

Assistive Technology for Rural Youth

Breaking New Ground Resource Center, Purdue University

National AgrAbility Project

Lesson 3

Sponsor

NEC

NEC Foundation of America

Disability Awareness

Introduction

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Learning Objectives

As a result of this lesson, the learner will be able to:

1. Explain the definition of disability and basic categories of disabilities.
2. Know the overall prevalence rate of disability in society and in the agricultural workforce.
3. Identify societal attitudes and students attitudes about disabilities that may create barriers for people with disabilities.
4. Explain ways that FFA Chapters could help empower people with disabilities to become more included in their communities.

Introduction (for the Instructor)

Many youth are uncomfortable around people with visible disabilities, especially if they have been raised in an environment where they have not been exposed to people with disabilities. This lack of comfort may be caused by fear, embarrassment, and uncertainty about how to act or speak, or they may only be reflecting the negative attitudes of their uninformed peers, parents, and others who have shaped their values. Youth, because of their limited life experiences, need to be encouraged not to rely upon their feelings or the attitudes of others as indicators of what gives value to a person or what a person with a disability has to contribute. Learning to respect others is an important part of becoming a mature adult.

In Lesson 3, students will gain a better understanding of the nature of disabilities, their prevalence, and their impact. Students will be encouraged to reassess their definition of "normal," consider that the sum of a person is more than their disability, and realize that "disabled" does not mean "second class." Students will examine how some unproductive attitudes can create significant barriers to full participation on the part of people with disabilities. Suggestions will be offered on how individuals and organizations such as FFA can become more accommodating or friendly to persons with disabilities and contribute to making communities more accessible.



Tools, Equipment, and Supplies Needed to Teach the Lesson

- ✓ Computer
- ✓ Screen
- ✓ LCD projector
- ✓ Black, dry erase, smartboard
- ✓ PowerPoint presentation – Lesson 3: "Disability Awareness"



References

The Toolbox CD: Agricultural Tools, Equipment, Machinery and Buildings for Farmers and Ranchers with Physical Disabilities. 6th Ed. Breaking New Ground Resource Center, Purdue University.

Americans with Disabilities Act of 1990 as cited at
<http://www.ada.gov/pubs/adastatute08.htm>

Disabled World web site
http://www.disabled-world.com/artman/publish/article_0060.shtml

Methods/Content

(NOTE: The location of each point on the PowerPoint slide presentation is shown by the PowerPoint icon on the side. In addition, instructors are encouraged to use black, dry erase, or smart boards to record students' responses to discussion questions.)

Objective 1

Explain the definition of disability and basic categories of disabilities.



- Start the "Disability Awareness" PowerPoint presentation



- Play introductory video clip from Ed and Nellie Bell



Ed and Nellie said that there are many types of disabilities and that some are visible while others are invisible. Can you name 5 visible disabilities and 5 invisible ones?

- Record student responses on the board



Nellie also reminded us that we all have disabilities, in a sense, because there are some things that all of us are not able to do. But she also said that normally when we use the term "disability," we're referring to the inability to do particular things. Let's look at a common disability definition from an important law: The Americans with Disabilities Act, often called the ADA.

- Read the following definition of disability as defined by the ADA.



The term "disability" means, with respect to an individual:

- a physical or mental impairment that substantially limits one or more major life activities of such individual;
- a record of such an impairment; or
- being regarded as having such an impairment



What does this definition mean in plain English? What do you think they mean by a "major life activity?"

- Record student responses on the board. (Remember, there are no wrong answers.)



Let's see what the ADA says about "major life activities."



Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- Do you know anyone who has difficulty performing any major life activities?



There are many different ways to categorize disabilities. Now we'll look at some of the main categories and types.

- Each PowerPoint slide begins with a basic disability category. Ask the students to give examples of disabilities in that category, then click the mouse again to reveal specific examples. Emphasize that the disabilities listed are simply examples, **not an exhaustive list**.



- Physical Disabilities
 - Paralysis
 - Amputations
 - Severe arthritis



- Sensory Disabilities
 - Deafness
 - Blindness
 - Communication disabilities



- Cognitive/Intellectual Disabilities
 - Learning disabilities
 - Autism
 - Mental retardation



- Psychological Disabilities
 - Schizophrenia
 - Major depression
 - Bipolar disorder
 - Anxiety disorders




- Chronic Diseases
 - Diabetes
 - Multiple sclerosis
 - Muscular dystrophy




- Developmental Disabilities
 - Developmental disabilities are life-long physical and/or mental disabilities that occur before the age of 18. They include:
 - Cerebral palsy
 - Down syndrome
 - Autism
 - and many others

Objective 2

Know the overall prevalence rate of disability in society and in the agricultural workforce.

 *There are currently more than 304 million people in the United States. Can you guess how many have disabilities?*


- Record student responses on the board

 *Since there are many ways to categorize disabilities, as we said before, it's difficult to get one single number. However, here is a good estimate.*




According to the U.S. Census Bureau, in 2006, 15.1 percent of the civilian non-institutionalized population 5 years and over in the United States, or about 41.3 million people, reported a disability.



 *The percentage of the agricultural population who report disabilities is slightly higher. It is estimated that 15-20 percent of this population cannot perform essential work-related tasks due to a disability.*





 Can you explain why farmers and ranchers might experience more disabling conditions than the rest of the population?

- Record answers, such as:
 - Higher average age of workers (The average age of farm operators is 57).
 - Higher frequency of disabling injuries. (Agricultural production is one of the top three most hazardous occupations.)

Objective 3

Identify societal attitudes, and their own attitudes, about disabilities that may create barriers for persons with disabilities.

 *As Ed and Nellie said in the introduction, some people aren't comfortable around people with disabilities. How about you? Did you feel different about Ed before and after you knew he used a wheelchair? Have you ever gotten to know someone with a disability and find out that he or she is very much like you?*

 *What are some of the common reactions toward people who have disabilities?*

- Record student responses on the board. Possible answers include:

Negative

Fear
Pity
Discrimination

Positive

Support
Inclusion
Acceptance

Segregation
Embarrassment
Indifference

Understanding



We all have hopes, dreams, frustrations, and the desire to be loved and accepted. People with disabilities don't want pity or to be considered heroes. They want to be respected and accepted for who they are.



We often label people by their most obvious characteristics, such as "tall," "short," "pretty," or "smart." We tend to do the same thing with people with disabilities – "That guy in the wheelchair," or "The blind girl." However, it is important to recognize that people with disabilities are more than their disabilities.

Therefore, in talking about disabilities, it is better to put the person before the disability, and it is important to avoid certain terms. For example:



Use	Don't Use
Person with a disability	Handicapped or crippled person
She uses a wheelchair	She is confined to a wheelchair
He is a little person	He is a dwarf/midget
Accessible parking or restrooms	Handicapped parking or restrooms
She has an intellectual disability	She is retarded

- Student activity



There are many famous people with disabilities – some with disabilities you can't see. Take a few minutes to see if you can match some famous people with their disabilities.

- Print off and hand out the worksheet "Famous People with Disabilities," and allow 5 minutes for students to complete it. Allow another 5 minutes to go over the answer key.

Objective 4

Explain ways that FFA Chapters could help empower persons with disabilities to become more included in their communities.



One of the lines in the FFA motto is "Living to Serve." What are some projects that our FFA chapter might do to serve people with disabilities in our community?

- Record student responses on the board.
- For additional ideas, see www.agrability.org/youth

- The National FFA Organization provides project funds through their **Living to Serve/Rural Youth Development** program. Chapters may apply for funds up to \$3,000 depending on the scope of the project. Download more information and an application form at www.agrability.org/youth.

Summary

Assistive Technology for Rural Youth has provided a very brief overview of how disabilities impact the lives of everyone. Every family, school community, and organization, such as FFA, should welcome all individuals who desire both respect and inclusion. No one enjoys being left out or overlooked, especially when they have something significant to offer – their lives and their experiences.

It is hoped that the information presented will open the door for meaningful discussions on how FFA Chapters can become more inclusive and how they can be of service in helping make their communities better places for EVERYONE to live, work, attend school, and grow.

Thank you for being participants in this special effort. Now, let's move beyond the teaching stage into implementation with some of the ideas presented. It's time to make a difference through "LIVING TO SERVE."

Ideas for Additional Activities

1. Check to see if your state has an AgrAbility Project (see the listing of AgrAbility Projects after this lesson plan). If so, contact the AgrAbility Project and see if there are ways for your chapter to get involved.
2. Organize a disability awareness campaign during disability awareness month (March) or Disability Employment Awareness Month (October).
3. Contact APRIL (www.april-rural.org) to see if you have a Center for Independent Living in your community. Have a representative share in your class about their activities.

Famous People with Disabilities

Directions: Match the name of each celebrity with the disability that they are challenged by. Some disabilities may be used more than once, some not at all.

<u>Famous Person</u>	<u>Answer</u>	<u>Disability</u>
1. Tom Cruise		A. Blindness
2. Franklin Roosevelt		B. Attention deficit disorder
3. Helen Keller		C. Amputation
4. Christopher Reeve		D. Spina bifida
5. Rush Limbaugh		E. Alzheimer's disease
6. Michael J. Fox		F. Hearing impairment
7. Jewel		G. Parkinson's disease
8. Clay Walker		H. Speech disorder
9. Mel Tillis		I. Polio/paralysis
10. Ronald Reagan		J. Autism
11. Ludwig Van Beethoven		K. Multiple sclerosis
12. John Mellencamp		L. Learning disability
13. Ray Charles		M. Epilepsy
14. Julius Caesar		N. Deaf/blind
15. Heather Mills		O. Paralysis (quadriplegia)

Famous People with Disabilities

KEY

<u>Famous Person</u>	<u>Answer</u>	<u>Disability</u>
1. Tom Cruise	L	A. Blindness
2. Franklin Roosevelt	I	B. Attention deficit disorder
3. Helen Keller	N	C. Amputation
4. Christopher Reeve	O	D. Spina bifida
5. Rush Limbaugh	F	E. Alzheimer's disease
6. Michael J. Fox	G	F. Hearing impairment
7. Jewel	L	G. Parkinson's disease
8. Clay Walker	K	H. Speech disorder
9. Mel Tillis	H	I. Polio/paralysis
10. Ronald Reagan	E	J. Autism
11. Ludwig Van Beethoven	F	K. Multiple sclerosis
12. John Mellencamp	D	L. Learning disability
13. Ray Charles	A	M. Epilepsy
14. Julius Caesar	M	N. Deaf/blind
15. Heather Mills	C	O. Paralysis (quadriplegia)



AgrAbility

Cultivating Accessible Agriculture

Participating AgrAbility Projects-2009

National Project

**Breaking New Ground Resource Center
Purdue University**
800-825-4264
www.agrability.org
bng@ecn.purdue.edu

State & Regional Projects

California AgrAbility Project
800-477-6129
<http://calagrability.ucdavis.edu>
calagra@ucdavis.edu

Colorado AgrAbility
303-937-7713 ext224
www.agrability.caahs.colostate.edu
jsump@eastersealscolorado.org

Delaware/Maryland AgrAbility Project
302-856-7303
www.de-mdagrability.com
rcjester@udel.edu

AgrAbility in Georgia
877-524-6264
www.agrabilityinga.com
andyc@ihdd.uga.edu

Idaho AgrAbility Project
888-289-3259
www.idahoagrability.org
info@idahoagrability.org

Illinois-AgrAbility Unlimited (Affiliate)
217-333-5035
<http://www.agrabilityunlimited.org/>
repetrea@illinois.edu

Indiana AgrAbility/Breaking New Ground
800-825-4264
www.breakingnewground.info
bng@ecn.purdue.edu

Iowa (Affiliate)
515-309-2371
www.eastersealsia.org
tkeninger@eastersealsia.org

Kansas AgrAbility Project
800-526-3648
<http://www.oznet.ksu.edu/agrability/>
kebert@k-state.edu

Michigan AgrAbility Project
800-956-4106
www.michiganagrability.org
ewaltkel@msu.edu

Minnesota AgrAbility Project
800-669-6719 ext. 5601
<http://safety.cfans.umn.edu/map/>
djswart@goodwilleasterseals.org

Mississippi AgrAbility Project
601-736-8251
<http://msucares.com/safety/agrability>
emilyk@ext.msstate.edu

Missouri AgrAbility Project

800-995-8503

www.agrability.missouri.eduagrability@missouri.edu**Nebraska AgrAbility**

800-471-6425

<http://agrability.unl.edu/>neagrability@ne.easterseals.com**Ohio AgrAbility Project**

614-292-6008

jepsen.4@osu.edu**Oklahoma AgrAbility Project**

888-885-5588

www.agrability.okstate.eduability@okstate.edu**AgrAbility for Pennsylvanians**

814-863-7490

<http://agexted.cas.psu.edu/agrab>lmf8@psu.edu**Tennessee/Kentucky AgrAbility Project**

866-248-1747

www.tnagrability.orgjwhite@eastersealstn.com**Texas AgrAbility Project**

979-845-3727

<http://txagrability.tamu.edu>**AgrAbility of Utah**

877-225-1860

www.agrabilityofutah.orgagrability@usu.edu**Vermont AgrAbility**

866-260-5603

www.uvm.edu/extensiongeorge.cook@uvm.edu**AgrAbility Virginia**

800-365-1656 (Inside Virginia)

540-777-7325 (Outside Virginia)

<http://www.agrability.ext.vt.edu/>kballin@va.easterseals.com**West Virginia AgrAbility Project**

877-724-8244

www.cedwvu.org/programs/agrabilityagrability@hsc.wvu.edu**AgrAbility of Wisconsin**

608-262-9336

www.bse.wisc.edu/agrabilityaaw@mailplus.wisc.edu**Wyoming AgrAbility**

866-395-4986

<http://uwadmnweb.uwyo.edu/agrability/>agrability@uwyo.edu