



Teacher's Guide for

PAREIL PAS PAREIL: "ALIKE (BUT) NOT ALIKE"

for secondary schools



Secondary Teacher's Guide for *Pareil pas pareil* ("Alike; not Alike")

People with intellectual disabilities are both like and not like other people. In this short video people with intellectual disabilities speak frankly about their lives. Using related activities, this Teacher's Guide helps sensitize secondary students to the lives and contributions of people who have an intellectual disability and leads the students to grow in self-knowledge and appreciation of individual differences.

This resource responds to the agenda of provincial and territorial Ministries of Education in Canada regarding Inclusion, Diversity, Equity, and Social Responsibility. (For post-secondary level, please see the Discussion Guide for College and University programs in the Social Services, Education, and Disability Studies.) A similar kit is available in French at www.larche.ca/educaton/fr.

This Teacher's Guide can be used to meet expected learning outcomes for Canadian History, Civics/ Citizenship, Leadership/Peer Support/Guidance, Social Sciences, and Religion/Ethics. Those in other provinces will be similar.

About the *Pareil pas pareil* video: The 14 min. video features seven individuals with intellectual disabilities who live in L'Arche communities in Quebec. They speak freely, answering challenging personal questions. Their responses--often thought provoking or moving, sometimes disturbing, and sometimes profound--provide stepping stones for individual reflection and group discussion. The open-hearted way in which they respond encourages viewers to respond likewise in a spirit of honesty, openness and trust. The video is in French with easy-to-read English subtitles.

The video may be viewed continuously, but for classroom use we have divided it into 2 parts of 8 and 6 minutes: www.larche.ca/education/en.

How to use this Resource:

1. Preview the videos in this order: (a) the introductory video by videographer, Patrice Paradis, ("**Producer's Introduction**," 4 min.), (b) the *Pareil pas pareil* video, parts 1 and 2. To see the subtitles, use any internet browser except Explorer. Click on "cc" on lower right if subtitles do not appear. (c) If students

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are familiar with Jean Vanier or L'Arche, view the "**Comments on *Pareil pas pareil***" by Jean Vanier (3.25 min.). This video may be used as you begin, or at the end--to encourage the planning of next steps. See section D, Culminating Activity.

2. Look through the Supplementary Teaching Resources. You will find: the "Welcome to Holland" story (one page); Journaling worksheets; English transcript of the *Pareil* video (regular and large print versions); Learning Expectations for courses in the Ontario curriculum. Those in other provinces will be similar.

3. Look through this Teacher's Guide and select the activities best suited to your students and your teaching objectives. This Guide assumes students have had little contact with people who have intellectual disabilities or preparation with regard to the subject of disability. It provides introductory and follow-up activities to help students begin to think about their own limitations or "disabilities" and abilities. If you find this guide too basic, use the Discussion Guide for Colleges and Universities, which is also in the kit of *Pareil pas pareil* resources. Depending on your students' capacities for attention, you may wish to view only Part 1 (8 min.) or both parts of the *Pareil pas pareil* video.

4. As further preparation you may wish to use the single session *I AM...* video. Follow the process outlined in the *I AM...* Teacher's Guide. This process invariably leads students to see that they have much more in common with people with intellectual disabilities than they thought. (The *I AM...* kit exists only in English. It is available free on the Education page of larche.ca.)

Broad Expected Learnings from this resource:

- Students will learn to treat others fairly and respectfully and will learn attitudes that contribute to a safe, positive and welcoming school culture that fosters acceptance and belonging.
- Students will become more aware of the similarities they share with people who appear to be very different from them.
- Students will recognize some of the personal qualities that people who have intellectual disabilities may possess and how those who have such intellectual disabilities may contribute to society. (They will be able to recognize less tangible contributions such as patience, humour, love, understanding and peace-making.)

· Students will apply ethical reasoning and critical thinking skills to situations faced by those who have intellectual disabilities in their school and in the local and global community.

· Students will become engaged citizens, aware of the human rights of persons who have intellectual disabilities and ready to act as responsible agents of change, contributing to the overcoming of injustice and the creation of a more socially just world.

Using the Teacher's Guide:

Please note:

1. **This resource should be used after your students have come to know one another and some trust has developed.**
2. **If you have students with either physical or intellectual disabilities in your class, speak to them ahead of time about the content of the video and activities. Ask them to be part of the discussion and to help with comments. Periodically as the video is discussed, ask them to provide input.**

The activities in this Guide are designed to supplement the content of the video. Section A offers pre-viewing "Minds On" activities to introduce some of the key ideas before students view the video. After watching Part 1 (or both Parts 1 and 2 if students have sufficient attention span), teachers can choose among Activities in B and C to engage students' understanding and reflection. Section D has culminating activities. If your students view Part 2 use the E activities first and return to D to culminate.

Activities

PART A

Activity A.1 (allow 10-15 min.)

Purpose: for students to see that everyone is both like but not alike others. The A.1 starting point is the title. What might the title "Alike (but) not Alike" mean? In Activity A.2, students will begin to unpack the idea of disability by naming one or more of their own limitations, insecurities or weaknesses.

1. Ask students to find a partner. They will then make a T-Chart on a piece of paper.
2. Working with their partner, on the left column of their chart, they will list ways they are "like" their partner.

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3. On the right column, they will list some ways that they are “not alike.” Each student should have at least 2 or 3 entries in each column.
4. After 5 minutes, ensure both students in each pair have had an opportunity to write in each column on their chart. Then invite students to briefly discuss some of their responses. Here are some questions:

- (a) “What were the common responses in the ‘alike’ column? In the ‘not alike’ column? What categories can you identify in your charts?” (e.g. physical appearance, talents, likes and dislikes)
- b) “Was it easier to note down how you were alike your partner, or how you were not alike? Why do you think this was so?”

Activity A.2 (5-10 min.)

Purpose: To help students distinguish between intellectual disabilities and simply less strong areas, or insecurities or limitations.

Key Question:

“What are 2 or 3 areas in which you would like to develop or grow in as a person? (E.g. maybe you would like to be more comfortable with speaking in class or in public, or grow in interpersonal skills, or master a musical instrument or be stronger in art or athletics...)”

“I am struck by how sharing our weakness and difficulties is more nourishing to others than sharing our qualities and successes.”
—Jean Vanier

Option 1: Assign partners - Partner A and B. They will share answers to the key question with each other (30 seconds each). Ask volunteers to share some of the responses with the whole class.

Option 2: All students will receive a small piece of paper where they will write their answers anonymously. They will put their responses in a hat and the teacher will read a few responses aloud. Make note of any common answers.

For Class Reflection and Discussion

Would you consider these limitations or areas where you’d like to grow to be intellectual disabilities? Why or why not?

- **Now, watch the “Producer’s Introduction” (4 min.), in which Patrice Paradis, the videographer, speaks about making *Pareil pas Pareil*.** If time permits, you may wish to, invite the students to respond to the following questions about this short video by sharing with an elbow partner:

Patrice Paradis gives a description of L’Arche. What is L’Arche? How did it evolve?

Where, in our school or in our society, have I witnessed people with an intellectual disability having a voice? Do I have a relationship with someone who has an intellectual disability—in my class? In my family? Where am I giving them an opportunity to have a voice and to witness to what they are living? Do I know a little bit about their story? OR: Is there someone with some kind of disability whom I can commit to trying to get to know?

- Why did they choose the title “Alike (but) not Alike”?
- **Now prepare the students briefly to view the *Pareil pas pareil* video.** Ensure that students understand the translation of the video’s title—“Alike (but) not Alike, or “the Same (but) not the Same.” Let them know that the video is in black and white, and that they will need to read the English subtitles. **Ensure the subtitles will be visible.** You may want to give them an assignment related to the video before they watch it.
 - **Watch *Pareil pas pareil*, Part 1 (8 min.). If class attention span is high, follow immediately with Part 2 (6 min.), or work with Part 1 only.**
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Part B

Activity B.1 (15 min)

Purpose: As students watch Part 1, they may begin to think critically about what it means to have an intellectual disability. The following activities and reflection questions can guide their thinking and promote further inquiry.

Key Questions:

“What struck you about the video in general?”

“What struck you about the responses of the individual people in the video?”

Option 1: In the large group, invite the student to share their responses to the key questions (above).

Option 2: Since students have been sitting for a while, do a Walk & Talk activity to answer the questions. Ask students to pair up and walk slowly around the room while they discuss their responses to the questions. This allows for physical movement while also engaging their thinking. Allow at least 1-2 minutes for discussion. Regroup and ask a few volunteers to share some responses.

Option 3: Print enough copies of the Journaling Worksheets (in the Teaching Resources document) to give each student or each pair of students a copy, and invite them to fill in the bubbles beside the pictures of the cast members.

Activity B.2 What is it, to have a disability?

With the whole class, discuss the theme of disability. The point is to help students think about this subject. There is no need to come up with firm answers.

In the video, you met people who live in L'Arche. L'Arche communities welcome people who have a diagnosis of an intellectual disability. Some may also have a physical disability. Of course, many people who have a physical disability do not have an intellectual disability, but others may misjudge them. Some people with a physical disability are brilliant. Can you think of some people in this latter category? (Students might mention Stephen Hawking or some of the Paralympians.)

Use the prompts below:

1. "How do you 'know' (or, what makes you think) that someone has an intellectual disability?"
2. "What characteristics would you associate with people having an intellectual disability?"
3. "Do you always know that someone has an intellectual disability when you first meet them?"

Possible responses include:

Visible characteristics

Speech

Movement

Learning: processing information

Some intellectual disabilities do not show in the person's physical appearance and may not show in other ways at first.

For Reflection

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- a) What is an intellectual disability? (How is it different from a weakness or a limitation that anyone might experience?)
- b) Are we all disabled in some ways?
- c) We all have limitations that we might call “intellectual disabilities,” but some people have limitations that mean they cannot survive long, or not at all well, on their own. They need practical help with daily living. (L’Arche welcomes such people.)

Activity B.3

Have students independently read the one-page story “Welcome to Holland” by Emily Perl Kingsley (in the Teaching Resources). Please note that it is copyright. This story may also be found at: <http://www.our-kids.org/Archives/Holland.html> . Suggested questions:

1. How did you react when you read the story “Welcome to Holland”? Was it a new perspective for you?
2. What do people in the video say about learning that they have a disability? (It was difficult... I came to accept it... I can do some things...Everyone is different...I feel normal. I would like to live at the same level as others.)
3. How do they seem to feel when they mention their abilities? (E.g. We see Paul bringing pleasure to others with his music; David says he helps others, Gisèle smiles as she says she is capable of learning some things, Vincent smiles as he mentions having a girlfriend.)

Note: In L’Arche it is often noted that “Every person is a leader at the point of their gift.” While it may be disappointing to discover that one has intellectual disabilities in certain areas, the discovery that one also has abilities can be empowering.

Optional: Watch a short video of a parent’s testimony about having a child with Down syndrome and how it has been a blessing for them.

Links:

<https://youtu.be/i62sRbeW0VA>

<https://youtu.be/Ju-q4OnBtNU>



Part C

Usage note: The word “quality” can be a neutral word but in the video (and in French), the word “quality” refers to positive qualities.

Purpose: The activities in Part C invite students to think critically about personal qualities that are important to them.

Activity C.1

Key Question: What personal qualities are important?

1. In Part 1 of the video, the members of the cast mention some of their personal qualities. What personal qualities do they say they have? List the qualities on the board or chart paper.

'Quality' Definition:

- a characteristic, innate or acquired, that, in some particular, determines the nature and behaviour of a person

From dictionary.com

ii) What other qualities do you think they display? List these also on the board or chart paper. Students can add to these as the lesson progresses.

(Possible answers for qualities that the cast members display include: honesty, caring, patience, acceptance, living from the heart, appreciating their parents, spirituality, maturity in attitudes towards themselves and in their opinions about

relationships, and confidence in speaking in front of the camera. They could also include shyness or indecisiveness or gratefulness.)

Activity C.2

Key Question: If you yourself could develop ONE personal quality in large measure—perhaps so that you were known for this quality--what quality would you choose?

1. Snowball Activity: Students will write the quality they chose on a piece of paper, **form it into a “snowball,”** and then toss it into the air.

2. Have students move around the room and pick up one snowball (not their own), and read aloud the quality written on it. Proceed to # 3 (below).

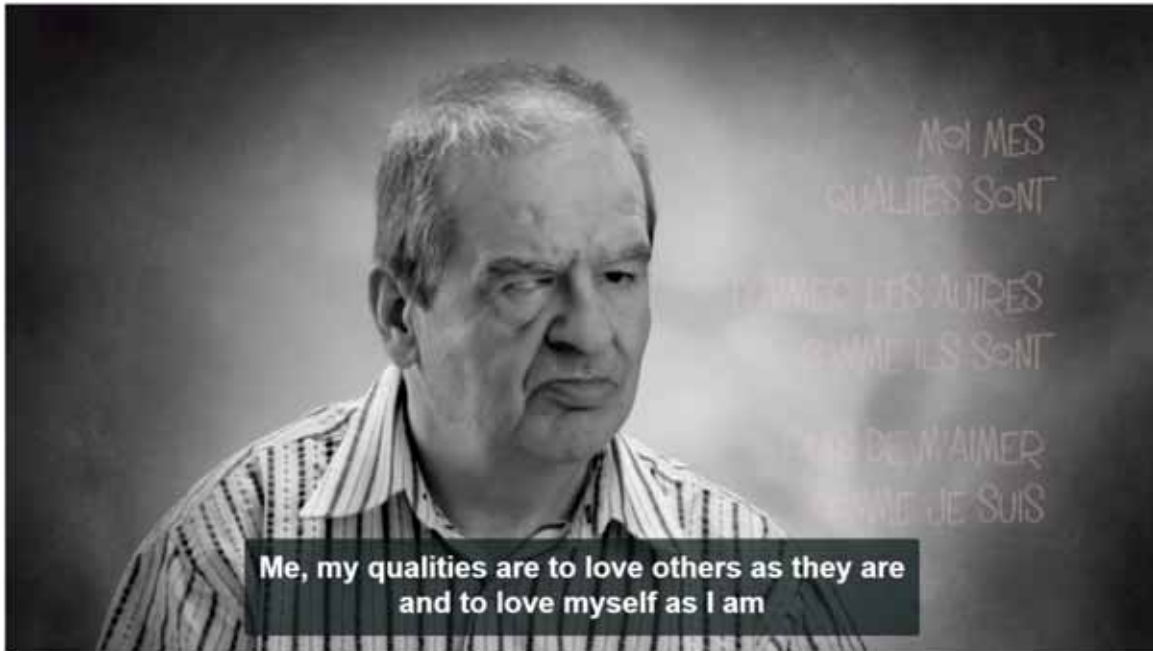
3. Four Corners Activity: Create 4 signs, each with one of the bulleted categories below, and place these in 4 corners of the room.

- Physical qualities
- Inner qualities (e.g. kindness, other virtues...)
- Talents (singing, sports, etc.)
- Other

Have students walk to the corner that they believe best fits the quality they have on the snowball that they picked up. Students will remain in their corners as they reflect on the following questions:

For Reflection:

- a) Were you surprised about a quality you read on the snowball you picked up? Why?
- b) Why do you think quality category (1, 2, 3 or 4) was the most popular category? **OR** Why do you think the groups are even?
- c) Is there a corner that is more important (or better) than the others in your opinion? If so, why is it better or more important?
- d) What are the similarities and differences between the qualities that you and your classmates chose for your snowballs, and the qualities that the people in the video mentioned?



4. Paul says, “Me, my qualities are to love others as they are, and to love myself as I am.”

- What kind of quality does Paul mention? Or, which corner would it fit into? (Inner qualities)
- Is it important that Paul named this quality? Why? Important in what way? And to whom? Explain your answer. What does it tell us about him?
- Were you surprised that Paul named this quality of loving others and himself? Why or why not?)

Do Activity C.3 OR Activity C.4

Activity C.3

To emphasize the importance of inner qualities, teachers may invite students to complete the following **Affirmation Activity**, which focuses on naming positive inner qualities they see in their classmates.

“Each one of us, with our bodies, our minds, and our hearts, is beautiful.”

-Jean Vanier

Note: This exercise assumes trust and maturity on the part of the students. It will be suitable only in classes where students have come to know one another. Some coaching may be needed. E.g. Sometimes when we say negative things about another person we are showing our own insecurities.

Option 1: Students will anonymously write a quality on a post-it note for each of their peers. They will go around and post it on their classmates' desks (or their backs). *Remind students that it is easy to see the more visible qualities, such as being good at sports or public speaking. Challenge them to think more deeply and to come up with some of the more hidden or inner qualities of their classmates.*

Option 2: Each student will have a piece of paper on their backs where other students will write the qualities they identify with that person.

Option 3: Papers with each student's names will be circulated around the room and everyone will write down the qualities they see in this student on these papers.

For Reflection after this exercise:

- a) Are you surprised about any of the qualities that your classmates named for you? Will this exercise change how you see and value yourself?
- b) Is there a particular quality that was named for you that you want to cultivate more?

Activity C. 4

Summing up the learnings from Part 1 of the video

In the video, the cast members named the following as qualities that they recognize in themselves: **kind, loving, helpful, capable of overcoming difficulties, persevering, accepting of reality including "down" moments, intelligent--cultivating the simple moments, joyful, polite, strong, able to stop and reflect (able to ask him or herself, "Why I am running, or performing?"), caring for others, giving others pleasure, being a good friend, offering a nice smile."**

(Students may also refer to the qualities that were listed previously on the board or chart paper.)

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1. "What qualities do you have in common with members of the cast?"
2. "What qualities in your classmates do you recognize as the same as those of some of the cast members?"

Activity C. 5

Discuss in pairs and in the class as a whole:

1. What is the main message of this video?
2. Has the video changed how you will value and respect others, especially those with intellectual disabilities, or how you feel you *should* value and respect them? In what ways?

*"It is always the most fragile among us
who are the closest to their humanity,
to their suffering,
and to their need to be loved.
It is they who show the rest of us
the way to live in truth and in love.
-Jean Vanier*

Part D Culminating Activity

(Do here if the class is not viewing Part 2 of the video. Otherwise, do this activity after viewing Part 2 and working with some of the questions in Part E .)

Purpose: Students have shared their thoughts about the video and, through the activities, they have thought about inclusiveness, respect, and the true value of a person. The next step is to communicate their learning to other audiences. Part D will allow students to put into practice what they have learned, and it also will prompt them to inquire further into issues related to disability.

Key Questions:

- a) Will the *Pareil pas pareil* video influence how you see or interact (or whether you interact) with individuals who have a disability when you encounter them in public? In what ways? And why?
- b) What are some ways you can educate others about what you learned today? (E.g. Don't ignore people who have intellectual disabilities. Interact with them. Model being respectful. Become a Best Buddy or big brother or peer friend to a student with a disability.) Share your plan of action with your class, or your school community.

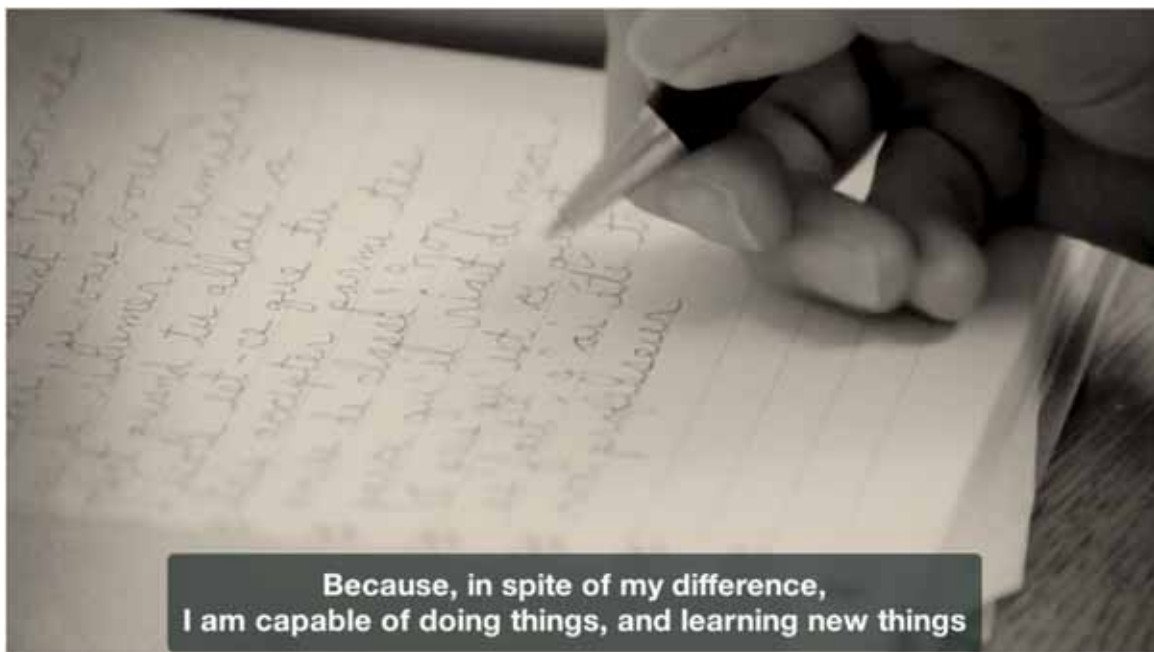
At this point you may wish to show Jean Vanier's short video "Comments on Pareil pas Pareil" (3.25 min). As the videographer explains in his Producer's Introduction, Jean Vanier is the founder of L'Arche. Draw the students'

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attention to what Vanier says about people who have few or no words (like Raphael) but who communicate a great deal through their body.

Activity D:

Choose an interest or strength that you have—e.g. music, games, drama, writing, video/tech--and create a performance or a product that will address the issue of inclusion and belonging. (You might write a children’s storybook about inclusion, create a video in which students with intellectual disabilities are profiled as leaders, or create a mime or drama that shows inclusion and belonging.)



PART E

View *Pareil pas Pareil*, Part 2 (6 min.)

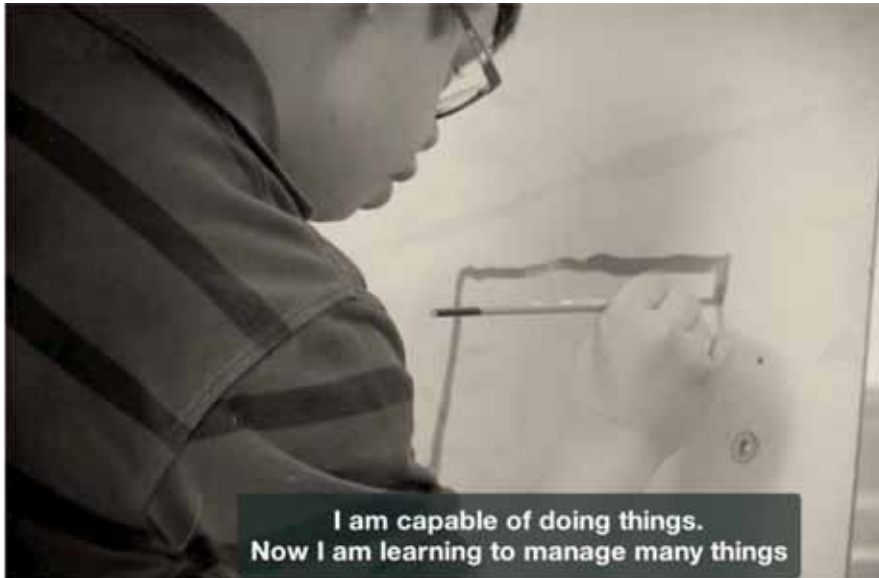
(The content of Part 2 of the video is similar to Part 1 but goes deeper.)

Questions for Discussion or Personal Reflection:

1. What do you think seems to make the individuals in this part of the video feel valued?" (E.g. They have a sense of their own dignity, self-knowledge, value of their work, the interviewer assumes they can answer difficult questions.)

2. What do you think has helped them to find wisdom? (Does facing difficulties honestly lead to wisdom?)

3. How are their philosophies about life similar to or different from yours?



4. Analysing an Interview Question:

In this segment, the cast members were asked: *“For parents who have a child with a disability, do you think that they can be happy?”*

- a) How do you feel about this question? Is it a fair question to ask someone identified as having a disability? Why or why not?
- b) From their responses, what did you learn about the sense of self and dignity that the cast members have?

5. What stayed with you of the cast members’ comments about conflicts and war?

- a) Do they display wisdom in what they say?
- b) To what extent would you agree or disagree with their comments?

6. On a scale for maturity of 1 to 10 where 10 is the highest level, where would you place these individuals based on what they say in the video? Note to teacher: You may want to use the Journaling Worksheets in the Teacher Resources section to help students recall the seven people in the video.

7. Are there ways in which knowing the cast members through the video may influence how you react when facing difficulties?

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8. Going deeper:

- a) Everyone suffers at times. What are some ways that the people in the video have suffered?
- b) Do they seem defeated by their suffering?
- c) Why or why not, do you think?

For private reflection or to share with others only if you wish: What are some ways that you have suffered or are suffering now? Are there any ways in which your suffering is similar to that of someone in the video?

9. Transparency is a quality we usually value in people. (Define this word for the students if necessary). Watch the whole video a second time with a view to noticing the facial expressions of some of the cast members. How do their faces change to show joy or pride or frustration or sadness as they speak about various topics? What does other expressions do they show? Use the Journaling Worksheets (in the Teaching Resources document) to note your observations.

10. Emmanuel says at the end of Part 2 that what really matters is that we can all sit around a table enjoying a meal together.

- a) Why do you think he says this?
- b) Is he right?
- c) Sharing a meal is a common symbol of unity among many peoples of the world. Why do you think this is so?

Return to the Culminating Activity (D) at the end of the questions on Part 1.

“Every child, every person needs to know that they are a source of joy; every child, every person, needs to be celebrated. Only when all of our weaknesses are accepted as part of our humanity can our negative, broken self-images be transformed.” — Jean Vanier