

## Critical issue module 3

### Children with disabilities

#### Topic 1 The issue for children

#### Exercise 1



### The importance of language

#### Purpose

By the end of this exercise, participants will:

- understand the role that language can play in supporting both positive and negative attitudes towards the role of people with disabilities in society.

#### Timeframe

45 minutes

#### Resources

- enough copies of **Topic 1, Handout 1** Language commonly used to describe disability
- flipchart paper and pens

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#### Method

- 1 Explain that language may be used in different ways to support both negative and positive attitudes about disability. This language may be found in the words used for children with disabilities, the words that describe their disability, or the words used to describe their role in the family or community. Attitudes may also be reflected in the words that people avoid using.
- 2 Divide the participants into small groups and ask them to list on flipchart paper examples of terms used in their society to describe children with disabilities, their disability, or their role in their family or community.
- 3 In plenary, ask each group to present their results. Give them the handout and ask them to compare it with their lists.

#### Points to include in the plenary

- How do the terms used to describe disability in the participants' local languages reflect people's attitudes toward disability and children with disabilities?





- Does this language reflect the negative or positive models of disability (eg. the medical model, the charity model)? How does it support and maintain these models?
- How does such language affect children with disabilities?
- What can be done to alter negative language?
- What are the advantages of the human rights approach to disability? How can it be promoted?

