

## Elementary School: Learning Art Techniques

**People Needed to Organize:** 1-2 (Art teacher)

**People Needed to Carry Out:** At least 6 students

**Recommended Setting(s):** Classroom

**Materials Needed:** Art Supplies (brushes, paper, paint, tape) and cleaning supplies (peroxide, bleach wipes, rubbing alcohol)

**Time Needed:** 60 minutes

**Goal:** Students will discover that anyone can create art, using different techniques and tools.

### Teacher Preparation:

- 1) Review the Mouth and Foot Painting Artists Web site. You can access the Web site by using the following URL: <http://www.mfpausa.com/>.
- 2) Allow 15 minutes to set up and explain how to do the activity, 20 minutes to do the activity, 10 minutes for discussion and 15 minutes for clean-up.
- 3) Have paper taped to a surface for the students to paint on, and also have non-toxic paint and brushes for students to use (use new brushes or the handles will have been cleaned with peroxide).

### Step By Step Description:

- 1) Show students the video about The Association of Mouth and Foot Painting Artists which can be accessed on YouTube by using the following URL: <http://youtu.be/b37uP0OggNw>.
- 2) Explain to the students that they will be creating an original painting. The paintings can be any style, but they must create their paintings without using their hands (e.g., using mouth, toes, elbows, or feet).
- 3) After completing their paintings, students will share their creations with each other and discuss what they learned from the experience.

### Reflection Questions:

- 1) Do you think you can use your body parts in different ways for creating art?
- 2) What do you think it is like for someone who cannot use their hands for everyday tasks?
- 3) How could you help an artist with a disability create a work of art?

## Middle School: Fine Motor Skills

**People Needed to Organize:** 1-2, (English Teacher)

**People Needed to Carry Out:** At least 5

**Recommended Setting(s):** Classroom

**Materials Needed:** Pen, Pencil, tape, and Rubber Bands

**Time Needed:** 30 minutes

**Goal:** Students will have a better understanding of how fine motor skills are important for writing.

### Teacher Preparation:

- 1) Review the following articles:
  - a. "What is Dyspraxia?" by National Center for Learning Disabilities. The article can be accessed by using the following URL:  
<http://ncld.org/types-learning-disabilities/dyspraxia/what-is-dyspraxia>.
  - b. "Fine Motor Skills" by The Encyclopedia of Children's Health. This article can be accessed by using the following URL:  
<http://www.healthofchildren.com/E-F/Fine-Motor-Skills.html>.

### Step By Step Description:

- 1) Have students write a sentence of their choosing. The sentence should be at least 10 words long and written in the students' regular handwriting.
- 2) Have students tape or rubber band one or two fingers and their thumb together to simulate fine motor skill difficulties and then have them write the same sentence on a different piece of paper.
- 3) Students will pass the second sentence to another student to see if they can read their writing.

### Reflection Questions:

- 1) If you were living with a fine motor skill disability, what types of accommodations do you think would make it easier for you to write?
- 2) What do you think it is like for someone to experience everyday tasks without the ability to fully use their hands?
- 3) How would you help someone who has a fine motor skills disability?

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## High School: What Is People First Language?

**People Needed to Organize:** 1-2 (English Teacher)

**People Needed to Carry Out:** At least 4 students

**Recommended Setting(s):** Classroom

**Materials Needed:** Paper bags, slips of paper, chalk, pens

**Time Needed:** 30 to 60 minutes

**Goal:** Students will learn to use People First Language when talking or writing about people with disabilities and gain understanding of how it impacts attitudes towards people with disabilities.

### Teacher Preparation:

- 1) Review the article about People First Language by using the following URL:  
<http://www.disabilityisnatural.com/images/PDF/pfl09.pdf>.
- 2) Prepare a short presentation on People First Language.
- 3) Find at least five different articles about people with disabilities by doing an internet search.
- 4) Read the articles before the class to see if you can pick out the use— or non-use— of People First Language.

### Step By Step Description:

- 1) Teach students about People First Language.
- 2) Divide class into groups and give one of the articles to each group.
- 3) Have each group read the articles and decide whether or not People First Language is used.
- 4) After each group has time to read and discuss the article, bring the class back together.
- 5) Have each group give a brief summary of their article and explain whether or not People First Language is used in the article and why.
- 6) If the article gives enough detail about the individual for students to form an opinion of the individual, have the students discuss what they thought about people with disabilities before reading the article and after reading the article (i.e. if the individual in the article has accomplished something that someone might not think is possible because of the individual's disability, if the individual is a victim of a crime are they more sympathetic).

### Reflection Questions:

- 1) What is People First Language and how is it used?
- 2) Was it easy to separate the words that brought up positive images from the negative ones?
- 3) Do you think you can use People First Language when communicating with others?
- 4) What terms have you heard that refer to individuals with disabilities? Are these terms appropriate or inappropriate? Why?
- 5) Do you think it is important for reporters and journalists to use People First Language? Why?

**In-class/Homework:** Have each student explain People First Language to 3 different people (ex. friend, parent, family member) and then have them talk about what they learned from teaching others during the next class.

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<http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/icl015.pdf>.