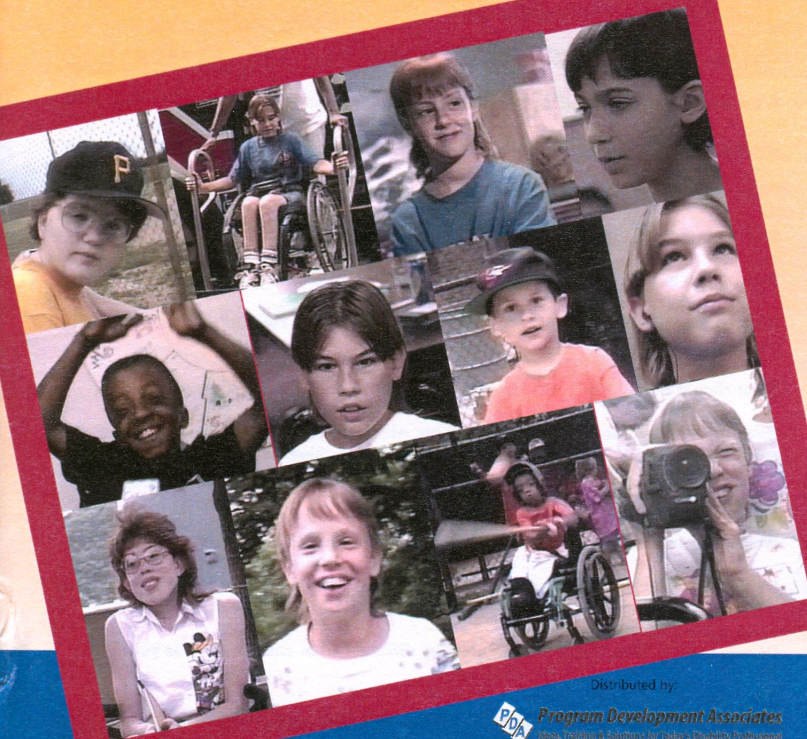


SMALL

Differences

STUDY GUIDE



Distributed by:



Program Development Associates

Ideas, Training & Solutions for Today's Disability Professionals

www.DisabilityTraining.com

SMALL Differences

"SMALL DIFFERENCES"

AGE-APPROPRIATE QUESTIONS FOR DISCUSSION AFTER VIEWING FILM

ADULTS AND TEENAGERS

What differences can you see in how peoples lives and situations they encounter have improved since passage of the Americans with Disabilities Act? (Examples: elevator buttons, phone booths, water fountains, curb ramps, etc.)

What is a disability?

What is the Americans with Disabilities Act (ADA)?

Name three barriers that a person with a disability might encounter.

What should communities do to eliminate barriers?

What makes people "fit in" as individuals or as a group?

What is success?

What vehicles can we create to make inclusion work in our communities and schools?

How do increased understanding and awareness lead to inclusion?

How do you assess your community's commitment to progress for people with disabilities?

What should the City/County Task Force on Disabilities' role be in promoting more inclusive communities?

What should be the role of government in promoting more inclusive communities?

Have you ever avoided interacting or talking with a person with a disability because you were afraid of hurting their feelings, saying the wrong thing, or becoming embarrassed?

Do you know anyone with a disability? How did they get it?

Were you surprised by the jobs Marita Matthews and Eric Miazga held?

Have you ever been on a bus with a blind person or wheelchair user? Did that surprise you? Do you know how to help a person with a wheelchair who boards a bus?

Do you have a "best friend"? How are they different from and the same as you?

What disabilities are not shown in the film?

CHILDREN AGES 5 THROUGH 8

What is a disability?

Do you have a friend or relative with a disability?

How do people get disabilities? Can you catch a disability from someone who has it? Can you get a disability because you have done something you're not supposed to?

Can a kid who uses a wheelchair have fun? What could he or she do for fun?

Do you have a "best friend"? How are they like you? How are they different?

Would you pick Chaz for your baseball team? How could he play?

What kinds of jobs can grownups with disabilities do?

What could we do to make things easier for kids with disabilities in our school (church, scout troop, etc.)?

How does a blind person know where they are?

How does someone who uses a wheelchair go to sleep at night?

Did the kids' project in this film seem interesting and fun to you?

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SMALL Differences

CHILDREN AGES 9 THROUGH 12

What is a disability? Name three disabilities.

Have you noticed any improvements for people with disabilities in our school or your neighborhood in the last five years since the Americans with Disabilities Act was passed?

What is the Americans with Disabilities Act (ADA)?

Name three barriers that a person with a disability might encounter.

Do you know anyone with a disability? How did they get it?

Have you ever been on a bus with a blind person or wheelchair user? Were you surprised to see them there?

Do you have a "best friend"? How are they different from and the same as you?

What do the kids in the film have in common with each other? With you?

Have you ever not talked to someone with a disability because you weren't sure what to say?

What kinds of disabilities are shown in the film? Are there disabilities that are not shown?

What kinds of barriers are shown? Have you noticed any barriers for people with disabilities in your neighborhood or school?

What do you think should be done to eliminate barriers?

What are the kids with disabilities in this film doing for fun?

How would you go about learning more about disabilities and kids who have them?

Have you ever seen a kid stared at or picked on because of the way they looked? How did that make you feel?

What kinds of jobs can people with disabilities do?

Are there ramps on the street corners in your neighborhood? Around our school?

Have you seen buildings with ramps into them?

How did the kids and adults with disabilities in the film feel about people asking them questions about their disability?

ACTIVITIES

I. SCAVENGER HUNT

OBJECTIVE: To promote a sense of mutual respect toward all people.

Give each student a Scavenger Hunt list and have them circulate and get other students' signatures where applicable. You may want to limit each student to no more than 3 signatures for any one list to increase participation. Then have the students discuss their findings.

Find someone who:

1. Has lived in another country_____
2. Was born the same month as you_____
3. Wears glasses_____
4. Has had a broken bone_____
5. Uses a wheelchair or knows someone who does_____
6. Likes Snickers_____
7. Has a friend with a disability_____
8. Has a relative with a disability_____
9. Has braces on their teeth_____
10. Lives in your neighborhood_____
11. Has ever helped a person with a disability_____
12. Can wiggle their ears_____
13. Has bowled more than 3 strikes in a game_____
14. Feels they are too short_____
15. Has naturally curly hair_____
16. Plays an instrument_____
17. Likes to swim_____

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II. UNDERSTAND THE CHALLENGE

OBJECTIVE: Enhance student sensitivity to when, where, and how a person with a disability needs assistance.

Students will compare the length of time or amount of effort needed to complete a task with and without a simulated disability using blindfolds, crutches, wheelchair, or earplugs.

MATERIALS NEEDED: Blindfold, earplugs, crutches, wheelchair, stopwatch or timing device

Sample Tasks

Sharpen pencil

Tie shoe

Get a drink

Go to bathroom

Leave building due to emergency

Eat a snack

Put on a coat

Turn on light switch

Participate in lesson

Pass through closed doorway

III. ROLE PLAYS

OBJECTIVE: Enhance student sensitivity to when, where, and how a person with a disability needs assistance

Scripts showing appropriate and inappropriate phrases, gestures, or comments used with people with disabilities should be read and acted out. Discussion should follow each script. Then role play suggested situations A, B, and C. Explain how everyone needs assistance and understanding at one time or another.

Suggested Situations

(A) Role play being at school with a student who is blind or one-armed and trying to sharpen a pencil when another student comes along and offers to help.

(B) Role play being out in the community and offering a handshake to another student who turns out to have a deformed hand.

(C) Role play being at home when a person with a disability comes to visit. You are curious about their disability. Do you ask about it?

