. Rieser 2000)

Chart comparing the attitudes of medical model and social model thinking.

Social model thinking has important implications for the education system, and particularly primary and secondary schools. Prejudiced attitudes toward disabled people and all minority groups are not innate. They are learned through contact with the prejudice and ignorance of others.

Therefore, it is appropriate that the challenge to discrimination against disabled people should begin in schools. The fight for the inclusion of all disabled people, however severe their impairments, in one mainstream social system, will not make sense unless people

understand the difference between the social and medical models of disability.

The social model has now been adopted by the World Health Organisation.

Who is disabled?

People who have an impairment and experience some form of social exclusion as a result are disabled people. Many people have impairments, such as those who use glasses or contact lenses. They are not usually discriminated against. Whereas, people who are deaf and use hearing aids are usually discriminated against by barriers in communication. Therefore, disabled people includes people with:

- Physical impairments;
- Sensory impairments (deaf people, blind people);
- Chronic illness or health issues, including HIV and AIDS;
- All degrees of learning difficulties;
- Emotional, mental health and behavioural problems.

The definition also includes people with hidden impairments, such as:

- Epilepsy;
- Diabetes;
- Sickle cell anaemia;
- Specific learning difficulties, such as dyslexia;
- Speech and language impairments;
- Children labelled as 'delicate';
- People who identify as 'disfigured';
- People of diminutive stature;
- People with mental distress.

Training and legislation

Anti-discrimination legislation, such as the **Disability Discrimination Act**, 1995, is rights-based. It draws on social model thinking and requires schools and colleges to anticipate the needs of disabled pupils/students and make reasonable adjustments to the establishment's policies, practices and procedures, so that disabled pupils/students are not placed at a substantial disadvantage or treated less favourably.

"A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Definition of disability under the Disability Discrimination Act, 1995.

The **Disability Rights Commission** estimates that there are 9 million people in the UK who come under this definition: 6.9 million of working age and 1.1 million under 24 years of age (5-6%).

A range of recent statistics identify that disabled people are discriminated against, and highlight the need proactively to change policies, practice and procedures, as well as to include in the school curriculum the study of how society has portrayed and treated disabled people in the past and today.

Disabled people fight for equality

In the last 30 years, disabled people have campaigned for and won a human rights-based approach to disability. It is beginning to be accepted that disability discrimination, prejudice, negative attitudes and stereotypes are not acceptable. The struggles of disabled people to gain civil rights have led to legislation in the USA (The **Americans with Disabilities Act** 1990); in the UK (The **Disability Discrimination Act** 1995); and many other countries, including South Africa, India and Australia. The United Nations adopted the **UN Standard Rules on Equalisation** in 1992.

In all these measures, the onus is on eliminating discrimination by bringing in enforceable civil rights legislation, based on the idea that adjustments need to be made to services, buildings, transport, workplaces, environments, communications and equipment to allow disabled people access. Prejudicial attitudes and practices are outlawed and institutional discrimination, in the form of organisations which exclude disabled people, is being challenged.

However, negative attitudes, stereotypes and distorted portrayals of disabled people's lives still predominate in commercial films. The increasing capacity of the world media system to recycle moving image media means that, despite worthy legislation, negative views are continually reinforced through film.

Check out the **Disability Rights Commission website** for guidance and a Code of Practice. www.drc-gb.org.

Disability equality training for education professionals is available from **Disability Equality in Education** Tel: 020 7359 2855. www.diseed.org.uk.

10 DISABILITY STEREOTYPES

Stereotypes are groups of attitudes which have little or no basis in reality and yet persist in cultures. Stereotyping reduces the individuality and character of people to false social constructs. This leads to name-calling and violence towards the subjects of stereotyping, undercutting the humanity of the victims.
There are ten main stereotypes of disabled people:

Stereotype 1
Pitiable and pathetic; sweet and innocent; a miracle cure
Examples

• Charity adverts (eg one child in a school group 'under the shadow of diabetes'); Poor Tiny Tim in *A Christmas Carol* (1938, Edwin L. Marin, USA);
• David Merrick, the 'saintly sage' with huge growths on his face and scoliosis, exhibited as a freak in *The Elephant Man* (1980, David Lynch, UK);
• Porgy, whom Bess rejects because he has a physical impairment, in Gershwin's *Porgy and Bess* (1959, Otto Preminger/Rouben Mamoulian, USA);
• Pollyanna, shown as a sweet and pitiable disabled girl in *Pollyanna* (1920, Paul Powell, USA; 1960, David Swift, USA);
• The blind flower seller in *City Lights* (1931, Charlie Chaplin, USA);
• Clara, who uses a wheelchair, but walks when she gets to the mountains in *Heidi* (1937, Allan Dwan, USA);
• Colin in *The Secret Garden* (1949, Fred M. Wilcox, USA);
• Nemo as seen by his dad Marlin in *Finding Nemo* (Walt Disney 2003).

Stereotype 2
Victim or an object of violence
Examples

• Deaf Christine, cruelly deceived by two men in *In the Company of Men* (1997, Neil LaBute, USA);
• Quasimodo in *Hunchback of Notre Dame*;
• Wheelchair-using Marty in Steven King's *Silver Bullet* (1985, Dan Attias, USA);
• Wheelchair-using Blanche, victimised by her sister in *Whatever Happened top Baby Jane* (1962, Robert Aldrich, USA);
• Blind Suzy Hendrix, terrorised by drug smugglers in *Wait Until Dark* (1967, Terence Young, USA).

Stereotype 3
Sinister or evil
Examples
• Shakespeare's hunchbacked and vengeful *Richard III* (1955, Laurence Olivier, UK; and 1996, Richard Loncraine, UK);
• Pirates with wooden leg/eye patch/hook in Stevenson's *Treasure Island* (1920, Maurice Tourneur, USA);
• *Dr. Strangelove* (1963, Stanley Kubrick, USA) features a mad, wheelchair-using scientist;
• Evil Dr. No, with his two false hands in the Bond film, *Dr. No* (1962, Terence Young, UK);
• The pirate captain in *Hook* (1991, Steven Spielberg, USA), *Treasure Island Black Dog*, *Long John Silve*r and *Blind Pew*;
• Terrifying Freddy in *Nightmare on Elm Street* (1984, Wes Craven, USA);
• Bitter and vengeful Mr Glass with his brittle bones in *Unbreakable* (2000, M. Night Shyamalan, USA).

Stereotype 4
Atmosphere – curios or exotica in 'freak shows', and in comics, horror movies and science fiction
Examples
• A whole cast of genuinely disabled people was used to create horror in *Freaks* (1932, Tod Browning, USA);
• The facially disfigured Phantom, in *Phantom of the Opera* (1925, Rupert Julian, USA);
• The deaf, dumb and blind kid in *Tommy* (1975, Ken Russell, UK);
• All the 'baddies' who have tics and disabilities in *Dick Tracy* (1990, Warren Beatty, USA);
• Cousin Lyman, a short hunchback who causes trouble in *The Ballad of the Sad Café* (1991, Simon Callow, UK/USA);
• The one-armed man in *The Fugitive* (1993, Andrew Davis, USA).

Stereotype 5
'Super-crip'/ triumph over tragedy/noble warrior
Examples
• A spinally-injured veteran coming to terms with his impairment in *The Men* (1950, Fred Zinnemann, USA);
• Physically-impaired Douglas Bader walking without sticks and flying in *Reach for the Sky* (1956, Lewis Gilbert, UK);
• A war veteran coping with his injuries again in *The Best Years of Our Lives* (1946, William Wyler, USA);
• Christy Brown writing in *My Left Foot* (1989, Jim Sheridan, UK);
• Blind Mathew Murdock has radar-like senses he uses to fight evil

in *Daredevil* (2003, Mark Steven Johnson, USA);
• The last item on the TV news, eg a blind man climbing a mountain.

Stereotype 6
Laughable or the butt of jokes
Examples
• In many early films, such as *The Automobile Accident* (1904) or the over 100 films featuring 'Crettini';
• *See No Evil, Hear No Evil*;
• All the men who are short people in *Time Bandits* (1981, Terry Gilliam, UK);
• *Dumb and Dumber*, featuring two men with learning difficulties in laughable situations (1988, Charles Crichton, USA);
• The lead character is a man with learning difficulties in *Forrest Gump* 1994, Robert Zemeckis, USA);
• Lee Evans feigning cerebral palsy in *There's Something About Mary* (1998, Peter Farrelly/Bobby Farrelly, USA);
• *Mr. Magoo*, the shortsighted butt of jokes in cartoons and film (2001, Walt Disney, USA).

Stereotype 7
Having a chip on their shoulder/ aggressive avenger
Examples
• The Claw, who is twisted and evil, in *Dick Tracy* (1947, John Rawlins, USA) because he has lost a hand;
• Captain Ahab in *Moby Dick* (1956, John Huston, USA);
• Laura in *The Glass Menagerie* (1987, Paul Newman, USA);
• *Rumpelstiltskin* and wicked witches in fairy tales;
• *Captain Hook*, the wicked pirate in Hook;
• The vengeful, hook-using, black ghost in *Candyman* (1992, Bernard Rose, USA).

Stereotype 8
A burden / outcast
Examples
• Despised outcast, Quasimodo, in *The Hunchback of Notre Dame* (1923, Wallace Worsley, USA; 1998, Walt Disney, USA);
• The disabled child whose parents consider euthanasia in *A Day in the Death of Joe Egg* (1971, Peter Medak, UK);
• The Seven Dwarves In *Snow White and the Seven Dwarves*;
• The facially disfigured boy in *Mask* (1985, Peter Bogdanovich, USA);
• The 'In-valids' who are not of perfect genetic design in *Gattaca* (1997, Andrew Niccol, USA);

• The TV series *Beauty and the Beast,* set in subterranean New York, the Morlocks in the *X-Men* comics or X2, (2003, Bryan Singer, USA), in which characters with impairments live apart from society.

Stereotype 9
Non-sexual or incapable of a worthwhile relationship
Examples
• Marlon Brando's disabled veteran in *The Men*);
• Clifford Chatterley is impotent in *Lady Chatterley's Lover* (1981, Just Jaeckin, UK/France/ Germany);
• Ron Kovic, disabled war veteran inborn on the *Fourth July* (1989, Oliver Stone, USA);
• Paralysed Jan in *Breaking the Waves* (1996, Lars Von Trier, Denmark).

Stereotype 10
Incapable of fully participating in everyday life
Examples
• The absence of disabled people from everyday situations, and not being shown as integral and productive members of society. When they are shown, the focus is on their impairments;
• Deaf people in *Children of A Lesser God* (1986, Randa Haines, USA);
• The true story of the prince hidden from society and his family in *The Lost Prince* (2002, Steven Poliakoff, BBC TV);
• Sam in *'I am Sam'.*

(Based on Biklen and Bogdana, 1977. Amended by R. Rieser and M. Mason: Disability Equality in the Classroom, 1992).
Find out more about these and many other films on the Internet Movie Database (IMDb) at www.imdb.com.

11 THE ORIGIN OF NEGATIVE WORDS ASSOCIATED WITH DISABILITY

Afflicted

ORIGIN This implies that some higher being has cast a person down ('affligere' is Latin for to knock down, to weaken), or is causing them pain or suffering.

Cripple

ORIGIN The word comes from Old English crypel or creopel, both related to the verb 'to creep'. These, in turn, come from old (Middle) German 'kripple' meaning to be without power. The word is extremely offensive.

Dumb or Dumbo

ORIGIN a) Not to be able to speak.
b) This has come to be seen as negative from the days when profoundly deaf people were thought of as stupid because non-deaf people did not understand their communication systems.

Dwarf

ORIGIN Dwarf, through folklore and common usage, has negative connotations. Use short people or short stature.

Feeble-minded

ORIGIN The word feeble comes from old French meaning 'lacking strength' and, before that, from Latin flebilis, which meant 'to be lamented'. Its meaning was formalised in the Mental Deficiency Act 1913, indicating not an extremely pronounced mental deficiency, but one still requiring care, supervision and control.

Handicapped

ORIGIN Having an imposed disadvantage. The word may have several origins:
a) from horse races round the streets of Italian City States, such as Sienna, where really good riders had to ride one-handed, holding their hat in their other hand to make the race more equal.
b) by association with penitent sinners (often disabled people) in many parts of Europe who were forced into begging to survive and had to go up to people 'cap in hand'.
c) from a 17th century game called 'cap i' hand' in which players showed they accepted or rejected a disputed object's valuation by bringing their hands either full or empty out of a cap in which forfeit

money had been placed. This practice was also used in the 18th century to show whether people agreed to a horse carrying extra weight in a race (ie deliberately giving it a disadvantage).

Idiot

ORIGIN The word dates from the 13th century and comes from the Latin word idiota, meaning 'ignorant person'. Again, it featured in the Mental Deficiency Act 1913 (see Feeble-minded), where it denoted someone who was so mentally deficient that they should be detained for the whole of their lives.

Imbecile

ORIGIN This word has been around since the 16th century and comes from the Latin, imbecillus, meaning 'feeble' (it literally meant 'without support' and was originally used mainly in a physical sense). It was similarly defined in the Mental Deficiency Act, as someone incapable of managing their own affairs.

Invalid

ORIGIN Literally means not valid, from Latin 'invalidus'. In the 17th century it came to have a specific meaning, when referring to people, of infirm, or disabled.

Mental or nutter or crazy

ORIGIN All these are informal (slang) and offensive words for people with mental health issues. One in four people have a major bout of mental distress or become mental health system users. The vast majority are not dangerous.

Mentally handicapped

ORIGINIn the UK over 500,000 people with learning difficulty were locked away in Mental Handicap Hospitals because tests showed they had low Intelligence Quotients (IQ). These tests have since been shown to be culturally biased and only to measure one small part of how the brain works. People with learning difficulties have chosen the name "people with learning difficulties" for themselves because they think that, through education, which they have largely been denied, they can improve their situation.

Mong/Mongolian

ORIGINLangdon Down was a doctor who worked at the London Hospital in Whitechapel in the 1860s. He noticed that around 1 in 800 babies was born with pronounced different features and capabilities. Their features reminded him of the Mongolian people's. He postulated that there was a hierarchy of races (in descending

order) - European, Asian, African and Mongols. Each was genetically inferior to the group above them. This was a racist theory. People with Down's Syndrome find it extremely offensive.

People with disabilities

ORIGIN This phrase assumes that the person has the disability. Under *social model* thinking, the person has an impairment and is disabled by oppressive barriers of attitude, structures and environments in society. 'Disabled people' is more acceptable. Disabled people are anyone with a long-term impairment who is oppressed and discriminated against because of these barriers.

Raspberry ripple

ORIGIN Cockney rhyming slang for 'cripple', and offensive.

Retard

ORIGIN Still in common use in the USA for people with learning difficulty; from retarded or held back in development – offensive.

Spazz, spazzie or spastic

ORIGIN People with cerebral palsy are subject to muscle spasms or spasticity. These offensive words are sometimes used in reference to this. People with this impairment wish to be known as people with cerebral palsy or disabled people

The blind; The deaf; The disabled

ORIGIN To call any group of people 'the' anything is to dehumanise them. Use blind people or deaf people or disabled people.

Victim or sufferer

ORIGIN Disabled people are not victims of their impairment because this implies they are consciously singled out for punishment by God or a higher being. Similarly, the word sufferer can imply someone upon whom something has been imposed as a punishment by a deity.

Wheelchair-bound

ORIGIN Wheelchair users see their wheelchair as a means of mobility and freedom, not something that restricts them, apart from problems with lack of access.

12 COMMON BARRIERS AND SOLUTIONS FOR DISABLED PEOPLE

	Barriers	Solutions
Wheelchair user	Bags of rubbish on the pavement	No obstructions on pavement
	Broken paving stones & potholes	Repaired path
	No dropped kerbs	Dropped kerbs
	Stairs	Ramps and lifts
	Doors too narrow, hard to open	Wide doors, easy to open
	Steep slopes	Gentle slopes and hand rail
	No adjustable height tables	Adjustable height furniture
	Cars Parked on the pavement	No parking on pavement
	Lack of accessible toilets	Accessible toilets
	People staring	People accepting you
	Bullying	No bullying
	Name calling	No name calling
Stick or crutch users	Lack of seats	Plenty of seats – some labelled specifically for disabled users
	Slippery surfaces	Non-slip surfaces
	No hand rails	Hand rails
	Queues	Preferential treatment
	Bullying etc	No Bullying etc
Visually impaired person	Small print size	Large print size
	Little colour contrast	Lots of colour contrast on walls, doors etc.
	Stairs not marked	Stairs yellow or white lined
	No information on tape	All information on tape
Blind People	Lack of audio description in cinema	Audio description

	Barriers	Solutions
Blind People	Lack of info on Braille and tape	Info in Braille or tape
	Obstructed footpaths	Cleared footpaths
	Zebra crossings (silent)	Pelican crossing
	Lack of raised bumps on footway to warn of danger	Raised bumps on footway at crossings to road
	Money denominations all same	Money in different shapes and sizes.
Deaf and hearing impaired	Lack of awareness	Deaf awareness
	No communication skills	Finger spelling and lip speaking
	No British Sign Language	British Sign Language as part of the National Curriculum
	TV and Film no subtitles	Subtitles on all TV progs. and films.
	Made fun of	Taken seriously
People with learning difficulties	Language too complicated	Plain language
	Using jargon or acronyms	No jargon or acronyms
	No time to explain	Making time to explain
	No pictograms	Signs and symbols widely used
	Bullying and name calling	No bullying
	No friends	Lots of friends
	Looked after too much	Independence

13 CLASS PROFILING – A USEFUL TOOL FOR EQUALITY

Christine Yorston

As the head teacher of an inner city primary school where 70% of the children spoke English as a second language, 65% were eligible for free school meals and 25 % were on the Special Needs register, I was constantly looking for ways to raise achievement. I believed that our children had the potential to achieve well but many had several barriers that had to be overcome before they could begin to move forward. As a staff we decided that we needed to look at each child as an individual and from there begin to target their needs in an informed way. At this point we began what we called class profiling.

Class profiling requires that schools become proactive in gathering data which contextualises the individual.

A class profile based on the one shown below enables teachers to make valuable judgements when determining the level of support required for individuals or groups of children. It also enables the school to target efficiently the range of professionals often working within a school.
E.g. learning mentors, SENCO, special needs assistants, EAL teachers, home /school liaison workers, educational psychologists etc.

A class profile lends itself to question why some children may or may not be making the expected level of progress in any one year and it also provides a good basis for setting realistic targets
The class profile enables teachers to challenge assumptions.

The following 3 extracts are examples only:

Eva

Name	DOB	DOA	Ethnic origin	1st lang.	Stage of Eng.	SEN Stage	SEN Code	Atten.	YR2		YR 6	
									E	M	E	M
Eva	5/95	1/00	White British	English				72 %	1	1		

Possible Questions
Why has Eva only reached level 1 in English and Maths by the end of Key Stage 1 given that she speaks English as her first language and has had 8 terms in school.

Possible Reasons

- Attendance monitoring not in place.
  Family having difficulties which are affecting her learning.
  No involvement with outside agencies.
- Undetected learning difficulties.
- Curriculum not differentiated enough to match her learning potential.

Mustaf

Name	DOB	DOA	Ethnic origin	1st lang.	Stage of Eng.	SEN Stage	SEN Code	Atten	YR2		YR	
									E	M	E	M
Mustaf	3/ 95	4/00	Black African	Somali	2			91%	w	w		

Possible Reasons

- Wrong judgement made on his level of spoken English leading to low expectations.
- Not enough EAL support targeted at his level, curriculum not differentiated enough to meet his learning needs.
- May have special needs and needs to be assessed in his home language.

Nicola

Name	DOB	DOA	Ethnic origin	1st lang.	Stage of Eng.	SEN Stage	SEN Code	Atten	YR2		YR	
									E	M	E	M
Nicola	4/95	1/00	White British	English		Statement	M.D SP/La	90%	2	2		

Possible Reasons

- High expectations.
- Parents fully involved in Nicola's education and working closely with the school.
- Curriculum differentiated appropriately to match Nicola's learning style and potential.
- Special needs assistant fully informed of Nicola's learning needs and planning alongside the teacher.

Good multiple agency involvement. All professionals working effectively to meet targets laid down in IEP. Targets reviewed regularly to ensure progress.

14 FINGER SPELLING AND BRITISH SIGN LANGUAGE

Colin Ashmore

Key elements of British Sign Language (B.S.L.) at these levels are eye contact, finger- spelling, numbers and relevant basic signs. Body language, facial expression and the grammar of B.S.L. are taught in other key stages.

Various games and exercises are outlined below but their usage and usefulness to specific pupil groups has to be assessed by the practitioner or teacher. These are only a few examples.

1 Eye contact

a) Clapping game

Teacher claps and makes eye contact with a child in a circle. This child then claps and makes eye contact with another etc.

b) The rabbit game

Children sit in a circle of between 10 and 15 people including one adult. The adult explains that he/she is King Rabbit and puts 2 fingers either side of their head to represent the rabbits ears. The two children either side of King Rabbit just make a rabbits ear on the one side which is nearest to King Rabbit. King Rabbit then nods to anyone in the group and they become the new King Rabbit with two children on either side just as before make the one rabbit ear nearest to the King.

This exercise can be played like this to improve eye contact or developed into a game whereby any of the 3 new 'active' players i.e. King and 2 either side do not respond in 5 seconds they are eliminated and the circle gets smaller.

2 Finger-spelling

N.B. A copy of the finger spelling alphabet is included in each 'box of tricks'/ resource pack.

Obviously the teacher must familiarize themselves with the finger spelling alphabet. Please note:

a) The palm of your hand face you.

b) Use your dominant hand to 'write' on the non-dominant one. It doesn't matter if you are left or right handed.

3 Games and exercises

a) Learn to fingerspell.

b) Develop into a game of letter bingo.

c) Learn to fingerspell your own Christian name and later surname.

d) Repeat this for family, friends etc.

e) This can be extended to the finger spelling of many short words

in the classroom.
f) Once children are reasonably proficient they can sit in small groups or pairs and try and read what the others are finger spelling.
g) This can be developed further with older children: in pairs one fingerspells to the other a small word and when they have guessed the word they fingerspell back to the partner a small word beginning with the last letter of the previous word etc.
h) In the playground paper representations of the letters of the alphabet can be safety pinned to P.E. kit and then many exercises can be used e.g.

1) Who can make the word lion, horse etc. run to the front and stand in a row.
2) This can be extended to any groups of names, words etc. (Depending on the words you use, leave out less common letters and maybe add in more vowels).
3) Ask various groups of letters to stand in a line for a relay game i.e. abcdef or a random selection etc.

4 Numbers 1 – 20

N.B. a copy of the numbers 1 – 20 or 1 – 99 is included in each box of tricks/resource pack. Again the teacher must learn the numbers from 1 – 20 or 99. Please note:
a) Numbers are done on one hand.
The palm of your hand faces you.
See Illustration

5 Number Games and Exercises

a) Learn the numbers from 1 – 10 or 1 – 20 or 1 – 99 as appropriate.
b) Develop into a game of bingo with appropriate number of numbers.
c) Make up all sorts of verbal questions whereby the answer cannot be spoken but must be signed e.g. How old are you? What is the number of your house? What date is your birthday? How many brothers and sisters do you have? etc.
d) In pairs sign a number to your partner which is 10 or over they tell you what it is verbally and then signs back to you a number starting with the last number of theirs i.e. 17 then 72 then 26 etc.
e) Sums in sign as 10 + 2 =12 (all in sign) working in pairs or with teacher giving the sum and children the answer.
f) In the playground – teacher tells class to run around and then says get into a group of 4 or 5 or 6 whatever, signing the number. The children who are not in a group of their number sit out.

5 Basic Signs

See following illustrations.

Games and exercises

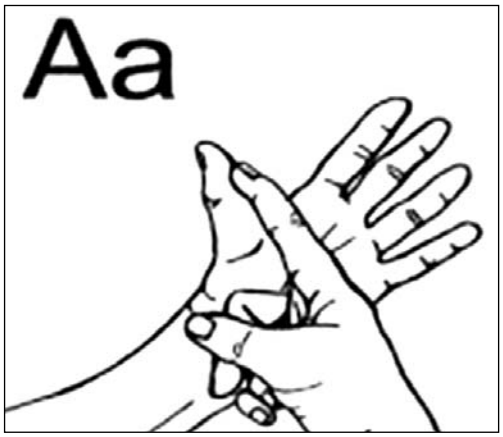
a) Learn Signs from illustrations.
b) Again could develop bingo game.
c) Without your illustrated sheet how many colour signs can you remember etc.
d) Games with flash cards – teacher splits class into groups and then teacher develops flash card games with points.
e) Many action songs will be listed.
f) The game guess who is excellent for developing sign communication i.e. Is the person a man? Does he have brown hair etc.

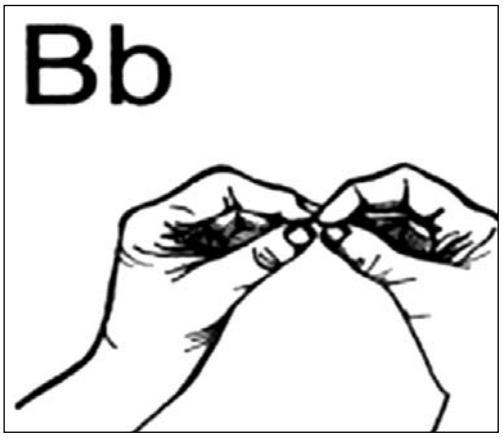
Resources

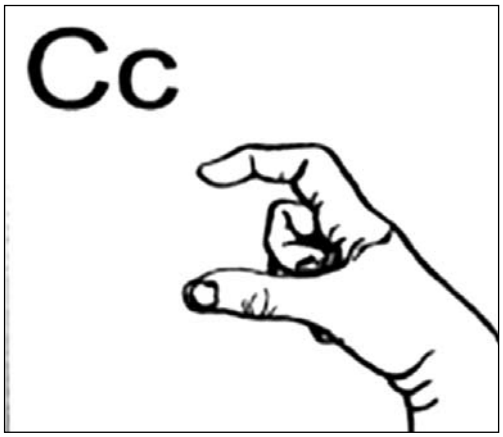
1 Forest Book Shop is the only company in the world that is solely dedicated to the resourcing of Sign Language. It's free catalogue can be obtained from:
The Forest Book Shop,
New Building,
Ellwood Road,
Milkwall,
Coleford,
Gloucs, GL16 7LE
Tel 01594 833858
Email forest@forestbooks.com

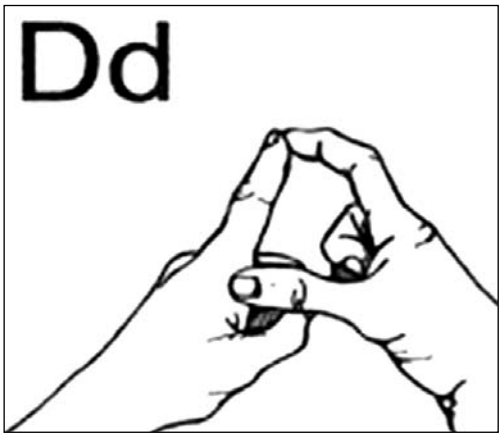
2 Curriculum Handbook
Unlocking the National Curriculum, (Reception and Key Stage One),
Music and the Deaf,
The Media Centre,
7, Northumberland St.,
Huddesfield HD1 1RL
Tel 014840483115 (voice and minicom)
Fax 014840483116
Email info@matd.org.uk
Explore music across the curriculum
Leicestershire Music Publications
LMPi,
4, Church Lane,
Dingley,
Market Harborough,
Leicestershire LE16 8PG
Tel 01539 736038
Fax 01539 736038
Email info@LMP.net1.co.uk

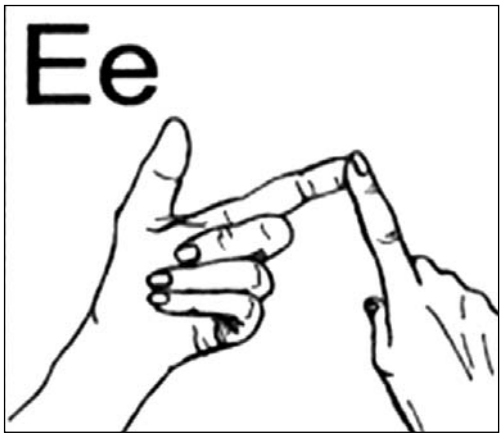
Finger Spelling

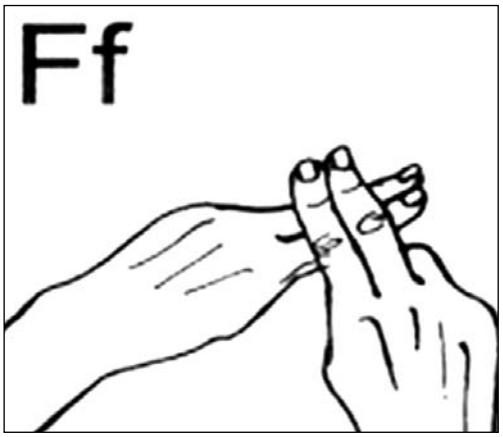




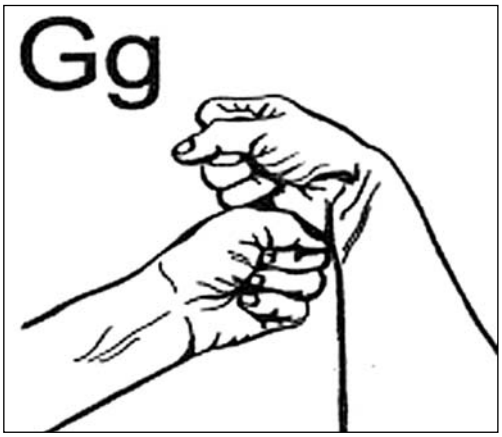


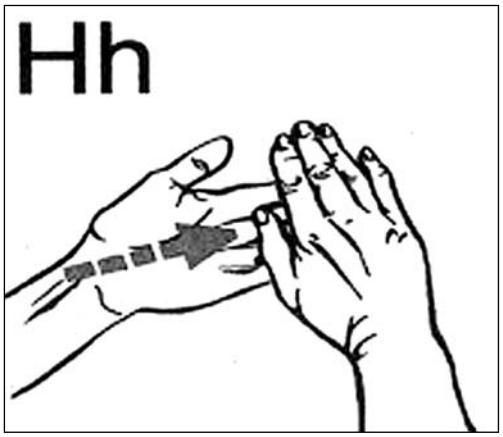


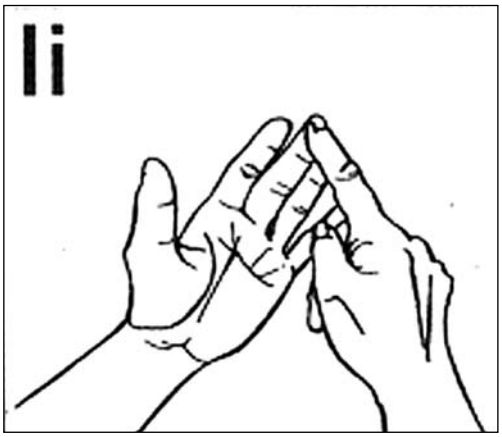


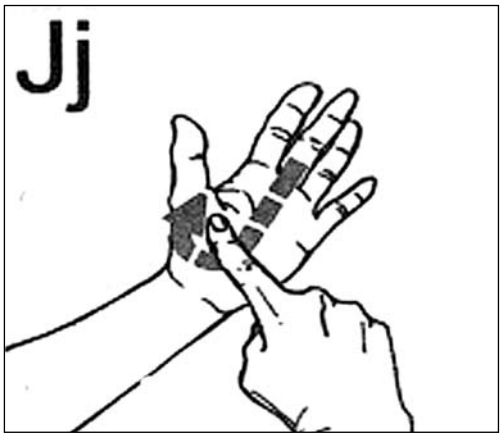


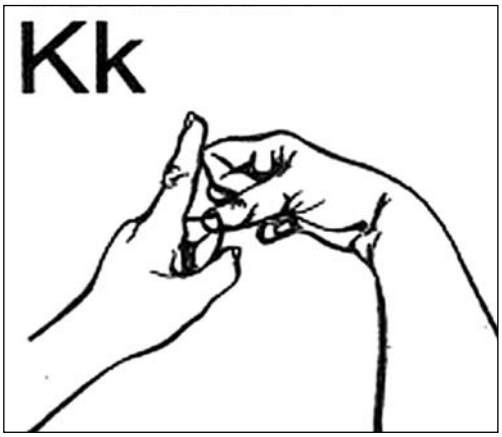
Finger Spelling

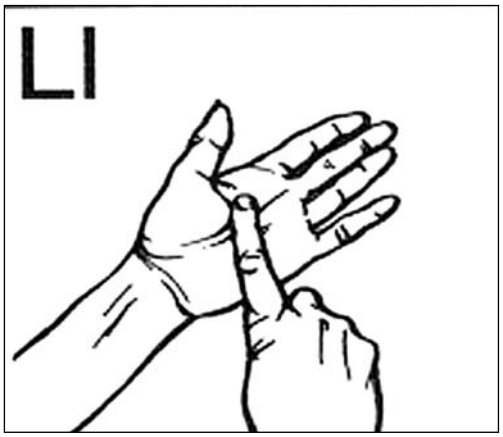












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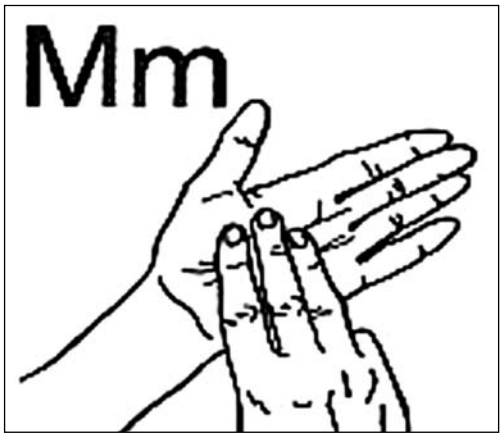

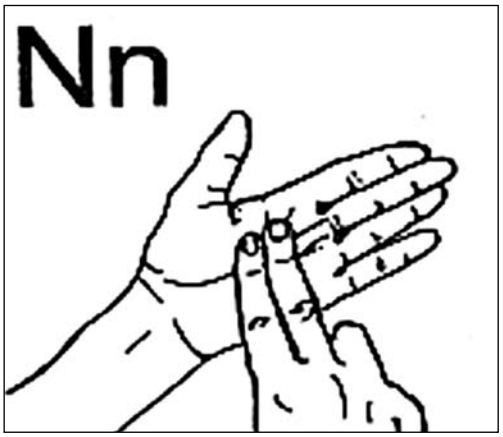

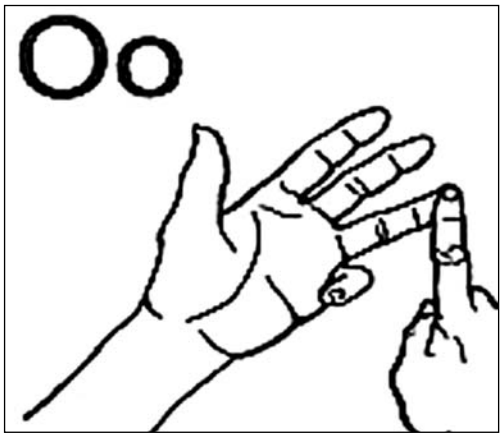

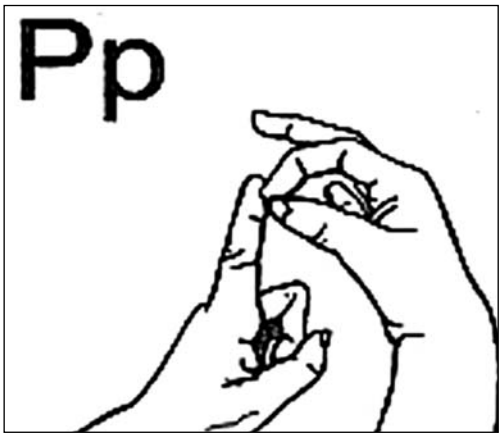

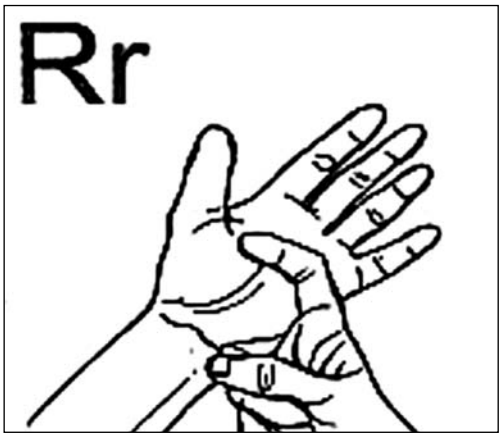

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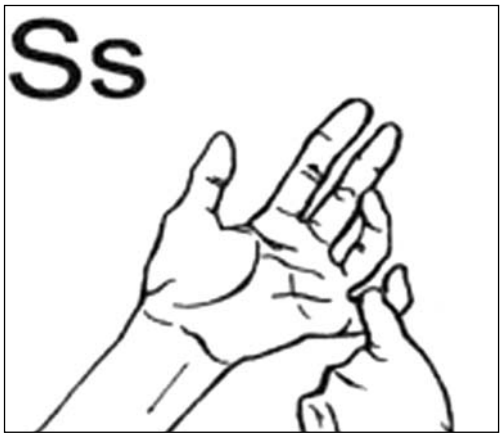

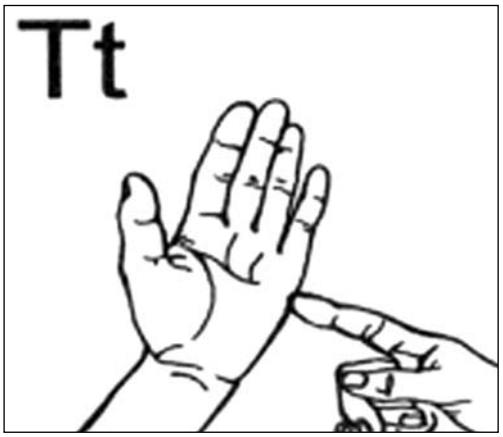

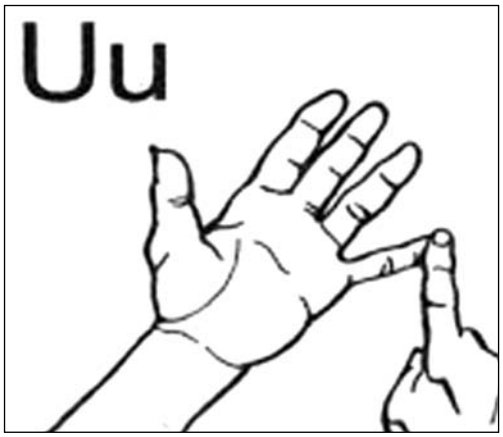

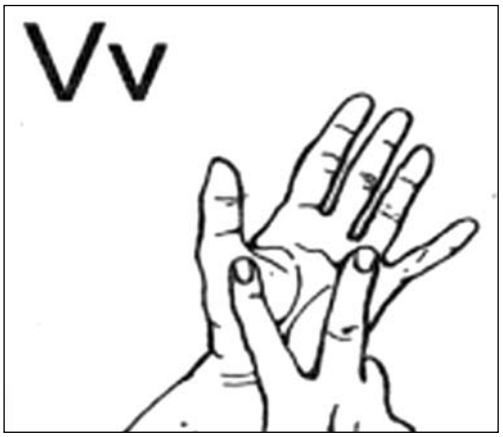

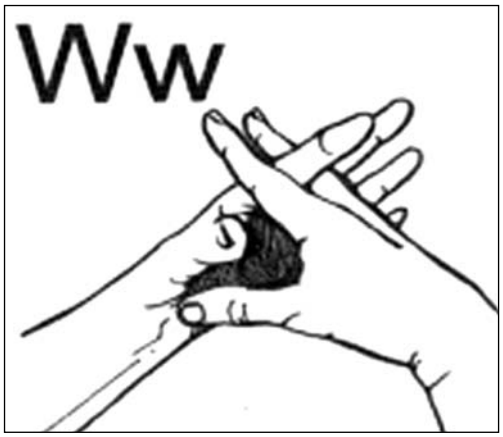

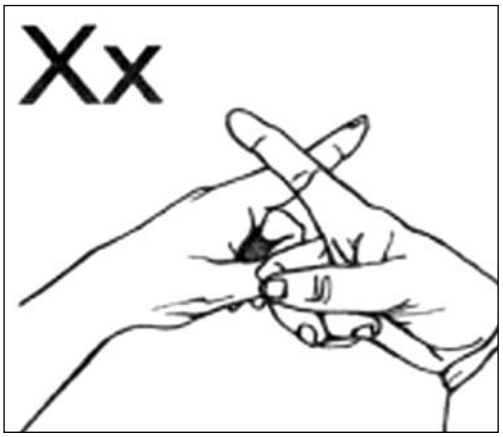

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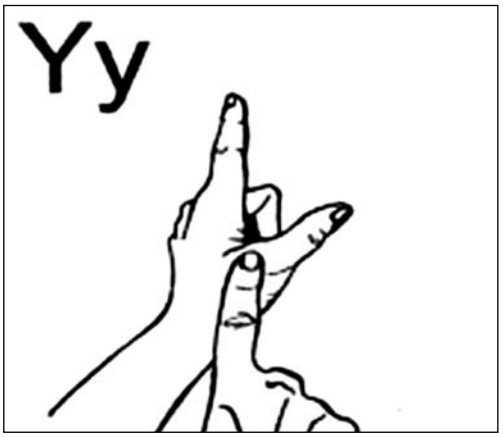

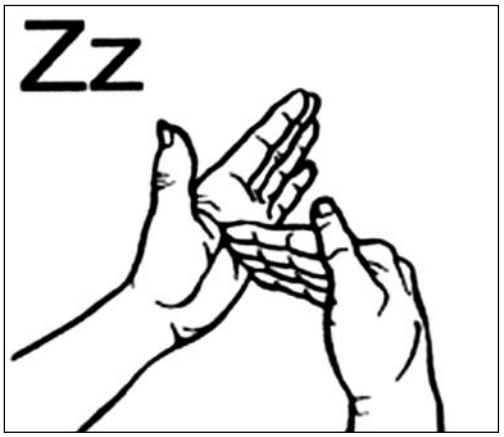

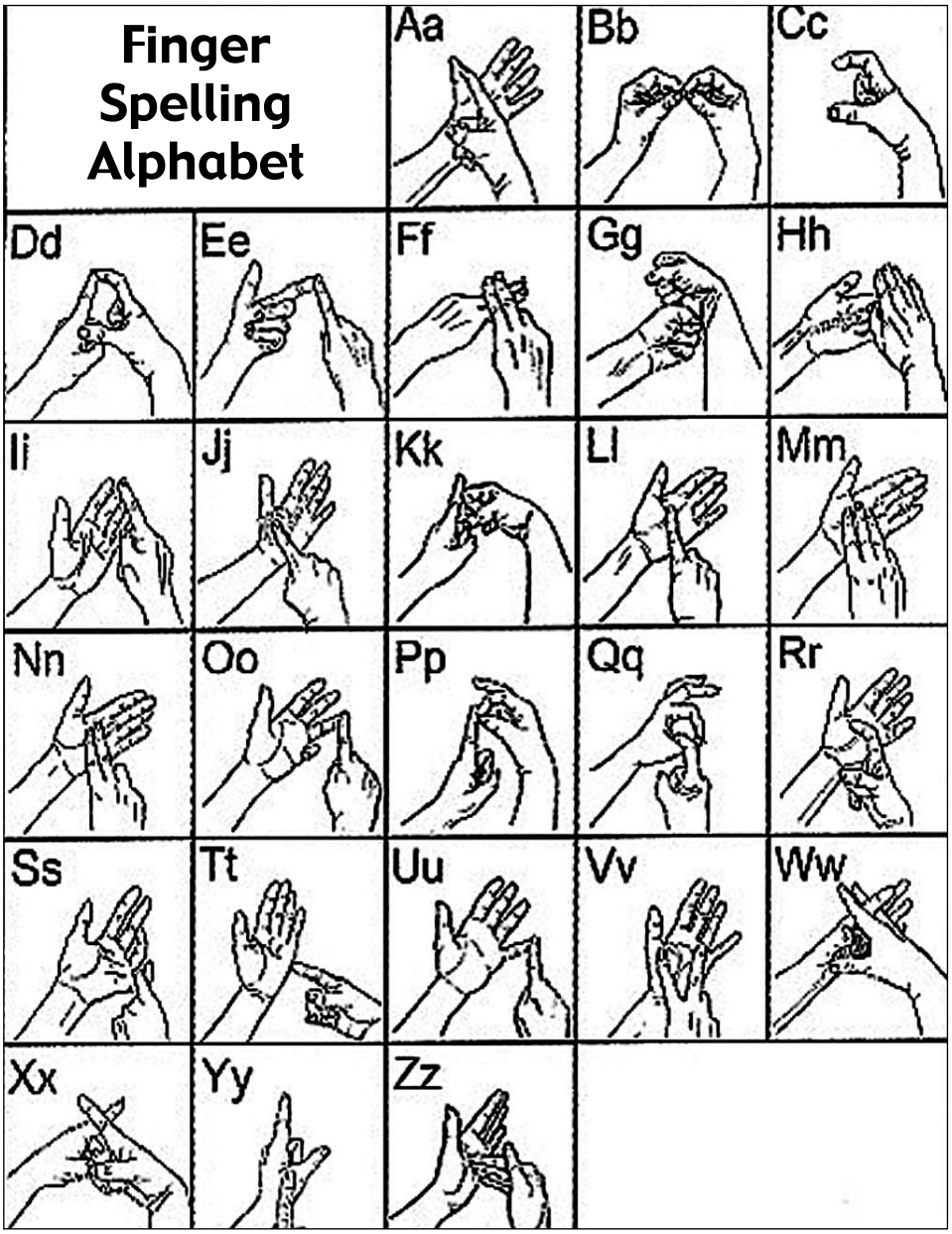

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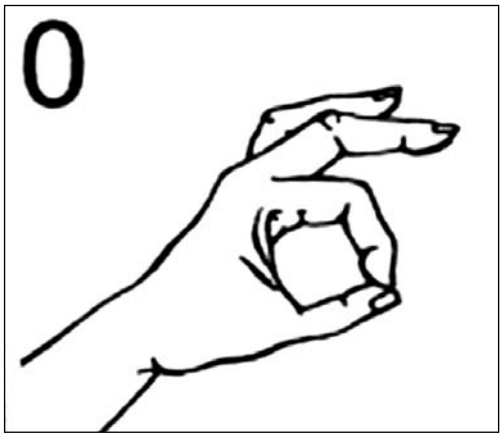

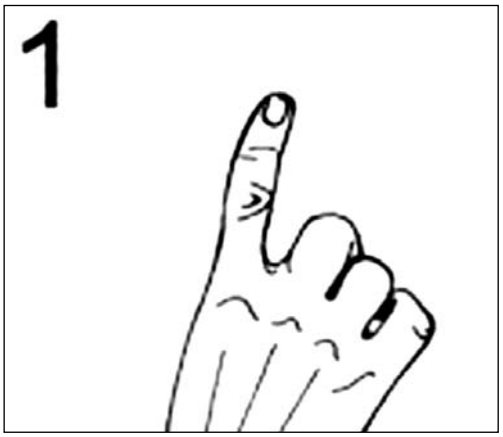

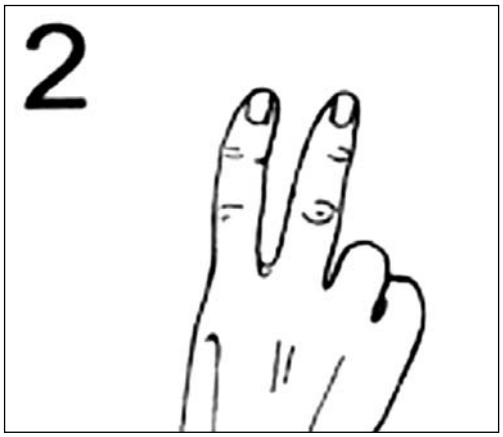

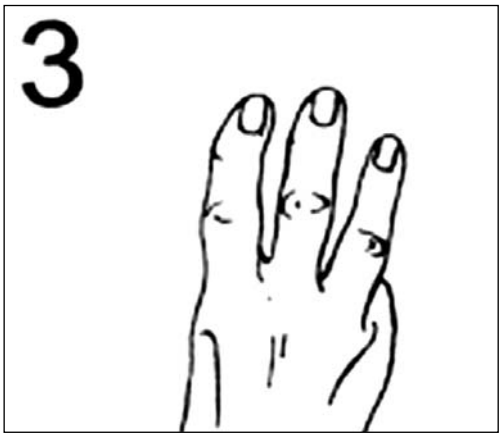

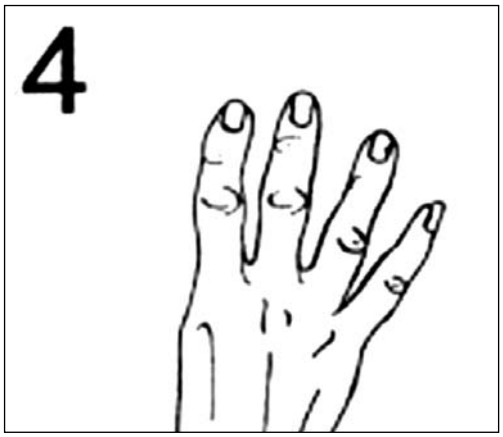

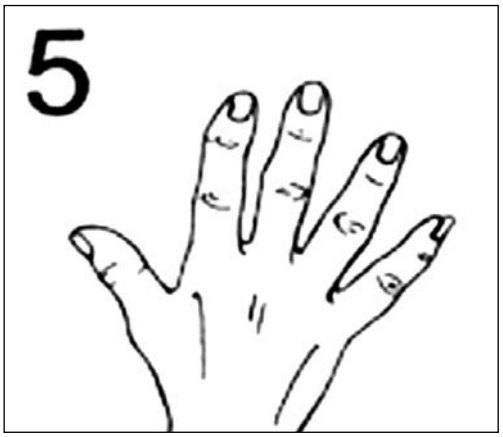

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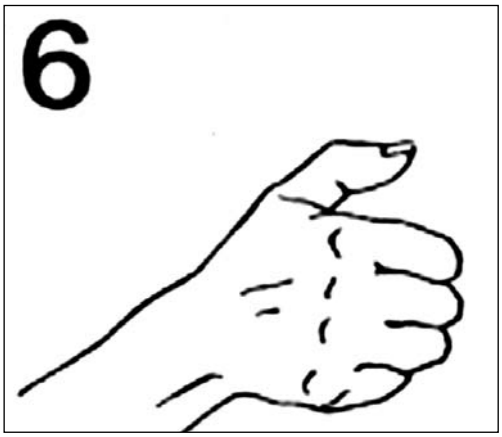

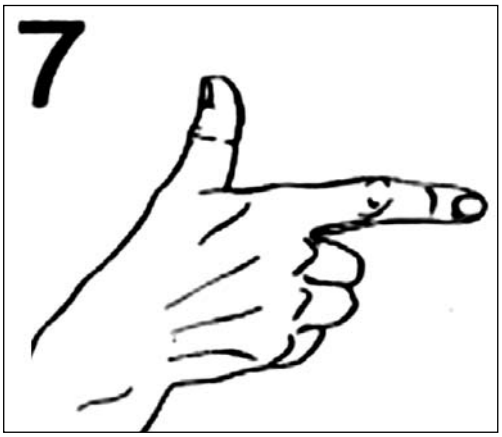

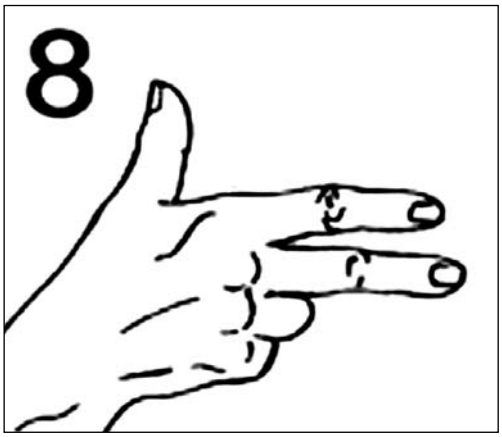

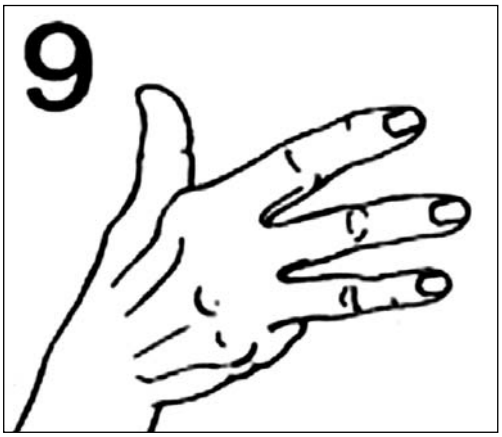

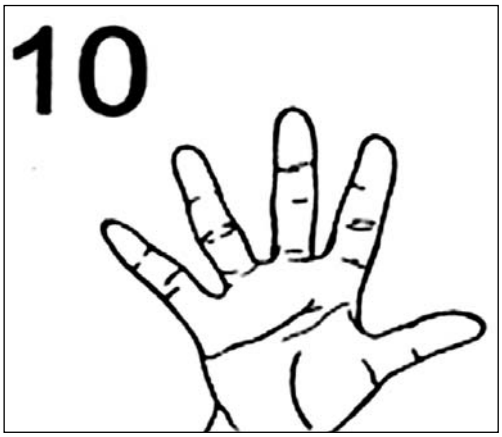

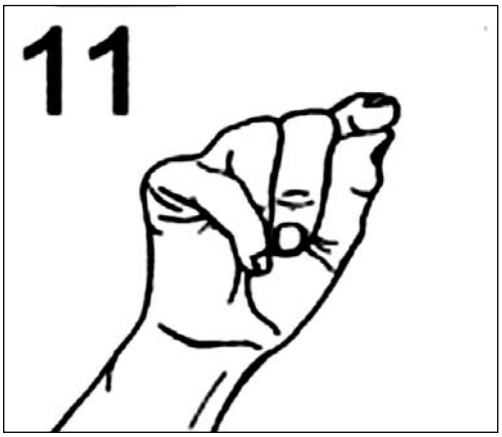

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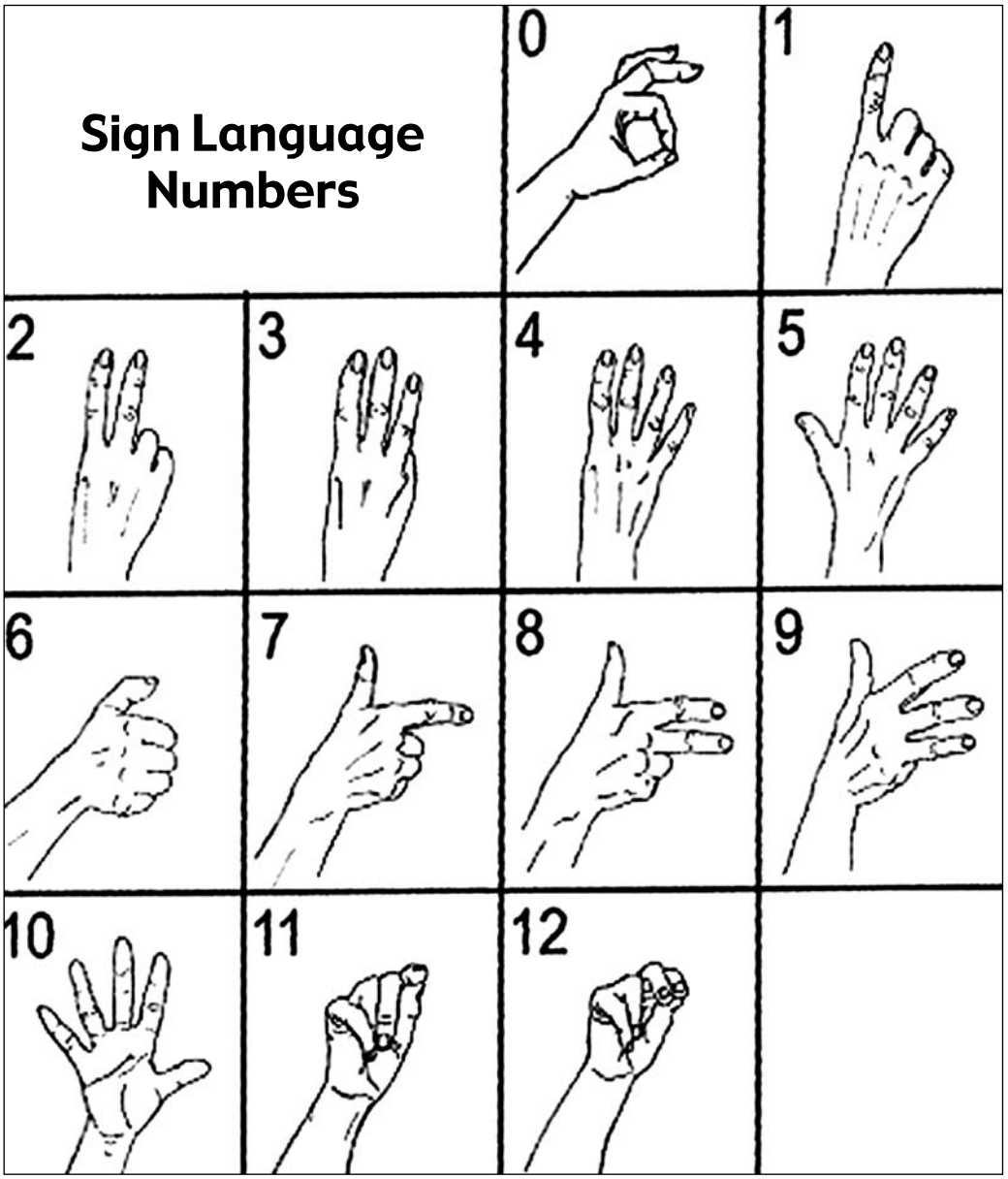
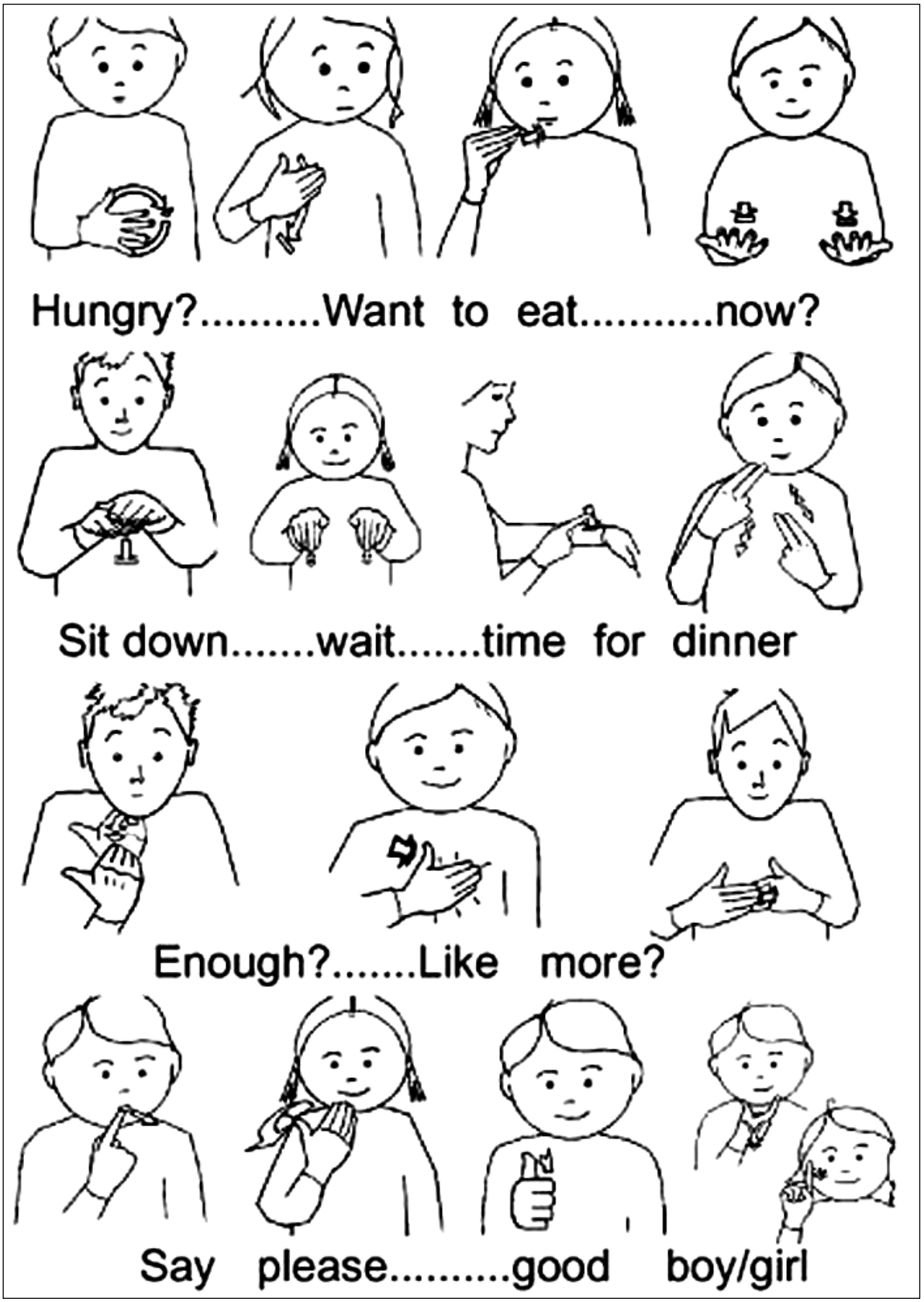


Taken from Let's Sign: Early Years BSL Child and Carer Guide.
Available from Forest Books
The New Building, Ellwood Road, Milkwall, Coleford, Gloucestershire GL6 7LE.
Tel: 01594 833858 Fax: 01594 833446 email: forest@forestbooks.com

Everyday Signs



Everyday Signs

Finish now.....play later

Upstairs.....bath time.....

wash hair...towel dry..... nice and warm.....

to bed..... ...kiss kiss.....night night.

Everyday Signs: Greeting Signs

hello

welcome

good

morning

afternoon

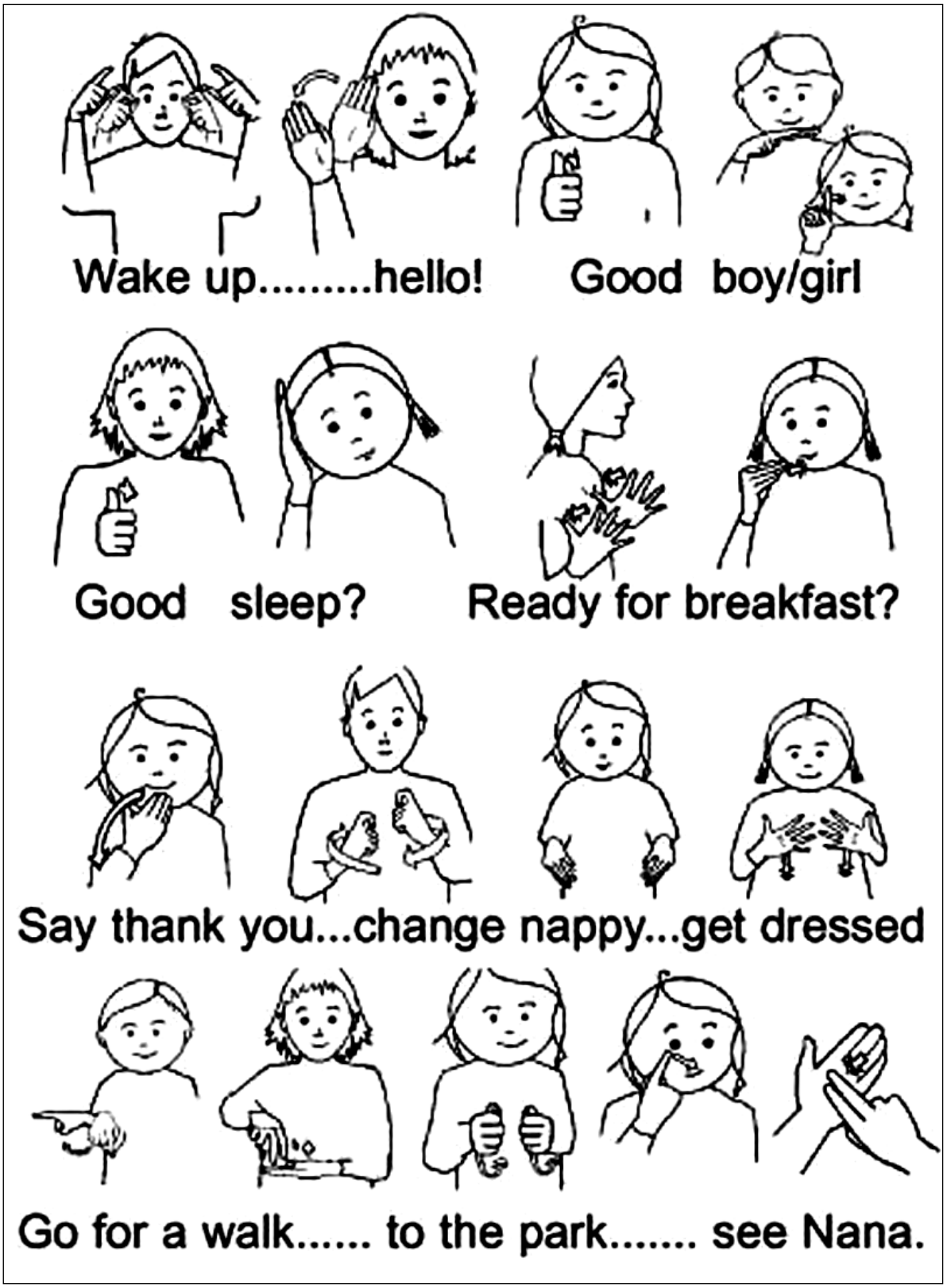
evening/night

name

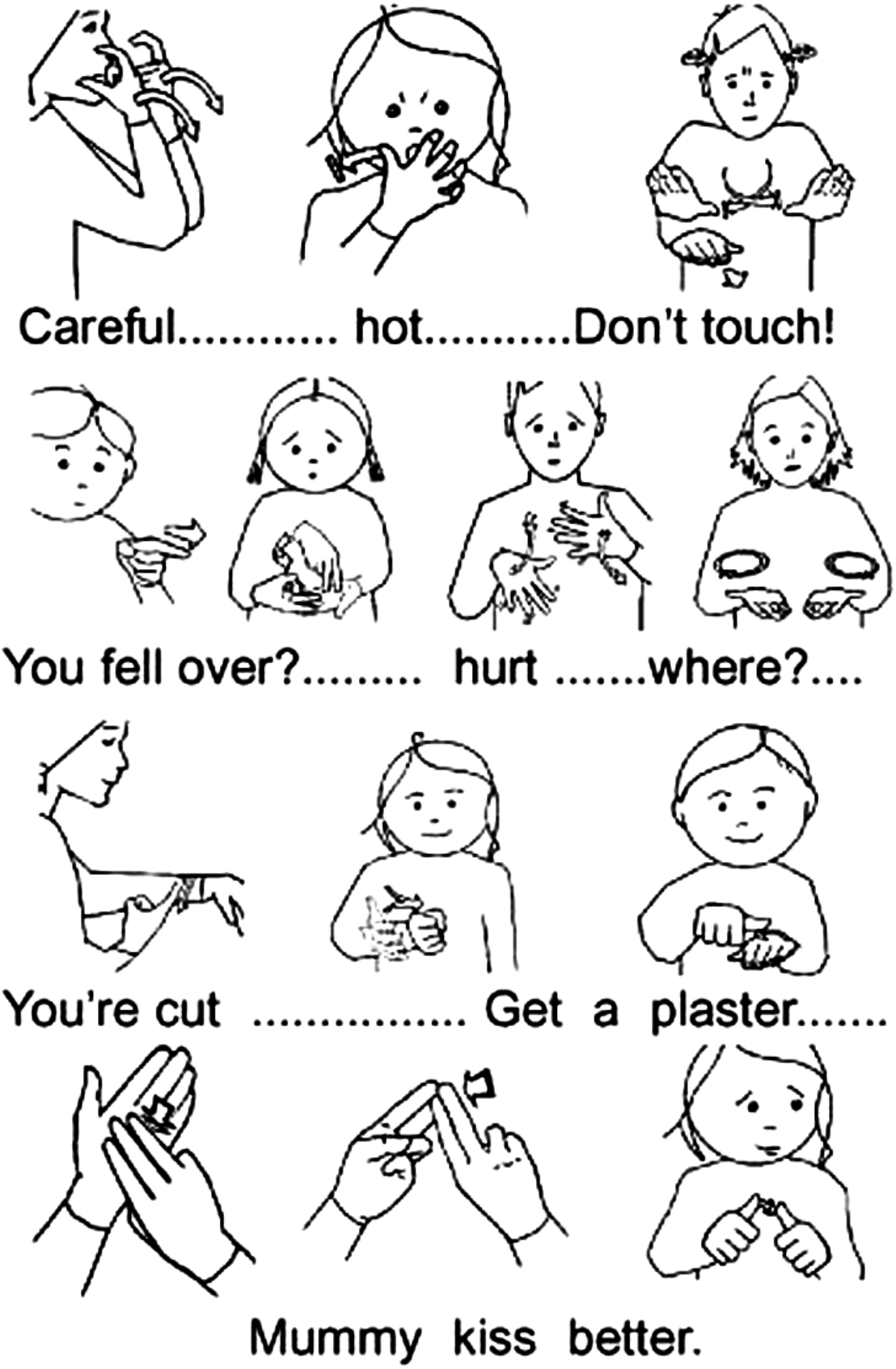
what?

please/thanks

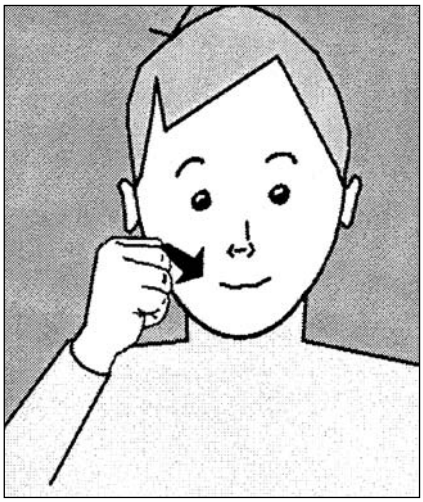
Everyday Signs



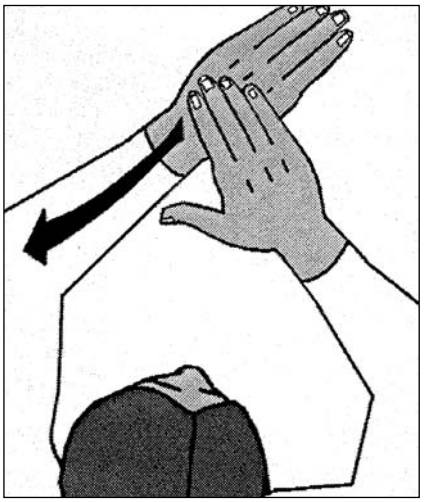
Everyday Signs



Everyday Signs

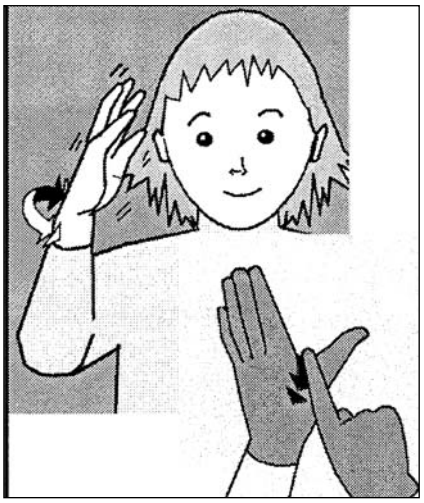


black

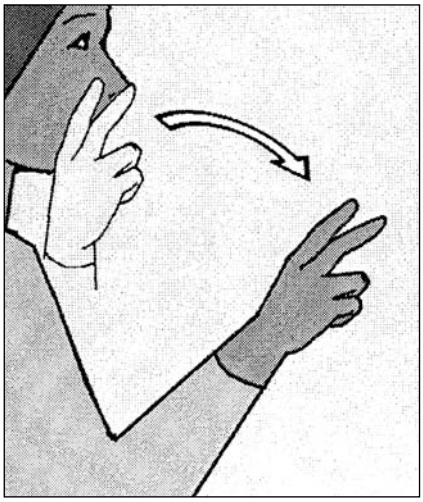


green

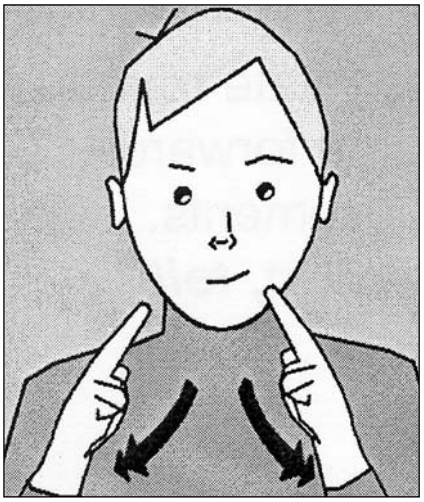
red



yellow

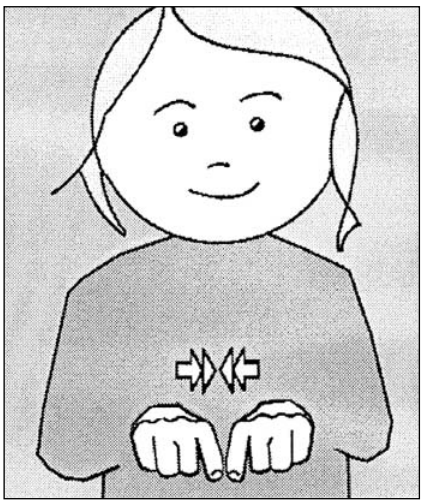


look

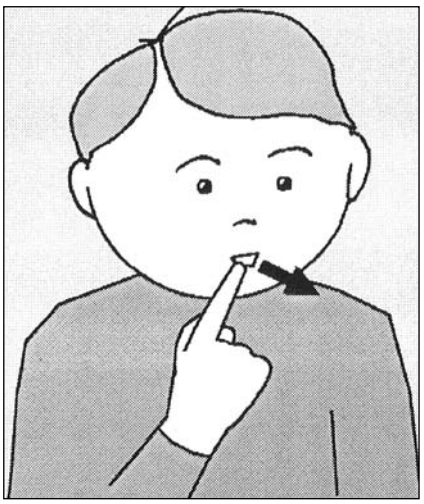


teacher

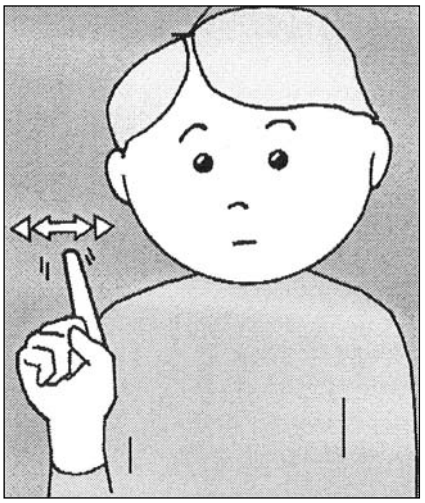
Everyday Signs



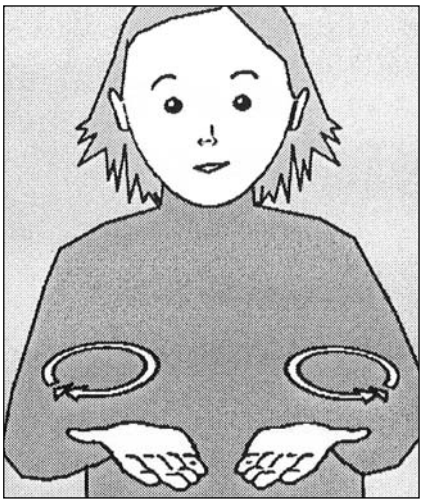
same, like



say, tell



what



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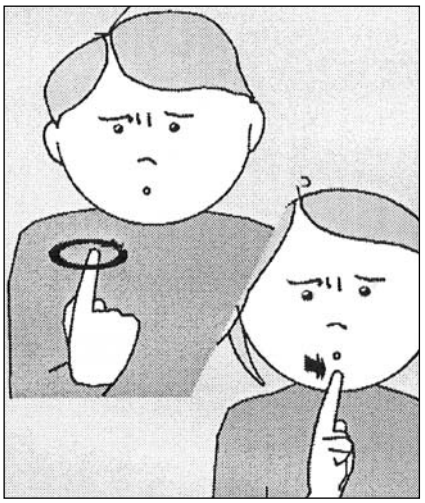

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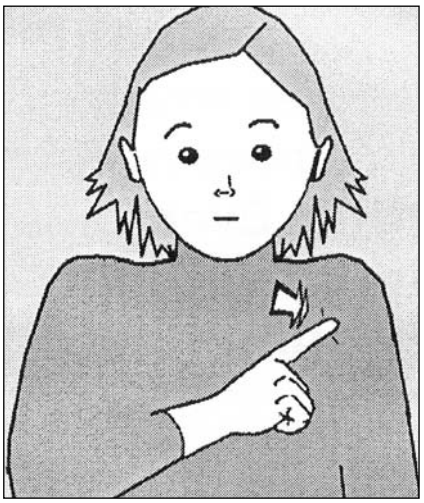


why

Words to Ten Signed Action Songs

You'll find these songs on the video

FIVE CURRANT BUNS IN A BAKER'S SHOP

Five currant buns in a Baker's Shop.
Round and fat with sugar on the top
Along came a boy with a penny one day
Bought a currant bun
And took it away

Four currant buns in a Baker's Shop
Round and fat with sugar on the top
Along came a boy with a penny one day
Bought a currant bun
And took it away

Three currant buns in a Baker's Shop
Round and fat with sugar on the top
Along came a boy with a penny one day
Bought a currant bun
And took it away

Two currant buns in a Baker's Shop
Round and fat with sugar on the top
Along came a boy with a penny one day
Bought a currant bun
And took it away

One currant bun in a Baker's Shop
Round and fat with sugar on the top
Along came a boy with a penny one day
Bought a currant bun
And took it away

No currant buns in a Baker's Shop
Round and fat with sugar on the top
Along came a boy with a penny one day
"Sorry" said the Baker
"There are no currant buns left today"

Words to Ten Signed Action Songs

You'll find these songs on the video

FIVE LITTLE DUCKS

Five little ducks went swimming one day
Over the hills and far away
Mother Duck said Quack Quack, Quack Quack
But only four little ducks came back

Four little ducks went swimming one day
Over the hills and far away
Mother Duck said Quack Quack, Quack Quack
But only three little ducks came back

Three little ducks went swimming one day
Over the hills and far away
Mother Duck said Quack Quack, Quack Quack
But only two little ducks came back

Two little ducks went swimming one day
Over the hills and far away
Mother Duck said Quack Quack, Quack Quack
But only one little ducks came back

One little duck went swimming one day
Over the hills and far away
Mother Duck said Quack Quack, Quack Quack
And five little ducks came swimming back

Words to Ten Signed Action Songs

You'll find these songs on the video

HEAD, SHOULDERS, KNEES AND TOES

Heads, shoulders, knees and toes,
Knees and toes,
Heads, shoulders, knees and toes,
Knees and toes,
And eyes and ears and mouth and nose
Heads, shoulders, knees and toes,
Knees and toes

Words to Ten Signed Action Songs

You'll find these songs on the video

HERE WE GO ROUND THE MULBERRY BUSH

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush
Here we go round the mulberry bush,
On a cold and frosty morning

This is the way we clap our hands
Clap our hands, we clap our hands
This is the way we clap our hands
On a cold and frosty morning

This is the way we wash our clothes
Wash our clothes, wash our clothes
This is the way we wash our clothes
On a cold and frosty morning

This is the way we iron our clothes
Iron our clothes, iron our clothes
This is the way we iron our clothes
On a cold and frosty morning

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush
Here we go round the mulberry bush,
On a cold and frosty morning

Words to Ten Signed Action Songs

You'll find these songs on the video

IF YOU'RE HAPPY

If you're happy an you know it, Clap your hands
If you're happy and you know it, Clap your hands
If you're happy and you know it
Then you'll surely want to show it
If you're happy an you know it, Clap your hands

If you're happy and you know it, Nod your head
If you're happy and you know it, Nod your head
If you're happy and you know it
Then you'll surely want to show it
If you're happy and you know it, Nod your head

If you're happy and you know it, Stamp your feet
If you're happy and you know it, Stamp your feet
If you're happy and you know it
Then you'll surely want to show it
If you're happy and you know it, Stamp your feet

Words to Ten Signed Action Songs

You'll find these songs on the video

I HAVE A BODY

I have a body, a very busy body
And it goes everywhere with me
And on that body I have a nose,
And it goes everywhere with me
And I sniff sniff here, sniff sniff there
Sniff sniff sniff sniff everywhere

I have a body, a very busy body
And it goes everywhere with me
And on that body I have some hands
And they go everywhere with me
And I clap clap here
Clap clap there
Clap clap clap clap everywhere

I have a body, a very busy body
And I goes everywhere with me
And on that body I have some feet
And they go everywhere with me
And I stamp stamp here
Stamp stamp there
Stamp stamp stamp stamp everywhere

I have a body, a very busy body
And it goes everywhere with me
And on that body I have a nose,
And it goes everywhere with me
And I sniff sniff here, sniff sniff there
Sniff sniff sniff sniff everywhere
Clap clap here clap clap there
Clap clap clap clap everywhere
Stamp stamp here stamp stamp there
Stamp stamp stamp stamp everywhere

I have a body, a very busy body
And it goes everywhere with me

Words to Ten Signed Action Songs

You'll find these songs on the video

SING A RAINBOW

Red and yellow and pink and green
Purple and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too

Listen with your eyes
Listen with your eyes
And sing everything you see
You can sing a rainbow
Sing a rainbow
Sing a rainbow too

Red and yellow and pink and green
Purple and orange and blue
No we can sing a rainbow
Sing a rainbow
Sing a rainbow too

Words to Ten Signed Action Songs

You'll find these songs on the video

TEN FAT SAUSAGES

Ten fat sausages sizzling in the pan
Ten fat sausages sizzling in the pan
One went POP and another went BANG
There were eight fat sausages sizzling in the pan

Eight fat sausages sizzling in the pan
Eight fat sausages sizzling in the pan
One went POP and another went BANG
There were six fat sausages sizzling in the pan

Six fat sausages sizzling in the pan
Six fat sausages sizzling in the pan
One went POP and another went BANG
There were Four fat sausages sizzling in the pan

Four fat sausages sizzling in the pan
Four fat sausages sizzling in the pan
One went POP and another went BANG
There were Two fat sausages sizzling in the pan

Two fat sausages sizzling in the pan
Two fat sausages sizzling in the pan
One went POP and another went BANG
There were NO fat sausages sizzling in the pan

Words to Ten Signed Action Songs

You'll find these songs on the video

TEN IN THE BED

There were ten in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were nine in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were eight in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were seven in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were six in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were five in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were four in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were three in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were two in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out

There were one in the bed
And the little one said
"Roll over! Roll over!"
So they all rolled over and
one fell out
And this little one said
"Good night!"

Words to Ten Signed Action Songs

You'll find these songs on the video

THESE ARE MY EYES

These are my eyes
These are my eyes
These are my eyes – so I can see!

These are my ears
These are my ears
These are my ears – so I can hear!

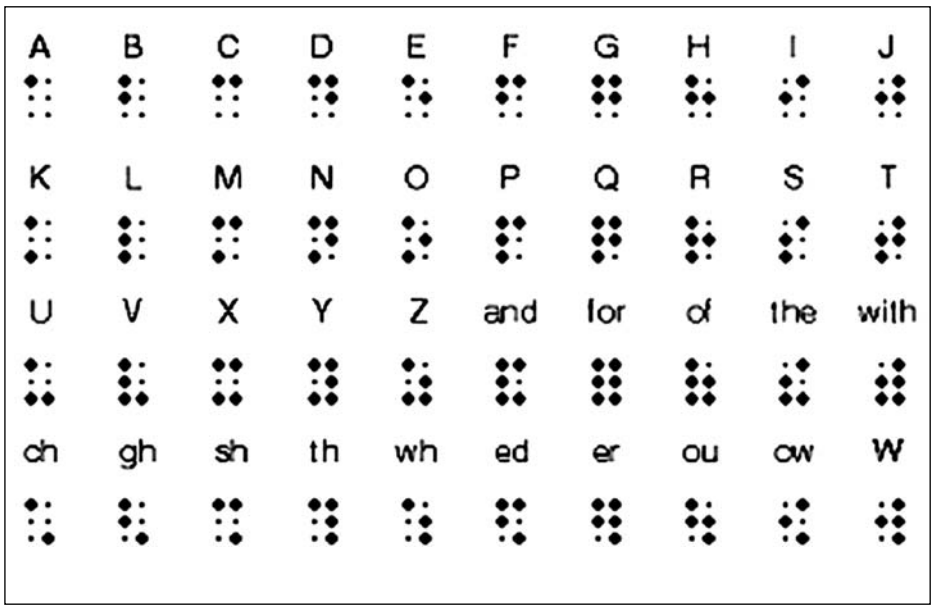
This is my nose
This is my nose
This is my nose – so I can smell!

This is my tongue
This is my tongue
This is my tongue – so I can taste!

These are my hands
These are my hands
These are my hands – so I can feel!

15 COMMUNICATION FOR BLIND AND VISUALLY IMPAIRED PEOPLE

The English Braille Alphabet



What is braille ?

Braille is a medium which allows a non-sighted person to read text by touch, is also a method for writing tactile text.

The braille code is physically presented as raised dots, usually arranged in cells of up to 6 dots. This is why braille writing devices have six main keys – each key controls a dot in the braille cell.

The basic code is called grade 1 braille; it is a direct substitution of normal print letters for letters from the braille alphabet.

In practice, most braille users do not employ grade 1 braille, they use grade 2. Grade 2 is a shorter form which makes reading and writing braille much faster.

It can take several months to learn to read and write in grade 2 code. A competent writer of braille has a speed advantage over the person who writes in conventional text, whether hand-written or typed, since braille is a faster recording medium than either of them.

Writing Braille by hand is accomplished by means of a device called a slate that consists of two metal plates hinged together to permit a sheet of paper to be inserted between them. Some slates have a wooden base or guide board onto which the paper is clamped. The upper of the two metal plates, the guide plate, has cell-sized windows under each of these, in the lower plate, are six slight pits in the Braille dot pattern. A stylus is used to press the paper against the pits to form the raised dots. A person using Braille

writes from right to left; when the sheet is turned over, the dots face upward and are read from left to right.

The Perkins Brailler

Braille is also produced by special machines with six keys, one for each dot in the Braille cell. The first Braille writing machine, the Hall Braille writer, was invented in 1892 by Frank H. Hall, superintendent of the Illinois School for the Blind. A modified form of this device is still in use today, as are later, similar devices. A recent innovation for producing Braille is electric embossing machines similar to electric typewriters.

In addition to the literary Braille code, there are other codes utilizing the Braille cell but with other meanings assigned to each configuration. The Nemeth Code of Braille Mathematics and Scientific Notation (1965) provides for Braille representation of the many special symbols used in advanced mathematical and technical material. There are also special Braille codes or modifications for musical notation, shorthand, and, of course, many of the more common languages of the world.

Activities on Braille

1) Collect a large number of cardboard half dozen egg boxes. Each box can represent one braille letter with the part which is shaped to the egg being removed where there is no braille raised dot. Children can then work on these to make their name. Once each letter has been shaped stick therm onto a stripo of card. They can now be painted with the tips which are raised painted in black. These can be stuck up or children can try and work out using a braille card whose name goes with who.

2) Purchase a braille tool, template and cards from RNIB shop. www.rnib.org.uk. Make a braille place name for each child in the setting. Remember to work right to left and reverse the point pattern as working back to front.

3) Read the story of Louise Braille – *Disabled People Who Have Made a Difference*. Get the children to think of other ways blind people could get information that is in writing or pictures. Make a list and try out different things they suggest. Which is the best?

Remember it takes about three years to become a proficient braille user. Many adults who lose their sight cannot learn braille. They use radio, telephone, tape recorders and talking books. Some use Moon which is a system of larger raised symbols which is easier to feel, but not as efficient as braille.

A Moon character forms part of a line based system and as such presents a larger tactile stimulus than a Braille cell. This was found to be of particular benefit to the pupil with poorly developed tactile skills in learning to discriminate characters.

In the present day Information Technology is greatly helping disabled people. The internet and e-mails can be browsed and the computer using programs such as jaws can speak what is scanned to the blind or visually impaired person. CCTV can be used to magnify type and pictures for those who need larger print.

Thermo-plastic printers can print raised diagrams and pictures to be felt and TV and Film can be audio described.

16 GOOD PRACTICES IN THE CLASSROOM*

Micheline Mason

**Reprinted from 'Disability Equality in the Classroom: A Human Rights Issue' Rieser and Mason ILEA (1990) DEE (1992) www.diseed.org.uk.*

Teachers will have to modify this depending on which age group they are teaching.

Good practices within the classroom towards the issues of disability are the major teaching methods that should be used. Teaching by example.

1) The school should have a whole-school policy towards disability. All the school's practices should be examined with the assumption that some of the staff and pupils affected by the practices will have impairments. This includes everything from fire drill to collecting the dinner money.

2) Structures should be developed whereby all incoming staff and students can define their own "special needs", e.g. all new pupils could introduce themselves to their class by answering the following questions:

(a) What's your name?
(b) How old are you?
(c) What do you like best about yourself?
(d) What do you like doing best?
(e) What do you find difficult to do?
(f) What things might you need some help with?
(g) What don't you like people doing to you?

3) In addition to this a short profile of each child's needs should be written for all the staff to refer to if this is necessary. If the child is able, they should write their own profile.

4) If a child defines a need which can be acted upon straightaway, then it should be done, e.g. a change of position so s/he can see/hear better.

5) If physical arrangements in the classroom have to be altered, or "rules" introduced to allow access to someone in a wheelchair for example, it would be better to do this with the presence and co-operation of the fellow classmates who will then understand the

need behind the request, e.g. pushing chairs back under the tables instead of leaving them blocking the pathways through the classroom.

6) If a child cannot communicate on this level because of age or lack of speech/language, then invite an advocate to attend the first day(s) and ask them the same questions.

7) Make sure the teachers and other staff consult the parents of any child about their needs. All people are individuals and even the most extensive reading into impairment will not give you the information you need about a particular child. Nor will "medical" information.

8) If a child's impairment is affected by environment factors, e.g. allergy to chalk dust, then make any attempts to lessen or eliminate these factors consciously and publicly. You are "teaching" that people matter.

9) Make sure there are positive images of disabled people, especially children in the books, posters photographs and other materials you might use. Remember to include images of black and other minority groups amongst these.

10) Be aware of different cultures, attitudes and beliefs around disability. This is particularly important in a school where many children speak a first language that may not be understood by the teachers. Disabled pupils may be being subjected to all kinds of teasing and abuse quite without the knowledge of the staff. Dealing with this will have to be done with great sensitivity.

11) Bring up the issue of language and disability from nursery age upwards. Do not allow the names of disabilities to be used as insults, e.g. dummy, spastic, deafy, etc, and be very careful of your own language as an educator. Consider even the use of very common words- ugly, stupid, silly, daft, clumsy, naughty – what does it do to label anyone with these negative judgements?

12) Never confuse a person with their behaviour. "That boy is behaving in a destructive way" is very different to "That boy is destructive". It is important that children are reassured that a good person can behave in bad ways – including themselves- because once self-esteem is lost by the message "I am bad" then it will automatically follow that they will try to compensate by labelling others as "also bad" or "worse" – usually weaker and less able or more troubled persons than themselves. People with high self-

esteem do not abuse others, nor are they usually victims of abuse. Having a disability is not a factor that alters this.

13) Encourage any child with a disability to organise some group activities around their own strengths, e.g. "crawling" games led by a child who cannot walk, "guess the object in the black bag by touch" game led by a blind child, "mime" games led by a deaf child. This may involve you in some careful observation of what a child's strengths may be. It is important that you point out that if a child with a disability comes out as superior at manoeuvring their wheelchair or differentiating objects by sound or touch, for example, this is only because of practice, not because of some magic"compensation" that "normal" people don't possess.

14) Set up a structure, formal or informal, for disabled pupils to come together to give "feedback" on the school's policy and practice as regards to their needs. This is one way of fostering a positive identity as a group, and it is important that children with mild or hidden impairments are included (children with asthma, diabetes, etc). Very young children can be included in this, and it should include such things as their relationship with any classroom aides, management of medication, fatigue, feeling "left out", etc. As they get older it would include self-image, etc.

15) Involve disabled people in the school at all levels, not as curios, invited to speak about disability, but as useful and interesting human beings. If a local disabled person has an interesting hobby, invite them in to talk about it. If they have a skill to share, ask them to come and share it. If they have time to spare, perhaps they could come and listen to children read, or do an art project, or cooking or photography. Perhaps a disabled person does puppet shows, or likes singing or is just great at playing with young children. The point is to allow contact so that questions can arise and be dealt with naturally, and at the same time the non-disabled pupils are experiencing disabled adults as having something to give.

16) Be aware that the 'non-disabled' adult world moves at a pace that is faster than is good for anyone. Children, although often physically active, are not 'driven' in the way adults are usually. That is why we are always telling them to 'Hurry up'. (How many times a day do you say 'Hurry up and…' in your classroom.) People with physical disabilities and people with learning difficulties are actually called 'Slow' as if there really is a correct speed to do things. 'Quick' is a compliment, 'Slow' is an insult. Do we ever stop and ask ourselves why?

17) At the same time as non-disabled people try to hurry us up, when they want us to do something, they use their power to make us WAIT in almost every situation when we need them to do something for us. Disabled people wait for transport, wait to go to the loo, wait for a bath, wait to go for a walk, wait in hospitals – you name it, we wait for it. But we mustn't get impatient because we might annoy our helpers. This is one of the dilemmas of dependence. It happens to young children and older people as well. Waiting is institutionalised in this country for disabled people. Our time, like our lives, is not considered to be important. As we move forward towards self-respect and equality, it can be expected that we will lose our endurance and false patience. However difficult it may feel to the non-disabled, this trend should be encouraged by our allies. Disabled people learn to use time in different, and often much more efficient ways than able bodied people. We often do less and achieve more. This is also true of people with learning difficulties. People who are non-disabled are often most challenged by our different paces, feeling enormous impatience and frustration with having to listen for five minutes to something they could have said in ten seconds, for example. This difficulty needs to be acknowledged, but the problem needs to be firmly located in the 'speediness' of society, not in our challenging behaviour.

Dealing with questions

The essential issue is one of good practice. Don't ask someone what they have "got" or what's "wrong" with them. Give them a platform from which they can define their needs in relation to you (or other pupils or staff or building, etc). With a very young child or a non-communicating child, then ask their parents. The parents can be a wonderful resource. When children ask "What's wrong with her" or some such question, they need a simple but accurate answer that explains the EFFECT of a condition, e.g. "She is a spastic" is not a good answer. The complexity of the answer should be related to the age/comprehension of the questioner e.g.,

Q. 'What's wrong with Jane?'

A. "Jane finds it difficult to make her muscles do what she wants them to do". Or

A. "Jane has a lot of difficulty co-ordinating her movements because of damage to certain parts of her brain." or

A. "Jane stopped breathing for a few minutes just after she was born. This meant that oxygen didn't get to every bit of her brain and

some cells died. The part of her brain that was damaged was the part that sends messages to her muscles to tell them when to tighten and when to relax. If the messages get a bit mixed up it makes your muscles move in ways you didn't intend. Sometimes it is very difficult to stop your muscles moving all the time. This is called athetoid cerebral palsy. These involuntary movements are just as tiring as if you were doing them on purpose. Jane uses a lot of concentration and effort to do the things she wants."

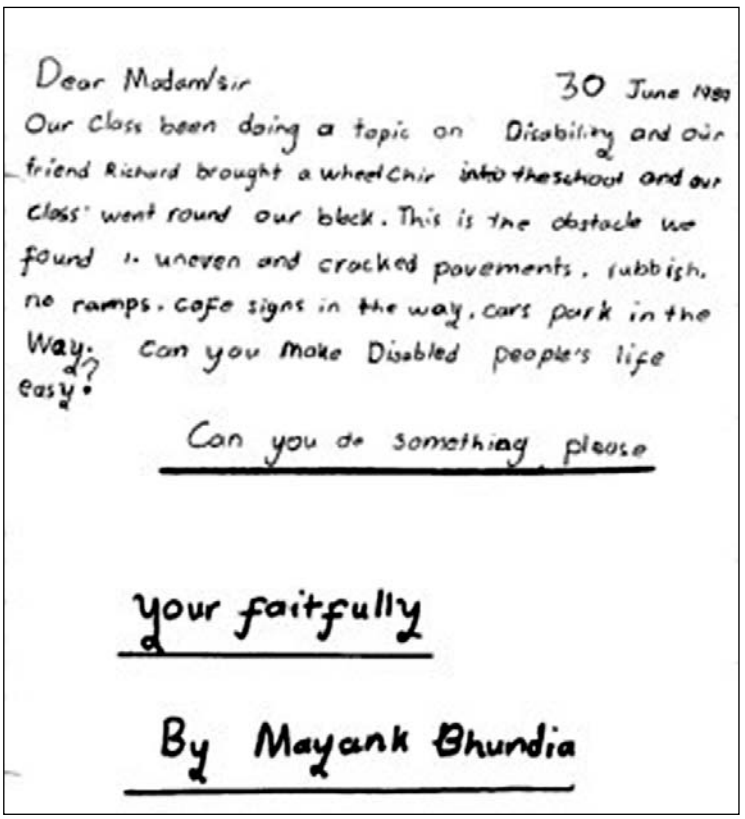
17 RAISING DISABILITY IN PRIMARY SCHOOLS*

Richard Rieser

**Reprinted from Disability Equality in the Classroom: A Human Rights Issue. ILEA 1990 Disability Equality in Education www.diseed.org.uk 1992.*

I worked at Laburnum Primary for half a day a week for two terms, starting with a full staff meeting on Disability. I then worked with five teachers and their classes for various lengths of time. The children were from four to eleven years old. The teachers were Christine Yorston (4 and 5 year olds), Susie Burrows (5 and 6 year olds), Paula Olurin (7 year olds), Carol-Anne Errington (8 and 9 year olds), Jean Banks (10 and 11 year olds).

With every age group I started by defining disability. Then I described my own impairment as openly as I could, showing the children my different sized arms, hands, legs and feet. Because I talked personally even the youngest children could identify with this. (When I tell young children that boys I taught in secondary school used to mimic me they are shocked.) I talked generally with the



Dear Madam/sir 30 June 1992

Our class been doing a topic on Disability and our friend Richard brought a wheelchir into the school and our class went round our block. This is the obstacle we found 1. uneven and cracked pavements. rubbish. no ramps. cafe signs in the way. cars park in the Way. Can you make Disabled people's life easy?

Can you do something please

your faitfully

By Mayank Bhundia

children about all sorts of impairments and attitudes in society. The idea of a continuum of impairment was important. We discussed the impairments of children in the class, adults and children in the school, other friends and relations, and their effects on people's lives. These ranged from the hidden to the very obvious, children were able to talk about their own impairments in an atmosphere of respect.

To bring impairment and differences into the open can be a great relief to any child who has tried to hide theirs, or 'cope' , or who has suffered pain, teasing or worse in silence. By describing what they may feel is unique to them, and by initiating a positive attitude in the classroom they can lose their feelings of alienation and feel valued and good about themselves, maybe for the first time.

Most of the work we went on to do was practical or discussion. The drawings, writings and paintings were mainly done with their teachers afterwards.

The practical work included:

- Simulation work on being blind, using puzzles and special games designed for blind children.
- Simulation work on being physically disabled, e.g., catching with one arm, picking things up with feet.
- Surveys of barriers to access.
- Communication- Braille, lip reading, finger spelling, sign language.
- Lesson on injuries to the central nervous system and safety. How these lead to disability and how to avoid them.

These ideas are in the National Curriculum Science and Disability Unit. I developed with Christine Yorston from the work I did in the school.

It is crucial not to do such activities in isolation. As with work on anti-racism, anti-sexism and class bias, we have to help children look at roots of discrimination against disabled people, counteract it in all its forms. It is not about being nice to disabled people. This cannot be done without continuously challenging negative language, stereotypes and images, linked with positive discussion.

You do not have to be disabled to do this. You just need to have an understanding of what it is like to

be disabled in this society. At Laburnum some good work had already been done in all areas of tackling oppression. I tried to build on this.

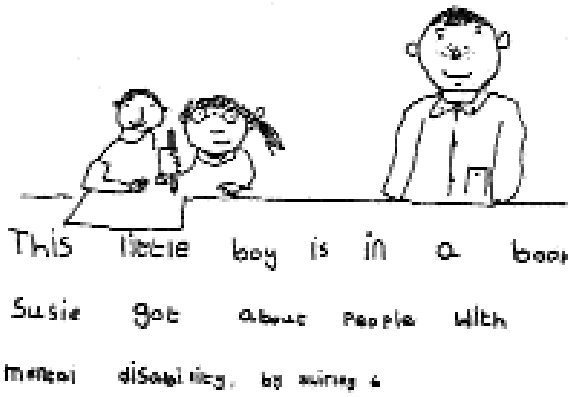
As a disabled person I had my experience to draw on, as Black teachers have their experiences when tackling racism. But as every white teacher must take on the daily struggle against racism, so must every ' non-disabled' teacher take on discrimination against disabled people. Fortunately there are always children with much to teach us all.

Richard Rieser Dec. 1989

Abraham shows what he found out about access.

Catching with one arm.

Drawings from Susie Burrows' Class, Laburnum Primary.



Teachers Comments:

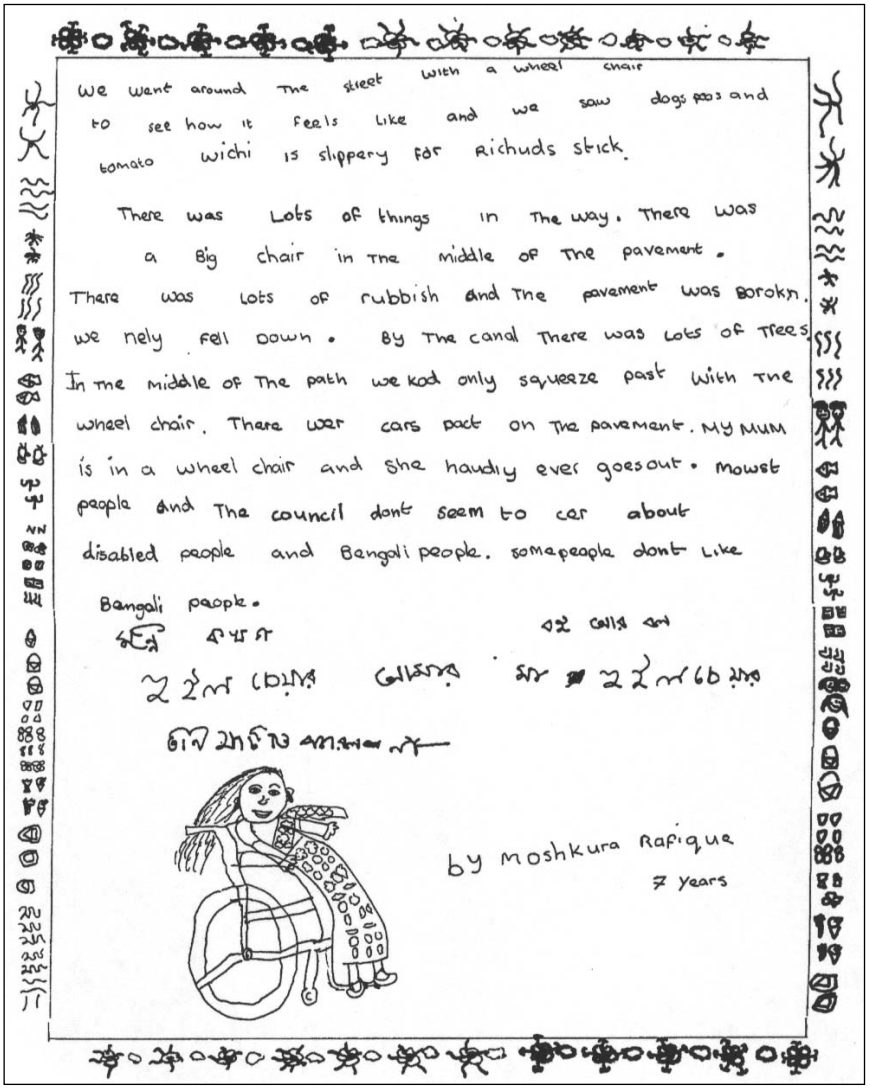
"As a Black teacher who believes very strongly in equal opportunities, I was recently made aware that there was an area of equal opportunities that I had failed to take on board, both as an individual and as a teacher.

This awareness was prompted by Richard Rieser, who presented his paper on disability at one of my school meetings.

"Richard changed my perceptions of disability and gave me the impetus to embark on a 'disability' topic with my first year junior class. We team-taught and through his own positive image and open ability to share his experiences as a disabled person, the children began their understanding of disability and treated the subject with great seriousness. A vast array of teaching and books and a variety of activities deepened their initial understanding.

Many of the activities the children undertook were of a practical nature and therefore recording took on a multi-media dimension.

These included many drama activities encouraging empathy; e.g., the crossing of the hall with apparatus representing a main road, with a blindfold and stick; a PE lesson that required work on the


We went around the steet with a wheel chair
to see how it feels like and we saw dogs poos and
tomato wichi is slippery for Richuds stick.

There was Lots of things in the way. There was
a Big chair in the middle of the pavement.
There was lots of rubbish and the pavement was Borokn.
we nely fell down. By the canal there was lots of Trees.
In the middle of the path we kod only squeeze past with the
wheel chair. There wer cars pack on the pavement. My MUM
is in a wheel chair and she haudly ever goes out. Mowst
people and the council dont seem to cer about
disabled people and Bangali people. somepeople dont Like
Bangali paople.

by moshkura Rafique
7 years

apparatus using three limbs and a great deal of thought and care. This lesson resulted in some of the most creative gymnastics work done all year and left the children with a positive attitude to Rachel (a younger child in the school who has one shorter arm). We also went on a visit to the Globe Language Unit in Tower Hamlets, and on a tour of the local area in a wheelchair noting difficulties disabled people face in the environment.

Another of the activities the children enjoyed was learning sign language alphabet and signing for deaf people or hearing impaired; constructing their own sentences using signing; making up long stories and looking up signs in their sign dictionaries. I found this work invaluable as a teacher for it succeeded in appealing to and motivating a new ESL child in my class who had hitherto been extremely reserved. Every silent reading period she would choose one of the simple sign books and sit mouthing the words and signing. I was able to use this as a springboard for a great deal of language work with her.

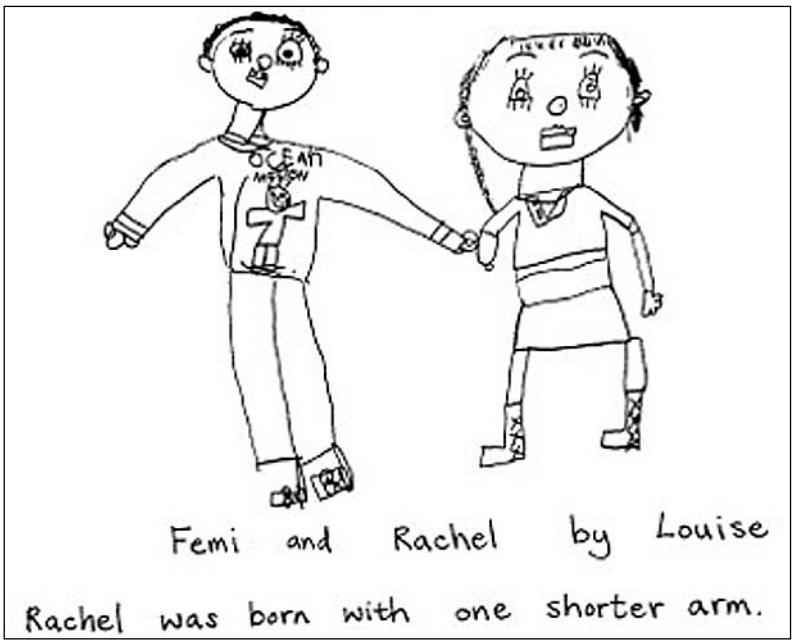
The effect of this disability topic carried out in the school and others (also motivated by Richard's talk), have been extremely positive. The whole school attitude to impairment and disabled people is now a positive one, as demonstrated by the reception of my classes' contributions to assembly concerning disability, which were received by serious interested faces.

I think that it is of vital importance that education and schools make a positive contribution in challenging and changing the discrimination that disabled people can counter in our society.

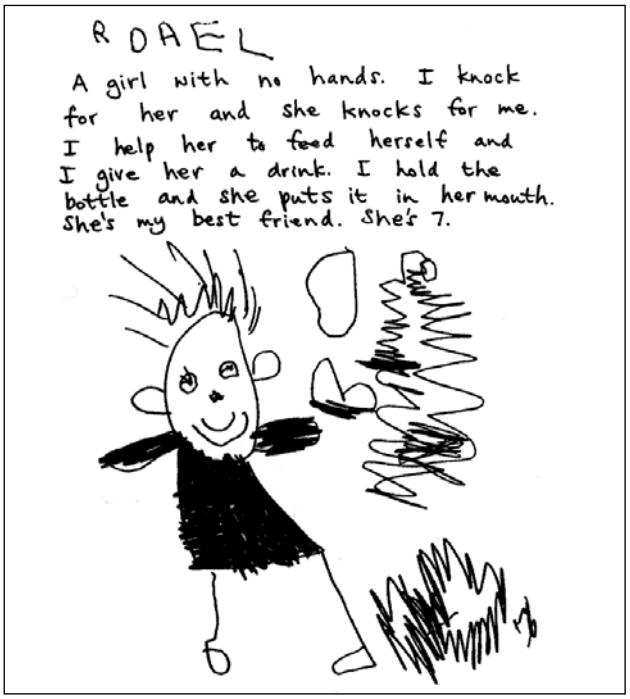
Paula Olurin Laburnum JM Dec. 1989

Back row Alvin, Bereni, Rachel, Femi and Henry. Front row Bradley, Uche, Bisi

Left to right: Nicole, Moshkura, Indiana, Salma, Ashton, Mogfura.



'Femi and Rachel' by Louise 5.



Rachel's friend by Rachel.

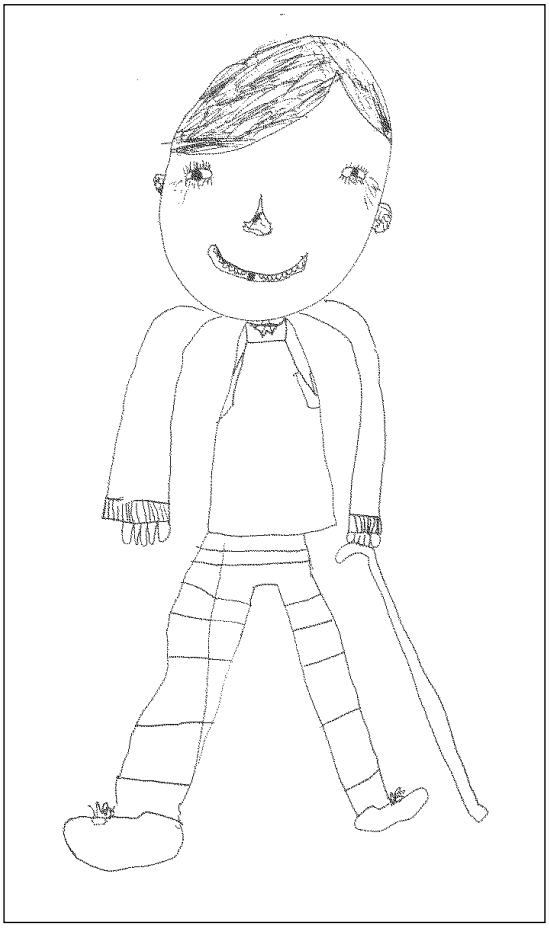
Rachel

I was born with one arm shorter. I can do laces with two hands. Shall I show you? I can do colouring with my short arm and I can carry my dinner plate on it. I can climb trees. I'm learning to swim. I can actually do most things, but maths is hard, not because of my arm, just because it's hard. Two boys used to make fun of me. They used to say 'take that off"! because I used to have a two finger thing, you can pick stuff up with. I had to go to the hospital for it. I thought it would be better but when I got used to it I didn't like it. The strap keeps coming off. I don't use it any more. I think I can do things better with my arm. When I first went into the playground I used to cry, because people pointed at my arm and laughed. I had some friends called Mariam. I'm happy now because I know all the teachers and some of the children are nice to me. When I met Richard he had a different leg, and he was like me except for his hair, and his eyes which are not blue, are they?

Aged 5.

Rachel, writing about herself.

Richard by Vid, aged 5.

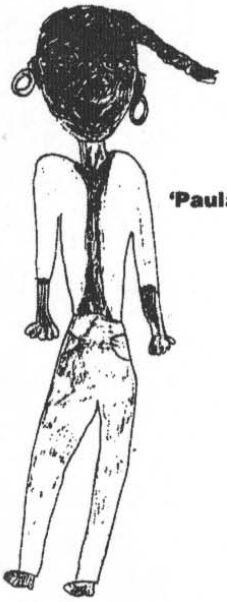


Richard come to susies classand told me about people disabled He Showed me his small leg and his foot and his big leg and his big arm and his small arm I Saw them. He carries Sahti. with his small arm and one hand and Sahti Was heavy. I like him. The two of us Played castles At the Seaside. I hugged him.

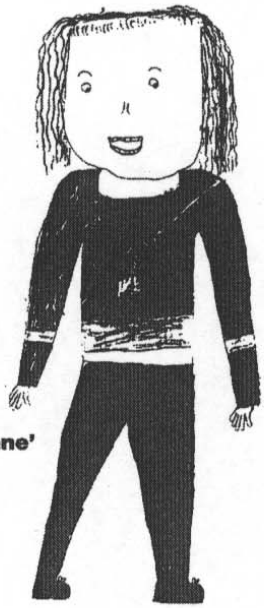
By ALVAN

Richard by Alvan, aged 5.

'Bereni has glasses'



'Paula'



'Leanne'

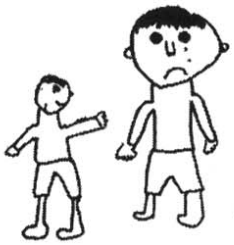
MY teAcher paula has got Eczema. we didnt Know because it is under her clauthes. But Now she told us about it. she is Allergic to milk it makes her head hot.
BY Moshkura

In Paulas class there is a girl called Leanne and she has Asthma. When she came in this class I didnt know but Paula told US. She's got a Asthma pump. it gives her more air. by Nicole.

Nasty

When Richard was a little boy at school the kids Made Fun of him because he had Polyo. and said " ararrrr you are horrbie. look at your leg." when they said that it made him feel sads. The Teacher didont let him yous the lift. People Mace Fun of uther People because they are in a Wheelchair. Sometimes they tip them out and beat them up and thay say they Won't get a girlFriend or a boyFriend because they think disabled People are horrible. sometimes disabled People think they are horrible them seIFs. Disabield People see beautiful People With No disability on the televishon or on advertisements. There arent hardy any disabled People in story Books. If your black and you never see any Pictures of black People you might feel invisible That's how disabled People must feel.

by Indianna Age 7.



'Indiana Aged 7'

Indiana, aged 7.

Mogfura's grand dad.

My grand dad can't walk properly and he can only talk a bit and 1 of his hands doesn't work too and when he cries it doesn't sound like he's crying. It makes his Mouth strange. He has a wife and two sons and his daughter is in Bangladesh. He lives in a house on one floor and this is the kitchen and he's got everything what he needs. This is the dining room and there's no door. In the other rooms there are special doors. you know some doors you open and they close again, it's not like that. What they're got he can open it and when he gets inside he closes it so it doesn't catch his finger. It's a big house but just one floor. It's specially built for disabled people and it's in Hackney.

By Tayo for Mogfura

'Mogfura's Grandad'

Richard' s work in my school: A Personal View

The invitation to consider our bodies – the functioning of our limbs, our senses, our minds- was radical and salutary in my school.

As we grow older (some of us) – a generation of teachers are noticing how our body works, especially as the National Curriculum takes its toll in stress.

The children we teach know that their bodies are growing. So they're interested in their bodies and, like the rest of us, they measure similarities and differences and are fascinated by what is different or new.

But in bringing disability as an issue to William Patten Infants', Richard Rieser brought to our school – in a staff meeting, assembly and subsequent work with classes and groups of children – a more radical message than the increased awareness of how we do or don't function. Focusing on disability proved to be a radical catalyst enabling us to own up to our humanity, even to admit some frailties, difficulties and secrets, though the children were better at owning up than us. The staff meeting was, I thought, the best in living memory whilst the children were given an important moral context to the question as well as invaluable information and it was useful to have Richard there as a self-critical role model, prepared to use himself as an example.

The children studying – or suffering – the National Curriculum are going to have to look at how the body works and it would be criminal to present the body or mind as if it were in some way perfect in its functioning – or as if some mythic perfection were the norm – always a danger when presenting the biological and the human together.

It would be even more criminal to avoid teaching about the need to improve the situation – whether by children writing to the council, presenting careful and considered studies to the Education Authority or demonstrating.

The children who worked with Richard are involved in a vital investigation that really matters and the more reality we bring to school the better.

For teachers there is an urgent need to overcome Government policies of divide and rule. Our schools must not become little punitive well-run feudal systems competing in the world of public relations. The collective must be re-asserted against the alienation of careerism and control and there is no better way of doing this than by honestly tackling the question of disability. Many thanks to Richard for reminding us of the dictum: ' From each according to their ability…' *Brian Simons, William Patten Infants School 1989*

18 DISABILITY COURTESY– 'GOOD MANNERS' TOWARDS DISABLED PEOPLE*

**Reprinted from Disability Equality in the Classroom: A Human Rights Issue Rieser and Mason ILEA (1990) DEE (1992) www.diseed.org.uk.*

One of the best things about having relationships with disabled people, is that it presents opportunities to learn lots of new skills, most of which are simply a wider understanding of 'Good Manners'.

Different kinds of conditions require specific responses, so we are dividing up the skills into groups that relate to particular needs.

Good Manners towards people who are blind or partially sighted

1 Notice who they are. Totally blind people are usually easy to distinguish but partially sighted people are often extremely clever at 'getting by' with limited eyesight, their other senses and guesswork. Therefore it is much easier to be unaware of their needs.

2 Introduce yourself by name before starting a conversation 'Hi, it's Penny here. Is it raining outside?'

3 Say a blind person's name when you are starting a conversation. Without visual clues they cannot know who you are talking to unless you say.


CSIE

4 Speak before touching someone. It can be very frightening to be touched with no warning.

5 Be ready to describe things so as to give a person with little or no sight the basic information about the environment that a sighted person will take in automatically, e.g. Who is in the room, what they are doing, where they are sitting, anything unusual or interesting that is in the room, etc.

6 Don't move off without telling the person 'I'm going now'. Blind people are often left talking to thin air.

7 Do not avoid the words see, look, etc., also some totally blind people appreciate description using colours, because even though they may never have seen them, they may have their own conception of them. Ask.

8 Ask a blind or partially sighted person if they need help to get somewhere BEFORE giving it. If they do, offer your arm for them to hold. Do not push or propel someone in front of you. If the person is holding onto you, they will feel in control as they can let go at any time, and they will be able to tell by your body movements whether you are squeezing past obstacles, going up or down slopes or steps, going through doors, etc. When having to go single-file, move your arm behind your back, still allowing the person to hold on. If you are a wheelchair user, you can easily guide a blind person by allowing them to hold a handle of your chair, following the same guidelines as above.

9 Tell a person where a chair or bed or whatever is, and put their hand on the chair back. Don't push them down into it.

FROM MILLER

Good Manners to Deaf and Partial Hearing People.
East Park Junior Wolverhampton.

10 Some blind people like to have food arranged on a plate like a clock. This helps them to know what they have to eat and how they can eat it the way they want. "Your chips are at 12 o'clock, your fish is at 6 o'clock and your peas at 9 o'clock. There is tomato sauce at 3 o'clock if you want it. There is a glass of water on the table in front of your plate on the right-hand side."

11 Allow blind people, particularly young children to touch thing and get in a mess. This is the only way they can learn.

12 Allow blind people, particularly children to touch you. This is how they find out what you 'look' like,

how tall you are, how big, whether you have long hair or not, etc. When a blind child says 'Can I look at your toy', they usually mean, 'let me feel it so I know what it looks like'.

13 In an environment that a person with little or no sight uses regularly, remember that order is vital, and that if anything has to be changed, tell the person and show the person what change has been made.

14 Warn a blind person about possible dangers in a new environment, e.g., very hot radiators.

15 Remember that blind people and people with little sight are excluded from all information given in printed form. This is not just the obvious book, but birthday cards, notices on the notice boards, posters, letters, menus, instructions, photographs, maps, food labels, catalogues, insurance policies, bill and receipts, bus stop information, tickets, place names, etc. The inaccessibility of written or printed information can be one of the most 'disabling' factors of society for all people who cannot read for whatever reason. Braille and taped books redress only a fraction of the balance. Also white sticks and guide dogs cannot read either! Technology is being developed that can help, e.g., machines which 'read' print aloud, but nothing will take the place of aware friends and teachers who remember to 'translate' print into words, or an accessible form of literature.

16 Don't pat or distract a guide dog while she/he has her harness on.

17 Move out of the way of a person feeling their way along by the use of a long cane.

18 Don't make assumptions about what a blind or partially sighted person can do, e.g., blind children can play football, if the ball has a bell inside it. Similarly many activities are possible with small modifications or adaptations to equipment.

19 Explain to a blind child (or adult) any special needs of other children or adults with whom she/he may come into contact, e.g., Johnny walks with crutches and falls over if he's tripped or knocked into. His crutches sound like this… they feel like this… they are used like this… When you hear him near you, be extra careful no to walk into him.

Good Manners towards Deaf or Partially Hearing people

1 Notice who they are. Totally deaf people will probably be obvious because of unusual or absent speech, and the use of visual language. (They may or may not use hearing aids.) People who are partially deaf, however, may 'get by' by using guesswork and using visual clues to a great extent. They may use hearing aids and have a noticeable difference in speech patterns, or they may not. If a person has a hearing loss, get them to describe in detail how it affects them and what would be useful in terms of support.

2 Face the person when you are speaking or touch them gently to get their attention.

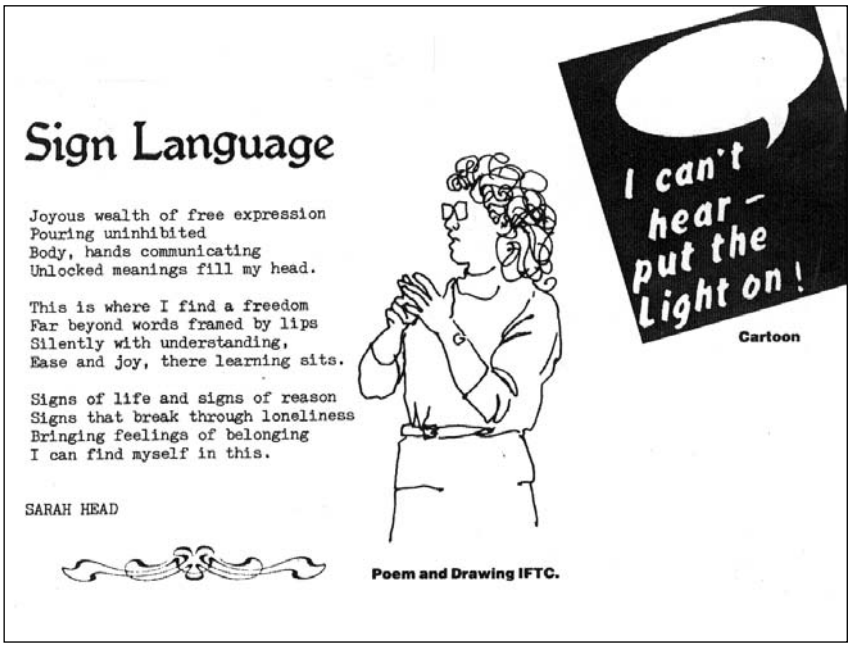
3 Find out what form of communication the person prefers – signing, lip-reading, etc.

4 If the person uses British Sign Language as their first language then

(a) learn how to do it and meanwhile,

(b) make sure the person has an interpreter whenever she/he is expected to, or needs or wants to communicate with non-BSL users.

5 If the person lip-reads then make sure your face is in the light, face the person and speak normally, but clearly. Try not to change track mid-sentence. Don't shout. Don't exaggerate your mouth movements. Do use your facial expressions to emphasise your meanings. Do add mime. Fingerspell names or people or places, as these cannot be guessed. Be patient. Be ready to repeat yourself if necessary. Don't put your hands in front of your face.



Don't smoke and speak at the same time. Don't expect a lip-reader to understand you if your mouth is obscured by a hairy moustache.

6 In any classroom or other group situation where a deaf or partially hearing student or teacher is participating, arrange people in such a way that everyone can see each other's faces – circles rather then rows. If rows are unavoidable, get any speaker to come up front and face the audience. Get each speaker to make a visible sign (e.g., raised hand) before speaking so that deaf people can locate which face to look at. This includes the teacher. Get people to speak one at a time.

7 Remember that deaf people cannot 'hear' or 'speak' in the dark, and this includes discos, parties, camping out at night, restaurants, nightclubs, etc.

8 Do not assume being deaf is a tragedy.

9 Background noise can make it much harder for a partially hearing person to communicate orally. Leave your intimate conversations for quiet surroundings, not the playground, cafeteria, staff room or pub.

10 If the person uses a hearing-aid fitted with a T switch and can benefit from the use of induction loops, then have them fitted and use them in all halls and classrooms where the person is expected to function.

11 If an interpreter is being used, place the interpreter near the main speaker. The deaf person can then watch the speaker and the interpreter.

12 Do not use the words 'deaf' or 'dumb' or 'dummy' to denote lack of interest or stupidity. This is abusive to deaf people.

13 Remember that it requires a lot of energy and concentration for a deaf person to deal with a hearing community. They may get tired, frustrated and want to 'switch off' literally. This need should be acknowledged. A deaf member of any group should be asked to say when they need a break, or when

they have had enough. Sometimes a 'writer' sitting next to a deaf person writing down the main points being said can take the pressure off.

14 If the deaf person uses a Hearing Dog, ask before petting, calling etc.

Good Manners towards people with hidden impairments

1 Never assume that every person in a group is able-bodied. Many impairments are not apparent.

2 Use the phrase 'hidden impairment'. It paves the way for identifications.

3 If a person identifies themselves as having a hidden disability show an interest in the details of how they are affected.

4 Make realistic allowances, and acknowledge any extra efforts required to do ordinary things.

5 Do not use derogatory language about peoples' so called 'minor' impairments or unseen chronic illnesses, or allow people to use such language towards each other. (You will not be able to stop every abusive word. What is more important is that you say that it is wrong.)

6 Bring things such as medicines, hospitals, doctors, special diets, etc., into ordinary conversations so that opportunities are presented for people with hidden impairments to share their often very isolating experiences.

7 Acknowledge and 'allow' the expression of frustration or disappointment. Intermittent conditions often bring a lot of sudden 'changes of plan', cancellations and 'missing out' on treats for young people. Never knowing if you are going to be well enough to go on some outing, sit an exam, meet the boyfriend, play in the match, etc., brings a particular distress which may lead to a generalised 'What's the point!' attitude if these feelings are denied.

8 Ask 'how are you feeling' rather than 'Are you feeling better?' (This question is often experienced as having a silent 'YET' at the end of it.)

9 Believe the person if they say they are in need of medication or are feeling ill. Young people have died in both mainstream and special schools as a direct result of staff not taking a child's request for attention seriously enough. It is always better to err on the side of caution. Most people MINIMISE rather than MAXIMISE their needs.

10 Encourage staff with hidden impairments to talk about them.

Good Manners towards people with Physical Impairments

1 Find out who has a physical impairment, as not all are obvious, ask them how exactly it affects them and what is useful assistance.

2 Learn how to push a wheelchair safely.

3 Never push a person in a wheelchair without warning them or asking them first. Explain this 'role' to even the youngest of children. It is just the same as 'pushing' a person who is not in a wheelchair.

4 Do not fiddle with buttons or controls of powered chairs.

5 Come down to head height of a person using a wheelchair if you are in conversation, especially with children.

6 Learn how lift without straining your back.

7 Learn to fold and store a collapsible wheelchair.

8 Make sure a person who uses sticks or crutches always has them within their reach.

9 Offer to carry books, etc., for anyone who has a walking difficulty and make sure they have somewhere to sit if needed.

10 Offer to carry trays and drinks when eating together and allow people to go to the top of the queue if standing is a problem.

11 Be aware of fatigue as a real issue for many people with physical conditions. Allow the person to define their own needs and limits in this area, even young children. Think of ways to lessen the effort involved in every day activities. Don't force a disabled person to do everything they can to do as matter of false principle ('it is better to be independent' 'they must not be allowed to get

lazy/manipulative/weak', etc.). It is an essential Life Skill for us that we make our own decisions as to how we spend our energy. It is one we have to learn and practice just like other skills.

12 Be patient. Some of us do like to do things for ourselves, but are slower than a non-disabled person might be.

13 Disabled people are the experts on our conditions and needs, and most of us like to be asked rather than have assumptions made about us by others. However, sensitivity is needed from adults in order to recognise that answering questions about ourselves requires different amounts of emotional effort on our part, depending on personality, self-confidence and the level of energy available on any particular day. It is preferable to ask very specific questions like 'Do you need me to open this door for you?' rather than general questions like 'How do you manage?' It is also preferable to set up pre-arranged information-sharing sessions with as many people as possible, rather than a disabled person having to repeat the same information to many individuals which, to us, can become tedious. It is also polite to consider whether you would ask a similar question of a non-disabled person e.g., 'How do you go to the toilet?'

14 If a person asks for help with a physical activity, it is courteous to do it, without sighing, complaining, saying 'I'm busy' or 'what, again?' or keeping the person waiting unnecessarily. People quite often have difficulty with this because withholding assistance is sometimes a way of having power over someone else. This 'difficulty' may be unconscious and is usually a leftover behaviour pattern from our early childhood when we all needed help all the time and adults wielded all sorts of power over us especially when they didn't approve of our plans! A teacher of a class may need to set firm codes of conduct in this area, as well as being a role-model of a willing helper.

Good Manners towards people who have a learning difficulty

There are many different forms of learning difficulty. Some only become relevant in certain circumstances. Whatever the level of learning difficulty someone is experiencing, your method of response should be appropriate without being patronising. The following points will help you to get it right for anyone who has learning difficulties.

1 If anyone asks you a question, always give the answer clearly without using complicated language. If possible, check that the answer was understood.

2 Always ask before providing assistance, be prepared to have your offer turned down.

3 No matter what level of learning difficulty a person might have, an adult is an adult and should be treated as such. False stereotypes of people with learning difficulties lead us to believe they are childlike. An adult who is labelled with a mental age of 7 is nothing like the average 7 year old child and would probably be offended and frustrated if treated as such.

4 Make sure you know what information is already available in plain text, tape/CD or pictorial formats so that you can pass it on.

5 Avoid jargon. Provide simplified documents with plain text and clear pictures or diagrams.

6 If unsure what to do, ask the person in question and be open to their answer.