

RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights



Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, to encourage them to apply international standards to their own lives, and to support positive student action to remedy human rights violations in their own communities.

The Rights of Persons with Disabilities

"Disability is the inability to see ability" ~ Vikas Khanna

Disability affects all societies and almost all families at some time. According to the United Nations (UN), "Everyone is likely to experience disability at some point during his/her lifetime because of illness, accident, or aging." On December 13, 2006, the UN formally agreed on the Convention on the Rights of Persons with Disabilities, the first human rights treaty of the 21st century, to protect and enhance the rights and opportunities of the world's estimated 650 million people with disabilities.

In the U.S., people with disabilities make up one-fifth of the population and cut across multiple lines of identity including race, ethnicity, gender, sexual orientation, and age. Despite the fact that people with disabilities represent the largest demographic group in the nation, the disability community remains largely invisible and continues to face architectural barriers, discriminatory policies, and negative attitudes on a daily basis. Children with disabilities are particularly prone to discrimination from the very individuals and institutions with obligations to protect them. These include families, health and educational institutions, and the State. In education, the barriers for students with disabilities can be overwhelming. Obstacles take the form of overcrowded schools, lack of trained teachers, lack of reasonable accommodation, inaccessible facilities, lack of funding, poor or inaccessible transport, social stigma, and lack of familiarity with the school environment.

What can educators do? Studies show that inclusive education not only provides the best educational environment, including for children with physical or intellectual disabilities, but also helps to break down barriers and stereotypes. This approach helps to create a society that readily accepts and embraces disability instead of fearing it. When children with and without disabilities grow up together and learn side by side in the same school, they develop greater understanding and respect for each other. This issue of Rights Sites News is dedicated to the promotion and advancement of the rights of persons with disabilities by helping teachers create more positive and inclusive learning environments for all children.

FEATURED RESOURCE: DISABILITY RIGHTS IN THE U.S. TOOLKIT

The Advocates is pleased to announce its newest toolkit on the rights of persons with disabilities. This toolkit is an important resource for learning more about the realities persons with disabilities face in the U.S. The kit will help you and your students:

Get informed about the rights of persons with disabilities! Use our fact sheet to learn about disability rights and then test your knowledge of disability rights in the U.S. with our quiz.

Get involved in promoting the rights of persons with disabilities! Use the resources and ideas in our Take Action Guide to start working for the rights of persons with disabilities.

Get others interested in the rights of persons with disabilities! Use the PowerPoint presentation and lesson plans to educate your school or community about disability rights.

The Rights of Persons with Disabilities Toolkit is free and downloadable at http://discoverhumanrights.org/Rights_of_Persons_With_Disabilities.html.

In This Issue:

Lesson: Disability Rights Are Human Rights	2-3
Accessibility Checklist	4-5
Eliminating Stereotypes	6-7
Create an Inclusive Classroom for Children with Disabilities	7
Teaching Resources	8
Featured Curriculum: It's About Ability	9
Featured Website: Creature Discomforts	9
Pacer Center - Champions for Children with Disabilities	10
The COUNT ME IN® Puppet Program	11
Featured Resource: Human Rights. Yes! 11	11
Human Rights Calendar	12



Lesson: Disability Rights Are Human Rights

Goal: To give students a hands-on experience of accessibility barriers faced by persons with disabilities.

Objectives:

- Students will understand what accessibility means.
- Students will examine and grade their own school's accessibility.
- Students will identify accessibility as a human right.



Essential Question: Is my school accessible to people with disabilities?

Resources:

- Chart paper, black or white board
- Slips of paper with the identities from Activity 1 on them
- Accessibility Checklist (see pages 4-5)
- Pen/Pencil, clipboards for groups
- Handouts of Article 9 from the Convention on the Rights of Persons with Disabilities



Time Frame: 1-2 Class Periods

Age Level: Grades 6-8



Activity 1: Understanding Accessibility

- 1. Brainstorm/Imagine.** Ask participants to brainstorm some typical life activities that most people in your community do (e.g., going shopping, going to work, going to school, talking to friends, taking public transportation, eating in a restaurant, attending a religious service, attending a cultural or sports event). List these so the class can see them.
- 2. Identify.** Divide students into pairs and ask each pair to choose two activities from the list you just brainstormed (more than one group may choose the same activity). Once they have chosen an activity, have each pair of students choose at random one of the slips of paper you have prepared with the following role-play identities on them:
 - You are a fifth grader who uses a wheelchair.
 - You are a health teacher who has bipolar disorder.
 - You are a sixth grader with Down syndrome.
 - You are an American Sign Language teacher who is deaf.
 - You are a blind fifth grader.
 - You are a sixth grader and have one broken leg.
 - You are a teacher who has dyslexia.
 - You are a fifth grader with autism.
 - You are a teacher who has one arm.
 - You are a seventh grader with Attention Deficit and Hyperactivity Disorder (ADHD).
 - You are a janitor who has rheumatoid arthritis.
 - You are a gym teacher who has tinnitus (ringing in ears).
 - You are a sixth grader who has Asperger syndrome.
 - You are a seventh grader who has quadriplegia (paralyzed from the neck down).
 - You are a fifth grader with memory loss.
 - You are a math teacher with obsessive-compulsive disorder.



Give these instructions: The paper slip you drew is your “identity” for the rest of the exercise. Imagine what it would be like for you to participate in the activities you have chosen. What barriers to access might you encounter? What would it take for you to be able to participate? What accessibility features would you need? Consider the following:

- **Physical Barriers:** Something that prevents a person from physically accomplishing a task. (e.g., *lack of ramps for people in wheelchairs*)
- **Informational Barriers:** Something that prevents a person from obtaining information. (e.g., *information not available in alternative formats*)
- **Institutional Barriers:** Organizational policies or practices that restrict the involvement of persons with disabilities. (e.g., *strict time commitments*)
- **Attitudinal Barriers:** An attitude which prevents a person from accomplishing a task. (e.g., *discrimination, bullying from peers*)

Teachers Note: You may need to remind students of the different kinds of barriers and illustrate each. You may also have to give students time to research the disability represented in the role they chose.

3. **Report.** Ask each group to describe their identities and what activities they chose. Then ask each to name the accessibility features they would need to be able to participate in their activities. List these barriers and the corresponding accessibility feature needed on the chart paper or board. Be sure to ask for informational, institutional, and attitudinal, as well as physical barriers.
4. **Explain.** Explain to students that everyone has the right to accessibility. It is enshrined in the Convention on the Rights of Persons with Disabilities and the Americans with Disabilities Act, which are used to protect all the rights of persons with disabilities, including accessibility.

Activity 2: Give Your School an Accessibility Grade!


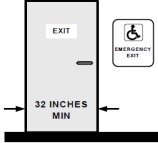

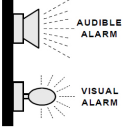
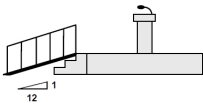
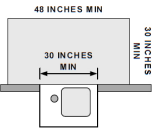
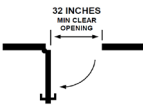
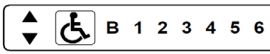
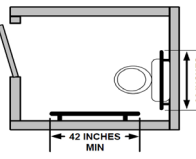
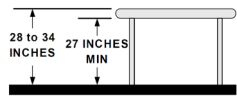
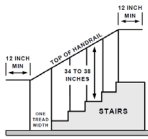
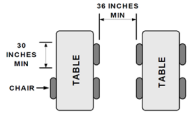
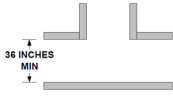
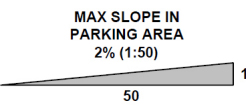
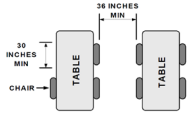
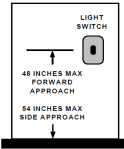
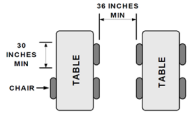
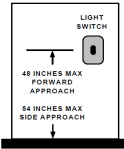
1. **Read.** Hand out to students copies of Article 9 of the Convention on the Rights of Persons with Disabilities to read so they can gain an understanding of the obligations the school has to persons with disabilities. Download the Convention on the Rights of Persons with Disabilities at <http://www.un.org/disabilities/default.asp?navid=13&pid=150>.
2. **Grade Your School.** Keeping the students in their pairs from Activity 1, hand out one copy of the “Accessibility Checklist” to each pair and have them go out to assess the school. When all students are done answering the questions on the checklist, have each pair tally the score and give their school a grade. Have each pair report to the class how the school’s accessibility would affect their “identity” – is it accessible for them? Would it meet their needs?
3. **Discuss.**
 - Do certain people have advantages over others?
 - How does having accessibility make a difference in the lives of individual people with disabilities in the school?
 - How does not having accessibility affect certain people in the school?
 - How did your school do on the Accessibility Checklist?
 - Does your school violate any parts of Article 9?
 - What do you think the school needs to do to improve its accessibility?
4. **Take Action.** Ask students to write a letter to the school board recommending one change that they think could be implemented in order to make the school more accessible for persons with disabilities.

Go Further! To learn more, download our *Disability Toolkit* at http://discoverhumanrights.org/Rights_of_Persons_With_Disabilities.html which includes a fact sheet, quiz, resources, and take-action ideas. Also check out this Advocacy toolkit created by the United Nations Mine Action Team http://www2.ohchr.org/english/issues/disability/docs/CRPD_Advocacy_Tool.pdf.

Adapted from: Lord, Janet E., Katherine N. Guernsey, Joelle M. Balfe, and Valerie L. Karr. "Exercise 2.2: What Does It Mean to Enjoy Accessibility." *Human Rights. Yes! Action and Advocacy on the Rights of Persons with Disabilities*. Ed. Nancy Flowers. Vol. 6. Minneapolis: University of Minnesota Human Rights Resource Center, 2007. 40-41.

ACCESSIBILITY CHECKLIST

Assessing Your School Environment for Access to People with Disabilities

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>1. Is the international symbol of access (an outline of a person in a wheelchair) displayed in the entryway of the school?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>10. Is there an emergency exit plan that assumes the needs of people with disabilities?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>2. Are forms of public transportation that reach the school accessible to people with disabilities?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>11. Are warning signals clear to people with disabilities? Can they be heard and seen by people with disabilities?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>3. At entrances with stairways, are ramps available?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>12. Are there water fountains and phones at a height that can be reached by a person in a wheelchair?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>4. Do the doors of the entryway(s) provide a clear opening of no less than 32 inches and can they be easily opened?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>13. Are there Braille signs in elevators, on rest room doors, on public phones, etc?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>5. Is there a working elevator in the building? If not, are there enough classrooms on the first floor for all students who use a wheelchair? Or, do stairways have mechanical risers wherever possible or necessary? Are there enough classes scheduled in these accessible classrooms for all students who use a wheelchair?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>14. Are there restroom stalls that permit a full 36" rotation of a wheelchair? Are there grab rails surrounding the toilet seat? Are sink, soap, and paper towel holders at a height accessible to a person in a wheelchair?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>6. Do all stairways have handrails?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>15. Are there tables in common areas (computer labs, libraries, snack bars) and in classrooms high enough so students who use wheelchairs can fit under them?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>7. Do floors have a nonslip surface?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>16. Is classroom furniture arranged so that aisles are wide enough for students who are blind/visually impaired or who use wheelchairs or crutches?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>8. Are the building hallways wide and flat enough to accommodate a person who uses a wheelchair, or other persons with different kinds of physical impairment?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>17. Are safety alarms, telephones, and room controls (lighting, heat, air conditioning, windows, window shades) within reach for a person in a wheelchair?</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>9. Are parking spaces available close to, and level with, the entrance to the school building and clearly marked with the international symbol of access?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>18. Are common areas (library, cafeteria, auditorium and other common spaces) accessible to people who use wheelchairs?</p>	

ACCESSIBILITY CHECKLIST

Assessing Your School Environment for Access to People with Disabilities

Yes 19. Does your school allow the use of a reader during test taking for students who have trouble reading test questions?
 No
 N/A

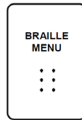
Yes 20. Are students with disabilities given multiple means of representation, expression, and engagement throughout the curriculum and within the classroom?
 No
 N/A

Yes 21. Are inclusion methods employed to include students with physical, mental, developmental, and/or learning disabilities in all aspects of classroom activity?
 No
 N/A

Yes 22. Are support services, special educational services, and paraprofessionals provided to students with disabilities as needed?
 No
 N/A

Yes 23. Are extracurricular activities provided for students with disabilities?
 No
 N/A

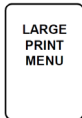
Yes 24. Are books in Braille provided to students who are visually impaired?
 No
 N/A



Yes 25. Are forms of assistive technology available to students with disabilities?
 No
 N/A

Yes 26. Are audio and visual devices equipped with captions?
 No
 N/A

Yes 27. Are large-print books provided for students who are visually impaired?
 No
 N/A



Yes 28. Are specially-equipped computers available to students who have difficulty writing on paper?
 No
 N/A

Yes 29. Does your school provide computer software that “reads” the print on screen to students?
 No
 N/A

Yes 30. Are there classes provided in sign language for students who are hard of hearing or deaf?
 No
 N/A

Yes 31. Are there athletic programs for students with disabilities, or athletic programs taught by a staff person with a disability?
 No
 N/A

Yes 32. Are taped textbooks available to students with disabilities?
 No
 N/A

Yes 33. Does your school have a policy to allow students with learning disabilities extra time for test taking?
 No
 N/A

Yes 34. Does your school provide solitary and quiet places for students who are easily distracted to take their tests?
 No
 N/A

Yes 35. Overall, are students with disabilities given equal opportunity to learn in your school?
 No
 N/A

The Accessibility Checklist is designed so that a “YES” or “N/A” (Not Applicable) answer indicates “ACCESSIBLE” and a “NO” answer indicates the existence of a “NONACCESSIBLE” feature in the school. All dimensions provided in this checklist are given in units of inches, unless otherwise specified.

The Accessibility Checklist is based on the Americans with Disabilities Act Accessibility Guidelines (ADAAG). The ADAAG and other accessibility-related information can be found at The Access Board Website: www.access-board.gov.

Sources: “Assessing Your School Environment for Access to People with Disabilities,” Anti-Defamation League, 2005. http://www.adl.org/education/curriculum_connections/fall_2005/fall_2005_lesson5_sb_assessing.asp. “Accessibility Checklist,” Kentucky Department of Vocational Rehabilitation, 2001. http://ada.ky.gov/documents/Checklist_2000.pdf.

ELIMINATING STEREOTYPES - WORDS MATTER!

The words or expressions we use when referring to persons with disabilities are very subtle and might seem unimportant. However, when one considers that language is a primary means of communicating attitudes, thoughts, and feelings, the elimination of words and expressions that stereotype becomes an essential part of creating an inclusive environment. Every individual, regardless of sex, age, race, or ability, deserves to be treated with dignity and respect. As part of the effort to end discrimination and segregation—in employment, education, and our communities at large—it is important to eliminate prejudicial language.

Like other minorities, the disability community has developed preferred terminology—**Person First Language**. More than a fad or political correctness, Person First Language is an objective way of acknowledging, communicating, and reporting on disabilities. It eliminates generalizations, assumptions, and stereotypes by focusing on the person rather than the disability. Person First Language recognizes that individuals with disabilities are, first and foremost, people. It emphasizes each person's value, individuality, dignity, and capabilities. This philosophy demonstrates respect by emphasizing the *person first* rather than the disability and by distinguishing the person from the disability. It is the difference in saying “the autistic child” and “a child with autism.” The following examples provide guidance on what terms to use and which ones are inappropriate when talking or writing about people with disabilities.

What Should You Say?

- **Recognize that people with disabilities are ordinary people** with common goals for a home, a job, and a family. People with disabilities should be portrayed as actively going about the business of living as other people do, not as passive victims, tragic figures, or super-heroes.
- **Never equate a person with a disability.** Never refer to someone as retarded, an epileptic, or quadriplegic. These labels are simply medical diagnoses. Use *Person First Language* to tell what a person HAS, not what a person IS.
- **Emphasize abilities, not limitations.** For example, say “a man walks with crutches,” not “he is crippled.”
- **Don't categorize.** Avoid grouping people with disabilities into categories such as “the handicapped” or “disabled people.” Use language that reflects the idea that children/adults with disabilities are individuals and not a group with generalized traits.
- **Recognize that a disability is not a challenge to be overcome.** Don't say “people succeed in spite of a disability.” Ordinary things and accomplishments do not become extraordinary just because they are done by a person with a disability. What is extraordinary are the lengths people with disabilities have to go to and the barriers they have to overcome to do the most ordinary things.

Do Say:

Don't Say:

child with a disability	disabled or handicapped child
person with cerebral palsy	palsied, or CP, or spastic
person who has...	afflicted, suffers from, victim
without speech, nonverbal	mute or dumb
developmental delay	slow
emotional disorder or mental illness	crazy or insane
psychiatric disability	insane
person who is deaf or hard of hearing	deaf and dumb
uses a wheelchair	confined to a wheelchair
person with developmental disability	retarded
person with Down syndrome	mongoloid
has a learning disability	is learning disabled
non-disabled	normal, healthy
has a physical disability	crippled
congenital disability	birth defect
condition	disease (unless it is a disease)
seizures	fits
mobility impaired	lame
medically involved or chronically ill	sickly
paralyzed	invalid or paralytic
has hemiplegia (paralysis of one side of the body)	hemiplegic
has quadriplegia (paralysis of both arms and legs)	quadriplegic
has paraplegia (loss of function in lower body only)	paraplegic
person of short stature	dwarf or midget



- **Use handicap to refer to a barrier created by people or the environment.** Use disability to indicate a functional limitation that interferes with a person's mental, physical, or sensory abilities, such as walking, talking, hearing, and learning. For example: people with disabilities who use wheelchairs are handicapped by stairs.
- **Do not refer to a person as bound to or confined to a wheelchair.** Wheelchairs are liberating to people with disabilities because they provide mobility.
- **Do not use special to mean segregated,** such as separate schools or buses for people with disabilities, or to suggest a disability itself makes someone special.
- **Avoid euphemisms** such as physically challenged, inconvenienced, and differently abled.
- **Promote understanding,** respect, dignity, and a positive outlook.

Sources: "Describing People with Disabilities" compiled by the Texas Council for Developmental Disabilities. www.txddc.state.tx.us/resources/publications/pfanguage.asp. *A Model for Accessibility*. Developed by the Center on Disability Studies, University of Hawaii at Manoa. November 2003. <http://www.cds.hawaii.edu/main/publications/modelforaccess/>.

Words to Avoid

Avoid words that have negative or judgmental connotation. Words like these fail to demonstrate respect and do not recognize the person's strengths and abilities. Avoid using words such as:

Afflicted	Confined
Disease	Crippled
Drain or burden	Inspirational
Poor	Stricken
Suffers from	Uplifting
Unfortunate	Victim

Create an Inclusive Classroom for Children with Disabilities

Inclusion in education is more than a welcoming classroom. An inclusive classroom means having one in which all students can participate in the learning. This can be accomplished with ease through preparation and forethought.

- **Prevent negative stereotypical attitudes** about children with disabilities. Avoid negative words, such as "crippled," or "handicapped," instead use "a child with a disability." Never condone put-downs or discriminatory remarks.
- **Give children with disabilities equal status as those without disabilities.** For example, a student with a disability can tutor a younger child without a disability. Children with disabilities should interact with non-disabled children in as many ways as possible.
- **Allow children with disabilities to speak for themselves and express their thoughts and feelings.** Involve children with and without disabilities in the same projects and encourage their mutual participation.
- **Observe children and identify disabilities.** Early detection of disabilities has become part of early-childhood education. The earlier a disability is detected in a child, the more effective the intervention and the less severe the disability can become.
- **Adapt the lessons, learning materials, and classroom to the needs of children with disabilities.** Use means such as large print, seating the child in the front of the class, and making the classroom accessible for the child with a movement disability. Integrate positive ideas about disabilities into classwork, children's play, and other activities.
- **Refer the child whose disability is identified** for developmental screening and early intervention.
- **Sensitize parents, families, and caregivers** about the special needs of children with disabilities. Speak to parents in meetings as well as on a one-to-one basis.
- **Actively involve parents** of children with disabilities as full team members in planning school and after-school activities.
- **Have a variety of manipulatives, large and small** so that students with difficulty in gross motor control do not have to struggle to do work, or feel excluded because they cannot participate in a project.
- **Have books on or about people with disabilities** in the classroom library.
- **Always answer questions from the student about a disability honestly.** If you do not know the answer, tell the student you do not know but will find out - if possible, research the answer with the student who asks the question.
- **Know how to use any assistive equipment or assistive technologies your students will need.** There will be times when other "experts" will not be available to aid you.
- **Include all students in the curriculum,** including presentations, performances, and outings.
- **Spend time consulting with specialists.** One of the greatest resources for innovative inclusion and modification strategies will be your specialist teachers.

Source: Adapted from "Ten messages about children with disabilities" by Gulbadan Habibi, April 1999. www.unicef.org/teachers/learner/disable.htm. "Tips for Inclusion in Education" by Linda Neas, March 2010. www.brighthub.com/education/special/articles/67043.aspx.



TEACHING RESOURCES: HUMAN RIGHTS AND DISABILITY

Beyond Affliction: The Disability History Project

<http://www.npr.org/programs/disability/index.html>

A 4-hour documentary radio series about the shared experience of people with disabilities and their families. The site includes excerpts from the shows as well as interviews, images, and texts from which the program was developed.

Changing Attitudes

<http://www.selfadvocacy.com/toolsforchange/attitudes.htm>

Changing Attitudes is a DVD and facilitator manual that teaches students to recognize and challenge everyday misconceptions about disabilities.

Disabilities/Probability Interdisciplinary Project

<http://mathforum.org/alexandre/frisbie/coyote/interdisciplinary4.html>

This project helps students learn about people with disabilities through language arts, math, social studies, and technology. Students will gain an appreciation of how different cultures respond to disability and will conduct probability analyses based upon the incidence of certain disabling conditions. Grades 6-12.

DO-IT

<http://www.washington.edu/doi/>

Disabilities, Opportunities, Internetworking, and Technology (DO-IT) serves to increase the participation of individuals with disabilities in challenging academic programs and careers. K-12 teachers, administrators, and support staff will find their resources useful as they strive to fully include students with disabilities in their classrooms, labs, and programs.

EDGE: Education for Disability and Gender Equity

<http://www.disabilityhistory.org/dwa/edge/curriculum/index.htm>

The EDGE educates students about disability and gender issues. Through readings, activities, resources, and analysis, students learn new ways of understanding disability and gender constructs and their impact on society. Grades 9-12.

Equal Access, Equal Treatment

http://www.adl.org/education/curriculum_connections/fall_2005/

This curriculum by the Anti-Defamation League challenges the myths and stereotypes about people with disabilities and promotes awareness of various forms of disability. Grades K-12.

How to Reach and Teach All Children in the Inclusive Classroom

www.wiley.com/WileyCDA/WileyTitle/productCd-0787981540.html

This best-selling book provides adaptable and ready-to-use strategies and lessons to help teachers reach students with varied learning styles. It offers a team approach that includes parents, colleagues, and learning specialists, enabling teachers to guide students in grades 3-8 toward academic, social, and emotional success.

LD Online

<http://www.ldonline.org/educators>

A comprehensive website on learning disabilities and ADHD. The "Educators" section provides instructional strategies, articles, recommended books, web links, and more.

Misunderstood Minds

<http://www.pbs.org/wgbh/misunderstoodminds/>

The PBS documentary *Misunderstood Minds* shines a spotlight on learning differences and disabilities. Produced and directed by renowned Frontline filmmaker Michael Kirk, this 90-minute special shows the children's problems in a new light, and serves as a platform to open a nationwide dialogue on how best to manage young, vulnerable, and misunderstood minds.

The Path to Opportunity: A Study of Disability Rights in Postwar America

http://teachers.yale.edu/curriculum/search/viewer.php?id=new_haven_06.03.07_u&skin=h-print

This curriculum explores the development of the Disability Rights Movement in America. Students learn about the political, legal, and social activism that fueled this movement and explore how society has historically treated individuals with disabilities. Grades 9-12.

PBS online lesson plan: Living with Special Needs

<http://www.pbs.org/teachers/connect/resources/2927/preview/>

In this lesson, students develop an understanding of what it means to live with limiting physical conditions, exploring different perspectives on disabilities, including issues of access and inclusion. Grades 3-5.

Plane Math

<http://www.planemath.com/planemathmain.html>

This internet-based curriculum on math and aeronautics was developed in cooperation with NASA specifically for people with physical disabilities. It is designed to provide students with mathematics-based activities that don't require manipulative materials and increase awareness of career opportunities in aeronautics. Grades 4-8.

Teaching LD

<http://www.teachingld.org/>

Resources for teaching students with learning disabilities, including assessment, instruction, and policy. Topics include curriculum-based measurement for monitoring progress, teaching methods, and current issues such as response-to-intervention models.

TeachUNICEF - Disability Awareness Unit

<http://youth.unicefusa.org/teachunicef/units-and-lesson-plans/disability-awareness/disability.html>

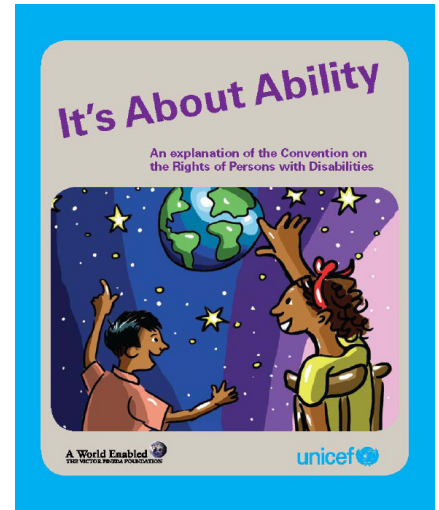
By telling the story of a girl as she copes with her disability, these lessons illustrate the issues and challenges facing today's youth as well as programs that are working to improve lives. Grades 6-12.



FEATURED CURRICULUM: IT'S ABOUT ABILITY: AN EXPLANATION OF THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

It's About Ability — An explanation of the *Convention on the Rights of Persons with Disabilities* was developed in partnership with UNICEF. It is a learning guide for children with or without disabilities that fights exclusion and discrimination in society and promotes the convention's principles. The book contains drawings and poems reflecting the dreams, hopes, and ideas of people with disabilities. It highlights the steps and actions governments must take to help children with disabilities realize their rights. It is also a learning guide that teaches students what they can do to make a difference, and it is a call for action for children with and without disabilities to stand side-by-side and fight for what is right.

The publication also includes a manual which provides lesson plans and suggested activities to be used by young leaders, peer educators, teachers, and other educators at the community level. The lessons are aimed at youth ages 12-18. **It's About Ability** and the accompanying teaching manual is available for free from the UNICEF website at http://www.unicef.org/publications/index_43893.html.



FEATURED WEBSITE: CREATURE DISCOMFORTS WWW.CREATUREDISCOMFORTS.ORG/

**Leonard
Cheshire
Disability**

Leonard Cheshire Disability is the United Kingdom's largest voluntary sector provider of care and support services for people with disabilities. The charity supports over 21,000 people with disabilities in the UK and works in 52 other countries. It campaigns for change and provides innovative services that give people with disabilities the opportunity to live life their way. **Creature Discomforts** is an awareness campaign created by Leonard Cheshire that urges everyone to "Change the way you see disability." The aim is to encourage people to think differently about disability, and support equality for people with disabilities.

The ad campaign **Creature Discomforts** combines the real unscripted voices and experiences of people with disabilities with the creativity of Aardman Animation, whose staff interviewed people with disabilities and created animations based on them. Testimonies from people with disabilities relaying their experiences of being disabled and how they feel about the stigma of disability were used to create the campaign. Eight 30-second animations were produced and broadcast across the country. Through the stories of animated creatures, the campaign is able to explore the barriers and attitudes faced by people with disabilities everyday. The ads make a serious point in a simple, humorous, everyday way.

A study done by Leonard Cheshire on the impact of the ads showed that after watching **Creature Discomforts**, a third of people interviewed admitted they have more to learn about disability and are willing to do so. Since it began, over 200 schools, companies, and public sector organizations have requested copies of the campaign for training in disability awareness and equality.

The award-winning website allows you to view and download all of the ads, learn about each of the characters, and play free interactive educational games. To find out more about the real lives and experiences of people with disabilities go to:

www.CreatureDiscomforts.org.



Change the way you see disability

PACER CENTER — CHAMPIONS FOR CHILDREN WITH DISABILITIES



The PACER (Parent Advocacy Coalition for Education Rights) Center has been advocating for the rights of persons with disabilities for over thirty years. Based in Minnesota, it was created in 1977 in response to the Education of All Handicapped Children Act. The PACER staff started working immediately to make schools accessible to children and young adults with disabilities.

PACER's aim is to help kids with disabilities through empowering their parents. They work to educate parents to know their rights as parents and their children's rights, and they educate teachers and other professionals to know students' rights. A unique feature of PACER is that it serves children and young adults with any disability, including learning, physical, emotional, mental, and health disabilities. It also works in coalition with 18 other disability organizations to provide the best services possible. With over 30 programs, including 11 national programs and partnerships, PACER works in Minnesota and nationally to help parents advocate for their children.



In order to support education about disability issues, all of PACER's workshops are free for parents and most professionals. With workshops covering issues such as Understanding the Special Education Process, Planning for Educational Inclusion, and Understanding School-wide Positive Behavioral Interventions and Supports, educators and parents are encouraged to work together to create the best educational environment possible for kids.



The Center also hosts the Simon Technology Center, an assistive technology library for parents, kids, and professionals to come in and figure out what tools will work best for students. With over 3,000 pieces of technology ranging from hi-tech computers and software to ergonomically shaped pens, the library allows kids and young adults to test devices before investing in more expensive pieces of equipment.

PACER's National Center for Bullying Prevention was created in response to the disproportionate effect of bullying on children with disabilities. On the student-friendly Kids Against Bullying

website (www.kidsagainstabullying.org), kids can take a pledge to speak up when they see bullying, reach out to others who are bullied, and be a friend whenever they see bullying. In August 2009, PACER also launched a site for teens to get involved (www.pacerteensagainstabullying.org). These websites are interactive and entertaining for students of all levels. PACER's main site also provides activities for adults to use with groups of kids to teach about bullying and encourage them to be a Kid or Teen Against Bullying. For more information about the PACER Center, visit www.pacer.org.



“The program has the right amount of sensitivity and humor. I really think this showed students that they have things in common with people with disabilities.”
- A Minnesota teacher

MAKE A DIFFERENCE AND CHANGE ATTITUDES WITH PACER'S COUNT ME IN® PUPPET PROGRAM

To help decrease stigma around disabilities, the PACER Center created a kid-friendly, accessible puppet show in 1979 to increase knowledge about disabilities in schools. Puppets are kids representing diverse backgrounds and various disabilities. You can invite a team of volunteer puppeteers to put on a show for your school, or order the puppets and scripts themselves to use as an integral part of diversity lessons for your school. The educational shows have been created for elementary grades 1-4 and help develop acceptance of disabilities and increase positive attitudes towards disabilities.

Help children learn about disabilities with your own set of COUNT ME IN® hand and rod puppets! The puppets are for sale in sets:

- BASIC SET: Six puppets with scripts for preschool and elementary shows.
- STARTER SET: Three puppets with scripts on several disabilities for elementary students.

All sets include puppet wheelchair and props, a guidebook on disabilities, and a “Coordinator’s Handbook” for creating a COUNT ME IN® project with volunteers. Training is also available. Visit www.pacer.org/puppets to learn more about each character. For more information, you can contact the PACER Center through email at puppets@pacer.org or by phone at 952-838-9000.

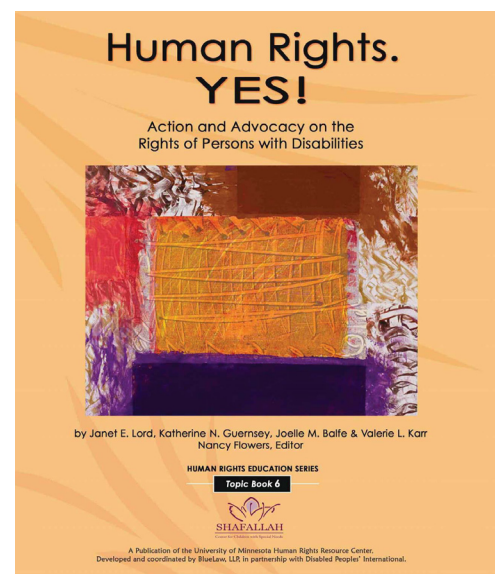


FEATURED RESOURCE: HUMAN RIGHTS. YES! ACTION AND ADVOCACY ON THE RIGHTS OF PERSONS WITH DISABILITIES

In August 2006, the United Nations adopted the first global human rights treaty addressing the subject of disability: the Convention on the Rights of Persons with Disabilities. While this is a critical and historic step forward for the global disability movement, the adoption of a convention alone will not ensure that the human rights of persons with disabilities will be respected and protected.

Human Rights. YES! is a new human rights education tool, based on the Convention on the Rights of Persons with Disabilities. The resource draws on the full body of human rights law and was developed by experts in the fields of disability rights, international human rights law, human rights education, and grassroots advocacy. This manual-style teaching tool applies an active learning approach and is intended to serve as a major resource for human rights advocates and rights-based development practitioners in their human rights education, advocacy strengthening, and other programs.

This text is available online without charge in English, French, Spanish, and Arabic at www.humanrightsyes.org. By Janet E. Lord, Katherine N. Guernsey, Joelle M. Balfe & Valerie L. Karr; Nancy Flowers, Editor.



HUMAN RIGHTS CALENDAR

APRIL

Autism Awareness Month

National Sexual Assault Awareness Month

- 2 International Children's Book Day - www.ibby.org/index.php?id=269
- 4 International Day for Mine Awareness and Action - www.mineaction.org/overview.asp?o=324
- 7 World Health Day - www.who.int/world-health-day/en/
- 22 Earth Day - www.earthday.net/earthday2010
- 23 World Book and Copyright Day - www.unesco.org/culture/bookday/
- 30 Arbor Day - www.arborday.org/kids/postercontest/

MAY

Asian-American Awareness Month

- 1 International Workers Day (May Day) - www.maydayusa.org/
- 3 World Press Freedom Day - www.wpfd2010.org/
- 4 National Teacher Day - www.nea.org/teacherday
- 9 World Fair Trade Day - <http://www.wftday.org/>
- 15 International Day of Families - www.un.org/esa/socdev/family/idf10.html
- 17 World Information Society Day - www.itu.int/wtisdl
- 21 World Day for Cultural Diversity, Dialogue, and Development - www.un.org/Depts/dhl/cultural_diversity/index.html
- 29 International Day of United Nations Peacekeepers - www.un.org/depts/dhl/peacekeepers/
- 31 World No-Tobacco Day - www.who.int/tobacco/wntd/2010/announcement/en/index.html

JUNE

Gay Pride Month

- 5 World Environment Day - www.unep.org/wed/2010/english/
- 17 World Day to Combat Desertification and Drought - www.un.org/events/desertification/2007/
- 20 World Refugee Day - www.un.org/depts/dhl/refugee/index.html
- 26 International Day in Support of Victims of Torture - www.un.org/events/torture
- 26 International Day Against Drug Abuse and Illicit Trafficking - www.un.org/depts/dhl/drug/index.html

The Advocates for Human Rights would like to thank supporters of our educational programming: Blandin Foundation; Blue Cross Blue Shield of Minnesota Foundation; The Beverly Foundation; U.S. Human Rights Fund; U.S. Voluntary Trust Fund on Contemporary Forms of Slavery; Emily Sandall Memorial Fund for the Sankhu-Palubari Community School; Elmer L. & Eleanor J. Andersen Foundation; Carlson Family Foundation; and other donors.



650 3rd Avenue South, Suite 1240
Minneapolis, MN 55402

RIGHTS SITES NEWS

Volume 6 Issue 2 Spring 2010

The Advocates for Human Rights Education Program

Emily Farell
Program Associate
efarell@advrights.org

Kathy Seipp
Program Associate
kseipp@advrights.org

Madeline Lohman
Program Associate
mlohman@advrights.org

Margot Goodnow
Program Assistant
mgoodnow@advrights.org

Anna Donnelly
Program Assistant
adonnelly@advrights.org

Rights Sites News is published quarterly by the Education Program at The Advocates for Human Rights to promote human rights education in the classroom and support human rights teachers. We welcome suggestions and comments.

Rights Sites News Editor: Emily Farell
Contact: 612-341-3302, ext. 124
www.theadvocatesforhumanrights.org

To sign up for our list-serv and receive periodic e-mail updates about opportunities related to human rights education, please send your name and your e-mail address to: efarell@advrights.org.