

# LIVING WITH DISABILITIES

Engelsk B/A

Lærervejledning



Med støtte fra  
Udenrigsministeriets  
Oplysningspulje

**OPERATION**   
**DAGSVÆRK**  
DANMARKS GLOBALE ELEVBEVEGELSE



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# INTRODUKTION TIL LÆRERVEJLEDNINGEN

## Kære lærer,

Du sidder med Operation Dagsværks undervisningsmateriale "Living with Disabilities". Materialet er produceret i forbindelse med Operation Dagsværks oplysningskampagne om unge med handicap i Uganda 2019. Der er blevet produceret tre undervisningsmaterialer, der ser nærmere på det at leve med et handicap, med forskellige faglige vinkler i fagene engelsk, idræt og samfundsfag.

Denne lærervejledning giver dig øvelser, materialer, inspiration eller hele den færdige pakke til et undervisningsforløb i engelsk kvit og frit. Lærervejledningen er bygget op som en færdig forløbsplan. Læs mere herunder om det kernestof, som materialet dækker, og hvor du kan finde de øvrige materialer, der er henvist til i lærervejledningen.

## FORMÅL OG KERNESTOF

Formålet med Operation Dagsværks undervisningsmateriale er at kunne give eleverne undervisning i globale problemstillinger og viden om, hvilke forhold der er gældende uden for Danmarks grænser. Det skal give eleverne kompetencer til at kunne agere som bevidste og aktive medborgere lokalt og internationalt. Det sker alt sammen gennem at sætte et globalt perspektiv på det stof, der allerede undervises i på gymnasiale uddannelser.

Vi har i dette forløb arbejdet med følgende krav til kernestoffet fra Undervisningsministeriet i STX, engelsk B:

- Udtale, ordforråd og idiomer
- Et genremæssigt udvalg af nyere ikkefiktionelle tekster
- Tekstanalytiske begreber og metoder til analyse af fiktionelle og ikkefiktionelle tekster
- Historiske og aktuelle forhold i andre engelsksprogede regioner

## HANDICAP I FOKUS

15 % af verdens befolkning lever med et eller flere handicap – dvs. mere end en milliard mennesker. 80 % lever i udviklingslande, hvor de oftest udgør en særligt sårbar gruppe af befolkningen. Mennesker med handicap oplever social og fysisk isolation, større fattigdom og ringere retsbeskyttelse. At leve med et handicap er mange steder forbundet med tabuer og mytanedelse, som bidrager til en øget marginalisering. Derfor støtter vi i år handicaporganisationer i

Uganda, som arbejder for at sikre rettigheder og lige muligheder for alle – ud fra grundprincippet i Verdensmålene “leave no one behind”. De vil opsøge og motivere unge med handicap, som ellers står uden for uddannelse og jobmarkedet, og udbrede forståelsen for livet med handicap blandt de unges familier og i lokalsamfundet. Derudover vil unge med handicap trænes i livsfærdigheder, hvor de får selvtillid og tro på egne styrker.

Formålet med alle tre undervisningsforløb er derfor at øge elevernes viden om det at have et handicap og dermed forhåbentlig være med til at bekæmpe de fordomme, som mennesker med handicap møder i hverdagen. Håbet er, at en øget inklusion vil fremme trivslen for mennesker med handicap og gøre, at flere føler sig mindre marginaliserede i samfundet.

Derved vil Danmark komme et lille skridt tættere på at opfylde Verdensmålene, og det samme vil Uganda, hvis dette års projekt har den ønskede effekt.

## UNDERVISNINGSFORLØBETS OPBYGNING

Forløbet er bygget op af fire moduler på 90 minutter. Hvert modul har sit eget fokuspunkt, som tager udgangspunkt i det overordnede tema “Living with Disabilities”.

Det er muligt at tilpasse forløbet til både A-, B-niveau.

Forløbet kan med fordel bruges som supplement til et andet forløb eller afvikles som en temadag. Hver lektion er opbygget omkring følgende struktur: introduktion og formål, lektier, materialer og gennemgang af lektionen.

## UNDERVISNINGSRUMMET

I undervisningsrummet på Operation Dagsværks hjemmeside, [od.dk](http://od.dk), kan du finde og downloade lærervejledning og undervisningshæfte. I undervisningshæftet findes alle de tekster, arbejdsopgaver og links, som eleverne skal bruge i undervisningen. Når der i denne lærervejledning er henvist til nogle af disse, vil eleverne kunne finde det i undervisningshæftet. Kapitlerne i undervisningshæftet har samme navne som lektionerne i lærervejledningen, og de relevante tekster, videoer og arbejdsopgaver til lektionen vil stå under det tilhørende kapitel i undervisningshæftet. Alle tekster, links og videoer kan også findes som separate filer og links i undervisningsrummet.

### VERDENSMÅLENE I OPERATION DAGSVÆRK

I dette forløb berøres  
følgende verdensmål:





# LEKTION 1: NOT YOUR INSPIRATION

## INTRODUKTION

Eleverne skal i denne lektion arbejde med og forstå mundtlige engelske tekster. De skal derudover arbejde med den retoriske analyse og analysere og fortolke talen I'm not your inspiration, thank you very much af Stella Young med anvendelse af korrekt faglig terminologi. Formålet med 1. lektion er at introducere eleverne til emnet "Living with Disabilities" og at nedbryde stereotyper, myter og fordomme om mennesker med handicap.

## LEKTIER

- Bilag 1: Rhetorical Analysis (eleverne skal læse og forstå det retoriske analyseark hjemme)

## MATERIALER

- Common Myths and Misconceptions About Disability ([link her](#))
- Bilag 1: Rhetorical Analysis
- TED Talk – I'm not your inspiration, thank you very much af Stella Young ([link her](#)) (eleverne kan også vælge, at læse talen. Klik da på "Transcript" under videoen i linket)

## GENNEMGANG AF LEKTIONEN

- 10 min.:** Lektionen starter med en hurtigskrivningsøvelse. Eleverne noterer det, som de/vi forbinder med ordet handicap. (Things you/we associate with disabilities).
- 15 min.:** Eleverne læser Common Myths and Misconceptions About Disability og taler herefter kort med sidemanden om, hvor de selv har oplevet nogle af disse stereotyper og myter. (Eleverne øver her engelsk sprog via samtale).
- 10 min.:** Læreren forklarer og svarer på spørgsmål om den retoriske analysemodel.
- 10 min.:** Eleverne ser herefter TED Talken I'm not your inspiration, thank you very much af Stella Young. Eleverne noterer undervejs begreber, som omhandler det semantiske felt "disabilities".
- 5 min.:** Eleverne taler kort med sidemanden om, hvorfor ordene har en forbindelse til det semantiske felt "disabilities".
- 40 min.:** Eleverne laver en retorisk analyse af talen I'm not your inspiration, thank you very much og svarer på tilhørende arbejdsspørgsmål. Eleverne løser opgaven i grupper a 3-4 personer (eleverne kan bruge arbejdsspørgsmålene som hjælp). (Den retoriske analyse gennemgås i næste lektion).

## ARBEJDSSPØRGSMÅL TIL:

### HURTIGSKRIVNINGSOVÆLSE

- Spend the next five minutes writing down what you/we associate with disability.

### COMMON MYTHS AND MISCONCEPTIONS ABOUT DISABILITY

- Have you experienced some of these stereotypes yourself? Where?

### DEN RETORISKE ANALYSE AF TED TALK

- What is the speech about? Make a short summary.
- What is the main subject/topic?
- Under what circumstances does the speech take place?
- Who is the primary and secondary audience?
- What is the purpose of the speech?
- Who is the speaker?
- What is the thesis statement/main argument?
- Which rhetorical devices and techniques does the speaker use in order to move people toward his or her desired purpose? Give examples.
- What is the function or purpose of these devices?
- How well do the devices and techniques accomplish the goal?
- Does the speaker use the triangle of appeal? (Ethos, logos, pathos). Give examples.
- How do the appeals and rhetorical devices help the speaker achieve his or her purpose?
- Does any of these strategies fail?
- Does the speaker manage to convince the audience? Why, why not?

### TED TALK – I'M NOT YOUR INSPIRATION, THANK YOU VERY MUCH

- In your own words, describe the term stereotype.
- Do you think that inspirational porn is stereotyping people with disabilities? Why, why not? Explain your answer.
- Why do you think that Stella Young feels objectified?
- Does she have a reason to feel objectified? Explain your answer.
- Do you see people with disabilities as inspirational? Why, why not?
- Has this talk changed your view on people with disabilities? Explain your answer.



# LEKTION 2: DISABILITY RHETORIC

## INTRODUKTION

Eleverne skal i denne lektion øve sig i at forstå skrevne og mundtlige tekster og at udtrykke sig sammenhængende i præsentation, diskussion og samtale på engelsk. De skal herunder formulere og gøre rede for egne og andres synspunkter. Formålet med 2. lektion er at belyse og skabe debat om retorikken omkring mennesker med handicap og på den måde få eleverne til at tænke over, hvordan de selv omtaler mennesker med handicap.

## LEKTIER

- Den retoriske analyse fra sidste lektion laves færdig hjemme
- Den ene halvdel af eleverne læser en holdning med positivt syn på programserien *The Undateables*: My thoughts on "The Undateables" af Carrie Aimes: ([link her](#))
- Den anden halvdel af eleverne læser en holdning med negativt syn på programserien *The Undateables*: The Undateables – Problematic Show or Innocent Fun? af Shona Louise ([link her](#))

## MATERIALER

- We need more than goodwill when we write about disability – Paul Chadwick ([link her](#))
- *The Undateables*. Se uddrag af et af følgende programmer, eller find selv et relevant klip. Det vigtigste er, at eleverne får en fornemmelse af, hvad programmet er
  - *The Undateables, season 10, episode 4 (første 10 min.)* ([link her](#))
  - *The Undateables, season 3, episode 2 (første 10 min.)* ([link her](#))
  - *The Undateables, season 3, episode 4 (første 10 min.)* ([link her](#))
- My thoughts on *The Undateables* (positivt syn på *The Undateables*) ([link her](#))
- *The Undateables – Problematic Show or Innocent Fun?* (negativt syn på *The Undateables*) ([link her](#))

## GENNEMGANG AF LEKTIONEN

- 10 min.:** Eleverne gennemgår den retoriske analyse fra sidste lektion i grupper a fire personer (nye grupper). (Gennemgangen foregår på engelsk, og alle elever skal sige noget).
- 10 min.:** De vigtigste pointer gennemgås i plenum, og der skrives fælles noter på tavlen.
- 15 min.:** Eleverne skal herefter læse og forstå *We need more than goodwill when we write about disability* og svare på tilhørende arbejdsspørgsmål.



- 13 min.:** Herefter ser eleverne et uddrag af programserien The Undateables (00:00-11:38).
- 22 min.:** Den ene halvdel af eleverne forbereder argumenter for programserien og især titlen The Undateables. Den anden halvdel af klassen forbereder argumenter imod. Klassen deles herefter op i grupper (5-7 personer pr. gruppe).
- 15 min.:** Der findes én ordstyrer pr. gruppe. Eleverne præsenterer nu argumenter for og imod programserien The Undateables, og der diskuteres herefter. (Eleverne kan bruge lektien som inspiration, men kan også udtrykke egne holdninger og synspunkter).
- 5 min.:** Hurtigskrivningsøvelsen fra 1. lektion tages op igen. Eleverne noterer og taler med sidemanden omkring inputs fra TED Talk og The Undateables.

## ARBEJDSSPØRGSMÅL TIL:

### WE NEED MORE THAN GOODWILL WHEN WE WRITE ABOUT DISABILITY BY PAUL CHADWICK

- In your own words, describe the terms stigmatization and discrimination.
- Why do you think it is important to use correct disability rhetoric?
- Explain the differences and the meaning of the following phrases:
  - *The young man is disabled.*
  - *The young man has a disability.*
- Discuss how the two phrases each describes the young man.
- Do you think that the rhetoric about people with disabilities can serve to stigmatize and discriminate?
- Have you thought about how you refer to people with disabilities?

### DISKUSSIONSØVELSE OM THE UNDATEABLES

- Prepare arguments for the title of the program series The Undateables.
- Prepare arguments against the title of the program series The Undateables.
- Consider whether it is okay to make a program for people with disabilities only.



# LEKTION 3: LIVING WITH DISABILITIES IN UGANDA

## INTRODUKTION

Eleverne skal i denne lektion øve sig på at forstå mundtlige tekster og samtaler i form af podcasts og film. Derudover skal de læse og forstå artiklen Living with Disabilities in Uganda af Susan Majek og Med Ssenooba og gøre rede for synspunkter om livet med handicap i Uganda. Eleverne skal perspektivere både skrevne og mundtlige tekster kulturelt og samfundsmæssigt. Målet med lektionen er at give eleverne indsigt i, hvordan livet som ung med et handicap i Uganda er.

## LEKTIER

- Eleverne skal læse om Uganda på The Commonwealth ([link her](#))
- Eleverne skal undersøge, hvad Uganda er for et land, og skrive vigtige og interessante pointer ned. Eleverne kan læse om society, economy, constitutions and politics, history and travel ved at vælge kategorierne ude i højre side af websiden

## MATERIALER

- Living with Disabilities in Uganda ([link her](#))
- Podcasts fra Uganda (kan findes i undervisningsrummet på od.dk)
- Film fra Uganda (kan findes i undervisningsrummet på od.dk)

## GENNEMGANG AF LEKTIONEN

- 10 min.:** Eleverne finder sammen to og to og opsummerer dagens lektie.
- 30 min.:** Herefter læser eleverne (i samme grupper) Living with Disabilities in Uganda højt for hinanden. (Eleverne øver sig på udtale). Den elev, som ikke læser højt, skriver vigtige pointer ned undervejs. Eleverne skriver ud fra pointerne et referat af teksten på 125 ord. (Eleverne øver sig til skriftlig eksamen).
- 30 min.:** Herefter deles klassen op i fire grupper. Hver gruppe skal høre en podcast eller se en film om unge med handicap i Uganda og besvare tilhørende arbejdsspørgsmål.
- 15 min.:** Eleverne deles op i matrixgrupper, hvor der fremlægges for hinanden. Læreren går rundt imellem grupperne.
- 5 min.:** Eleverne reflekterer over, hvordan de selv kan være med til at skabe et mere positivt syn på unge med handicap i Uganda og generelt.

## ARBEJDSSPØRGSMÅL TIL:

### LEKTIE

- Summarize and share the important and interesting points and facts from the homework.

### LIVING WITH DISABILITIES IN UGANDA

- In your own words, write down Med Ssenkooba's main points in each of the different passages:
  - *Passage 1: Who is Med Ssenkooba?*
  - *Passage 2: The realities of PWD in Africa*
  - *Passage 3: Current African disability trends*
  - *Passage 4: Effects of wars on PWD in Uganda*
  - *Passage 5: On the horizon*
- Based on your notes from the different passages above, write a short summary (125 words).

### PODCAST/FILM

- According to the case persons, how does society view young people with disabilities in Uganda?
- What are the social and physical barriers that the case persons' face?
- Have the case persons faced any prejudices or myths? Give examples.
- Have the case persons faced discrimination? Give examples.
- Do you think that people with disabilities in Uganda have the same opportunities as people with disabilities in Denmark? Explain your answer.

### REFLEKSION/DISKUSION

- How can you make a positive impact on people with disabilities in Uganda and in general? Write down your answer/answers.



# LEKTION 4: ACCESSIBILITY

## INTRODUKTION

Eleverne skal i denne lektion arbejde med tilgængeligheden på deres egen skole. De skal herunder orientere sig i engelsksproget stof og udøve kildekritik og dokumentere brugen af forskellige informationskilder. Eleverne skal derudover udarbejde og vurdere forslag til innovative løsninger på de tilgængelighedsproblemer, som de finder på skolen.

## LEKTIER

- Eleverne skal læse listen om tilgængelighed - Important things to be aware of when examining availability (bilag 2)

## MATERIALER

- Liste med tilgængelighed - Important things to be aware of when examining availability (bilag 2)

## GENNEMGANG AF LEKTIONEN

OBS: Eleverne skal i denne lektion huske ikke kun at have fokus på fysisk tilgængelighed, men også på social tilgængelighed.

- 5 min.:** Eleverne undersøger, hvad tilgængelighed er, og skriver definitionen ned.
- 5 min.:** Lektionen starter med en refleksionsøvelse. Eleverne skal tale med sidemanden om, hvilke tilgængelighedsudfordringer (fysiske og sociale) de selv møder i hverdagen. (Øvelsen foregår på engelsk).
- 25 min.:** Eleverne deles op i grupper. Hver gruppe får tildelt et handicap (f.eks. kørestolsbruger, blind eller person med autisme – men eleverne må gerne selv vælge, hvilket handicap de har lyst til at arbejde med). Eleverne skal undersøge, hvilke tilgængelighedsudfordringer en person med det specifikke handicap kan have. Herefter skal eleverne undersøge skolens tilgængelighed i forhold til det handicap, de har undersøgt. (Her kan tilgængelighedslisten bruges som inspiration).
- 30 min.:** Eleverne skal herefter udarbejde og vurdere et forslag til en innovativ løsning på de tilgængelighedsproblemer, som de finder på skolen. De skal herunder vurdere fordele og ulemper ved netop deres innovative løsning, samt hvordan eventuelle ulemper kan løses. Derudover skal eleverne lave en kort præsentation af de generelle udfordringer, som mennesker med det handicap, de har undersøgt, har.
- 20 min.:** Eleverne præsenterer udfordringerne ved handicappet og det innovative forslag i plenum.
- 5 min.:** Eleverne finder i fællesskab det bedste forslag.

## ARBEJDSSPØRGSMÅL TIL:

### REFLEKSIONSØVELSE

- Do you meet any challenges in your everyday life? Which ones?
- How do you overcome these challenges?
- Which challenges do you think people with disabilities face in their everyday life?

### UNDERSØGELSE AF SKOLENS TILGÆNGELIGHED

- Compare your school's availability. Focus on the disability that you have been assigned.
- Prepare a short presentation about the accessibility challenges that people with the assigned disability in general and often face.
- Prepare and evaluate a proposal for an innovative solution to the accessibility problems on your school.
- Evaluate the advantages and disadvantages of your innovative proposals.
- Present the challenges and the innovative proposal in class.
- Find the best proposal.

### SIDSTE REFLEKSIONSØVELSE

- What can you do yourself in order to improve the availability on your school?



# LITTERATURLISTE

## ARTIKLER

Common Myths and Misconceptions About Disability . Udgivet af Together We Rock . Internet-adresse: <http://www.markwynn.com/wp-content/uploads/Common-Myths-and-Misconceptions-about-Disability.pdf> - Besøgt d. 27.04.2019

My thoughts on The Undateables. Udgivet af Muscular Dystrophy UK. Internetadresse: <https://www.muscular dystrophyuk.org/blog/my-thoughts-on-the-undateables/> - Besøgt d. 27.04.2019

THE UNDATEABLES | PROBLEMATIC SHOW OR INNOCENT FUN?. Udgivet af Shona Louise. Internetadresse: <http://www.shonalouise.com/2017/01/the-undateables-problematic-show-or.html> - Besøgt d. 27.04.2019

We need more than goodwill when we write about disability. Udgivet af The Guardian . Internetadresse: <https://www.theguardian.com/commentisfree/2018/aug/05/goodwill-disability-discrimination-physical-mental-illness-language> - Besøgt d. 27.04.2019

Living with Disabilities in Uganda. Udgivet af Wordpress.org. Internetadresse: <https://www.wordpress.org/Africa/3779.cfm> - Besøgt d. 27.04.2019

## INTERNET

Glossary of Rhetorical Devices . Udgivet af Middleton High School . Internetadresse: [http://www.middletonhs.org/ourpages/auto/2011/4/27/67158926/rhetorical\\_devices\\_glossary.doc](http://www.middletonhs.org/ourpages/auto/2011/4/27/67158926/rhetorical_devices_glossary.doc) - Besøgt d. 27.04.2019

Uganda . Udgivet af The Commonwealth . Internetadresse: <http://thecommonwealth.org/our-member-countries/uganda> - Besøgt d. 27.04.2019

TILGÆNDELIGT BYGGERI GENERELT - ET OVERBLIK. Udgivet af STATENS BYGGEFORSKNINGS-INSTITUT. <https://sbi.dk/anvisninger/Tilknyttede%20dokumenter/Anv250/Tilgaengeligt-byggeri-generelt-et-overblik-anvisning-250.pdf> - Besøgt d. 27.04.2019

## FILM

I'm not your inspiration, thank you very much . Udgivet af TED. Internetadresse: [https://www.ted.com/talks/stella\\_young\\_i\\_m\\_not\\_your\\_inspiration\\_thank\\_you\\_very\\_much](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much) - Besøgt d. 27.04.2019

FizzyGamer CZ. , : The Undateables S10E04 Daniel, Lily and Rhys - The Undateables Season 10 Episode 4. 07.02.2019. Internetadresse: <https://www.youtube.com/watch?v=vFh5Qn3BdrA> - Besøgt d. 27.04.2019

Nathan Daniels. , : The Undateables S03E02 John Ruth and Zoe. 20.10.2017. Internetadresse: <https://www.youtube.com/watch?v=9F6lrJvbfmw> - Besøgt d. 27.04.2019

Nathan Daniels. , : The Undateables S03E04 Revisit Sam Shaine Richard and Justin. 20.10.2017. Internetadresse: <https://www.youtube.com/watch?v=rEvDf0vWoks> - Besøgt d. 27.04.2019

## **PRODUCERET AF OPERATION DAGSVÆRK**

Kampagnofilm & podcast. Operation Dagsværk. Produceret inden skolestart 2019.



# BILAG 1 - RHETORICAL ANALYSIS

## THE SOAPS MODEL:

### S = SUBJECT/GENERAL TOPIC:

- What is the speech about?
- What is the topic, content and ideas?

### O = OCCASION:

- What is the time and place?
- Under what circumstances does the speech take place?

### A = AUDIENCE:

- Who is the speech directed toward?
- Who is the primary and secondary audience?

### P = PURPOSE:

- What is the general reason behind the speech?

### S = SPEAKER:

- Who is the speaker?
- What do you know about the speaker?

## RHETORICAL TRIANGLE (THE APPEALS):

### ETHOS = ETHICAL APPEALS:

This is one corner of the “rhetorical triangle”. In persuasion, this is the “ethical” appeal. It is created through devices (such as quotes from experts, personal credentials, establishment of common ground, avoidance of logical fallacies) to create this ethical appeal. A writer aims to make a reader trust him/her by creating ethos. (See logos and pathos.)

Rely on the speaker’s credibility and character in the garnering of approval. The speaker’s character or qualifications usually qualify as ethos.

### LOGOS = LOGICAL APPEALS:

This is one corner of the “rhetorical triangle”. In persuasion, this is the “logical” appeal. It is created through devices (such as facts, statistics, quotes from experts, refutation, and deductive and inductive reasoning) to create this logical appeal. (See pathos and ethos.) This creates a logical argument. Logos or logical appeals use reason to make an argument.



## **PATHOS = PATHETIC APPEALS:**

This is one corner of the “rhetorical triangle”. In persuasion, this is the “emotional” appeal. It is created through devices (such as anecdote and image) to create this emotional appeal. (See logos and ethos.) This creates an emotional argument.

Pathos or pathetic appeals seek to evoke emotion in order to gain approval and to engage the audience emotionally.

## **GLOSSARY OF RHETORICAL DEVICES**

**ALLUSION:** (Rhetorical Device): A reference to a person, event, or place in history, religious texts, or literature. For example: “The Garden of Eden” is an allusion to the place in Genesis and often symbolizes perfection. It is used to connect ideas to literary or historical ideas, often to emphasize the validity of the idea.

**ANALOGY:** (Rhetorical Device): Uses comparison to develop an idea. Unlike metaphor and simile, it looks for “like” things to compare. It is used to illustrate or develop something hard to describe.

**ANAPHORA:** (Rhetorical Device): The repetition of the first few words in a series of sentences. Martin Luther King Jr.’s speech I Have a Dream is an example of this. It creates emphasis and rhythm for a piece of writing.

**ANECDOTE:** (Rhetorical Device): A very short story (usually a paragraph) used to illustrate a point. Usually contains action & dialogue and is longer than an example. Often used in expository essays to develop an idea. Used in persuasive essays as one method of developing pathos. It can also be used as a “hook” to draw a reader into a story.

**CLICHE:** A dead metaphor. For example: Love is like a rose. It can be used ironically, but is typically avoided by good writers.

**CONNOTATION:** The implied or “contextual” meaning of a word. (See denotation.)

**DEDUCTIVE REASONING:** In persuasion, this is a “logical” reasoning process that starts with general claims and then moves to specific instances to prove those claims. For example: Drag racing is harmful; last week a police officer was killed by drag racers. (See inductive reasoning.) This is used to argue logically.

**DENOTATION:** The dictionary definition of a word. (See connotation.)

**DICTION:** (Rhetorical Device): Word choice. Choice of words is one way in which to establish ethos in persuasion. Diction develops tone and style.

**EXAMPLE:** (Rhetorical Device): An example proves or develops your thesis. In expository



essays, it helps us understand a concept. In persuasion, it's used as "evidence" to prove a point. Example is typically shorter than an anecdote – one or two sentences as opposed to a paragraph (it also doesn't contain any scene material such as action or dialogue). This can create interest or emotion in a reader.

**EXTENDED METAPHOR:** (Rhetorical Device): A metaphor that is extended and used throughout an essay. You return to it multiple times and use it to develop your thesis. This can work like analogy to teach, or it can create humor, sarcasm, or tone.

**FIGURATIVE LANGUAGE:** These devices deviate from the standard meaning of words in order to create a special effect. Metaphor, simile, and personification are the most common forms. See metaphor, simile, personification.

**HOOK:** (Rhetorical Device created through other devices): This device is created through the use of other devices such as anecdotes, quotes, startling fact, shocking statement, etc. Used to draw a reader into your essay.

**IMAGE:** (Rhetorical Device): Anything that can be related to with one of the five senses. If you can smell it, touch it, taste it, see it, or hear it, it's an image. Image connects a reader to an idea because it is a physical thing. It can be used to create emotion in a reader as well.

**INDUCTIVE REASONING:** In persuasion, this is a "logical" reasoning process that uses specific facts to arrive at general principals. For example: If drag racing drivers end up in accidents, then drag racing is harmful. (See deductive reasoning.) This is used to argue logically.

**LOGICAL FALLACIES:** Problems in logical argument. Include: "hasty generalizations", "non sequiturs", "false analogies", "either-or fallacies", "bandwagon appeals", etc. An author may use these to try and unfairly convince a reader of something.

**METAPHOR:** (Rhetorical Device): The comparison of two or more unlike things. This is a direct comparison and creates a "transformation". For example: She is an aspen, slim in the wind. The "tenor" is "she" or the woman being described, and the vehicle is the "aspen" – the image used to describe the tenor. Metaphor aims to change our understanding of something by comparing it to something unexpected. You can transform an idea or thing with a comparison. For example, if I said "he is black ice" then I am suggesting he is dangerous and you may not see him coming. Metaphor is stronger than simile.

**PERSONIFICATION:** (Rhetorical Device): The act of giving human attributes to inanimate objects. For example: The rock wept for weeks following the storm. This is used to help a reader identify with an inanimate object.

**POINT OF VIEW & VIEWPOINT:** In narratives, you choose 1st (I, we), 2nd (you) or 3rd (he,

she, it, they) for your point of view. You also choose a “viewpoint character”. Who is telling this narrative? Point of view can be used to sympathize with one side, to create distance, or to create closeness.

**PRIMARY SOURCE:** In Research: This is taking information from someone directly involved. For example, interviewing someone at the scene of an accident who saw it happen, or who was in the accident. (See secondary source.) This can be used to develop an idea or argument.

**REFUTING THE OPPONENT:** (Rhetorical Device created through other devices): In Persuasion: This directly addresses arguments for the other side, and then refutes, or proves them wrong, inadequate, etc. This is created through the use of facts, quotes from experts, examples, etc. This is used to logically argue.

**REPETITION:** (Rhetorical Device): The repeated use of a word. Used for emphasis or rhythm.

**RHETORICAL MODE:** A method of organization for an essay; Narration, Description, Cause and Effect, Example and Illustration, Process Analysis, Definition, Comparison and Contrast, Classification and Division, Persuasion. An author chooses his/her mode to develop his/her purpose.

**SIMILE:** (Rhetorical Device): A comparison of two or more unlike things using a comparative word such as “like” or “as”. For example: She is as slim as an aspen tree. Simile aims to change our understanding of something by comparing it to something unexpected. You can create new “qualities” for an idea or thing with a comparison. For example, if I said “he is slick as black ice” then I am suggesting he is dangerous and you may not see him coming. I have created new qualities for him.

**SYMBOL:** (Rhetorical Device): An image that represents a large or abstract idea. For example, the World Trade Center Towers symbolize America’s vulnerability. Symbol is used to develop and represent an idea using an image.

**tone:** The writer’s position toward the subject matter. For example, if I were arguing against oil drilling, my tone would reflect my position on the matter. Tone is typically created through diction, but image or figurative language can create tone too. Tone helps us understand the writer’s stance on an issue.

**VERBAL IRONY:** A statement which express the opposite meaning from what is literally stated. For example: “This is a nice day!” spoken during a hail storm. This is used to create sarcasm or humor.

*Dele af denne analysemodel er lavet af Middleton High School*



## BILAG 2 - IMPORTANT THINGS TO BE AWARE OF WHEN EXAMINING AVAILABILITY

- Can the place be used equally by everyone?
- Is the building easy to reach?
- Is there a clear delineation between sidewalk, bike lane and road?
- Is the coating smooth and solid? Is the area around the school accessible for all?
- Is the building level free?
- Are escape routes available for everyone?
- Are the stairs ensuring and available for everyone?
- Do the lifts have the required functions? Is there enough space for a wheelchair?
- Is there enough space in the shared access roads and common areas?
- Is it clearly marked where common roads are?
- Is the information about the building understandable?
- Is there level free access to all rooms?
- Is the temperature good?
- Is the air quality good?
- Are there good acoustics?
- Are the lighting conditions good?
- Are there adequate toilet stalls in the right places?
- Are there seats for wheelchair users?
- Can vending machines and equipment be used by everyone?
- Is the work environment accessible?
- Is it possible to sit in peace and quiet and immerse?
- Are there wheelchair friendly ramps?
- Is it possible for wheelchair users and people with limited mobility to get around?

*Denne liste er lavet med inspiration fra Statens Byggeforskningsinstitut - Tilgængeligt byggeri generelt - Et overblik*

