

Disabilities: The Art of Resiliency

Junior High School Level Plan

Objective

In this lesson, students will learn about the word “resiliency” - relating this word both to their own lived experiences as well as others.

Time

This lesson will take at least 2 class periods. 1 period for the video and dialogue. The *expression* preparation may be given as homework. The exhibit or performance may take place during 1 class period or outside of class time if you are including other students as an audience.

Materials

- Computer and Smart Board for video
- Student Journals
- Various art materials for *expression*
- [Dealing with Disabilities](#) Video (5:25)

Preparation

Ask students to think about what it means to be “resilient”. Can they think of examples of characters in movies or historical characters who would fit this description?

Learning Activities

1. Ask students to do some reflective journaling on the following:
 - ▶ What difficult situations have I successfully made it through? **OR**
 - ▶ What difficult situation has someone I know successfully made it through?
2. As a large group or in groups of 4-5 ask students to discuss:
 - ▶ What kinds of barriers can people face? Physical? Emotional? Intellectual? (stereotypes, prejudices)
 - ▶ Are barriers disabling? If so, how?

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3. Have students watch the video.
4. As a large group, discuss:
 - ▶ What specific barriers do people with disabilities face?
 - ▶ Do people without disabilities have similar experiences? Who?
5. Ask students to select one of the following forms of expression to represent the word “resiliency”:
 - ▶ Poem
 - ▶ Painting
 - ▶ Collage
 - ▶ Song
 - ▶ Video Blog
 - ▶ Dance
 - ▶ Story
6. Have students present their creation to the class or even host an Art Exhibit or Performance for the school.

Assessment/Analysis

Students can be assessed on their engagement in dialogue as well as on their art work and journaling.

Activities for Extension and/or Integration

If students have presented to their class, they could extend an invitation to their school or community. If they are interested, students could even use this as an opportunity to highlight an issue in the community, such as the difficulties faced by the disabled community (accessible housing, workplace support, healthcare cuts, etc) or the barriers faced by new immigrants and refugees (language, living costs, racial and religious discrimination, etc). Other groups that tend to show great *resiliency* when faced by great challenges may also be the focus.

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Subject and Level Learner Outcomes

Grades 7, 8, 9 Health

Safety and Responsibility

Resiliency (7.11, 8.11, 9.11)