

# Count Us In!

teaching resource package



late adolescence

5

creating welcoming communities

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# Creating a welcoming and connected community

The Late Adolescence teaching materials are part of the Count Us In! teaching resource package. They are designed to support teachers in late adolescent classrooms (typically Year 10 to Year 12) in developing curriculum in the context of disability and to enable students to develop the skills for creating a welcoming and connected community.

## Courses of study

The Count Us In! teaching resource materials for late adolescence provide resources that enable students to achieve learning outcomes in any of the units for the following courses of study:

- Applied Information Technology
- Children, Family and Community
- Health Studies
- Engineering Studies
- Materials Design and Technology
- Philosophy and Ethics
- Politics and Law

## Disability as a context for learning

The courses of study can be undertaken in different 'contexts'; for example, the Children, Family and Community course of study, Unit 1A, uses contexts focusing on 'me, my family and my community - caring for others (CFCC)', while the Engineering course of study, Unit 1A uses contexts focusing on 'devices and inventions'.

These materials have been designed so that they can be used in many courses of study. They provide catalysts for investigation using the disciplinary concepts, processes, skills and applications relevant for each course of study.

Teachers will use the course of study materials to inform the teaching and learning program, their choice of assessment tasks and assessment of students' levels of achievement. Course of study outcomes will only be achieved if teachers include the relevant content in the learning sequence provided in these materials.

Teachers may choose one of the experiences designed for their particular course of study or adapt experiences from other courses. Teachers might work collaboratively with disability used as a common context for two or more courses.

## Resources

The resources provided in these materials are visual, text-based, audio, animation and interactive tools that are specifically designed to engage and motivate student learning. Many of the resources are Internet based so that they are accessible to teachers and students wherever they may be located. The resources enable students, individually and collaboratively, to question, investigate, analyse, synthesis, solve problems, make decisions, and reflect on their learning in relation to the context of 'disability'.

## Unit outline

**Unit 1A** – “One in five” challenges students to consider the roles and responsibilities of people with a disability; the technology, devices, inventions and products they use; their health, recreational and political opportunities.

**Unit 1B** – “Experiencing disability” invites students to consider family health, social communication, relationships with other people, environmental design and fashion.

**Unit 2A** – “Attitudes” provokes students to consider attitudes to people with a disability in media, entertainment and leisure, community health, safety, justice and representation.

**Unit 2B** – “Participation” stimulates students to examine the participation of people with a disability in recreation, transportation, health and welfare, tourism and politics.

**Unit 3A** – “Choices” inspires students to examine traditions, beliefs, evolving technologies and innovations.

**Unit 3B** – “Rights and responsibilities” motivates students to examine the management of environments that ensure the participation of people with disabilities as well as issues related to science and survival, population health, and rights and responsibilities.

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

**Differences are not better or worse, they just are.**

## Students' responsibilities

The materials emphasise students' responsibilities in the learning process, requiring students to use particular course of study processes to:

- frame their own hypotheses, propositions and questions;
- plan and conduct needs assessments, surveys, investigations, experiments;
- critically analyse information and evaluate conclusions;
- consider implications, issues and actions; and
- reflect on learning and communicate findings.

## Concepts

Specific concepts will be determined by reference to the Learning Outcomes, Aspects and Elaborations for a course of study. That is, students studying Visual Communication will focus on the principles of communication theories while those studying Materials Design and Technology will focus on the nature and structure of materials.

## Assessment and reporting

As students undertake the learning experiences described in the materials, a range of types and sources of evidence of learning will be generated. Additional assessment will be achieved through already identified assessment tasks for each unit.

For each course of study outcome, student performance will be rated using the scale of achievement for that course.

## 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.

## Literature

The reading of books 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 students to learn about, discuss, make sense of their experiences and explore their views of disability.

A list of books relevant for all phases of schooling 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](http://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.

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

## 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.

**People in our community share similar hopes and aspirations.**

## 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
- extra 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.

## Meeting people with disabilities

The 'Count Us In!' materials encourage the use of guest speakers who have disabilities.

For those students who have had little or no prior contact with people with disabilities, the effectiveness of personal contact, 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.<sup>1</sup>

**Everyone is unique.**

**Everyone has a right to be seen as an individual.**

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.<sup>2</sup>

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

The "Count Us In!" Guest Speaker database is available online through the Disability Services Commission [website](http://www.countusin.com.au) [www.countusin.com.au](http://www.countusin.com.au)

# Framework

By engaging with these 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
- 8 Active Australian citizenship
- 9 Cultural interaction
- 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: The pursuit of personal excellence, Domains of human experience, Empowerment, Knowledge, Values systems, Critical reflection, World views.
- 2 Self-acceptance and Respect of Self: Individual uniqueness, Personal meaning, Ethical behaviour and responsibility, Openness to learning, Initiative and enterprise.
- 3 Respect and Concern for Others and their Rights: Compassion and care, Equality, Respect, Open learning environment, Individual differences, Cooperation/conflict resolution, Family/home environment.
- 4 Social and Civic Responsibility: Participation and citizenship, Community, Diversity, Contribution, Authority, Reconciliation, Social justice, Responsibility and freedom, Benefits of research.

## Overview of late adolescence teaching resources

Unit	Focus	Disability Learning Experiences				
<b>1A – One in five</b>	<p>Definitions of disability.</p> <p>Discussion of the statistical term 'one in five'.</p> <p>Investigation of definitions of disability:</p> <ul style="list-style-type: none"> <li>internet search and reading;</li> <li>video segments of people with a disability in their daily lives, at home, travelling, at work, at leisure, studying;</li> <li>experiences of people with a disability; and</li> <li>experiences of people with an 'invisible' disability.</li> </ul> <p>Planning for creating a connected community leading into specific course experiences.</p>	<b>1B – Experiencing disability!</b>	<b>2A – Attitudes</b>	<b>2B – Participation</b>	<b>3A – Choices</b>	<b>3B – Rights and responsibilities</b>
	<p>We all live in families and the community.</p> <p>Discussion of the poem "You Get Proud by Practising" by Laura Hershey.</p> <p>Investigation of the experience of family and friends of people who have a disability:</p> <ul style="list-style-type: none"> <li>stories: 'Welcome to Holland' and 'Celebrating Holland'; and</li> <li>websites.</li> </ul> <p>Investigation of strategies to support people with a disability and their family and friends:</p> <ul style="list-style-type: none"> <li>support and advocacy groups; and</li> <li>government initiatives</li> </ul> <p>Planning for creating a connected community leading into specific course experiences.</p>	<p>We all participate and contribute to the community.</p> <p>Disability as a societal attitude – examination of the implications of the WHO policy on disability.</p> <p>Attitudes to disability.</p> <p>Stories of people with a disability:</p> <ul style="list-style-type: none"> <li>magazine articles;</li> <li>movies;</li> <li>on-line video clip Talk Video; and</li> <li>fantasy story Revolution.</li> </ul> <p>Discussion: Disability is part of the human experience.</p> <p>Planning for creating a connected community leading into specific course experiences.</p>	<p>We all work, go on holidays, do recreational activities and vote.</p> <p>Questions from Elizabeth Hasting conference speech: Assumption, Expectation and Discrimination: Gender Issues for Girls with Disabilities Promoting Gender Equity Conference 1995.</p> <p>What does participation mean?</p> <ul style="list-style-type: none"> <li>access to information;</li> <li>participation in education;</li> <li>accessing employment;</li> <li>participation in employment;</li> <li>accessing financial support;</li> <li>participating in community life; and</li> <li>participating in decision-making.</li> </ul> <p>Planning for creating a connected community linking into specific course experiences.</p>	<p>We can all make choices.</p> <p>Choices – stories of people with disabilities.</p> <p>What is choice?</p> <ul style="list-style-type: none"> <li>risk and consequence;</li> <li>disclosure;</li> <li>self-determination; and</li> <li>ability and choice.</li> </ul> <p>Planning for creating a connected community linked to specific course experiences.</p>	<p>We all have rights and responsibilities.</p> <p>Establishing priorities – which rights?</p> <p>What are human rights?</p> <ul style="list-style-type: none"> <li>what are human responsibilities?;</li> <li>double discrimination;</li> <li>speaking out;</li> <li>media rights and responsibilities; and</li> <li>having opinions on issues.</li> </ul> <p>Planning for creating a connected community linked to specific course experiences.</p>	

## Links to Courses of Study

<p><b>Applied Information Technology</b> - Information technologies used by people with disabilities</p> <p><b>Children, Family and Community</b> - Roles and responsibilities</p> <p><b>Engineering Studies</b> - Devices and inventions</p> <p><b>Health Studies</b> - Promoting personal health</p> <p><b>Materials Design and Technology</b> - Products for personal use</p> <p><b>Philosophy and Ethics</b> - Questioning knowledge and knowing</p> <p><b>Politics and Law</b> - Personal decision making</p>	<p><b>Applied Information Technology</b> - Designing, developing and evaluating information for a community group</p> <p><b>Children, Family and Community</b> - Ecological representation of interdependence</p> <p><b>Engineering Studies</b> - Engineering solutions for living at home</p> <p><b>Health Studies</b> - Mentoring</p> <p><b>Materials Design and Technology</b> - Functional and fashionable clothing</p> <p><b>Philosophy and Ethics</b> - Questioning everyday experience</p>	<p><b>Applied Information Technology</b> - Promoting a welcoming community</p> <p><b>Children, Family and Community</b> - Accessible services and resources</p> <p><b>Engineering Studies</b> - Engineering solutions for public access</p> <p><b>Health Studies</b> - Promoting health</p> <p><b>Materials Design and Technology</b> - Accessible leisure and entertainment</p> <p><b>Philosophy and Ethics</b> - Questioning concepts of self</p>	<p><b>Applied Information Technology</b> - Accessible web pages</p> <p><b>Children, Family and Community</b> - Advocacy and self-advocacy</p> <p><b>Engineering Studies</b> - Engineering solutions for public transport</p> <p><b>Health Studies</b> - Inclusive health promotion campaigns</p> <p><b>Materials Design and Technology</b> - Prosthetics</p> <p><b>Philosophy and Ethics</b> - Questioning objectivity</p>	<p><b>Applied Information Technology</b> - Quality information</p> <p><b>Children, Family and Community</b> - Support and advocacy groups</p> <p><b>Engineering Studies</b> - Functional and aesthetic engineering solutions</p> <p><b>Health Studies</b> - Facilitating health</p> <p><b>Materials Design and Technology</b> - Products from recycled materials</p> <p><b>Philosophy and Ethics</b> - Questioning ethics and conduct</p>	<p><b>Applied Information Technology</b> - Information system for a community centre</p> <p><b>Children, Family and Community</b> - Joined up solutions</p> <p><b>Engineering Studies</b> - Engineering solutions for packaging</p> <p><b>Health Studies</b> - Interactive factors in promoting public health</p> <p><b>Materials Design and Technology</b> - Designing a new product</p> <p><b>Philosophy and Ethics</b> - Religion and disability</p>
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## 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><b>Let's Communicate</b> – finding out why and how we communicate</p> <p><b>Let's Go</b> – finding out why and how we go places</p> <p><b>Let's Learn</b> – finding out why and how we learn</p>	<p><b>Focusing</b> – 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><b>Researching</b> – what is a disability, researching a particular disability, frequently asked questions, effects of a disability, assistive technologies, researching a topic</p> <p><b>Experiencing</b> – a solution-focused approach, giving instructions, remembering, everyday experiences, listening, television</p>	<p><b>Visual Arts</b> – investigating the experience of artists</p> <p><b>Drama</b> – investigating the experience of actors</p> <p><b>Music</b> – investigating the experience of musicians</p> <p><b>Dance</b> – investigating the experience of dancers</p> <p><b>Portrayals of Disability Health and Physical Recreation</b> – definitions of disability</p> <p><b>Cultural Perspectives Equipment and Assistive Technologies</b></p>	<p><b>1A One in Five</b> – definitions of disability</p> <p><b>1B Experiencing Disability</b> – investigations of the experience of disability</p> <p><b>2A Attitudes</b> – disability as a societal attitude</p> <p><b>2B Participation</b> – assumptions, expectation and discrimination</p> <p><b>3A Choices</b> – ability and choice</p> <p><b>3B Rights and Responsibilities</b> – which rights?</p>
We all have the right to participate in and contribute to the community	<p><b>Let's Communicate</b> (Going further) – everyone in our community communicates</p> <p><b>Let's Go</b> (Going further) – everyone in our community goes places</p> <p><b>Let's Learn</b> (Going further) – everyone in our community learns</p>	<p><b>Focusing</b> – wants, needs and rights</p> <p><b>Researching</b> – frequently asked questions</p> <p><b>Applying</b> – media images, advice column</p>	<p><b>Disability Rights</b> – 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><b>2A Attitudes</b> – implications of the WHO policy on disability</p> <p><b>3B Rights and Responsibilities</b> – 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><b>Let's Go</b> (Applying) – going places in the classroom, going places in the school, going places in the community</p>	<p><b>Applying</b> – universal design, access, access to transport, access to houses, is your classroom accessible, web design</p>	<p><b>Visual Arts</b> – investigating the accessibility of art galleries</p> <p><b>Drama</b> – investigating the accessibility of theatres</p> <p><b>Music</b> – investigating the accessibility of music venues</p> <p><b>Dance</b> – investigating the accessibility of dance venues</p> <p><b>Media</b> - investigating symbols employment-employer information</p> <p><b>Disability Rights</b> – access audit, public transport standards, workplace practice</p>	<p><b>1A</b> – Information technologies used by people with disabilities</p> <p><b>1B</b> - Engineering solutions for living at home</p> <p><b>2A Attitudes</b> – 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><b>2B Participation</b> – access to information, participation in education, accessing employment, accessing financial support,</p>

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

In these experiences, students investigate definitions of disability from different perspectives, through Internet searches and reading, the Count Us In DVD segments and writings about disability. The Teacher Information provides some definitions. Students may find medical, legal, social or cultural definitions. As the students locate definitions, it will be important to talk about the use of language and its significance. There is a difference between respectful language and political correctness. In Western Australia, we use people-first language that reflects our awareness of the individual as a person.

## Learning experiences

### One in five

One in five Australians smokes, one in five feels pressure to drink in the workplace, one in five was sunburned on summer weekends, one in five does not wear a seat belt when travelling in a car, one in five will have a mental illness at some point in their lives, one in five does not know how to operate a fire extinguisher and one in five has high cholesterol. There are other statistics which may be of interest. Conduct an Internet search for “one in five Australians”. What does one in five mean?

One in five Australians has a disability<sup>3</sup>. What does it mean to have a disability? What does it mean that “one in five Australians has a disability”?

(See Impact of disability in WA in Teacher information, alternatively [www.disability.wa.gov.au/1/85/48/Disability\\_in\\_W.pm](http://www.disability.wa.gov.au/1/85/48/Disability_in_W.pm))

### Definitions of disability

Search for definitions of disability. Compare them. What does each definition tell us about:

- the ability of people with a disability;
- the disability; and
- the people themselves?

What is similar about the definitions? What is different (see Teacher Information)?

You may like to look at:

[www.disability.wa.gov.au/about\\_disability/disabilityprofile.htm](http://www.disability.wa.gov.au/about_disability/disabilityprofile.htm)

[www.aihw.gov.au/publications/](http://www.aihw.gov.au/publications/)

(search for disability as a keyword)

[www.daa.org.uk/](http://www.daa.org.uk/)

### Count Us In DVD segments of people with disabilities

View one or more of the adolescence segments. Each segment follows a person who has a disability through their daily life. We see them at home, at school, at work, travelling, in leisure activities, and studying. We learn about their lives.

From the segments:

- Define disability. What does each definition tell us about:
  - the ability of people with disabilities;
  - the disability; and
  - the people themselves?
- Share definitions.
- Compare group definitions.
- Describe the groups which you have created. (A variety of grouping structures is possible. Students might find medical, legal, social and cultural definitions. They might find ‘people-first’ definitions.)
- What are the implications of each group of definitions for people who have a disability?
- What services would be provided, do you think, under each group of definitions?

For additional information, you might also look at:

- Commonwealth Disability Strategy [www.facsia.gov.au/disability/cds](http://www.facsia.gov.au/disability/cds)
- Brain Foundation Australia [www.brainaustralia.org.au/](http://www.brainaustralia.org.au/)
- Celebrating the Abilities of People with a Disability [www.facsia.gov.au](http://www.facsia.gov.au)
- NICAN [www.nican.com.au/](http://www.nican.com.au/)
- Health Insight [www.healthinsite.gov.au/](http://www.healthinsite.gov.au/)
- DEAC [www.deac.org.au/](http://www.deac.org.au/)

### Experiences of people with disabilities

Read about the experiences of people with disabilities.

- What definitions of disability are in these stories? What does each definition tell us about:
  - the ability of people with disabilities;
  - the disability; and
  - the people themselves?
- What are the implications for the types of services provided?
- Community Living [www.gwacl.on.ca/Stories.htm](http://www.gwacl.on.ca/Stories.htm)
- Inclusion International
- [www.inclusion-international.org/](http://www.inclusion-international.org/)
- Scope [www.scopevic.org.au/news\\_mel\\_smith.html](http://www.scopevic.org.au/news_mel_smith.html)
- Novita [www.novita.org.au/](http://www.novita.org.au/)
- YVCB [www.bca.org.au/](http://www.bca.org.au/)
- Vision Australia [www.visionaustralia.org](http://www.visionaustralia.org)
- Reach Out [www.reachout.com.au/](http://www.reachout.com.au/)

### Experiences of people who have invisible disabilities

Read about the experiences of other people who have invisible disabilities.

- What definitions of disability are in these stories? What does each definition tell us about:
  - the ability of people with disabilities;
  - the disability; and
  - the people themselves?
- What are the implications for the types of services provided?
- A Hard Look at Invisible Disability by Cal Montgomery [www.pdcnsw.org.au/library/03/invisible.html](http://www.pdcnsw.org.au/library/03/invisible.html)

- An Open Letter to Those Without CF/Fibro <http://notdoneliving.net/foothold/openletter/>
- World Institute on Disability [www.wid.org/publications/](http://www.wid.org/publications/)
- 10 years of Acquired Brain Injury [www.brainfoundation.org.au/](http://www.brainfoundation.org.au/)

### Creating a welcoming and connected community

One in five Western Australians has a disability and like the rest of the community, strives to lead diverse and fulfilling lives.

In the past, people with disabilities were often segregated and isolated from the rest of the community.

There has been an increasing trend for people with disabilities to live within a community setting but that does not equate with connectedness to others in their community. Similarly, there has been an increase in participation in recreational activities and employment.

With increasing community awareness about the needs of people with disabilities, the journey towards full community inclusion continues. People with disabilities now enjoy increased opportunities to live in their own homes as members of the community, making choices about daily living requirements, employment, recreation and leisure pursuits. Despite this, many people with disabilities have remained isolated and lonely.<sup>4</sup>

There are some guiding principles that can support connectedness.

On the basis of your explorations, what can you do to:

1. Consider the whole person, focusing on their gifts and assets.
2. Ensure the person's own views and interests are being pursued even when they are hard to find or understand.
3. Focus on common interests when facilitating relationships.
4. Ensure there is time available for social relationships to develop.
5. Positively develop the roles a person plays within society.
6. Search for leaders within the community and connect individuals to them.
7. Be prepared to let go when appropriate.
8. Consider the person as part of a family system.
9. Provide support with uncertainty and problem solving.
10. Aim for an extensive and varied social network.
11. Allow an appropriate level of risk taking.
12. Look for small increments of change rather than a breakthrough.
13. Be aware of the influence you can have.
14. Assume there are ways of achieving community connectedness.
15. Pursue community connectedness.

## Examples of applications in different courses of study

Applied Information Technology	Children, Family and Community	Engineering Studies	Health Studies	Materials, Design and Technology
<p>What information and communication technologies did you see, hear or read about people using? For what purposes?</p> <p>Investigate the technologies used by people with a specific disability including:</p> <ul style="list-style-type: none"> <li>• hardware components;</li> <li>• software systems; and</li> <li>• ways in which information is made accessible.</li> </ul> <p>What impact might ICT have on people's behaviour, personal opinions or decisions, attitudes and relationships?</p> <p>Prepare a report using a word processor of the information you have collated.</p>	<p>What roles and responsibilities did you see, hear or read about people accepting?</p> <p>Investigate: What influences the roles and responsibilities that people with a disability accept?</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• duty of care;</li> <li>• confidentiality;</li> <li>• human rights;</li> <li>• opportunities;</li> <li>• challenges; and</li> <li>• uniqueness of the individual.</li> </ul>	<p>What devices and inventions did you see, hear or read about people using? For what purposes?</p> <p>Design, make and evaluate a product that would meet a need for a person with a disability.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• client need;</li> <li>• existing products;</li> <li>• plans for innovation;</li> <li>• materials to be used;</li> <li>• production process; and</li> <li>• ethical considerations.</li> </ul>	<p>What health issues concern the people you have seen in the video, heard or read about?</p> <p>Investigate and evaluate a health promotion strategy that addresses the personal health issues of people with a specific disability.</p> <p>Consider physical, social, mental and emotional factors that influence personal health.</p>	<p>What products did you see, hear or read about people using (eg entertainment, furniture, clothes, electrical goods).</p> <p>Design a product for use by a person with a disability. Consider:</p> <ul style="list-style-type: none"> <li>• form and function;</li> <li>• materials;</li> <li>• production; and</li> <li>• marketing.</li> </ul> <p>You might like to look at the following websites for other inspirations:</p> <p><a href="http://www.adornequip.co.uk">www.adornequip.co.uk</a>  <a href="http://www.infinitec.org">www.infinitec.org</a></p>
Philosophy and Ethics	Politics and Law			
<p>What do we know from the DVD and our reading about people with disabilities?</p> <p>How do we know it?</p> <p>Whose perspectives have we heard/not heard?</p> <p>Investigate the life of a person with a disability. Look closely at the DVD. Read a biography or autobiography of a person with a disability. Who are they? What are their dreams and aspirations?</p> <p>Analyse their subjective experience.</p>	<p>What kinds of decisions do people with disabilities make? What kinds of decisions are made their families or in the wider community?</p> <p>Investigate the experience of a person with a particular disability in decision-making in past and present decision-making contexts (eg family, school, local government).</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• the role of rules and laws;</li> <li>• levels of decision making; and</li> <li>• relationships between decision making levels.</li> </ul>			

# Unit 1B: Experiencing disability

In these experiences, students consider the experience of living with a disability from the perspectives of a people with disabilities and their friends and family. This unit builds on Unit 1A which focused on the definitions of disability. Students are encouraged to think about their personal responses, investigate the experiences of people in the community, and research support and advocacy groups and strategies for creating a welcoming and connected community.

## Learning experiences

### Experiencing disability

Look at the poem by Laura Hershey “You Get Proud By Practising” [www.disabilityhistory.org/dwa/edge/curriculum/cult\\_prof\\_hershey.htm](http://www.disabilityhistory.org/dwa/edge/curriculum/cult_prof_hershey.htm)

- Which parts of the poem seem to address the experience of disability directly? Which parts of the poem seem to be relevant to anyone, with or without a disability?
- What does pride and proud mean in this poem? What words would you use to describe this feeling?
- Based on the kind of “pride” expressed in this poem, how often do you feel proud?
- What are some of the ways that you “practice being proud”?

### A different experience

Read:

“Welcome to Holland” [www.actdsa.asn.au/welcome\\_to\\_holland.htm](http://www.actdsa.asn.au/welcome_to_holland.htm)

“Celebrating Holland – I’m Home” by Cathy Anthony

[www.dsav.asn.au/global/articles/Welcome\\_to\\_Holland.pdf](http://www.dsav.asn.au/global/articles/Welcome_to_Holland.pdf)

- Which parts of the stories seem to address the experience of disability directly? Which parts could be relevant to anyone, with or without a disability?
- Do the families sound as if they are ‘proud’ as Laura Hershey describes it in her poem (above)?

### The experience of friends and family

Using the following websites (or others), what is the experience of families and friends of people with disabilities?

- For friends and families of children with cerebral palsy <http://members.iinet.net.au/~scarffam/cpa.html>
- Babies Like Me [www.rvib.org.au/](http://www.rvib.org.au/)
- What does a diagnosis of Down’s Syndrome mean? [www.dsansw.org.au/](http://www.dsansw.org.au/) (search for ANewLife)
- My child is deaf! [www.users.on.net/~phisal/my\\_child\\_is\\_deaf.html](http://www.users.on.net/~phisal/my_child_is_deaf.html)
- A journey round my son and down the information highway [www.cqu.edu.au/~diefenbk/assid95.htm](http://www.cqu.edu.au/~diefenbk/assid95.htm)
- One parent’s guide through the land of Autism [www.angelfire.com/ky/touristinfo/](http://www.angelfire.com/ky/touristinfo/)
- The Quote Book [www.rwcommunity.com/quotes/index.php?section=21&page=1](http://www.rwcommunity.com/quotes/index.php?section=21&page=1)
- Having a disabled child in the family [www.cyh.com/HealthTopics/](http://www.cyh.com/HealthTopics/)
- Living with Disability [www.cca.org.au/](http://www.cca.org.au/)
- Which parts of the stories seem to address the experience of disability directly? Which parts could be relevant to anyone, with or with a disability?
- Do these experiences sound ‘proud’ in the way Laura Hershey describes?

### Advocacy and support groups

There are many support and advocacy groups for people with disabilities and their families and friends (see [www.disability.wa.gov.au](http://www.disability.wa.gov.au)). Investigate one of these. Prepare a single page summary about it describing:

- what it is;
- who it is for; and
- what it does.

Collate all the service summaries and create a resource for people in your community who have disabilities and their families and friends.

### Strategies supporting people with disabilities

In Western Australia, there are a number of strategies in place to support people with disabilities and their families. Investigate (see [www.disability.wa.gov.au](http://www.disability.wa.gov.au)) the following (or another of your choice). Describe each strategy, its purposes and its actual or potential support for people with a disability and their family and friends: For example

- the Companion Card;
- financial plans incorporating a private trust;
- family and carers network;
- Accessible Communities Awards;
- WA Citizen Strategy 2004-2009;
- Unhiding Project; and
- Making A Difference Awards

### Creating a welcoming and connected community

On the basis of your explorations, what can you do to create a connected community in which:

1. The focus is on everyone's gifts and assets.
2. Everyone's views and interests are pursued.
3. We all focus on common interests when facilitating relationships.
4. We all ensure there is time available for social relationships to develop.
5. Everyone's roles in society are developed positively.
6. Leaders within the community are connected with individuals.
7. People are encouraged to act independently.
8. Everyone is considered as part of a family system.
9. Everyone is provided with support with uncertainty and problem solving.
10. Everyone has an extensive and varied social network.
11. Everyone is allowed to take an appropriate level of risk.
12. Small increments of change are recognised.
13. You are aware of the influence you can have.
14. We all seek ways of achieving community connectedness.
15. We all pursue community connectedness.

## Examples of applications in different courses

Applied Information Technology	Children, Family and Community	Engineering Studies	Health Studies
<p>You have been contracted to develop information for a community group that supports the family and/or friends of people with a particular disability. Investigate the information that is available about similar groups (eg websites, brochures, promotional audio visual materials). Design, develop and evaluate the information. Consider:</p> <ul style="list-style-type: none"> <li>• What services might your group offer the community? How can those services be supported by the information you produce?</li> <li>• What images will be included in your information?</li> <li>• What information will be included?</li> <li>• What support will be required by people in the community group to manage the dissemination and updating of the information?</li> <li>• What are the requirements of your information eg where will the information be stored, how will it be disseminated, where will original copies be kept?</li> </ul> <p>To prepare your information, you will need to consider the ways in which access to it can be supported. See:</p> <ul style="list-style-type: none"> <li>• Internet Industry Association for information about Web Accessibility <a href="http://www.iiia.net.au/accessresources.html">www.iiia.net.au/accessresources.html</a></li> <li>• Human Rights and Equal Opportunity Commission for information about access to telecommunications. <a href="http://www.hreoc.gov.au/disability%5FRights/communications/communications.html">www.hreoc.gov.au/disability%5FRights/communications/communications.html</a> and captioning <a href="http://www.hreoc.gov.au/disability%5FRights/captioning.htm">www.hreoc.gov.au/disability%5FRights/captioning.htm</a></li> <li>• Blind Citizens Australia for "Information in Accessible Formats" <a href="http://www.bca.org.au/Getting_the_Message.htm">www.bca.org.au/Getting_the_Message.htm</a></li> </ul>	<p>Individuals, families and communities are interdependent and interact within their ecological or physical, social, cultural and political environment. Based on research into the experiences of disability, diagrammatically represent the experiences of a person with a disability. Consider the influences of:</p> <ul style="list-style-type: none"> <li>• the individual;</li> <li>• family;</li> <li>• friends;</li> <li>• groups;</li> <li>• communities; and</li> <li>• society.</li> </ul> <p>Plan a campaign to promote one aspect of this interaction.</p>	<p>Engineering can enable people with disabilities to live comfortable and independent lives. Investigate, in detail, some of the engineering solutions that ensure the independence of people with disabilities, including:</p> <ul style="list-style-type: none"> <li>• ramps;</li> <li>• doorways;</li> <li>• pathways;</li> <li>• rails; and</li> <li>• flooring</li> </ul> <p>Design a ramp access for your own home.</p> <ul style="list-style-type: none"> <li>• Identify the particular design challenges raised.</li> <li>• Explore any possible social and/or environmental issues.</li> <li>• Suggest possible designs and materials that will address the design challenges.</li> <li>• Use labelled diagrams, to present your ideas.</li> <li>• Explain why the materials have been used. What are their properties that make them suitable for use?</li> </ul>	<p>Research has demonstrated the effectiveness of mentoring in helping youth develop skills, knowledge, and motivation to successfully transition from high school to adult life (Moccia, Schumaker, Hazel, Vernon, &amp; Deshler, 1989; Rhodes, Grossman, &amp; Resch, 2000). Define mentoring.</p> <p>Conduct a survey to identify the ways in which mentoring is happening in your school, eg</p> <ul style="list-style-type: none"> <li>• informal personal meetings;</li> <li>• telephone conversations, letters;</li> <li>• face-to-face, one-on-one;</li> <li>• groups;</li> <li>• in activities;</li> <li>• adult with young person;</li> <li>• older and younger people;</li> <li>• employed people and student; and</li> <li>• e-mentoring, where communication is via E-mail.</li> </ul> <p>Analyse the information you have gathered:</p> <ul style="list-style-type: none"> <li>• Are all students accessing some form of mentoring?</li> <li>• Do all students have the opportunity to mentor someone as well as to be a mentee or protégé?</li> <li>• Are adaptations / modifications needed in order for every student to participate?</li> <li>• What information, knowledge and skills do the mentors need?</li> <li>• What information, knowledge and skills do the mentees or protégés need?</li> <li>• What structures need to be established so that everyone can participate in and benefit from a mentoring program, including :             <ul style="list-style-type: none"> <li>• mentoring formats;</li> <li>• screening processes;</li> <li>• matching processes;</li> <li>• scheduling; and</li> <li>• protocols.</li> </ul> </li> </ul>

## Materials, Design and Technology

Clothing needs to be functional and fashionable.

Design an item of clothing that will be functional and fashionable for young people:

- who use wheelchairs;
- who have difficulty walking;
- who have difficulty holding and/or manipulating objects;
- who have partial or complete loss of vision or hearing; and
- with disabilities affecting communication and thought processes.

You might look at some of the following sites for some other inspirations.

- Adaptations by Adrian [www.adaptationsbyadrian.com/](http://www.adaptationsbyadrian.com/)
- Fashion Magic [www.fashionmagic.bc.ca/](http://www.fashionmagic.bc.ca/)
- Specially for You [www.speciallyforyou.net/](http://www.speciallyforyou.net/)
- Petal Back Clothing [www.petalbackclothing.com.au](http://www.petalbackclothing.com.au)

## Philosophy and Ethics

From your investigations about the experience of disability, consider the following questions from the perspectives of:

- people with disabilities;
- their friends; and
- their family.
  
- What does it mean to have a good life?
- How important is friendship?
- Who can be a leader?
- Why are some people celebrities?
- To what extent can we choose our lifestyle?
- What is self-awareness and why might it be important to understanding more about oneself?

# Unit 2A: Attitudes

In these experiences, students explore attitudes towards disability and people with disabilities. Students might work in small groups to closely read and discuss one of the articles, watch a DVD or examine a magazine (ie in 'expert groups') and then share their discussion ideas with students who have conducted other investigations (ie in a rainbow or jigsaw group).

## Learning process

### Disability is a societal attitude

Talk about the following statement:

“For some years now disability activists have argued for a new understanding of disability, which they refer to as the social model of disability. This new understanding was clearly articulated by Gerben DeJong (1979) who argued that disability is a societal construct, brought about by a disabling environment and the institutions created by society. The onus thus shifts from the functional limitations of the individual to society itself, and society becomes responsible to provide accommodation for the individual.”

This attitude is reflected in the World Health Organisation policy on disability. Read the policy closely. What are the implications of the policy for us in Western Australia?  
[www.brighthope.net/newenglish/list.asp?unid=114](http://www.brighthope.net/newenglish/list.asp?unid=114)

### Attitudes to disability – the experiences of people with disabilities

Read one of the articles.

- What is the main message of the article?
- What challenges do the author/s have to the ways in which they believe people in the community are treated?
- In spite of my disability by: Norman Kunc & Emma Van der Klift  
[www.normemma.com/arinspit.htm](http://www.normemma.com/arinspit.htm)
- From Poster Child to Protester – by Laura Hershey  
[www.jik.com/ilarts.html](http://www.jik.com/ilarts.html)
- No disability in digitalized community by Dr Zhangxu [www.icdri.org/inspirational/no\\_disability\\_in\\_digitalized\\_com.htm](http://www.icdri.org/inspirational/no_disability_in_digitalized_com.htm)
- Anger as a liberating strength - “Please don’t do that” - By Elizabeth Hastings [www.wwda.org.au/womdis4.htm](http://www.wwda.org.au/womdis4.htm)
- Trying to be normal by Jane Smith [www.wwda.org.au/womdis2.htm](http://www.wwda.org.au/womdis2.htm)
- Written works by young people who have a disability [www.angelfire.com/mi/Care/writtenwks.html](http://www.angelfire.com/mi/Care/writtenwks.html)

### Attitudes to disability in magazines

Read one of the articles. Does the way it is written (including editorial content, adjectives and tone) convey a positive image of the person, focusing on the person and their ability or does it focus on disability?

- An article about Ms Wheelchair America 2006 [www.freep.com/sports/othersports/qgrapple2.htm](http://www.freep.com/sports/othersports/qgrapple2.htm)
- An article about a wrestler who has cerebral palsy [www.mswheelchairamerica.org/mwa.html](http://www.mswheelchairamerica.org/mwa.html)

Find a similar article about a person without a disability and compare the two (eg a profile on a Paralympian and an article on an Olympian).

### Attitudes to disability in movies

What perceptions and attitudes to people with disabilities have you seen or heard in movies such as:

- Forrest Gump (played by Tom Hanks) in Forrest Gump.
- Arliss Loveless (played by Kenneth Branagh) in Wild Wild West.
- Jerome (played by Jude Law) in Gattaca.
- Quasimodo (voiced by Tom Hulce) in The Hunchback of Notre Dame.
- Evil Scientist (voiced by William Hickey) in Tim Burton’s The Nightmare before Christmas.
- Hank/Charlie (played by Jim Carrey) in Me, Myself & Irene.

You might like to look at:

Whose life is it anyway: Selected portrayals of persons with disabilities in books and films from the UCLA Library Committee on Disability [www.library.ucla.edu/admin/staffserv/commtts/lcd/whoslife.htm](http://www.library.ucla.edu/admin/staffserv/commtts/lcd/whoslife.htm)

We are Not a Metaphor: A Conversation about Representation in American Theatre, April 2001

The Diversity Conundrum in American Theatre, December 1999 [www.tcg.org/frames/am\\_theatre/fs\\_am\\_theatre\\_arch.htm](http://www.tcg.org/frames/am_theatre/fs_am_theatre_arch.htm)

### Discrimination and stereotyping

View the video clips in the Talk Video series. (In this series, a man wakes up in a world in which the majority of people have a disability and pity him, patronise him and find his actions distasteful because he does not have a disability.) [www.drc-gb.org/citizenship/talkvideos/talkvideo/index.asp](http://www.drc-gb.org/citizenship/talkvideos/talkvideo/index.asp)

What is the video trying to show in terms of:

- the ways in which people are perceived regarding their ability, employability and ability to have relationships; and
- the accessibility of public transport, buildings and information?

### Attitudes to disability – what is a disability?

Read about Vic Finkelstein's fantasy world designed for people in wheelchairs in Revolution. [www.newint.org/issue233/revolution.htm](http://www.newint.org/issue233/revolution.htm)

- Itemise the ways in which the created community posed barriers for able-bodied people. What parallels are there for people with a disability in a world designed for the able-bodied?
- What is a disability?

### Attitudes to disability – disability as part of the human experience

The United States' Developmental Disabilities and Human Rights Act states that "Disability is a natural part of the human experience". There have always been people with disabilities. Some are born with a disability, others acquire them through accident, illness or ageing. There are people of all ages, genders and sexual orientation, as well as people from all socioeconomic, religious, and ethnic groups who have a disability.

"We need to see disability as an inevitable, normal and indeed positive part of the diversity of Australian society." Dr Christopher Newell. [www.media.anglican.com.au/tma/2004/12/newell.html](http://www.media.anglican.com.au/tma/2004/12/newell.html)

Other articles by Dr Christopher Newell, an Anglican priest, a university lecturer, a writer of numerous articles relating to disability and

human dignity, and a co-editor and co-author of: *Voices in Disability and Spirituality from the Land Down Under* and *Disability in Australia*:

- "Flourishing Rhetorically: Disability, Diversity and Equal Disappointment Opportunity" [www.adcet.edu.au/uploads/documents/Newell.pdf](http://www.adcet.edu.au/uploads/documents/Newell.pdf)
- Video clips from the National Museum of Australia Talkback Classroom [www.nma.gov.au/schools/events\\_and\\_activities/talkback\\_classroom/talkback\\_classroom\\_video\\_clips/christopher\\_newell/](http://www.nma.gov.au/schools/events_and_activities/talkback_classroom/talkback_classroom_video_clips/christopher_newell/)
- Disability Apartheid [www.abc.net.au/rn/talks/perspective/stories/s550758.htm](http://www.abc.net.au/rn/talks/perspective/stories/s550758.htm)

You might also like to look at historical perspectives on disability, eg History through deaf eyes <http://depts.gallaudet.edu/deafeyes/>

What might change in the lives of people in our community, if we think about disability as a natural human experience?

### Creating a welcoming and connected community

On the basis of your explorations in this unit, what can you do to create a welcoming and connected community in which:

1. The focus is on everyone's gifts and assets.
2. Everyone's views and interests are pursued.
3. We all focus on common interests when facilitating relationships.
4. We all ensure there is time available for social relationships to develop.
5. Everyone's roles in society are developed positively.
6. Leaders within the community are connected with individuals.
7. People are encouraged to act independently.
8. Everyone is considered as part of a family system.
9. Everyone is provided with support with uncertainty and problem solving.
10. Everyone has an extensive and varied social network.
11. Everyone is allowed to take an appropriate level of risk.
12. Small increments of change are recognised.
13. You are aware of the influence you can have.
14. We all seek ways of achieving community connectedness.
15. We all pursue community connectedness.

## Examples of applications in different courses of study

Applied Information Technology	Children, Family and Community	Engineering Studies	Health Studies
<p>Your local council has asked you to develop an advertising campaign that promotes your community as a welcoming community.</p> <p>Create an information product that incorporates images and sound.</p> <p>What technologies will be required by the local council to run your campaign?</p>	<p>Analyse documentation from a local hospital, school, TAFE, community centre, government department, employment service or faith group (eg web pages, brochures, advertisements).</p> <ul style="list-style-type: none"> <li>• What client needs are being addressed?</li> <li>• What services are available?</li> <li>• What resources are provided by the group, organisation or institution?</li> <li>• When and how can services and resources be accessed?</li> <li>• In what ways does the group, organisation or institution build on clients' strengths?</li> <li>• What attitudes to clients are conveyed?</li> <li>• What values are conveyed?</li> <li>• Are services and resources accessible to everyone in the community?</li> </ul>	<p>A variety of engineering solutions are used to facilitate access to public venues. The Disability Discrimination Act <a href="http://www.hreoc.gov.au/complaints_information/guides/info_sheet_dda.html">www.hreoc.gov.au/complaints_information/guides/info_sheet_dda.html</a> stipulates some requirements for public access, but each of these can still be interpreted according to the beliefs and attitudes of people negotiating solutions.</p> <p>Explore alternative solutions for one of the following, noting:</p> <ul style="list-style-type: none"> <li>• function;</li> <li>• energy considerations;</li> <li>• community attitudes;</li> <li>• accessibility;</li> <li>• safety;</li> <li>• materials; and</li> <li>• related beliefs of attitudes.</li> </ul> <p>Possible areas for study:</p> <ul style="list-style-type: none"> <li>• toilet design;</li> <li>• shelters for camping sites;</li> <li>• management of grey water;</li> <li>• amusement park rides; and</li> <li>• noise reduction in clubs.</li> </ul> <p>For each of the following settings, which solution would you propose and why:</p> <ul style="list-style-type: none"> <li>• remote community in Western Australia;</li> <li>• small country town in the Pilbara;</li> <li>• large country town in the South West;</li> <li>• outer suburbs of Perth; and</li> <li>• inner city.</li> </ul>	<p>What does 'health for all mean'?</p> <p>Consider each of the principles of the Ottawa Charter for Health Promotion:</p> <ul style="list-style-type: none"> <li>• building healthy public policy;</li> <li>• creating supportive environments;</li> <li>• strengthening community actions;</li> <li>• developing personal skills;</li> <li>• reorienting health services; and</li> <li>• moving into the future.</li> </ul> <p>What do these health promotion policies mean for people who:</p> <ul style="list-style-type: none"> <li>• use wheelchairs;</li> <li>• have difficulty walking;</li> <li>• have difficulty holding and/or manipulating objects;</li> <li>• have partial or complete loss of vision;</li> <li>• have partial or complete loss of hearing; and</li> <li>• have disabilities affecting communication and thought processes?</li> </ul> <p>Prepare and conduct a panel discussion presenting perspectives to inform decision making about health promotion priorities for one of the above groups of people. One person in each group should research the perspectives of:</p> <ul style="list-style-type: none"> <li>• a person with a disability;</li> <li>• a general practitioner;</li> <li>• a nurse;</li> <li>• a hospital administrator;</li> <li>• an occupational therapist;</li> <li>• a psychologist; and</li> <li>• a parent of a person with a disability.</li> </ul>

Materials, Design and Technology	Philosophy and Ethics	
<p>Leisure and entertainment opportunities should be able to be accessed by everyone. Consider the requirements of your favourite leisure activity, eg</p> <ul style="list-style-type: none"> <li>• gardening;</li> <li>• fishing;</li> <li>• swimming;</li> <li>• sailing;</li> <li>• scuba diving;</li> <li>• rowing;</li> <li>• hiking;</li> <li>• watching television;</li> <li>• going to see a movie;</li> <li>• going to a concert;</li> <li>• painting;</li> <li>• playing a musical instrument;</li> <li>• reading;</li> <li>• playing games;</li> <li>• shopping; and</li> <li>• team sports</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>• tools or equipment;</li> <li>• consumable items (eg paint, pencils, soil); and</li> <li>• access to and in the environment.</li> </ul> <p>How can your favourite leisure or entertainment activity made accessible to:</p> <ul style="list-style-type: none"> <li>• people who use wheelchairs;</li> <li>• people who have difficulty walking;</li> <li>• people who have difficulty holding and/or manipulating objects;</li> <li>• people who have partial or complete loss of vision or hearing;</li> <li>• people with disabilities affecting communication and thought processes? (see <a href="http://www.infinitec.org/play/index.html">www.infinitec.org/play/index.html</a> for some ideas)</li> </ul>	<p>On the basis of your investigations in this unit, how are concepts of self created? What concepts of self might you have constructed if you were a person who:</p> <ul style="list-style-type: none"> <li>• uses a wheelchair;</li> <li>• has difficulty walking;</li> <li>• has difficulty holding and/or manipulating objects;</li> <li>• has partial or complete loss of vision;</li> <li>• has partial or complete loss of hearing; and</li> <li>• has a disability affecting communication and thought processes?</li> </ul> <p>Some people with disabilities explain that their disability is an integral part of who they are, yet also ask that others see them as people with abilities. Each of these focuses impacts on decisions that are made and services that are provided for people with disabilities. With a focus on each of these perspectives (ie people, ability or disability):</p> <ul style="list-style-type: none"> <li>• What does a welcoming community mean?</li> <li>• What does it mean for people with disabilities?</li> <li>• What does it mean to create a welcoming community?</li> <li>• What does it mean to create a connected community?</li> <li>• What does all people live in welcoming communities that facilitate citizenship, friendship, mutual support and a fair go for everyone mean?<sup>6</sup></li> </ul>	

# Unit 2B: Participation

These experiences build on those undertaken in Unit 2A Attitudes.

A fundamental barrier to participation in community life is community attitude.

If students have not undertaken experiences in Unit 2A, some of these may be chosen to focus on attitude as a barrier to participation.

This unit focuses on the participation of all people in the community in employment, community, social and civic life. Statistics are taken from the Australian Bureau of Statistics Disability Ageing and Carers Survey 2003.

## Learning experiences

### A visualisation

Conduct the visualisation exercise that Elizabeth Hastings uses in her conference speech Assumption, Expectation and Discrimination: Gender Issues for Girls with Disabilities Promoting Gender Equity Conference 1995 [www.education.tas.gov.au/equitystandards/gender/framework/assumption.htm](http://www.education.tas.gov.au/equitystandards/gender/framework/assumption.htm)

“I’d like you, please to imagine a classroom full of children, with their teacher ... Now let it be a science class in a laboratory ... Now an art class ... Now a class of children on an excursion to the zoo ... A playground at lunch recess ... The school play ... School assembly ... The school counsellor, with a student ... A sports day ... Health and hygiene class ... The principal’s office ... The staff room ... A study period in the library.

I wonder how many of you automatically included girls, and boys, with disabilities in these scenes? ... What type and level of disability did you imagine? Was the principal’s office accessible? Were there [Education Assistants] in your classrooms? Were there any children with disabilities on the excursion? Did any of the teachers have a disability? Was the science lab accessible? The library? The art class? Did the Health and Hygiene teacher feel comfortable with the questions and needs of children with intellectual, sensory or physical disabilities? Were the children with disabilities playing with other children in the playground? Were there any children with disabilities in the school play? As MacBeth or Lady MacBeth? Or in the crowd scenes? Was the staff room

accessible? Did the library provide texts in alternative formats? Was the school counsellor giving the widest possible range of choices to a girl, or boy, who had a disability? Were the school literature texts selected and discussed not only to broaden the vision of girls, but also to present a world-view relevant to students who have disabilities? Did any of the parents, friends and relations at the school play have disabilities? What was happening at the sports day?”

After the visualisation, discuss:

- What did we visualise? Who was included in our visualisations?
- Now that we have thought about Elizabeth Hasting’s questions, what happens when we try the visualisation exercise again?

### Participation – what does it mean?

Discuss the differences between the words participation, involvement, contribution, engagement, empowerment and partnership.

- What does it mean to participate in the community, to be involved in the community, to be engaged in the community?
- Are there other words that could be used to describe participation in the community?
- In relation to these terms, create a table that analyses the roles and responsibilities of:
  - people with disabilities;
  - friends and family of people with disabilities;
  - people in the community (eg teachers, employers, architects);

- businesses in the community (eg computer companies, mining companies); and
- government.

Is there a difference, for example, between the roles and responsibilities involved in 'participating in the community' and 'being engaged in the community'.

- Participation is a complex interplay between attitudes, access and ability. Discuss each of these in relation to the words for participation identified above.
- Is participation the best word to describe the role of people with disabilities in a community that is welcoming and connected?

### Access to information

Participation in the community requires information. It is hard to participate in something that you do not know exists!

- How do people in your class find out what is going on in the community (eg where there are jobs, where there is a party, which places are best to go, what special events or deals there are available)?
- Are these sources of information accessible to everyone? You might think, for example, about people who:
  - use wheelchairs;
  - experience difficulty walking;
  - have difficulty holding and/or manipulating objects;
  - have partial or complete loss of vision;
  - have partial or complete loss of hearing; and
  - have disabilities affecting communication and thought processes.
- What could be done to enable everyone to access this information?

### Participation in education

People with disabilities are less likely to have completed Year 12 or have undertaken tertiary study.

[www.abs.gov.au/Ausstats/abs@.nsf/0/4e7415b2e61129c2ca256a7100188a62?OpenDocument](http://www.abs.gov.au/Ausstats/abs@.nsf/0/4e7415b2e61129c2ca256a7100188a62?OpenDocument)

What is likely to be contributing to these

statistics?

You might like to read some of these experiences of school:

- Frances Smith in "how it feels to live with a physical disability" by Jill Krementz [www.treacherollins.org/essays/francissmith.html](http://www.treacherollins.org/essays/francissmith.html)
- Autistic Society [www.autisticsociety.org/autism-article809.html](http://www.autisticsociety.org/autism-article809.html)
- Meet some adults who are Deaf-Blind [www.sfsu.edu/~cadbs/Spring96.html](http://www.sfsu.edu/~cadbs/Spring96.html)
- Marina Blake [www.nald.ca/PROVINCE/NFLD/NFLITCOU/ftreader/jan00/page1.htm](http://www.nald.ca/PROVINCE/NFLD/NFLITCOU/ftreader/jan00/page1.htm)
- You too can achieve educational success by Jonathan Mooney [www.spark.org.sg/newsletter/nwsltr-4.pdf](http://www.spark.org.sg/newsletter/nwsltr-4.pdf)

### Accessing employment

There are agencies and programs that support people to gain employment. [www.facs.gov.au/internet/facsinternet.nsf/disabilities/services-cdes.htm#WA](http://www.facs.gov.au/internet/facsinternet.nsf/disabilities/services-cdes.htm#WA)

What pathways have people in your class used to get work?

- Create an overview of these pathways.
- How can these pathways be made accessible to everyone?

See, for example:

- JobAble [www.jobable.gov.au/handy\\_tips/general\\_overview.asp](http://www.jobable.gov.au/handy_tips/general_overview.asp)
- Centrelink
- Association for the Blind's Technology, Training and Employment Service

You might like to read some of the experiences of people from Remploy Wales (a company in Wales that helps people find jobs):

- [www.remploy.co.uk/realjobs/change\\_your\\_life/casestudy/azera\\_punjani/](http://www.remploy.co.uk/realjobs/change_your_life/casestudy/azera_punjani/)
- [www.remploy.co.uk/realjobs/change\\_your\\_life/casestudy/paul\\_mather/](http://www.remploy.co.uk/realjobs/change_your_life/casestudy/paul_mather/)

### Participation in employment

People who have a disability are less likely to be employed or looking for work. Of those who are in employment, they are more likely to be employed in part-time or casual positions.

[www.hreoc.gov.au/disability\\_rights/employment\\_inquiry/papers/issues1.htm](http://www.hreoc.gov.au/disability_rights/employment_inquiry/papers/issues1.htm)

Most people with a disability who are workforce aged acquired their disability as adults. What can be done to create a welcoming and connected community in which everyone can retain employment? You might investigate:

- financial costs of participating in work;
- gaining work experience;
- re-training;
- adaptive aids and technical equipment;
- translation equipment;
- ergonomic equipment for people;
- costs of clothing; and
- loss of wages through inability to work.

### Accessing financial support

The issue of financial support is controversial. Investigate the intentions of 'mutual obligation' and 'focusing on empowerment rather than welfare'. You might look at some of the papers produced by the Disability and Participation Alliance [www.pwd.org.au/alliance/](http://www.pwd.org.au/alliance/)

Collect the forms and assessment process that are used to determine eligibility for one of the following:

- income support  
[www.centrelink.gov.au/internet/internet.nsf/forms/claim\\_forms\\_dsp.htm](http://www.centrelink.gov.au/internet/internet.nsf/forms/claim_forms_dsp.htm)
- sickness allowance  
[www.centrelink.gov.au/internet/internet.nsf/payments/sickness.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/sickness.htm)
- mobility allowance  
[www.centrelink.gov.au/internet/internet.nsf/payments/mobility.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/mobility.htm)
- employment assistance  
[www.centrelink.gov.au/internet/internet.nsf/payments/newstart.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/newstart.htm).
- pension education supplements  
[www.centrelink.gov.au/internet/internet.nsf/payments/pes.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/pes.htm)

What information is gathered?

- Is there information collected that identifies the level of participation of an individual (remembering that participation is an interaction of attitudes, ability and access)?
- What additional information is needed?
- How can that information be gathered?
- What assessment processes might be used to determine a person's eligibility for financial support?

### Participating in community life

The 2006 Commonwealth Games in Melbourne was the first Commonwealth Games in which people of all abilities competed side by side. A comprehensive Equal First strategy ensured that everyone in the community could participate in the games. The strategy intended that the lessons learned in the staging of the Games will carry over into community life. Look at the Equal First strategy [http://www1.dvc.vic.gov.au/ocgc/diversity/Equal\\_First\\_Policy.pdf](http://www1.dvc.vic.gov.au/ocgc/diversity/Equal_First_Policy.pdf).

Which of the strategies could be put in place:

- In your school?
- In your local community?

Write a proposal for the implementation of one of these strategies. Who needs to know what you have found out?

### Participating in decision-making

The Government of Western Australia has a commitment to engaging the community in decision-making (see [www.citizenscape.wa.gov.au/index.cfm?fuseaction=ccu.about](http://www.citizenscape.wa.gov.au/index.cfm?fuseaction=ccu.about)).

The Disability Services Commission has a policy on consultation in keeping with the National Disability Service Standards and the Disability Services Act 1993 [www.disability.wa.gov.au/cproot/278/3/Consultation\\_Policy.doc](http://www.disability.wa.gov.au/cproot/278/3/Consultation_Policy.doc).

NATIONAL DISABILITY SERVICE STANDARD 3:

Each person with a disability has the opportunity to participate as fully as possible in making decisions about the events and activities of his or her daily life in relation to the services that he or she receives.

## WESTERN AUSTRALIAN DISABILITY SERVICES ACT 1993

Principles include:

- (5) People with disabilities have the same right as other members of society to participate in, direct and implement the decisions which affect their lives (p42).

Objectives include:

- (17) Services are to be designed and administered so as to:  
provide people with disabilities with, and encourage them to make use of, ways to participate continually in the planning and operation of services they receive; and provide for people with disabilities to be consulted about the development of major policy or program changes (p44).

Functions include:

- (12)(1)(a) to establish local and other bodies representative of people with disabilities their families, guardians and other interested people to advise the Commission on such matters as it specifies (p8).

What issues are relevant to people with disabilities in your school? Develop and conduct a plan for a community consultation about one of these issues.

### **Creating a welcoming and connected community**

On the basis of your explorations in this unit, what can you do to create a welcoming and connected community in which:

1. The focus is on everyone's gifts and assets.
2. Everyone's views and interests are pursued.
3. We all focus on common interests when facilitating relationships.
4. We all ensure there is time available for social relationships to develop.
5. Everyone's roles in society are developed positively.
6. Leaders within the community are connected with individuals.
7. People are encouraged to act independently.

8. Everyone is considered as part of a family system.
9. Everyone is provided with support with uncertainty and problem solving.
10. Everyone has an extensive and varied social network.
11. Everyone is allowed to take an appropriate level of risk.
12. Small increments of change are recognised.
13. You are aware of the influence you can have.
14. We all seek ways of achieving community connectedness.
15. We all pursue community connectedness.

## Examples of applications in different courses of study

Applied Information Technology	Children, Family and Community	Engineering Studies	Health Studies
<p>The Disabilities Discrimination Act requires that web pages be accessible.</p> <p><a href="http://www.hreoc.gov.au/disability_rights/webaccess/anao_guide.htm">www.hreoc.gov.au/disability_rights/webaccess/anao_guide.htm</a></p> <p>There are benefits of web accessibility for all users.</p> <p><a href="http://www.webaccess.qut.edu.au/understanding/benefits.jsp">www.webaccess.qut.edu.au/understanding/benefits.jsp</a></p> <p>The use of style sheets improves accessibility of on-line information.</p> <p>The Information on Disability – Equipment Access Services web page describes how style sheets have been used to increase the page's accessibility.</p> <p><a href="http://www.ideas.org.au/accessibility_instructions.shtml">www.ideas.org.au/accessibility_instructions.shtml</a></p> <p>Follow the instructions at <a href="http://www.disability.qld.gov.au/help/stylesheets.cfm">www.disability.qld.gov.au/help/stylesheets.cfm</a> to change the text size, font and background of a web page. Experiment to produce the appearance that you find most accessible. Explain your choices.</p> <p>Find two students who have chosen different options from your own. Compare options and explanations.</p> <p>Prepare information about accessibility (either print based or digital) using a style sheet.</p>	<p>Disability advocacy plays a critical role in ensuring that the rights and interests of people with disabilities are respected and realised.</p> <p>Disability advocacy aims to ensure that:</p> <ul style="list-style-type: none"> <li>the rights of people with disabilities, as members of our community, are upheld; and</li> <li>people with disabilities make their own decisions, particularly those where the outcomes affect their lives.</li> </ul> <p>Self-advocacy plays a critical role in ensuring that people with disabilities develop the skills to ensure that their rights and interests are respected and realised.</p> <p>For people with disabilities, self-advocacy is about:</p> <ul style="list-style-type: none"> <li>speaking on one's own behalf,</li> <li>understanding rights;</li> <li>making real choices; and</li> <li>learning new skills'.</li> </ul> <p>Choose one of the issues you have explored in this unit.</p> <ul style="list-style-type: none"> <li>Analyse the issue from the perspectives of advocacy and self-advocacy.</li> <li>What are the influences of attitudes, ability and access on responses to the issue?</li> </ul>	<p>One of the barriers to participation in the community is the accessibility of transport. The Disabilities Discrimination Act standards relating to transport <a href="http://www.ag.gov.au/dsapt/welcome.html">www.ag.gov.au/dsapt/welcome.html</a> have implications for engineers.</p> <p>Investigate engineering solutions for one of the following parts of the transport system:</p> <ul style="list-style-type: none"> <li>access paths;</li> <li>manoeuvring areas;</li> <li>ramps and boarding devices;</li> <li>allocated spaces;</li> <li>handrails;</li> <li>doorways;</li> <li>controls;</li> <li>symbols;</li> <li>signs;</li> <li>the payment of fares;</li> <li>the provision of information; and</li> <li>placement of belongings.</li> </ul> <p>Undertake market research to determine which of your solutions would be preferred by consumers.</p>	<p>Some of the health issues for adolescents are:</p> <ul style="list-style-type: none"> <li>growth and development;</li> <li>sexuality;</li> <li>substance abuse; and</li> <li>mental health.</li> </ul> <p>Look at health promotion campaigns addressing these issues, eg:</p> <ul style="list-style-type: none"> <li>Nutrition - Food Cent\$, Eat More Fruit and Veg, Start Right Eat Right, Kids in the Kitchen.</li> <li>Smoking – Smarter than Smoking, Quit, Smoke-free.</li> <li>Mental Health – No More Mualagh.</li> <li>Alcohol - Know Your Standard Drinks wallet cards, Alcohol Accords, Respect Yourself, Think Before You Drive, Be a Good Host, Drink Check.</li> <li>Domestic violence – Break the Silence, Love Build Harmony, Build up Family Respect and Harmony.</li> </ul> <p>Are these campaigns inclusive of everyone?</p> <p>Prepare a health promotion campaign that addresses a health issue that will engage everyone in the target audience. Include strategies that can be easily accessed by people who:</p> <ul style="list-style-type: none"> <li>use wheelchairs;</li> <li>have difficulty walking;</li> <li>have difficulty holding and/or manipulating objects;</li> <li>have partial or complete loss of vision;</li> <li>have partial or complete loss of hearing; and</li> <li>have disabilities affecting communication and thought processes?</li> </ul> <p>Some campaigns may require adaptations to ensure everyone can participate, for example, alternative formats (Braille, audio, enlarged print) for people with partial or complete loss of vision.</p>

## Materials, Design and Technology

Prosthetics are used by people who have lost limbs. Some people who use prosthetics have reviewed the 'aesthetics of prosthetics' exhibition (see [www.adornequip.co.uk/nic.htm](http://www.adornequip.co.uk/nic.htm)).

Conduct your own research into the history and development of prosthetics. Include information about:

- materials used;
- functionality; and
- aesthetics.

Some starting points:

- New South Wales Artificial Limb Service  
<http://rehabtech.eng.monash.edu.au/nsw-als/>
- Otto Bock Health Care [www.ottoock.com.au/](http://www.ottoock.com.au/)
- Northwestern University  
[www.medisability.hool.northwestern.edu/depts/nupoc/proshistory.html](http://www.medisability.hool.northwestern.edu/depts/nupoc/proshistory.html)
- Le Tourneau Prosthetics Patient Update  
[www.per.ualberta.ca/biomechanics/bwwframe.htm](http://www.per.ualberta.ca/biomechanics/bwwframe.htm)

## Philosophy and Ethics

Read A Long Strange Trip by Jaehn Clare <http://nadc.ucla.edu/library/ALongStrangeTripClare.pdf> the first-person account of an actor who uses a wheelchair.

- What is the main message of the story?
- What are the main points of this story?
- What assumptions and suppositions underpin these?
- Identify examples of the influence of emotion and intuition on Jaehn's understanding of her world.
- Jaehn has used playwriting as a way of making meaning of her experience. What is real in this context?
- In making a play of her experience, Jaehn makes a private event a public matter. Why do you think this was important to Jaehn? Who benefits from this?
- Jaehn's story is a subjective interpretation. Write an objective interpretation of one of the events which she describes.

# Unit 3A: Choices

In these learning experiences, students investigate the choices people make in their lives. They undertake a variety of analyses of information from on-line articles, video segments and the writings of people with disabilities.

## Learning objects

### Choice – or not?

Talk about the statement: “Choice is fundamental to our quality of life”.

- What does this mean?
- What is a choice?
- What are we able to choose?

Prepare a before and after chart. In the before section brainstorm your response to these questions.

Read the following (or other stories of your choice) available from [www.nds.org.au/vic](http://www.nds.org.au/vic) under Publications\_NACS 2005:

My Choice Your Challenge  
by Lesley Baker, the parent of a 27-year-old person with multiple disabilities

From deaf to Deaf

Change: Intrinsic to Quality of Life

In light of your reading, what does choice mean? In the after section of your before and after chart, record any information learned or perspectives gained from your reading.

### What is CHOICE?

Anne McCormick analyses choices as follows:

- creating opportunities (listening, taking appropriate risks);
- having loose goals and frameworks (planning);
- organising the environment (facilitating);
- implementing (supporting);
- continually improving (including everyone's perspective); and
- evaluating (changing as required).

Analyse something that you choose to do, using Anne McCormick's framework.

Look at the snapshots in the presentation by Dr David Sykes (John's, Jill and Anna's, Jan's story) or some stories of people with a disability (see video segments on the CD-Rom).

[www.nds.org.au/vic/](http://www.nds.org.au/vic/)  
under Publications\_NACS 2005.

In small groups, analyse the CHOICE of the stories. Compare analyses with students in other groups. Did you see the same choices? What affects the choices we see and take?

### Risk and consequence

For every choice there are risks and consequences. Everyone has choices. There are risks and consequences for everyone's choices.

Individually, analyse one of the choices you make about the use of your recreational time (eg watching television, skateboarding, swimming). What are the risks and consequences? Share your choice, and its associated risks and consequences, with others. Find other students with similar experiences to your own? Are your choices similar? Are the risks similar? Are the consequences similar?

What are the risks and consequences for the people in the following stories (or another of your choice):

- Extreme Wheelchair Sports (video clip) [www.apparelyzed.com/wheelchair-racing.html](http://www.apparelyzed.com/wheelchair-racing.html)
- Vinny's Voyage [www.parasail.com.au/page.asp?content=000413](http://www.parasail.com.au/page.asp?content=000413)
- May We Never Stop To Say Goodbye or Shared Living in DSA NSW Newsletter [www.dsansw.org.au/](http://www.dsansw.org.au/)

You might like to watch the Access 31 television program 'No Limits' [www.nolimits.org.au/](http://www.nolimits.org.au/)

### Disclosure: it's a personal decision

There are some people in the community who choose not to tell others that they have a disability. Why would someone choose to disclose that information? Why would they choose not to? Read some of the information about disclosure:

[pubsites.uws.edu.au/rdlo/disclosure](http://pubsites.uws.edu.au/rdlo/disclosure)

Prepare a PMI (plus, minus, ideas) or PNI (positive, negative, interesting) chart that presents the arguments about disclosing personal information.

What aspects of your own life might you choose to disclose or not disclose? To whom? Why?

Review the PMI/PNI chart. Are there additional arguments you think need to be added?

### Self-determination

Self-determination is a combination of skills, knowledge and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society. (Field, Martin, Miller, Ward, and Wehmeyer 1998:2) [www.uncc.edu/sdsp/final\\_report.pdf](http://www.uncc.edu/sdsp/final_report.pdf)

The speech 'Rethinking Rehabilitation: Freedom' by Patricia E. Deegan presented to the 20th World Congress of Rehabilitation International: Rethinking Rehabilitation in Oslo, Norway ([www.self-determination.com/pdf/rethinkingRehab.pdf](http://www.self-determination.com/pdf/rethinkingRehab.pdf)) outlines many issues related to the self-determination of people with disabilities:

- the freedom to be;
- the freedom to become;
- enforced poverty;

- the choice of where to live and with whom;
- unemployment;
- health care;
- having children;
- privacy; and
- romantic relationships.

Research one of these issues, or another of your choice. Here are some other starting points:

- Courage in a Brave New World by Erik Leipoldt [www.onlineopinion.com.au/view.asp?article=515](http://www.onlineopinion.com.au/view.asp?article=515) (discussing the fear of having a disability)
- Voluntary Euthanasia and People Living with Disability [www.saves.asn.au/resources/newsletter/mar2001/one.php](http://www.saves.asn.au/resources/newsletter/mar2001/one.php) (a position paper from the South Australia Voluntary Euthanasia Society)
- Should Doctors Dictate by Dina Bowman [www.wwda.org.au/womdis6.htm](http://www.wwda.org.au/womdis6.htm) (from Woman and Disability: An Issue, opposing abortion)
- If We Keep Babies Alive, We Must Give Them a Life Worth Living by Anne McDonald [www.wwda.org.au/womdis7.htm](http://www.wwda.org.au/womdis7.htm)
- Disability, Feminism and Eugenics: Who has the right to decide who should or should not inhabit the world? by Joan Hume [www.wwda.org.au/eugen.htm](http://www.wwda.org.au/eugen.htm)
- Abortion: Legal Issues [www.qrtl.org.au/abort/legal.htm](http://www.qrtl.org.au/abort/legal.htm) (a position paper from Queensland Right to Life)
- Systems of the Future by Thomas Nerney [www.self-determination.com/publications/systemfuture1.html](http://www.self-determination.com/publications/systemfuture1.html) (proposing ways of organising services)

Prepare and present a debate in which both sides of the argument are presented.

## Ability and choice

The stories in these learning experiences are about ordinary people and the choices they have made to live, work and be with others. You might watch the video segments on the CD Rom or invite a guest speaker to speak about their lives and choices (see Guest Speaker list).

- How I was bitten by the amateur radio bug <http://www2.arrl.org/news/features/2002/05/02/1/?nc=1>
- Not a problem, Washington State Magazine On-line
- <http://washington-state-magazine.wsu.edu/stories/02-spring/nurses4.html>
- Finding your own shape by Elizabeth Hastings
- [www.hreoc.gov.au/disability\\_rights/speeches/shape.htm](http://www.hreoc.gov.au/disability_rights/speeches/shape.htm)
- A 'spastic' childhood by Andrew Higgins [www.scopevic.org.au/story\\_andrewhiggins.html](http://www.scopevic.org.au/story_andrewhiggins.html)

Synthesise the ideas you have learned in a synthesis journal:

- identify the sources of information you have used eg articles, video, interview;
- identify the key ideas from each source;
- link common ideas;
- identify ideas only mentioned in one source; and
- write a synthesis of your findings.

## Creating a welcoming and connected community

On the basis of your explorations in this unit, what can you do to create a welcoming and connected community in which:

1. The focus is on everyone's gifts and assets.
2. Everyone's views and interests are pursued.
3. We all focus on common interests when facilitating relationships.
4. We all ensure there is time available for social relationships to develop.
5. Everyone's roles in society are developed positively.
6. Leaders within the community are connected with individuals.
7. People are encouraged to act independently.
8. Everyone is considered as part of a family system.
9. Everyone is provided with support with uncertainty and problem solving.
10. Everyone has an extensive and varied social network.
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12. Small increments of change are recognised.
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14. We all seek ways of achieving community connectedness.
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## Examples of applications in different courses of study

Applied Information Technology	Children, Family and Community	Engineering Studies	Health Studies
<p>Choices require quality information.</p> <p>Determine the criteria for quality information that would enable people with disabilities and their families to access information about your school and the options available to them in terms of:</p> <ul style="list-style-type: none"> <li>• courses of study;</li> <li>• costs;</li> <li>• timetabling;</li> <li>• teaching and learning;</li> <li>• study requirements;</li> <li>• counselling;</li> <li>• student services; and</li> <li>• other items of interest about your school.</li> </ul> <p>Prepare information that incorporates sound, graphics and audio visual material.</p> <p>Ensure that your information is:</p> <ul style="list-style-type: none"> <li>• appropriate to the audience;</li> <li>• readable;</li> <li>• complete;</li> <li>• attractive;</li> <li>• accurate; and</li> <li>• easy to use.</li> </ul>	<p>There are a number of support and advocacy groups that offer advice and services. Investigate one of these, eg</p> <ul style="list-style-type: none"> <li>• People with Disabilities (WA) <a href="http://www.pwdwa.org/index.htm">www.pwdwa.org/index.htm</a></li> <li>• The Centre for Cerebral Palsy <a href="http://www.tccp.com.au/">www.tccp.com.au/</a></li> <li>• Association for the Blind of Western Australia <a href="http://www.abwa.asn.au/">www.abwa.asn.au/</a></li> <li>• Better Hearing Australia (WA) <a href="http://www.betterhearingwa.iinet.net.au/">www.betterhearingwa.iinet.net.au/</a></li> <li>• WA Deaf Society <a href="http://www.wadeaf.org.au/">www.wadeaf.org.au/</a></li> <li>• NDS WA <a href="http://www.nds.org.au/wa/">www.nds.org.au/wa/</a></li> <li>• Ethic Disability Advocacy Centre <a href="http://www.edac.org.au/">www.edac.org.au/</a></li> <li>• Kalparrin Centre <a href="http://kalparrin.org.au/">http://kalparrin.org.au/</a></li> </ul> <ul style="list-style-type: none"> <li>• What is the aim of the group or organisation?</li> <li>• How does it fulfil its aims?</li> <li>• What issues are currently being addressed?</li> <li>• How are issues being addressed?</li> <li>• Does the group or organisation work with or for people with disabilities?</li> <li>• How can members of the public support the organisation?</li> </ul>	<p>Equipment for people with disabilities is usually designed "with cost and function as priorities, leaving little room for consideration of how these objects look" (see <a href="http://www.adornequip.co.uk">www.adornequip.co.uk</a>).</p> <p>Design a product such as:</p> <ul style="list-style-type: none"> <li>• cooking;</li> <li>• tableware;</li> <li>• cutlery;</li> <li>• glasses;</li> <li>• clothing;</li> <li>• handbags;</li> <li>• jewellery;</li> <li>• children's toys; and</li> <li>• fishing equipment.</li> </ul> <p>(see <a href="http://www.infinittec.org">www.infinittec.org</a> for more ideas)</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• the needs of the consumer, including aesthetics and function;</li> <li>• possible solutions;</li> <li>• how solutions might be manufactured;</li> <li>• systems for manufacture of the item/s;</li> <li>• testing processes;</li> <li>• ways of analysing data; and</li> <li>• justifications for your final recommendation.</li> </ul>	<p>People with disabilities report specific issues related to health<sup>9</sup> including:</p> <ul style="list-style-type: none"> <li>• poverty;</li> <li>• low self-esteem;</li> <li>• access to information;</li> <li>• health issues being seen as synonymous with disability;</li> <li>• physical access to health facilities;</li> <li>• managing scheduling;</li> <li>• physical violence and abuse;</li> <li>• mental health;</li> <li>• interactive effect of medications;</li> <li>• frequent medical interventions;</li> <li>• frequent monitoring procedures;</li> <li>• fragmentation of health records;</li> <li>• fragmentation of health services; and</li> <li>• conflicting or unusable advice.</li> </ul> <p>What can be done to facilitate positive changes in the health of:</p> <ul style="list-style-type: none"> <li>• people who use wheelchairs;</li> <li>• people who have difficulty walking;</li> <li>• people who have difficulty holding and/or manipulating objects;</li> <li>• people who have partial or complete loss of vision or hearing; and</li> <li>• people with disabilities affecting communication and thought processes?</li> </ul>

## Examples of applications in different courses of study

Materials, Design and Technology	Philosophy and Ethics
<p>Using only recycled materials, design, produce and evaluate a product that is useful and useable by everyone. For example:</p> <ul style="list-style-type: none"> <li>• an item of clothing;</li> <li>• an office chair or desk; and</li> <li>• outdoor play equipment.</li> </ul> <p>Consider the ways in which the designs will ensure the participation of people who:</p> <ul style="list-style-type: none"> <li>• use wheelchairs;</li> <li>• have difficulty walking;</li> <li>• have difficulty holding and/or manipulating objects;</li> <li>• have partial or complete loss of vision;</li> <li>• have partial or complete loss of hearing; or</li> <li>• have disabilities affecting communication and thought processes?</li> </ul>	<p>People may seek to be part of a community in many ways. Some people are members of fellowship-based groups, others join a group with a particular interest such as a gardening group, singing or sporting group. Develop a mission, vision, code of ethics and code of conduct for an organisation that welcomes everyone in the community.</p> <p>You might look at the following organisations in thinking about what needs to be included:</p> <ul style="list-style-type: none"> <li>• Crossroads WA</li> <li>• NDS</li> <li>• Down Syndrome Association</li> <li>• Cerebral Palsy Association</li> <li>• Autism Association</li> <li>• Better Hearing Australia</li> <li>• Head Injured Society of WA</li> <li>• Independent Living Centre</li> <li>• Spinal Cord Injuries Australia</li> <li>• Women with Disabilities</li> <li>• People with Disabilities</li> </ul>

# Unit 3B: Rights and responsibilities

In these learning experiences, students explore the complexity of the personal, social, community and legal rights and responsibilities of all people in the community. Where different legislation is to be discussed, students might be allocated one act or convention to summarise and present their analysis to the group. Students use a framework from the National Museum of Australia to 'have opinions on issues' to explore, discuss and debate and generate ideas about difficult and controversial topics.

## Learning experiences

### Establishing Priorities<sup>9</sup>

Imagine that you are floating high above the world in a hot air balloon. You have the following 10 rights in the balloon with you. You have the right to:

- be treated equally regardless of gender, race or ability;
- be treated with respect by younger people;
- education;
- equal opportunity in the workplace;
- free speech;
- independence from your family;
- life;
- live in a clean, green environment;
- social security provided by the government;
- and
- vote.

As the balloon floats along, a mountain appears in the distance. One of the rights must be thrown out to make the balloon lighter, so that it will rise above the mountain. Remember - once you have discarded a right it has gone forever. Choose the right you will discard first. It is now gone. Cross it off your list of rights.

You continue, but you are still not high enough. You must throw out another right. Choose that right, and cross it off your list.

You are still in trouble. Choose and discard again – and keep doing this now until you have only four rights left.

Briefly explain why you have kept those four rights.

Survey the rest of the class to see which four rights other people have kept. Which ones have been most commonly kept? Why?

### What are human rights?

Define human rights. Are they:

- a set of laws and regulations that ensure justice for people;
- dimensions of economic, social and cultural welfare;
- entitlements for basic survival (eg water, food, clothing, shelter, health care);
- moral and ethical codes for guiding relationships between individuals and groups;
- a service provided by governments or by people with special knowledge and skills;
- actions of individuals in their own self-interest;
- protection of the social, political, cultural and spiritual life of the community;
- a claim by an individual;
- a process or structure for the community;
- the work of community development;
- the words of opinion leaders, politicians, media, laws, UN declarations; or
- the everyday life experience of people<sup>10</sup>?
- Something else?

Summarise the various legislative acts which endeavour to ensure that people with disabilities in Western Australia do not experience discrimination:

- Human Rights and Equal Opportunity Commission Act 1986 [www.hreoc.gov.au/complaints\\_information/know\\_your\\_rights/index.html](http://www.hreoc.gov.au/complaints_information/know_your_rights/index.html)
- Disability Discrimination Act 1992 [www.hreoc.gov.au/disability\\_rights/dda\\_guide/dda\\_guide.htm](http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm)
- Equal Opportunity Act WA 1984 [www.equalopportunity.wa.gov.au/discrimination.html](http://www.equalopportunity.wa.gov.au/discrimination.html)

Look at the United Nations Conventions and summarise their relevance within the context of disability (Dr Sev Ozdowski OAM, Acting Disability Discrimination Commissioner in 2002, argued that many of these do not mention disability expressly<sup>11</sup>). Note, in particular, areas where Australian legislation supports these conventions, declarations and principles.

- Universal Declaration of Human Rights [www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)
- International Covenant on Economic, Social and Cultural Rights [www.unhchr.ch/html/menu3/b/a\\_ceschr.htm](http://www.unhchr.ch/html/menu3/b/a_ceschr.htm)
- International Covenant on Civil and Political Rights [www.unhchr.ch/html/menu3/b/a\\_ccpr.htm](http://www.unhchr.ch/html/menu3/b/a_ccpr.htm)
- Convention on the Rights of the Child [www.unhchr.ch/html/menu3/b/k2crc.htm](http://www.unhchr.ch/html/menu3/b/k2crc.htm)
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families [www.ohchr.org/english/law/cmaw.htm](http://www.ohchr.org/english/law/cmaw.htm)
- International Convention on the Elimination of All Forms of Discrimination against Women [www.un.org/womenwatch/daw/cedaw/text/econvention.htm](http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm)
- Declaration on the Rights of Disabled Persons [www.unhchr.ch/html/menu3/b/72.htm](http://www.unhchr.ch/html/menu3/b/72.htm)
- Declaration on the Rights of Mentally Retarded Persons [www.unhchr.ch/html/menu3/b/m\\_mental.htm](http://www.unhchr.ch/html/menu3/b/m_mental.htm)
- Declaration on Social Progress and Development [www.unhchr.ch/html/menu3/b/m\\_progre.htm](http://www.unhchr.ch/html/menu3/b/m_progre.htm)

- Principles for the Protection of Persons with Mental Illness and for the Improvement of Mental Health Care [www.un.org/documents/ga/res/46/a46r119.htm](http://www.un.org/documents/ga/res/46/a46r119.htm)

Read the Standard Rules on the Equalisation of Opportunities for People with Disabilities [www.un.org/esa/socdev/enable/dissre00.htm](http://www.un.org/esa/socdev/enable/dissre00.htm) noting, in particular, areas which have been or have not been addressed in Australian legislation (the DDA was passed before these Standards were agreed).

### What are human responsibilities?

How far do human rights go? We all want the right to free speech. But where does that right end? Does it give us the right to yell 'fire' in a crowded theatre, or to tell lies about other people?

Every right implies a responsibility not to use that right in a way which interferes with another person's rights. For example, the right to freedom of movement would not give you the right to drive the wrong way along a one-way street. Exercising that right would create danger for other people, and create social chaos.

A group of international public leaders, the InterAction Council, based in Tokyo, has produced a Universal Declaration of Human Responsibilities (September 1997) [www.interactioncouncil.org/](http://www.interactioncouncil.org/)

Look at the following list of rights, and decide what a matching responsibility for each might be. Complete the sentence in each case.

- If we have a right to take part in political processes, then we have a responsibility to ...
- If we have a right to work in just conditions, then we have a responsibility to ...
- If we have a right to freedom of thought, conscience and religion, then we have a responsibility to ...
- If we have a right to be educated, then we have a responsibility to ...
- If we have a right to benefit from the earth's products, then we have a responsibility to ...

## Double discrimination

What about people who are subject to discrimination in several directions? For example, what happens to men and women from an Indigenous or non-English speaking background who have a disability? What rights and responsibilities are involved in these stories?

Some starting points are:

- Everybody Needs a Home  
[www.enable.net.au/docs/enah\\_cald.pdf](http://www.enable.net.au/docs/enah_cald.pdf)
- Surviving the System: Aborigines and Disability  
[www.pwd.org.au/adnsw/news/surviving\\_the\\_system.doc](http://www.pwd.org.au/adnsw/news/surviving_the_system.doc)
- Underlying Expectations: Personal experience of being a NESB woman with a disability  
[www.wwda.org.au/expect.htm](http://www.wwda.org.au/expect.htm)
- Differently Abled Gay Women fall Between the Gaps  
[www.ucwadel.org.au/bfriend/stories/da\\_gay\\_women.htm](http://www.ucwadel.org.au/bfriend/stories/da_gay_women.htm)

## Speaking out

What tactics do you use to get your family, parents, friends, to do what you want them to do (eg yell, tell them how you feel, present logical arguments for doing things your way)?

Collect as many ways of influencing people's actions as you can from other pairs of class members. Which do you think are most effective? Are there some strategies that are more effective for some audiences than others?

People speak out about issues that are of significance to them. Over a week, collect letters to the editor from a newspaper. What are people speaking out about? Beyond the letters, how are they speaking out? Search for actions that are being taken in regard to one issue (eg letters to politicians, marches, protests, meetings, papers and submissions).

Look for articles, papers and letters speaking out about issues related to disability. Who is speaking out? How are people speaking out about these issues? What actions are they taking?

## Media rights and responsibilities

The media is an important source of information. Journalists need to balance individual rights of privacy and public rights to freedom of information.

Should articles in newspapers reflect the opinions of the journalist, the editor, the public? Should they present all views on a subject? Collect articles about one issue related to disability from three newspaper sources (eg community newspapers, The West Australian, an on-line newspaper). Do the sources report the same information? Is there any bias in the reporting?

How do newspapers affect public opinion?

## Having Opinions on Issues

Elizabeth Hastings identifies the following as "Burning Issues for People with Disabilities"<sup>12</sup>  
[www.wwda.org.au/hasting.htm](http://www.wwda.org.au/hasting.htm) [www.wwda.org.au/hasting.htm](http://www.wwda.org.au/hasting.htm)

- A discrimination free world to live in with access to transport, accommodation, work, education and information.
- The physical conditions under which so many people with a disability live, particularly in group care, which are frequently unsafe, unsanitary and undignified.
- Abuse in institutions where staff are often untrained in basic matters of personal care, hygiene and the needs of people with certain disabilities, let alone how to prevent or respond to abuse and lack of funding results in few and often meaningless activities for people to do.
- Care for the whole person so that people with disabilities receive the same level medical, dental, emotional and social support as others in the community.
- Illegal sterilisation of minors.
- Genetic screening and abortion with the assumption that people with disabilities are better aborted.
- Spiritual life and development.

- Poverty caused by the additional expenses of transportation, medication and accommodation.
- Attrition of Human Rights protection with losses of funding and positions such as Disability Discrimination Commissioners.
- Enabling those without a voice to be heard.

Choose one of these issues to investigate in depth.

- State one of the issues as a set or questions designed to draw out opinions and conclusions.
- Make a list of informed people in your community who you could approach to find out more about the issue you have identified.
- Gather information and evidence that supports different positions (eg statistics, quotes from reliable people, research evidence).

Plan an interview with a decision-maker.

- Decide who are the decision-makers in relation to the issue. If you do not have access to the decision-maker, who in your community does?
- What does the decision-maker think about this issue and why (gather information from press releases, interviews, their websites, people who know them or of them)?
- What questions would you like the decision-maker to answer and for what purpose (e.g. to find out what they think, feel, have done, can do or will do)?
- What sort of interview would you like this to be (eg warm, funny, challenging)?
- Sequence your questions.
- Word your questions carefully so that the person answering them provides the information you are wanting.
- Plan follow up points for each question, ensuring that you cover a range of perspectives about the issue.
- Plan a simple end point to the discussion.

Trial your interview.

- Listen to what is said and use your follow up points carefully.
- Keep the interviewee on task, rephrasing your question if you need to.
- Listen for the answer and ask the question differently if it isn't answered.

If possible, conduct your interview, noting the responses.

Here are some starting points for information about issues:

- Women with Disabilities [www.wwda.org.au/confpaps.htm](http://www.wwda.org.au/confpaps.htm)
- Tyrannies of Perfection by Jenny Morris [www.newint.org/issue233/tyrannies.htm](http://www.newint.org/issue233/tyrannies.htm)
- Forbidden Fruit by Ann Finger [www.newint.org/issue233/fruit.htm](http://www.newint.org/issue233/fruit.htm)
- Invisible Acts: Violence Against Women with Disabilities [www.wwda.org.au/chenoweth1.htm](http://www.wwda.org.au/chenoweth1.htm)
- The Sick State of Health for Women with Disabilities [www.wwda.org.au/health1.htm](http://www.wwda.org.au/health1.htm)
- Waiting to be Included - Breast and Cervical Cancer Screening, Where are the Women with Disabilities? [www.wwda.org.au/screen1.htm](http://www.wwda.org.au/screen1.htm)
- Difference and Defiance [www.newint.org/issue233/keynote.htm](http://www.newint.org/issue233/keynote.htm)
- Leaders with Disabilities: Still a Splendid Deception? <http://mams.rmit.edu.au/2hvlbvupib4.pdf>

## Creating a welcoming and connected community

On the basis of your explorations in this unit, what can you do to create a welcoming and connected community in which:

1. The focus is on everyone's gifts and assets.
2. Everyone's views and interests are pursued.
3. We all focus on common interests when facilitating relationships.
4. We all ensure there is time available for social relationships to develop.
5. Everyone's roles in society are developed positively.
6. Leaders within the community are connected with individuals.
7. People are encouraged to act independently.
8. Everyone is considered as part of a family system.
9. Everyone is provided with support with uncertainty and problem solving.
10. Everyone has an extensive and varied social network.
11. Everyone is allowed to take an appropriate level of risk.
12. Small increments of change are recognised.
13. You are aware of the influence you can have.
14. We all seek ways of achieving community connectedness.
15. We all pursue community connectedness.

## Examples of applications in different courses of study

Applied Information Technology	Children, Family and Community	Engineering Studies	Health Studies
<p>A local community centre has commissioned you to create a system for tracking membership and enrolment in courses.</p> <p>The centre is staffed by volunteers, most of whom have limited computer skills.</p> <p>Courses are run for different lengths of time, starting from different dates and for different costs. Courses can only be accessed by members of the centre. Membership is renewed yearly.</p> <p>The centre funds its services from grants which require statistics about enrolments and hours, including information about gender, ethnicity and ability.</p> <p>Qualitative statements about the types of courses and customer satisfaction are also required.</p> <p>A management committee oversees the centre, setting strategic directions and reviewing progress through monthly reports.</p> <p>Devise a set of solutions for the centre.</p>	<p>A not-for-profit organisation for which you are working is concerned that the needs of all the people in their community are not being addressed. People seem to be 'slipping through the cracks' of services provided by non-government agencies and government departments. You are asked to research the issue and recommend a 'joined up solution'. To do this:</p> <ul style="list-style-type: none"> <li>Select a focus issue. For example: <ul style="list-style-type: none"> <li>involvement in local community events;</li> <li>participation in fitness activities at a local recreation centre;</li> <li>voting in an election;</li> <li>applicants for a job;</li> <li>difficulties in getting to work; and</li> <li>enrolling a child in a child care centre.</li> </ul> </li> <li>Research what is currently available.</li> <li>Identify legal and ethical responsibilities.</li> <li>Identify possible barriers to participation.</li> <li>Identify possible solutions.</li> </ul>	<p>The following companies have tendered for a contract to package a product your company has developed:</p> <ul style="list-style-type: none"> <li>House with No Steps <a href="http://www.hwms.com.au">www.hwms.com.au</a></li> <li>Activ Foundation Inc. <a href="http://www.activ.org.au">www.activ.org.au</a></li> <li>Amaroo Industries <a href="http://www.dsa.org.au">www.dsa.org.au</a></li> <li>Endeavour Foundation <a href="http://www.endeavour.com.au">www.endeavour.com.au</a></li> <li>Good Samaritan Industries <a href="http://www.goodsamaritan.com.au/packaging.shtml">www.goodsamaritan.com.au/packaging.shtml</a></li> </ul> <p>You have been asked to work with managers in the chosen organisation to develop a system that will facilitate the packaging process while building in processes for monitoring both the packaging process and the management systems in order that the quality of your product is maintained.</p> <p>You will need to consider: processes and procedures that enable the participation of people who:</p> <ul style="list-style-type: none"> <li>use wheelchairs;</li> <li>have difficulty walking;</li> <li>have difficulty holding and/or manipulating objects;</li> <li>have partial or complete loss of vision;</li> <li>have partial or complete loss of hearing; and</li> <li>have disabilities affecting communication and thought processes.</li> </ul>	<p>Health is a complex interaction of factors.</p> <ul style="list-style-type: none"> <li>Income and socioeconomic position</li> <li>Culture and kinship</li> <li>Education and training</li> <li>Employment and working conditions</li> <li>The physical environment</li> <li>Social support networks</li> <li>Early life factors</li> <li>Individual behaviours and lifestyle factors</li> <li>Access to effective human services</li> <li>Biologic factors and genetic inheritance</li> </ul> <p>See diagram p.10 in A focus on the determinants of health and wellbeing <a href="http://www.publichealth.gov.au/pdf/inequality_Section2.pdf">www.publichealth.gov.au/pdf/inequality_Section2.pdf</a></p> <p>Interview a person with a disability (see guest speaker database) and map their health story using the public health diagram.</p> <p>Develop a health promotion campaign that would contribute to the health of people with similar experiences. Consider:</p> <ul style="list-style-type: none"> <li>The target audience (eg general public, specific audience, employers, hospital administrators, medical practitioners, service providers).</li> <li>The kind of strategy (eg general public advertising, specific audience advertising, policy development, development of procedures).</li> <li>The form of the strategy (eg television, radio, print, email, internet).</li> <li>The accessibility of the strategy for the target audience.</li> <li>Mechanisms for evaluating the effectiveness of the campaign.</li> </ul>

### Materials, Design and Technology

There are a large number of products (including kitchen, personal care, bath/toilet, seating and walking equipment) which have been identified as having a potential market. Look at the Disabled Living Foundation Fact Sheet Equipment that Needs Designing.

- Choose a product.
- Choose materials from which the product could be made.
- Identify the potential market for the product.
- Identify the function of the product for this market.
- Design and produce your product.
- Market-test your product.

### Philosophy and Ethics

The article "Culture, Religion and Disability" (The Multicultural Disability Advocacy Association of NSW) provides an overview of some perspectives of disability.

Read the article and research different perspectives in more depth.

Compare, for example, Christian, Muslim, Buddhist, Hindu, Jewish and Sikh perspectives. Look at secular perspectives such as that provided in the Disability Discrimination Act or the Disability Services Commission.

What are the implications of these perspectives for the ways in which:

- services are provided;
- people with disabilities and their families are treated; and
- laws are enacted?

## Endnotes

- <sup>1</sup> Gething, L. et al (1994). Disability Awareness Package: Resource Manual, Community and Aging Program, University of Sydney.
- <sup>2</sup> Gething, L. et al (1994). Disability Awareness Package: Resource Manual, Community and Aging Program, University of Sydney.
- <sup>3</sup> Australian Bureau of Statistics [www.abs.gov.au/Ausstats/abs@.nsf/0/49bee5774f0fb1b1ca256e8b00830df6?OpenDocument](http://www.abs.gov.au/Ausstats/abs@.nsf/0/49bee5774f0fb1b1ca256e8b00830df6?OpenDocument)
- <sup>4</sup> [www.disability.wa.gov.au/cproot/1628/3/Community%20Connect%20Part1.doc](http://www.disability.wa.gov.au/cproot/1628/3/Community%20Connect%20Part1.doc)
- <sup>5</sup> Ottawa Charter for Health Promotion [www.who.int/hpr/NPH/docs/ottawa\\_charter\\_hp.pdf](http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf)
- <sup>6</sup> Disability Services Commission (2005) Vision Statement: Strategic Plan 2005-2010
- <sup>7</sup> Disability On-line [www.disability.vic.gov.au/dsonline/dssite.nsf/sectiontwo/advocacy?open](http://www.disability.vic.gov.au/dsonline/dssite.nsf/sectiontwo/advocacy?open)
- <sup>8</sup> Salthouse, S. 2005. The Sick State of Health for Women with Disabilities. [www.wwda.org.au/health1.htm](http://www.wwda.org.au/health1.htm)
- <sup>9</sup> Adapted from "Discovering Democracy Units" [www.curriculum.edu.au/ddunits/units/ms2fq1acts.htm](http://www.curriculum.edu.au/ddunits/units/ms2fq1acts.htm)
- <sup>10</sup> Human Rights And Community: The community of rights and the community of responsibilities, by Professor Jim Ife and Lucy Fiske [www.humanities.curtin.edu.au/cgi-bin/view?area=hre&dir=Home&page=Papers&sub=Human\\_Rights\\_and\\_Community](http://www.humanities.curtin.edu.au/cgi-bin/view?area=hre&dir=Home&page=Papers&sub=Human_Rights_and_Community)
- <sup>11</sup> Disability discrimination legislation in Australia from an international human rights perspective: History, achievements and prospects, Dr Sev Ozdowski OAM, Acting Disability Discrimination Commissioner, Social Relations of Disability Network seminar, University of NSW, 8 April 2002 [www.hreoc.gov.au/disability\\_rights/speeches/2002/history02.htm](http://www.hreoc.gov.au/disability_rights/speeches/2002/history02.htm)
- <sup>12</sup> Having Opinions on Issues by National Museum of Australia [www.nma.gov.au/libraries/attachments/schools/resources/having\\_opinions\\_on\\_issues/having\\_opinions\\_on\\_issues\\_info\\_doc/files/647/having\\_opinions\\_on\\_issues.pdf](http://www.nma.gov.au/libraries/attachments/schools/resources/having_opinions_on_issues/having_opinions_on_issues_info_doc/files/647/having_opinions_on_issues.pdf)