

Class 9 - Physical Education and Well Being

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Disability Etiquettes: Respecting Everyone with Dignity

CBSE NOTES

Disability Etiquettes: Respecting Everyone with Dignity - Mastery Worksheet

Strengthen your foundation with key concepts and basic applications.



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Solve the following questions. Write your answers in the space provided.

1. Explain the principles of disability etiquette and how they foster inclusivity in a classroom setting. Provide examples of where these principles may be applied.

Hint: Think about the specific interactions you observe at school.



Solve the following questions. Write your answers in the space provided.

2. Compare and contrast the experiences of a student using a wheelchair and a student with a visual impairment during a classroom quiz, highlighting possible challenges and solutions.

Hint: Create a table to categorize challenges and corresponding solutions.



Solve the following questions. Write your answers in the space provided.

3. Discuss the STEP Model and its significance in adapting physical activities for inclusivity. Provide an example of adapting a particular sport using this model.

Hint: Consider a sport you enjoy and how it can be made more accessible.



Solve the following questions. Write your answers in the space provided.

4. In Rohan's situation, analyze the psychological aspects of helping a peer with a disability. How can Rohan approach Arjun without making him uncomfortable?

Hint: Think about ways to communicate that express empathy and respect.



Solve the following questions. Write your answers in the space provided.

5. Evaluate the role of societal attitudes towards disabilities in affecting the behavior of individuals in schools. How can education help change these attitudes?

Hint: Reflect on your own school environment and how students interact.



Solve the following questions. Write your answers in the space provided.

6. Illustrate how body language and non-verbal communication influence interactions with people who have disabilities. Provide specific examples of positive and negative behaviors.

Hint: Consider daily interactions and observe non-verbal cues.



Solve the following questions. Write your answers in the space provided.

7. Assess the importance of using correct terminology when referring to individuals with disabilities. How can language shape perceptions and interactions?

Hint: Think about terms you hear and their impact on people's feelings.



Solve the following questions. Write your answers in the space provided.

8. Analyze the importance of patience in communication with individuals who have speech difficulties. What strategies can enhance understanding during interactions?

Hint: Reflect on interactions and how time affects dialogue.

9. Propose a plan for a classroom activity that promotes awareness of disabilities among students. What materials and methods would you use?

Hint: Consider what challenges you would include and how to frame discussions afterward.



Solve the following questions. Write your answers in the space provided.

10. Discuss how playing adapted sports can enhance the social skills and confidence of students with disabilities. What outcomes do you expect?

Hint: Think about your own experiences in team settings and their effects.



Check your answers with the solutions below.

1. Explain the principles of disability etiquette and how they foster inclusivity in a classroom setting. Provide examples of where these principles may be applied.

Solution: Disability etiquette principles, such as being respectful, inclusive, and patient, create an environment where students with disabilities feel valued. In a classroom, teachers can apply these principles by ensuring that all communication is direct and respectful. For example, when introducing a new student with a disability, the teacher could invite them to share something about themselves, ensuring they are included in peer interactions.

2. Compare and contrast the experiences of a student using a wheelchair and a student with a visual impairment during a classroom quiz, highlighting possible challenges and solutions.

Solution: The student in a wheelchair may face challenges accessing certain areas of the classroom, while the visually impaired student might struggle with printed materials. Solutions include rearranging classroom seating for better access and providing materials in alternative formats. Make a comparison chart to visually represent these differences.

3. Discuss the STEP Model and its significance in adapting physical activities for inclusivity. Provide an example of adapting a particular sport using this model.

Solution: The STEP Model encourages adaptations in Space, Task, Equipment, and People to make activities inclusive. For a relay race, the space could be adjusted to a flat area; tasks could include simplifying rules; equipment might involve softer balls for easier handling; and people could be paired by skill level. This ensures all students can participate effectively.



Check your answers with the solutions below.

4. In Rohan's situation, analyze the psychological aspects of helping a peer with a disability. How can Rohan approach Arjun without making him uncomfortable?

Solution: Rohan can approach Arjun empathetically, asking if he needs assistance rather than assuming. This respects Arjun's autonomy. Additionally, Rohan's choice of language matters—he should focus on describing the actions rather than labeling Arjun's disability to minimize discomfort. This analysis reveals the emotional dynamics involved in assisting peers.

5. Evaluate the role of societal attitudes towards disabilities in affecting the behavior of individuals in schools. How can education help change these attitudes?

Solution: Societal attitudes often lead to stereotypes and stigma, which can cause students to act awkwardly around those with disabilities. Education plays a crucial role in dismantling misconceptions through inclusive curriculums that highlight the abilities of individuals with disabilities, promoting understanding and acceptance among peers. Programs that foster empathy and awareness can lead to a more supportive environment.

6. Illustrate how body language and non-verbal communication influence interactions with people who have disabilities. Provide specific examples of positive and negative behaviors.

Solution: Positive body language includes maintaining eye contact and open posture, which shows respect. Conversely, crossing arms or looking away can signal disinterest or discomfort. An example would be nodding and actively listening to a person with speech difficulties. Highlighting various expressions and gestures can help convey respect and attentiveness.



Check your answers with the solutions below.

7. Assess the importance of using correct terminology when referring to individuals with disabilities. How can language shape perceptions and interactions?

Solution: Correct terminology, such as 'person with a disability' rather than 'disabled person', humanizes individuals and reflects respect. Language impacts perceptions; derogatory terms can perpetuate stigma. Educating peers about language choices cultivates a more respectful and inclusive atmosphere in schools.

8. Analyze the importance of patience in communication with individuals who have speech difficulties. What strategies can enhance understanding during interactions?

Solution: Patience allows for clearer communication, avoiding interruptions that can frustrate individuals with speech difficulties. Strategies include encouraging the speaker to continue without finishing their sentences, providing ample wait time, and using yes/no questions to facilitate responses. These practices improve interactions and foster confidence.

9. Propose a plan for a classroom activity that promotes awareness of disabilities among students. What materials and methods would you use?

Solution: A suitable activity could involve role-playing scenarios where students must navigate tasks with certain disabilities (e.g., a blindfold for visual impairment). Materials might include scripts for scenarios, props for role-play, and discussion guides to reflect on feelings during the activity. This engagement promotes empathy and understanding.

10. Discuss how playing adapted sports can enhance the social skills and confidence of students with disabilities. What outcomes do you expect?

Solution: Playing adapted sports fosters teamwork, communication, and social interaction, helping students with disabilities build self-esteem and a sense of belonging. Expected outcomes include improved peer relationships, enhanced confidence in skills, and a greater willingness to participate in diverse social activities.



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