

Count Us In!

teaching resource package



early childhood

2

creating welcoming communities

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“Let’s...”

The Early Childhood teaching materials are part of the Count Us In! teaching resource package. They are designed to support teachers in early childhood classrooms (typically Kindergarten to Year 3) to respond to naturally-arising questions about disability and to enable students to develop the skills for creating a welcoming community.

Key messages

1. People in our community share similar hopes and aspirations.
 2. Everyone has a role in the community and has a right to be respected.
 3. Differences are not better or worse, they just are.
 4. Everyone is unique. Everyone has a right to be seen as an individual.
 5. We encourage welcoming communities that ensure everyone has the opportunity to contribute and participate.
- People in our community use different ways of communicating, moving, interacting and learning.
 - Changing the environment, expectations, equipment, experience or support provided, ensures that everyone has the opportunity to participate and contribute at home, school and in community life.
 - We encourage welcoming communities that ensure everyone has the opportunity to participate and contribute.

With an understanding of the feelings and experiences of people with disabilities, children may be able to play an important role at school and in the community as advocates for people with disabilities. They could share their understanding of disability with others, and combat discrimination through helping their families and peers develop empathy for people who may be different.

Unit concepts

The Early Childhood materials engage students in exploring three threads:

- Communication – Let’s communicate!
- Mobility – Let’s go!
- Learning – Let’s learn!

The unit as a whole supports students in developing the following concepts:

- Everyone communicates, moves, interacts and learns.
- People communicate, move, interact and learn in a range of ways for a variety of purposes.

Curriculum Framework

The materials are aligned to the Curriculum Framework for Kindergarten to Year 12 Education in Western Australia. Experiences facilitate different levels of achievement as described in the Curriculum Framework Progress Maps or Outcomes and Standards Framework and are supported by the Curriculum Framework Curriculum Guides.

Opportunities for the promotion of core-shared values from the Curriculum Framework are provided throughout the materials.

The materials draw on other resources that are available through Internet sources. Wherever possible, government and educational websites have been sourced. Inevitably, websites change over time. All are accurate at the point of production.

Context

An 'inclusive community' topic in an early childhood classroom may arise from a number of sources, for example:

- the arrival of a new student in the classroom: the student has a disability;
- the birth of a sibling: the sibling has a disability;
- a media related event or incident;
- a student in the classroom breaking a limb; or
- a student in the classroom losing their voice.

The materials in this unit support teachers in developing curriculum to respond to questions that arise in these situations. The everyday nature of difference and disability ensures the opportunity to learn about people with a disability will arise.

- Why does [child's name] use a wheelchair?
- I helped [child's name] do....
- He can't build with blocks...write...read

Experiences may be undertaken in order to meet students' needs. One sequence of experiences or all experiences within a thread, or a selection of experiences across threads may best meet the needs of individual teachers, classes and schools.

Sensitivities

Teachers need to listen to students' discussions, take note of theories and ideas and be ready to maximise the learning opportunities the students provide. They may need to find ways to encourage students to be aware of the impact of their words and behaviours on others.

Some of the activities in these units encourage students to volunteer information about their own or their family's experiences. Teachers need to emphasise a welcoming community in which all responses are accepted respectfully so that students contribute from their real experience.

Social relationships

A foundation of this package is the importance of social interactions and relationships in developing a welcoming community. Students are provided with opportunities to interact with others and develop the values of a welcoming community.

Links with families

An important part of each unit is the involvement of families. Activities are designed to assist students make connections between home and school. There may be questions to ask at home, ways for families to be involved in the daily teaching and learning program or invitations to attend celebrations. A climate of trust and acceptance will support the participation of all families.

Audio-visual support materials

Within each phase of schooling, a DVD has been developed to support the student learning experiences. Content detail is provided within the DVD case booklet.

Everyone is unique.

Everyone has a right to be
seen as an individual.

Books

The reading of storybooks that contain and / or portray children or adults with disabilities can provide a valuable tool in opening up a new topic and providing opportunities for children to learn about, discuss, make sense of their experiences and explore their views of disability. A list of storybooks is available in the Teacher Information booklet appendix.

Stimulus pictures

A photo library containing an extensive range of images to support student learning is available online at the Disability Services Commission [website](http://www.countusin.com.au) www.countusin.com.au The images cover a wide range of equipment, devices, supports and adaptations that may be used by people with disabilities.

All images can be downloaded and used as visual support materials for classroom and school use.

Use of internet

Throughout the materials, hyperlinks have been included to assist teachers access current and accurate information directly. Additional information is available through these sites to enhance the learning experience. Where possible, sites have been chosen for their download provision and Australian context.

A solution-focused approach

Having a disability does not mean a person cannot participate in activities. To complete some tasks a person may require:

- more time;
- alternative ways of communicating;
- adapted equipment or technical aids; or
- assistance from another person.

The process may be altered but in essence can have the same outcome for everyone.

Traditional simulation activities are discouraged because unless they have specific outcomes and are coordinated with a high level of expertise, they tend to highlight what a person cannot do and fail to capture the true experience of disability.

A solution-focused approach to disability is emphasised throughout all activities as students develop strategies that ensure everyone can participate.

People in our community
share similar hopes and
aspirations.

Meeting people with disabilities

The 'Count Us In' materials encourage the use of guest speakers who have disabilities to enhance student learning experiences.

For those students who have had little or no prior contact with people with disabilities, the effectiveness of personal contact with people with disabilities, the provision of accurate information about disability, and the highlighting of abilities and individuality is a critical factor in promoting positive attitudes towards people with disabilities.¹

The nature of the contact and interaction is an important consideration. The atmosphere must be relaxed, mutually rewarding, conducive to learning and must be one in which the guest speaker can display strengths and abilities, as well as limitations and is able to discuss their disability openly. Ideally, contact with several people with disabilities over different sessions should occur in order to convey that, as with everyone in our community, each individual has their own strategies for living.²

Strategies for successful interaction between people with and without disabilities are provided in the Teacher Information booklet and for meeting people with disabilities in the appendix.

The "Count Us In!" guest speaker database is available online through the Commission's [website](http://www.countusin.com.au) www.countusin.com.au

Differences are not better or
worse, they just are.

Structure of the unit

Learning experiences are grouped under three threads. Each thread follows an inquiry process³ that involves:

- Tuning in – why do we communicate, go places or learn?
- Finding out – how do we communicate, go places or learn? Investigate any of the theories that the children have identified in the Tuning In discussions.

We encourage welcoming communities that ensure everyone has the opportunity to contribute and participate.

Everyone has a role in the community and has a right to be respected.

- Going further – how we might communicate, move or learn if we had to do these things differently?
- Applying – what can we do to ensure everyone can participate and contribute to games, classroom activities, school activities and community activities?
- Communicating – how can we share what we have learned?

It is recommended that teachers choose at least one experience for each step of the inquiry process in order to enable students to demonstrate learning outcomes. Specific learning area skills may need to be taught in order for outcomes to be achieved.

The structure can be represented as follows:



Framework

By engaging with the “Let’s communicate!”, “Let’s go!” and “Let’s learn!” units, students have the opportunity to further their achievement of the Overarching Learning Outcomes from the Curriculum Framework.

- 1 Communication
- 3 Investigating and using information
- 4 Using technologies
- 5 Thinking critically
- 6 Exploring ideas, opportunities and solutions
- 7 Using scientific understandings
- 10 Engaging in creative activity
- 11 Valuing personal growth and wellbeing
- 12 Learning independently and collaboratively
- 13 Recognising rights and behaving responsibly

The units also provide opportunities for the promotion of core-shared values from the Curriculum Framework. In particular the values of:

- 1 A Pursuit of Knowledge and a Commitment to Achievement of Potential: Pursuit of Excellence, Empowerment, Domains of Human Experience, World Views.
- 2 Self-acceptance and Respect of Self: Individual Uniqueness, Openness to learning, Ethical behaviour and Responsibility, Initiative and Enterprise.
- 3 Respect and Concern for Others and their Rights: Compassion and Care, Equality, Respect, Individual Difference, Cooperation.
- 4 Social and Civic Responsibility: Participation and Citizenship, Community, Diversity, Contribution, Social Justice, Responsibility and Freedom.

Overview of early childhood teaching resources

Let's communicate!	Let's go!	Let's learn!
<p>Tuning in: Discussion: Why do people communicate?</p>	<p>Tuning in: Discussion: Why do people move?</p>	<p>Tuning in: Discussion: Why do people learn?</p>
<p>Finding out: How can we ask for things? Words, Auslan, finger spelling pictures, Compic, Boardmaker, non-verbal communication, electronic communication devices, natural gestures.</p> <p>How can we express our emotions? Words, pictures, electronic communication devices, Compic, Boardmaker, drawing or painting, non-verbal communication, signs, Auslan.</p> <p>How can we tell people things? Words, Auslan, natural gestures, signs, pictures, writing, Braille, physical spaces, listening.</p> <p>How can we participate in our world? Listening, hearing aid, words, pictures, Compic, Boardmaker, playing games, electronic/ augmentative communication devices, non-verbal communication, letters, Braille, keyboard, lights and coloured switches, SMS, telephone, TTY teletext phone, stories, songs, poems and rhymes.</p>	<p>Finding out: How can we get things we need? Moving, reaching, bending, running, walking.</p> <p>How can we go from one place to another? Wheelchairs, walk, long-cane, walking frame, elbow crutches, sighted guide, escalators, elevators, travelers, hoists, stair mates.</p> <p>How can we go places in the community? Walk, wheelchair, sighted guide, car, bike, long-cane, guide dog, public transport.</p> <p>How can we play games? Tag games, ball games, kicking games.</p>	<p>Finding out: We learn to know more Questioning, reading, watching, touching, listening, experimenting, watching television, computers.</p> <p>We learn so we can find solutions to problems Being flexible, being imaginative, being innovative, taking risks, complexity and elaboration.</p> <p>We learn so we can do things in our world Making friends, cooking, shopping, reading signs.</p>

<p>Going further Discussion: Everyone in our community communicates.</p>	<p>Going further Discussion: Everyone in our community goes places!</p>	<p>Going further Discussion: Everyone in our community learns!</p>
<p>Applying Communicating with everyone in our community. Participating in games – snakes and ladders. Participating in the classroom. Participating in the school. Participating in the community.</p>	<p>Applying Going places with everyone in our community. Participating in active games. Going places in the classroom. Going places in the school. Going places in the community.</p>	<p>Applying Contributing to everyone's learning. Creating learning games. Creating a learning classroom. Creating a learning school. Creating a learning community.</p>
<p>Communicating Who needs to know about what we have learned and how can we tell them?</p>	<p>Communicating Who needs to know about what we have learned and how can we tell them?</p>	<p>Communicating Who needs to know about what we have learned and how can we tell them?</p>

Linking the Count Us In! teaching resources

The Count Us In! teaching resources use a spiralling curriculum process that follows the phases of schooling. Concepts are introduced in early childhood and built upon in middle childhood, early adolescence and late adolescence. Teachers might select experiences from several phases of schooling, or refer to earlier phases of schooling in order to identify the ways concepts have been developed in the materials.

Concept	Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
People in our community use different ways of communicating, going places, interacting and learning. Disability is part of the human experience.	<p>Let's Communicate – finding out why and how we communicate</p> <p>Let's Go – finding out why and how we go places</p> <p>Let's Learn – finding out why and how we learn</p>	<p>Focusing – we do the same things but we may do them differently, we can all be artistic, we all enjoy recreational activities, we are all similar and different</p> <p>Researching – what is a disability, researching a particular disability, frequently asked questions, effects of a disability, assistive technologies; researching a topic</p> <p>Experiencing – a solution-focused approach, giving instructions, remembering, everyday experiences, listening, television</p>	<p>Visual Arts – investigating the experience of artists</p> <p>Drama – investigating the experience of actors</p> <p>Music – investigating the experience of musicians</p> <p>Dance – investigating the experience of dancers</p> <p>Portrayals of Disability Health and Physical Recreation – definitions of disability</p> <p>Cultural Perspectives Equipment and Assistive Technologies</p>	<p>1A One in Five – definitions of disability</p> <p>1B Experiencing Disability – investigations of the experience of disability</p> <p>2A Attitudes – disability as a societal attitude</p> <p>2B Participation – assumptions, expectation and discrimination</p> <p>3A Choices – ability and choice</p> <p>3B Rights and Responsibilities – which rights?</p>
We all have the right to participate in and contribute to the community.	<p>Let's Communicate (Going further) – everyone in our community communicates</p> <p>Let's Go (Going further) – everyone in our community goes places</p> <p>Let's Learn (Going further) – everyone in our community learns</p>	<p>Focusing – wants, needs and rights</p> <p>Researching – frequently asked questions</p> <p>Applying – media images, advice column</p>	<p>Disability Rights – what are human rights, disability rights, conducting an access audit, public transport standards, education, elements and processes of government and governance, workplace practices</p>	<p>2A Attitudes – implications of the WHO policy on disability</p> <p>3B Rights and Responsibilities – whose rights, what are human rights, what are human responsibilities, double discrimination, speaking out, media rights and responsibilities, having opinions on issues</p>
Services should be accessible to everyone.	<p>Let's Go (Applying) – going places in the classroom, going places in the school, going places in the community</p>	<p>Applying – universal design, access, access to transport, access to houses, is your classroom accessible, web design</p>	<p>Visual Arts – investigating the accessibility of art galleries</p> <p>Drama – investigating the accessibility of theatres</p> <p>Music – investigating the accessibility of music venues</p> <p>Dance – investigating the accessibility of dance venues</p> <p>Media - investigating symbols employment-employer information</p> <p>Disability Rights – access audit, public transport standards, workplace practice</p>	<p>1A – Information technologies used by people with disabilities</p> <p>1B - Engineering solutions for living at home</p> <p>2A Attitudes – disability as a societal attitude, attitudes to disability, disability as part of the human experience, accessible services and resources, engineering solutions for public access, accessible leisure and entertainment, camping with children</p> <p>2B Participation – access to information, participation in education, accessing employment, accessing financial support,</p>

				<p>Equipment and Assistive Technologies – what are assistive technologies, devising and producing equipment, designing and producing systems</p>	<p>participating in community life, participating in decision making, accessible web pages, engineering solutions for public transport, inclusive health promotion campaigns, small group recreational experiences 3A Choices – stories of people with disabilities, functional and aesthetic engineering solutions, facilitating health, planning challenging recreational activities 3B – information system for a community centre, joined up solutions, community fitness</p>
<p>We all communicate. We need to communicate respectfully.</p>	<p>Let's Communicate</p>	<p>Experiencing – giving instructions, listening Applying – interacting with people with disabilities</p>	<p>Portrayals of disability Accessible information</p>	<p>1A – personal communication 1B – mentoring 2A – promoting a welcoming community 2B – advocacy and self-advocacy 3A Choices – self-determination, support and advocacy groups 3B Rights and Responsibilities - speaking out, having opinions on issues</p>	
<p>We all learn. We can ensure that everyone has opportunities to learn.</p>	<p>Let's Learn</p>	<p>Experiencing – giving instructions, remembering, listening, television Applying – creating a learning classroom</p>	<p>Disability Rights - education</p>	<p>1A One in Five – experiences of people with a disability 2B Participation – participation in education</p>	
<p>We can all go places. We can ensure that everyone can go places.</p>	<p>Let's Go</p>	<p>Experiencing – everyday experiences</p>	<p>Drama – improvising, structuring drama Dance – improvising, structuring dance Disability Rights – public transport standards</p>	<p>1A One in Five – experiences of people with a disability 1B – engineering solutions for living at home 2A – engineering solutions for public access 2B – engineering solutions for public transport</p>	
<p>Everyone can participate in leisure and recreational activities</p>	<p>Let's Communicate (Applying) – snakes and ladders Let's Go (Applying) – active games Let's Learn (Applying) – learning games</p>	<p>Applying – playing games, recreation for everyone</p>	<p>Health and Physical Recreation – investigating physical recreation, creating a team game</p>	<p>1A – recreational experiences 1B – walking the Bibbulmun track 2A – camping with children 2B – small group recreational experiences 3A – planning challenging recreational activities 3B – community fitness</p>	

“Let’s communicate!”

This unit will enable students to further their achievement of the following Curriculum Framework Outcomes from the following Learning Areas:

- **English** – Speaking and Listening, Viewing, Reading, Writing;
- **Society and Environment** – Investigation, Communication and Participation, Active Citizenship, Place and Space, Natural and Social Systems;
- **Health and Physical Education** – Interpersonal Skills, Self-management Skills, Skills for Physical Activity;
- **Technology and Enterprise** – Technology in Society, Technological Systems, Information; and the
- **The Arts** – Arts Responses.

Tuning in

Focuses: We all communicate.
We communicate for particular reasons.

Learning experiences

Discussion: Why do people communicate?

- Think and talk together about ‘communication’:
 - What is ‘communication’?
 - What do we do when we communicate?
 - How is communication different from talking?
 - Why do people communicate?
- Write down some of the ideas. Make sure that each idea is attributed to a child or children.
- Children draw or write the ideas or theories about ‘why people communicate’ individually. Put all the ideas together in a book, with similar ideas together.
- Each of these ideas may be investigated in the next step of the inquiry process.

Finding out

Focuses: Everyone communicates in a range of ways for a variety of purposes.

Learning experiences

Investigations: For each of these reasons, how do people communicate?

Conduct investigations for each of the children’s theories. Some of these investigations might be done by small groups of children in activity, learning centre or play time. Use the stimulus pictures to support the investigations.

We communicate to ask for things.

- Words, Auslan, finger spelling and Makaton. Think of words we use to ask for things. What are ‘asking words’? Look at the Auslan or Makaton signs for Mum, Dad, teacher, friend, sleep, eat, sit, play, book, stop, finished, hot (too hot), more. Using the finger spelling chart, find, learn and use the sign for the first initial of each child’s name.
- Pictures, digital photos, Compic, Boardmaker, electronic communication devices. What pictures could we use to ask for things? What pictures are used in or Boardmaker or Compic? What pictures are used in electronic communication devices? How are colours and textures used on some communication devices?
- Non-verbal communication, electronic communication devices. Work with a partner to ask for something by pointing. How else can you ask for something without using words? Look at a communication device that enables you to say ‘yes’ or ‘no’. How can you ask for something by only saying ‘yes’ or ‘no’?

- Natural gestures. What gestures do we make when we are asking for something?

We communicate to express our emotions.

- Words, pictures, electronic communication devices. Think of words to express emotions. Write each word or group of words on a card. Put the words together that are similar. Take digital photos of these emotions. What pictures are used in Compic or Boardmaker, or another electronic communication device?
- Drawing or painting. Work with a partner to draw or paint a particular emotion. Write the emotion on the back of the drawing or painting. Compare all of the paintings. Compare all of the drawings. Are there ones that are of the same emotion? Do we know how people are feeling from their drawings or paintings? Look at opposite emotions (eg happy/sad). What are the differences in the drawings or paintings? Look at some art books. What emotion was the artist feeling?
- Non-verbal communication. Work with a partner to show particular emotions. Can your partner guess what emotion you are showing? Talk about the way our facial features and posture change with each expression. Draw each other's faces. Take digital photographs of different children's expressions. Are our expressions of angry the same? You might photocopy the drawings and cut up the features. Which are the angry eyes, mouth and nose?
- Gestures, Auslan, Makaton. Work with a partner and show particular emotions using your hands. Did we know what each other was feeling? Take digital photographs of different hands. Try showing caring hands, happy hands, sad hands, angry hands, busy hands. Are our hands the same for the same emotions? What are the Auslan signs for particular emotions?

We communicate to tell people things.

- Words, Auslan, Makaton. Think about the kinds of ways in which information is told to others. Look at words that tell people something (eg to stop doing something) and the ways that information can be

conveyed quickly (eg STOP!), slowly (eg I was thinking about...), gently (eg What do you think...), strongly (eg This is very important and I want you to pay attention!), loudly (eg ENOUGH!), softly (eg We need to whisper while we are in the library). How would we say these things in Auslan?

- Natural gestures. Think of signals for 'be quiet'. What other signals are there (eg stop, come, go)? When might signals be useful (eg when we are reading a story in a group, when there is a special visitor, when we don't want to interrupt everyone)? What else can we say with signals (eg winking)?
- Signs, pictures. Take a walk around the school looking for signs and pictures that tell people things. Draw the signs and pictures or take digital photos. What are the Compic or Boardmaker signs for these things?
- Writing, Perkin's Brailier. Go to the library and look for the ways in which information is conveyed (eg posters, books, magazines, newspapers, computers). Look at Perkin's Brailier or Braille writing. Look at the way the letters are made. View the DVD segment of Vinny using his Brailier, contact the Vision Impairment Service (DET) or Association for the Blind for further information.
- Listening. Sit back to back with a friend with identical sets of six to eight blocks (or other materials). One child builds with the blocks and describes the building to the other child. The second child builds their building the way that the first child describes. Don't peek! (This is called a 'barrier game'). Sit opposite one another and play the barrier game. What helps to play the game? What might you do if you were playing the game with someone who is hard of hearing or Deaf?
- Spaces. Spaces tell people things. Work in pairs to plan a space that is just for two people, for eight people, for two people in wheelchairs, for people who are deaf, for people who have vision impairment. Choose some spaces to create. Compare the spaces. What lets us know that a space is for two people or for eight, that people who use wheelchairs are welcome?

We communicate to participate in our world.

- Listening, hearing aid. What do we hear as we participate in our world? Record the sounds of a day. How does a hearing aid help people who are hard of hearing?
- Words, Compic, Boardmaker. What words do we use when we play with our friends? Play a game of Simple Simon. Look at or make a Compic, Boardmaker or digital photo version of the game. Look at an electronic communication device.
- Playing games. What games do we play with our friends? Write each game on a card. Draw pictures on the cards to help us remember what the words are, use those in Compic or Boardmaker or take digital photos of items. Group the cards that go together. When do we play these kinds of games? Who do we play these kinds of games with?
- Building. Choose a material to build with. Plan and build together. Half way through the building, stop and think about whose ideas are being heard and acted upon. How do we know? Finish the building. What do people say when they are playing together? Make a poster that gives people ideas of things to say or do when they are playing together.
- Pictures, photographs, Boardmaker, Compic. What do we do each day? What pictures might we use for these things? Make a photo album or communication board of things we might communicate as we participate in our world (eg play with friends, eat). What pictures are used in Compic or Boardmaker?
- Non-verbal communication. Work in a group of three children to show 'communicating and playing'. What do we do when we play together? (eg beckoning, moving so other people can get in, giving people some things to play with, smiling).
- Letters, pictures, digital photos, Braille. When would we write a letter to someone asking them to play? What would we write in the letters? Write a letter using pictures or digital photos. Source and write a letter using a Perkin's Braille (option – photo library).
- Keys, Braille, lights and coloured switches. Everywhere we go there is information that helps us participate in our world. Look at an Automatic Teller Machine (ATM), traffic lights, and lights at a supermarket queue.
- Telephone, TTY, SMS. Work in pairs to imagine calling people on the telephone to invite them to play. What did we do? What did we say? How did we start the call? Write a procedure for a telephone call. Source and look at a teletext telephone (TTY) (option – photo library) (Source Deaf World DVD at WA Deaf Society)
- Stories. Work in a group of three to tell and listen to each other tell stories. Listen to stories with headphones. What makes a good story? How do we tell good stories? How could we tell the story without words (eg mime, Auslan, Makaton, felt stories, class pictorial dictionary, digital photos, Boardmaker, Compic)
- Songs. Sing some songs. Sing with your eyes shut. Sing without words. Sing without sound. Use class pictorial / photo dictionary or Boardmaker to participate in a song.
- Poems and rhymes. Say or read some poems or rhymes. How are poems and rhymes different from ordinary speech? Tell a poem or rhyme with hand signs or Auslan.

Going further

Focuses: We are all unique.
People in our community use different ways of communicating.

Learning experiences

Talking about disabilities: People use different ways to communicate!
View the early childhood segments on the Count Us In DVD:

- Talk about times when people use different ways to communicate. Why might that happen? (eg losing our voice, having a bad ear infection and not hearing properly, hurting our eyes, breaking an arm).
- Talk about people in our community who use different ways to communicate (eg people who hard of hearing, Deaf, have a vision impairment, communication disabilities or speech difficulties).
- How did you see children communicating to:
 - ask for things;
 - express emotions;
 - tell people things; and
 - participate in the world?

Applying

Focuses: Changing the environment, expectations, equipment, experience or support provided ensures everyone has the opportunity to participate and contribute at home, school and in community life.
Each of us has the right to treated with dignity and respect.
Each of us has equal worth and basic rights regardless of our differences.

Learning experiences

How can we ensure that everyone in our community has the opportunity to participate and contribute?
These experiences enable students to apply their learning about people with disabilities in a specific context.

Personal applications – communicating with everyone in our community.

How can we communicate with people who have a communication disability or speech difficulty? Invite people who have a communication disability or speech difficulty to speak with the children (see Commission's guest speaker database online at www.countusin.com.au)

Talk about:

- Watching people to see how they are communicating, even if they are not using words or not using words in the same way.
- Being respectful – speaking to the person, facing the person, looking at them, sitting next to them.
- Speaking clearly.
- Finding a way to communicate – gestures, signing, pictures.
- Changing the environment – turning music off or down.
- Helping - asking whether someone would like some help, enabling people to do things for themselves.

Game applications – snakes and ladders.
Play a game of snakes and ladders. How can everyone ask for things, express emotions, tell people things and participate in the game (eg make a communication board for the game, a textured game board, a larger board, play the game on a table, have larger markers)?

Classroom applications – participating and contributing in the classroom.

What can we do so everyone can participate and contribute in the classroom?

- Work in small groups to devise tools, a system, arrange materials to enable everyone to ask for things, express emotions, tell people things and participate in the classroom.
- Have a trial run of the designs.
- Debrief the experience.
 - What did we like? Why?

Learning experiences

- What didn't we like? Why?
- Which of our communication designs worked? How do we know?
- What didn't work? How do we know?
- What modification should we make?

School applications – participating and contributing in the school.

What can we do so everyone has the opportunity to ask for things, tell people things and participate in the school? You might think about:

- signs around the school that tell people where to go;
- ways people can order their lunch;

- ways people can deliver messages; and
- ways people can participate (play) in the playground.

Community applications – information signs.

How can everyone communicate in the community? Investigate ways of ensuring people have the opportunity to ask for things, tell people things and participate in:

- a shop;
- a playground; and
- at a train station or bus stop.

Communicating

Focuses: Every one has a role in the community.
We encourage welcoming communities that ensure everyone has the opportunity to participate and contribute.

Learning experiences

Who needs to know?

The purpose of this step of the inquiry process is to consider the question 'so what?' Having gathered the information, who needs to know about this, how can the information be presented?

- Children – communication board to express emotions in the playground.
- Student council – letter about ways of enabling all students to participate in play.
- Teacher – reminders about the presentation of written materials to go next to school photocopier.
- Parents committee – request for additional playground equipment that allows everyone the opportunity to participate.
- Canteen – pictorial / digital image order forms.
- Whole school – policy about signage.
- Local council – letter about street signs / signage, petition about improving access to a local playground.
- Shopping centre – letter about access of the shopping centre for all members of the community.

“Let’s go!”

This unit will enable students to further their achievement of the following Curriculum Framework Outcomes from the following Learning Areas:

- **English** – Speaking and Listening, Viewing, Reading, Writing;
- **Society and Environment** – Investigation, Communication and Participation, Active Citizenship, Place and Space, Natural and Social Systems;
- **Health and Physical Education** – Interpersonal Skills, Self-management Skills, Skills for Physical Activity;
- **Technology and Enterprise** – Technology in Society, Technological Systems, Information; and the
- **The Arts** – Arts Responses.

Tuning in

Focuses: We all move in some way.
We move for particular reasons.

Learning experiences

Discussion: Why do people move?

- Think and talk together about movement. You might prompt the discussion by playing music or sound effects.
 - When do we move?
 - Where do we go?
 - Why do people move and go places?
 - Talk about moving ‘on the spot’, moving across the room, moving from room to room, going places.
- Write down some of the ideas. Make sure that each idea is attributed to a child or children.
- Children draw or write their ideas or theories about ‘why people move from one place to another’ individually. Put all the ideas together in a book, with similar ideas together.
- Each of these ideas may be investigated in the next step of the inquiry process.

Finding out

Focuses: Everyone moves in a range of ways for a variety of purposes.

Learning experiences

Investigations: For each of these reasons, how can we move?

Conduct investigations for each of the children’s theories. Some of these investigations might be done by small groups of children in activity, learning centre or play time.

We move to get things we need.

- Moving (eg in a wheelchair), walking and reaching. Work in pairs to put something on a high shelf and take it off again. What do we have to do to move/walk and reach? Write a recount of reaching.
- Bending. Play a bean bag relay game where players move bean bags from one hoop to another. What do we have to do to move/run and bend? Work in groups of four

- and make up another bending game. Write a procedure for the game.
- Moving (eg in a wheelchair), running or walking. Think and talk in pairs. Why might we run or move quickly to get something rather than walking or moving slowly to get something? Would we run both ways? Play an egg and spoon game, or filling a glass with water on a soup spoon game. Play a three-legged race game. What is the best way to move so that we can get what we need?

We go from one place to another.

- Walk, walking frame, long-cane, elbow crutches, sighted guide. In a small group, think of reasons for moving from one place to another. Do we move differently if there are different reasons for moving? How do people move if they are using a walking frame, crutches, a cane, a sighted guide?
- Wheelchairs. How do people who use a wheelchair move (eg self powered, other powered, electric)? (View relevant DVD segments or use photo library.)
- Escalators, elevators, travelators, hoists, stair mates. Think about the machines that people use to move from one place to another. Would a machine like these be useful in our school? Work in a group of three to plan a machine to move people around the school.

We go places in our community.

- Walk, wheelchair, sighted guide. Where do people in the class walk / go? We walk or go places with people or by ourselves? Why do we walk / use ways of travel to some places and not others?
- Car, van. Where do children in the class go in a vehicle? Why do we go places in vehicles? Create a vehicle for the classroom or outside playground. What do we need to put in our vehicle so that we can get in and be safe? Look at a vehicle that has been modified to accommodate a wheelchair (or look at the DVD segment / photo library). How could we accommodate a wheelchair in our classroom vehicle? What other modifications are there in vehicles so that people who have a physical disability can drive in them?
- Public transport. Where do the children in the class go by bus or train? Why do we go places by bus or train? Create a bus or train for the classroom or outside playground. How many people can our

bus or train safely carry? What do we need to put in our bus or train so that we can all get in and be safe? If possible, look at the ways in which buses and trains are equipped to accommodate people with a disability. Look at the train station and bus stops as well. What modifications do we need to make to our classroom bus or train to enable everyone to use them?

We move to play.

- Tag games. Play some tag games such as Everyone's It! Have the children stand / be in their own space within a boundary. On a count of three, everyone tried to tag someone else and not be tagged. If they are tagged they must stand / be still. Play until there is only one player left and then play again as many times as you like. What strategies do you use to play the game (eg dodge, feint, pretend to be caught)? How can everyone participate in this game? (eg people who experience difficulty walking, who use wheelchairs, who experience difficulties with speech, who have a vision impairment?).
- Ball games. Play some throwing or catching games (remember that for young children they need to throw a small ball and catch a large one). Play the throwing or catching game sitting down. Try rolling the ball. Try playing slowly and quickly. What keeps the game fun? How can everyone participate in this game (eg people who have difficulty holding or manipulating objects, who have a vision impairment)?
- Kicking games. Play some kicking games. Adapt the kicking game to be a hitting game. Try hitting the ball with hands. Try playing it with a stick or bat to hit the ball. Try playing slowly and quickly. What keeps the game fun? How can everyone participate in this game (eg people who experience difficulty walking, who use a wheelchair)?

Going further

Focuses: We are all unique.
People in our community use different ways of moving and going places.

Learning experiences

Talking about disabilities: People use different ways to move and go places.

- View the early childhood segments on the Count Us In DVD.
- Talk about times when people need to move or go places differently. Why might that happen (eg breaking a leg or an arm, having an accident and needing a wheelchair)?

- Talk about people with disabilities who use different ways to move and go places (eg have difficulty hearing, seeing, use a wheelchair).
- In the video, how did you see children moving:
 - to get things they need;
 - from place to place;
 - to visit friends; and
 - to play games.

Applying

Focuses: Changing the environment, expectations, equipment, experience or support provided ensures everyone has the opportunity to participate and contribute at home, school and in community life.
Each of us has the right to be treated with respect.
Each of us has equal worth and basic rights regardless of our differences.
Everyone has a role in the community.

Learning experiences

How can we ensure everyone has the opportunity to participate and contribute? These experiences enable students to apply their learning about people with disabilities in a specific context.

Personal applications – going places with people in our community.

How can we go places with people who use different ways to move and go places? Invite people who have a disability to speak with the children (see the Commission's guest speaker database online at www.countusin.com.au).

- Watching people to see how they are moving, even if they have a wheelchair, a long-cane or are unsteady as they walk.
- Being respectful – walking with the person (see appendix for guide).
- Changing the experience – doing things in which the person can participate.
- Changing the expectations – doing things in a way in which people can participate.
- Helping – asking whether someone would like some help, enabling people to do things for themselves (see appendix for guide).

Game applications – active games.

Have can everyone participate and contribute in games?

Play some games that involve walking or running. Redesign them so that they can be played without walking or running. Redesign the games so they could be played if people had vision impairment, were Deaf or hard of hearing. What keeps the game fun? What stops the game from being fun? Modify the rules to make the game fun. Write the rules to the new games.

Play some games that involve throwing, rolling and catching. Have children redesign them so that they can be played without using arm movements. Have children redesign the games so they could be played if people had vision impairment, were Deaf or hard of hearing. What keeps the game fun? What stops the game from being fun? Modify the equipment to make the game fun (eg use a light ball; put a bell in the ball). Modify the rules to make the game fun. Write the rules to the new games.

Classroom applications – going places in the classroom.

What can we do so everyone can move and go places in the classroom?

- Look at the spaces in the classroom. Would they accommodate a person who uses a wheelchair, is unsteady as they walk, uses a walking frame or a long-cane?
- What could we do to enable everyone to move in the classroom (eg change the environment, equipment, and rules)?
- Work in small groups to devise tools, a system, arrange materials to enable everyone to get things they need, move from place to place, to be with their friends and to play games.
- Have a trial run of the designs.
- Debrief the experience.
 - What did we like? Why?
 - What didn't we like? Why?
 - Which of our designs worked? How do we know?
 - What didn't work? How do we know?
 - What do we need to modify?

School applications – going places in the school.

What can we do so everyone can get the things they need, move from place to place, play games and go to all the places in the school
You might think about:

- paths and passageways;
- access to buildings and rooms;
- toilets; and
- car parks.

Community applications – going places in the community.

How can everyone go places in the community? Look at:

- street crossings (eg traffic signals, tactile ground surface indicators, kerb ramps);
- ramps to buildings;
- toilets;
- seating;
- accessible parking spaces for people with NDS stickers;
- public transport;
- swimming at the swimming pool; and
- other places people go.

Communicating

Focuses: Everyone has a role in the community.
We encourage welcoming communities that ensure everyone has the opportunity to participate and contribute.

Learning experiences

Who needs to know?

The purpose of this step of the inquiry process is to consider the question 'so what?' Having gathered the information, who needs to know about this, how can the information be presented?

- Children – bumpy (tactile) surfaces to signal to children with vision impairment that there is a change in level (eg near kerbs).
- Teachers – book with modified activities and games (eg see Rocky Bay Inc (WA) "games and activities for wheelchair and non-wheelchair users" 2005).
- Parent committee – request for additional sporting equipment that allows everyone to participate.
- Whole school – policy about playground games.
- Local council – letter about access.
- Shopping centre – letter about access.

“Let’s learn!”

This unit will enable students to further their achievement of the following Curriculum Framework Outcomes from the following Learning Areas:

- **English** – Speaking and Listening, Viewing, Reading, Writing;
- **Society and Environment** – Investigation, Communication and Participation, Active Citizenship, Place and Space, Natural and Social Systems;
- **Health and Physical Education** – Interpersonal Skills, Self-management Skills, Skills for Physical Activity;
- **Technology and Enterprise** – Technology in Society, Technological Systems, Information; and the
- **The Arts** – Arts Responses.

Tuning in

Focuses: We all learn.
We learn for particular reasons.

Learning experiences

Discussion: Why do people learn?

- Think and talk together about ‘learning’.
 - What is learning?
 - Why do we learn?
- Write down some of the ideas. Make sure that each idea is attributed to a child or children.
- Children draw or write the ideas or theories about ‘why people learn’ individually. Put all the ideas together in a book, with similar ideas together.
- Each of these ideas may be investigated in the next step of the inquiry.

Finding out

Focuses: Everyone learns in a range of ways.

Learning experiences

Investigations: For each of these reasons, how do people learn?

Conduct investigations for each of the children’s theories. Some of the experiences might be undertaken in a whole group session. Others might be structures as an activity in learning centre, activity or play times. You might use the stimulus pictures to support the investigations.

We learn to know more.

- Questioning. Interview someone in the school about their interests or work (eg the cleaner, gardener, the receptionist, the principal, teachers, other children, friends, parents, other support workers). Invite people with disabilities to speak with the children (see Commission’s guest speaker database online at www.countusin.com.au). Discuss how we can ask questions to learn more about something. Role-play about asking questions.
- Reading. Look at a variety of books (picture books, text books, books with

Braille, large print books, e-books, audio books). We learn from the information / story that words, Braille, pictures and symbols provide us.

- Touching. Collect a variety of textured materials of about the same dimensions (eg 10cm x 12cm pieces of sand paper, cotton fabric, leaf, bark, corrugated cardboard, metal mirror and plastic). Place them in a bag. Put your hand in the bag and feel each material. What can we learn about each material in this way? Describe each material. Alternatively, use ‘guess what’s in the bag’. Without watching, have

someone show you how to do something through touch (pasting, do a puzzle).

- Watching. Watch a story told in sign language (eg Deaf World DVD <http://www.wadeaf.org.au>) watch television with the sound turned off. Watch a demonstration of how to do something. What helps you learn?
- Listening. Listen to a story using head phones. Listen to a story being told and a story being read. What helps you learn? Cover a television set and listen to a familiar program. What did you learn by listening? Did you recognise the characters voices? How?
- Experimenting. Build a sandcastle with wet and dry sand. Mix some colours with paint. Write a procedure. What did you learn? Experiment with different toppings for popcorn - which did you like the best? How did you learn?
- Watching television. Watch a DVD or television using the various modes available (eg vision, captions, signs). Why does a DVD have these options? Why do some televisions have these options? Switch off the sound. What do you learn from the program? Describe the story line.
- Computers. What options are there on a computer to support people learning in different ways? Investigate some options that computers have (eg colour background, size of font, audio, picture input, voice recognition, picture keyboards).

We learn so we can find solutions to problems⁴.

- Being flexible. Brainstorm ideas such as 'ways to get a drink of water'. Imagine that:
 - you cannot reach the tap;
 - you can only use your left (or right) hand; and
 - you cannot see the tap.
- Being imaginative. Watch some basketball, cricket or football. Invent a game like this to include people who use wheelchairs, people who are Deaf or hard of hearing, or people who are blind or have vision impairment.
- Being innovative. You drop a pencil on

the floor - how could you pick it up without getting up from your chair? Try and write with your opposite hand - is it difficult? How could you make it easier (eg ways to stop the paper from moving, using a marker not a pencil)?

- Taking risks. Build the tallest block tower you can with your eyes open. Build the tallest block tower you can with your eyes closed. How can you solve the problems you find?
- Complexity and elaboration. Look at a picture board story. How could you tell a picture story at a school assembly? Think of all the problems there might be and find solutions to them (eg enlarge the pictures so everyone can see; use a microphone).

We learn so we can do things in our world

- Making friends: Investigate the different ways we can make friends (eg smile, be friendly, think of things to do). What do we like to do with our friends? How do we know that (eg played it before and liked it, it's fun, we like the same things)?
- Cooking. Link with families: Ask families for a recipe of their favourite family food. Look at the different foods involved in the recipe. Look at the different ways in which foods are cooked. Choose some of the recipes to make. What do we need to be able to do to cook these recipes? Look at some cooking implements that people with a disability use to make the tasks easier (eg can openers, bottle openers, jar openers, reaching aids, scissors, angled knives, vegetable peelers, bottle holders, preparation boards, scrubbing brush). Use these in a 'home' dramatic play area.
- Shopping. Collect a variety of boxes and packages that are approximately the same size and shape. How can we tell what is in them? How could we tell what is in them if we had a vision impairment? Make a shopping list. Think about different ways we can make a shopping list. (eg Braille, pictures, words, photos).
- Reading signs. Take a walk around the perimeter of the school. What things do we notice? What do they tell us about our

community? (eg There are bus stops – buses come on this road at particular times and we have to stand here to hail the bus, there are street signs that tell us how fast the cars can go, there is a road crossing to tell us where it is safe to cross, there is a Universal Access Symbol in the car park indicating a place that is accessible for people with disabilities to park their cars; there is a symbol on the toilet door indicating

a toilet that is accessible for people with disabilities). How would people who have vision impairment know these things (eg people could ask questions, people who read Braille could read the Braille on signs, people may remember where the bus stop is)? Could you know these things if you could not read the words? (eg look for the pictures that give us information).

Going further

Focuses: We are all unique.
People in our community use different ways of learning.

Learning experiences

Talking about disabilities: People use different ways to learn.

- View the early childhood segments on the Count Us In DVD.
- Talk about the diversity of ways in which people learn (eg visually, kinaesthetically, orally, aurally, tactilely, interpersonally)
- How do people in our community use different ways to learn?

People who are Deaf or hard of hearing may use:

- visual clues (eg flashing light as a telephone ringing cue);
- an interpreter; and
- Auslan, finger spelling, lip-reading.

People who are blind or have vision impairment may use:

- enlarged worksheets / text / books;
- Braille to write and to read;
- dark pencils and marker pens to write;
- tactile cues to represent objects;
- a magnifier or low vision devices;
- a CCTV (closed circuit TV) to view books / worksheets; and / or
- equipment with sound cues (eg bell in a ball).

People who have an intellectual disability (disabilities affecting thought processes):

- short, clear instructions, one at a time;
- time to do the task / have their turn;
- objects or pictures to help the person understand;
- to be shown what has to be done; and / or
- sign language / Auslan / Makaton.

People with a physical disability may need:

- space for the wheelchair or the physical support the person needs;
- extra assistance: and / or
- time for the person to do the task / have their turn.

People with communication difficulties may need:

- time for people to understand what is being said;
- time to express information;
- to use pictures, symbols, pictorial representation(eg self drawn, class/school pictorial dictionary, Boardmaker, Compic);
- an augmentative communication device (electronic device); and / or
- computer software that has voice output.

Applying

- Focuses: Changing the environment, expectations, equipment, experience or support provided ensures everyone has the opportunity to participate and contribute in home, school and community life.
- Each of us has the right to be treated with dignity and respect.
- Each of us has equal worth and basic rights regardless of our differences.

Learning experiences

How can we ensure everyone in our community has the opportunity to participate and contribute?

These experiences enable students to apply their learning regarding people with disabilities in a specific context.

Personal applications

How can we contribute to everyone's learning?
What might we notice and change:

- In the environment? (eg noise levels, glare from windows, wheelchair access, reduce clutter);
- In the ways in which we communicate? (eg Auslan, Makaton, finger spelling, pictures, lip-reading, Compic, Boardmaker, voice output device, electronic communication device);
- In what we expect people to do? (eg choosing the type of activity, amount of time needed, different steps for learning);
- In the activities we do? (eg functional, books, computer); and
- In the way we do the activities? (eg computer, pictures, hands-on, written, enlargements, audio).

Game applications

We learn when we play games. Play a bingo or lotto game. What are we learning about (eg colours, shapes, numbers, matching, taking turns, and rules)? How could we change / modify the game so everyone could play?

Think about children who:

- have partial or complete loss of hearing (eg writing rules down, Auslan, gestures);
- have partial or complete loss of sight (eg tactile cues, enlarge pictures);
- use a wheelchair (space for wheelchair, extra time);
- have difficulty walking;
- have difficulty holding and manipulating objects;

- have disabilities affecting communication(eg pictorial representation); and
- have disabilities affecting thought processes (eg short, clear instructions, using objects or pictures, extend time).

What do we need to change so that everyone can learn by playing games (eg rules of the game, number of cards, order of play, kinds of pictures, surfaces of the cards, size of the cards and board, pictorial / symbol / Compic or Boardmaker support, electronic communication devices)?

Classroom solutions

We learn in our classroom. What can we do so that everyone has what they need to help them learn? How could everyone:

- build with blocks;
- play in the dramatic play area;
- paint;
- draw;
- write;
- read;
- listen to stories;
- dance; and
- play outside?

School applications

Visit classrooms, the library, the oval and any other spaces in the school that are used as learning spaces. In each space, think and talk about:

- What do people learn here?
- How do they learn?

Does the environment enable everyone to learn in this space (eg equipment, furniture, space, light, sound)? Think about children who:

- have partial or complete loss of hearing (eg writing rules down, Auslan, gestures);
- have partial or complete loss of sight (eg tactile cues, enlarge pictures);

- use a wheelchair (space for wheelchair, extra time);
- have difficulty walking;
- have difficulty holding and manipulating objects;
- have disabilities affecting communication(eg pictorial representation); and
- have disabilities affecting thought processes (eg short, clear instructions, using objects or pictures, extend time).
- Does the equipment used in this space enable everyone to have the opportunity to learn?

Community applications

Where do people learn outside of school (eg library, museum, learning centre, grandmother's house)?

- What do people learn here?
- How do they learn?
- Does the environment ensure everyone can participate and contribute to learning in this space (eg furniture, space, light, sound, equipment)?

Think about people who:

- have partial or complete loss of hearing (eg writing rules down, Auslan, gestures);
- have partial or complete loss of sight (eg tactile cues, enlarge pictures);
- use a wheelchair (space for wheelchair, extra time);
- have difficulty walking;
- have difficulty holding and manipulating objects;
- have disabilities affecting communication(eg pictorial representation); and
- have disabilities affecting thought processes (eg short, clear instructions, using objects or pictures, extend time).
- Is there equipment / physical space / access to enable everyone to have the opportunity to learn?

Communicating

Focuses: Every one contributes to the community.
As members of the community, we have a responsibility to enable everyone to participate in life.

Learning experiences

Who needs to know?

The purpose of this step of the inquiry process is to consider the question 'so what?' Having gathered the information, who needs to know about this, how can the information be presented?

- Children – reminders about the different ways people learn.

- Teachers – photo album of children with their names and ways they like to learn best.
- Parents committee – request for more and different kinds of books for the library (eg talking books, enlarged books).
- Whole school – assemblies incorporating Makaton or Auslan / pictorial representation.
- Local council – Braille information pathway.

Endnotes

¹ Gething, L. et al (1994). Disability Awareness Package: Resource Manual, Community and Aging Program, University of Sydney.

² Gething, L. et al (1994). Disability Awareness Package: Facilitator's Manual, Community and Aging Program, University of Sydney.

³ Murdoch, K. 1998. Classroom connections: Strategies for integrating learning. Eleanor Curtain Publishing: Armadale, Victoria.

⁴ Norman Kunk, 'In spite of my disability' in Creating an Inclusive School by R.A. Villa and J. S. Thousand, 1995, p.166.