

ReelEducation

LESSON: My Life in the City

Film length: 12 minutes

Lesson Length: 50 minutes

Grades 9-12

ReelAbilities
FILM FESTIVAL
TORONTO

 **Ontario**
An Enabling Change Project
with the Government of Ontario

Rick Hansen
Foundation
School Program



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Lesson Title: My Life in the City

Learning Objectives:

- Understand that human rights extend to all people, including those with intellectual disabilities
- Understand that people with and without disabilities are more alike than they are different.
- Think critically about social justice issues
- Describe human rights injustice for people with intellectual disabilities
- Use creative thinking and problem-solving to create solutions

Synopsis:

People with disabilities are often left out of conversations about city building. This film shares stories and ideas from adults with intellectual disabilities on urban spaces, development and a vision for the city of Toronto.

Film Length: 12 minutes

Resources:

Film Link: <https://vimeo.com/148303053>

- Paper and pencil for jot notes

Time: 50 Minutes

Before Viewing (Discussion)

Ask students What are human rights?

1) Take answers and write them in point form note on chart paper

Rights for all human beings

- To have equality, to be treated with dignity and respect
- Includes freedoms, right to vote, of religion,
- without discrimination based on:
 - > Age
 - > Ancestry, colour, race
 - > Citizenship
 - > Ethnic origin
 - > Place of origin
 - > Creed
 - > Disability
 - > Family status
 - > Marital status (including single status)
 - > Gender identity, gender expression
 - > Receipt of public assistance (in housing only)
 - > Record of offences (in employment only)
 - > Sex
 - > Sexual orientation

Explain: The rights are both ones we have but also ones we are to follow. We have the right to not be discriminated based on sex or gender (for example) and we have the responsibility to not discriminate based on sex or gender

Next, review the following statements with students and discuss answers with students

1) People with intellectual disabilities cannot be successful in school and the workplace.

Many people with intellectual disabilities do very well in school with the right support and accommodations. All people can and do learn. Traditional learning methods may not be appropriate for some people with intellectual disabilities, but this does not mean that people with intellectual disabilities cannot learn. People with intellectual disabilities can perform a wide variety of job tasks when given the chance. In fact, research suggests that people with disabilities are often excellent employees. Companies are starting to look to hire people with an intellectual disability.

- 2) People with intellectual disabilities are not fully aware of their surroundings.
All people are aware of when they are being disrespected and being called names.
- 3) People with intellectual disabilities can't live on their own.
All people have interdependent relationships.

We all need the help of others sometimes. Some individuals with intellectual disabilities may require assistance with daily living, and others prefer to live with their families, and many people are completely capable of safely living in their own home. All people want to be as independent as possible.

Tell students:

They are going to view a movie about people with an intellectual disability. The people in the movie also wrote and helped to produce the movie.

Teacher Tip: As students watch the movie, ask them to think about the places where the people in the movie go, what activities they do and take note of the experiences/barriers that they have and/or encounter. Encourage students to write jot notes as they watch the movie.

Review Definitions of Barriers

Barrier: A barrier is a circumstance or obstacle that keeps people apart. For people with disabilities, barriers can take many forms including attitudinal, organizational (or systemic), physical or architectural, information or communications, or technological.

Attitudinal barriers are behaviours, perceptions, and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.

Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally.

Architectural or physical barriers are elements of buildings or outdoor spaces that create barriers to persons with disabilities. These barriers relate to elements such as the design of a building's stairs or doorways, the layout of rooms, or the width of halls and sidewalks.

Information or communications barriers occur when sensory disabilities, such as hearing loss, vision loss, or learning disabilities, have not been considered. These barriers relate to both the sending and receiving of information.

Technology barriers occur when a device or technological platform is not accessible to its intended audience and cannot be used with an assistive device. Technology can enhance the user experience, but it can also create unintentional barriers for some users. Technology barriers are often related to information and communications barriers.

After Viewing

Learning Activities

- 1) Divide students into groups of four or five. Have them complete this chart together to summarize the places that the people in movie visited, and the activities they took part in. Tally the number of people who have taken part in a similar activity. Identify any barriers the people in the movie encountered (physical and or social).

Places	Activities	An activity I do?	Barrier

- 2) Bring students back together and compare the charts. Discuss the findings. Emphasize that people with intellectual disabilities take part in many activities that all people enjoy, and do everyday. Point out similarities in our lived experience from the chart.
- 3) What other dreams and wishes do the people in the movie have for their life, that are similar to yours?
Safety, be happy, go someplace independently, live on own, work, go places, be with friends, make a difference, teach people.
- 4) Discuss with students the physical and social barriers experienced by the people in the movie.
*Being called names because of their disability, can't live in their own place, don't have work, physically hurt because of their disability. **What ideas do you have to remove these barriers?***
- 5) What human rights can you identify from the movie?
Right to choose where to live, right to be independent, right to be treated with dignity, right to make own decisions.
- 6) What is an important take away message that you learned?

Take Away Message:

People with intellectual disabilities have hopes, dreams, feelings, and enjoy the same type of activities people without intellectual disabilities do.

All people in our society deserve to be treated with dignity and respect. Everyone should have access to opportunities to work, live and play.

Wrap Up:

Imagine that you or one of your family members is one of the people in the movie. Create your own political platform on how you could improve life in the city if you were Mayor of your city/town.

Challenge students to think about actions they can do in their everyday activities to improve the lives of people with intellectual disabilities. What responsibilities do we have related to human rights and treating everyone with dignity and respect?

Enrichment:

1. Student research the history of the disability rights movement and create a report or presentation. What positive changes have occurred for the inclusion of people with disabilities? What acts and policies have helped people with disabilities? What challenges remain?
2. Students research businesses that are known for hiring people with intellectual disabilities (Tim Hortons, Lowes). Students produce a business case for hiring people with intellectual disabilities.

RESOURCES:

Rick Hansen Foundation School Program lesson connections

Rick Hansen Foundation School Program has free resources for teachers via the **Abilities in Motion** page, too! Register for free [HERE](#) to see the following lesson plans:

- **Abilities in Motion Toolkit: Secondary- Inclusive Society**
- **Abilities in Motion Toolkit: Secondary- Peer Advocacy**
- **Abilities in Motion Toolkit: Secondary- Disability Rights Movement**
- **Abilities in Motion Toolkit Secondary- First Impressions and Identity Labels**

The story behind the film:

Autism ON

Down Syndrome Association of Toronto

Centre for Inclusion and Citizenship, UBC

Centre for Independent Living

Community Living Toronto

Spinclusion

L'Arche Canada

