AND THEN SOMETHING CHANGED
TEACHING TOOLKIT

AUSTRALIAN CHILDREN'S
TELEVISION FOUNDATION

ABOUT THE FILM

Eight-year-old Louis wakes up to what he thinks is going to be just another normal school day, but something has changed. Gone are the motorised backpacks, electric stairs, self-dressing clothes and elevating floors that Louis relies on. In this film we discover what it's like to be a child with Achondroplasia, a form of dwarfism, and what it's like to navigate a world that isn't built for you. Portraying a realistic and un-sensationalised representation of a 'day in the life' of Louis – through his reflections – explores a present-day world where accessibility is still an issue.

And Then Something Changed was one of three short children's films commissioned to premiere in the DisRupted series on the 2019 International Day of People with Disability. The film was recognised with the 2020 MIPCOM Diversify TV Excellence Award for 'Representation of Diversity in Kids Programming'.

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USING THIS RESOURCE

The *And Then Something Changed* Teaching Toolkit will support Year 3–6 teachers and students to explore themes from the short film, with learning tasks related to disability, inclusion, accessibility and media representation.

The collaborative tasks in this resource encourage students to think critically and creatively about the film. Relevant Australian Curriculum learning areas and general capabilities include Critical and Creative Thinking, English, Ethical Understanding, Health and Physical Education, Media Arts, Personal and Social Capability and Visual Arts.

Before viewing And Then Something Changed or using this resource, teachers may choose to remind students about the importance of always engaging in respectful, kind and inclusive dialogue. Establishing shared expectations for classroom conversations will enable all students - including children with disability - to respond to the film and learn from each other in a safe and supportive environment.

LEARNING TASKS

TASK 1: ACCESSIBILITY

Clip 1: 00:15 – 05:09

Louis has a genetic condition called Achondroplasia. It is one of 400 types of dwarfism. This means he is of short stature, therefore he has shorter legs and shorter arms. In this clip, Louis wakes up for what should be just another normal school day, but he finds that the world around him has become inaccessible. The audience sees Louis navigating environments that do not accommodate his needs: barriers at both home and school make his morning routine difficult, frustrating and exhausting.

After viewing the above clip as a class, ask students to 'turn and talk' to a partner about Louis' morning. Have students briefly identify and discuss the tasks that posed challenges for Louis. Did they learn anything new by viewing this clip?

Returning to a class discussion, ask students what Louis might have meant when he said that 'nothing is working'. The bed, stairs, floor, car, school gate, school bag and school shelf are not 'working' in the way he expects them to be. How could these objects be changed to better accommodate Louis' needs? Why is it important for all children be able to participate equally in society?

Have students work with their previous partner to creatively improve one of these objects, making it more accessible for people of short stature. After generating ideas and agreeing on their new design and its functions, students could then communicate their ideas through labelled drawings, writing or modelling.

If time permits (or in a subsequent class), students could watch the following clip to see the design solutions imagined by the filmmakers. How did their designs compare to those in the film? What were the differences, similarities and benefits of the various designs? Which option would be most effective?

Clip 2: 14:10 – 16:36

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Explore situations using creative thinking strategies to propose a range of alternatives		Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	
Design and Technologies	Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)		Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)	
English	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
Personal and Social Capability	Identify the various communities to which they belong and what they can do to make a difference		Identify a community need or problem and consider ways to take action to address it	

TASK 2: ACCESS VALLEY

Clip 1: 04:43 – 07:12

In this clip, the audience learns that Louis and Max collaboratively play a worldbuilding game called Access Valley outside of school. Exhausted and uncomfortable during class – partly because of a school chair not designed for his body type – Louis begins daydreaming about possible improvements for their online world.

In a class discussion, ask students whether they play any similar video games themselves, such as Minecraft. If so, what do they like best about these games? What might Louis and Max enjoy about Access Valley? What are the benefits of collaborating in a game? Can students infer a possible meaning behind the name Access Valley?

Based on the footage in this clip (and/or the additional clips listed below), challenge students to design and produce a promotional poster for the Access Valley video game. Working individually or in pairs, students should incorporate key aspects of the game in their illustrations. These digital, hand drawn, or mixed media posters could include a game logo, images and perhaps a slogan. (You could pause the film at 12:05 to share the existing logo.) To inform their designs, students could reflect on their own favourite games or research promotional material for other games online.

After completing their posters, students could share their work in a gallery walk. They could explain their design choices in a note to be displayed alongside the posters, with students providing feedback for each other on sticky notes.

Clip 2: 10:27 – 11:19

Clip 3: 12:05 – 14:06

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Expand on known ideas to create new and imaginative combinations		Combine ideas in a variety of ways and from a range of sources to create new possibilities	
English	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	Create literary texts that explore students' own experiences and imagining (ACELT1607)	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
Visual Arts	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)		Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)	

TASK 3: BEING INCLUSIVE

Clip 1: 08:20 – 09:08

Louis' classmates are arguing about who should retrieve their ball from over the school fence. The group weighs up individuals' different abilities and fears in their decision-making, but Louis is overlooked in the conversation. When Max suggests Louis for the task, a classmate decides that he is 'too small'.

After viewing this clip, guide students in examining the interactions between characters. Most children were asked if they would retrieve the ball, but Louis was not addressed directly. Instead, assumptions were made about his ability to complete the task. Why is this problematic? How do you think Louis felt after this exchange? How might his classmate have felt? What impact could this have had on their relationship?

Clip 2: 19:17 – 19:56

Louis' classmates are arguing about who should retrieve their ball from over the school fence. The group weighs up individuals' different abilities and fears in their decision-making, but Louis is overlooked in the conversation. When Max suggests Louis for the task, a classmate decides – on Louis' behalf – that he is 'too small'.

Challenge students to reflect on what 'being inclusive' sounds like in their own communities. Provide students with speech bubble sticky notes, or alternatively ask them to draw speech bubbles on a sheet of paper. In each bubble, ask students to write a word, phrase or question that demonstrates inclusivity in a school context. Their work could be added to a class anchor chart and referred to throughout the year.

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
English	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
Ethical Understanding	Discuss actions taken in a range of contexts that include an ethical dimension		Explain what constitutes an ethically better or worse outcome and how it might be accomplished	
Health and Physical Education	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)		Practise skills to establish and manage relationships (ACPPS055)	
Personal and Social Capability	Describe factors that contribute to positive relationships, including with people at school and in their community		Identify the differences between positive and negative relationships and ways of managing these	

TASK 4: INCLUSIVE TECHNOLOGIES

Clip: 14:07 – 16:37

People with disability have the right to be fully participating citizens in the world. The technologies depicted in this clip transform Louis' home and school environments so that he can fully participate in society, is recognised as equal to others, and retains his independence.

After viewing this clip, discuss the importance of accessibility with the class. How did the technologies in this clip improve Louis' day at school? How does it look and feel when all students have equal opportunities to learn and achieve?

Allocate students into small groups, asking them to brainstorm and record a list of real-life assistive technologies aimed at improving equity and supporting individuals' independence. Students may have seen some of these technologies first-hand at home or in the classroom, such as communication apps for non-verbal students, or audio descriptions on children's television programs. Before their discussion, highlight for students that 'technologies' are not always digital – this term could also refer to simple tools like pencil grips.

Ask groups to share their thinking and record their suggestions on the board or an anchor chart. Are there any technologies missing from the list? Can students imagine any other tools or devices would make school more accessible for children with disability? Do students use any of these technologies by choice, such as using closed captions when they do not have a hearing impairment? How does the technology benefit them?

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Pose questions to expand their knowledge about the world		Pose questions to clarify and interpret information and probe for causes and consequences	
English	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
Ethical Understanding	Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes		Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	
Personal and Social Capability	Identify the various communities to which they belong and what they can do to make a difference		Identify a community need or problem and consider ways to take action to address it	

TASK 5: HEALTHY, SAFE AND ACTIVE SCHOOLS
Clip: 14:07 – 16:37

And Then Something Changed depicts two contrasting versions of 'a day in the life' of Louis. After portraying the present-day world, where accessibility is still an issue, the film then shows how Louis' life would be different if society better accommodated the needs of people with achondroplasia. Reflecting on his 'dream', Louis asks his friends, 'Do you ever get confused about what's real?'

After watching the above clip (or the entire film if time permits), have students write an imaginative short story about a typical school day in their own lives. This piece should be anchored but also incorporate creative changes that would make the classroom or playground more accessible, active or enjoyable for themselves or peers. (These might include new inventions, changes to the physical environment, or changes in school rules, attitudes or expectations.)

Invite volunteers to share excerpts from their writing. What inspired the changes included in their writing? How would these adjustments improve the school experience for themselves or peers? Were any improvements suggested more than once? Could any of these suggestions realistically be implemented to improve schools? If so, how could students take action on this issue?

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Expand on known ideas to create new and imaginative combinations		Combine ideas in a variety of ways and from a range of sources to create new possibilities	
English	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	Create literary texts that explore students' own experiences and imagining (ACELT1607)	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
Ethical Understanding	Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes		Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	
Health and Physical Education	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)		Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	

TASK 6: MARGINALISATION

Clip: 16:38 – 18:25

Before viewing this clip, introduce or revisit the word 'marginalisation' in a class discussion. What is marginalisation? Who does it affect? What impacts can it have? Clarify students' understanding of this concept and record a co-constructed definition on the board or an anchor chart.

In the clip, Louis defines marginalisation as: 'Not allowing a group of people an active voice, identity or place in society'. He identifies people with disability as a marginalised group, saying that: 'Houses, schools and jobs weren't built to include them. They were left out of society.'

View the clip as a class and discuss, adding students' responses and questions to the board. Then split the class into small groups and pose the following open-ended question for students to consider in a Socratic discussion:

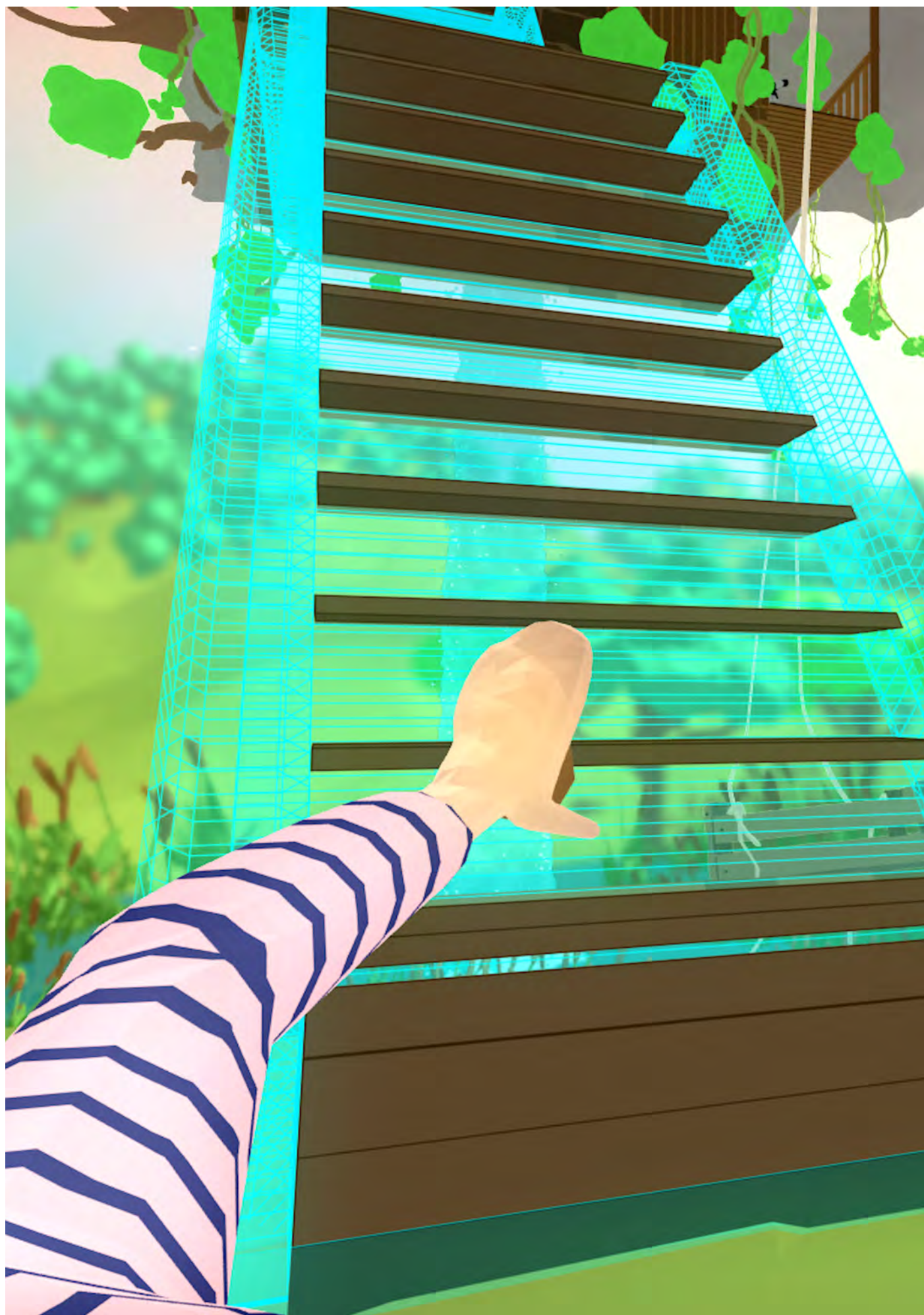What do you think about marginalisation in our community?

This strategy involves promotes higher order thinking and allows for multiple perspectives to be shared and examined in a collaborative way. Have students sit in a circle and encourage all group members to participate equally. Using the notes on the board as support if needed, students then respond to the provided question. If students are unfamiliar with Socratic discussions, you may also like to provide sentence starters to guide their conversation. For example:

- My point of view is that...
- I agree / disagree with that because...
- I would like to add to that by saying...
- Can you clarify what you mean by...?

Following this discussion, have students take part in a written or verbal self-reflection. Points to consider may include students' own contributions to the conversation, whether the dialogue changed their thinking on the topic, or possible actions to support marginalised groups.

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Reflect on, explain and check the processes used to come to conclusions		Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	
English	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
Ethical Understanding	Identify ethical concepts, such as equality, respect and connectedness, and describe some of theirattributes		Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	
Personal and Social Capability	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)		Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)	

TASK 7: CLASS PRESENTATIONS

Clip: 17:05 – 18:25

Throughout the film, students in Louis' class deliver a series of oral presentations on the topic of marginalisation. Ruby speaks about recent progress on gender equality within Australia, while Louis speaks about disability and accessibility.

Before viewing the above clip, facilitate a class discussion about successful oral presentations. Which factors contribute to an engaging and effective presentation? Have students consider the content of the presentation and its structure, timing and pacing, calming strategies, posture, gestures, eye contact, voice and visual aids. Students' responses could be recorded on an anchor chart titled 'Preparing for successful presentations' for future reference.

Ask students to focus on Louis' oral presentation skills as they watch this clip and then critique his presentation afterwards. What did Louis do well? Is there anything he could he improve? Why do you think he included a cat picture in the presentation and was it effective?

Louis is the only student in his class with achondroplasia. Why is it valuable for Louis' teacher and peers to hear his unique perspective on marginalisation? Do you think his explanation will help others to better understand the issue?

Following this discussion, the class could collaboratively compose a rubric for assessing future oral presentations. This tool will give students clear expectations for public speaking and help to achieve success.

If time permits, students could apply this knowledge by individually planning, rehearsing and/or delivering their own short oral presentations on marginalisation or another topic of interest.

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Transfer and apply information in one setting to enrich another		Apply knowledge gained from one context to another unrelated context and identify new meaning	
English	Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)
Personal and Social Capability	Discuss the value of diverse perspectives and describe a point of view that is different from their own		Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	

TASK 8: CHANGE

Clip: 17:05 – 18:25

Highlighting changing perceptions about disability over time, Louis asks his peers: 'Did you know if I was born 4,000 years ago, the Egyptians would have thought of me as a god? And then something changed.'

The dialogue in Louis' presentation scene is explicitly about change, but what other changes are referred to or implied throughout the film. Do any characters change or grow throughout the film? Will the audience change after viewing this film? Has students' own thinking change? In which ways could society continue to change for the better?

After viewing this clip (or the entire film if time permits), have small groups of students analyse the theme of change throughout the film. Encourage students to identify and record specific examples from the text to support their thinking.

Invite groups to share and discuss their work with the wider class. Did group members all identify the same examples, or had they noticed different aspects of the film? How did the diverse perspectives in each group help students to achieve this task? Can students recall other texts in which the theme of change is important?

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Identify main ideas and select and clarify information from a range of sources		Identify and clarify relevant information and prioritise ideas	
English	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
Personal and Social Capability	Describe characteristics of cooperative behaviour and identify evidence of these in group activities		Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	

TASK 9: MEDIA REPRESENTATION

Clip: 16:04 – 19:56

After viewing the above clip (or the whole film if time permits), give each student a slip of paper and ask them to anonymously write one message they took away from the film. This could include something students learnt, a scene they enjoyed or something they were left wondering about.

Review and critically analyse these messages as a class, highlighting for students the learnings that relate to representation of disability or accessibility. Ask students to identify any common themes in their peers' responses. Which strategies might the filmmakers have used to position the audience and elicit these responses? (For example, the narrative point of view, or dialogue and gestures intended to persuade viewers or build empathy.)

The following questions could be provided to prompt further discussion:

· Did Louis' experiences teach you anything about disability, accessibility or inclusion?
· Can the media influence or change societal attitudes about disability? If so, how?
· Why does accurate and positive media representation of people with disability matter?
· How might negative stereotypes about people with disability impact individuals' opportunities at school, in employment and in wider society?

To further explore representations of disability in the media, students could keep a week-long viewing log in which they record any instances of real people or fictional characters with disability. The class could later discuss whether disability was adequately represented on screen, whether these representations accurately portrayed the diversity of people with disability and their situations, and what societal implications this might have.

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
Critical and Creative Thinking	Transfer and apply information in one setting to enrich another		Apply knowledge gained from one context to another unrelated context and identify new meaning	
English	Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Analyse strategies authors use to influence readers (ACELY1801)
Ethical Understanding	Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others		Evaluate the consequences of actions in familiar and hypothetical scenarios	
Health and Physical Education	Discuss and interpret health information and messages in the media and internet (ACPPS039)		Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	
Media Arts	Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)		Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)	

TASK 10: SOCIAL MODEL OF DISABILITY

The themes and messages in *And Then Something Changed* align with the social model of disability. As opposed to the medical model of disability, which sees disability as a medical problem to be 'fixed', the social model sees disability as resulting from environmental barriers. Louis addresses this issue in his presentation: 'People with disabilities were treated like they weren't even human. Houses, schools and jobs weren't built to include them. They were left out of society.'

This social model of disability highlights that people with disability have a right to be fully participating citizens in society – citizens who are equal with others. People with Disability Australia, a national disability rights, advocacy and representative organisation, explains: "The social model perspective does not deny the reality of impairment nor its impact on the individual. However, it does challenge the physical, attitudinal, communication and social environment to accommodate impairment as an expected incident of human diversity" (see Additional Resources). The social model emphasises society's responsibility to make changes that accommodate people with disability – the onus to adapt does not fall to individuals with impairments.

After viewing the film or a series of clips, consider exploring the above concepts with students. In a group discussion, ask the class to reflect on accessibility for people with disability in their own communities. What are some accessibility improvements at school or in their own neighbourhoods, such as ramps, handrails or tactile paving? Can students think of any further ways to accommodate the needs of people with disability? How might this film change the audience's understandings about disability, accessibility and inclusion? Was this the filmmakers' purpose?

Students could link these understandings to examples from the film in an individual text response on the topic.

Australian Curriculum Links

	Year 3	Year 4	Year 5	Year 6
English	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
Ethical Understanding	Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attribute		Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	
Health and Physical Education	Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)		Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)	
Personal and Social Capability	Identify the various communities to which they belong and what they can do to make a difference		Identify a community need or problem and consider ways to take action to address it	

ADDITIONAL RESOURCES

The following resources and organisations can provide teachers with further relevant information.

Association for Children with a Disability – 'School':
https://www.acd.org.au/information-and-resources/school/

Australian Federation of Disability Organisations – 'Social Model of Disability':
https://www.afdo.org.au/social-model-of-disability/

International Day of People with a Disability:
www.idpwd.com.au

People with Disability Australia – 'Language Guide':
pwd.org.au/resources/disability-info/language-guide/

People with Disability Australia – 'What's the Social Model of Disability?':
https://pwd.org.au/resources/disability-info/language-guide/whats-the-social-model-of-disability/

United Nations – 'Disability and the Media':
www.un.org/development/desa/disabilities/resources/disability-and-the-media.html

Short Statured People of Australia (SSPA):
www.sspa.org.au

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