



“The Right to be Disabled” Video Discussion Guide



Lesson title: “The Right to be Disabled” Video Discussion Guide

Subject and topic:

Social Studies, Civics, Disability

Grade level:

10, 11

Duration:

45min

Lesson summary:

For this lesson, students will watch a video titled “The Right to be Disabled” from the Broadreach Training and Resources webpage. This video details Norman Kunc’s journey from being somebody who wanted to hide his disability, to somebody who realized that he has the right to be disabled and that the world around makes him feel like he was not the way he should have been. This video explores important questions about disability, and civil rights movements in general. Students will watch the video and discuss these topics in think, pair, share series of activities.

Standards:

- Standard - 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
- Standard - 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- Standard - 5.4.8.C: Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.
- Standard - 5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.



Objectives:

- Students will analyze and evaluate the ideas mentioned in the video through a lens of history (or current events depending on your class).
- Students will explore their own bias on disability and how they can change them to better their communities.
- Students will analyze how society perceives disability and how people with disabilities are affected by that.
- Students will learn about the perspective of somebody living with a disability.

Essential Questions:

- EQ1: What is possible when we redefine the problem?
- EQ2: How does the expectation that people shouldn't be disabled influence society?

Vocabulary:

- Stereotype
- Disability
- Diversity
- Community
- Social Model of Disability
- Medical Model of Disability

Materials:

- You will be using the first video from this website titled “ [The Right to be Disabled](https://www.broadreachtraining.com/index-videos)” <https://www.broadreachtraining.com/index-videos>. It's also available on YouTube at <https://youtu.be/QM6epVgyPFo>
- The [Discussion guide worksheet](#) found at the end of this lesson.
- “[The Right To be Disabled Think, Pair, Share Discussion Guide.](#)”

Lesson Preparation

Prerequisite Knowledge: To engage with this lesson students should have learned about the civil rights movement or have talked about the civil rights movement going on right now. This lesson will be more effective if students have historical examples they can compare and contrast with.

Pre Lesson:



1. Have [video](#) ready to play when students walk in. (11:28)
2. Have worksheet ready for students. For a physical classroom, hand this out as students come in, if online, upload it to your file exchange system.

Lesson procedures

- Instruct students that today they will be viewing a video titled “[The Right to Be Disabled.](#)”
- Explain that this video will explore both the civil rights issue of how people with disabilities are perceived and taught to perceive the world.
- Explain that the video was created by people with disabilities to explain their perspective and make conversations about disability more meaningful.
- Tell students that they will be making connections from this video to other civil rights issues/movements, and that they will be exploring their own views on disability, and how seeing the topic differently can change how people are treated.
- Explain that students will be doing a series of “think, pair, share” activities during and after the video.
- They will be using the worksheet you handed out titled “[The Right To be Disabled Think, Pair, Share Discussion Guide.](#)”
- Tell students that the worksheet will be handed in at the end of the class.
- Before starting the video, tell students that you will be stopping the video at points for discussion questions.
- Use the [Video Guide](#) to facilitate discussion while you watch the video.

Related materials:

- Documents below

Evaluation:

Ask your students this question related to this lesson to gauge how much they learned. **Did this lesson influence or change your perspective on disabilities?**



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.](#)



Video guide for Interview with Norman Kunc on “[The Right to be Disabled](#)”

1. Interview Starts on Critical Disability: 0:35
2. Norman’s Story about Critical Disability Starts at 0:59 a. Before playing this section, tell students that they will have to come up with a response to this question after watching this section.
 - a. Discussion Question Topic: What was the pivotal moment that Norman describes and how did that way of thinking differ from his experience in a segregated school and regular school?
3. End of Segment 1 at 6:30. Pause the video here and tell students the class will be having a discussion on what they just watched. First instruct students to write a response to the question above. Circulate the room (if in person) to figure out when students are finishing. Tell students they have about 3 to 5 minutes to write a response. After students have created their response, have them share their response with a partner. Give them about 3 minutes to do this. After that, tell the class that it is time for a classroom discussion. Call on pairs of students to share their initial responses to the question. Then open the discussion up to talk about the section in more detail. (10 min)

Here are some discussion questions you should ask.

- a. Norman describes a war he had declared. Who was that war with and how does he say that way of thinking hurt him?
 - b. What was Norman’s goal while he was in high school? How did that change after his pivotal moment?
 - c. Do you think it was wrong of Fred to imitate Norman’s voice? How did that change Norman’s mentality about himself?
4. After asking those questions and having students give responses, instruct students that now we will finish the video. Start the video, but pause at 7:19 seconds so the John Mcknight quote is displayed. Leave that quote on the board and have students write a response this question:
 - a. Take 3 to 5 minutes to write a response to this quote. What current or historical examples can you relate to this quote and do you agree with it? Why or why not.



5. Play the video until it finishes and then have students do a final think, pair, share activity.
 - a. Think: Instruct students to write a response to this prompt: In your own words, describe how “redefining the problem” benefited Norm and how he says it can benefit more people.
 - b. Pair: Instruct students to pair up with the same person from before. Tell them to share their answers, but then to discuss this question as well. “What does Norm mean when he says “The Right to Be Disabled.” How did that change his mindset, and how does it change yours?
 - c. Share: Call on pairs to share their answers and share their “think” question. After getting a few responses, then ask the class to share their answers for how they defined “The Right to be Disabled.” This does not have to be done with the pairs, but you can have pairs share if you want. The goal is to make that question a classroom discussion.



The Right to be Disabled Think, Pair, Share Discussion Guide

Name: _____ Date: _____ Class Period: _____

Instructions: Fill out this worksheet as we watch the video on “The Right to be Disabled.” This worksheet will be handed in at the end of class. Answer the questions below when you are instructed to. The video will be paused at the points where you will write your answer, so don’t feel you need to rush to fill the answers in as you watch.

1. What was the pivotal moment that Norman describes and how did that way of thinking differ from his experience in a segregated school and regular school?

2. John MckNight Quote: “Revolutions begin when people who are defined as problems achieve the power to redefine the problem” What current or historical examples can you relate to this quote and do you agree with it? Why or why not.

3. In your own words, describe how “redefining the problem” benefited Norm and how he says it can benefit more people.

