

# Disability Inclusion

## Activities for the Classroom

**Introducing the subject of disability inclusion to your class not only benefits students with disability, but students without disability too. This resource includes activities on disability inclusion that you can use to teach this topic to your class.**

### **Who are the activities for?**

These activities are designed for students from levels Foundation to 6, with potential extensions provided for higher levels. You can differentiate and/or make reasonable adjustments to these activities as necessary for your students. The activities do not align with curriculum standards for levels A to D.



# Activity 1 – Surveying and Discussing Similarities and Differences

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**Activity 1**

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## Alignment with the Victorian Curriculum 2.0

### Personal and Social Capability

- Foundation – VC2CPFO01, VC2CPFO02
- Levels 1 and 2 – VC2CP2O02
- Levels 3 and 4 – VC2CP4O01, VC2CP4O03
- Levels 5 and 6 – VC2CP6O02

### Mathematics

- Foundation – VC2MFST01
- Level 1 – VC2M1ST01
- Level 2 – VC2M2ST01
- Level 3 – VC2M3ST01
- Level 4 – VC2M4ST01
- Level 5 – VC2M5ST01
- Level 6 – VC2M6ST03

**This activity can be used as part of an introduction to the topic of disability inclusion.**

### Let's get started

Begin by leading your students in a discussion of the ways that people can be similar or different to each other. Your initial discussion of similarities and differences can focus on basic characteristics like students' shoes and their likes and dislikes.

### Framing discussion positively

It is important to frame a discussion of similarities and differences carefully. For some students, pointing out physical characteristics could invite unhealthy comparison and potentially contribute to negative body image.

You may need to prompt students from Foundation to levels 1 and 2 to stay on track throughout the discussion.

### Survey activity to collect data

Students should then survey each other to collect data on their similarities and differences. Students in levels 3 to 6 should come up with their own questions to ask their peers, while level 1 and 2 students may need support or to be provided with questions.

Foundation students should be provided with questions to ask that only have two potential outcomes. An example of an appropriate question for Foundation students to use is "Do you have a pet?".

### Illustrate survey results

After conducting their surveys, students will need to illustrate their results. You can support Foundation students to represent their responses using classroom objects like stickers or popsicle sticks.

For levels 1 to 4, an appropriate data representation method for students to use may be tally marks or a list. Ask students in levels 5 and 6 to choose their own appropriate data representation method.

### Expand the discussion

Once complete, lead your students in a discussion of the similarities and differences that they noticed in their class. Then, you can expand your discussion into how we may be born with differences to each other, such as where we are from, our culture, and if we have a disability.

This could be an opportunity for you to talk further about disability with your students, such as explaining what it is if they are unfamiliar. When discussing the differences that people can have, talk about diversity and why it is important. You can highlight here how it is valuable that we all have different strengths and skills.

### Encourage students to include and accept everyone

Ask your students to consider the ways that we can make sure everyone is included. Encourage each student to identify how they can commit to helping people who are different to them to feel included and accepted.

Students can list these practical actions in their workbooks. The expected number can be determined by their year level and writing ability.

# Activity 2 – Inclusive and Adapted Sports

[Overview](#)

[Activity 1](#)

**Activity 2**

[Resources](#)

## Alignment with the Victorian Curriculum 2.0

### Personal and Social Capability

- Foundation – VC2CPFO02
- Levels 1 and 2 – VC2CP2O03
- Levels 3 and 4 – VC2CP4O03
- Levels 5 and 6 – VC2CP6O02

### Health and Physical Education

- Foundation – VC2HPFM04
- Levels 1 and 2 – VC2HP2M04
- Levels 3 and 4 – VC2HP4M09
- Levels 5 and 6 – VC2HP6P05

### Build on learnings about inclusion

Run this activity after students have learnt the basics about inclusion and disability. You may wish to explore the links to resources on disability, listed below this activity, to guide how you teach these concepts.

### Let's get started

Begin by introducing students to sports that have been adapted for different needs or abilities, such as those featured in the Paralympics, or played by people with disability in their community. You may choose to play videos of these sports in action. Ask students which features they notice have been adapted or are different in these sports.

For example, students may notice that wheelchair basketball players use a wheelchair to move instead of running, or that some Paralympic athletes run with a sighted guide and a tether. For students in levels 3 to 6, you could also ask them why they think these adaptations have been made.

### Talk about what inclusion and fairness looks like

Lead your students in a discussion around what it means for a sport to be inclusive and fair. You could talk about how an inclusive and fair sport can be adapted as needed to make sure everyone has the opportunity to participate how they choose.

Ask your students to think about what an inclusive and fair sport means to them, or what it could look like or include. If your students need prompting, refer to what they have already learned about inclusion and adapted sports.

You could also ask questions beginning with “Do you think that it would be inclusive or fair if a sport...” to further the conversation. Finally, ask your students to draw their vision of an inclusive sport and describe it to you.

### Extend the activity: Levels 3 to 6

For students in levels 3 to 6, you can extend this activity further. Ask students to consider if the sports that they enjoy playing or have seen in their community, could have any barriers to participation.

If so, ask students to consider how they could be made more inclusive. You can encourage them to either draw or write about how they envision their chosen sport could be made more inclusive.

These activities align with [version 2.0 of the Victorian Curriculum F-10](#).

## Links to Resources on Disability

### **PWDA Language Guide: A guide to language about disability by People with Disability Australia.**

This guide provides advice on talking about and reporting on disability. Content note: the guide contains ableist and offensive language as examples of language that is not appropriate or respectful. [The statement on language on the Amaze website](#) specifically discusses language in relation to autism and may also be beneficial.

### **Teacher Guide by AllPlay Learn.**

This resource describes inclusive education, disability, and how to include children with disability. It also links to other AllPlay Learn resources about teaching children with disability, language around disability, specific disabilities, and professional learning.

### **Disability Standards for Education 2005 by the Department of Education.**

This webpage provides a range of resources about the Disability Standards for Education (2005) for students with disability, their caregivers, education providers, and educators.

### **Be a disability ally by the Department of Education.**

This video was designed by students with disability and their parents and caregivers, with help from Children and Young People with Disability Australia (CYDA). It explores the rights of students with disability to join in with every part of school life and gives tips on how to be an ally to students with disability. It could be used in lessons about disability inclusion.

### **Diverse Learners Hub by the Victorian Department of Education.**

The Diverse Learners Hub provides a range of resources for educators on meeting the learning and wellbeing needs and aspirations of students with ADHD, autism, language difficulties, dyslexia, and dyscalculia.

### **Look! It's me! by Children and Young People with Disability Australia (CYDA).**

This webpage provides a list of children's books on diversity and inclusion, reviewed by young people with disability.