

A NETFLIX ORIGINAL DOCUMENTARY

# CRIP CAMP

A DISABILITY REVOLUTION



# CRIP CAMP EDUCATIONAL CURRICULUM

---

*We dedicate this curriculum to our friend, colleague,  
co-conspirator, and homie Stacey Milbern.*

*Stacey loved so deeply and unapologetically in ways that will remain revolutionary. Her vision of what is possible is represented in part through this curriculum. She dreamed of a world where crip wisdom is shared and honored, where interdependence is liberation, and where we all experience the freedom and body autonomy we deserve. This curriculum is here to help educate and teach, exactly what Stacey's work on this planet offered. She knew there were multiple stories to share and so many more voices and realities to lift up and we do so with her as our newest ancestor guiding our path.*

---

# WELCOME

The documentary feature CRIP CAMP marks a historic moment in mainstream representation of the disability experience. The film shares with insight, clarity, humor, and beauty the experiences of one group of disabled young people and their journey to activism and adulthood, and in so doing, provides an opportunity for all to delve into the rich and complicated history of disability activism, culture, and history.

The goal of this curriculum is to extend the knowledge and understanding of disability and of disabled people offered in the Netflix film CRIP CAMP.

Impact producers Stacey Milbern and Andraéa LaVant invited us, Drs. Bianca I. Laureano and Aiesha Turman, to imagine a curriculum grounded in an equity and justice approach to disability, one that challenges us to go beyond the expectations of inclusion and diversity. We brought together a team and the result is the curriculum you are now reading. You can learn more about the authors and collaborators below.

Our bold collective vision is to support students, educators, and families in a welcomed conversation about the **disability rights movement, power, ableism,** and **disability justice**. We hope as you read through this lesson plan you, too, may envision the possibilities in your homes, classrooms, and communities when guided by those most impacted. We hope to reach as many educators as possible who are teaching now and those who will be teaching in the future. We wish to offer an example of what is possible and to shift from diversity and inclusion to equity and power for disabled people in learning environments!

We invite you to engage with the film and through social media using the hashtag #CripCampFilm. If you use the curriculum let us know!

We are all worthy!

Bianca & Aiesha

---

# HOW TO USE THESE LESSON PLANS

## GROUNDED IN ACCESS

Accessibility was an organizing principle in the way we wrote these lesson plans. They are designed to be changed, taken apart, put back together in new ways, and generally used in ways that are useful to the people you are facilitating for. There is no one right way to learn and there is no one way to use this curriculum. We have created a learning experience for educators who may not have full content expertise, yet have strong facilitation skills, to help participants critically think and evaluate the world they live in together.

## WATCH THE FILM!

Many of the activities in the lesson plans can be done without having participants watch the complete film. Yet, facilitators will benefit from having seen the entire film. The film is rated R mainly for the use of profanity and discussion of sexuality and pleasure. We have selected specific scenes and provided the time stamp per scene for use. We have also suggested longer sections for communal viewing that may be useful for some learners. Again, trust yourself and your training as to what is likely to be best to offer your participants.

## WHERE TO BEGIN AND END?

When we began discussing the lessons for the curriculum we immediately knew we had to begin with the film as a form of media and with understanding what this form of media offers us all. That is why the media literacy lesson is the first one. This lesson offers a rich opportunity for facilitating a discussion about how our communities consume and understand media messaging in a variety of different formats. We encourage you to begin at lesson one. After that, choose the lesson plans and activities that work best for how you want your classroom and discussion to continue!

## **COMMON CORE STANDARDS AND SOCIAL EMOTIONAL LEARNING COMPETENCIES**

Each lesson has been aligned with the Common Core State Standards (CCSS) for English Language Arts & Literacy.

The Common Core State Standards in English Language Arts & Literacy provide a framework for the skills and concepts essential to college and career readiness in reading, writing, speaking, and language across multiple disciplines. These lesson plans are aligned to the Grade 11-12 Common Core standards. For more information, consult <http://www.corestandards.org/ELA-Literacy/>

Each lesson has also been aligned with Social Emotional Learning Competencies as developed by the Collaborative for Academic Social and Emotional Learning (CASEL).

These alignments can be found at the end of each lesson plan.

---

## CONTRIBUTORS

**Bianca I Laureano**, Ph.D. h.c., MA, CSES is an award-winning interdisciplinary scholar and curriculum writer. She received an honorary doctorate from the California Institute of Integral Studies May 2020 for her work in expanding racial and reproductive justice in sexuality education. Her background is in Black and Latinx sexualities, education, media justice, disability justice, and youth culture. She is a disabled queer fat femme and lead curriculum writer and director at ANTE UP! a virtual freedom school for professional development.

**Aiesha Turman**, Ph.D. is a scholar-practitioner and the director, producer, and editor of the documentary film *Black Girl Project* (2010) and Founder and Executive Director of the organization of the same name as the film, which is a leading-edge grassroots/community organization whose mission is to transform individual lives and whole communities through reclaiming, rewriting and remixing narratives. Aiesha is raising a 16-year-old child with a disability and knows first hand the systemic challenges and oppressions disabled youth and families experience.

**Kaara Kallen**, MA has worked with Bianca and Aiesha since 2015 supporting their work via editing and aligning curriculum and lesson plans to the Common Core State Standards. Kaara is an instructor at Northwestern University and a content consultant for organizations with educational, environmental, and social-justice missions. She sees both teaching and learning as fundamentally creative acts.

**Cory Silverberg**, M.Ed. has worked with Bianca and Aiesha since 2014 as a collaborator, consultant, and editor. He is the co-author (with Miriam Kaufman and Fran Odette) of *The Ultimate Guide to Sex and Disability* and has been working on a series of inclusive sex and gender books for children with Fiona Smyth. Their most recent collaboration is the ALA Stonewall Honor Book *Sex Is a Funny Word*.

**Stephon Snell** has worked with Aiesha since 2012 as an emerging graphic designer when he was a peer educator. He holds a BA in Graphic Design from Johnson and Wales University in Rhode Island and has created images and templates for various university publications and the Brooklyn Children's Museum.