



**The goal of this Study Guide is to facilitate for students of teenage years a better understanding of issues such as, Addiction, LGBTQ Community , First Nation Issues, Mental Illness such as anxiety, depression, self-harm, and suicide. The Unit is comprised of 13 short videos depicting a reenactment of real life experiences intended to help reduce stigma surrounding these topics and continue to promote an environment of greater understanding, support and acceptance in our society today.**



## **Teens 101 Study Guide**

### **Episode 2 – Don't Diss my Abilities - Michelle's Story**

#### Description of Episode #2 - Michelle's Story - Disabilities

As a child and teenager, Michelle endured a series of events that was nothing short of soul crushing. She faced sexual abuse as a child and kept it a secret over the years. At the age of sixteen she acquired a brain disease that rendered her blind. Her so-called friends bullied her at school. She fell into a deep depression and turned to drugs, alcohol and self-harm to numb her pain but nothing seemed to help. She felt her only option was suicide. Thankfully a miraculous turn of events saved her life and now this remarkable young woman faces all her adversity with such positive energy that it's become infectious and humbling to all that know and love her.

#### Learning Goals:

After taking the quiz entitled "How much do you know about people with disabilities" and after viewing Episode # 2 and discussing his/her responses with the class and the teacher, the student will have a better understanding of the difficulties that people with disabilities encounter, and how people with disabilities are just like everyone else living their life as best as they can.

#### Prior Learning:

Prior to the viewing of Episode #2, the student will perhaps already have an understanding of, or had interaction with students in school that have disabilities. The students may also have experienced interactions through different forms of media.

#### Minds On:

Before the viewing of Episode # 2 the student will have taken the quiz entitled "How much do you know about people with disabilities" (See worksheet # 2a) and have discussed with other students and the teacher some facts and misunderstandings about people with disabilities.



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#### **Action:**

The students will be given questions on Episode #2 (See Worksheet #2b). Discuss with the students that they will have to respond to the questions as they are watching the Episode and be prepared to discuss their responses following the episode.

Following the discussion of the questions from Episode #2 instruct the students that there are different activity centers set up at the back/ front of the classroom. Each student will go through each activity center that simulates a specific disability. For example, the teacher will have to set up the following centers:

1. Blind Activity Simulation where there will be a blindfold and sample of braille for the student to try and read.
2. Fine Motor issues where students put on rubber gloves and then try to tie shoe or button a shirt; put socks on hands and try to pick up a dime.
3. Sensory Issues where students try on gloves with sandpaper or stick a small piece of sandpaper on the inside of clothing/label tags
4. Deaf/Hard of hearing where students put cotton balls in ears and then listen to instructions at each station.
5. Mobility/Flexibility Issues where students try to pull a sticker off of someone's back without raising arms above the chest (e.g., loss of flexibility)

#### **Consolidation and Connection:**

After each student has had a chance to test out each disability enter bring the class back as a whole and discuss their feelings and thoughts about disability .

Make the students aware that disability will be one of the topics that they will have a choice of completing an assignment on after all of the thirteen episodes of "Teens 101" have been viewed.



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#### **Quiz #2a- "How much do you know about people with disabilities?"**

1. People with disabilities are not like those without disabilities. **(False - People with disabilities are just like us. Bottom line, they are human and deserved to be treated as such and not to be made to feel different or unacceptable in any way)**
2. People with a disability can have their energy drained more easily than those not afflicted by a disability. **(True)**
3. People with disabilities view themselves as untouchable saints. **(False- people with disabilities want to be treated like everyone else and they are strong in their disability because they have no other choice but to be strong and accepting of their disability)**
4. Disabled individuals cannot live on their own and need constant assistance. **(False- a lot of disabled people live on their own and lead very independent lives while being active members of society)**
5. A lot of people with disabilities feel that their lives have become enriched by their disability. **(True)**
6. A lot of disabled individuals want you to help them without asking if you can. **(False- although help is always good to give and sometimes needed, respect needs to be given to the disabled individual by asking first before helping)**
7. You need to speak louder to individuals with disabilities. **(False- Unless an individual is hearing impaired , disabled persons can be spoken to normally )**
8. Although in Europe the word "handicapped" is commonly accepted, in the U.S and Canada it is not. **(True)**
9. Disabled persons instantly relate to other disabled persons. **(False- Just because people may be disabled, it does not mean that they do not have challenges with understanding others as we all do)**
10. Having a physical disability means having a mental disability as well. **(False- Mental and physical disabilities are not one and the same and it does not mean that they are less of a person)**



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#### Quiz #2a- "How much do you know about people with disabilities?"

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True	False
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2. People with a disability can have their energy drained more easily than those not afflicted by a disability. 

True	False
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3. People with disabilities view themselves as untouchable saints. 

True	False
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4. Disabled individuals cannot live on their own and need constant assistance. 

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5. A lot of people with disabilities feel that their lives have become enriched by their disability. 

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6. A lot of disabled individuals want you to help them without asking if you can. 

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7. You need to speak louder to individuals with disabilities. 

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8. Although in Europe the word "handicapped" is commonly accepted, in the U.S and Canada it is not. 

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True	False
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### **Episode 2 – Don't Diss my Abilities - Michelle's Story**

#### **Episode #2 Questions-Michelle**

#### **Worksheet 2b**

1. What type of brain disorder did Michelle develop and at what age? What long term affects did it cause her?
2. What happened to Michelle when she was 4 years old and how did it affect her?
3. How was Michelle bullied at school and how what was the catastrophic event that was a direct correlation to Michelle being bullied by her peers?
4. What was Michelle's turning point in her life?
5. How has Michelle turned her life around after being abused, losing her sight, being bullied and getting involved with drugs and alcohol?
6. Discuss what Michelle means when she says "I define me and the choices I make every day define me"? How does her philosophy affect your ideas about life?
7. What does Michelle say about the effects of kindness?
8. What does doctor K. say about Michelle's experiences?
9. What does Dr. K say about showing vulnerability and seeing it as a strength rather than a weakness?
10. What happens to the areas of our brain when we find a place to feel safe in order to share our thoughts and feelings?