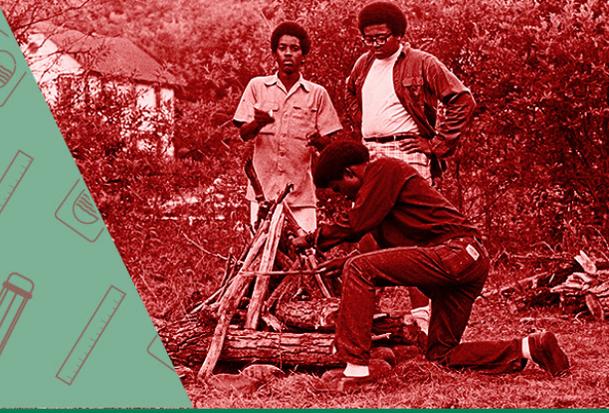


CRIP CAMP CURRICULUM



Lesson 5: Strategic Use of Power

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 solely 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, you can help by going 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 sometimes 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.

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.

Some of the activities found in Lesson 2 may be useful to revisit or include in this session; if you have used that lesson, recall for participants the discussion of power and definitions from previous lesson plans. If not, you may want to refer to that lesson before going forward.

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

Instructional Goal:

In this lesson plan participants will discuss how the strategic use of power helped the disability rights movement in the US evolve.

Learning Outcomes:

By the end of the lesson, participants will be able to:

- identify where they have personal power and where they don't
- detail the steps and choices in a strategy
- understand how strategy and power are connected
- recognize strategic uses of power in themselves and others
- determine ways that the strategic use of power helped the disability rights movement

Materials:

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

- CRIP CAMP film on YouTube: <https://youtu.be/OFS8SpwioZ4>
- Sentence Stems Reflection Handout
- Who Has The Power? Handout
- 12 Minutes of Power Worksheet
- Judy Huemann's Statement

Preparation:

Review the handouts and the film CRIP CAMP, especially the sections offered in this lesson plan. When possible, have participants watch the full film, either in a group (this could be done over two sessions) or on their own.

Activity 1: Access Check-in and Introduction to Topic (20 minutes)

The goal of this activity is to review the topic of power and offer participants an opportunity to discuss how they experience being powerful and having power taken from them.

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.

Next, introduce the topic by sharing with participants that you will continue to discuss power. Similar to other conversations that help us understand power, we are going to examine the power each of us may have and how to use it to support and collaborate instead of harm and isolate.

Have the following sentence stems on a board or available for participants to complete. You may also use the Sentence Stems Handout provided at the end of this lesson. Invite participants to complete the following sentence stems:

- I feel powerful when...
- I feel my power is taken away from me when ...
- I know I have power even if ...

Offer participants about five minutes to complete the sentence stems. Once they have completed this activity, pair them up to discuss for five minutes. When time has ended, invite them to share what it felt like to complete these sentence stems.

Suggested discussion questions include:

- What did it feel like to remember feeling powerful?
- When you remembered a time when power had been taken from you, how did you feel?
- Who are some people that give you the impression you do have power?
- Who are some people that give you the impression you do not have power?
- When you feel as if your power is being taken away, what are some ways you can take back your power?

To extend this activity (additional time needed), invite participants to turn their handout answers into a poem of three stanzas of three lines per stanza. Each line in a given stanza starts with the same sentence stem. For example the first stanza's three lines each begin with "I feel powerful when...", the second stanza's three lines each begin with "I feel my power is taken from me when..." and so on. This activity opens up the option to work with participants on poetic elements such as structure, repetition, layered meanings, and metaphor.

Activity 2: Personal Power (15 minutes)

The goal of this activity is to allow participants to list and understand the types of power they have in various situations, when and how their power may change, and how personal power means making choices.

Introduce this activity by telling participants they are going to discuss and consider personal power. Personal power refers to the power that each individual has. The power we have can change, depending on time, location, or situation.

Instruct participants that they are now going to make a list of their power. Refer to the Who Has the Power Handout provided at the end of this lesson. You may read the questions out loud and/or allow participants to work on their own, depending on what works best for your group.

Allow participants time to complete their lists of when they do have power and when they do not. To make this activity more active and tangible for multi-modal learning, invite participants to stack blocks (or erasers, or books, or anything else stackable) for each item that they have power over, so they may visualize and feel the height of the stacks demonstrating the degree to which they hold power.

After participants have completed the worksheet, offer the following group assessment questions:

- Who checked the left-hand column (I have the power) for more items?
- Who checked the right-hand column (Someone else has the power) for more items?

Next, use the following discussion questions to wrap up this activity:

- Were there any items where it was hard to choose a column? Which ones? Why?
- Were you surprised by any of your responses? If so, which one(s)? In what way were you surprised?

Participants may come up with a variety of theories and realizations about their lives and the meaning of power. One concept to ensure participants come to before leaving this activity is that having personal power means having the capacity to make choices.

Activity 3A: What Is Strategy? (25 minutes)

The goal of this activity is to offer participants an opportunity to discuss and understand the concept of strategy and how it connects to power.

Begin by sharing with participants that today you are going to discuss strategy. Invite a conversation about what they understand is a “strategy,” writing responses on the board.

You may need to define the term “strategy” for participants. Consider offering this definition: “A strategy is a careful plan to do work that will reach a goal.”

Note the pieces of the definition that are important such as “careful plan” and “goal.” Invite participants to discuss what a “careful plan” means to them. When have they had to create a careful plan? You may hear responses such as when playing a video game, when interacting with siblings, and when coloring/dying hair. Invite them to then take each example further and ask: If you were playing a video game your goal is to what? Perhaps pass the level or win the game. If you are interacting with siblings your goal is to what? Perhaps have them respect your body or personal space. Do the same with other suggestions they have offered.

The goal here is to help participants understand that a strategy is something we take time to think about, organize, and plan out to meet a goal. For example taking a test may require participants to plan ahead and find time to review their notes, review previous exams, and meet with other participants or a tutor for additional help, all to prepare for the goal of passing the course or another exam.

To help participants connect the concept of strategy to the concept of power they explored in Activity 2, have participants get into small groups and ask each group to discuss a prompt you will provide. Distribute these prompts to the small groups (one prompt per group) and ask the groups to discuss what they understand the prompt to mean and to try and come up with an example that would demonstrate the idea, or principle, in action.

Have a group spokesperson share out their ideas with the class:

- Strategy involves making choices. So does having personal power. Power and strategy are connected.
- All of our choices have consequences: good, neutral, and challenging. When choosing a strategy we can consider the impact our choices may have. This is a way of thinking about our personal power.
- The strategies we come up with are connected to the choices we feel like we have available to us. There are times when we may feel like we don't have many, or any, choices or power. But even when we don't like the options we have to choose from, the choices we make in developing a strategy are an expression of our power.
- Choosing your own safety and care is never a bad decision when it comes to strategy and power.

Activity 3B: Discovering Personal Strategies

(20 minutes)

To continue connecting the discussion about strategy to participants' own lives, invite individuals to create a step-by-step plan for making lunch, doing homework, completing household tasks, or any other activities that are relevant to them. To help them get started, briefly discuss other words they may have used to describe the experience of making a strategy. For example, instead of saying they strategize lunch, they say they make lunch, or heat lunch up, or talk with an adult about what they want to eat for lunch. All of these are examples of a strategy—of making a plan—even if we don't use that word to describe these experiences.

Have individuals partner up and share their strategy with each other, then come back to the larger group for a discussion. Ask:

- Were you surprised by a strategy your partner shared? Were you surprised by your own strategy in any way?
- What does it feel like to learn a new word for something you already do?
- How does the strategy you shared connect to your personal power?

To extend this activity (additional time needed), have pairs or groups of students create a “how-to” demonstration of a strategy of their choice. This may require materials for presentations such as software, poster board or whiteboard. Everyone must have an active role in the presentation (this can include non-speaking roles, such as demonstrating some of the actions needed).

Activity 4: Strategy and Power (45 minutes)

The goal of this activity is for participants to explore the strategic use of power by identifying examples found in the film CRIP CAMP.

Inform participants that together you are going to watch a 12-minute section of the film CRIP CAMP. If they haven't viewed any portion of the film before, offer some context by describing the film. If necessary, review Activity 3A and 3B with participants.

Highlight that the film documents important moments in the disability rights movement, and how the movement was the result of many collaborations between people who had been marginalized by mainstream culture and politics.

Tell participants that as they view the film clip they should be looking for examples of people using their own personal power in a strategic way to support others. Remind people of how strategy and power are connected, as discussed in Activity 3A and 3B. It is ok if you decide to show the 12 minutes twice for participants to view and then to make notes.

Watch the first 60 seconds of the clip, from 1:14:00–1:15:00. This clip begins with Margaret Irvine (the only Black woman with a speaking role in the film) stating that architectural barriers are what limit many disabled people from working. Judy Huemann then describes the hunger strike they went on, and Journalist Hollynn D'Lil describes how Judy approached each person, one by one, to directly ask them what they needed and would they stay overnight to occupy the building in protest.

Using the 12 Minutes of Power Worksheet, answer the following prompts as a group. More copies of the worksheet may be needed for participants.

Example of strategic use of power	Who had the power?	How did the strategic use of power offer support?
Black woman speaking her truth to reporters.	Margaret Irvine	Representing many who are never seen in the media, raising awareness of the need for greater physical access.
Initiating a hunger strike.	Those who chose to go on the hunger strike.	Making the harm that is being done to all disabled people visible, applying pressure to those in power to respond to the demands of 504 protesters. Showing disabled people are capable of doing difficult things.
Consenting to an interview to offer oral storytelling about the protesters.	Journalist Hollynn D'Lil	Creating an historical record of the struggles individuals endured while fighting for their own and other's rights.

After offering these examples, check to see if participants have any questions about the activity. When they are ready, show the 12-minute section of the film from 1:14:00-1:26:00 and ask participants to note the strategic uses of power they see, who has the power, and how that power is used to support others.

After viewing the 12-minute clip, place participants into groups of 3 to 4 to discuss what they witnessed and wrote down. Allow about 10 minutes for this activity.

After allowing time for small group sharing, bring the group together and invite participants to share some of their responses with the larger group.

Use the following discussion questions to wrap up this activity:

- What do we learn about power and how it is strategically used by watching this clip?
- What stereotypes about disabled people are challenged or destroyed?
- What were some of the consequences of people's decisions to use power?
- How and when does power shift in any direction for the activists? How do they respond?

Activity 5: Strategic Use of Power (35 minutes)

The goal of this activity is to open participants' understanding of how they may strategically use power they hold in their lives.

Remind participants of the Who Has the Power Handout. Ask them to place it in front of them and for each answer that they selected they have the power, invite them to write what they can do with that power.

For example, if they have power to decide what they eat for lunch, how can they strategically use their power to help support others?

Possible responses may include:

1. Make enough lunch for everyone if at home to help others eat
2. Share lunch with others who are hungry
3. Clean up after yourself so someone else doesn't have to
4. Ask others what they may want to eat and bring to them
5. Take a break from work and spend time with others

Invite participants to take about 10 minutes to make a list for each item on their worksheet where they identified that they have power.

Next place participants into pairs and have them discuss their lists. Offer them about 5 minutes to discuss their responses.

Bring the larger group together. Invite participants to share what they learned from their discussions with their partner. Use the following discussion questions to guide the conversation:

- What are some similarities and differences between your list and your partner's?
- How do you understand your power as being similar or different to the power shown in the film CRIP CAMP?

To end this activity, Have the entire group collectively decide on three to five strategic uses of power that could make the most important impact. Use the following discussion questions:

- What different kinds of impact do we notice on our lists (individual, group, personal, environmental)?
- Which uses of power seem most important? How do we decide that?

To wrap up this activity, invite participants to think about one way they can strategically use their power today and share it with the group.

To extend this activity (additional time needed), invite participants to write a letter to one of the people in the film who is using their power. Participants may recount what they observed and describe either a) a time they did something similar, or b) an example of something similar they'd like to do, such as: "If I were going to occupy a building to draw attention to barriers I want to overcome and help others overcome, my cause would be...". You may send the letters to Crip Camp Impact Producers who will send to the correct person. A short list of people is below and the email address is info@cripcamp.com. For notes to those who were a part of creating the film visit www.CripCamp.com and scroll down for a list of names.

Jim LeBrecht (Writer, Director, and Producer, featured at the beginning of the film and throughout)

Denise Sherer Jacobson (Camper with Cerebral Palsy married to Neil)

Neil Jacobson (Camper with Cerebral Palsy married to Denise)

Corbett O'Toole (Protester)

Dennis Billups (Protester)

Judith Huemann (Camper and Movement Organizer)

Nicole Newnham (Writer, Director, and Producer)

Sara Bolder (Producer)

Barack Obama (Executive Producer)

Michelle Obama (Executive Producer)

Activity 6: Testimony as Power (15 minutes)

The goal of this activity is for participants to consider how the words we use and the choice to speak our truth in public are forms of power.

Tell participants that you are going to replay for them clips of Judy Huemann giving testimony to Eugene Eidenberg, Philip Burton, and George Miller during the 504 sit in. Explain that the goal of watching again is to prepare them for reading and highlighting words they think are powerful in Judy's testimony.

Distribute Judy Huemann's Statement (found at the end of this lesson plan) for participants to read along.

Show the clips, which begin at 1:15:45 and 1:17:42. After viewing the clip, offer participants a few minutes to re-read the statement on the handout. Ask them to underline words they do not know or they need clarity on.

Have participants offer the words they underlined, and provide definitions for them. If you wish, invite participants to help by saying "does anyone want to try to offer a definition of this term?" Spend the amount of time you believe is needed for this part of the clarification and collective support to occur. Before moving onto the powerful words, ensure participants are clear on all terms.

Next, offer participants a few minutes to review the statement and circle any terms they believe are powerful.

Below are some terms that participants may identify as powerful, though be prepared for a variety of other terms identified:

Militancy	Harassment	Lack Of Equity
Intolerable	Separate But Equal	Across The Country
Ignited	Takeovers	Understand
Civil Rights Movement	Opress	No More Segregation

Invite participants to discuss why they identified the terms they did as powerful. Use the following discussion questions to help continue the conversation:

- What is it about the word beyond the definition that is powerful?
- Was it how the words were said?
- What is the emotion or intention about using them?
- Who is the audience?

To extend this activity (additional time needed), ask participants to each choose five of the words in the list created by the group and create a written or spoken speech, based on experience or observation, about a topic of importance to them. This can also be a partner-based activity. Post the written work around the room or have participants deliver their spoken speeches to the class.

Sentence Stems Reflection Handout

Complete each sentence stem with your answer. When you've answered all three sentences, start again. Try to have as many sentences for each stem as possible.

I feel powerful when...

I feel my power is taken away from me when...

I know I have power even if...

Who Has The Power Handout

Instructions: for each question on the left side, indicate who has the power by making an X or adding an explanation or example to the columns on the right

Question	I have the power	Someone else has the power
Who is responsible for completing your homework?		
Who is responsible for choosing the clothing you wear?		
Who is responsible for choosing when you get a haircut?		
Who is responsible for how you style or color your hair?		
Who is responsible for the food you eat for breakfast?		
Who is responsible for the food you eat for lunch?		
Who is responsible for the food you eat for dinner?		
Who decides what music you listen to in your room?		
Who decides what music you listen to when you are traveling to school?		
Who decides what music you listen to when you are with others?		
Who decides when and what you view online?		
Who decides how much money you have and when to spend it?		

12 Minutes of Power Worksheet

Instructions: You will watch a 12-minute clip from the Netflix film CRIP CAMP. Use the chart below to identify where you see a strategic use of power occurring, who has the power, and how strategic use of power supported people with disabilities.

Example of strategic use of power	Who had the power?	How did the strategic use of power offer support?

Judy Huemann's Statement

Instructions: You are to do three things.

1. Check ✓ the words that you believe Judy delivered in a powerful way, for example through her tone or pitch.
2. Underline — the words that you do not understand in the statement below.
3. Circle ○ the words you believe are powerful.

YOUNG JUDY HEUMANN:

My statement is one of militancy¹. My statement is one of support from disabled. This is the beginning of a civil rights movement...

Whether there was a Section 504....there was a Brown versus Board of Education...

[Young Judy takes a steadying breath.]

...the... [exhales heavily] the harassment... the, um, lack of equity that has been provided for disabled individuals, and that now is even being discussed by the administration, is so intolerable that I can't quite put it into words. I can tell you that every time you raise issues of separate but equal, the outrage of disabled individuals across this country...

[She swallows, struggling to remain composed.]

...is going to continue, it is going to be ignited. There will be more takeovers of buildings... until finally maybe you begin to understand our position. We will no longer allow the government to [sputters] oppress disabled individuals. We want the law enforced. We want no more segregation. We will accept no more discussion of segregation. And I would appreciate it if you would stop shaking your head in agreement when I don't think you understand what we are talking about.

[As protesters applaud, the view focuses on a man with one hand, standing toward the back of the crowd, applauding.]

¹Judy Huemann's full statement is available on Netflix.com after selecting the CRIP CAMP film and choosing "Details" from the menu of options for the film. A descriptive transcript is available for download and to read. We have edited the last sentence on this descriptive transcript of participants clapping for optimal representation and inclusion. The original descriptive transcript read: "As protesters applaud, the view focuses on a man standing toward the back of the crowd, his left arm without a hand, applauding."

Resources

Glossary

Power Over

A way of interacting with other people, places, or things where a person or group holds/has power over another person or group. The power is not shared, instead the person with more power has different experiences that give them more control, and they make all of the decisions for the group and not with the group.

Power With

A form of sharing power. Power is the capacity or ability to direct or influence the behavior of others or the course of events. When people share power to have similar outcomes and experiences they are practicing power with one another.

Strategy

A careful plan to do work that will reach a goal.

Learn More

Read

Bianca Laureano. 2019. “How Do We Hold Each Other Accountable When We Mess Up?”

Available at: <https://rb.gy/zqa7gy>

Watch

TEDx Talks. 2012. “How Studying Privilege Systems Can Strengthen Compassion’: Peggy McIntosh

at TEDxTimberlaneSchools.” Available at: <https://youtu.be/e-BY9UEewHw>

Listen

Come Through with Rebecca Carroll. 2020. Jeff Yang on the Hard Work of Allyship (Episode 6).

Available at: <https://www.wnycstudios.org/podcasts/come-through/articles/6-jeff-yang>

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.”

Self-management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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.

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.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.11-12.3

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.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.

History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.