

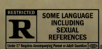
The Strategic Use of Power

FROM EXECUTIVE PRODUCERS  
**PRESIDENT BARACK OBAMA**  
AND **MICHELLE OBAMA**

A NETFLIX ORIGINAL DOCUMENTARY

# CRIP CAMP

A DISABILITY REVOLUTION



**NETFLIX** | **MAR 25**

# To the Teacher

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 oral or inviting participants to use their own technology to complete the activities if this will facilitate 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; access is a community responsibility. But as a facilitator, you can and should 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 a drink of water? Does anyone need to take medication? Who may be more comfortable lying 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?

Go around the room and have students share how their bodies and minds feel and whether they need something to make them more comfortable. As the facilitator, it can help to go first to give an example. After you finish, you may say "check," so everyone knows you are finished sharing. You may also remind participants that saying "All my access needs are met, check" is a good way to show that they have what they need to participate.

Remember 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 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 U.S. disability community. You may shift the language if you know what is generally preferred or accepted in your community; you may also choose to make this a discussion with your group.



# The Strategic Use of Power

## Enduring Understandings

- Personal power is the power that the individual has; it varies with time, location, and situation.
- A strategy is a careful plan to achieve a goal.
- People with disabilities used strategy and their personal power to achieve disability justice through the passing of Section 504 of the Rehabilitation Act of 1973.

## Essential Questions

- What is personal power?
- How is personal power related to strategy?
- What strategies did people with disabilities use to achieve fair treatment under Section 504?

## Notes to the Teacher

[Important: Before beginning this lesson, be sure to read the notes about accessibility in the “To the Teacher” section at the beginning of this guide.]

In this lesson participants will discuss how the strategic use of power helped the disability rights movement in the United States evolve. By the end of the lesson, participants will be able to identify where they have personal power and where they don’t. They will understand how strategy and power are connected and recognize strategic uses of power by themselves and others.

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 all right 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, remind participants of the discussion of power and definitions from the previous lesson. If not, you may want to refer to that lesson before going forward.

Before starting this lesson, review the handouts and the film *Crip Camp*, especially the clips used in this lesson plan. When possible, have participants watch the full film, either in a group or on their own. Make copies as needed of handouts included at the end of this lesson plan.

In Part 1 of the lesson, participants recall times when they felt that they had power and when they experienced power being taken from them. They learn that the term “personal power” refers to the power that each individual holds; this may vary depending on time, location, or situation.

Part 2 reinforces this idea of personal power and connects it to the concept of strategy; participants come to understand that a strategy is something we take time to think about, organize, and plan to meet a goal. They consider various goals and make strategic plans to accomplish them.

Watching a 12-minute clip from *Crip Camp* in Part 3, participants can see how people with disabilities used their personal power to achieve the goal of pressuring the government to pass laws that guaranteed their rights. Through protests, hunger strikes, and testimony before government bodies, they exercised the personal power they had. You may decide to show the 12-minute clip twice to give participants time to view and then to make notes.

The application of the ideas learned in Parts 1-3 takes place in Part 4, when participants consider the power that they have and brainstorm ways that they could use this power to support others in a positive way.

Finally, in the last section of the lesson, they review a clip from the film and read Judy Heumann’s testimony, identifying words that seem particularly powerful. (View Judy Heumann’s full statement by reading the film’s descriptive transcript, available at <https://assets.nflxext.com/ffe/siteui/accessibility/CripCampTranscript.htm>.)

### 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 one-self and others.



### Common Core Standards addressed by this lesson

#### **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.

## Duration of lesson

3-4 class periods

## Assessment

Class discussion

Completion of **Handouts 1-4**

## Materials needed

Video of *Crip Camp* and projector

**Handout 1: Sentence Stem Exercise about Power**

**Handout 2: Who Has the Power?**

**Handout 3: Connecting Strategy and Power**

**Handout 4: Twelve Minutes of Power**

**Handout 5: Testimony by Judy Heumann**

**Teacher Resource 1: Twelve Minutes of Power**  
(Sample Answers)

## Procedure

Part 1: Personal Power: Having It and Losing It (35 minutes)

**1.** 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.

**2.** Introduce the topic by sharing with participants that this lesson will examine the power each of us may have and the ways to use it to support and collaborate instead of to harm and isolate. Distribute **Handout 1: Sentence Stem Exercise about Power** and review the directions.

While participants are working, write the following sentence stems on the board with generous space for recording answers.

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

After about five minutes, pair participants up to discuss their answers for a few minutes. Then ask for volunteers to share some of their answers with the whole group and tell what it felt like to complete these sentence stems.

- 3.** Continue the discussion using the following questions:
- What did it feel like to remember feeling powerful?
  - When you remembered a time when power was taken from you, how did you feel?
  - Who are some people that make you feel you do have power?
  - Who are some people that make you feel you do not have power?
  - When you feel that your power is being taken away, what are some ways you can take back your power?
- 4.** Tell participants they are going to consider and discuss personal power. Explain that personal power refers to the power that each individual has. Point out that the power we have can change depending on time, location, or situation.
- 5.** Tell participants that they are going to make a list of times when they do and don't have power. Distribute **Handout 2: Who Has the Power?** and review the directions. Then read the questions out loud with time for participants to answer or allow participants to work on their own. [Optional: 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.]

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

- Who checked more items in Column 1 (I have the power) than in Column 2?
- Who checked more items in Column 2 (Someone else has the power) than in Column 1?
- 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 realizations about their lives and theories about the meaning of power. Be sure participants understand that having personal power means having the capacity to make choices.

### Extension Activity

Suggest that participants turn answers on **Handout 1** into a poem of three stanzas with 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 gives the option to work with participants on poetic elements such as structure, repetition, layered meanings, and metaphor.

### Part 2: Discovering Your Personal Power Strategy (45 minutes)

1. Tell participants that today they are going to discuss strategy and design a personal strategy to accomplish a goal. Ask them what they think the term *strategy* means, writing responses on the board. Then give them this definition: A careful plan to do work that will accomplish a goal.

2. Point out important words in the definition such as "careful plan" and "goal." Ask participants what a "careful plan" means to them. When have they had to create a careful plan? (Examples: Playing a video game, interacting with siblings, coloring/dying hair)

Develop each example they provide further by asking questions such as:

- If you are playing a video game, what is your goal? (Pass the level or win the game) Give an example of when and how you would make a careful plan.
- If you are interacting with siblings, what is your goal? (Example: Celebrate a holiday with family) How would you make a careful plan for this?

The goal here is to help participants understand that a strategy is something we take time to think about, organize, and plan 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.

3. Have participants get into small groups and distribute copies of **Handout 3: Connecting Strategy and Power**. Review the directions on the handout and then assign one prompt to each group. When you see that the groups have had enough time to work, have a group spokesperson share their ideas with the class.

4. To continue connecting the discussion about strategy to participants' own lives, ask individuals to partner up, choose a manageable goal for themselves, and create a step-by-step plan for achieving it. For example, making lunch, doing chores, completing homework, etc. (Optional: You may wish to have posterboard, a whiteboard, or software available for each person to use in presenting the strategy.)

5. Have partners share their strategies with each other, then come back to the larger group to share goals and strategies.

6. Conclude by asking the following questions:

- Were you surprised by a strategy your partner shared? Were you surprised by your own strategy in any way?
- How does the strategy you shared connect to your personal power?

### Part 3: Strategy and Power (45 minutes)

1. Tell participants that they are going to watch a 12-minute section of the film *Crip Camp*. If they haven't viewed any portion of the film before, provide some context by describing the film. Explain that the film documents important moments in the disability rights movement and shows how the movement was the result of collaboration among many people who had been marginalized by mainstream culture and politics. Tell participants to look as they watch the clip for examples of people using their own personal power in a strategic way to support others. Remind participants of how strategy and power are connected (Part 2 above).

2. Distribute **Handout 4: Twelve Minutes of Power** and review the directions. Watch the first section of the clip, from 1:13:52:00–1:14:50. This clip begins with Margaret Irvine (the only Black woman with a speaking role in the film) stating that architectural barriers are what keep many disabled people from working.

In the remainder of this section, Judy Heumann then describes the hunger strike they went on and journalist HolLynn D'Lil describes how Judy approached people, one by one, to ask them what they needed and if they would stay overnight to occupy the building in protest.

3. Ask participants to fill in the first row of **Handout 4**. Have them share their answers and check to see if participants have any questions. (**Teacher Resource 1** has sample answers, but these are not the only possible ones.) When participants are ready, continue showing the film to 1:26:19 and ask them to take notes on the strategic uses of power they see, who has the power, and how that power is used to support others. Stop the film occasionally if you sense that participants need time to write notes.

4. After viewing the approximately 12-minute clip, place participants into groups of three to four 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.

5. 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 in this clip?
- 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?

### Part 4: Strategic Use of Power (35 minutes)

1. Remind participants of **Handout 2: Who Has the Power?** Ask them to place it in front of them. For each answer for which they selected that they have the power, ask 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? Give them about 10 minutes to make a list for each item.

Possible responses:

- If at home, make enough lunch for everyone to help others eat.
- Share lunch with others who are hungry.
- Clean up after yourself so someone else doesn't have to.
- Ask others what they may want to eat and bring the food to them.
- Take a break from work and spend time with others.

**2.** Place participants into pairs and have them discuss their lists. Offer them about 5 minutes to discuss their responses. Then bring the larger group together and ask 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 to or different from the power shown in the film *Crip Camp*?

**3.** 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?

**4.** 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.

### Extension Activity

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. For example: "If I were going to occupy a building it would be for the cause of .... Some of the barriers I would have to overcome and help others overcome would be....".

You may send the letters to [info@cripcamp.com](mailto:info@cripcamp.com).

For notes to others who were a part of creating the film, visit <https://cripcamp.com/> and scroll down for a list of names.

Jim LeBrecht (Director featured at beginning of 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 (Camper and protester)

Dennis Billups (Protester)

Judith Heumann (Camper and movement organizer)

Nicole Newnham (Producer)

Sara Bolder (Producer)

Barack Obama (Executive Producer)

Michelle Obama (Executive Producer)

## Part 5: Testimony as Power (15 minutes)

**1.** Tell participants that you are going to replay for them a 90-second clip of Judy Heumann giving testimony to Eugene Eidenberg, Philip Burton, and George Miller during the Section 504 sit-in. Explain that the goal of watching this clip again is to prepare them for reading and highlighting words they think are powerful in Judy's testimony.

**2.** Distribute **Handout 5: Testimony by Judy Heumann** so that participants can read along. Show the 90-second clip, which begins at 1:18:00. 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 that need clarification.

**3.** Ask participants which words they underlined, asking volunteers to define each word; you may also provide definitions for them. Be thorough to ensure participants are clear on all terms.

**4.** Give participants a few minutes to review the statement and circle any terms they believe are powerful. (For example, militancy, harassment, lack of equity, intolerable, separate but equal, across the country, ignited, takeovers, civil rights movement, oppress, no more segregation) Ask why they identified these terms as powerful. Use the following discussion questions to continue the conversation:

- What words are especially powerful? Was it *how* the words were said?
- What is the emotional content of the words? What was Judy's intention in using them?
- Who is the audience for this testimony?

## Extension Activity

Ask participants to each choose five of the words from the list created by the group and create a letter to the editor or a speech, based on experience or observation, about a topic of importance to them, incorporating these words where appropriate. This can also be a partner-based activity. Post the written work around the room or have participants deliver their speeches to the class.

## Glossary

### Power Over

A way of interacting with other people, places, or things so that a person or group 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 the ability to make all decisions for the group, 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 and have similar outcomes and experiences, they are practicing power with one another.

### Strategy

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

## Resources to Learn More

### Read More

Laureano, Bianca. (2019). How do we hold each other accountable when we mess up? Retrieved July 5, 2020 at: <https://medium.com/@bianca.i.laureano/how-do-we-hold-each-other-accountable-when-we-mess-up-a75d4d036c11>

### Listen More

Come Through with Rebecca Carroll Episode 6, May 4, 2020: Jeff Yang on the Hard Work of Allyship. Retrieved July 5, 2020 at: <https://www.wnycstudios.org/podcasts/come-through/articles/6-jeff-yang>

### Watch More

"How Studying Privilege Systems Can Strengthen Compassion": Peggy McIntosh at TEDxTimberlane-Schools. Retrieved on July 5, 2020 at: <https://youtu.be/e-BY9UEewHw>



## Sentence Stem Exercise about Powers

**Directions:** Complete each sentence stem with your answer. When you have completed all three sentences, start again. Try to have as many responses for each stem as possible.

1. I feel powerful when....

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

3. I know I have power even if....



## Handout 2 (Strategic Use of Power)

# Who Has the Power?

**Directions:** For each question on the left, indicate who has the power by marking an X in one of the other two columns. If possible, add an explanation or example.

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 deciding 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?		



**Handout** **3** (Strategic Use of Power)

## Connecting Strategy and Power

**Directions:** With your group, read your assigned prompt carefully. Then explain what you think it means and give one or more examples of it.

Statement	Explanation	Example(s)
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 we have available to us. There are times when we may feel that we don't have many, or any, choices or power. 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.		



## Twelve Minutes of Power

**Directions:** Watch the 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 give support?



**Teacher Resource** **1** (Strategic Use of Power)

## Twelve Minutes of Power Sample Answers

Example of strategic use of power	Who had the power?	How did the strategic use of power give 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 Section 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 others' rights.



## Testimony by Judy Heumann

**Directions:** Follow along as you listen to the clip of Judy Heumann's testimony. Place a check mark on the words that you believe Judy delivered in a powerful way, for example through her tone or pitch. Underline the words that you do not understand in her statement. Circle the words you believe are powerful.

JUDY HEUMANN:

My statement is one of militancy. 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....

[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.]

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