



Critical
thinking



Equity and
inclusion



Social awareness
and citizenship

IDEAs on Diversity, Equity and Inclusion

Recommended for Secondary Grades

Lesson Overview

Subjects

Social Sciences, Language Arts

Time Needed

75 minutes

Learning Outcomes

- Students will be able to differentiate between the meanings of equity and equality, as well as diversity and inclusion and demonstrate their understanding of these terms.
- Students will explore diversity, equity, and inclusion through the lens of vision, hearing and mobility disabilities.
- Students will discover physical and attitudinal barriers experienced by youth with disabilities.
- Students will propose ways in which typical everyday experiences could be made more equitable and more inclusive for people with disabilities.

Introduction

Conversations on the importance of diversity, equity and inclusion (DE&I) are becoming more commonplace, however disability and accessibility are often left out of the conversation. Some institutions use the acronym IDEA (Inclusion, Diversity, Equity and Accessibility) to ensure these topics are part of the dialogue. This lesson will explore diversity, equity and inclusion through the lens of physical disability.

Lesson

Review the following key terms with your students. Option to review and distinguish the definitions from one another as a class, or distribute copies of the Student Handout on page 3 and have students first try to identify each of the terms with its correct definition, then review as a class.

Key Terms

Equity: The principle of considering people's unique experiences and differing situations, and ensuring they have access to the resources and opportunities that are necessary for them to attain just outcomes.

Equality: The principle of treating everyone in the same manner by ensuring they have access to the same resources and opportunities.

Inclusion: The practice of using proactive measures to create an environment where people feel welcomed, respected and valued, and to foster a sense of belonging and engagement.

Diversity: The variety of identities found within an organization, group or society; expressed through factors such as culture, ethnicity, religion, sex, gender, sexual orientation, age, language, education, ability, family status or socioeconomic status.

Student Handout

Fill in the blanks below, identifying each of the terms with its correct definition.

Diversity

Equality

Equity

Inclusion

.....

_____ is the practice of mindfully respecting and including all individuals in order to establish a sense of belonging for all, while at the same time recognizing and celebrating individuals' differences.

.....

_____ is the treatment of people as the same, with no special attention to historical or current disparity amongst groups, in order to exercise quantitative fairness in how individuals are supported and protected.

.....

_____ is a variety of identities found within an organization, group or society; expressed through factors such as culture, ethnicity, religion, sex, gender, sexual orientation, age, language, education, ability, family status or socioeconomic status.

.....

_____ is the treatment and support of people according to their needs, in order to exercise qualitative fairness, by ensuring that everyone has access to the same quality of life and is equipped with the tools they uniquely need in order to achieve personal success.



Activity: Just Like U

As a class, watch this short (2:48) video: [Just Like U](#) featuring Elena, Jaelyn, and Tai who speak from their experience of young people with disabilities, along with their friends and family.

Note: an Audio Described version of the video is also available here: [Just Like U Audio Described](#).

Then, have students answer the following Discussion Questions. Option to discuss the questions as a class or use the Student Handout on page 5 where students can reflect on the questions individually or in small groups.



Discussion Questions

1. What barriers did Elena, Jaelyn or Tai (or their family and friends) describe experiencing?
2. Are these barriers equity issues?
3. How could some of these experiences be changed to become equitable to people with disabilities?



Discussion Guide

Answers will vary, but possible correct answers may include:

1. Elena – restaurant menus with small fonts.

Jaelyn – socializing between d/Deaf and hearing community, no closed captioning, announcements being made they can't hear.

Tai – people making assumptions

2. Yes, because they are barriers that people without disabilities would not face or would not face in the same way. The unique needs of people with disabilities are not being taken into consideration in these situations.

3. Restaurants could provide menus in alternate formats, for example, braille, large print, QR code to electronic menu so people can zoom in or use voice to text

Videos could always include closed captioning, and/or sign language interpretation, and/or be audio described

Announcements can be provided visually, too

Student Handout

Watch this short (2:48) video: [Just Like U](#) featuring Elena, Jaelyn, and Tai who speak from their experience of young people with disabilities, along with their friends and family.

Then, answer the following questions.

1. What barriers did Elena, Jaelyn or Tai (or their family and friends) describe experiencing?

2. Are these barriers equity issues?

3. How could some of these experiences be changed to become equitable to people with disabilities?



Activity – Diversity Pair & Share

To complete this activity, divide your students into pairs or small groups. Then, challenge students to find four things they all have in common and four things they do not have in common with their partner or group.

This exercise highlights students' similarities and differences and assists them in finding common ground.

Exemplar

In Common	Not in common
- We are both sixteen - We both play soccer - We both have an older sibling - Biology is both of our favourite classes	- Only Sam plays an instrument - Only Alex has a part-time job - Only Sam speaks Mandarin - Only Alex has a pet dog

Give students a few minutes to complete the exercise, then ask students about the experience using the following discussion questions.



Discussion Questions

1. Who would like to share the things their group had in common or did not have in common with the class?
2. Was it easier to think of things you had in common, or to think of things you did not have in common?
3. Why is diversity important? How do we benefit from diversity?
4. How does diversity relate to inclusion? Is it possible for a group of people to be diverse, but not inclusive, or vice versa?
5. How can we ensure an inclusive classroom environment?



Discussion Guide

The main idea of this exercise is to highlight that we all have similarities as well as differences.

1. Answers will vary
2. Answers will vary
3. Possible answers may include that when we have diverse backgrounds, life experiences, interests, etc. we can learn more from one another. Diversity leads to more innovation and effective collaboration because we have more perspectives included.
4. Possible answers may include that diversity and inclusion are both important but can sometimes exist separate from each other. A group of people could be very diverse but not foster a sense of belonging, or a group could be very inclusive, but everyone is quite alike and not diverse. In an ideal world, both diversity and inclusion would exist.
5. Answers will vary but may include: all ideas and perspectives are heard and valued, everyone shows respect, we say hello to each other, nobody is ever left out of a group or activity.



Activity – Experiencing Equity

Have students choose one everyday situation from the list of scenarios below and assess it through the experience of having a vision, hearing, and mobility disability. Students will consider whether these experiences are truly equitable for people with disabilities or not, and fill in the Student Handout on page 9. If you have watched the [Just Like U](#) video, students can complete the activity imagining the experiences of Elena, Jaelyn and Tai.

Option to have students complete the handout individually, or in pairs.

Scenarios:

- Going grocery shopping
- The first day of high school
- Going out to eat at a restaurant
- Participating at a club or sport at school
- Going to the movie theatre

Exemplar

Scenario	Barriers or Challenges		How would I feel and/or what would be my overall experience?
Going to the movies	Vision	Some movies might not be audio described, or some theatres might not offer described movie technology	It would be a worse experience if I could only hear the movie and not know what was happening on screen
	Hearing	Closed captioning might only be offered for some movies and/or only some showtimes	I would feel left out if I couldn't go to all the same movies as people without a hearing disability
	Mobility	People who can't walk upstairs might only be able to sit in the front row	I might worry all the seats I can access will be taken

How could the experience be made equitable and inclusive for people with physical disabilities?

Movie studios should always have audio description and closed captioning for all movies. Movie theatres should offer the technology so people with disabilities have just as much choice as everyone else for what movies they go to. Theatres should have enough sections that can be accessed in a wheelchair, or without using steps.

Choose one scenario from the list below and assess it through the experience of having a vision, hearing, and mobility disability. If you have watched the [Just Like U](#) video, you can imagine the experience through the perspective of Elena, Jaelyn and Tai. Consider whether these experiences are truly equitable for people with disabilities or not and complete the table and question below.

Scenarios:

- Going grocery shopping
- The first day of high school
- Going out to eat at a restaurant
- Participating at a club or sport at school
- Going to the movie theatre

Scenario	Barriers or Challenges		How would I feel and/or what would be my overall experience?
	Vision		
	Hearing		
	Mobility		

How could the experience be made equitable and inclusive for people with physical disabilities?



Activity - Poster Project

To consolidate the key information from this lesson, have students create a poster, visually demonstrating **diversity and inclusion**, or **equity and equality**. You may show the image below as an example, or find more examples online by searching “diversity vs. inclusion images”, “equity vs. equality graphic” etc.

Option to have students create the poster individually or in groups.

Once posters are complete, you may choose to have students present their finished work to the class, display the posters in a school hallway, and/or complete a gallery walk.

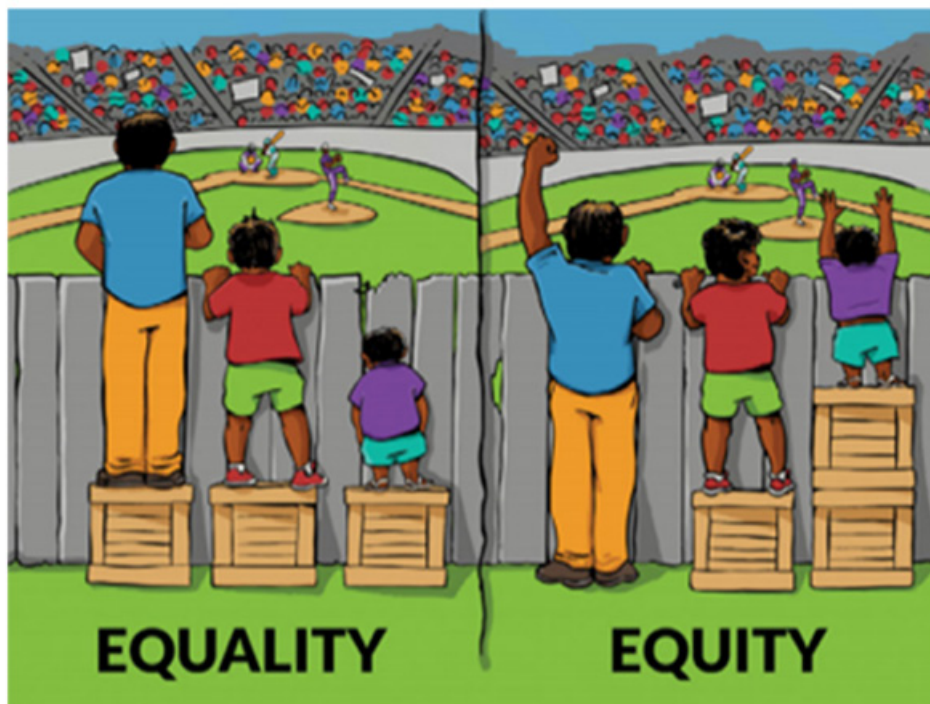


Image provided by Interaction Institute for Social Change
| Artist: Angus Maguire via interactioninstitute.org
and madewithangus.com

Check out our other Rick Hansen Foundation School Program offerings - available for youth of every age and grade level!

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Lessons and Activities

Classroom lessons and activities engage students on the topics of disability, accessibility and inclusion, and support teachers in leading these important conversations. Our online resource library provides access to lessons for grades K-12, in French and English, in a variety of subject areas, and that connect to the educational values of collaboration and relationships, critical thinking, equity and inclusion, personal growth, and social awareness and citizenship.

Videos and Storybooks

Disability representation comes to life through fun storybooks and impactful videos. Books for younger readers including Roll On and The Boy Who Loved to Move are available in multiple formats including E-book and audiobook, and videos such as On the Move for elementary grades and Just Like U for secondary grades can all be accessed through our resource library.

Ambassador Presentations

RHF Ambassadors are speakers with diverse lived experiences of vision, hearing and mobility disabilities who engage youth with their personal stories. By challenging perceptions about disability, youth are motivated to learn more about how they can become champions for change. Presentations are available at no cost to schools.

Difference Maker of the Year Awards

It is important to acknowledge and celebrate how youth are making a difference. These annual awards recognize youth for their contributions in creating accessible and inclusive schools and communities for people with disabilities.

Learn more, access resources, book an Ambassador Presentation, or nominate your Difference Maker at:
RickHansen.com/Schools



Made possible by the generous support of Scotiabank, The Gordon and Ruth Gooder Charitable Foundation, and The Skidmore Foundation.

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