Peers as Partners in Learning – Middle School

Lesson Plan 2.4: Promoting Positive Perspectives and Respect

Approximate time: 120 - 150 minutes with additional time for reading and related activities

Unit

Creating a School Culture of Belonging for Students with Disabilities

Lesson

Promoting Positive Perspectives and Respect

Standards Supported in this Lesson	Rubric Essential Concepts
ELA.K12.EE.1.1 ELA.K12.EE.4.1 ELA.8.R.1.3 ELA.8.V.1.3 SS.8.CG.2.5	Belonging for Students with Disabilities Impact of Language Promoting Access, Involvement, and Progress

Essential Questions

How can the words that we speak and write cultivate respect and dignity?

Learning Objectives

Students will:

- Understand Person First Language.
- Demonstrate Person First Language.
- Generalize and/or share Person First Language with others.

Technology/Materials

- Person First Language video: https://www.youtube.com/watch?v=lz40q5lydnQ (1:34)
- PFL Vocabulary Handout and Example
- PPT Disability Etiquette & People First Language
- Disability Etiquette & People First Language Guided Notes and teacher guide
- PFL bookmarks and posters: Core Principles – FIN
- Person First Language Sentence Strip Activity
- Disability Awareness Through English and Language Arts Resource
- PPL Book list ***Note: books must be reviewed by the school district prior to use.**
- PPL Book Reflection Questions

Lesson Steps

1. Introduction to Person First Language (PFL)
    a. Purpose: To consider the usage of words.
    b. Directions:
        i. Introduce the Person First Language video to students (1:34).
        ii. Present Disability Etiquette & People First Language PowerPoint and have students complete the guided notes.
        iii. Follow up with a student-led discussion using a Round-Robin or Think-Pair-Share strategy. In either case, allow think time for reflection of video/PPT concepts and allow small group processing before going to whole group.
        iv. Facilitate a whole group discussion of key points and student examples.
            a. Examples of Guided Questions:
                1. What is your definition of Person First Language?
                2. Why is this important?
                3. Provide an example from the video of non-PFL and PFL.
                    a. Have you ever heard anyone use a non-PFL statement?
                    b. Have you ever used a non-PFL statement?
        v. Distribute bookmarks and/or posters from FIN on Person First Language for students to use as reminders and to share with others.
2. The Impact of Language
    a. Purpose: To anchor students in the power word choice has on those around us.
    b. Directions:
        i. Provide the ten vocabulary words (Stereotypes, Competence, Anticipate, Accommodations, Etiquette, Disability, Appropriate, Attitudes, Perceptions, Perpetuating).
        ii. Share the example of the vocabulary template with students and review components. Use "I Do, We Do, You Do" with class, explaining the steps to the process. Elicit responses as to how they might use the template and strategy with the student they support.
        iii. Students complete the vocabulary terms in preparation for the remaining steps of the lesson.
3. Person First Language (PFL) Follow-up Activity
    a. Purpose: To anchor students in the power word choice has on those around us.
    b. Directions: Prepare sentence strips from the PFL Activity.
        i. Set these up at different stations. Each pair or small group would rotate to each station and make a correct (PFL) sentence. After they form a sample sentence, they should re-mix the words for the next group. Students write down their proposed sentence and go to the next group.
        ii. An answer key is provided. At the end of the activity, hold a whole group discussion and let students share sample sentences from each station. Where is there agreement in the answer? Where are there differences? Why do they think those differences occurred?

iii. (Optional) Extension: Have the students generate additional sentences. This may be statements they have overheard (or even said themselves). Students should edit them to reflect Person First Language. (Teacher note: You may want to save sentences to create a bank for future use).

4. Disability Awareness Lesson:
   a. Purpose: To anchor students in the power that word choice has on those around us.
   b. Directions: Choose a lesson surrounding a book from the "Disability Awareness Through English and Language Arts - Resources for Middle and High School."
      i. (Option 1): The whole class reads the same book and completes the activities as described in the resource book.
      ii. (Option 2): Students read books of their choice or divide into small groups to focus on the same book of choice. Additional books to choose from may be found in the PPL book list. Students will complete the independent book review, using all (or some) of the PPL Book Study Questions or a book report format that is familiar to them. (Note: Teachers are responsible for ensuring that books from the PPL book list selected for student use are submitted for review to meet the district's approval standards. A wide variety of books about individuals with disabilities are included, and a satisfactory list should be possible.)

(Recommended) – Schoolwide Awareness activity: Have students plan for activities during the first two weeks of October, which are designated by Florida Statute Section 1003.4205, Florida Statute (F.S.) as Disability History and Awareness Weeks. Activities and suggestions may be found in the FDOE publication, "Disability History and Awareness: A Resource Guide," and on the FDOE website at https://www.fldoe.org/academics/exceptional-student-edu/parent-info/disability-history-awareness.stml.

Assessments

Formative:

- Small group discussions are on topic and reflect the concept discussed.
- Definition activity completion.
- Vocabulary explanation.
- PowerPoint Guided Notes.

Summative:

- Reflection Journal prompt.
- Book analysis reflects understanding and use of the following concepts: Person First Language, the rights of people with disabilities, serving vs. helping, presuming competence, empathy, and any issues surrounding bullying.

Considerations

- Use of audio books for book activity.
- Options for presentations on book activity may be expanded to include additional formats: video, play, or use of technology for presenting.
- Provide video transcripts.
- Use of alternative vocabulary terms.