

5. A member of each group is responsible for putting small amount of Blue-tac on back of card and another sticks where whole class can see a wall of barriers from each group combined.

Either

6. Discuss barriers. Give out scenario sheet to each member of class. Get them to copy barriers down for their scenario and come up with solutions for their barriers in the three situations for homework, **or**
7. If double lesson read out all barriers to class. Ask what they notice about the barriers for different impairing conditions and situations. [The barriers are very similar].
8. Give out 3 solution cards to each group and get them to chose three of their barriers one from each situation and discuss and then write their solutions on a green card. (12 minutes)
9. Class comes together and shares each groups solutions and then show animation again.
10. Follow up a) make a graphic representation of what you have found out about the SOCIAL MODEL, **or**
b) design and make a poster promoting social model thinking, to put up round school or college.

Scenarios for Social Model Activity

A . Jane has early onset arthritis. This is painful in the joints around her body which swell up and make movement difficult and slow. The impact varies with some days good and other days things are very difficult. Jane has an electric wheelchair and uses text to speech on her computer and I-phone.

B. Ashwin is on the Autistic spectrum or neuro-diverse. This makes it very difficult to concentrate. It helps if he has a regular routine. He does not understand jokes or anything other than very clear direct speech. When things go wrong for him he panics. He finds it difficult to trust people but he is very good on the computer.

C. Rosie has a learning difficulty caused by her having Down’s syndrome. She has always attended mainstream school but it takes her considerably longer to complete her written work though she is very good at painting and drawing. Sometimes she feels she is being left out by her peers.

D. Fatimah is Deaf. She uses a cochlear implant which means she has to concentrate hard to pick up what is said. She really likes using Sign Language with her friends as it is much less stressful and is really useful when she goes swimming or in a disco.

E. Michael has a visual impairment he can only see the outline of larger objects and people. He uses his Braille light machine for reading and writing. Diagrams and maps are difficult and he has been bullied in the past.

F. Eric has bi-polar. Sometimes he feels up and like he can do anything at other times things feel like he is in treacle and he gets depressed. He is on medication which helps take the edge off, but the meds make him tired.