

### 3 Session plan: Models of disability

<i>Volunteer</i>	
<b>Learning objectives</b>	
<p>By the end of the session participants shall be able to:</p> <ul style="list-style-type: none"> <li>• List the five models of disability.</li> <li>• Describe each model of disability.</li> <li>• Explain the extent to which each model relates to human rights.</li> </ul>	
<b>Time allocated</b>	
<ul style="list-style-type: none"> <li>• 145 minutes.</li> </ul>	
<b>Resources needed</b>	
<ul style="list-style-type: none"> <li>• A1 Posters of Models of disability (five posters)</li> <li>• A1 Posters of Models of disability illustrations (five posters)</li> <li>• A4 Models of disability illustrations for activity (three: Traditional, Charity, Medical)</li> <li>• Whiteboard or flipchart</li> <li>• Flipchart paper and markers</li> </ul>	
<b>Preparation</b>	
<p>Familiarise with:</p> <ul style="list-style-type: none"> <li>• Models of disability session plan and Participant Manual content.</li> </ul> <p>Pin:</p> <ul style="list-style-type: none"> <li>• A1 Posters of Models of disability illustrations and graphics on the wall as shown below (10 posters).</li> </ul>  <p>Write:</p> <ul style="list-style-type: none"> <li>• Flipcharts of the text within each of the boxes headed <b>Write on BOARD</b> in advance of the session to help the flow.</li> </ul> <p>Print:</p> <ul style="list-style-type: none"> <li>• One A4 copy of each of the 3 models illustrations for the activity (from session resources folder or end of session plan). Laminate if you want to reuse.</li> </ul>	

**Trainer's notes:**

*This session explains the differences among the five models of disability, which is critical for CBID volunteers to know so that they can promote the rights-based model and also challenge the 'old' models when they meet them. The models reflect progress made over time in our understanding of the concept of disability in relation to the causes of disability, as well as the abilities and rights of persons with disabilities. It is also a chance to involve an empowered person with a disability in the training at an early stage that can speak from his or her own experience to reinforce the need for a rights-based approach. Try to include examples of the different models in the local context from your own experience to bring them to life for the participants, and encourage them to think of their own examples.*

### 3.1 Introduction (5 minutes)

**Volunteer**

**Write on BOARD:**

Models of disability learning objectives:

- List the five models of disability
- Describe each model of disability
- Explain the extent to which each model relates to human rights

**Introduce** the session.

**Explain:** The way that disability is defined and viewed has changed over time. People with disabilities themselves have played a great part in this and continue to do so. This session looks at the changing face of disability over time. We will look at five models of disability and how each of them relates to human rights.

**Read** out the learning objectives from the board.

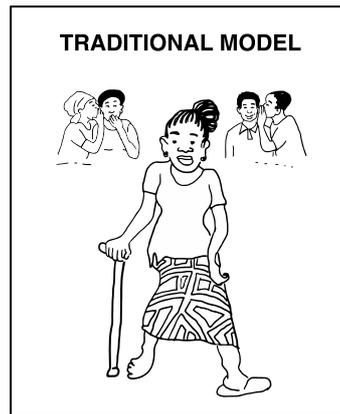
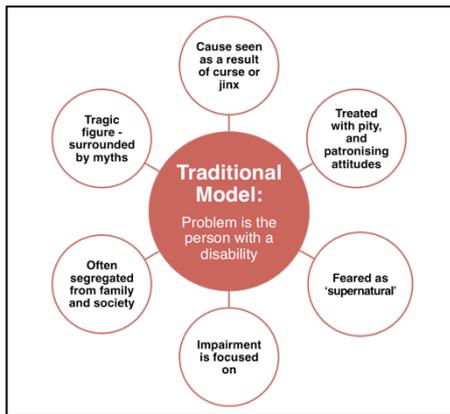
### 3.2 Models of disability (40 minutes)

**Volunteer**

**Explain:** The understanding of disability has evolved over time through various perspectives - often called 'models'.

**Note** that the models – also sometimes called 'lenses', like the lens of a camera - can be considered as the different ways that people may see disability. They may see people with disabilities as helpless, or feel sorry for them, or they may see their disability and wish they could be 'cured', or they may see the barriers that people with disabilities face in everyday life. All of these perspectives are called 'models', and different models have been common at different times in history.

**Explain:** We are going to look at the five models more closely. Point to the two posters of the **traditional model**.

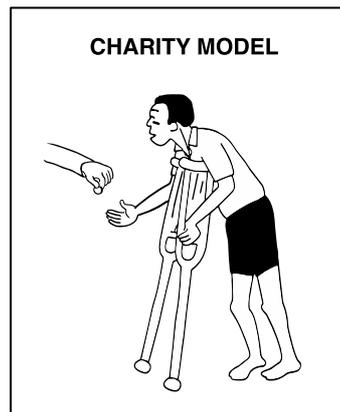
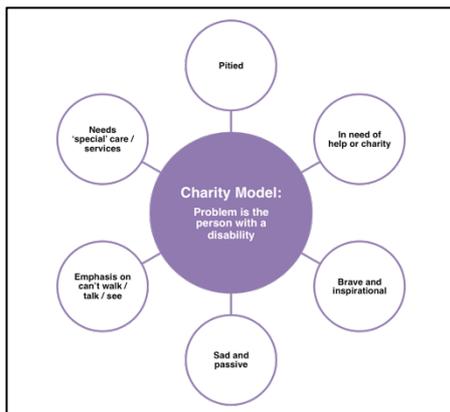


**Ask:** What do you see in the picture?  
**Acknowledge** responses.

**Explain:** In the traditional model people with disabilities are seen as tragic victims, treated with pity or sometimes having supernatural powers. In this picture we see someone who uses a stick being shunned by her community and treated with fear and suspicion. In this model, the person with a disability cannot access her human rights in any way.

**Ask:** In this country, is disability still ever viewed through the traditional model lens?  
**Acknowledge** responses.

Point to the two posters of the **charity model**.

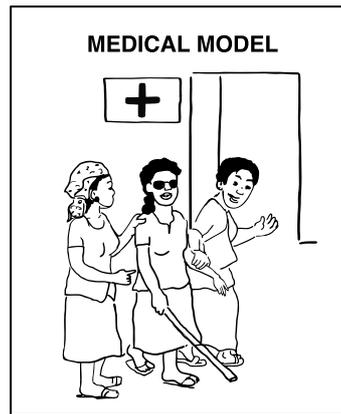
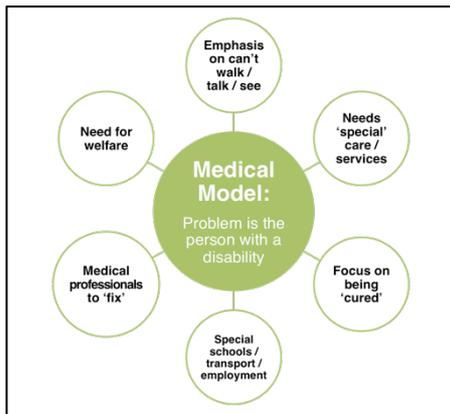


**Ask:** What do you see in the picture?  
**Acknowledge** responses.

**Explain:** In the charity model, people with disabilities are seen as the problem, needing help and unable to help themselves. They are seen, and often see themselves as powerless, useless, non-contributing individuals. This picture shows a man with a disability begging and being given help – given charity. The charity model also treats the person with a charitable attitude - as if they can't do anything for themselves. If they do show achievements they are often treated in a patronising way – as if it is a surprise that they managed to achieve something on their own! They are labelled as 'brave' or 'inspirational'. This model also does not acknowledge the human rights of the person with a disability.

**Ask:** Is disability still viewed through the charity model lens by anyone in this country?  
**Acknowledge** responses.

Point to the two posters of the **medical model**.

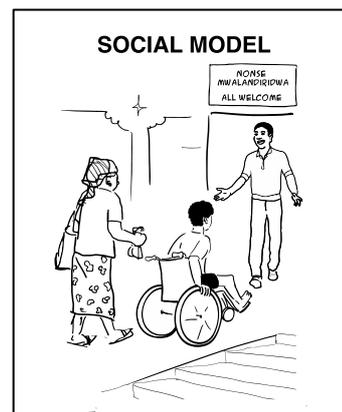
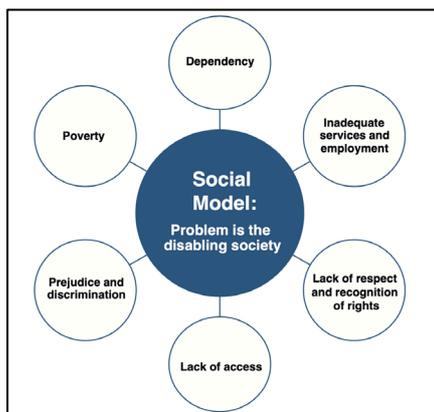


**Ask:** What do you see in the picture?  
**Acknowledge** responses.

**Explain:** The medical model looks at disability in very medical/biological terms as something to be 'cured' or 'fixed'. It is seen that the individual has a problem and the focus is on making them 'normal'. Their rights in this model are seen to be to access treatment rather than to make their own choices.

**Ask:** Do some people view disability through the medical model lens?  
**Acknowledge** responses.

Point to the two posters of the **social model**

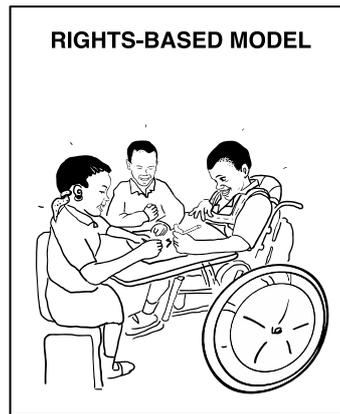
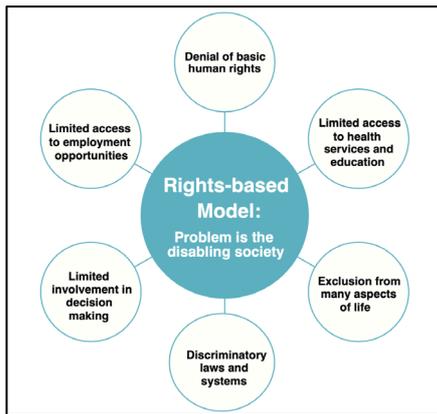


**Ask:** What do you see in the picture?  
**Acknowledge** responses.

**Explain:** The social model brought a big change from the previous models and was driven by people with disabilities themselves. They argued that disability is not "located" in an individual body, but is created by the way society is organized in relation to physical difference – firstly through stigma and discrimination, and secondly through indifference to the accommodations that persons with disabilities may need to participate fully in society. This was the first model to emphasize the rights of persons with disabilities to participation and inclusion.

**Ask:** How often do we see disability viewed through the social model lens in our country?  
**Acknowledge** responses.

Point to the two posters of the **rights-based model**.



**Ask:** What do you see in the picture?  
**Acknowledge** responses.

**Explain:** The rights-based model is the most recent model and is based on universal human rights, with persons with disabilities seen to have a right to access all aspects of life on an equal basis with others. It gives society the responsibility to ensure that everyone has equal opportunities to participate. In this picture this boy with a disability has equal access to education.

**Ask:** Do you think the rights-based model rejects medical treatment?  
**Acknowledge** responses.

**Explain:** No, it does not. The rights based model incorporates the positive aspects of the medical and social models. It promotes that medical treatments are provided in line with a rights-based approach that puts persons with disabilities at the heart of decisions that affect their lives.

### 3.3 Role plays of the models (70 minutes)

	<b>Volunteer</b>	
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**Explain:** We are going to do an activity where we will use role-plays to think about how we can challenge people who are still viewing disability through these old models.

<b>Activity: Rights-based model of disability</b>	
Materials required	One A4 copy of the three posters representing the traditional, charity, and medical models of disability.
Groups	<b>Divide</b> participants into three groups. <b>Allocate</b> each group one of the poster copies above representing the traditional / charity / medical models.
Instructions	<b>Ask</b> each group to prepare two short role-plays. The first should convey how the person in the poster would be treated through the model that is depicted (traditional / charity / or medical). The second role-play should show how that person might get treated when viewed by their community through the rights-based lens or model.
Monitor	<b>Check</b> to ensure each group has understood the activity and is working on the correct role-plays as allocated.

Time	<b>Allow</b> 30 minutes for groups to prepare; 5 minutes for each group to present their two role plays; 5 minutes for other groups to give observations after each group has done its role plays. Allow 5 minutes for final trainer summary. (Total time: 65 minutes).
Feedback	<b>Briefly</b> summarise what the presentations have shown us.

### Emphasize

- This training package promotes the rights-based model; it is the model towards which we should all be working, and we should be promoting it every day in our work and challenging the other model attitudes whenever we see them.
- The rights-based model does not reject provision of assistance or charity – but rather requires that it is provided from a rights-based approach that recognises the current discrimination and marginalisation of persons with disabilities that often makes additional support necessary in the absence of a fair and equal society. Support should be provided as part of general good citizenship.
- The rights-based model does not reject medical support and interventions – it sees them as a right! But it demands that medical support and interventions are focused on maximising the quality of life and inclusion of a person with a disability, and are provided from a rights-based perspective that involve the person with a disability in the decisions that affect their life.

### 3.4 How disability is viewed by persons with disabilities and others (30 minutes)

	<i>Volunteer</i>	
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#### Write on BOARD:

How is disability viewed by:

- Persons with disabilities?
- Family members?
- Community members?

**Facilitate** a discussion on the different ways that disability is viewed in **this** community by:

- persons with disabilities
- family members
- community members.

#### Ask:

- How can we change negative attitudes of family and community members so that they start to look at people with disabilities in their communities in a more positive rights-based way?
- How can we encourage persons with disabilities to be positive about themselves when they are constantly faced with negative attitudes, and when most view themselves from an out-dated model perspective and not a rights-based one?

#### Summarize:

- The charity model is easy to adopt – some people may give a donation to a person with a disability in the street. But what is needed is for society to empower people with disabilities to realize their rights through the rights-based model.

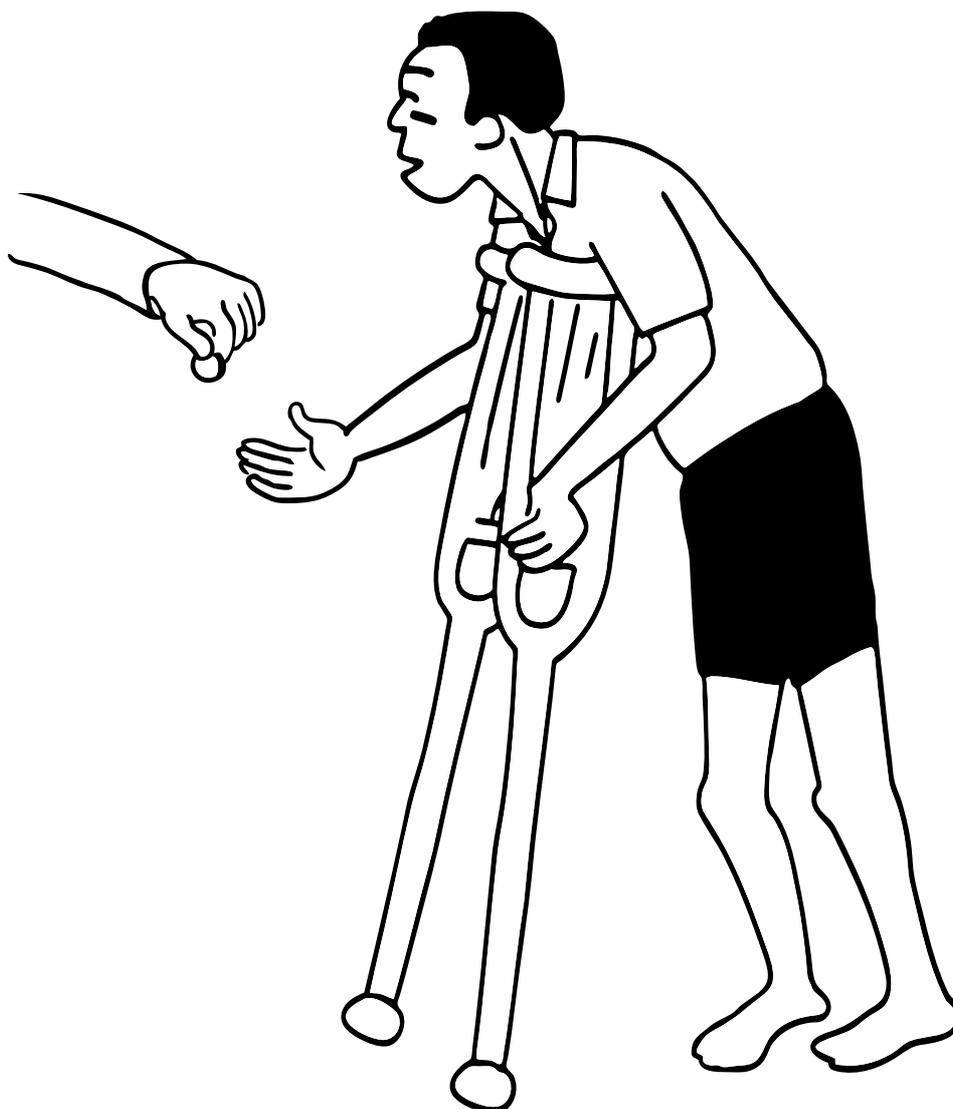
**Ask** if there are any questions or comments.

**Close** the session.

# TRADITIONAL MODEL



# CHARITY MODEL



# MEDICAL MODEL



