**Image descriptions for Understanding Disability video**

**Image 1:**

**Script: Every single Victorian woman is made up of many parts.**

**How they look. Who they love. What they do. How they choose to do it.**

*Image description:*

Diverse women are shown doing every day activities – holding hands with a partner, going for a jog, typing on a computer.

**Image 2:**

**Script: Women with disabilities are no different.**

**Yet for decades, they’ve been treated as if they are.**

*Image description:*

A diverse group of women with disabilities standing together facing forward, including a woman with paint brushes, a woman using a walking stick, a blind woman, a woman in a wheelchair, a woman facing forward with hands on her hips, and a woman with a prosthetic leg holding a baby in a carrier pouch.

**Image 3:**

**Script: They have been discriminated against, treated without respect, targeted for violence and denied positions of responsibility and power**.

*Image description:*

A series of 4 images shows:

1. A hand held out in front of a woman with disabilities’ face signaling for her to stop or hold back
2. A woman in a wheelchair speaking up and being ignored by able bodied men in the room
3. A woman with a disability having her mouth covered from behind by a violent male perpetrator
4. A finger pointing for a professional woman with a disability to go away

**Image 4:**

**Script: Throughout history, women with disabilities were treated as if they needed to be silenced, or be to be fixed in some way.**

*Image description:*

A tangle of hands is reaching out to take away voices of women with disabilities. One woman has tape over her mouth to prevent her from speaking. Another woman looks dismayed as she is approached with an injection and a wrench intended to try to ‘fix’ her.

**Image 5:**

**Script: Women have been treated like this by society. By Community. By carers. By family.**

*Image description:*

*A series of landscapes are portrayed with big buildings to represent society, people gathered in a park to represent community, and a family eating outside a home to represent carers and family.*

**Image 6:**

**Script: Today we can and should think differently about disability.**

*Image description:*

*A diverse group of women with disabilities face forward proudly.*

**Script: Women with Disabilities Victoria suggests 6 keystones that make up how we understand disability and how we want others to understand disability.**

*Image description:*

*A key surrounded by 6 symbols to represent the keystones. The symbols include a proud raised fist of justice, a magnifying glass over society, a justice balance, two arrows intersecting, a person in the middle of a circle, and a raised flag.*

**Image 7:**

**Script: The human rights model recognises that people with disabilities are entitled to the same rights as everyone else in society.  Disability cannot be used as an excuse to discriminate or deny access or opportunity.**

*Image description:*

*The human rights model is represented with the symbol of a proud raised fist of justice. A crowd of women with disabilities are shown rallying, protesting and shouting for justice. They surround a scrawl which represents the Convention on the Rights of Persons with Disabilities* with a judge’s gavel next to it.

**Image 8:**

**Script: The social model of disability** **recognises that disability inequality does not result from impairment, but is created by a social environment that excludes people with disabilities from full participation in society, due to attitudes and environmental barriers.**

*Image description:*

*The Social Model of Disability is represented with a magnifying glass being held up to society, which is represented by a silhouette of buildings.*

*Two mountains are drawn. The first mountain has steps to get to the top and a woman with a wheelchair at the bottom of the mountain looking uncertain about how to reach the top, while other able-bodied people easily make the climb. The second mountain shows a ramp to the top, with people of all abilities able to rise.*

**Script: Instead of focusing on what is ‘wrong’ with a person, the social model focuses on what is wrong with the society we live in and what needs to change to achieve equitable opportunities and participation for people with disabilities.**

*Image description:*

*The first image has a red X below it, and shows a doctor placing a magnifying glass over a woman with a disability and pointing at her to show what is supposedly wrong with her.*

*The second image has a green tick below it and shows a magnifying glass being placed over society to show what is wrong with it.*

**Image 9:**

**Script: The Gender Equality Approach to Disability understands that there are important gendered differences in how people with disabilities experience disability and how they are treated differently based on gender.**

*Image description:*

*The Gender Equality Approach is represented with a justice balance.*

*A male with a disability and a female with a disability are shown each climbing a mountain, but the male has praise, applauds, and is reaching out for a medal at the top of his climb; while the woman does not have any of this at the top of her climb.*

**Script: The society we live in is not gender equal and this creates a unique experience of disadvantage for women and gender diverse people with disabilities.**

Image description:

An imbalanced scale shows men thriving on one side, while women and a gender diverse person struggle on the other imbalanced side.

 **Image 10:**

**Script: An Intersectional Understanding of Disability recognises that people’s experience of disability is affected by intersecting social identities and experiences of discrimination and disadvantage, including race, class, nationality, sexuality, gender, religion, age, body shape or health status.**

*Image description:*

*A large group of diverse women with disabilities face forward who have different skin tones, body shapes, disabilities and backgrounds.*

**Script: The intersectionality model also recognises that within disability itself, there are social hierarchies based on type of disability, how a disability was acquired, or having invisible disability.**

Image description:

Women with disabilities are shown lining up on stairs in a queue to get support. A woman with an invisible disability is represented with dotted lines to show she is invisible. She is at the back of the queue trying to get someone’s attention but remaining unheard.

**Image 11:**

**Script: Centreing of Lived Experience means bringing an awareness that people with a personal experience of disability are the experts of their own lives, their own bodies, their own minds, and their own needs – not the family members, carers, doctors or other professionals.**

Image description: A woman with disability is being pulled in 3 different directions and told 3 different instructions by a professional, a family member and a carer.

Image 12:

**Script: This model champions the idea that when people with disabilities are given information in an accessible way, when they are supported to understand the impacts of their options, and when they are given sufficient time to communicate and consider their options, then *they* are the person who is best placed to make decisions about what is best for them**..

Image description: A professional, a family member and a carer are sitting down with a woman with disability, supporting her to understand her options and talking with her about her decisions. A hospital worker provides a woman with a disability information in a pamphlet and talks through options.

Image 13:

**Script: This model demands genuine consultation on all issues, policies and practices that affect the lives of people with disabilities.**

Image description: One woman leads a focus group of four women with disabilities around a table where thoughts, ideas, opinions, and experiences are being exchanged.

Image 14:

**Script: Disability Pride is a concept that promotes the inherent dignity and worth of people with disabilities. Having a disability is not a tragedy and not something to be ashamed of.**

Image description: A woman with disability who uses a crutch stands looking proudly in a full length mirror.

Image 15:

**Script: Disability Pride upholds the belonging of people with disabilities in society and celebrates our many contributions.**

Image description:

Six diverse women with disabilities stand proudly together. Each holds a sign. The signs read: “I’m an artist.” “I’m a surgeon.” “I’m a friend.” “I’m a school teacher.” “I’m an engineer.” “I’m a parent and activist.”

**Image 16:**

**Script: None of these models should be viewed in isolation.    We must acknowledge all of them for a more inclusive and equitable society.**

Image description: The six keystones are represented each as a piece of a puzzle with their keystone symbol that all fit together. The pieces are labeled: Centreing of Lived Experience, Gender Equality, Disability Pride, Intersectional Understanding, Human Rights Model, Social Model.

**Image 17:**

**Script: So challenge your own unconscious bias. If you see ableist behaviour, call it out.**

Image description: A man aggressively confronts a woman with a disability. A bystander points and calls out for help.

**Script: Design structures, programs and practices that are accessible and approachable, and promote respect, choice, autonomy and equal opportunity**.

Image description: A woman is shown thinking with her thought bubbles showing some of the symbols of the keystones.

**Image 18:**

**Script: Education is key so ask the experts, and remember, that’s the women with disabilities themselves.**

Image description:

Groups of people – some with visible disabilities and some without visible disabilities or with no disabilities – stand talking in a crowd. The women with disabilities are being asked their ideas and the conversations bubbles show the keystone symbols.

Image 19:

Words on screen say: Women with Disabilities Victoria – Empowering Women

Thank you to the State Government of Victoria for making this video possible. For more information and for further training, please visit: [www.wdv.org.au](http://www.wdv.org.au)

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