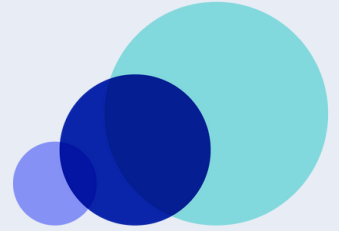


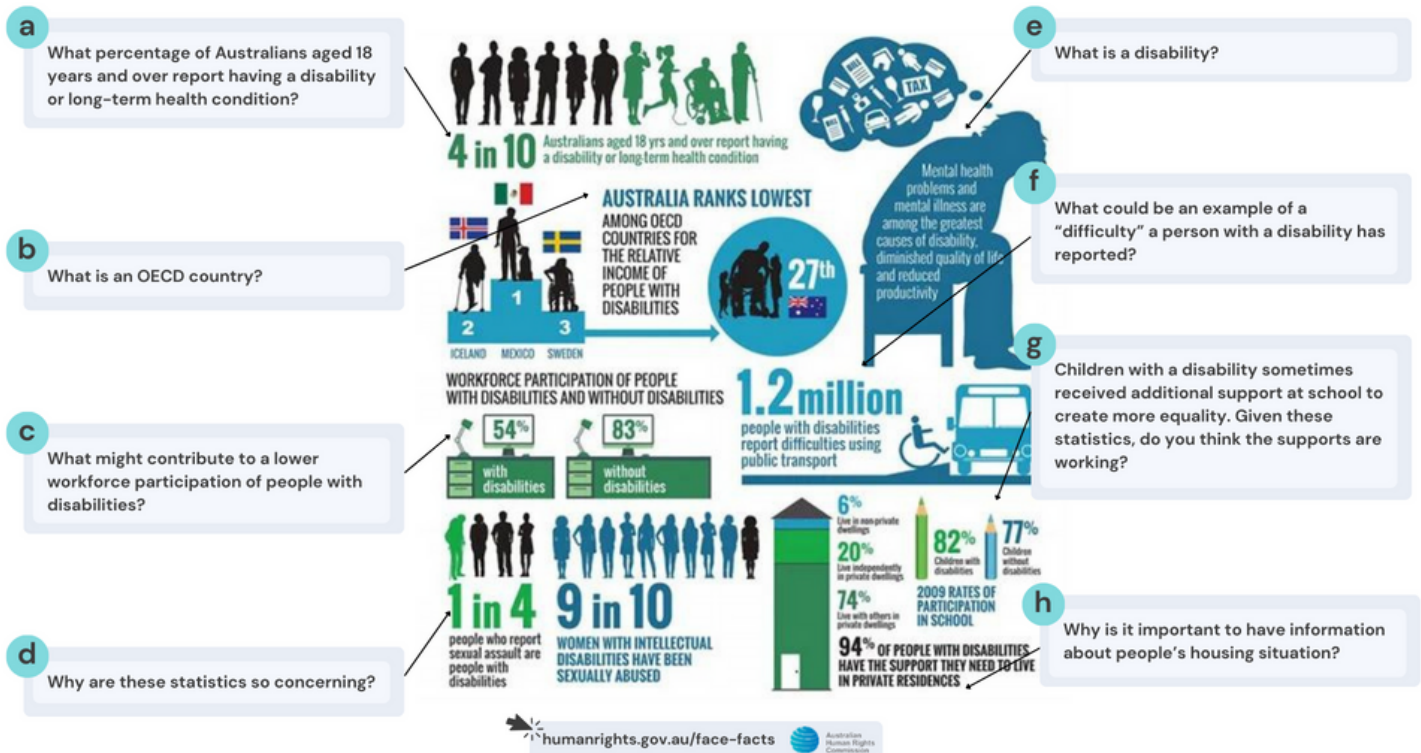
# Disability Lesson



## Activity 1: Answer the questions in the 2014 Face the Facts infographic.

### Face the facts: Disability Rights

You can also view via [humanrights.gov.au](http://humanrights.gov.au)



### Face the facts: Disability Rights

Click the infographic to view in larger format or view via [humanrights.gov.au](http://humanrights.gov.au)

1a

What percentage of Australians aged 18 years and over report having a disability or long-term health condition?

1b

What is an OECD country?

**1c**

What might contribute to a lower workforce participation of people with disabilities?

**1d**

Why are these statistics so concerning?

**1e**

What is a disability?



**1f** What could be an example of a “difficulty” a person with a disability has reported?

**1g** Children with a disability sometimes received additional support at school to create more equality. Given these statistics, do you think the supports are working?

**1h** Why is it important to have information about people’s housing situation?



## Activity 2: Sophie's problem.



👉 Read the story below and then complete it by writing a resolution to Sophie's problem. **Alternative task:** Complete the story as a comic strip.

Sophie had always worried that high school was going to be a big challenge for her. She was born with cerebral palsy, and her mobility was limited. Her parents had worked hard to get her the equipment she needed, and the primary school Sophie had been attending was small with excellent support and understanding peers. However, Sophie was now in a high school that was significantly different to her primary school experience. Sophie had to navigate crowded hallways, uneven floors, and doors that were difficult to open. She often had to rely on classmates or teachers to help her with basic tasks, such as carrying her books or opening her lunchbox. She was often singled out and treated differently, which made her feel isolated and alone.

Sophie was determined to succeed despite the challenges. She worked hard to keep up with her schoolwork and was passionate about her love for art. She had to use special tools and equipment to create her art, but it was something she loved doing, and it gave her a sense of accomplishment.

One day, in Sophie's Art class, the teacher assigned a group project for students to complete. The project involved creating a mural for the school's entrance, and Sophie was excited to contribute her artistic skills. However, when groups were allocated, Sophie overheard her group members complaining that they were at a disadvantage. They said things like, "How can someone who can't even hold a paintbrush help with a mural?" and "This project is going to take forever with her on our team."

Sophie was hurt and frustrated by their comments. She knew that she could contribute to the project, but she didn't know how to convince her classmates of that.

2a

What is a resolution to Sophie's problem?



**Activity 3:** Use the case study of “Little Dreamers” to help you complete the table on the following page.



Did you know that in every classroom across NSW, there are 2-3 students aged 4 and over who have caring roles in their family? And that many young carers are isolated without the support they need to finish their schooling and follow their dreams?

Little Dreamers supports young people aged 4 to 25 who provide care for a family member affected by disability, chronic or mental illness, addiction or frail age.

Founded 12 years ago by a young carer, Little Dreams has become a game changer in the young carer space, developing internationally recognised best practice programs and changing the lives of young carers around Australia.

<https://www.impact100sydney.org.au/2021-grant-round>

<https://www.littledreamers.org.au/>

Child or Teenage Carers	
List some challenges that a child or teenager may face while caring for a parent who has a disability.	List some strategies to address or overcome these challenges.

**Activity 4:** For the scenarios below, identify whether someone with a disability is being discriminated against or not. Once you have decided for yourself, go through the answers as a class to see if everyone had the same perspective.

Scenario	Discrimination or not?
A company holds a team-building exercise at a venue that is not wheelchair accessible, making it difficult but not impossible for an employee with a mobility impairment to participate. The employee raises their concern, but the employer dismisses it as being "too difficult" to find an accessible venue.	
A job candidate with a mental health condition discloses their disability during a job interview. Despite being qualified and the better applicant, the employer does not hire them, assuming that their disability may affect their job performance.	
A company holds a training session on disability awareness, educating employees on the importance of inclusion and accommodation in the workplace. One employee doesn't like that the training is mandatory but attends anyway.	
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A student with dyslexia requests extra time on a test as a reasonable accommodation. However, the teacher denies their request, citing that it would give the student an unfair advantage over other students.	

Scenario	Discrimination or not?
A restaurant offers a braille menu for customers with visual impairments, ensuring that they can fully participate in the dining experience.	
An older unit block is not fully accessible for a person with a mobility impairment. As a result, the landlord upgrades parts of the building structure, adding ramps and ensuring that the tenant now has equal access to the building's amenities.	
An employee with a hearing impairment asks their supervisor to use closed captioning during a meeting. However, the supervisor suggests they just move to the front of the room. The employee moves but still finds it difficult to hear and follow along.	
A person with a visual impairment applies for a job and requests to use a screen reader to access the company's computer systems. However, the employer denies their request, claiming that it is too expensive and time-consuming to implement the necessary technology.	
An employer interviews a job candidate with a physical disability and hires them based on their qualifications, without making any assumptions about their ability to perform the job.	
A teacher provides enlarged font worksheets and assessment tasks to a student with a vision impairment.	