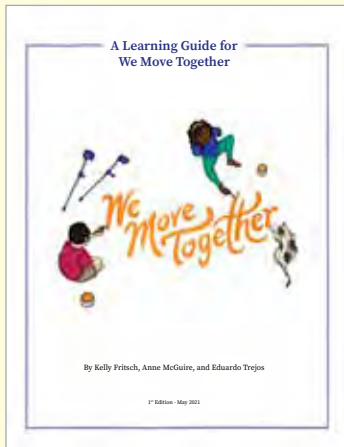


# WE MOVE TOGETHER

## THEME 1: HOW WE MOVE



### BRINGING DISABILITY JUSTICE INTO THE CLASSROOM

*We Move Together* by Kelly Fritsch, Anne McGuire, and Eduardo Trejos affirms the value of representation for people with disabilities. The authors developed *A Learning Guide for We Move Together* for educators to incorporate topics such as ability, accessibility, disability justice, and social movement building within their classrooms.

The guide connects with the six main themes of *We Move Together* and contains vocabulary, discussion prompts and classroom activities. Facilitation tips recommend how educators can connect their classrooms with diverse perspectives within the disability community. For example, an explanation of person-first and identity-first language addresses the importance of language and voice when sharing one's lived experience. The guide also supports educators with using an anti-oppressive lens to challenge ableism and deficit-based approaches to disability.

Educators are also provided with resources to further their knowledge of disability justice and culture. A lesson plan about disability art allows educators to introduce student accessibility and creativity. *A Learning Guide for We Move Together* can be accessed at [wemovetogether.ca/](http://wemovetogether.ca/)

### DISCUSSION PROMPT 1

*What are some of the different ways the kids are moving in the opening scene? What helps you move? What do all kids need to help them to move?*

**Talking points:** The kids are moving in different ways and using different devices to help them to move. Some of the kids are running or skipping on foot, some are moving on bikes and push scooters. There is a kid using crutches and another kid using a power wheelchair. Invite students to share what helps them move and encourage them to think about the fact that all our bodies need things like food and rest to help them move.



### DISCUSSION PROMPT 2

*Is everyone in this scene moving at the same speed?*

**Talking points:** While the book's text talks about moving fast and moving slow, students might notice that the kids in this scene are moving at a range of different speeds. Being able to move fast can depend on things like people's height, age, body, energy level and/or their use of assistive devices. If the students don't immediately notice, educators can point out that the kid on the horizon using arm crutches has stopped moving and is waving their hand.



### DISCUSSION PROMPT 3

*The kid on the horizon needs to move slow. What do the friends do next? What happens after the kids slow down?*

**Talking points:** Educators might emphasize that moving slow isn't less fun. Encourage students to think about the different things that can happen when the group slows down. For example, when we slow down, we discover new or different things: no longer zooming along on his scooter, the child with the yellow helmet discovers a cool stick with the kid in the pink hat. The others notice a carnival poster and together they create a new and imaginative game.



### DISCUSSION PROMPT 5

*Think of a time when you have had to wait or when you have felt bored. What did it feel like? What happened next? Did being bored ever lead to something exciting, surprising, or unexpected?*

**Talking points:** Educators can use this part of the book to scaffold an open-ended conversation about having to wait and/or being bored. In the book, having to wait led some people on the bus to become frustrated, while for others, waiting was filled with anticipation and resulted in a happy reunion. Encourage kids to share about an experience of being bored or having to wait. What did it feel like and what came of it?



### DISCUSSION PROMPT 4

*Look at the expressions on the faces of the people on the bus. What do you think the different characters are feeling or thinking?*

**Talking points:** Because of the text, students will likely begin by noticing that many of the people on the bus looked bored or frustrated, and it's true, bus rides can be slow and boring! Lowering the bus ramp can take time and sometimes waiting for things that take time can be hard. Students will also note that some of the friends look excited. Invite students to think about why people might look one way or another. For example, What do you think the person holding the screaming baby or the person with the grocery bag is thinking? Why do you think the person with the green sweater is checking his watch? Why do you think the sleeping person is so tired? Why do you think the friend holding the caterpillar jar looks so happy? The bus illustration also gives educators and students the opportunity to talk about how sometimes we don't always know how people are feeling based on how they look on the outside. A person might appear bored or anxious but is actually lost in pleasurable thought. Or a person might seem happy on the outside but could actually be feeling lonely. One way to know how people are doing is to ask them!

# ACTIVITY IDEAS

## **DRAW, WRITE, OR TELL**

How do you like to move? Who or what do you like to move with? Create a picture of you and your friends moving together.

See activity sheet #1

## **GROUP ACTIVITY**

While outside or in a large indoor space, encourage students to move quickly. Next, encourage them to move slowly. What did they notice and feel when moving quickly? What did they notice and feel while moving slow? Follow this activity up by asking students “how do you like to move your body?” One at a time, invite students to take turns leading the group to move together with the leaders’ chosen movement.

## **GROUP ACTIVITY**

While outside or in a large indoor space, organize a game of charades. Without using words, the leader acts out an emotion (e.g., scared, bored, happy, angry sad, proud, disappointed, worried, confused, calm, confident, etc.) and the group guesses. Note that this is also an opportunity for students to learn about how their friends show emotion. For one student, ‘happy’ might look like a smiling face, for another student this emotion might look like stimming (e.g., hand flapping, rocking, etc.).

See activity sheet #2

## **CREATE A STORY**

The kids in the book had to wait to see each other. This kind of waiting can be exciting, like waiting for a birthday or seeing someone you miss! When have you had to wait? What happened next? Write or draw out your story.

See activity sheet #3



Activity sheet #1

Activity sheet #2

# Create a Story

The kids in the book had to wait to see each other.  
When have you had to wait? What happened next? Write or draw out your story.

FIRST

NEXT

THEN

LAST

BORED

EXCITED

ANGRY

CALM