



Easter Seals Short Films Lesson Plan



Lesson title: Easterseals

Subject and topic:

visual arts and media production

Grade level:

9th -12th

Duration:

60 -120 minutes

Lesson summary:

Students will review the social model of disability and then apply it to 4 short films created for the Easterseals Disability Film Challenge. “The Easterseals Disability Film Challenge gives filmmakers—with and without disabilities—the opportunity to collaborate to tell unique stories that showcase disability in its many forms (disabilityfilmchallenge.com).” Students will watch the 4 winning films, and then break into groups to focus on analyzing one film as a group.

Standards:

- **9.1.12.C** Integrate and apply advanced vocabulary to the arts forms.
- **9.1.12.E** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- **9.1.12.K** Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
- **9.2.12.F** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Objectives:

SWBAT

- describe the difference between the social model of disability vs. the medical model of disability



- apply that knowledge to analyze the messaging and theme of short films.

Essential Questions:

- EQ1: What are the similarities and differences of the social model and medical disability?
- EQ2: Why is it important to use the social model?

Vocabulary:

- Social Model of Disability
- Medical Model of disability
- Digital accessibility

Lesson procedures

1. **Do now** activity (15 mins): Have students watch the “Social Model of Disability” video from the NDACA. The link for that is in the materials section. If you are teaching online, just send the link to the class through the chat option of your video software. If you are in a classroom, you can just play it on the projector or screen.
 - a. After watching the video, students write their definition for these two terms in their own words: Social Model of Disability and Medical Model of disability. For an online classroom, have students write their answers in word or google docs so they can hand it in later to you. In a physical classroom, just use loose-leaf paper
 - b. Have 2 to 3 students share their answers and ask them which model they think should be used and why.
2. Now introduce the Easterseals film festival to the students. Here is the description of the festival from its site:

“The Easterseals Disability Film Challenge gives filmmakers—with and without disabilities—the opportunity to collaborate to tell unique stories that showcase disability in its many forms. The film challenge is a weekend-long filmmaking contest, open to all, that provides a platform for new voices in the entertainment industry. Each year,



aspiring storytellers are prompted to creatively write, produce and complete a short film. Challenge winners receive invaluable access to entertainment professionals, opening the door to an industry notoriously difficult to enter. Actor Nic Novicki launched the Disability Film Challenge in 2014 in response to seeing disabilities underrepresented both in front of and behind the camera. As someone with a disability, Nic created the challenge to give aspiring filmmakers the opportunity to showcase their work and provide them with meaningful exposure.”

3. You can choose to verbally describe the festival or assign the students to read the about us page.
4. Tell students they will be viewing the winning videos from 2019 and will be deeply analyzing one of the videos that will be assigned to them. Use the link from materials to get to the finalist videos.
5. Watch each video as a class. If you are in a physical space, just do that the same as you would view any video. For a virtual classroom, it will be best to share the link with the class and have them view it themselves. Place a time limit of 30 minutes for the students to watch. Have the students write a 2 to 3 sentence summary for each video on the same document they did their “do now” activity. This will make sure the students are watching the videos. Give them 2 to 3 minutes between videos to do that. Lastly, instruct students to type “done” into the chat when they have watched all the videos and wrote a short summary for each.
6. For the final activity, break the students up into groups of 4 to 5 (if it’s a larger class make groups of 6 or more students. The goal is to have one or two groups focused on one video). Assign each group one video from the finalist page. The titles for the videos are:
 - a. “Parents Inc”
 - b. “I/O”
 - c. “Human Helper”
 - d. “The Vanished”
7. Students will need to answer these questions individually on the same documents or piece of paper they have been using throughout



this lesson. The answer should only be about their group's assigned video.

- a. What do you believe was the filmmakers intended message(s) for their short film?
 - b. Do you think this film is a good example of how the social model of disability can be used in video? Why or why not?
 - c. Do you feel that film is an effective way of promoting the social model of disability? Why or why not?
 - d. Did learning about the social model of disability and viewing these videos change your views on disability? Explain why or why not.
8. If your class is only 50 minutes long, have the students hand in their answers as an exit ticket. If your class is longer, have them share their answers as a group for about 5 minutes. Then have 2 to 3 members from each group explain their answers. Go through each question 1 at a time. Then have the students hand their answers to you. This concludes the lesson.

Related materials:

1. Social Model of Disability explanation video from the NDACA: https://www.youtube.com/results?search_query=social+model+of+disability
2. About us page for Easterseals film festival: [Discover how Actor Nic Novicki Launched the Disability Film Challenge](#)
3. Page with the 4 Final films on it: [Winning Films - Easterseals Disability Film Challenge](#)

Evaluation:

Students will create a social media post explaining the social model of disability.

Ask your students these questions related to this lesson to gauge how much they learned. **Did this lesson help you understand the social model of disability ?**



Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.

