

ReelEducation

LESSON: Adam's Bar Mitzvah

Film length: 14 minutes

Lesson Length: 50 minutes

Grades 6-8, 9-12

ReelAbilities
FILM FESTIVAL

TORONTO

 Ontario

An EnAbling Change Project
with the Government of Ontario

Rick Hansen
Foundation



School Program

 Winston
Preparatory
School

ReelAbilities
FILM FESTIVAL

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Lesson Title: Adam's Bar Mitzvah

Synopsis:

"Adam's Bar Mitzvah," is about a teenager who has autism and uses a communicative device. This short film explores Adam's world and the process that allows him to communicate for his Bar Mitzvah and in daily life.

Film Length: 14-minute documentary

Learning Objectives:

- Think critically about the assumptions we might make about someone who is non-verbal
- Understand how technology can break down barriers for people with disabilities and create benefits for everyone
- Use creative thinking and problem-solving to create solutions

Resources

Film Link: <https://vimeo.com/261399509>

This film is closed captioned. Please turn on the captions for a fully accessible viewing.

Activity Time: 50 Minutes

Before Viewing

Ask students:

1. What is assistive technology?

Assistive (or Adaptive) Technology (AT) is the term used to describe all of the tools, products, and devices – from the simplest to the most complex – that can make a particular function easier or possible to perform).

2. Who does it help?

Some technology is designed specifically to help particular groups of people with disabilities, but more and more assistive technology is benefiting everyone, people with and without disabilities.

Tell students: You are going to watch a movie about a boy who uses assistive communication. I want you to take jot notes down of how technology has assisted him and think about any technology that you use that might be the similar.

After viewing

Option 1

1. How has technology empowered Adam in his life?

Through technology he is able to communicate his thoughts and feelings.

2. In the movie Adam says “Words are important but they slap me in the face like the hard force of the train. Words are forceful and ask me to speak when I can’t”. What does Adam mean by this?

People in society often make negative assumptions of people when they are non-verbal.

3. What technology did Adam use in the movie?

Ipad, touch screen, voice/speech software)

4. What technologies do you use that might be helpful for a person with autism or another disability?

> See Learning Activity Option 1

Option 2

1. What personal characteristics does Adam have that make him a “leader”?

Has a vision, confidence, ability to express himself, passion, sees self as a teacher.

2. What is a self-advocate?

Being able to speak up for yourself, making your own decisions about your own life, knowing your rights and responsibilities.

3. How do you advocate for yourself?

4. What does Adam say about leadership?

A good leader is someone who also listens to the people.

5. How does Adam feel about his community and his role in his community?

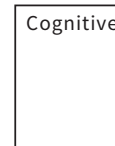
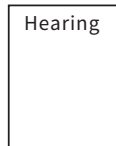
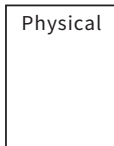
All people have a place in the community including people with disabilities, equality, “my iPad is a support and should be respected”.

> See Learning Activity Option 2

Learning Activities:

Option 1

1. Hang four pieces of blank chart paper in the four corners of the classroom room at a height that all students can reach.



Teacher Tip: Depending on the grade of students you may wish to define the above four words as related to people with disabilities

Physical: A person who may not have use of their whole body, such as arms and legs. A person might use a wheelchair, leg braces or have a prosthetic limb.

Hearing: A person might have low hearing, use sign language to communicate or use a hearing device

Vision: A person has difficulty seeing, a person might use a sensing cane, a seeing eye dog or have very strong prescription glasses

Cognitive: A person might have an intellectual disability, developmental delay, brain injury.

As your discussion proceeds students might start to find that there is “cross over” and that some technologies are good for some/all groups.

2. Ask the students to move around the room and write down any/all types of assistive technology that they can think of that would relate to that word.

Below are some suggestions:

Physical:

Touch screens, braille, Speech Recognition (“Voice Recognition”) Systems that allow students to control their computer by simply speaking, canes, reachers, grabbers, pencil grips.

Hearing:

Captioning displays text transcription of auditory information on a screen (such as a television screen or LCD). Captioning allows hearing-impaired viewers to follow spoken dialogue or narration by reading text, screen reading software, Assistive Listening Devices transmit and amplify sounds to students with hearing disabilities, computers.

Vision:

Visual organizers, screen reading software, talking calculators, talking alarm clocks, audio books, Large Print/Screen Magnification Hardware and Software function like magnifying glasses, automatically moving over a page. That allows visually impaired students to more easily read textbooks, magazines, maps, charts or fine print.

Video Description:

Just as captioning provides additional text for the hearing impaired, an additional narrative track describing the on-screen action in films enable blind and low-vision students to participate, timers, computers.

Cognitive:

Speech-to-text software, visuals, talking spellcheckers, computers.

3. Discuss with students their ideas.

Explain:

Assistive technology can be simple and low tech, like a pencil grip to complex and expensive like computers and tablets. As the use of technology in our society advances, the more of an impact it will have on our quality of life. Think about all the features on your cell phone: much of that technology was at one time developed with people with disabilities in mind. However, companies are now realizing what is good for one is actually good for all people.

4. Students research a modern technology or intervention developed to improve quality of life for people with disabilities and consider how it can benefit everyone.

Use Google search or use one of the suggestions below:

a. TTY technology that evolved into modern texting	f. 'Eye Play' the piano
b. Braille Smartphones	g. Kurzweil reading machine or Livescribe Smartpen
c. Lucy 4	h. The Neil Squire Brain-Computer Interface Technology
d. DynaVox's EyeMax	i. Student choice
e. Auditory road crossing	

Option 2

Explain to students:

In the movie Adam felt that all people, including those with autism and disabilities, have an important role to play in their communities. Community building is about people from the community, government, business and academia working together to take steps towards finding solutions to issues affecting their communities. It is about understanding where the community is at, what the community aspirations are, what needs to happen to enable change to happen; and adapting what has worked elsewhere and enlisting support from government and other partners to act together to create change.

1. Complete Pair-Share

Pose these questions to the whole class.

What is your role in your community? How might you be a community builder to find a solution to an issue affecting people with disabilities?

Each student has 10 minutes to write their response on a sheet of paper. At the end of the 10 minutes, students pair off to discuss their response with one partner.

Wrap Up:

Option 1

Students present their chosen technology to the class or group. Students may wish to create a poster, a video, a multimedia presentation or any other method you choose. Describe the technology, its features and functions, what it does, and report on the benefits of the innovation for both people with disabilities and those without disabilities.

Option 2

Each pair can present their response(s) to the entire class.

Enrichment:

1. Students examine how, through the use of technology, mindsets and assumptions about people with various disabilities have changed.
2. Students review the movie to identify meaningful quotes from Adam. Students create posters with visuals to emphasize the meaning and significance of these quotes.