



Nodira, Age: 18, Country: Uzbekistan

Nodira's Story

LESSON PLANS FOR GRADE 9-12

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Nodira's Story

Unit Overview

SUBJECT: Social Studies

GRADE: Grades 9-12

Rationale for Teaching this Unit on Nodira's Story

As with other TeachUNICEF units, Nodira's Story, will help teachers to engage students by:

- * Promoting student reflection and critical thinking about being global citizens
- * Encouraging understanding about the ways in which children, specifically disabled children are excluded from education and essential services around the world
- * Introducing UNICEF programs that address the root causes of the exclusion of children
- * Drawing parallels between the experience of children in the United States and of children around the world

Unit Overview

Nodira's Story is a unit of 2 lessons designed to:

1. Raise awareness of the problems facing children with disabilities worldwide
2. Increase students' understanding of the problems disabled children face
3. Explore how various organizations, agencies, and individuals are working to help the disabled
4. Show students how they can help children with disabilities

Tip!

Teachers' Tip

This unit was designed to be done over two consecutive days but can be customized to fit your schedule as needed. You may choose to do parts of each lesson over a period of days, do the individual lessons weeks or months apart, or expand the time spent on each day's lesson to more than one class period.

Lesson 1: Students will reflect on the meaning of the term "disability." By reading and watching print and video stories, students will learn about the daily life of Nodira, an 18-year-old young woman living with spina bifida in Uzbekistan. Students will brainstorm strategies that address the issue of disabilities in children. Students will then compare their strategies with a list of UNICEF activities being implemented for children with disabilities.

Background

Lesson 2: Students will learn about specific UNICEF country programs relating to disability and will consider the links between poverty and disability. Through reflection on an interview with a UNICEF staff member about inclusive education, they will consider how greater acceptance of different abilities can benefit all children.

Children who live with disabilities are among the most excluded of the world's children. While there is no reliable data on the number of children living with disabilities globally, some estimates put their number at 150 million which is likely to be an underestimate due to widespread under-recognition and under-reporting of disabilities.

The kinds of disabilities which children face include:

- * Physical disabilities—which may affect mobility and motor skills
- * Sensory disabilities—such as blindness or deafness
- * Intellectual disabilities—such as learning disabilities and developmental delays
- * Mental health disabilities—which affect children's psychological and social functioning

Disabilities may be caused by birth defects (e.g. congenital) or may be acquired. Poor medical care and malnutrition often contribute to congenital disabilities. Inadequate sanitation can result in diseases such as polio, which causes disabilities. Children who live in situations of armed conflict may acquire disabilities from injuries, including those inflicted by landmines. Children involved in hazardous forms of child labor may become disabled by accidents, carrying heavy loads over long periods of time, chemical exposure or other unsafe working conditions.

Most children living with disabilities in developing countries have no access to rehabilitative health care or education. They are often separated from their families and communities and placed in institutions. Institutionalized children may suffer from a lack of adult attention and affection. They grow up without knowing what family life is like. They are often at higher risk for abuse and violence from caretakers and other children. At times, disabled children are placed in institutions. Unfortunately many institutions have low standards of safety, hygiene, nutrition, healthcare, and education. Children who have spent long periods of time in institutional or residential care may have difficulty adjusting to life outside of the institutions; and poor education and lack of physical and emotional care may negatively affect their social and economic opportunities later in life.

About UNICEF

Whether in institutions or in their communities, children with disabilities often face discrimination and marginalization that affects their self-esteem, limits their chances to interact with others, and interferes with their educational opportunities. Negative attitudes toward children with disabilities increase their risk of abuse and exploitation.

To read more about UNICEF and disabilities, visit <http://www.unicef.org/sowc06/profiles/disabilities.php> or http://www.unicef.org/media/media_28539.html

UNICEF works to meet the basic needs of children with all kinds of disabilities, and to promote their rights. It encourages countries to adopt policies that keep children with disabilities in their families whenever possible, and seeks to support parents in meeting the needs of their children in the home. UNICEF promotes inclusive education that allows children with disabilities to attend school with non-disabled children which creates greater opportunities for them to learn and fulfill their intellectual and social potential without being marginalized.

UNICEF supports early detection of disabilities and child-focused health services in local communities. It also works to counteract misinformation and stigma associated with disabilities, and to promote attitudes of acceptance and non-discrimination. Young people's own participation and leadership in fighting discrimination is an essential part of UNICEF's approach.

UNICEF activities to prevent disabilities include:

- * health care and nutrition for pregnant women and young children
- * safe water and sanitation
- * landmine awareness education
- * combating hazardous child labor

A Case Study

This lesson plan focuses on Nodira, an 18-year-old young woman living with spina bifida in Uzbekistan. Formerly a part of the Soviet Union, Uzbekistan is still a country in transition. While it is currently experiencing economic growth, unemployment is common and about one-fifth of the population lives on less than \$1 per day.

UNICEF faces a number of challenges in Uzbekistan. Infant mortality is high, and more than half of the women of childbearing age are anemic. Many children experience stunted growth due to poor nutrition. Vitamin A deficiency (which can lead to blindness) and iodine deficiency (which can impair cognitive development) are widespread. Government spending for public health is only \$8 per person per year.

Tip!**Teachers' Tip**

For more information on UNICEF's work in Uzbekistan, visit http://www.unicef.org/infobycountry/uzbekistan_background.html or http://www.unicef.org/infobycountry/uzbekistan_34444.html.

Information on the drought in Uzbekistan, which has affected agriculture and health, can be found at http://www.unicef.org/infobycountry/uzbekistan_1297.html and http://www.unicef.org/infobycountry/uzbekistan_1296.html

Set the Tone

While over 99% of the population is literate, most children with disabilities like Nodira are educated separately from non-disabled children. This reflects the widespread practice under the communist government of the former Soviet Union in which the state takes on the role of caretaker and the children with disabilities become dependents of the state. This led to the creation of residential schools where children with disabilities often end up spending their entire lives. Separated from their families and growing up in institutions, these children receive an education of inferior quality, and have few opportunities to interact with children from local schools. Currently, 18% of children with disabilities in Uzbekistan are living in institutions. By comparison, only about 5% of children with disabilities in the United States live in institutions.

UNICEF is working actively with the government of Uzbekistan to improve the quality of elementary school education for all children. A Coordination Council on Child Protection has been established and is working to deinstitutionalize children with disabilities and to improve conditions for them. UNICEF is also working to improve prenatal healthcare and nutrition for women and children. Projects to supplement their diets with folic acid, iron, Vitamin A, and iodine are underway.

Throughout this lesson plan, the term “children with disabilities” is used, rather than “disabled children” or “handicapped children.” This is to convey the message that they are children first and that they should not be defined by their disability.

Remember that your students will have varying degrees of comfort with this issue. You may have someone with disabilities in your class or your students may have someone with disabilities in their families. You may, however, have students who are unfamiliar and even uncomfortable with this topic area.

Unfortunately, the use of derogatory terms for people with disabilities is common in many schools. Set a tone from the beginning of the lesson that discourages such terms and encourages students to use language such as: “person with a physical disability” or “person with a developmental disability.” People without disabilities can be referred to as “non-disabled” (rather than “normal,” “able-bodied,” or “healthy”).

A useful guide to appropriate language can be found at The Lifespan Institute: <http://www.lsi.ku.edu/internal/guidelines.html>.

National Standards

The lesson plans in this unit align with the following National Standards:

World History

NSS-WH.5–12.9 Era 9: The 20th Century Since 1945: Promises and Paradoxes

The student in grades 5–12 should understand:

- * The search for community, stability, and peace in an interdependent world.
- * Major global trends since World War II.

Social Studies /Global Studies

CSSS.K-12.3 People, Places, and Environments

- * Social studies programs should include experiences that provide for the study of people, places, and environments.

CSSS.K-12.9 Global Connections

- * Social studies programs should include experiences that provide for the study of global connections and interdependence

Geography

As a result of their activities in grades K-12, all students should

NSS-G.K-12.1 THE WORLD IN SPATIAL TERMS

- * Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

NSS-G.K-12.2 PLACES AND REGIONS

- * Understand the physical and human characteristics of places.

NSS-G.K-12.4 HUMAN SYSTEMS

- * Understand the characteristics, distribution, and migration of human populations on Earth's surface.
- * Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Language Arts

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.7 EVALUATING DATA

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mathematics

NM-NUM.9-12.3 NUMBER AND OPERATIONS

Compute fluently and make reasonable estimates

- * Develop fluency in operations with real numbers...using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases;

NM-DATA.9-12.1 DATA

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer

- * Understand the meaning of measurement data;
- * Compute basic statistics

NM-CONN.PK-12.3 CONNECTIONS

Recognize and Apply Mathematics in Contexts Outside of Mathematics

Health

NPH-H.9-12.1 HEALTH PROMOTION AND DISEASE PREVENTION

Students will comprehend concepts related to health promotion and disease prevention.

- * Analyze how behavior can impact health maintenance and disease prevention.
- * Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- * Explain the impact of personal health behaviors on the functioning of body systems.
- * Analyze how the family, peers, and community influence the health of individuals.
- * Analyze how the environment influences the health of the community.
- * Analyze how public health policies and government regulations influence health promotion and disease prevention.
- * Analyze how the prevention and control of health problems are influenced by research and medical advances.

Technology

NT.K-12.2 SOCIAL, ETHICAL AND HUMAN ISSUES

- * Students practice responsible use of technology systems, information, and software.
- * Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Students will be evaluated based on their ability to:

- * Participate in class discussions and small group work
- * Consider possible priority interventions for people with disabilities
- * Describe the links between disability and poverty
- * Identify key points when reading a text
- * Calculate and interpret statistics

Given that *Nodira's Story* aligns with the national World History, Global Studies, Geography, Social Studies, Language Arts, and Mathematics standards, you may want to team teach the unit with colleagues in those disciplines. Additional interdisciplinary assignments could include:

Evaluation/ Assessment

Interdisciplinary Connections

AMERICAN HISTORY: Have students research the history of the disability rights movement in the United States and answer these questions:

- * When did the movement begin?
- * What was covered by the following key pieces of legislation?
 - 1973 Rehabilitation Act; 1975 Education for all Handicapped Children Act; 1990 Individuals with Disabilities Education Act; 1990 Americans with Disabilities Act
- * When, by comparison, was legislation passed protecting the rights of women and minorities?
- * Why has legislation on disability rights been developed only relatively recently?
- * What are the implications for legislation related to disabilities in other countries where UNICEF works?

Find out about the process by which the United States ratifies international human rights treaties such as the Convention on the Rights of People with Disabilities, which was adopted by the UN on Dec. 13, 2006.

LANGUAGE ARTS: Many words have been used to describe people with disabilities including: disabled, handicapped, differently abled, and retarded. Have the students list other descriptions and then to explore why the term “people with disabilities” is now preferred. Discuss with the class why the choice of language used to describe people with disabilities matters.

BIOLOGY: Ask students to research the impact of micronutrient deficiencies (vitamin A, iodine, iron, folate) on human health and encourage them to learn more about how vaccines work to immunize children against diseases.

MATH: Students can use the statistical tables in the *2006 State of the World's Children Report* (<http://www.unicef.org/sowc06/statistics/statistics.php>) to calculate rates of progress on indicators of health and nutrition. Comparisons can be made with data in the *2000 State of the World's Children Report* (<http://www.unicef.org/sowc00/>). Have students develop graphs that compare health and nutrition data for different countries within the same region, or between regions.

TECHNOLOGY: Have students learn more about how technology is being used to allow people with a range of disabilities to become educated, hold jobs, and participate in society. For example, computers are being adapted with voice-recognition software to enable use by

people who have no use of their hands. Computers can also be adapted for use by the visually impaired. Students can:

- * Discuss how technology can be used to advance the rights of people with disabilities.

Nodira's Story



Nodira, Age: 18, Country: Uzbekistan

Lesson 1

TOTAL TIME: 45 Minutes

Objectives

- * Raise student awareness of the term “disability”
- * Familiarize students with the life of a young person with a disability and encourage students to consider her needs
- * Begin discussion of the work of UNICEF to promote inclusion of children with disabilities

Session Plan

- * OPENING ACTIVITY: 15 minutes
- * MAKING CONNECTIONS: VIEW IT: 15 minutes
- * IMAGINING THE FUTURE: WRITE ABOUT IT: 13 minutes
- * HOMEWORK: USING STATISTICS IN THE REAL WORLD: 2 minutes

Vocabulary

- * Fetal
- * Immunization
- * Retardation
- * Sensory

Tip!**Teachers' Tip**

For additional vocabulary words, see "Voices of Youth" glossary on the UNICEF website:

http://www.unicef.org/voy/explorer/sowc06/explore_2486.html

Tip!**Teachers' Tip**

Save valuable instructional time: have the stations and groups set up in advance!

Tip!**Teachers' Tip**

You can find "Nodira's Video" online at: <http://www.unicef.org/sowc06/profiles/child7.php>.

Opening Activity**Tip!****Teachers' Tip**

Encourage students to use language that is accurate and not derogatory, and to bear in mind that there may be students with disabilities in the group.

Tip!**Teachers' Tip**

Encourage students to think of non-physical barriers, such as discrimination, lack of legislation to ensure the rights of people with disabilities.

- * Impairment
- * Inaccessible
- * Institution
- * Neural
- * Polio
- * Spina bifida
- * Sporadic
- * Stigma
- * Vaccine

- * Student copies of "A Definition of 'Disability'" (Handout #1)
- * Pencils/Pens
- * World map
- * Computer with Internet access; connected to video display if possible
- * Student copies of "Nodira's Story" (Handout #2)
- * Index cards (or slips of paper)
- * Copies of "UNICEF and Disability" (Handout #3)
- * Copies of "Preventing Disabilities in Children" (Handout #4)
- * Optional: "UN Convention on the Rights of Persons with Disabilities: Articles Specifically Relevant to Children" (Handout #5)

DIRECTIONS:

1. Explain to the class that this lesson will focus on the needs and rights of people with disabilities.
2. Distribute copies of "A Definition of Disability" (Handout #1) which is taken from the International Convention on the Rights of Persons with Disabilities. Allow time for class to look up the meanings of any words that are not clear to them.
3. Ask your students if they know of anyone that is disabled. Ask them to name some disabilities. Some examples include: deaf, blind, autistic, Down's Syndrome, and paralyzed.
4. Have students work in small groups to brainstorm possible "barriers" that people with disabilities might face.
5. Ask the class to imagine the barriers that someone with disabilities would face in a country with little or no running water, dirt roads and no little or no public transportation.

Ask the class as a whole:

Are the barriers you thought of mostly physical?

What are other kinds of barriers that people with disabilities might face?

Tip!

Teachers Tip:

Uzbekistan is a doubly landlocked country in Central Asia, formerly part of the Soviet Union. It shares borders with Kazakhstan to the west and to the north, Kyrgyzstan and Tajikistan to the east, and Afghanistan and Turkmenistan to the south. The only official language, Uzbek, is a Turkic language, but Russian continues to be widely used, a holdover from Soviet rule.

Making Connections**Imagining the Future**

6. Tell the class that they will be learning about the life of Nodira, a young woman with spina bifida who lives in Uzbekistan. Explain that spina bifida is—a birth defect which can cause partial or complete paralysis. While the exact cause is unknown, it is thought that genetic, nutritional, and environmental factors may be involved. If, however, a mother gets adequate folic acid (also called folate, a common B vitamin) during pregnancy, the chances of her child being born with spina bifida are significantly decreased.

7. Ask the class to locate Uzbekistan on a map.

View It**DIRECTIONS:**

1. Before showing the video, ask your class the following questions:

- * Should children with disabilities be excluded from mainstream schools?
- * Why or why not?

2. Show the video of Nodira. Discuss with the class, as a whole, the following questions:

- * From watching and listening to Nodira, how would you describe her strengths and abilities?
- * Why is getting an education so important to Nodira?
- * What impact has her disability had on Nodira's chance to get an education?
- * Why can Nodira be considered fortunate compared to other children with disabilities in Uzbekistan?

Write About It**DIRECTIONS:**

1. Have the class read "Nodira's Story" (Handout #2) and answer the questions that follow. Discuss their responses as a group. Ask:

- * Does Nodira have any goals that are similar to your own? What are they?
- * What do you think Nodira's life would be like if she lived in the United States?
- * Do you think young people with disabilities in the United States face challenges similar to those faced by Nodira?
- * To what extent does discrimination against students with disabilities exist in your school?

Tip!**Teachers' Tip**

Encourage student responses to be concrete, practical, and realistic. Need ideas? "Start a bus service to take children with disabilities to school," rather than imaginary ideas such as "Give her new legs."

- * What forms does it take?
 - * Why do you think some students have negative attitudes toward students with disabilities?
 - * What can you, as an individual, do to counter negative attitudes against children with disabilities?
2. Break your class up into groups of four or five students. Provide the following instructions:
 - * Imagine that you worked for UNICEF and that it is your job to create programs or activities that would improve the quality of life for children like Nodira.
 - * Have students write each idea on an index card or strip of paper
 - * After 5-10 minutes, ask each group to rank their responses in order of priority (most important to least important) and to read their responses to the class.
 3. Explain to the class what UNICEF does, which includes:
 - * The United Nations Children's Fund or UNICEF was created in 1946 with the goal of building a world where the rights of every child are realized.
 - * UNICEF seeks to promote the health and welfare of children around the world by reducing poverty and providing food, water, sanitation, education and other basic needs.
 4. Give the groups copies of "UNICEF and Disability" (Handout #3). After they read the handout, ask the class:
 - * How would you describe UNICEF priorities in working with children with disabilities?
 - * How do these priorities compare with the ones that your group came up with?

Homework**Statistics in the Real World****DIRECTIONS:**

1. Distribute student copies of "Preventing Disabilities in Children" (Handout #4) which provides UNICEF statistics on rates of polio vaccination, vitamin A supplementation, and salt iodization in selected countries, in 2000 and 2006. Have students calculate the rate of change during this time period and answer the questions at the end of the handout.

Extension Activities

Tip!

Teachers' Tip

You can find the full text of the CRC at <http://www.unicef.org/crc/crc.htm>. A short version of the CRC can be found at: http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf. To learn more about how you can become involved in promoting the CRC, visit <http://childrightscampaign.org/crcindex.htm>.

Tip!

Teachers' Tip

To learn more about the Convention on the Rights of People with Disabilities treaty, go to <http://www.un.org/disabilities/convention/>. The full text can be found at http://www.un.org/disabilities/convention/convention_full.shtml.

Tip!

Teachers' Tip

This statement includes reference to issues of sexuality. Review the statement to determine if it is appropriate for your students prior to directing them to this website.

Tip!

Teachers' Tip

Information on UNICEF action to provide micronutrients such as iodine, iron, and Vitamin A can be found at http://www.unicef.org/nutrition/index_iodine.html

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as either extra credit or make-up work.

Perform research to find out how children with disabilities were treated in the United States 100 years ago. How widespread was the practice of institutionalizing children with disabilities in the US?

Research what the Convention on the Rights of the Child (CRC) says about children with disabilities. The CRC is an international treaty on the rights of children. UNICEF bases all its work with governments on the CRC; helping them create the laws and services that will help meet children's needs and promote their rights. Article 23 of the CRC refers specifically to children with disabilities. Look for other articles in the CRC that relate to the needs of children with disabilities.

The United Nations adopted a new human rights treaty, the Convention on the Rights of People with Disabilities, on Dec. 13, 2006. UNICEF played an important role in making sure that the rights of children with disabilities were included in this treaty. A list of articles that are relevant to children can be found in Handout #5 (optional). Have students hold a debate on the reasons for and against the US ratifying this treaty. Encourage students to find out how they can become involved in promoting the rights of people with disabilities in their communities.

In January 2006, a group of children with disabilities from Bangladesh, China, and the United Kingdom made a statement about their rights at the 7th Session of the Ad-hoc Committee that drafted the recently adopted UN Convention on the Rights of People with Disabilities. Read their statement at <http://www.crin.org/resources/infodetail.asp?ID=6970&flag='news'>

Have students research UNICEF's work on nutrition as a way of preventing childhood disabilities. UNICEF is working with Kiwanis International to promote salt iodization. If there is a Kiwanis Club in your community, invite someone from the club to visit the class and speak about Kiwanis' partnership with UNICEF.

UNICEF is working with the World Health Organization, Rotary International, and the US Centers for Disease Control and Prevention (CDC) to wipe out polio by 2010. Read more about the Global Polio Eradication Initiative at http://www.unicef.org/immunization/index_polio.html. If there is a Rotary Club in your area, invite someone from the club to visit the class and speak about Rotary's work to end polio.

Uzbekistan became an independent republic in 1991, during the break-up of the former Soviet Union. Research the history of the country since independence. The Soviet-era practice of institutionalizing children with disabilities persists in Uzbekistan, and other countries of the former Soviet Union. Read more about this practice at http://www.unicef.org/protection/index_28534.html and http://www.unicef.org/media/media_28539.html

Lesson 2

TOTAL TIME: 45 Minutes

Objectives

- * To develop an understanding of how UNICEF works on disability issues in different contexts
- * To raise awareness of the relationship between poverty and disability
- * To encourage consideration of how inclusive education can benefit all students

Session Plan

- * OPENING ACTIVITY: 15 minutes
- * IMAGINING THE FUTURE: DRAW IT: 10 minutes
- * MAKING CONNECTIONS: HEAR IT: 5 minutes

Vocabulary

- * Compulsory
- * Foster family
- * Institutionalization
- * Mobility
- * Vocational

Materials Needed/ Setup

- * Pencils/Pens
- * Student copies of “Case Studies: UNICEF and Children with Disabilities” (Handout #6)
- * Student copies of “Excerpt from Interview with Alexandra Yuster” (Handout #7)
- * “Links between Disability and the Millennium Development Goals” (Optional Handout #8)
- * Drawing paper

Opening Activity

DIRECTIONS:

1. Review the homework from Lesson 1 and discuss any questions raised by the statistics. Students may ask why the statistics show a reversal of progress for polio immunization and vitamin A supplementation in Sudan. Despite the best efforts of many organizations,

Tip!**Teachers' Tip**

Encourage students to make a distinction between UNICEF programs that address the needs and rights of children with disabilities, and those that focus on prevention of disabilities. (Refer to "UNICEF and Disability" (Handout *3) from Lesson 1 if necessary.)

Imagining the Future**Tip!****Teachers' Tip**

To read about the Millennium Development Goals (MDGs) online, check out: www.un.org/millenniumgoals/

factors such as: lack of funding, rapid population growth, natural disasters, or armed conflict make getting vaccines to certain places difficult or impossible. The statistics show that armed conflict in Sudan has negatively impacted children's health and nutrition in recent years.

Students may also ask why immunization rates are not higher in the US. Again, there can be many possible explanations. For example, children in poor families who lack health insurance or access to medical care may not receive immunizations; other children may not be vaccinated because their parents erroneously believe that some of these issues (such as polio) have already been eliminated and because some parents oppose vaccine based on their religious or cultural beliefs.

2. Divide the class into four groups. Give each group one page of "Case Studies: UNICEF and Children with Disabilities," (Handout #6), which describes UNICEF programs in various countries. Assign one case study to each group. Ask each group to read about their assigned program and to report back on what country they read about and on what they learned about disabilities there.

3. Ask the class as a whole:

- * How are UNICEF programs different in different countries?
- * What are the reasons that UNICEF programs for children with disabilities have different emphases in different countries?

Draw it!**DIRECTIONS:**

1. Refer to the Millennium Development Goals (MDGs) online and then explain to the class:

- * In 2000, the UN member states agreed on the Millennium Development Goals (MDGs) for reducing poverty, improving health, education, the environment, and other important global concerns.
- * The first MDG is: By 2015, reduce by half the proportion of people who live on less than \$1 per day.
- * A recent UNICEF report says that "poverty and disability go hand in hand, each fuelling the other."

2. Based on what they have learned in this lesson, ask the class as a whole:

- * How do you think poverty contributes to the occurrence of disabilities?

Tip!**Teachers' Tip**

Poverty causes parental and child malnutrition, poor medical care, and unhealthy and dangerous living conditions, all of which can lead to disabilities in children.

Childhood disabilities cause poverty by creating economic pressures on families, increasing care needs, and reducing parents' earning capacity and participation in the labor market. Lack of education for children with disabilities often leads to unemployment or underemployment, thus continuing the cycle of poverty.

Making Connections**Tip!****Teachers' Tip**

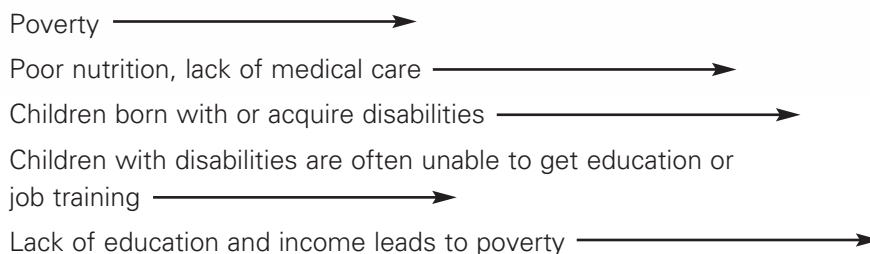
The full audio interview with Alexandra Yuster is available at http://www.unicef.org/sowc06/audio/alex_yuster.mp3. In this interview, she mentions the fact that children with disabilities are at risk for sexual abuse. Before using the audio file, listen to the interview and decide if this is appropriate for your class. Reference to sexual abuse has been deleted from Handout #6.

Further Questions for Discussion

* How do disabilities contribute to poverty?

3. Have students draw the relationship in a "poverty cycle" diagram:

Insert cycle diagram:



4. Discuss with the class as a whole:

How can promoting the rights of children with disabilities contribute to meeting Millennium Development Goal (MDG) #1?

Hear it**DIRECTIONS:**

1. Distribute student copies of "Excerpt from Interview with Alexandra Yuster" (Handout #7) and have students read it. Point out the last two paragraphs of the interview where she discusses the benefits of inclusive education for *all* children, not only those with disabilities.
2. Explain to your class that "Inclusive education" can be defined as the process of including children with disabilities in mainstream classes in a way that addresses and responds to their individual learning needs.
3. Play the online audio for students. After students have listened to the audio, ask the class as a whole:
 - * Do you agree that inclusive education can benefit all children? Why or why not?
 - * What is your school doing to help break down barriers between students with disabilities and non-disabled students?
 - * What can students themselves do to create greater acceptance between students with different abilities?

What role can human rights treaties, such as the recently adopted Convention on the Rights of People with Disabilities, play in promoting greater equality for people with disabilities in the United States and in the world?

Extension Activities

The following assignments can be given as part of an overall class-based research assignment or as homework. As well, they can be done by individuals as either extra credit or make-up work.

Find out more about the Millennium Development Goals at <http://www.unicef.org/mdg/>. You can also visit UNICEF's Voices of Youth website at http://www.unicef.org/voy/explore/mdg/explore_2204.html.

Use the TeachUNICEF lesson plans on the Millennium Development Goals and the Root Causes of Exclusion: www.unicefusa.org/site/c.duLR1800H/b.2108965/k.6327/TeachUNICEF_Lesson_Plans_Teach_UNICEF_Youth_Action_US_Fund_for_UNICEF.htm

These lesson plans will help students better understand the impact of poverty on the lives of children in developing countries, how poverty contributes to disabilities in children, and how disability leads to poverty. Handout # 8 describes links between disability issues and the Millennium Development Goals (MDGs).

Have students interview administrators and special education teachers in your school to find out more about the legal requirements for making US schools accessible to students with disabilities. They can find out what their school is doing to meet these requirements and answer these questions:

- * Are there needs of students with disabilities that are not addressed by US legislation?
- * What are they, in the opinion of the person you interview, and what can be done about them?

Invite a disability rights activist, or someone who works with disabled people in the community, to talk about their work. Afterward have students ask:

- * What do they see as the important rights of people with disabilities, and how do they help to promote these rights?

Landmines are a major source of disabling injuries for children in countries undergoing armed conflict. Have students find out more about the International Campaign to Ban Landmines (ICBL) at www.icbl.org. Students can research the status of the 1997 Mine Ban Treaty (which the US has not signed) and find out what they can do to become involved in this campaign.

UNICEF works to prevent mine-related injuries by educating children about the dangers of landmines. Have students read more about UNICEF landmine awareness education programs in:

Kosovo: <http://www.unicef.org/newsline/99pr23.htm>

Angola : http://www.unicef.org/infobycountry/angola_24269.html

Sudan : http://www.unicef.org/infobycountry/sudan_24361.html

More information on children and armed conflict can be found in the Lesson Plans on Martha from Sierra Leone: www.unicefusa.org/site/c.duLR18O0H/b.2108965/k.6327/TeachUNICEF_Lesson_Plans_TeachUNICEF_Youth_Action_US_Fund_for_UNICEF.htm#Martha

A UNICEF-produced video called “The Silent Shout” is designed to help educate children about the effects of landmines. A teacher’s guide offers suggestions for how to use the video. While the target audience is children aged 7–13, viewing the video can help older students understand the impact of landmines, and what UNICEF is doing to prevent mine-related injuries. Ordering information is available at http://www.unicef.org/videoaudio/video_6449.html.

Hazardous forms of child labor can lead to injuries and disabilities. Have students research the connection between child labor and disability, and find out what UNICEF is doing to address the problem of child labor. More information on this topic can be found in the Lesson Plans on Ali from Jordan: www.unicefusa.org/site/c.duLR18O0H/b.2108965/k.6327/TeachUNICEF_Lesson_Plans_TeachUNICEF_Youth_Action_US_Fund_for_UNICEF.htm#Ali



Nodira, Age: 18, Country: Uzbekistan

Nodira's Story

Handouts

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Directions:

Read the definition of disability below.

A Definition of Disability

Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Source: Draft International Convention on the Rights of Persons with Disabilities

<http://www.un.org/esa/socdev/enable/rights/ahc&adart.htm#art2>

List any words that you need definitions for, and look them up in a dictionary:

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Nodira's Story

Nodira, which means 'unique' in Uzbek, is one of five children in a poor family. Every morning, after reciting her prayers, Nodira feeds the hens and goats from her wheelchair. The rest of her day is spent knitting for other people and helping her mother with the household chores.

Nodira is 18 years old and lives in the Tashkent region of Uzbekistan. She was born with spina bifida, a birth defect that occurs when the spinal column doesn't close completely during fetal development. As a result, Nodira is paralyzed from the waist down. Her life is confined to a wheelchair and her world is restricted to her house and its immediate surroundings. And yet, Nodira's dreams know no such boundaries. Her hopes for the future include attending university, riding in her father's car, and being able to walk like other children. But, for now, her dreams are extremely limited by the reality of living with a disability.

Despite the many difficulties and frustrations that plague Nodira's life she is fortunate to be living with her family. The stigma attached to children living with disabilities, combined with the lack of wheelchair access in schools and the economic difficulties faced by many Uzbek families following the collapse of the Soviet Union, have led many parents to place their children with disabilities in special institutions. Children in institutions receive less attention and affection than they would in a family and many do not receive the health care and education they need. Children who have spent their lives in an institution are seldom prepared for life outside of an institution. They often don't have the job skills or social skills needed to cope when they leave the institution.

Nodira has never been to school because it is too far from her home and it is not accessible for her wheelchair. A local teacher comes to tutor her at home and, as a result, she is reading at a sixth grade level. Still, it is unlikely that she will be able to finish her primary education, much less attend university. While missing out on an education is a great disappointment to Nodira, her greatest wish—a true friend—can still come true.

“What I want more than anything is a friend who also has a disability,” she says.
“Somebody to talk to that will not feel sorry for me or make fun of me, somebody who will understand what my life is like.”

Directions:

Using the information in the story above, answer the following questions:

- * Does Nodira have any goals that are similar to your own? What are they?

- * What do you think Nodira’s life would be like if she lived in the United States?

- * Do you think young people with disabilities in the United States face challenges similar to those faced by Nodira?

Source: 2006 State of the World’s Children Report: <http://www.unicef.org/sowc06/profiles/child7.php>

UNICEF and Disability

A major focus of UNICEF in its work on behalf of children with disabilities is to address the discrimination that interferes with their development and inclusion in society. To address discrimination, UNICEF carries out activities such as:

- * Working to keep children out of institutions, and with their families, wherever possible.
- * Developing support systems for families to enable them to care for children with disabilities in the home. This can include building ramps, providing wheel chairs and other supplies and teaching parents to provide for their childrens' special needs.
- * Promoting inclusive education which enables children with disabilities to learn in schools with non-disabled children. This allows children with disabilities to get a better quality education, and to develop friendships.
- * Encouraging governments to pass laws that eliminate discrimination against children with disabilities, and allows their voices to be heard in creating policies.
- * Promoting community-based health care and other services for children with disabilities and their families; when these services aren't available, children with disabilities are more likely to be sent away to an institution.
- * Creating information and raising awareness on the rights of children with disabilities, particularly the right to non-discrimination.

UNICEF also carries out programs to prevent childhood disabilities. These include:

- * Nutrition programs for pregnant women and children that prevent disabilities caused by malnutrition. For example, Vitamin A supplements for children can help to prevent blindness.
- * Ensuring access to safe water and sanitation which can help prevent the spread of disease.
- * Immunization campaigns against diseases such as polio, once a major cause of childhood disability in many countries.
- * Landmine awareness education, which can help prevent disabling injuries from landmines in conflict zones.
- * Combating hazardous child labor, which can cause injuries that result in lifelong disabilities.

Directions:

Read about how some disabilities in children can be prevented below. Then read the chart on *Progress in Reducing Causes of Disabilities in Children* and answer the questions that follow.

Preventing Disabilities in Children

Some disabilities that affect children can be prevented. For example:

Polio: Polio is a disease that weakens the muscles and can cause paralysis. It is caused by a virus and can be prevented by giving a vaccine (either by injection or by mouth). UNICEF is active in a global campaign to wipe out polio, in partnership with Rotary International's Polio Plus program, which has raised close to \$500 million since 1985.

Blindness: Some forms of blindness are caused by a lack of vitamin A. Giving children vitamin A supplements can help prevent blindness. UNICEF provides vitamin A capsules to children whose diets may lack this nutrient.

Mental retardation: Mental retardation can be caused by a number of factors, but some forms of retardation are caused by a lack of the nutrient iodine, or iodine deficiency disorder (IDD). Adding iodine to salt can help prevent IDD. UNICEF works to eliminate IDD in partnership with Kiwanis International, which has raised \$75 million towards this initiative since 1994.

Look at these statistics below on polio immunization, vitamin A supplementation, and salt iodization in selected countries. Calculate the percentage of change in each statistic between 2000 and 2006.

Progress in Reducing Causes of Disabilities in Children									
Country	Polio immunization rates, 1 year olds			Vitamin A coverage, children under 5			Percentage of households consuming iodized salt		
	2000	2006	% change	2000	2006	% change	2000	2006	% change
Burundi	51	69		15	95		80	96	
Nicaragua	73	80		63	91		86	97	
Sudan	69	55		80	34		0	1	
United States	84	92		—	—		—	—	
Uzbekistan	99	99		—	93		0	19	
Viet Nam	96	96		98	99		65	83	

1. How would you describe the progress being made in these three approaches to preventing childhood disabilities?
2. What questions do these statistics raise?
3. What might be reasons that some countries have experienced decreases in these statistics between 2000 and 2006?

Sources of statistics:

2006 State of the World's Children Report:

Table 2, Nutrition: http://www.unicef.org/sowc06/pdfs/sowc06_table2.pdf

Table 3, Health: http://www.unicef.org/sowc06/pdfs/sowc06_table3.pdf

2000 State of the World's Children Report:

Table 2, Nutrition : <http://www.unicef.org/sowc00/stat4.htm>

Table 3, Health: <http://www.unicef.org/sowc00/stat5.htm>

UN Convention on the Rights of Persons with Disabilities: Articles Specifically Relevant to Children

On December 13, 2006, the UN General Assembly adopted the Convention on the Rights of Persons with Disabilities. The Convention became open for signature and ratification on March 30, 2007, and will enter into force after it has been ratified by 20 countries.

UNICEF, in coordination with the International Disability Caucus, advocated effectively for specific attention to children with disabilities in the Convention in order to reinforce and complement the Convention on the Rights of the Child. This goal was met.

The particular vulnerabilities faced by children with disabilities by virtue of their age are referred to throughout the treaty, and one article is dedicated specifically to children. Several other articles address the rights of children with disability, e.g. participation, information, to a healthy family life and to freedom from violence.

The Articles specifically relevant to children include:

Preamble: Recognition of the full human rights of children with disabilities.

Article 3, General Principles: Respect for and recognition of the evolving capacities of children with disabilities.

Article 4, General Obligations: When introducing legislation, policies and programs which affect persons with disabilities, governments must also consult with children with disabilities through their representative organizations.

Article 7, Children with Disabilities: Governments are (1) obligated to take measures to ensure the enjoyment of all rights by children with disabilities; (2) required to consider their best interests; (3) ensure their right to express views and to (4) develop mechanisms for feedback on an equal basis with other children and to provide them with the necessary support to realize that right.

Article 8, Awareness-raising: Requires measures to combat stereotypes, prejudices, and harmful practices relating to persons with disabilities, including those based on gender and age.

Article 13, Access to Justice: Ensures effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age appropriate accommodations.

Article 16, Freedom from Exploitation, Violence and Abuse: Requires effective gender and child specific legislation and policies to ensure that exploitation, violence, and abuse are identified, investigated and where appropriate, prosecuted.

Article 18, Liberty of Movement: Requires birth registration so that children have identification and documentation.

Article 23, Respect for the Home and the Family: Recognizes that children with disabilities have an equal right to family life and families need support to prevent concealment, abandonment, neglect, and segregation. Where children with disabilities cannot live with immediate families, it requires governments to provide care within the wider family or community.

Article 24, Education: Requires that all children with disabilities are not excluded from free and compulsory primary and secondary education on the basis of disability; it includes measures to ensure that the education of persons, and in particular children, who are blind, deaf and deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual.

Article 30, Participation in Cultural life, Recreation, Leisure and Sport: Requires that children with disabilities have equal access to participation in play, recreation, leisure and sporting activities.

The full text of the Convention can be found at: <http://www.un.org/esa/socdev/enable/rights/ahcfinalrepe.html>

Case Studies: UNICEF and Children with Disabilities

Case Study #1: Ethiopia

UNICEF estimates that 98% of children with disabilities in Ethiopia have no access to school or vocational training. UNICEF Ethiopia and the Mobility Without Barriers Foundation have set up a joint project for children and youth with impaired mobility that takes a unique approach to the issue of access. The ability to travel is essential if young people with limited mobility—due to accidents, amputations from landmines, or polio, for example—are to have a better quality of life. Typical wheelchairs are difficult to use on the rough roads and uneven terrain found in much of Ethiopia. A new type of mobility cycle has been developed that can handle these conditions. Young people with disabilities, and their parents, are involved in manufacturing and repairing the mobility cycles. This much-needed income relieves financial pressures on the families of children with disabilities, for whom poverty is another barrier to getting education and training. And as young people with disabilities are more able to participate in the life of their communities, negative attitudes about disabilities will eventually begin to change.

UNICEF is also involved in a number of activities to prevent disabilities. It works to vaccinate children against measles, which can cause brain damage and blindness, and polio, which can cause physical disabilities. Programs to provide vitamin A help to reduce the risk of blindness. Adding iodine to salt is helping to reduce preventable forms of mental retardation. Mine risk education programs aim to enable children to avoid contact with landmines, which can kill and disable children.

For more information on UNICEF's work with children with disabilities in Ethiopia, visit:

http://www.unicef.org/ethiopia/ET_Disability_fact_sheet_Nov_06.pdf

For information on a UNICEF-supported school for children with autism in Ethiopia, visit:

http://www.unicef.org/ethiopia/ET_Feature_Joy_Nov_06.pdf

Case Studies: UNICEF and Children with Disabilities

Case Study #2: Georgia

In the former Soviet Republic of Georgia, there were few alternatives to institutionalization for children with disabilities until recently. Children with disabilities were segregated from the rest of society, with few opportunities to develop their full potential.

A UNICEF-supported project called “Inclusive Education” is changing this. The project integrates children with disabilities into preschools and elementary schools in Georgia, where they can learn alongside their non-disabled peers.

In the morning, children with disabilities meet in small groups with special education teachers. An expert group has prepared a manual for teachers working with children from the first to third grades, focusing on methods to teach mathematics and language to children with disabilities. Specialists in occupational therapy, physical therapy, language therapy and psychology work with children on a one-to-one basis. Children are also helped to develop basic life skills such as dressing themselves.

In the afternoons, they join non-disabled children in classrooms where they are able to learn and socialize. Non-disabled children are helped to overcome their stereotypes about children with disabilities by working and playing together.

The schools also provide workshops and educational materials for parents of children with disabilities, to help them understand and care for their children.

In a sign that attitudes toward children with disabilities are changing in Georgia, educational law in Georgia was implemented in 2005 to state that children with disabilities are entitled to an education that is compulsory and free, and that schools cannot discriminate on the basis of disability. UNICEF is supporting the government of Georgia with technical assistance as it changes educational policy to respect the rights of children with disabilities.

Read more about the work of UNICEF Georgia on behalf of children with disabilities at:

http://www.unicef.org/ceecis/reallives_3238.html

http://www.unicef.org/infobycountry/georgia_1817.html

Case Studies: UNICEF and Children with Disabilities

Case Study #3: Sri Lanka

One afternoon, 14-year-old Varatharaj Thinesh was idly digging in the dirt with a bottle when his hand scraped the rubber corner of an anti-personnel land mine. Thinesh could have been killed, or lost his arm. Instead, realizing that he had accidentally found a landmine, he stayed calm and called on adults to alert the police and have it safely removed.

Today, Thinesh is a child educator in a Mine Risk Education program funded by UNICEF. The program, which operates in the Jaffna and Vanni districts, uses a range of imaginative methods to reach young people with messages about how to keep themselves safe from landmines.

For example, a board game has been developed to teach about the dangers of landmines. An animated game involves children playing the role of a landmine, and other children have to demonstrate how to avoid it. Children are taught songs that carry safety messages, and posters are placed in school hallways that illustrate the dangers of landmines. Billboards, lectures and house-to-house visits help to educate parents about the risks as well.

An evaluation of the program shows that awareness of mine risks, knowledge of warning signs for landmines, and understanding of how to avoid danger was increased by the program. The evaluation also found that local communities had sympathetic and positive attitudes toward people who experienced disabling injuries caused by landmines. This is in part due to the fact that the program recruits landmine survivors as educators, who can talk personally about their experiences.

UNICEF is continuing support for this program, which is contributing to a reduction in deaths and disabling injuries from landmines.

Read more about UNICEF Sri Lanka's work on Mine Risk Education at http://www.unicef.org/srilanka/reallives_1712.htm and http://www.unicef.org/srilanka/media_1719.htm.

An evaluation of the Mine Risk Education program can be found at: http://www.unicef.org/evaldatabase/index_29565.html

Case Studies: UNICEF and Children with Disabilities

Case Study #4: Macedonia

Every child has the right to grow up in a nurturing family. Yet many children with disabilities in Macedonia are placed in institutions that are often understaffed and lacking in resources. Without adequate care that promotes their fullest possible development, many of these children live out their lives in diapers, bottle fed, and physically confined to their beds. They have no contact with their families and communities, or opportunities to socialize with other children.

UNICEF Macedonia is supporting a project to eliminate the need for children's institutions by finding them alternative care options. Wherever possible, children are returned to their biological families, and given special assistance to help them cope with the child's special needs. Where no biological family members can care for the child, foster families are being found that can care for children in a home environment. The foster families receive special training and support to be able to meet the needs of children with disabilities.

One foster mother describes her child's progress: "When he first came to the family, he wasn't able to walk, he wasn't able to eat, and he wasn't able to go to the bathroom by himself. Little by little, I taught him how to eat. He can now go to the bathroom by himself at night and he's just greatly improved overall."

UNICEF is also identifying and renovating buildings that can be used as day care centers. It is training staff to make individual education plans for each child, and to locate resources—such as physical therapy and psychological services—that the children need. The centers provide both specialized education and support for foster families that take on the challenges of raising a child with disabilities.

Read more about UNICEF's work on children and disabilities in Macedonia at

http://www.unicef.org/infobycountry/TFYRMacedonia_28532.html

http://www.unicef.org/ceecis/reallives_3047.html

http://www.unicef.org/infobycountry/fyrom_3751.html

Excerpt from Interview with Alexandra Yuster

(Alexandra Yuster is UNICEF Senior Advisor on Child Protection.)

Children with disabilities face a whole range of obstacles that societies have set up for them. First of all most services don't take into account what their needs might be, so they're less likely to be able to access education or to have health care which meets their needs.

We know that children with disabilities are in fact at greater risk, we know that they are more likely to be institutionalized, to be separated from their families and they are more vulnerable to abuse. Even their parents or others who are caring for them may feel a certain sense of frustration that may lead to abuse.

One of the most important things that UNICEF is working on is trying to promote an inclusive approach to education—trying to make sure that children with disabilities are included in the school environment and that schools environments are adapted to make sure that they are included. Some children with disabilities will require some additional special education—like children who are blind will need to learn to read Braille, children who are deaf will need to learn sign language—but that's no reason why they need to be entirely segregated from other children.

It is important to note that this is important not only for the children with disabilities, it's important for all the children. Because if we're going to fight this kind of exclusion that exists in our society, whether against people with disabilities, or people of a different race or a different ethnic background, then children need to come into contact with and understand the abilities and the contributions of all children from whatever different situation they come from.

If we ensure that children are included in school and help other children to accept that kind of diversity, then we are doing ourselves a great favor of building more accepting and, in the end, more peaceful societies.

Links between Disability and the Millennium Development Goals

“Unless disabled people are brought into the development mainstream, it will be impossible to cut poverty in half by 2015 or to give every girl and boy the chance to achieve a primary education by the same date.”

“Goals agreed to by more than 180 world leaders at the United Nations Millennium Summit in September 2000.”

(Former World Bank President James Wolfensohn, December 3, 2002)

<p>MDG 1: Eradicate extreme poverty and hunger</p>	<p>Disability and poverty are mutually reinforcing; disabled people and their families represent a substantial proportion of the poor, especially the extremely poor. The World Bank estimates that people with disabilities account for as many as one in five of the world's poorest people.</p>
<p>MDG 2: Achieve universal primary education</p>	<p>90% of children with disabilities in developing countries are not in school (UNESCO) it will be impossible to achieve this goal unless they are explicitly brought into the equation.</p>
<p>MDG 3: Promote gender equality and empower women</p>	<p>Women and girls with disabilities face a complex experience of discrimination and disadvantage. The target of eliminating gender inequality in all levels of education by 2015 will not be reached without considering disability.</p>
<p>MDG 4: Reduce child mortality</p>	<p>In the developing world mortality for disabled children under five can be as high as 80%. Early detection and follow up of childhood disability has to become a routine part of under-five primary health care if this goal is to be achieved.</p>
<p>MDG 6: Combat HIV/AIDS, malaria & other diseases</p>	<p>An international survey commissioned by the World Bank concluded that HIV/AIDS is a significant and almost wholly unrecognized problem among disabled populations worldwide. Young people with disabilities were found to be excluded from prevention and care services.</p>

CHILDREN WITH DISABILITIES

Vocabulary Words

Directions:

Read the vocabulary words you see below. Write the correct meaning of each word on the line next to it.

Compulsory
.....Fetal
.....Foster family
.....Immunization
.....Impairment
.....Inaccessible
.....Institution
.....Institutionalization
.....Mobility
.....Neural
.....Polio
.....Retardation
.....Sensor
.....Spina Bifida
.....Sporadic
.....Stigma
.....Vaccine
.....Vocational
.....