



Objectives:

This patch teaches girls how to interact with those who are disabled and teaches them the importance of learning this skill. It is important to teach girls about those with disabilities because it helps them to break down stereotypes, have empathy for others, and create a better understanding of human diversity. This patch will help to change girls' mindset on how they view those who they view as different. This patch focuses on the following disabilities: Blindness, Deafness, Mobile Impaired, and Autism. The girls will need to complete certain activities under each of these four sections as well as completing the Person-First Language activity.

Grade Level Requirements:

This patch is for Daisies, Brownies, and Juniors.

My Abilities

Introductory Requirements

1. Take the "My Abilities" survey before beginning.
2. Complete the Person-First Language page and Disability-Related Language activity from the Vanderbilt Iris Center.

My Abilities: Blindness Requirements

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

My Abilities: Deafness Requirements

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

My Abilities: Mobility Impaired Requirements

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

My Abilities: Autism Requirements

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

Final Requirement

Take the "My Abilities" survey again after completing all requirements.



My Abilities Survey

Take before and after patch projects.

Do you know any Braille? If yes, what do you know?

Do you know any sign language? If yes, what do you know?

List one famous person from the following categories.

1. Blind _____
2. Deaf _____
3. Autistic _____
4. Mobility Impaired _____

Do you know how to help/interact with a person who is Blind? If yes, how?

Do you know how to help/interact with a person who is Deaf? If yes, how?

Do you know how to help/interact with a person who has Autism? If yes, how?

Do you know how to help/interact with a person who is Mobility Impaired If yes, how?

Define the following terms.

1. Blind _____
2. Deaf _____
3. Autistic _____
4. Mobility Impaired _____

What is the right way to guide someone who is blind?

Name two types of blindness.

Is Sign Language universal?

Name two types of deafness.

What are the signs of autism?

Name two types of autism.

What is an example of being mobility impaired besides needing a wheelchair?

What is something that makes mobility impairments easier?

Who created the Braille alphabet?

What two men did a great deal in the field of autism?

What did each of these men do?

Person-First Language

This page must be completed before moving on to the rest of the patch.

What is person-first language?

Talking to a person who has a disability but emphasizing on who they are before discussing their disability.

Examples of person-first language:

Instead of:

Disabled, Handicapped
Slow
Hearing Impaired, deaf, mute
Blind, visually impaired
Crippled, lame
Dumb, mute, tongue-tied
Crazy, nuts
Handicapped parking
Suffers from...

Say:

Person with disabilities
Person with an intellectual disability
Person who is deaf
Person who is blind
Person with a physical disability
Person who is unable to speak
Person with a mental health issue
Accessible parking
Person with...

Disability Awareness: Disability-Related Language

Est. Time: 45–60 Minutes

Objective

Gain a better understanding of disability-related language, including people-first and identity-first language, and identify instances when inappropriate terminology is used to refer to individuals with disabilities.

Overview

It's important to keep in mind that, whether we realize it or not, the language and terminology we use often reflects our beliefs, perceptions, and misconceptions. Many times, the use of a phrase or term can be demeaning, even if that was not the speaker's intent. Although disability-related language can be confusing and changes across time, it is our responsibility to learn about currently accepted terminology and respect individual preferences. We can do this by avoiding outdated terms, using positive or neutral descriptions, and considering language preferences when referring to or speaking with individuals with disabilities.

Current terminology: As terminology evolves, words or phrases that were once acceptable can take on new connotations. The table below contains a few examples.

Outdated Terminology	Current Terminology
Mental retardation	Intellectual and developmental disability Cognitive disability Intellectual disability
Invalid	An individual with a physical impairment
Slow	A person with a learning disability
Handicapped	A person with a disability

Positive or neutral descriptions: Speakers should use terms that reflect neutral or positive meanings, rather than those that reflect negative assumptions or judgments. The table below offers examples.

Negative Terms	Positive and Neutral Terms
A person: <ul style="list-style-type: none"> Is afflicted by Suffers from Is a victim of a disability 	A person has a disability
Bound to a wheelchair	Uses a wheelchair
Crazy	Person with an emotional disorder
Low achieving	Struggling learner

Disability Awareness: Disability-Related Language

Word order: In the disability community, some people prefer the use of people-first language while others choose to use identity-first language. The distinction here is the order in which the person and the disability occur.

- **People-first language:** Also referred to as person-first language, this preference refers to the person before the disability (e.g., person with a disability). Advocates of people-first language prefer to keep the primary focus on the individual, rather than the disability.
- **Identity-first language:** This preference refers to the disability before the person (e.g., disabled person). Advocates of identity-first language feel that their disability is an integral part of their identity and use such terminology to express their disability pride.

The table below compares these two preferences.

People-First Language	Identity-First Language
Person with a disability	Disabled person
Student with autism	Autistic student
Adult who is deaf	Deaf adult
Person who is blind	Blind person

As with any guidelines, there is subjectivity and nuance. For example, some people find euphemisms (e.g., special needs, differently abled) offensive, while others have no problem with that terminology. Additionally, some individuals feel that their disability includes membership within a community, group, or subculture. The two most common examples are people with hearing loss and those with autism. Some who have hearing loss and use American Sign Language (ASL) proudly identify with the culture and consider themselves members of the Deaf community. Similarly, some individuals with autism feel that their disability is a central part of their identity and prefer to be referred to as autistic.

For Your Information

Not every member of every group agrees with these terminology choices, and terminology will continue to change. But school personnel who are aware of these issues and who exhibit thoughtfulness and sensitivity when referring to individuals with disabilities can avoid offending students and their families.

Activity

Conduct a search of news stories about individuals with disabilities in a variety of formats (e.g., newspaper, magazine, Internet). Note the use of:

1. Appropriate (i.e., current, positive) and inappropriate (i.e., outdated, negative) terminology
2. People-first language and identity-first language

Disability Awareness: Disability-Related Language

Discussion Topics

1. What other terms have you heard that refer to individuals with disabilities? Are these terms appropriate or inappropriate? Explain.
2. In your search of news stories, what did you discover? Were you surprised by any of your findings? Explain.
3. How important do you think it is that reporters use appropriate terminology? Explain your answer.
4. Imagine that as a teacher you overhear one of your students using an inappropriate term to refer to another student who has a disability. How would you respond and why?
5. Reflect on your own day-to-day use of disability-related terminology. Does your current behavior reflect respect for the disability community? If not, what needs to change?

My Abilities: Blindness

First part out of four of the My Abilities patch.

Purpose: To teach girls how to respond to those who are blind.

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

Requirements:

1. Learn about blindness, the Braille alphabet, and Louis Braille. Must write a letter in Braille or play a game in Braille. (Examples include Mancala, Braille Uno, Braille Bingo, etc.)
2. Learn about the different resources available to those visually impaired. (Examples include Sight dogs, walking canes, etc.)
3. Learn how to interact with people who are blind by watching at least two of the following videos. www.youtube.com/watch?v=MK94B9VcDyU, www.youtube.com/watch?v=PW2duKZChA8, www.youtube.com/watch?v=hSmNg2WGXeQ, www.youtube.com/watch?v=Ijin6J_7AAw
4. Learn about blindness by visiting the eye doctor or talking to someone who works with the visibly impaired. The Alabama Instructional Resource Center for the Blind can help you learn more. Call (256) 761-3287.
5. Learn about famous people who were/are blind. (Examples include Hellen Keller, Johnny Depp, Harriet Tubman, Homer, etc.)
6. Invite someone who is blind/visually impaired to speak at your Girl Scout meeting.
7. Discover what it is like to be blind. Have the girls close their eyes and have them determine a doorway that leads to the outdoors or take a color blind test. Play a blind game. <https://www.youtube.com/watch?v=ekSpPVAh-6E>
8. Watch a kid-friendly video on blindness. (Examples include <https://www.youtube.com/watch?v=eFTrb3ECVrw> or <https://www.youtube.com/watch?v=OkeqHe53I1w> First video describes blindness and the second video shows different types of visions.)
9. Practice helping those who are blind. Have the girls pair up in teams of two and have one close their eyes. The other girl must help her get through an obstacle course by only word commands, such as, left, right, diagonal, etc.
10. Explore what it is like in public for those who are blind. (Examples include going to a restaurant and asking for a braille menu, going to an office and determining what they do to accommodate those who are blind, etc.)

My Abilities: Deafness

Second part out of four of the My Abilities patch.

Purpose: To teach girls how to respond to those who are deaf.

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

Requirements:

1. Learn about deafness, sign language, and Charles Michel de l'Eppe. Must learn something in sign language. (Examples include Alphabet, Numbers 0-10, Fingerspelling Hangman, Elephant*, etc.)
2. Learn about the different resources available to those audibly impaired. (Examples include hearing dogs, etc.)
3. Learn how to interact with people who are deaf by watching at least two of the following videos. www.youtube.com/watch?v=Hrgqs4MmK3U, www.youtube.com/watch?v=IgmB9c29UKU, www.youtube.com/watch?v=9f1o33kOpnI, www.youtube.com/watch?v=iULz4Qn79xA
4. Learn about deafness by talking to an Ear, Nose, and Throat doctor or someone who works with those who have a hearing disability. The Alabama Institute for Deaf and Blind, Huntsville can help you learn more. Call (256) 539-7881.
5. Learn about famous people who were/are deaf. (Examples include Beethoven, Thomas Edison, Millicent Simmonds, Sean Berdy, Rob Lowe, Millie Bobby Brown, etc.) www.youtube.com/watch?v=fFMCFXWbJrA video about deaf olympian signing the song from The Greatest Showman, "This is Me."
6. Invite someone who is deaf/audibly impaired to speak at your Girl Scout meeting.
7. Discover what it is like to be deaf. Have the girls put on headphones and have another girl try to talk to her by only reading lips. Play deaf games- www.youtube.com/watch?v=L-hO3AggDr0, www.youtube.com/watch?v=Vrw3Vs0AJ2Q
8. Watch a kid-friendly video on Deafness. (Examples include <https://www.youtube.com/watch?v=qrq6DWZDoIQ> or <https://www.youtube.com/watch?v=5RVhXibbzRo> The first video teaches kids what it is like to be deaf and the second one shows the different levels of hearing loss)
9. Practice helping those who are deaf. Have the girls pair up in teams of two and have one put on headphones. The other girl must help her through a social setting, such as, ordering at a restaurant.

10. Explore what it is like in public for those who are deaf. (Examples include going to an office and determining what they do to accommodate those who are blind, etc.)
11. *Elephant is a game where the girls stand in a circle. One girl(1) stands in the middle and spins around to choose a girl(2) to be the elephant. Once the girl(1) picks another girl(2), that girl(2) will put her arm up to her nose to become a trunk. Then the girls on either side of her must put their hands up to the girl's(2) ears to make them larger. When a girl does something wrong she must leave the circle and the game continues until it gets down to the last three girls. <https://www.youtube.com/watch?v=slkpc88tpis>- video demonstrating how to play.

My Abilities: Mobility Impaired

Third part out of four of the My Abilities patch.

Purpose: To teach girls how to respond to those who are mobility impaired.

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

Requirements:

1. Learn about mobility impairment and Stephan Farfler. Have girls play a game with one arm behind their back. (Examples could be bingo, uno, throwing a ball, etc.)
2. Learn about the different resources available to those mobility impaired. (Examples include service animals, wheelchairs, walkers, etc.)
3. Learn how to interact with people who are mobility impaired by watching at least two of the following videos. www.youtube.com/watch?v=gEtLquKMdbU, www.youtube.com/watch?v=Zn42tmbx_VQ, www.youtube.com/watch?v=wIAhSeVpQsU, www.youtube.com/watch?v=f3HZnQMSxCg
4. Learn about mobility impairment by visiting an orthopedic surgeon or talking to someone who works with the mobility impaired.
5. Learn about famous people who were/are mobility impaired. (Examples include Frida Kahlo, Franklin Roosevelt, Michael Fox, Abby Lee Miller, etc.)
6. Invite someone who is mobility impaired to speak at your Girl Scout meeting.
7. Discover what it is like to be mobility impaired. Have the girls sit in a wheelchair and have them do activities they would normally do. Have the girls button a button with only one hand.
8. Watch a kid-friendly video on mobility impairment. (An example included is <https://www.youtube.com/watch?v=nlzMD1Kj6kE>)
9. Practice helping those who are mobility impaired. Have the girls pair up in teams of two and have one sit in a wheelchair. The other girl must help her through a semi-difficult task. Color a page that demonstrates mobility disability- <https://www.dreamstime.com/illustration/coloring-wheelchair.html>
10. Explore what it is like in public for those who are mobility impaired. (Examples include going to an office and determining what they do to accommodate those who are mobility impaired, what places have wheelchair accessibility, etc.)

My Abilities: Autism

Fourth part out of four of the My Abilities patch.

Purpose: To teach girls how to respond to those who have autism.

Activities labeled 1, 2, and 3 are required. At least 2 other activities need to be completed to obtain this patch.

Requirements:

1. Learn about Autism and Leo Kanner and Hans Asperger. Teach girls about the similarities they have between those with Autism to help them bridge the gap.
2. Learn about the different resources available to those who have autism. (Examples include service animals, sensory helps, etc.)
3. Learn how to interact with people who are autistic by watching at least two of the following videos. www.youtube.com/watch?v=9G_kbiGHyEQ,
4. www.youtube.com/watch?v=IApo5TBR7jc, www.youtube.com/watch?v=D4Hapmm9YiY
5. Learn about famous people who had/have autism. (Examples include Emily Dickinson, Albert Einstein, Elon Musk, Tim Burton, etc.)
6. Learn about Autism by talking to a pediatrician or those who work with those with autism. The Tree of Life Behavioral Health can help you learn more. Call (256) 278-2802.
7. Invite someone who has autism to speak at your Girl Scout meeting.
8. Watch a kid-friendly video on Autism. (Examples include <https://www.youtube.com/watch?v=Ezv85LMFx2E> or <https://www.youtube.com/watch?v=VAogdfYPstU> . The first video describes autism on a child's level and the second video is autistic kids explaining how they view life.)
9. Practice helping those who have autism. Teach the girls to be patient in tough situations and show empathy to those who are different. Color a page that demonstrates Autism- www.just-coloring-pages.com/product-category/holidays/autism-awareness-coloring-pages/
10. Explore what it is like in public for those who have autism. (Examples include going to an office and determining what they do to accommodate those who have autism, go to places that have sensory accommodations and have trained their staff for awareness, etc.)