The goal of this Study Guide is to facilitate for students of teenage years a better understanding of issues such as, Addiction, LGBTQ Community, First Nation Issues, Mental Illness such as anxiety, depression, self-harm, and suicide. The Unit is comprised of 13 short videos depicting a reenactment of real life experiences intended to help reduce stigma surrounding these topics and continue to promote an environment of greater understanding, support and acceptance in our society today.
Description of Episode #2 - Michelle’s Story - Disabilities

As a child and teenager, Michelle endured a series of events that was nothing short of soul crushing. She faced sexual abuse as a child and kept it a secret over the years. At the age of sixteen she acquired a brain disease that rendered her blind. Her so-called friends bullied her at school. She fell into a deep depression and turned to drugs, alcohol and self-harm to numb her pain but nothing seemed to help. She felt her only option was suicide. Thankfully a miraculous turn of events saved her life and now this remarkable young woman faces all her adversity with such positive energy that it’s become infectious and humbling to all that know and love her.

Learning Goals:
After taking the quiz entitled "How much do you know about people with disabilities" and after viewing Episode # 2 and discussing his/her responses with the class and the teacher, the student will have a better understanding of the difficulties that people with disabilities encounter, and how people with disabilities are just like everyone else living their life as best as they can.

Prior Learning:
Prior to the viewing of Episode #2, the student will perhaps already have an understanding of, or had interaction with students in school that have disabilities. The students may also have experienced interactions through different forms of media.

Minds On:
Before the viewing of Episode # 2 the student will have taken the quiz entitled "How much do you know about people with disabilities" (See worksheet # 2a) and have discussed with other students and the teacher some facts and misunderstandings about people with disabilities.
Teens 101 Study Guide
Episode 2 – Don’t Diss my Abilities - Michelle’s Story

Action:
The students will be given questions on Episode #2 (See Worksheet #2b). Discuss with the students that they will have to respond to the questions as they are watching the Episode and be prepared to discuss their responses following the episode.

Following the discussion of the questions from Episode #2 instruct the students that there are different activity centers set up at the back/ front of the classroom. Each student will go through each activity center that simulates a specific disability. For example, the teacher will have to set up the following centers:
1. Blind Activity Simulation where there will be a blindfold and sample of braille for the student to try and read.
2. Fine Motor issues where students put on rubber gloves and then try to tie shoe or button a shirt; put socks on hands and try to pick up a dime.
3. Sensory Issues where students try on gloves with sandpaper or stick a small piece of sandpaper on the inside of clothing/label tags
4. Deaf/Hard of hearing where students put cotton balls in ears and then listen to instructions at each station.
5. Mobility/Flexibility Issues where students try to pull a sticker off of someone’s back without raising arms above the chest (e.g., loss of flexibility)

Consolidation and Connection:
After each student has had a chance to test out each disability enter bring the class back as a whole and discuss their feelings and thoughts about disability.

Make the students aware that disability will be one of the topics that they will have a choice of completing an assignment on after all of the thirteen episodes of "Teens 101" have been viewed.
Episode #2 Questions-Michelle
Worksheet 2a

1. What type of brain disorder did Michelle develop and at what age? What long term affects did it cause her?

2. What happened to Michelle when she was 4 years old and how did it affect her?

3. How was Michelle bullied at school and how was the catastrophic event that was a direct correlation to Michelle being bullied by her peers?

4. What was Michelle’s turning point in her life?

5. How has Michelle turned her life around after being abused, losing her sight, being bullied and getting involved with drugs and alcohol?

6. Discuss what Michelle means when she says “I define me and the choices I make every day define me”? How does her philosophy affect your ideas about life?

7. What does Michelle say about the effects of kindness?

8. What does doctor K. say about Michelle’s experiences?

9. What does Dr. K say about showing vulnerability and seeing it as a strength rather than a weakness?

10. What happens to the areas of our brain when we find a place to feel safe in order to share our thoughts and feelings?
Answer Sheet

Quiz #2b- "How much do you know about people with disabilities?"

1. People with disabilities are not like those without disabilities. (False - People with disabilities are just like us. Bottom line, they are human and deserved to be treated as such and not to be made to feel different or unacceptable in any way)

2. People with a disability can have their energy drained more easily than those not afflicted by a disability. (True)

3. People with disabilities view themselves as untouchable saints. (False- people with disabilities want to be treated like everyone else and they are strong in their disability because they have no other choice but to be strong and accepting of their disability)

4. Disabled individuals cannot live on their own and need constant assistance. (False- a lot of disabled people live on their own and lead very independent lives while being active members of society)

5. A lot of people with disabilities feel that their lives have become enriched by their disability. (True)

6. A lot of disabled individuals want you to help them without asking if you can. (False- although help is always good to give and sometimes needed, respect needs to be given to the disabled individual by asking first before helping)

7. You need to speak louder to individuals with disabilities. (False- Unless an individual is hearing impaired, disabled persons can be spoken to normally)

8. Although in Europe the word “handicapped” is commonly accepted, in the U.S and Canada it is not. (True)

9. Disabled persons instantly relate to other disabled persons. (False- Just because people may be disabled, it does not mean that they do not have challenges with understanding others as we all do)

10. Having a physical disability means having a mental disability as well. (False- Mental and physical disabilities are not one and the same and it does not mean that they are less of a person)
Teens 101 Study Guide
Episode 2 – Don’t Diss my Abilities - Michelle’s Story

Quiz #2b- "How much do you know about people with disabilities?"

1. People with disabilities are not like those without disabilities. [True] [False]

2. People with a disability can have their energy drained more easily than those not afflicted by a disability. [True] [False]

3. People with disabilities view themselves as untouchable saints. [True] [False]

4. Disabled individuals cannot live on their own and need constant assistance. [True] [False]

5. A lot of people with disabilities feel that their lives have become enriched by their disability. [True] [False]

6. A lot of disabled individuals want you to help them without asking if you can. [True] [False]

7. You need to speak louder to individuals with disabilities. [True] [False]

8. Although in Europe the word “handicapped” is commonly accepted, in the U.S and Canada it is not. [True] [False]

9. Disabled persons instantly relate to other disabled persons. [True] [False]

10. Having a physical disability means having a mental disability as well. [True] [False]
## Assessment Rubric

<table>
<thead>
<tr>
<th>Categories/Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Purpose is perfectly clear e.g. to criticize, question, etc.</td>
<td>Purpose is clear e.g. to criticize, question, etc.</td>
<td>Purpose is questionable</td>
<td>Purpose is unclear</td>
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<tr>
<td></td>
<td>Includes through information and/or idea</td>
<td>Includes sufficient information and/or ideas</td>
<td>Includes some information and/or ideas but not sufficient</td>
<td>Includes Limited information or ideas</td>
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<tr>
<td></td>
<td>Argument is insightful e.g. anticipates counterpoint</td>
<td>Argument is convincing e.g. strongest last</td>
<td>Argument is inconsistent</td>
<td>Argument is evident but unconvincing</td>
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<tr>
<td></td>
<td>Stylistic devices are sophisticated e.g. use of rhetorical questions, etc.</td>
<td>Stylistic devices are effective e.g. use of rhetorical questions etc.</td>
<td>Stylistic devices are somewhat effective e.g. use of rhetorical questions, etc.</td>
<td>Stylistic devices are lacking or ineffective</td>
</tr>
<tr>
<td>Communication</td>
<td>Introduction is highly effective e.g. clearly identifies issue and expresses strong opinion</td>
<td>Introduction is effective i.e. identifies issue and expresses opinion</td>
<td>Introduction is somewhat effective i.e. identifies issue or expresses opinion</td>
<td>Introduction is ineffective e.g. issue and/or opinion are unclear</td>
</tr>
<tr>
<td></td>
<td>Message is perfectly clear</td>
<td>Message is clear</td>
<td>Message is inconsistent</td>
<td>Message lacks clarity</td>
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<tr>
<td></td>
<td>Diction tone and level of language are used artfully to suit the specific purpose and audience i.e. level of formality</td>
<td>Diction. Tone and level of language are appropriate to the specific purpose and audience i.e. level of formality</td>
<td>Diction, tone and level of language suit the specific purpose and audience to some degree i.e. level of formality</td>
<td>Diction, tone and level of language show a limited sense of purpose and audience i.e. lacks formality</td>
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<tr>
<td></td>
<td>Writer’s voice is consistently evident</td>
<td>Writer’s voice is evident</td>
<td>Writer’s voice is sometimes evident</td>
<td>Writer’s voice is lacking</td>
</tr>
<tr>
<td></td>
<td>Conclusion is powerful e.g. call to action summary</td>
<td>Conclusion is effective e.g. call to action. Summary</td>
<td>Conclusion is somewhat effective e.g. call to action summary</td>
<td>Conclusion is ineffective</td>
</tr>
<tr>
<td></td>
<td>Organization is highly effective e.g. paragraph structure, transitions</td>
<td>Organization is effective e.g. paragraph structure transitions.</td>
<td>Organization is inconsistent e.g. paragraph structure transitions.</td>
<td>Organization is ineffective e.g. paragraph structure transitions.</td>
</tr>
<tr>
<td>Application</td>
<td>Correct Letter format is used e.g. block, semi-block with no errors</td>
<td>Correct letter format is used e.g. block, semi-block with only minor errors</td>
<td>Correct letter format is used e.g. block, semi-block but with several errors</td>
<td>Correct letter format is sued e.g. block, semi-block but with numerous errors</td>
</tr>
<tr>
<td></td>
<td>Use of language conventions is accurate, effective and virtually error-free</td>
<td>Use of language conventions is accurate and effective e.g. spelling and grammar are mostly correct</td>
<td>Use of language conventions is inconsistent e.g. some errors in spelling and grammar but not sufficient to interfere with communication</td>
<td>Use of language conventions is limited e.g. errors in spelling and grammar interfere with communication</td>
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</tbody>
</table>