

“Everyone Can”

A project of the Disability Law Center

Reaching Youth - Creating Change - Growing Leaders
Promoting the Abilities of Every Person

Lesson Plan

Title	“Everyone Can”
Grade Level(s)	Fifth Grade (Also appropriate for sixth)
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Length of Unit	30-45 minute reading and discussion program
For more information	http://www.disabilitylawcenter.org/everyonecan.html or by e-mail at snewton@disabilitylawcenter.org

1. Abstract

Negative attitudes and perceptions remain some of the most challenging barriers faced by people with disabilities. Incidents of discrimination and intolerance are typically the result of prejudice, paternalism or ignorance toward disability in general. One of the most effective ways to influence negative attitudes and create social change is through early youth intervention. This lesson plan is part of the broader “Everyone Can” program and is designed to reach children during the time in their development when they are forming opinions about diversity, relationships and an understanding of community. The core message of this program is one of inclusion.

This lesson plan introduces the idea that everyone has unique talents and abilities, everyone can promote the strengths of others, and everyone can be part of making our communities more inclusive for people with disabilities. It encourages children to think critically about ideas of fairness, inclusion and equality. Our hope is that these early interventions will plant the seeds that will lead to a community that is more aware of the needs and rights of all its citizens.

2. Overview

A. Learning Objectives

After implementing this lesson plan, students will understand that:

1. Disability is a natural part of the human experience.

2. Everyone has natural abilities to be discovered and shared.
3. Our families, schools and communities are stronger when we promote the abilities of others.

B. Core Curriculum

This lesson plan will help you meet the Utah State Office of Education Core Curriculum Requirements for Elementary Students, Fifth Grade. Current requirements are under revision. This lesson plan addressed the following objectives from the previous requirements:

1. Analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present (Social Studies)
2. Understand the value of service and effective consumer practices. (Health Education)
3. List ways of showing respect and care for others.

Preparation

A. For Teachers

1. Read *selections from Petey* by Ben Mikaelson
2. Familiarize yourself with the “Andrew & Petey” materials attached to this lesson plan
3. Review the scenarios and be prepared to assist students in determining appropriate accommodations.

B. For Students

None

3. Materials Needed

- A. Book: *Petey* by Ben Mikaelson
- B. “Everyone Can” Poster
- C. Survey Card with “Everyone Can” wristband attached
- D. Examples of “Everyone Can” art from the calendar

4. Lesson

A. Introduction

1. Introduce yourself and explain that you are visiting the class to talk about an idea that will make school and our community a better place for everyone.
2. Ask the students if they have every thought about the future. Give a few students the opportunity to talk about what they would like to see in the future.
3. Take a moment to commend the students for thinking about the future. Explain to them that successful people and organizations think about the future.
4. Explain that you have thought about the future. You would like to see a future where everyone is treated fairly, like they are valuable and with respect.
5. Ask the students if the world is always like that now. (No) Point out that you have observed that it is often NOT like that for individuals who's mind or body works a different way.
6. Introduce the idea that having a vision of the future is a good start. But truly successful people and organizations don't stop there. They come up with a plan to get from the way things are today to how they want them to be.
7. Use an example from one of the student's ideas about the future and brainstorm what needs to be a part of the plan for building that future. You may also want to use the example of having a certain job or building a house and how you plan for that.
8. Next explain that people that want the same kind of future that you described earlier came up with a plan to create it. The plan can be summarized with the words "**Everyone Can**".

B. Concept 1: "Everyone Can" means that everyone has innate talents.

1. Discussion:

Teach the children that everyone is born with innate talents and abilities. You may choose to use the following as a way to explain the concept: Scientists have studied the brain and made an important discovery. They learned that at birth, every brain has unique abilities. In other words, everyone is destined to be good at certain things. Everyone is smart at something. This scientific knowledge is important because then we know that if we work at it, we will find out how we are smart. Your brain is in charge of everything you do. All we have to do is find out what we are smart at."

Questions To Explore Concept 1

- a. **How do you discover what you are great at?**
(By trying lots of things)
- b. **Think for a minute about three things that you have discovered you are great at..**

C. Concept 2: Everyone Can Kids promote the greatness in others

Now lead a brief discussion that helps children understand that “Everyone Can” Kids look for what others do well and what is great about them, and then they tell them! You may choose to model giving compliments or involve the students in role play.

D. Read selections from the attached story of PETEY& Andrew.

Explain that you are going to read/tell the story of two boys. One was born in 1922 the other in 1975. Instruct the students to listen to their stories for clues about what made their lives different. Both were born with cerebral palsy. You may take a moment to explain what cerebral palsy is.

1. Discussion

During the story integrate discussion about how changes in the law such as the Individuals with Disabilities Education Act (every child entitled to a public education) and Americans with Disabilities Act (accessibility) contributed to a better life for Andrew. You may also discuss the impact of better medical understanding, better medical services, and technology. The most important emphasis should be on how the attitudes of the people around these boys, made the difference.

E. Discussion about ADAPT

1. Explain that humans have an amazing ability to adapt. Give an example of someone that you know with a disability and how they have adapted in order to accomplish a goal or participate in regular activities.
2. Give the students an opportunity to tell about someone that they know who’s mind or body WORKS a different way and how they adapt.

3. Explain that the greatest barrier for people to overcome is when others assume that they cannot do something because their mind or body works a different way.

ACTIVITY

- a. Divide the class into groups. Distribute a scenario to each group and give them an opportunity to discuss what they would do.
- b. Have each group read their scenario and how they decided that they would behave
- c. Guide the discussion toward solutions that ensure integration of people with disabilities in community life.

5. Summary

At the close of the lesson briefly review the key “Everyone Can” concepts.

- A. Everyone is “smart” in their own way.
- B. We should look for strengths in others, and tell them about it.
- C. We can adapt so that people who’s minds and bodies work in unique ways can participate

6. Optional Supplemental Activity

- A. Drawing the “Everyone Can” Concept
 1. Invite the students to draw a picture showing what “Everyone Can” means. This activity is important because art engages the mind in thinking about a theme on a deeper level and children can often show through art what they are unable to verbalize.
 2. Display the art for others to learn from.
 3. You can utilize art from the Everyone Can Calendar to talk with the kids about how other artists conveyed their ideas about equality, friendship and access through their art.

PETEY & Andrew

PETEY

Birth - Petey was born on a stormy Montana night in 1922. He was early and his father was absent for the birth. His mother immediately noticed that his facial expressions and little body were different than her two older children. He was later taken to a specialist in Butte. "Mr. and Mrs. Corbin," said the impeccably dressed doctor, standing in his lavish office, "we have here a severe case of feeble-mindedness. As an idiot, any rehabilitative efforts would be futile." "What do you mean, idiot?" Sarah had stammered. "The child has no capacity whatsoever for even minimal sensory appreciation. My recommendation, however difficult, would be to admit him to an institution that could provide for his care." Sarah protested, "No! This is my son, my Petey. This isn't the malfunction of some machine. No one is taking Petey away. No one!" (Pages 2-3)

Andrew

6 Months – Andrew's father and I began to be concerned about his development when he was nearly six months old and was not rolling over or crawling. We took him to the doctor to be examined. When the doctor was done evaluating him he told us that Andrew would probably never walk or talk and that he would most likely need lifelong care. Soon after that we learned that Andrew had Cerebral Palsy. I didn't know a lot about Cerebral Palsy so I started doing research. I wanted to know what the future might be like for my child. What would he be able to learn? How healthy could he be? Could he get strong enough and learn enough to care for himself someday? I learned that there were therapies available and I found out what I could do to teach him and to strengthen his body. I couldn't accept that Andrew wouldn't be able to enjoy the things other children did or become an independent adult with a job, friends, etc.

PETEY-

Up to 2, Soon after came months of seizures. Two years of sleepless nights. Two years of feeding, cleaning, and holding Petey. Many townsfolk and neighbors called it wasted effort, but every day Sarah spent herself on the child. The neighbors asked if she was praying for him. They speculated that she had taken medicine or lifted too much while she was pregnant and that had been the cause of the trouble. Slowly the medical bills had grown. They had sold everything, including their small ranch, until nothing remained for medicine or visits to the doctors. It hurt watching little eight-year-old

Billy and his ten-year-old sister, Cathy leave for school wearing donated clothes several sizes too large. Would they ever have toys, ice-cream cones, or go to the county fair like other children: “Why don’t you love us like you do Petey?” little Billy blurted one day. That day a decision was forced on the family. That day was the reason for this trip to Bozeman to give up Petey. Petey was being sent to the warm Springs Insane Asylum in Warm Springs, Montana.

Petey enters the insane asylum. His clothes are removed and he is taken to a bed where he lays most of the day. It is a hospital like environment where the only change in the day was the rising and setting of the sun. He couldn’t see out the window. His arms and legs drew inward due to lack of stretching, hands pulled toward his wrists. (pages 6-7)

Andrew

18 Months – At 18 months it was clear that the doctor was wrong. Andrew clearly didn’t have any trouble learning or expressing himself. Our neighbors came into our home and volunteered their time to help Andrew with physical therapy and learning. He was bright and loved to talk. His first word was “bit.” Soon he knew almost 40 words and phrases. Even though he didn’t care much for physical therapy, he really liked to swim.

(DIFFERENCES – medical knowledge, insurance, support of friends and neighbors)

PETEY

Age 5 - One day as a nurse was bathing Petey, she accidentally dropped him head first into the bathtub. She frantically removed him and began drying him and swaddling him. She didn’t notice that he was smiling. (story on pages 16-17)

Note: you may want to explore with the children why Petey would smile – he had just experienced something new. His days were monotonous and lacked stimulation.

Andrew

5 Years - When I was 5 I went to kindergarten with the other students. I was with other kids all day, except for gym. I used a candy apple red wheelchair and a scooter. The scooter allowed me to use my arms to get around instead of my legs. When I wasn’t in school I tried lots of new and challenging activities. Skiing was one of them. I used a toboggan with a ski mounted to the bottom. I had two ski poles duck taped together with

the tips on either side. The ski lift took my instructor and me to the top of the mountain. I loved swishing down the hill—until I crashed and got a face full of snow. That’s when I decided I don’t like being cold! I also tried horseback riding. Unfortunately, I had to give up horse riding when I began having trouble with my hips.

(Differences –education with peers (law requires the schools to educate all children with peers), belief by others that he should participate in a variety of activities, adaptive equipment)

PETEY

Age 8 - A kind attendant, Esteban, that had been watching Petey closely and thought that he had more potential than he could show, slipped Petey his first piece of chocolate. Until that time the only food that Petey ate was blended. Motivated by the delicious flavor of the chocolate, Petey learned to ask for more. Esteban made an effort to learn what Petey’s gestures meant. When a tour group passed Petey and a man said “What a bunch of freaks.” Estaban spoke up and said, “They are not freaks, they are children!” Estaban was fired for saying that. (pages 22-26)

Andrew

Age 8 - My favorite games: Four Square, badminton (with balloons), and Volleyball (using beach balls). At recess, friends would push me around the playground at top speed. I loved it! One day we got a little carried away. In the morning, I was racing against my friend and his partner who was pushing so fast that he flew off a curb and landed on all four wheels. In the afternoon, I hit a tiny rock and tipped over. I got 20 stitches in my lip.

My mom was always looking for cutting edge therapies that might help me be more independent. She found treatment only available in New York City. We left home and headed for a NYC hospital. We stayed for five weeks. The idea was to try to override some of the bad signals from my brain by sending good signals from a transmitter to electrodes located near the top of my spine. Sometimes my mom and I would sneak out of the hospital to enjoy New York City. I would put something over my arm to hide the hospital bracelet I was wearing and we would make a run for it. It was the first time I saw a real city neighborhood. We would go to a local restaurant that we were sure was a front for mob operations. The restaurant had waiters in tuxedos. Big black cars would drive up and let serious looking men out. Mom and I imagined the dark and terrible things that were being planned in the back of the restaurant. It all added to the adventure. After we came home I took a rafting trip down the Green River.

PETEY –

11 years - He went outside for the first time in 9 years. They were moving him to the men's ward to live. A couple of years later, another boy a couple of years younger moved into the ward. They became friends. Calvin took the time to understand the grunts that Petey made and know what words he was trying to say.

15 years –

Petey gets his first Christmas present from an aide. It was a toy gun. In the past he had observed that when the staff began saying “Merry Christmas” is was a sign that no one wanted to work during that season. Therefore, he could count on lying in his own waste for hours before being attended to. (Pages 78-79)

During this period, Petey went years without getting out of bed. He never had a wheelchair that was fit for him.

Andrew

High School - I began competing on the debate team in high school. I competed all around the state and traveled to California for a tournament at Stanford University. During fall break that year, my family and I flew to Seoul, South Korea. My father worked for Delta and our family decided to go on a shopping trip. The exchange rate was good so I bought a custom made suit and a bunch of shirts.

18 years – After graduating from high school I attended University of California at Berkeley. I majored in Sociology and lived with students from all around the world. It was a great time to learn, grow and prepare for the future. I then returned to Utah and finished a master's degree in educational counseling.

PETEY

23 years - He went outside for the first time in 12 years. He also got to hear live music for the first time. (pages 95-98)

Andrew

TODAY- Presently I live on my own in downtown Salt Lake City. I work for the Disability Law Center educating lawmakers about what they can do to help improve the quality of life for individuals with impairments and their families. In the winter, I volunteer for the Sundance Film Festival and in the summer I go to as many free concerts and other events as possible.

PETEY was finally moved to a nursing home in a community when he was 55. He then had the chance to sit outside frequently. One day a young boy defended him from some snowballs that other boys were

throwing at him. That boy later overcame his reservations about Petey and they became friends. The boy was responsible for raising enough money to finally get him his own wheelchair. At the age of 68 the boy took him fishing, shopping, and to a movie for the first time. Finally, Petey got to participate in basic daily activities.