

# CRIP CAMP CURRICULUM



## Lesson 1: Media Literacy: Understanding What You Are Watching

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# Note to Educators

As educators, we each create our own facilitation style. These lesson plans encourage you to maintain your personal style while expanding your practice with participants. You are encouraged to adapt activities to match group and individual needs. This might mean making a written exercise verbal or inviting participants to use technology they have with them to complete the activities if it facilitates their participation.

This is something to think about every time you prompt the group to do something. Making a space accessible isn't only your responsibility as the facilitator, because access is a community responsibility. But, as a facilitator, you can model what access and care look like in action.

We encourage you to start each lesson with an access check-in. This is an opportunity for participants to check in with their bodies and minds, to note any specific needs they may have, and to share what support or understanding they need. For example, does someone need to refill their cup of water? Does anyone need to take medication? Who may be more comfortable laying on the floor or standing up? Does anyone need different lighting in the room? Do the chairs in the room work for people's bodies?

Each person goes around the room and shares how their body and mind feel and if they may need something. As the facilitator, it can help to go first to give an example. After you are done you may say "check," so everyone knows you are done sharing. You may also remind participants that saying "all my access needs are met, check" is a great way to show that they have what they need to be present for the activities and lessons.

Access check-ins function as a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.

In these lesson plans we use the term "disabled people" instead of "people with disabilities". This is "identity first" language vs. "person first" language and it is a choice made in the context of the US disability community. You may shift the language if you know what is generally preferred or accepted in your community and you may choose to make this a discussion with your group.

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# About This Lesson

The activities in this lesson plan add up to more than a 45 to 60 minute session. This is intentional to allow for choice and flexibility. Activities can be done over several sessions and you may choose to select and edit the activities so they meet the needs of your participants.

It is okay if you don't always know an answer. Saying "I don't know," or "this is new information for a lot of us, including me," helps build a power-with relationship of honesty with participants. The goal is to support participants in understanding media literacy and applying their new skills to prepare them for what they are going to watch in the film CRIP CAMP.

This lesson plan focuses on media literacy, which is a theory and practice that has existed in education communities for more than 30 years. It's important to make sure everyone understands what they are watching/hearing/experiencing, and it is equally important that each of us know that all media is valid for critique, exploration, and being curious about. This is a foundation for open, honest, and enriching critical experiences.

Media literacy is an essential tool for identifying and challenging ableism, as it allows us to think and talk about the ways we all access media differently and the ways some of us are left out of the conversation by the very nature of the media presented to us. Media literacy also gives parents and educators who may not have a strong background in racial and disability justice a language and framework for talking about racism, ableism, and more. Media literacy offers a foundation for making the most of the educational and liberatory possibilities of the film CRIP CAMP.

Media literacy helps us identify media justice. And a great example of media justice is the film CRIP CAMP.

At the end of the lesson plan, you will find the CASEL Social Emotional Learning Competencies and the Common Core State Standards for English Language Arts and Literacy that support this lesson.

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## Instructional Goal:

In this lesson plan, students will learn about media literacy and apply those skills to the media created for the film CRIP CAMP.

## Learning Outcomes:

By the end of the lesson students will be able to:

- Explain and understand the various forms of media and media literacy.
- Identify and apply methods for interpreting media.
- Identify different forms of media created for CRIP CAMP.
- Understand the value of multiple stories and voices.
- Research and analyze various media.

## Materials:

You can find these materials at the end of the lesson plan as well as through the links provided. All materials are also accessible on the education page at <https://www.cripcamp.com>.

- CRIP CAMP film poster
- Film trailer with audio description: <https://www.youtu.be/s6TB7KEqhRo>
- CRIP CAMP Spotify playlist: <https://www.open.spotify.com/playlist/5O1U3na3FdrccffgsUYm3y?si=yOSy3f3uRx-9lkdpS2wDfQ>
- Official CRIP CAMP website: <http://www.cripcamp.com>
- CRIP CAMP Wikipedia page: [https://www.en.wikipedia.org/wiki/Crip\\_Camp](https://www.en.wikipedia.org/wiki/Crip_Camp)
- Select stills and photos

## Preparation:

Watch the film CRIP CAMP. View the images included in this lesson plan and visit the resource list to become familiar with the various types of media connected to the film.

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# Activity 1: Access Check-In and Introduction to Media Literacy

## (15 minutes)

The purpose of this activity is to learn the concept of media literacy and discuss its meaning.

Begin with an access check-in, which includes a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.

Following the check-in, write the word “media” on the board.

Share with participants that defining media is not always as easy as we may think. People define this term in many different ways. Ask participants to offer some examples of how they define media. Responses may include functions and definitions of media (such as information, communication, expression), forms of media (such as television, newspapers, and social media), or examples of pieces of media (such as a specific TV show, article, song, or game). Be sure to keep the conversation on definitions of media. In a later activity, participants generate a list of the specific media they interact with.

Offer the following definition to keep the conversation moving:

Media may be any way of communicating and sharing a message.

Remind participants that media is a form of expression. Some people create media with only themselves in mind (like having a diary), others create media to share information and ideas with as many people as possible. These forms of media may be called “social media” or “mass media.”

Now write the word “literacy” on the board after “media.”

Invite participants to share what they think literacy means. Listen for the following words and if you don’t hear them, add them to the discussion: understand, analyze, research, create, read, know, believe, discover, make.

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Participants may connect the term literacy with reading and writing. If they offer this, help them bridge to a richer concept by asking additional questions such as: “Why is reading and writing an important skill to have?” and “What ways do people use reading and writing?”

Next ask: “When we put the terms ‘media’ and ‘literacy’ together, what do you think the phrase ‘media literacy’ means?” Invite a few responses and then offer the definition from The Center for Media Literacy (<https://medialit.org>):

“The ability to access, analyze, evaluate, create, and act using all forms of communication. Media literacy empowers people to be critical thinkers and makers, effective communicators, and active citizens.”

In short, media literacy makes us more literate and aware media consumers. It helps us understand the messages that are being created and sent to us, who made them and why, and how to create our own messages.

## Activity 2A: The Many Forms of Media (15 minutes)

This activity gives participants a chance to generate a broad list of different kinds of media and begin to categorize them as different types.

Introduce the activity by writing “What are different kinds of media?” on the board.

Invite participants to use a clean piece of paper and divide it into four sections (this activity may also be done with sticky notes). Next, have them label the sections: “Social Media,” “Print Media,” “Moving Images,” and “More!”

Ask them to write down as many examples of those forms of media as they can think of; putting at least one example in each section. Offer participants a few minutes to do this activity. Encourage them to be specific and list the names of each type of media they can recall.

As they are working, replicate this on the board.

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For example, “Twitter” will go under the “social media,” “newspapers” will go under “print media,” and “movies” will go under “moving images.”

Invite participants to use the “More!” section as they wish for items that neither you nor the participants can easily categorize. For example, consider where you would place “email” or “SoundCloud.”

Offer as much time as you believe the group needs to complete this activity and try to have participants give you names of specific media. For example, “newspaper” can be the *Washington Post*, and “social media” can be TikTok.

Next, invite participants to share what they included in each category.

As participants share their contributions, either they or you can add them to the appropriate quadrant on the board. After all participants have shared, ask the group, “Is there anything you would like to add or move elsewhere?” and do so.

Be sure that participants understand that “media” are many things, and new forms of media are always being created.

## Activity 2B: Media Barometer (10 minutes)

Now that you have generated a list of many types of media with participants, say:

“I am going to read out several statements. For each one, I will ask if you agree or disagree. You will have the opportunity to explain your responses and to respond to each other. Pay attention to what others are saying. If you hear something that makes you reevaluate your position, that’s okay.”

Here are some statements to use for this activity:

- Media is fair.
- Media must be objective or neutral.
- Media is entertainment and must not be analyzed.
- Media influences us.

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- There is nothing you can do to change the way the media is.
  - You can only make media if you have a lot of money.
  - Media is not a mirror to reflect the world, but a hammer with which to shape it. (You may share that this is adapted from the quote “Art is not a mirror held up to reality, but a hammer with which to shape it” by Berthold Brecht.)

After you read each statement, invite a few participants who are comfortable sharing to talk about whether they agree or disagree, and why.

Following are some tips for facilitating the barometer activity:

The barometer format requires strong facilitation in order to avoid polarization. The goal of this activity is to promote a reasoned debate among the participants, not to prove who is right or wrong.

Encourage participants to resist the temptation to interpret the statement. When participants ask “What does that statement mean?” or share that they can’t answer without knowing exactly what is meant by a statement, remind them that all these statements are opinions and that none of them have one single meaning.

Part of the value of this activity is to bring different interpretations to the surface and to remind participants that statements like these rarely have one single meaning.

Be mindful of your role as a facilitator. Ensure that all opinions are acknowledged, that participants are paying attention to and communicating with each other. Remind participants that it is okay to change their minds.

It can be useful to get the group familiar with this format by practicing with a test statement. A good barometer statement is a statement of opinion (not a question) that you can predict will generate healthy debate within the group, for example, “Vanilla ice cream tastes better than chocolate.”



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End with the following discussion/processing questions:

- What did you notice about people's responses to the barometer statements?
- What are you taking away from this activity?
- Where do you see the media reflecting the world around you?
- Where do you see the media shaping the world around you?
- Why is it important for us to discuss and know about different types of media?

## Activity 3: Elements of Media Literacy (20 minutes)

The purpose of this activity is to introduce the five core questions of media literacy to participants.

Now that participants have a working understanding of what media literacy is, introduce the five core elements that help us become media literate. Share the five core questions by reading each question aloud:

1. Who created this?
2. What creative techniques are used to attract (and keep) my attention?
3. What values and/or beliefs are being promoted? What is missing?
4. How might different people understand this message differently?
5. Why is this message being sent?

Share that you are going to use a piece of media from the Netflix film CRIP CAMP and together answer each question.

Make the poster for CRIP CAMP available for participants to see/experience. Be prepared to describe the poster for participants who may not be able to see it. Tips on creating image descriptions can be found at the end of this lesson plan in the "Resources" section.

Begin with question one. When we ask "Who created this?," what do participants think would be the answer to this question? Some responses may be "The Obamas" or "Netflix." Remind participants that there are people who write, direct, edit, put sound to, photograph, video, upload, archive, market, and broadcast or print media all the time! Who are those people, and how may

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their identities, experiences, and histories impact the media that they create?

Invite participants to share how they would find out information about this film. Point out that we can get information about who created a piece of media by looking at the credits, searching the internet, reading interviews, and doing research. If useful, invite participants to try and find out who the directors of the film CRIP CAMP are by doing an online search. Next, ask participants to share how they came to find that information; what did they type or say into their web browser?

Move to question two. What creative techniques are used to attract (and keep) my attention? Here is an opportunity to remind participants that media can engage all of our senses and interacting with it can be a very sensual (or at least sensory) experience! We can see, hear, touch, and some images and sounds can evoke memories of smell and taste! Ask: What are the ways this film poster attracts and keeps our attention?

For question three, remind participants that media cannot always reach or represent all people and experiences and that a lot of media omits a lot of people and experiences. As you discuss the poster for CRIP CAMP, ask participants what they think this film could be about based on the image and words. Remind participants that there is no one right answer to what the film is about. Try to keep participants focused on the film poster and allow them some opportunities for confusion or play as these may be new representations for them to discuss. You may guide a conversation about why there are omissions. Remind participants this is why creating media of their own is important to fill the gaps and/or challenge myths and stereotypes.

For question four, invite participants to consider how those excluded from this media might experience it; some of the people who may be omitted could include women and girls because of the poster image. Ask participants how different people might understand this message differently. Encourage them to look beyond the image to the words and symbols on the poster.

Ask participants to consider the ways media are always being made for some groups and not others and how this influences the ways we experience the media. What group of people do participants think are focused on in the film CRIP CAMP? Is this a film for everyone? Why or why not?

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This conversation could lead to a variety of discussions about stereotypes, privilege, power, access, and misinformation. Be prepared to facilitate or redirect conversations as needed.

You might say, “I hear a few of the same examples—let’s focus on those for our discussion,” or “I’m going to stop us here so we can spend some time discussing...”

End this discussion with question five. Why is this message being sent? Many participants may identify media as being used to convince people to remain consumers and buy items, ideas, or experiences. What are some ideas and experiences participants think are included in the film CRIP CAMP? Encourage them to think about the title and what it means to them. Invite participants to share the last time they viewed a documentary film, what was it about and why was it created? What roles do money, access, and representation play in why some media may be created?

## Activity 4: Media Literacy In Practice (30 minutes)

This activity allows participants to put into practice the five media literacy questions with another piece of media from the film CRIP CAMP.

Have participants work individually or in groups and assign them a piece of media to discuss and examine from the film CRIP CAMP. There are four images, a trailer, hashtags, a Spotify playlist, an official website, and a Wikipedia page for the film.

You can offer participants the opportunity to select an image below or suggest they search a hashtag such as #CripCamp, #CampJened, #Disability, or #CripCampLive which are all connected to the film. Be cautious of requesting suggestions for hashtags for things you may not be familiar with and have not investigated beforehand.

- The film trailer with audio description may be viewed here: <https://www.youtube/s6TB7KEqhRo>
- The Spotify playlist may be accessed here: <https://www.open.spotify.com/playlist/5O1U3na3FdrffcffgsUYm3y?si=yOSy3f3uRx-9lkdpS2wDfQ>
- The official website is here: <http://www.cripcamp.com>
- The Wikipedia page is here: [https://www.en.wikipedia.org/wiki/Crip\\_Camp](https://www.en.wikipedia.org/wiki/Crip_Camp)
- Images are at the end of this lesson plan

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Ask each participant or group to collectively identify who will take notes and report back and another member who will display the media the group chooses. Instruct the participants/groups to work their way through the five questions. Give 15 minutes for this part of the activity.

Have each participant/group report back and invite the other participants to ask questions about the process (e.g. “How did you find out who created this message?”).

Offer the following discussion questions:

- Why is it important to be media literate?
- What would you do if you saw a message promoted that you disagreed with?
- How are hashtags used to promote messages?

## Activity 5: Watch the CRIP CAMP trailer (15 minutes)

The purpose of this activity is to have all participants view the trailer for the film CRIP CAMP and discuss their thoughts using media literacy questions as prompts.

Prepare to show the group the trailer with audio description (it may be viewed from the CRIP CAMP website at <https://www.cripcamp.com>). It is less than four minutes long. Once the trailer has been viewed, use the following questions to discuss with participants:

- What are your thoughts about this film?
- Have you heard of any of these experiences before? Why/not? (i.e. What’s missing?)
- What emotions did you understand the people in the film to experience?
- What did you notice about watching the trailer with audio descriptions?

## Activity 6: Closing Activity (5 minutes)

To end the session, thank participants for their time and energy in discussing media and practicing their media literacy skills. Ask participants to go around the room and share one thing they learned about media or disability with the group. You may also do this as a written exercise.

# Additional Activities

## Activity 7: ASL and Accessible Viewing (25 minutes)

The purpose of this activity is to explore the accessibility of the film and/or trailer. Who can access it? What ways can visual media be accessed? What are some of the barriers to access? What does it mean for a film/trailer to be watched? How important is sound to film/video?

You will need access to the following:

- The CRIP CAMP trailer or the full film on Netflix (<https://youtu.be/s6TB7KEqhRo>)
- What is Captiview? (<https://www.youtube.com/watch?v=ebL3vzuqiuc&feature=youtu.be>)
- Regal Access — Glasses with Open Captions (<https://youtu.be/OsckbFwU2SQ>)
- Do Deaf People Go To Movie Theaters? (<https://youtu.be/sUZX2NKGRQM>)

Ask participants what the term “access” means. They will probably offer responses like “available, entry, etc.” Write the following definition, from <https://www.myblindspot.org>, on the board:

“Access can be viewed as the ‘ability to access’ and benefit from some system or entity. The concept often focuses on people with disabilities or special needs (such as the Convention on the Rights of Persons with Disabilities) and their right of access, enabling the use of assistive technology.”

For this activity, you will be focusing on access for this activity, you will be focusing on access for d/Deaf and hard of hearing (HoH) people and communities. It’s important to differentiate between the term “d/Deaf” and the term “hard of hearing,” which many people use interchangeably.

According to Carol Padden and Tom Humphries in *Deaf in America: Voices from a Culture* (1988):

We use the lowercase deaf when referring to the audiological condition of not hearing, and the uppercase Deaf when referring to a particular group of deaf people who share a language—American Sign Language (ASL)—and a culture.

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Hard of hearing (HOH), though often linked with the term d/Deaf, refers to :

... a person with a mild-to-moderate hearing loss. Or it can denote a deaf person who doesn't have/want any cultural affiliation with the Deaf community. Or both. The HOH dilemma: in some ways hearing, in some ways deaf, in others, neither.

Deaf Life, "For Hearing People Only" (October 1997)

Once participants understand the differences in these terms, ask the following questions:

- What are some ways that d/Deaf or hard of hearing people communicate?
- Are d/Deaf or hard of hearing people able to watch films or television?
- When is the last time you saw a d/Deaf or hard of hearing person represented in the media?

Remind participants that these questions are not about right or wrong, but are useful to us as a way to think about how people are able to access visual media.

Show participants the What is Captiview? and Regal Access videos

What is Captiview? <https://www.youtube.com/watch?v=ebL3vzuqiuc&feature=youtu.be>

Regal Access — Glasses with Open Captions <https://www.youtube.com/watch?v=OsckbFwU2SQ&feature=youtu.be>

Ask participants their thoughts.

- What do you think of Nyle and Chella's experience at the theater?
- What about the Captiview and you changed your mind about the Captiview and Regal Access devices? Why or why not?

For the final portion of this activity, have participants access the CRIP CAMP trailer on their personal devices. If this is not possible, ask for a participant to volunteer to access it via the class's system.

Instruct them to find/figure out how to access the closed captions. Use the following questions to guide the discussion:

- Was it easy or difficult to add the captions? Why or why not?
- Did you understand everything?
- How important are music and sound effects to a TV program?
- Do the captions accurately portray music and sound effects?

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- Were you able to read the captions and view all the action?

NOTE: While doing this activity, have participants keep the sound on. You are not trying to simulate the experience of a d/Deaf or hard of hearing person, you are exploring accessibility.

Wrap up. Ask participants:

- Thinking of the definition of accessible offered at the beginning of this activity, how accessible is visual media for d/Deaf and/or hard of hearing people?

## Lesson 8: Writing Image Descriptions (25 minutes)

The purpose of this activity is to offer participants the opportunity to create media that is accessible by writing image descriptions.

Share with participants that there are many ways people receive information and communicate. We don't all rely on our ears to hear on our eyes to see, on our voices to talk or on our fingers and hands to feel. But we all take in media and everyone can share their thoughts and experiences with others.

We can't do that unless the media is accessible to us. For example, something that is only visual isn't accessible to someone with low or no vision (and may not be accessible to a lot of other people). You may use the example of the CRIP CAMP trailer and how it offers audio descriptions and captions in order to be more accessible to people who process information in different ways.

One way people have begun to be more inclusive is to offer image descriptions (sometimes shortened to "ID"). These are a few sentences that explain what is happening in an image.

Invite the group to reflect on the poster for the film CRIP CAMP and take a few minutes to write down what they see. Ask a few volunteers to share what they wrote down. Make a note of what parts of the image participants are focusing on i.e. "A person is in a wheelchair and there is someone standing behind them holding a guitar." How are participants deciding on, and reporting, or not reporting, on people's gender, skin tone, race, location, and clothing? What adjectives are useful for participants to be reminded of using?

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Next, assign or have students select an image offered below and invite them to write an image description for the image. Remind them to include the copyright information at the end of their ID as that helps with the first part of media literacy: who created this?

Offer ten minutes for this activity and invite participants to do at least two IDs. After the time has passed, select volunteers to share their ID. If any images were not described, work as a group to create IDs for those so that by the end of the activity all images have image descriptions.

Conclude with these discussion questions:

- Why are image descriptions important to create?
- What are some ways we can be inclusive of more people when sharing media?

## Lesson 9: What's Reliable Online? (20 minutes)

The purpose of this activity is to offer participants the opportunity to practice media literacy skills and examine the reliability of websites.

Share that often when we are seeking information, one thing we are looking for is trusted information from sources that are honest and dependable. This is what we mean when we use the term “reliable.” For this activity participants will use search options to make decisions on what they consider is reliable information about disability.

Place participants into groups of 3 to 5 people. You may alternatively do this as individuals or as a collective group. Assign each group a topic (disability, disability movement, and disability rights) and instruct them to use mobile devices (or laptops) to research their topics.

Participants must choose two websites or social media outlets and evaluate them for reliability using the media literacy skills learned in Activity 3. Offer participants ten minutes for this activity. They are to report back on their findings and why they found the sites they share reliable or not.

Use the following discussion questions:

- Of the five media literacy skills, which one is most useful in understanding reliability?
- Why is understanding reliable information important?



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# Lesson 10: Music as Media

## (20 minutes)

The purpose of this activity is to offer participants the opportunity to understand music and lyrics as forms of media that can powerfully convey messages both intended and unintended.

Share with participants that the movie CRIP CAMP has a soundtrack. You may need to generate some comments and responses for clarifying what a soundtrack is for a film. You may share that a soundtrack is a list of songs that are included in a film and where permission was granted to use those songs. Share that the film has an official soundtrack on the website Spotify.com. <https://www.open.spotify.com/playlist/5O1U3na3FdrccffgsUYm3y?si=yOSy3f3uRx-9IkdpS2wDfQ>

You may show the list of songs to students (listed below) and discuss if they are familiar with any of them, or what they think the songs may be about based on the titles. Consider selecting a song and listening to it together. Offering the lyrics to the song may be useful for participants to discuss the song as well. You may find lyrics to songs at these websites: <https://www.MetroLyrics.com> or <https://www.AZLyrics.com>.

Encourage participants to write down or circle the words that make up the lyrics that they are not familiar with. Invite them to share what some of these terms or phrases may include. You may need to offer a short discussion about slang and how language shifts and changes with time and from one community to another.

NOTE: One song listed is from a musical film called *Rocky Horror Picture Show* released in 1975 and is titled “Sweet Transvestite.” You may share that this song is used in a particular part of the film to show how one disabled performer used gender to play with disability and beauty. The term “transvestite” was popular at one time, but today is not very commonly used. Terms such as “gender expression,” “gender-bending,” and “cross-dressing” are more common to use today.

Use the following questions to guide the conversation about the songs:

- CRIP CAMP is in part a movie about the director’s life. If you were making a movie about your life, what songs would you include in the soundtrack?
- Why must permission be given to use someone else’s song?

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# RESOURCES

## Glossary

### Accessibility

The “ability to access” and benefit from some system or entity. The concept often focuses on people with disabilities or special needs (such as the Convention on the Rights of Persons with Disabilities) and their right of access, enabling the use of assistive technology.

### Access Check-In

This is an opportunity for participants to check in with their bodies and minds and to note any specific needs they may have and/or support or understanding they may require.

### Literacy

Often defined as the ability to read and write, more broadly literacy refers to having a thorough competence or knowledge of a particular subject or area.

### Media

Media may be any way of communicating and sharing a message.

### Media Literacy

“The ability to access, analyze, evaluate, create, and act using all forms of communication. Media literacy empowers people to be critical thinkers and makers, effective communicators, and active citizens.” The Center for Media Literacy (<https://www.medialit.org>)

## Learn More

### Creating Image Descriptions

There are lots of online resources to help you write image descriptions. Here are two we recommend, created by disabled writers/readers/makers.

### Image Descriptions: A Quick Guide & How-To

<https://www.blindinphiladelphia.com/2018/12/30/image-descriptions-a-quick-guide-how-to/>

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Living With Disability: All About Image Descriptions

<https://www.livingwithdisability.tumblr.com/post/124066767358/all-about-image-descriptions>

### Read More

The Center for Media Literacy

<https://www.medialit.org/>

Sins Invalid. 2019. Skin, Tooth, and Bone: The Basis of Movement Is Our People. Disability Justice Primer 2nd edition. Available in PDF and hard copy here: <https://www.sinsinvalid.org/disability-justice-primer>

“Netflix’s ‘Crip Camp’ is one of the most important films about disability I’ve ever seen.” Available here:

<https://www.nbcnews.com/think/opinion/netflix-s-crip-camp-one-most-important-films-about-disability-ncna1176456>

### Watch More

How to Understand Power by Eric Liu available at [https://www.youtube.com/watch?v=c\\_Eutci7ack](https://www.youtube.com/watch?v=c_Eutci7ack)

Introduction to Media Literacy: Crash Course Media Literacy #1 available at

<https://www.youtube.com/watch?v=AD7N-1Mj-DU&feature=youtu.be>

### Listen More

‘Crip Camp’ Is A Raucous Celebration Of A World-Changing Place on NPR March 25, 2020.

Retrieved at: <https://www.npr.org/2020/03/25/821425631/crip-camp-is-a-raucous-celebration-of-a-world-changing-place>

How A Law To Protect Disabled Americans Became Imitated Around The World on NPR July 24, 2015. Retrieved at:

<https://www.npr.org/sections/goatsandsoda/2015/07/24/425607389/how-a-law-to-protect-disabled-americans-became-imitated-around-the-world>

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# Social Emotional Learning Competencies: (CASEL):

## **Self-awareness:**

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

## **Social awareness:**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

## **Relationship skills:**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

## **Responsible decision-making:**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

# Common Core State Standards for English Language Arts/Literacy:

## **Reading (Informational)**

### **CCSS.ELA-LITERACY.RI.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### **CCSS.ELA-LITERACY.RI.11-12.6**

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### **CCSS.ELA-LITERACY.RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## **Speaking and Listening**

### **CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

### **CCSS.ELA-LITERACY.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### **CCSS.ELA-LITERACY.SL.11-12.3**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## **Language**

### **CCSS.ELA-LITERACY.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

### **CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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# Common Core for Additional Activities

## Reading (Literature)

### CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

## Reading (Informational)

### CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## Writing

### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Speaking and Listening

### CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

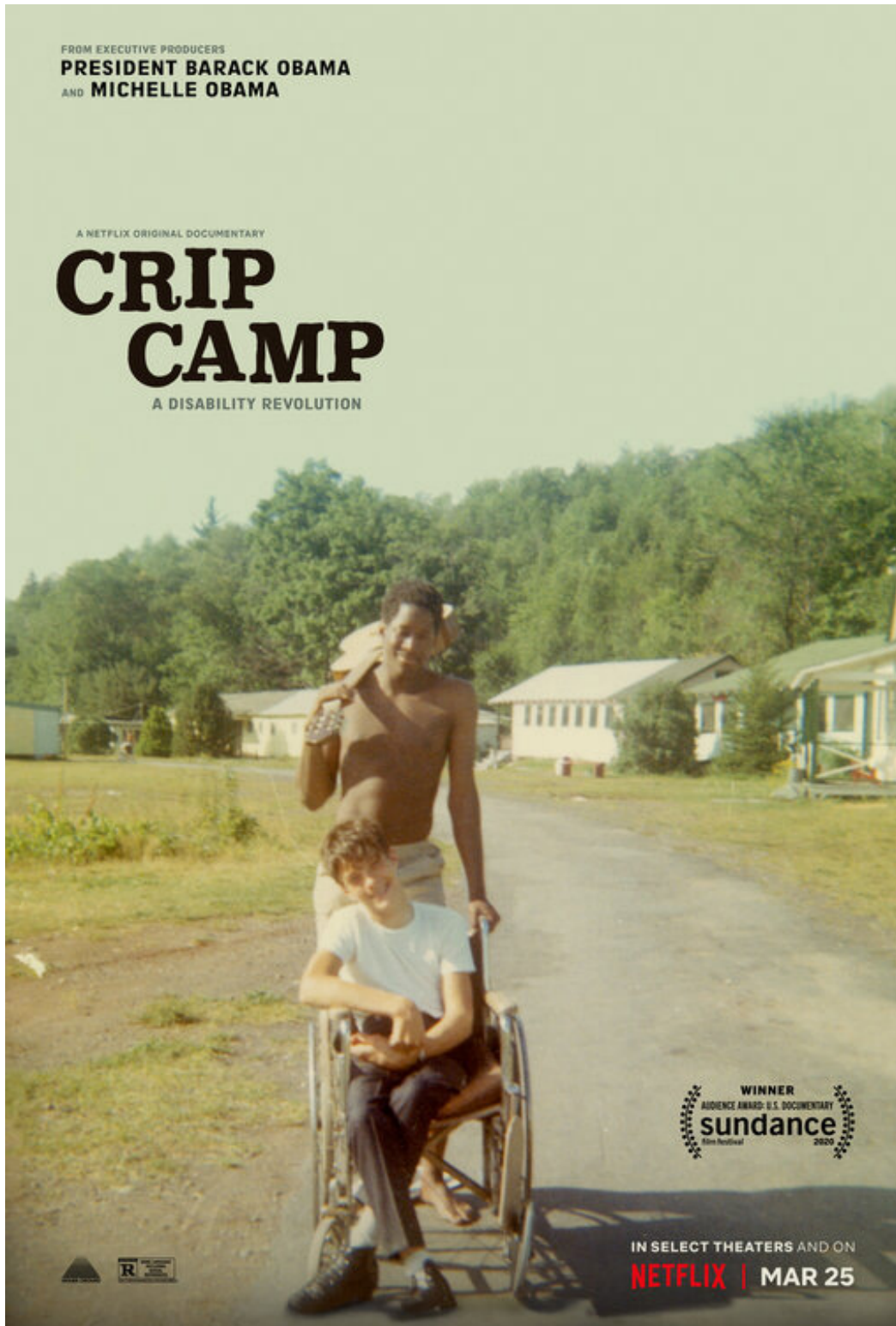
## Language

### CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

# IMAGES

## Crip Camp Film Poster





## Additional Crip Camp Images and Stills



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## Lesson 1: Media Literacy





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## Lesson 1: Media Literacy