**English Work in KS3 and KS4**

Examine the cultural context of the Disabled Peoples Movement.

1. Poetry
2. Writing
3. Documentary
4. Fiction
5. Words and their meaning

1.Many disabled people have expressed their ambivalent position in society forcefully in poetry.

**Lois Keith** was an English Teacher who had a major motor accident which left her a paraplegic-spinally injured who after many months in hospital and rehabilitation returned to teaching in an Inner London Secondary School. She developed her thinking and became part of the Disabled Peoples Movement writing a number of books including Novels for teenagers which examine the way disabled people feel and are treated. See her poem Tomorrow I’m Going to rewrite the English Language .

**Simon Brisenden** was a young man with a progressive condition Muscular Dystrophy who had gone to a special school and wanted his independence- Read Independent Living How It Seems to Me. He was one of the founders of Southampton Centre for Independent Living. He was also a poet-

See Vegtabilism. There is also a whole book of his poems on the web.

<http://www.leeds.ac.uk/disability-studies/archiveuk/brisenden/Poems.pdf>

**Micheline Mason** is a poet, writer artist, disability activist and mother. She has brittle bones as does her daughter Lucy. For many year Micheline has campaigned for equality and inclusion for disabled children. Look at her poem Uppity Downs. This is a challenge to all those who seek to ensure children with Downs Syndrome-An additional chromosome which leads to learning difficulty. Currently 90% of parents who through genetic testing find they have a foetus with Downs Syndrome have a termination or abortion. Yet now with inclusive education many children and adults are leading worthwhile lives and even getting degrees. See Poem Uppity Downs and then have class discussion.

**Sue Neapolitano** was a wheelchair user who died in 1999. Sue was an active fighter for Disabled peoples rights and a writer and poet. She understood the importance of and helped create a culture for disabled people. Look at her poems. See if you can see how her sense of solidarity with other disabled people and her strong self-esteem made her able to challenge the dominant disabilism of the time she lived in.

**Helen Todd** is a Deaf Poet check out her I am going to hear with my eyes. Write a poem as a blind person . Remember Milton and Homer 2 of the greatest poets of all time were blind.

**Adrian Mitchell**  died earlier this year. He was a major poet of C20thHe did not identify as a disabled person. Instead he was a voice for all the oppressed of the world. Bullying is a big issue for anyone who is a bit different in many schools. Recent surveys show that 70-80% of disabled children and young people at school report bullying. 19% of disabled children in one study in 2008 reported daily bullying. Read Back in the Playground Blues. Then try and write your own poem about bullying and then as a disabled young person.

**Johnny Crescendo Singer Songwriter Disability Activist**

Growing upin Salford working class family he caught polio in hospital. But the attitude of his family toward his disability, he says, was "pretty good considering the time. I went to a mainstream school throughout. When I was about 11, I went to senior school and I was bullied and started truanting. I left school at 16. I was bright but hardly a good student. Not being at school meant I began to self teach at an early age to play the guitar and write songs. Eventually a youth worker and performer Johnny founded the

Direct Action Network-DAN campaigned and won using direct action for disability rights laws.Johnny has written and performed many songs see Pride

.

<http://www.myspace.com/johnnycrescendo>

**Speaking and Listening and Direct Action Network**

Also useful to watch one or two of clips from Direct Action Network which is shown taking Action to get buses and trains accessible in the Mid 1990’s Actions which led to a change in the Law. Get students to prepare arguments for a debate about whether their actions were justified or not!

DAN 1 <http://www.youtube.com/watch?v=ngkx8ASyWaY>

DAN2

<http://blogs.myspace.com/index.cfm?fuseaction=blog.view&friendId=273532537&blogId=48>

<http://www.youtube.com/watch?v=ngkx8ASyWaY>

DAN3 <http://blogs.myspace.com/index.cfm?fuseaction=blog.view&friendId=273532537&blogId=480103931>

DAN 4 <http://blogs.myspace.com/index.cfm?fuseaction=blog.view&friendId>=

**Ellen Goodey** has Down’s Syndrome and when to mainstream nursery, primary, secondary, FE college and University. She has a Diploma in Performing Arts. Is a Jazz Singer, A disability equality trainer . She is also a poet. www. <http://ellengoodey.com>

**Maresa Mackeith** has cerebral palsy and cannot speak and was in a segregated school for severe learning difficulty until she was 12 when her mother found a way of communicating with her therouigh facilitated communication. Maresa could already spell and pointed to the letter board asking to go to a mainstream secondary school. Maresa succeeded in getting good GCSE’s and then wanted to go to university to study English. The University accepted three extended essays rather than A level exams-a reasonable adjustment. In July 2009 she got her English degree at Nottingham Trent.

Maresa is a trainer, writer and poet.

<http://www.one-for-all.org.uk/pages/workshops/poems01.html>

**Survivors Poetry**

Since 1993 there has been a strong movement of survivors poetry amongst people who have experienced the mental health system..As Joe Bidder said ‘Survivors poetry saves lives’

[info@survivorspoetry.com](mailto:info@survivorspoetry.com) Elia Wise is a good example looking at what goes wrong with parenting which can damage children in a long poem

For more see <http://survive.org.uk/poems17.html>

2. **Writing-Journalists views of disabled people.**

Many of the prejudices that exist towards disabled people are found in the work of journalists and the media. Words such as victim, sufferer, crippled, pitiable or poor, tragic, brave, triumphing over tragedy are used to describe disabled people to give a distorted view of our lives.

Variouis guides have been produced for journalists to ensure their language is not negative or pejorative when writing about disabled people

National Union of Journalists and Disability Now

Hacked Off [www.nuj.org.uk/getfile.php?id=244](http://www.nuj.org.uk/getfile.php?id=244)

The National Centre for Disability and Journalism in Arizona <http://ncdj.org/styleguide/>

A guide for journalists covering disability in Afric produced by the African Decade on Disability

[http://media-diversity.org/additional-files/documents/Z%20Current%20MDI%20Resources/Manual%20for%20Journalists%20covering%20Disability%20in%20Africa%20[EN].pdf](http://media-diversity.org/additional-files/documents/Z%20Current%20MDI%20Resources/Manual%20for%20Journalists%20covering%20Disability%20in%20Africa%20%5bEN%5d.pdf)

Society of Professional Journalist (USA ) Diversity Toolbox <http://spj.org/dtb5.asp>

Look at NUJ Guidance Hacked Off

Then Look Examples in the News Read the first Example which has been analysed. Then look at Examples 2&3 and identify the ways negative language and stereotypes are being used.

Then look at the Sheet on Newspaper Headlines and do activities.

**3. Documentary-Non Fiction**

**Advertising for Disability Charities. There are some posters on the project powerpoint <http://worldofinclusion.com/res/qca/Presentation1_%20DEEPQCA2.pdf> slide 54**

**A good background paper on disability and the media at** [**http://www.leeds.ac.uk/disability-studies/archiveuk/Barnes/Media.pdf**](http://www.leeds.ac.uk/disability-studies/archiveuk/Barnes/Media.pdf)

**and charity advertising can be found at**

[**http://www.disabilityplanet.co.uk/the-role-of-charities.html**](http://www.disabilityplanet.co.uk/the-role-of-charities.html)

**For the portrayal of disabled people in moving image media look at disabling imagery which has a whole lot of activities which could easily fit into English.**

**Available online at** [**http://www.bfi.org.uk/education/teaching/disability/**](http://www.bfi.org.uk/education/teaching/disability/)

**Or in text form** [**http://worldofinclusion.com/resources.htm**](http://worldofinclusion.com/resources.htm) **DisablingImagery/test.**

**4. Fiction**

Positive 8-13

**Blabbermouth and Sticky Beak** Maurice Gleitzman

**Rent a Friend** F.Hughes

**Buster and the Amazing Daisy**

N. Ogaz

13+

**Waterbound** Jane Stemp

**A Different Life** Lois Keith

**Out of Place** Lois Keith

**Down All The Days & My Left Foot**

Christy Brown

**The Eye of the Clock** Christy Nolan

**Born on 4th July** Ron Kovic

•Negative

**Many titles use negative stereotypes in junior fiction. When reading analyse stereotypes. Use the Sheet on stereotypes to help you.**

**13+**

**To Kill a Mockingbird** Harper Lee

**Of Mice and Men** Steinbeck

**A Christmas Carol** Dickens

**The Old Curiosity Shop** Dickens

**Our Mutual Friend** Dickens

**Secret Garden** Francis Hodgson Burnett

**Brave New World** Aldous Huxley

**Heidi** Johanna Spyri

**What Katy Did** Susan Coolidge

**Richard III & The Tempest** Shakespeare

**5.Words** acquire meanings which change over time depending on the cultural context

<http://www.bfi.org.uk/education/teaching/disability/further/negative.html> this web resource provides a glossary of the origin of a whole range of words associated with disability and disabled people. Many of these words were acceptable in former years but because of social movements giving new meanings to what equality means now they are no longer acceptable. An example would be **invalid** ( non-person)which was replaced by **handicapped** because it implied imposed disadvantage but came to be associated with the disabled person themselves and so was replaced by **disabled person** with an understanding that people with **impairments** (loss of physical or mental functions) were disabled by things beyond them such as **attitudinal barriers, environmental barriers and organisational barriers**. It is these barriers that cause disadvantage and discrimination. This process has been mirrored with descriptions of race or ethnicity e.g **‘Negro’** replaced by **‘coloured’** and then replaced by **‘Black’.**