Welcome to the Disability Leaders Day
9:45 to 10:00 am
Set up:
1. Designate 4 areas for one each group (by color: blue, green, gold, red) and tape matching colored poster to table
2. Leaders for each group (Blue = Amira & Adela, Green = Tanisha & Lisa, Gold = Tara, Lindsay and Emma; Red = Laurel & Yvonne)
3. Get name cards ready for each youth leader who gather in across in front
4. Get label cards with X ready for each youth leader
5. Get pre-sorted colored badges for kids ready to hand out
10:00 to 10:10 am
Introduction: (Yvonne or Lisa)
1) Hi, my name is ____________ and welcome to the “Disability Leaders Day!”
2) A leader is someone who leads by his or her example.
3) Your example will show respect and kindness to all people; label jars not people, and to include everyone in activities no matter their differences.
4) Now, I want to introduce you to the New Mexico Disability Youth Leaders.
5) Each youth leader introduces themselves and holds up their name card

Transition Statement:
Today, we are going to talk about disability and label jars not people.

10:10 to 10:20 am
Label Jars Not People: (Yvonne or Lisa)
1) To show you about labels, here’s what people have said to each of the youth leaders in the past (YOUTH LEADERS, hold up label cards which are read out loud)
2) Would you agree that these are Negative labels?
3) We don’t receive these negative labels! (YOUTH LEADERS, turn “X” over labels)
4) We say “Label Jars Not People” (YOUTH LEADERS, hold up JARS)
5) Would you agree that these labels do not define who we are?
6) You see people just like you! (YOUTH LEADERS, turn around the label cards which are read out loud)
7) Your example will show respect and kindness to all people; label jars not people, and to include everyone in activities no matter their differences.
Transition Statement:
Now, we are going to work in 4 small groups. Here’s a name badge for each of you. Go to the table that has the same color and your group leader will tell you what to do next.

10:20 to 10:40 am
What is Disability and Access: (Small Group)
1) Here’s a marker. Write your name on your name badge.
2) Now, we will talk about disability and access.
3) Disability often requires a person to use different ways of doing things in his/her everyday life.
4) What are some examples of persons with disabilities?
   a. A person who is blind
   b. A person who uses a wheelchair
   c. A person who is deaf
   d. A person who takes a little longer to learn things
   e. A person who has an artificial hand or leg
5) What are some other disabilities that you know about?
   a. Cerebral Palsy
   b. Autism
   c. Intellectual Disabilities
   d. Downs Syndrome
   e. Brain Injury
6) Do you know anyone with a disability? Yes or No
7) People have different beliefs about persons with disabilities. Some beliefs are that people with disabilities are:
   a. Weird, slow, dumb
   b. Scary
   c. Same as all people
   d. Different
8) Which of these beliefs are TRUE about people with disabilities?
   a. Weird, slow, dumb - False
   b. Scary - False
   c. Same as all people - True
   d. Different - True
9) Earlier, we talked about the fact that people with disabilities use different ways to do things in their everyday life. This is called access. What does access mean?
   a. Access is a way to assist someone to participate in an activity
   b. Access is being able to get into a building and go where everyone else can go (I.e. public restroom, elevator instead of stairs)
c. Access is being able to receive information (I.e. Through the use of a Sign Language Interpreter, captioning on TV, Braille, large print, video phone, computer software)

10) **How would you assist someone in your class who needs access to participate in an activity?** Activity Example: The person cannot use hands and needs to use scissors and a glue stick.
   a. Ask if the person wants assistance (I.e. They want you to cut it out or glue it for them)
   b. Find some adaptive scissors for the person to use
   c. Assist with the glue stick. You should NOT assume to go ahead and assist without asking first. Allow the person to do what they can

11) **Disability makes us think of ways to do things differently so everyone can have access to fully participate in activities.**

12) **Let’s agree that each person has a purpose and is valuable. When everyone participates and is included, the result is a better world to live in for all.**

**Transition statement:**

Now, let’s talk about how you assist someone with a disability.

**10:40 to 10:50 am**

**Do You Assist Someone With a Disability?**

**Materials:**

- "WHOA" and Pictures
- WHOA Cards
- Cards and pictures (Appendix E) and place on the table
- Pre-made "WHOA" cards (Appendix F)
- Materials Packet

**Instructions: (Small Group)**

1) **Did you know that you could hurt someone without knowing it when you are trying to assist him or her?**
2) **How could this happen?**
3) **You may think YOU know what is best for the person but the actual person knows BEST!**
4) **When you assist someone with a disability, it’s important to “Stop” or think “WHOA” (Hold your hand up in a “stop” position).**
5) **If you see a “W” or a picture of an “eye” on the table, hold it up for all to see!**
**Disability Awareness and History Curriculum**

a. “W” is for “Watch.” Use your eyes to “watch” for needs. An example would be seeing the person’s face looking frustrated, or the person cannot open a door, or the person is becoming angry and it appears conflict needs to be resolved.

b. Raise your hand, if you know what “W” or an eye means when you are assisting someone with a disability (Answer is “watch” for needs).

c. Yes, “W” is for “Watch.” Use your eyes to “watch” for needs. An example would be seeing the person’s face looking frustrated, or the person cannot open a door, or the person is becoming angry and it appears conflict needs to be resolved.

6) If you see an “H” or a picture of a hand in a “stop” or “hold” position on the table, hold it up for all to see!

a. “H” is for “Hold” your assistance. Before you assist the person with disabilities the “way” you want to assist, you need to “hold” your assistance. You need to ask the person THEMSELVES IF THEY WANT ASSISTANCE!

b. Raise your hand if you know why it’s important to hold your assistance?

c. Yes, the person who knows best about the way and kind of assistance they need is THE PERSON with the disability!

d. You may think your type of assistance is best but you could be doing the worst thing.

e. Raise your hand if you can tell us what does “H” or a picture of a hand in a “stop” or “hold” position mean?

f. “H” is for “Hold” your assistance. Before you jump in and assist the person with disabilities the “way” you want to assist, you need to “hold” your assistance. You need to ask the person!

7) If you see an “O” or a picture of a raised hand on the table, hold it up for all to see!

a. “O” is for “Offer” assistance like offer your hand to assist. Other ways to assist could be to ask “Do you need assistance with...?” then, the person says yes or no. The person tells you specifically what they need.

b. Raise your hand if you can tell us what does “O” mean?

c. Yes, “O” is for “Offer” assistance such as: asking “Do you need assistance with...?”

8) If you see an “A” on the table or a picture of a smiley face, hold it up for all to see!

a. “A” is for “Act” as requested. “Act” means to do what the person says to do and not more assistance or less assistance.

b. Raise your hand if you can tell us what does “A” mean?

c. Yes, “A” is for “Act” as requested and you and the person will be happy.

9) Remember, when you have an opportunity to assist someone with a disability, stop and think of “WHOA” before you do anything (Hold up your hand and say “WHOA”).

a. To help you remember “WHOA”, here is a card for you to keep (pass out the pre-made WHOA cards, Appendix F).

b. So, now we know that we need to WHOA when we see someone with a disability who may need our assistance.
Transition Statement:
Next, let’s talk about access for all, which are other ways to assist people with disabilities.

10:50 to 11:00 am

Access Activity

Instructions: (Small Group)
1) **Raise your hand, if you have seen one of these?** (Point to device)
2) **Raise your hand if you can tell me what it is?** (Explain what the device is and how to use it, REPEAT same as above for each device. If you want, you can allow them to touch the device)
3) **Remember “Access is for all!”**
   a. **Raise your hand if you can tell me an example of universal design.**
   b. **An example of universal design is a wheelchair ramp because it works for people using baby strollers or shopping carts.**
4) **Raise your hand if you can tell me, what does the word “accommodation” mean?**
   a. **Accommodation is the act of adjusting an environment to adapt to the person’s needs. For example to make space at the table for a person using a wheelchair.**
5) **Raise your hand if you can tell me, what “assistive technology devices” are?**
   a. **Assistive technology devices help a person to complete a task or activity with the aid or help of an object or electronic device.** (Hold up a bendable straw)
6) **Is this a low-tech or high-tech device?**
   a. **A straw is a low-tech device as it is low in cost.**
7) **Raise your hand if you can tell me an example of a high-tech assistive technology device?**
   a. **A high-tech device is something like a Pac mate or a video phones. These things are usually high in price because they use electronics to run.**
8) **Raise your hand, if you see the importance of ACCESS for all people?**

Transition statement:
Now, let’s talk about kindness.

11:00 to 11:10 am

What is Kindness?

Instructions:
1) **What does kindness mean?**
   a. Being friendly
   b. Being generous
   c. Having a warm-hearted nature