



Friends Who Care®

Disability Awareness Curriculum

Dear Friends,

Friendly's is pleased to bring Easter Seals' award winning disability awareness curriculum FRIENDS WHO CARE® to your children.

FRIENDS WHO CARE® is designed to help children better understand what it means and how it feels to be a young person with a disability. This educational program gives students the opportunity to learn what is involved when someone has a disability and how they adapt to live life, go to school, or work as independently as possible.

The goals of the program are simple: to encourage typically developing children to accept their peers with disabilities as people first and also to find ways to include everyone in school and after-school activities.

FRIENDS WHO CARE® is also fun! The curriculum explores a range of disabilities and includes specially crafted learning activities, hands-on exercises, guided discussions and guest speakers. It starts with an introduction to disability, and looks at vision, hearing, and physical disabilities and then at learning disabilities including AD-HD, autism and intellectual disabilities.

We hope that your child will be an active participant in this new, exciting program and that FRIENDS WHO CARE® will help to bridge the gap between children with and without disabilities.

John Maguire
Chief Executive Officer
Friendly's Ice Cream

James E. Williams, Jr.
President & Chief Executive Officer
Easter Seals, Inc.



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Speaker Guidelines

Guidelines for Guest Speakers

PURPOSE

- One of the best ways to bring the FRIENDS WHO CARE® program to life is by inviting a guest speaker with a disability to talk with your students about what it means to have a disability. During the hearing disability unit, for example, guest speakers can talk about how they use adaptive aids, such as hearing aids, interpreters and sign language to help them communicate and lead independent lives. Guest speakers will help your students see that people living with disabilities work as teachers, lawyers, doctors and parents in your community. For a student who has a disability, they can serve as role models.

Invite a guest speaker with a disability to talk with your students about what it means to have a disability.

PREPARATION

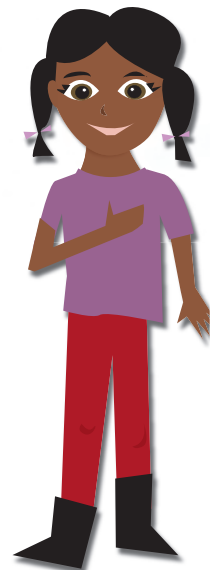
- It's easy to develop a network of resource people in your community. There are a number of disability organizations, including Easter Seals that can help you find speakers for every unit.
- A person with a physical disability can demonstrate how to use a wheelchair or a scooter for mobility and a person with a visual disability can describe how they learned to work with a guide dog. They can also substantiate and reinforce materials to validate the philosophy behind this program – that people with disabilities are people first – by sharing their perspective.
- In addition, children in your classes who have disabilities may know of people who can participate as guest speakers.

Here are some tips to help you prepare for a classroom visit:

- Before extending an invitation, make sure that your school is accessible for your guest.
- To increase the likelihood of speaker availability, allow ample time to schedule speakers for your classroom visit.
- Prepare students by explaining who is coming and helping them frame questions they might like to ask.
- Have a list of your own questions to help facilitate learning.
- Share your expectations with your guest by:
 - Describing the program, its activities and your goals.
 - Explaining what you would like guests to talk about, such as: their background, the cause and effect of their disability, their childhood, schooling, hobbies, vocation, family and community involvement.
 - Asking them to talk about their adaptive aids and to demonstrate how they work.

THE VISIT

- Plan to welcome your guest at the entrance and escort him/her to your classroom. To ensure a successful, rewarding experience for your speaker and your students, we recommend you:
 - Introduce your guest(s) by name.
 - Speak directly to your guest.
 - Start the discussion with a few introductory questions.
 - Emphasize that there are no right or wrong questions.
 - After the visit, have students write thank you letters.



The FRIENDS WHO CARE® program is designed with the hope that students will have fun as they are learning to become more aware of how to interact with their peers living with disabilities.



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Pre-Post Attitudes Survey

- Kids who have disabilities can be as happy as those who do not have disabilities.

Yes No Maybe

- People who have disabilities can be good parents.

Yes No Maybe

- Kids who have disabilities are the same in many ways as those who do not.

Yes No Maybe

- I would play on the playground with kids who have disabilities.

Yes No Maybe

- Kids who have disabilities can be just as smart as those who do not have disabilities.

Yes No Maybe

- Workers who have disabilities can be just as successful as other workers.

Yes No Maybe

- Kids who have disabilities should go to the same schools as everyone else.

Yes No Maybe

- I would invite someone who has a disability over to my house to play.

Yes No Maybe

- People who have disabilities can live on their own when they grow up.

Yes No Maybe

- Kids who have disabilities can have many friends.

Yes No Maybe

- Kids who have disabilities should be expected to do many of the same things as other kids, like helping around the house and doing homework.

Yes No Maybe

- I would like to make friends with someone who has a disability.

Yes No Maybe

- A person who has a disability could marry a person who does not have a disability.

Yes No Maybe

- I think people with disabilities should live and work with everybody else.

Yes No Maybe

- I feel okay around people who have disabilities.

Yes No Maybe

Instructions: For each sentence, circle the answer that best describes your feeling. Remember, there are no right or wrong answers. Just think about how you feel.





Vision Disabilities

Activity Sheet – How Well Do You See

How Well Do You See

Stand up and place the worksheet on the floor. Read the lines of print starting with the largest at the bottom. Stop when you come to a line of print that you cannot read easily. **DO NOT** bend over.

1. today
2. layer
3. early
4. quiet
5. sleep
6. noise
7. cliff
8. bones
9. green
10. years
11. stick
12. wrong
13. while
14. threw
15. touch

Being A Sighted Guide

Sighted guides follow these steps:

1. Direct your partner's hand to hold your arm with his/her thumb and index finger in a V-shape, just above the elbow. As the guide, you should crook your arm and hold it relaxed against your body.
2. Walk about a 1/2 step in front of the "blind" person and walk at a normal pace around the classroom.
3. Approach the narrow passage your teacher has created. Drop your hand down to your side and then behind your back. This signals your partner to go behind you.
4. Talk with your partner as you walk, describing the environment as well as obstacles before they are reached. If you come to steps, tell your partner if the steps go up or down. If you are going to move to the left or to the right, tell your partner before you do so. (This will help your partner feel relaxed and safe.)
5. Switch roles.





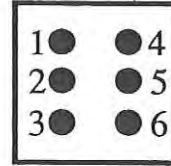
Vision Disabilities

Activity Sheet – Braille

Facts

- Braille is a system for reading and writing.
- Braille is a system of signs formed by a combination of 1- 6 raised dots, arranged in an area called a braille cell.
- Each dot position has a number.
- There's one cell for each letter, number sign, punctuation mark or capital sign.
- A cell is left blank for the space between words.
- Braille can be written by hand with a slate and stylus, punching the dots from the back of the paper. Manual braille writing must be written from right to left on the paper
- Braille can be erased by using the opposite end of the stylus and pushing the dots down.
- Braille paper is heavier and stronger than regular writing paper.
- Braille can also be written using a Braille (braille writer) which allows you to write faster and from left to right because the machine punches the dots from the back of the paper.
- Braille is read by moving your finger tips along a line of raised dots, from left to right.
- Braille can be as easy to read as printed letters are for you!

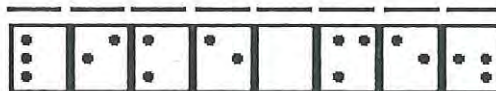
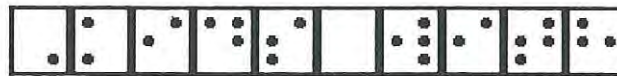
Braille Alphabet



braille cell
numbered dot
positions for
each cell

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
Z	capital	comma	period	?

Let's read this message:



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Hearing Disabilities

Activity Sheet

The Manual Alphabet

Finger Speech		A	B	C	D	E
F	G	H	I	J	K	L
M	N	O	P	Q	R	S
T	U	V	W	X	Y	Z



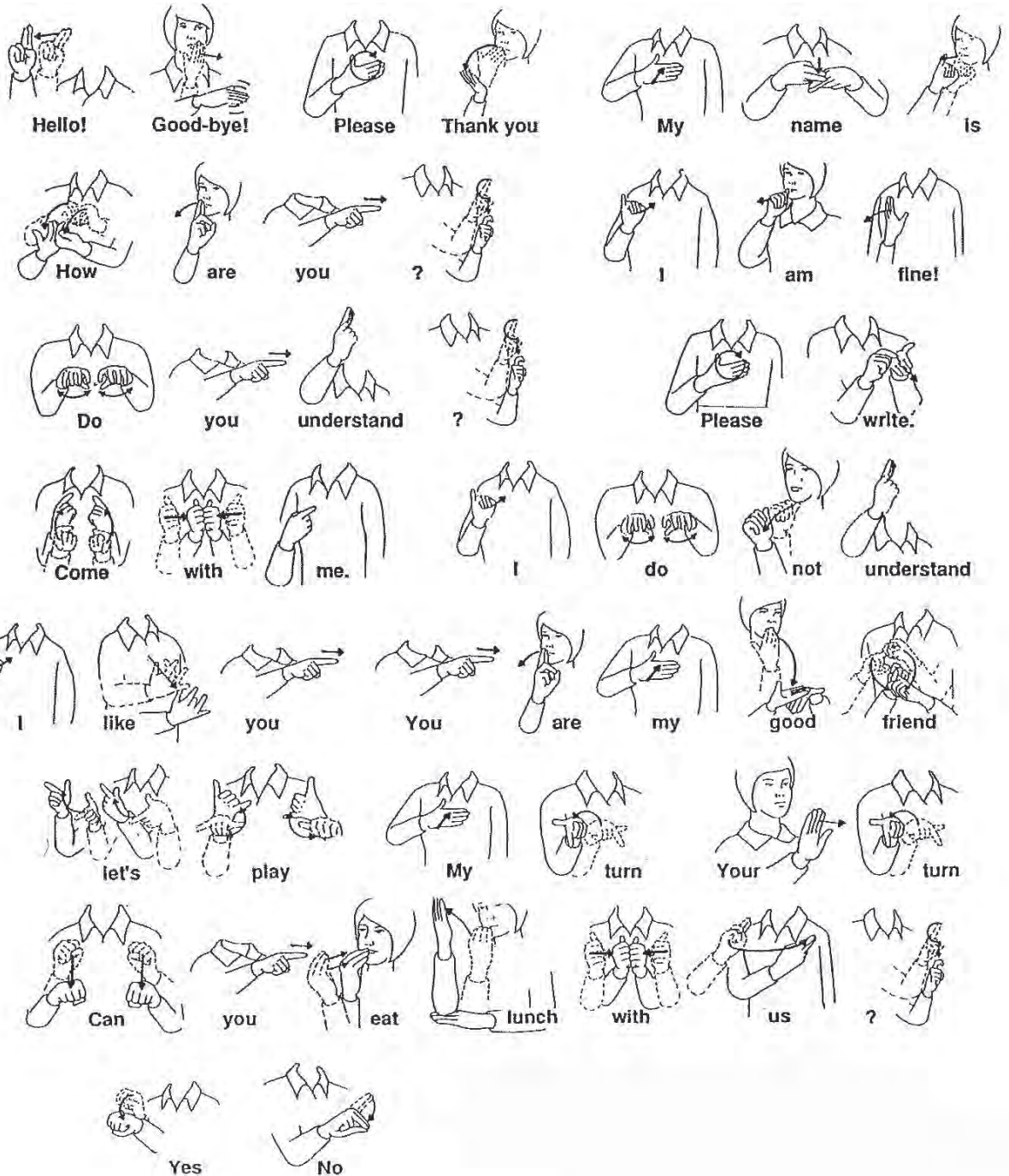
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Hearing Disabilities

Activity Sheet

Examples of Signed Exact English





Learning Disabilities

Activity Sheet

This is a story to help you understand what it might be like to have a reading learning disability.

The Friembly Bog

Once ubom a tmie there was a friembl dobl.
 His name saw jake.
 Jake belombed to Bavig and Bhte.
 Davib and Beth aar tims.
 They ar nime yeras dol.

On e tome Jak went down to the cellar.
 H was a ducket of soap.
 The tins wer doing to wash the car.
 He liked some saop buddles out
 fo the ducket. When he darked,
 dig dubbles ca me out of hi s muth!

Last sum mre Jak founb a frenb.
 His frien sqw a tac named Freb.
 They blayde all bay. They nar aroumb
 and aruombb tye yarb.
 Jake chased the tac ub te tre.
 Freb climbed up easily.
 Jake trieb t and trieb dut ehe slib back bownd!

(To see how this story should look, turn your worksheet upside down.)

Once upon a time there was a friendly dog.
 His name was Jake.
 Jake belonged to David and Beth.
 David and Beth are twins.
 They are nine years old.
 One time Jake went down to the cellar.
 He saw a bucket of soap.
 The twins were going to wash the car.
 He licked some soap bubbles out
 of the bucket. When he barked,
 big bubbles came out of his mouth!
 Last summer Jake found a friend.
 His friend was a cat named Fred.
 They played all day. They ran around
 and around the yard.
 Jake chased the cat up the tree.
 Fred climbed up easily.
 Jake tried and tried but he slid back down!

The Friendly Dog

This activity will help you understand how a person with a learning disability who doesn't see the complete picture, or face, or shape, can confuse messages.

A na da r s sleep no under a
 nusl on . Then she v tre up e was
 upr ed to e sm l.



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Autism

Activity Sheet — Here are two activities to help your students develop a better understanding of autism, and the challenges that people living with autism face every day.

COMMUNICATION IS HARD!

Have students find a partner. Then, explain that this is a very serious game.

One partner is going to try to tell the other partner about what they did over the last weekend. The other partner is going to not respond and, instead, is going to try to tell about the new video game they played last night.

Give students 90 seconds.

Then, guide a discussion. Ask students:

- How did you feel when your partner didn't respond about your topic?

Explain that sometimes people with autism have a hard time having conversations. You can be direct by saying "I want to tell you about my weekend and then we can talk about video games." Or, if you don't want to talk about video games, you can say "I don't really want to talk about video games right now." It is important to be polite and nice but you can be direct.

Also explain that each student can help a person with autism learn to have a conversation. And, if you teach people living with autism how to have a conversation, they may be able to teach you something that they do really well.

ACCEPTING DIFFERENCES

As students explore what people living with autism experience, encourage them to think about themselves – in the same way that you helped them to understand that kids with autism have the capacity to be really good at some things, and not very capable with other day to day living activities. Ask your students to do their own self-assessment.

EVERYONE IS UNIQUE

I am really good at:

1. _____
2. _____
3. _____
4. _____
5. _____

I have a hard time with:

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDED DISCUSSION:

Ask students what "everybody is unique" means.

Remind them that people living with autism have things that they are really good at, and things they have a hard time with.

Talk about how students might find out what a person with autism is really good at? And, how they would know what someone with autism has a hard time with?

Ask students why is it important to remember that everybody has things that they are good at and things that they have a hard time with?

What are some things that you think a person with autism might have a hard time with? Do you have a hard time with some of those things too?

CONGRATULATE STUDENTS FOR THEIR OPENNESS, AND UNDERSTANDING





Physical Disabilities

Activity Sheet – Accessibility Checklist

Accessibility Checklist

Use this checklist to find out if your school meets basic rules for accessibility.

- | | |
|--|---|
| <p>1. Are there at least 2 out of every 50 parking spaces reserved with a sign for persons who have disabilities? YES NO</p> <p>2. Are the parking spaces at least 12 feet wide so a person using crutches or a wheelchair can get in and out of a car or van? YES NO</p> <p>3. Is there a level or ramped curb path at least 36 inches wide from the parking area to the main entrance? YES NO</p> <p>4. Does the main entrance have a ramp or flat entrance? YES NO</p> <p>5. Are all doorways at least 32 inches wide? YES NO</p> <p>6. Are door handles 3 feet from the ground, easy to grasp with one hand and easy to turn? YES NO</p> <p>7. If the building has more than one floor, does it have an elevator? YES NO</p> <p>8. Does the elevator have tactile symbols that can be felt or braille floor buttons? YES NO</p> <p>9. Does the elevator have light and bell signals to help people who have vision and hearing disabilities know when the elevator is ready? YES NO</p> <p>10. Does the bathroom have one toilet stall with enough room for a wheelchair to turn? YES NO</p> <p>11. Are the sinks low enough for people in wheelchairs to use (maximum 34 inches high)? YES NO</p> | <p>12. Can wheelchair users see in the mirror (40 inches from floor) and reach the soap and towels? YES NO</p> <p>13. Are there grab bars in the bathroom stalls so that the wheelchair users can lift themselves to the toilet and back again? YES NO</p> <p>14. Can wheelchair users reach the fire alarms and pay telephones? YES NO</p> <p>15. Are the water fountains low enough for people who use wheelchairs (maximum 34 inches high)? YES NO</p> <p>16. Are there flashing lights for fire alarms so that people with hearing disabilities will know if there's a fire? YES NO</p> <p>17. Are the windows 24-28 inches from the floor so that people who are short or use a wheelchair can see out? YES NO</p> <p>18. Are aisles in the classroom at least 32 inches wide so that people who use wheelchairs, crutches or walkers can get around safely and easily? YES NO</p> <p>19. Does your school office have a TDD or a TTY telephone (teletype machine) so that a person who is deaf can use the phone? YES NO</p> <p>20. Is your school playground accessible for all kids? YES NO</p> |
|--|---|

IS YOUR SCHOOL BUILDING ACCESSIBLE?

Total your YES answers: _____

Divide number of YES answers by 20: _____

_____ %



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