

Skills for Healthy Living

Dealing with Disabilities

Teacher's Guide

Grade Level: 9–12

Curriculum Focus: Health

Lesson Duration: Two class periods

Program Description

Living with a disability can be a daily struggle for many teens. Not only do they have to cope with the physical challenges, but also the emotional issues related to their condition. Having a positive outlook on life helps many teens make it through. See how some teens turn their “disability” into a unique “ability,” and learn coping skills any teen can use when facing physical or emotional setbacks.

Discussion Questions

Dealing With Disabilities

- What obstacles do people with disabilities face every day?
- How do you handle obstacles or setbacks in your life?

Fighting for Air

- How has modern medicine made life easier for people with chronic conditions such as asthma and diabetes?
 - Why is it so important to take medication and get regular medical care if you have a chronic health condition?
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Lesson Plan

Student Objectives

- Describe the challenges faced by people with different types of physical challenges.
- Explain the ways in which society views “disabled” people and what is being done to provide more practical as well as emotional support to people with disabilities.
- Explain the key points of the Americans with Disabilities Act.
- Develop a review of the local school to determine if it is in compliance with the ADA, citing information from the wording of the act and other related resources.

Materials

- *Dealing with Disabilities*
- Computer with Internet access

- Floor plan of school or other public building
- Poster board, markers
- Tape measure

Procedures

After viewing the program:

1. Discuss as a class what some public perceptions might be about people with disabilities e.g., those in wheelchairs, people with impaired sight or hearing, or with chronic health conditions. Ask students if they think enough is being done to accommodate those with disabilities into a more mainstream environment.
2. Divide the class into groups. Have the students review the Americans with Disabilities Act. The full text of the law can be found at <http://www.usdoj.gov/crt/ada/pubs/ada.txt> and a good explanation of the bill and all five segments can be found at <http://www.oapwd.org/oapwdada.htm>.
3. Have them list several key points of the provision. Do they think their school or other public facilities are in compliance?
4. Have the students work in groups to review a floor plan of their school (multi-level schools can be divided among several groups) or other nearby public facility such as a library, town hall, government building, etc. They should verify whether the building is in compliance with the ADA, or, if not, what needs to be done to bring it into compliance.

The following Web sites have useful information about teens with disabilities. They are good source for additional information.

<http://www.eeoc.gov/facts/fs-ada.html>

<http://www.access-board.gov/adaag/html/adaag.htm>

<http://www.dol.gov/odep/pubs/fact/comucate.htm>

http://www.easterseals.com/site/PageServer?pagename=ntl_friends_hints

5. Students will act as “building inspectors” and present their findings to the class, in a “town hall” type meeting. What costs, time, and effort might be necessary to create additional access or improvements? Should the community spend money on these recommendations? Why or why not? What accommodations could be made for those with less-obvious disabilities, such as asthma or cancer?

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: The student accurately described common challenges faced by people with disabilities and some common misconceptions about “disabled” people; developed a review of how well the local school meets the expectations of the ADA and cited references in the ADA and other resources to support the review.



- 2 points: The student described at least one common challenge faced by people with disabilities and at least one common misconception about “disabled” people; developed a review of how well the local school meets the expectations of the ADA.
- 1 point: The student did not demonstrate knowledge of common challenges faced by people with disabilities and/or common misconceptions about “disabled” people; and/or failed to develop a review of how well the local school meets the expectations of the ADA or developed a poor quality review.

Vocabulary

arthritis

Definition: The inflammation of joints due to infectious, metabolic, or other causes

Context: Although arthritis is commonly associated with older adults, some teens like Alyson have suffered from painful joint swelling since childhood.

asthma

Definition: A chronic respiratory condition marked by labored breathing, wheezing, a sense of constriction in the chest, and attacks of coughing or gasping

Context: About 13 percent of Americans under age 17 have been diagnosed with asthma, but with medication and a sensible attitude, it doesn't have to slow them down.

chemotherapy

Definition: Chemical agents used in the treatment or control of disease, infection, or other disorders

Context: After a year of chemotherapy and radiation treatment, Nicole's liver cancer was gone.

multiple sclerosis (MS)

Definition: A destructive nerve disease marked by patches of hardened tissue in the brain or the spinal cord leading to partial or complete paralysis and muscle tremors

Context: Although her multiple sclerosis could lead to blindness and total loss of muscle control, Kristine does what she can to stay healthy and maintain a positive outlook.

sickle cell disease

Definition: A blood disorder often seen in people of African descent, characterized by abnormal, crescent shaped red blood cells

Context: Olympia's sickle cell disease causes her severe pain and swelling in her abdomen and legs.

spina bifida

Definition: A congenital birth defect in which the spinal column does not close completely, the spinal chord – the bundle of nerves that sends message back and forth through the body to the brain – may stick out causing minimal to severe nerve damage.

Context: Zack is confined to a wheelchair because he was born with spina bifida, but his positive attitude made him a fierce competitor in the race.

Standards

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Health: Knows essential concepts about the prevention and control of disease
 - Health: Knows how to maintain and promote personal health
 - Science: Understands the structure and function of cells and organisms
 - Health: Knows environmental and external factors that affect individual and community health
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Meeting the Challenge (15 min.)

Many teenagers must cope daily with the challenges that come with living with a disability. Learn more about the struggles they face and the skills they use to overcome them.

II. Fighting for Air (13 min.)

Some teens with chronic conditions like asthma believe they are defined by their disease. See how others refuse to let asthma control their lives.

Curriculum Units

1. Off to the Races

Pre-viewing question

Q: What obstacles do people with disabilities face every day?

A: Answers will vary.

Post-viewing question

Q: How is life different for teens with disabilities today as compared to previous generations?

A: Answers will vary.

2. Living with a Serious Disease

Pre-viewing question

Q: What feelings might a teen have after being diagnosed with a serious illness?

A: Answers will vary.

Post-viewing question

Q: What helps the teens in the video succeed?

A: Answers will vary but should mention maintaining a positive outlook, not obsessing over illness, trying to act like a “normal” teen, and developing resilience.

3. Just a Normal Guy

Pre-viewing question

Q: How should a person with a physical disability be treated?

A: Answers will vary.

Post-viewing question

Q: Why does Hunter feel some people see only the disability, and not the person?

A: Answers will vary.

4. Asthma: Causes, Symptoms, and Treatment

Pre-viewing question

Q: What are the symptoms of asthma?

A: Shortness of breath, or difficulty breathing, is the one most people think of, but other symptoms include a frequent cough, especially at night, and tiring easily while exercising.

Post-viewing question

Q: What can trigger an asthma attack or cause other types of breathing difficulties?

A: Possible answers include exercise, pollen, dust, mold, mildew, exhaust, and some types of pets.

5. Teens and Asthma

Pre-viewing question

Q: Should teens with asthma participate in sports?

A: Answers will vary.

Post-viewing question

Q: What do teens like these need to do to control their asthma and lead normal lives?

A: Taking their medication regularly, using inhalers as necessary, following doctor's instructions, eliminating or lowering exposure to allergen triggers, monitoring the weather report and taking it easy on days when air pollution is high.

6. The Champion Athlete With Asthma

Pre-viewing question

Q: Why do some people with asthma avoid taking their medication?

A: Answers will vary.

Post-viewing question

Q: How did Briana finally take charge of her disease?

A: She learned the importance of taking her medication regularly, even when she was feeling fine, and maintaining a positive attitude.