PROMOTING ACCEPTANCE: ABILITY AWARENESS CURRICULUM FOR KINDERGARDEN THROUGH GRADE THREE

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KINDERGARTEN THROUGH GRADE THREE

A Project

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Collaboration for this project was determined before the start of the project with the program advisor. Both project participants collaborated across all levels of the project, including researching the perspectives on disabilities and current practice in ability awareness programs, determining best practices in implementing an ability awareness program and developing the specific curriculum.

Individuals with disabilities continue to experience segregation and feelings of inadequacy in our society. Research has shown that perspectives on disabilities are developed through media, education and community, but such resources may maintain ideas of ableism and the need to overcome the hardships that burden individuals with disabilities. Current practices in inclusive education, though encouraging awareness, may fall short of persuading acceptance of and belonging for students with disabilities. Research has pointed out the need for educators to have access to ability awareness. There is limited material designed to assist teachers to promote acceptance of individual differences on a continuous basis and across varying abilities.
This project presents a curriculum that, through interactive experiences, encourages awareness of individual differences and promotes acceptance and inclusive education of students with disabilities. This curriculum was designed as a supplement to California state standards and incorporates discussion-based lesson plans allowing for self-reflection and concentration in the areas of diversity framework, communication, academics, gross and fine motor skills, social/emotional/behavioral, adaptive/daily living skills, vocational and health.

________________________, Committee Chair
Jean Gonsier-Gerdin, Ph.D. ___________________________ Date
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments .......................................................................................... vi</td>
</tr>
<tr>
<td>Chapter</td>
</tr>
<tr>
<td>1. INTRODUCTION .................................................................................... 1</td>
</tr>
<tr>
<td>Background of the Problem ............................................................. 1</td>
</tr>
<tr>
<td>Statement of the Problem ............................................................. 5</td>
</tr>
<tr>
<td>Purpose of the Project ..................................................................... 6</td>
</tr>
<tr>
<td>Significance of the Project ............................................................. 7</td>
</tr>
<tr>
<td>Limitations ......................................................................................... 8</td>
</tr>
<tr>
<td>Definition of Terms ........................................................................ 9</td>
</tr>
<tr>
<td>Organization of the Remainder of the Project .................................. 10</td>
</tr>
<tr>
<td>2. REVIEW OF LITERATURE .................................................................... 12</td>
</tr>
<tr>
<td>Influences on Perspectives of Individuals with Disabilities ........... 12</td>
</tr>
<tr>
<td>Perspectives on Educating Students with Disabilities in Inclusive Settings .................. 16</td>
</tr>
<tr>
<td>Necessity of Ability Awareness to Support Effective Inclusion ........ 20</td>
</tr>
<tr>
<td>Current Practices in Ability Awareness .......................................... 22</td>
</tr>
<tr>
<td>Best Practices for Implementation of an Ability Awareness Program .... 36</td>
</tr>
<tr>
<td>3. METHODOLOGY ................................................................................... 41</td>
</tr>
<tr>
<td>Rationale for Developing an Ability Awareness Curriculum .............. 41</td>
</tr>
<tr>
<td>Decisions about Grade Level Implementation .................................. 43</td>
</tr>
<tr>
<td>Decisions about Content Area ......................................................... 43</td>
</tr>
<tr>
<td>4. DESCRIPTION OF PROJECT, DISCUSSION AND RECOMMENDATIONS .................................................................................. 51</td>
</tr>
<tr>
<td>Description of the Project ................................................................. 52</td>
</tr>
<tr>
<td>Evaluation and Dissemination of the Curriculum ............................. 54</td>
</tr>
<tr>
<td>Implications for Future Practice and Research .................................. 55</td>
</tr>
<tr>
<td>Appendix ................................................................................................. 57</td>
</tr>
<tr>
<td>References ............................................................................................... 200</td>
</tr>
</tbody>
</table>
Chapter One
INTRODUCTION
Background of the Problem

A history of unequal access in education and social opportunities for students with disabilities has resulted in prejudice, isolation and decreased quality of life (Wilson, 2004). Years of legislation have created change to move toward equal opportunity for students with disabilities. Nevertheless, continued efforts are necessary to promote acceptance and reduce discrimination (Hehir, 2007; Kluth, Biklen, English-Sand, & Smukler, 2007). Over the last two decades, in particular, inclusive programming has influenced educational literature focusing on supports for students with disabilities in the general education classrooms and settings. Practitioners within the field of special education have continued to research specific environments that are most effective for optimal student learning, best practices in teaching students with disabilities and strategies to create awareness about disabilities.

Individuals with Disabilities Education Act (IDEA), first established in 1975 (as Education for all Handicapped Children Act), enforces educational opportunity for individuals with disabilities focusing on individualized education plans (IEP) based on the unique needs of the student (U.S. Department of Education, 2006). IDEA requires students with disabilities to be provided with supplementary aids and services appropriate to meet their unique need in order to enable these students to succeed within the least restrictive environment (LRE), with typically developing peers (U.S. Department of Education, 2006).
IDEA does not specifically require inclusive education, although the federal laws that govern education of children with disabilities do require that a significant effort be made to find services in inclusive environments. Most recently, the amendments of the IDEA in 2004 and the implementation of No Child Left Behind (NCLB) in 2001 have made efforts to hold districts accountable for meeting the requirements of LRE (US Department of Education, 2007).

While these legislative decisions have begun to address the necessity of inclusive practices, annual performance reports for California illustrate schools and educators are failing to meet objectives for supporting students with disabilities in the LRE. In California, one measure of meeting the LRE requirement that is reported to the federal government is the amount of time students with an IEP spend in the general education classroom (California Department of Education [CDE], 2010). Data from the CDE Annual Performance Report (2010) identified that 48.4 percent of the population with an IEP participated in the general education classroom 79 percent or more of the school day in the 2008-2009 school year. In other words, less than 50 percent of students with disabilities reported are spending four out of six hours of a school day, in the general education classroom.

For the 2008-2009 school year, California set a goal to increase the number of students spending approximately 79 percent of the school day in general education, from 49 percent to 62 percent of the population, but only increased by three percent (CDE, 2010). Therefore, as reported in the California Annual Performance Report (CDE, 2010),
California failed to meet their goal to support additional students in the LRE. This report also noted the following LRE compliance issues were frequent:

1. IEPs not containing a direct relationship between assessments, goals and services;
2. IEPs not containing descriptions of the modifications and supports for regular classroom personnel;
3. General education teachers not being included in IEP team meetings or placement decision making;
4. IEPs not containing a statement related to how the student’s disability will affect their ability to be involved in and progress in the general curriculum. (CDE, 2010, p. 34).

In response to these concerns, CDE set objectives to assist and encourage general and special education teachers to collaborate and facilitate effective inclusive education. These objectives include: a) increased training between special and general education teachers to promote collaboration, b) training on LRE, and c) training of district assistance and intervention training teams (CDE, 2010). In order to meet these objectives, general and special educators will receive professional development to ensure they are each prepared and confident in their skill set to support inclusive practices.

Although a plan appears to be in place to provide support and training for educators, at least at one school site, general educators have expressed concern regarding the minimal training opportunities related to inclusive education of students with disabilities. Both trainings during the initial credential period and in-service trainings at the district level surrounding working with students who receive special education
services currently may be inadequate. For example, as observed by one of the authors, numerous educators at two school sites in a large suburban district in the greater Sacramento area have needed to directly contact the learning center teams (i.e., special education personnel) on campus for support and immediate information. The general education teachers have, among other requests, advocated for further instruction on individualized disabilities (e.g., autism, intellectual disabilities) as well as on strategies to implement specific curriculum, modifications, accommodations and documentation.

Although there is evidence that districts do offer ongoing professional development, topics related to special education are not always included during each offering or not as an option at all (Storey, 2007; Voltz, 2001). The trainings regarding special education and collaboration must be relevant to the educators within the district and individualized where needed. Researchers have found that educators’ trainings can have a major impact on the attitudes of teachers (Voltz, 2001). Districts must attempt to become proactive and provide what is necessary at each specific school site, provide professional development on a continuous basis and allow educators to actually experience interactive learning about students with disabilities. To increase effective inclusive practices, educators must explore research-based programs (including elements of ability awareness), have time to collaborate with professionals within the field, and/or observe appropriate teaching techniques.

Legislative efforts to support the unique needs of individuals with disabilities are making steps towards inclusive education and awareness of all ability levels. However, current methods of limited professional development (e.g., one-day trainings, disability
awareness activities) do not provide the necessary components to promote acceptance of individuals with disabilities for educators, let alone students. An ability awareness curriculum is necessary to provide teachers with a tool to facilitate inclusive education which would lead to further awareness and acceptance of individuals with disabilities. If exploration and continuous interaction with different ability levels do not exist in our schools, students with disabilities may continue to experience prejudice and social segregation.

Statement of the Problem

As previously discussed, half of the population of students with an IEP in California were excluded from general education anywhere from 4 to 6 hours of a typical school day in 2008-2009 (CDE, 2010). Fortunately, evidence-based inclusive education practices do exist and could provide the opportunity for many more students with disabilities to belong in educational and community settings (Wilson, 2004). Yet, advances toward effective implementation of inclusive education require educators and administrators to feel more comfortable with inclusive practices and supporting the needs of and teaching individuals with disabilities.

Researchers have observed the correlation between an effective inclusive education program and the availability of training, resources, and administrative support to educators (Cole, Waldron, & Majd, 2004). Each district must analyze the professional development structures available and ensure educators are able to effortlessly access information needed on an ongoing basis in order to overcome any feelings of inadequacy they might feel. In particular, administrative teams can support educators to learn and
utilize appropriate strategies for increasing acceptance of students with disabilities and encouraging interactive, meaningful participation by all students. Some of the strategies necessary to enhance efforts to include students may be provided through training on the use of ability awareness curriculum or programs.

Furthermore, it is important to acknowledge that not all approaches to ability awareness lead to positive outcomes. A review of existing programs that intend to educate about individuals with disabilities revealed that: a) limited exposure to adaptations with a focus on disability lead to understanding of mainly limitations of individuals with disabilities (Herbert, 2000; Mickel & Griffin, 2007) and b) lack of facilitated feedback from an individual with a disability and ongoing contact and discussion about diversity leaves participants with unanswered questions and their own conclusions about disabilities, ultimately perpetuating prejudice and discrimination of individuals with disabilities (Bremner, 2008; Schmidt, 2008). In addition, there appears to be a need to develop ability awareness curricula that not only is accessible to educators, but that contain components to facilitate positive outcomes of awareness and acceptance.

Purpose of the Project

The current project will provide a curriculum for general educators to encourage students to show consideration for others and value the differences between individual learners. Specifically, the ability awareness curriculum focuses on both diversity in abilities of all students as well as exposure to strategies and adaptations that allow individuals with disabilities to be active participants in the classroom and community. Specifically, the curriculum will focus on varying abilities in communication, academics,
fine and gross motor skills, social, emotional and behavioral, vocational, adaptive and daily living skills, and health.

The development of the curriculum will promote an open environment to discuss differences and limitations that exist between all peers in the classroom. Interactive approaches to learning combined with ongoing reflection will be implemented to encourage meaningful and life long learning. Students will work experimentally to understand varying ability levels, allowing them to discover how to accept the uniqueness of each peer and ultimately promote a comfortable educational experience for students and educators.

The curriculum will be targeted for early elementary students (kindergarten through grade three). Lesson plans and details described in the curriculum guide are meant as a supplement to California educational standards.

Significance of the Project

Greater efforts toward ability awareness, such as a curriculum that educates about different abilities, will be a step toward facilitating inclusive education and social acceptance toward individuals with disabilities. The curriculum has the potential to benefit all educators in terms of how to appropriately discuss and emphasize similarities and differences among peers and acceptance of those differences or limitations.

The curriculum provides a venue for teachers to practice and reflect on learned outcomes. By being exposed and utilizing the ability awareness curriculum, we anticipate that there will be a period where educators begin to re-evaluate their current practices. The evaluation process may begin with shifting their own behavior in which they prompt
or model appropriate interactions across all school domains (e.g. with colleagues, students, community members). As a result, educators may choose to alter their perspective on student assessments and allow students to express and display learned skills in a variety of ways allowing students to have a choice, thus increasing their motivation in the educational journey.

The benefits of an ability awareness curriculum are endless and a major goal is that educators within school districts of the greater Sacramento region can immediately obtain the tool and begin implementation. The concepts identified can be used for all types of audiences, from school districts to communities, but the curriculum concentration was developed for students in kindergarten through grade three, to have the greatest influence on early development. We hope the schools we currently work and provide support to will first benefit due to our involvement, dissemination and execution of teaching the curriculum and modeling appropriate interactions.

Limitations

This curriculum guide is not designed for all educational levels. The curriculum is intended for early elementary students (kindergarten through grade three), and may not be suitable for educating students in grades four through twelve. While the curriculum strives to apply to varying abilities, it may not apply to every level of ability among individuals with disabilities. Due to time limitations, the curriculum will not be field-tested and peer reviewed. Field-testing will need to be conducted to ensure that lesson plans increase levels of acceptance of peers in a diverse classroom. Feedback from educators, after field-testing, could provide insight into the effectiveness of the ability
awareness curriculum based on structure, and essential questions in supporting individuals with disabilities in the classroom.

Definition of Terms

*Ableism*

This term refers to a “belief that it is better or superior not to have a disability than to have one and that it is better to do things in a way that nondisabled people do.” (Storey, 2007 p. 56).

*Attitude*

An attitude is a feeling, belief, or opinion of approval or disapproval toward an idea, concept or object (Ford-Martin, 2001).

*Awareness*

This term refers to the stimulation of curiosity and intrigue, of a concept, based on the ability to relate a new concept or idea to past experience and prior knowledge (Schmidt, 2008).

*Behavior*

A behavior is an action or reaction that occurs in response to an event, idea, concept, object or internal stimuli (Ford-Martin, 2001).

*Disability*

The term refers to a physical or mental impairment that limits one or more of the major life activities of an individual (U.S. Equal Employment Opportunity Commission, 2009).

*Inclusive Education/Practices*
Inclusive education is a term to describe practices in which all students, regardless of disability, receive education in the general education setting with necessary supports and services. (Sands, Kosleski & French, 2000).

Least Restrictive Environment

Educational environment that allows students with an IEP to receive instruction and participate, with typically developing peers, with appropriate supplemental aides and services to the greatest extent appropriate to meet the needs of the students (CDE, 2010).

Social Acceptance

Social acceptance refers to positive appraisals of individuals by their peers, in reference to cohesive play or work, in a variety of settings (e.g., workplace and school) (Ladd, 2005).

Organization of the Remainder of the Project

The rest of the project will be organized in the following manner. Chapter two discusses the current research on the influence legislation and media have on shaping perspectives of individuals with disabilities. Educator and student perspectives on educating students with disabilities in inclusive settings will also be discussed. Research on current practices in ability awareness programs and their effectiveness in promoting acceptance will be examined to determine what best practices are necessary to implement an effective ability awareness program. Chapter three will describe the methodology used in developing the curriculum guide for promoting acceptance within the general education classroom. In chapter four, the authors will provide a description of the
The curriculum discusses conclusions and implications for future research and practice in the field of education. The curriculum guide will be presented in the appendix.
Chapter 2

REVIEW OF LITERATURE

The following review discusses the existing literature on attitudes and perspectives of individuals with disabilities and inclusive practices and explores how current educational practices are implemented to influence these attitudes and to facilitate inclusion in schools and communities. Regarding influences on perspectives on disabilities, the following topics are examined: legislative support of individuals with disabilities and media influences on perspectives of individuals with disabilities. Research on perspectives on educating students with disabilities in inclusive settings is presented from the viewpoint of educators as well as students with and without disabilities. The necessity to create an ability awareness curriculum to support inclusive education is exposed. The discussion of current practices of ability awareness includes: a) simulations; b) ability awareness specific to disability; c) ability awareness programs school-wide; d) ability awareness through the use of technology; e) ability awareness in the community; and f) ability awareness professional development for educators. Finally, best practices for implementing ability awareness programs is discussed.

Influences on Perspectives of Individuals with Disabilities

Attitudes and perspectives toward different individuals, groups or ideas are affected by community support or rejection. History has shown that public perceptions toward individuals based on race, ability, gender, and/or religion relate to events and attitudes that arise from legislation, media, community leaders, educators and peers (Mager, 2007). For example, rejection or negative attitudes toward a particular group,
such as the Jewish community during the Holocaust or African Americans during times of slavery, resulted in a perception of difference, social segregation and even exclusion within the larger group. For individuals with disabilities, ideas of ableism continue to be the status quo (Hehir, 2007; Storey, 2007). Ableism, simply described as a belief that it is “better or superior not to have a disability than to have one and that it is better to do things in a way that nondisabled people do” (Storey, 2007 p. 56), persists and is shaped by the community, preserving the negative stereotype of individuals with disabilities.

**Legislative Support of Individuals with Disabilities**

As one means to alter misconceptions about individuals with disabilities, community leaders have advocated for change and support the development of laws advocating for equity. While laws reflect the position of the public at the time of their enactment, the actual implementation and public support of the laws can further contribute to the change in attitudes reflected by the community.

Specific laws to support individuals with disabilities (e.g., Individuals with Disabilities Education Act [IDEA], American’s with Disabilities Act [ADA]) exist and provide the structure of equality for individuals with disabilities. As a consequence of these laws, there has been progress toward attitude change and acceptance of individuals with disabilities as contributing members of society (CDE, 2010; Kluth et. al., 2007; Lowewan & Pollard, 2010). Nevertheless, still needing to advocate for appropriate access to public facilities, such as accessible sidewalks and ramps, mandated by ADA nearly 20 years ago, can be viewed as a demonstration of how individuals with disabilities continue to be segregated from community opportunities.
Similarly students with disabilities continue to be excluded from educational opportunities (Loewan & Pollard, 2010) despite the fact that current law (IDEA) mandates integration. One conclusion could be that, in order for the legislation to be effectively implemented, practices need to incorporate strategies that target promoting realistic, positive attitudes and behaviors toward individuals with disabilities.

Media Influence on Perspectives of Individuals with Disabilities

Media plays a critical role in developing the attitudes of individuals with disabilities because it is often the primary source of information presented to individuals regarding disabilities (Haller, Dorries & Rahn, 2007; Safran 1998). In the past, various media outlets, including films, television, Internet and other print media often misrepresent disabilities, focusing on stereotypical roles, thus contributing to an inaccurate image of individuals with disabilities (Bremner, 2008). Common stereotypes include individuals as victims or characters to be pitied and supercrips, characters that are able to overcome their disability (Roper, 2003).

Portrayals of pity can show individuals with disabilities as suffering from their disability or by being perceived as pathetic and dependent (Roper, 2003). The pitiable stereotype can be seen in characters such as Tiny Tim in Dickens’ *Christmas Carol*, or in popular television shows, such as *Glee* where a student in a wheelchair is pitied because he is unable to dance or play football. Stereotypes of pity set the tone for society to develop sympathy for individuals with disabilities (Black & Pretes, 2007) perpetuating the lack of acceptance in diversity of ability.
Depictions of supercrips in the media also contribute to the false opinion of how a disability affects an individual. Stereotypes of supercrips depict characters as heroes or heroines, able to rise above their disability and become “normal,” allowing the audience to feel better about their situations (Roper, 2003). A popular film, *My Left Foot*, a true story of Christy Brown, describes a character that is portrayed as able to overcome his disability by becoming an artist using his foot to paint at which point he becomes accepted among his family and peers. Likewise, the popular television show *House* depicts the main character, despite his disability, as able to rise above and overcome his pain and be a successful doctor. In both examples, it is only at the point where an individual succeeds in a mainstream activity that they are then accepted. Unfortunately, without that success, they would continue to only be characterized by their disabilities (Black & Pretes, 2007; Roper, 2003; Safran, 1998). This display of characters with disabilities overcoming the struggles of their disability, allows audience members to remain “blameless as to their role in perpetuating discrimination and oppression of individuals with disabilities” (Black & Pretes, 2007, p. 80).

Film and television, often the most influential forms of media, have a powerful influence over the attitudes of the public (Safran, 1998) and appropriate representations may break stereotypical barriers and influence the awareness and acceptance of individuals with disabilities. Progress toward breaking stereotypes and accurately characterizing individuals with disabilities has been seen simply by increased representation of individuals with disabilities in the media (Bremner, 2008; Roper, 2003). Including individuals with disabilities in modern film and television, including *Glee,*
Parenthood or Family Guy, is a step towards awareness of the population of individuals with disabilities. An even more positive approach to representing individuals with disabilities has occurred in recent films, such as 50 First Dates, where the characters learn to adapt their environment to meet the needs of the character with a disability, opposed to seeing the disability as a hardship or something to overcome. Clearly, media should continue to expose society to accurate pictures of individuals with disabilities and be utilized as a tool to promote better understanding of how these individuals can be meaningfully included in schools and communities.

Perspectives on Educating Students with Disabilities in Inclusive Settings

**Perspectives of Educators**

Inclusive practices aim to promote equitable educational access as well as encourage social acceptance. As discussed in chapter one, IDEA (2004) requires a free and appropriate public education in the LRE, but not necessarily inclusive education. Considering LRE is often conceptualized as a continuum of placements, segregation for students with disabilities is still maintained (Brenna, 2008). Educators and administrators alike question inclusive practices in their effectiveness of educating those with disabilities and the impact that inclusive education might have on the education of individuals without disabilities due to attention being diverted (Staub, 2005).

Common questions that arise from educators and parents include whether or not learning suffers for typical peers because of inclusive education or whether or not typical students receive less attention and time from their teacher because of behavioral or academic support needed by students with disabilities (Kluth et. al., 2007; Staub, 2005).
Although research does not support these viewpoints and, on the contrary, there are research findings that demonstrates positive outcomes for all students in inclusive environments, debates regarding inclusive practices continue. (Diamond, Hong & Tu, 2008; Ntshangase, Mdikann & Cronk, 2008).

Regardless of research to support inclusive practices, a hesitation from educators about their ability to support students with disabilities occurs due to lack of trainings, appropriate materials and administrative support (Ali, Mustapha & Jelas, 2006; Daane, Beirne-Smith & Latham, 2000). Findings by Cook (2001) and Horrocks, White and Roberts, (2008) showed that general education teachers feel more comfortable teaching students with mild disabilities, while feeling less qualified to provide for students with behavior issues or severe disabilities. The educators also continued to feel discomfort when discussing disabilities and were unprepared with strategies to adapt to the educational needs of students with disabilities (Cook, 2001; Horrocks, et. al., 2008). Furthermore, a need for ongoing training and development of individualized programs to adapt and modify curriculum requires additional time and support that teachers find difficult to schedule (Daane, et. al., 2000).

When appropriate supports, materials and collaborative efforts do exist, general educators are more comfortable supporting students with disabilities in their classrooms (Forbes, 1996; Idol 2006). Research has shown that when increased facilitation of inclusive classrooms with appropriate supports (e.g., adapted curriculum, collaboration) occurred, general educators perspectives about individuals with disabilities and their ability to support them within their classroom were more positive (Ali, et. al, 2006; Idol,
2006). According to Idol (2006) exposure and effective practice of inclusive classrooms changed general educators view of inclusive education and lead them to believe students should be included in general education opportunities opposed to segregated sites. In addition, general educators felt there was an overall improvement in all students’ behavior and acceptance of the diversity in the classroom (Ali et. al., 2006; Forbes, 1996). In short, for benefit of inclusive practices to be experienced first hand, educators should be provided with the appropriate exposure and training necessary to support individuals with disabilities in the general education classroom.

**Perspectives of Students with and without Disabilities**

Educators’ uneasiness with discussing varying levels of ability and feelings of inadequacies to include students with disabilities appear to contribute to segregation; thus resulting in continued isolation and disconnect between peers with or without disabilities (Cook, 2001). Segregated settings perpetuate inequity and individuals with disabilities experience the consequences on a social and personal level. Moreover, students with disabilities may develop a learned behavior that their aspirations are unattainable creating low self-efficacy (Wilson, 2004). Research has shown families and students denied access to inclusive education often find themselves isolated from their peers and community, and may decide to relocate to more inclusive and accepting environments (Kluth et. al., 2007).

When attempts at including students only provide isolated activities, the student does not become accepted within the classroom. For instance, a student with a disability working in the back of the classroom, only being in the classroom for a brief period of
time or simply sitting with students at lunch does not provide the interactive approach to learning about and appreciating the student as a contributing member of the classroom (Diamond et. al., 2008; Simmons & Bayliss, 2007). When interaction does not occur, friendships and playmates are developed less because peers without disabilities are unclear about the differences and abilities of their peers with disabilities (Simmons & Bayliss, 2007). Diamond, et. al. (2008) found that children with certain disabilities were excluded from activities because peers did not believe they were physically or cognitively able to engage in the activity. For example, a peer felt that a student in a wheelchair was unable to participate in a game of baseball, even though the child was fully capable of independently using his or her arms to hit the ball and roll to the bases. These findings also showed that students were surprised to discover new strategies to engage in similar activities with peers with disabilities.

Access and increased interaction amongst peers with and without disabilities develop awareness and positive attitudes toward individuals with disabilities which leads to more opportunities for interaction (Simmons & Bayliss, 2007). Findings from Diamond et. al. (2008) reflect that peers without disabilities choose to engage with peers who have a disability when they understood more about the disability. For example, acceptance of students in wheelchairs by peers without disabilities was higher when they had been previously exposed to wheelchairs in their community (Diamond et al., 2008). Clearly, meaningful and interactive exposure to diversity may be one way to facilitate greater understanding, which can then develop into acceptance and potential companionship.
Research findings have shown inclusive practices can reduce the stigma and social isolation that occurs in segregated settings. Research from Simmons & Bayliss (2007) and Ntshangase et. al. (2008) showed an increase in positive affect and increased rates of self-esteem for students with disabilities placed in an inclusive setting at a young age. Furthermore, research shows students with or without disabilities participating in inclusive settings can develop increased appreciation and acceptance of individual differences, create meaningful friendships and demonstrate greater academic outcomes (Cole et. al., 2004; Staub, 2005). Effective inclusive education can provide interactive approach to learning about disabilities allowing both individuals with or without disabilities to develop an understanding and respect for individual differences.

Necessity of Ability Awareness to Support Effective Inclusion

Educators and peers without disabilities need to be exposed to meaningful and realistic interactions with individuals with disabilities to make an impact on changing attitudes about individuals with disabilities. Appropriate supports and materials are necessary to allow educators to be more comfortable discussing and making attempts to include students with disabilities in their classroom. Educators must acknowledge this area of need and make a decision to access and provide activities, accommodations and supports to influence students in a positive way to increase acceptance of individuals with disabilities. One such opportunity for educators is ability awareness curriculum that focuses on ability of all members of the classroom and allows for better understanding of the unique needs or adaptations that may present themselves in inclusive classrooms.
Unconstructive beliefs and feelings are still current and relevant within school settings as well as in media. Derogatory labels for people with disabilities are replicated in many of the terms in the English language. Terms, such as “cripple” and “retarded” can add to a poor self-image and perpetuate negative attitudes toward students with disabilities (Derman-Sparks, 2005). Educators need to effectively support accurate portrayals of individuals with disabilities to address and promote best practices that support inclusive education in their classroom, schools and community.

Society can diminish such biases by including children with disabilities in interactive inclusive education placements, implementing ability awareness programs, and promoting acceptance. This process of inclusive education immediately allows students and teachers alike to interact, collaborate and work with all different kinds of learners and colleagues. Inclusive education can create an awareness that promotes educators to acknowledge the importance of individual needs and the magnitude of significance for differentiated instruction for all learners (Raschke & Bronson, 1999). Educators are responsible for modeling appropriate interactions and teaching the skills that are essential for students to become better citizens. An ability awareness curriculum can be the teaching tool for educators to make a difference in positive inclusive educational experiences (Elder, 2010; Horrocks, et. al., 2008).

In order for inclusive education to effectively occur, participants (e.g., educators, administrators, students, other personnel on school site) need to be open and comfortable with the exposure and differences and abilities of people with disabilities (Nieto, 1996). Effective practices allow for participants access prior knowledge and make personal
connections to promote understanding of their own values. Findings from Mullen (2001) and Schmidt (2008) showed that an interactive approach to learning, opportunity for exploration and inquiry and ample follow-up and reflection of experiences can lead to and promote more democratic organizations and awareness of all.

The aim of creating ability awareness is that students, teachers, service providers, administrators and community members will learn how to collaborate and develop an accurate account of individuals, including those who have disabilities. The purpose of ability awareness programs is to provide information and share useful strategies that will assist in altering inaccurate or stereotypical labels and perceptions amongst students and school personnel (Herbert, 2000). The development of an ability awareness program is paramount in promoting positive integration, interaction, diversity, and the acceptance of students with disabilities across all domains (Herbert, 2000). Nieto (1996) reasoned that, when the educational community advocates for diverse agendas that advance the notion of a collaborative society, we will increase the awareness of all individuals.

In the following sections, the authors will explain the literature that exists regarding the types of ability or disability awareness programs currently in use, the effectiveness of those models and ways in which educators should distribute and implement the programs to ensure best practice.

**Current Practices in Ability Awareness**

Researchers have recognized the need to use a wide array of techniques for educators to allow individuals to gain insight into overcoming stereotypes and bias within the 21st century (Brenna, 2008; Herbert, 2000; Staub, 2005). The following section will
examine current practices in ability awareness, including: simulations; ability awareness programs specific to a disability; ability awareness programs school-wide; ability awareness through the use of technology; ability awareness community events; an ability awareness professional development and tools for educators.

Simulations

Many guides, handbooks, and ability awareness initiatives include simulations. Simulations allow all members to learn from hands on learning, by actually doing, rather than observing or simply discussing. This method attempts to allow participants to gain insight on disabilities and develop a sense of acceptance that allows him or her to understand those with differences (Herbert, 2000; Mickel & Griffin, 2007). Though sometimes effective (e.g. increasing acceptance, understanding differences) when implemented correctly, if used incorrectly, simulations can perpetuate the idea of ableism (Brew-Parrish, 2006; Herbert, 2000).

Researcher Herbert (2000) discussed ways to incorporate simulations into specific exercises and ways to orient members to increase ability awareness. Specifically, efficacy of such simulations, ways to implement simulations, proper orientation of members and principle strategies to ensure learning were explored. He found that isolated simulations without follow up correlated to poor outcomes such as biases that formed negative stigma of those with disabilities. Of note, when special educators were involved and providing feedback throughout the activities implemented, the rate of success increased, stressing the importance of the role of the facilitator or special educator. Furthermore, Herbert (2000) found that when a simulation was arranged and/or blended with alternative
learning methods, proactive collaboration occurred and members in turn view the positive aspects of those with disabilities. Even though this research stated that using simulations with variety of learning methods proved to increase responsiveness and acceptability of individuals with disabilities, additional studies have not assessed what specific learning methods in combination with simulations are more preferable than others (Herbert, 2000).

Activist, Brew-Parrish (2006) also cautioned that disability simulations could be reinforcing negative stereotypes about persons with disabilities. She argued that jumping in a wheelchair for a few minutes, wearing a blindfold, or stuffing cotton in one's ears does not make a person understand what it is like living with a disability. Brew-Parrish concluded her argument by insisting that she still remained baffled as to why people without disabilities see a need to simulate a disability to understand that situation of difference. Specifically citing Black History Month, she attempted to persuade the audience suggesting, “Is it necessary for people with white skin to paint their faces black to better understand the minority?” (p. 5).

In contrast, Mickel and Griffin (2007) found simulation activities to be vital and typically the most memorable part of their workshop, *The Kids Like Me, Kids Like You*. For example, members of society may not have necessarily had the experience to navigate through the city streets in a wheelchair or thought of the ways others utilize assistive technology to communicate with a bank teller. Without actually participating in such simulations, Mickel and Griffin (2007) felt individuals were not gaining the skills needed to increase awareness. It is important to note that Mickel and Griffin (2007) took
a dynamic role in implementing their awareness program and following these simulations allowed participants to actively engage in panel discussions which concluded in understanding how many similarities exist among all people.

From the literature, the use of simulation activities as part of ability awareness programs is widespread. In fact, many of the school-wide programs, introduced later in this literature review, utilize simulation activities. While Brew-Parrish (2006) asserted that simulations should never be part of ability awareness programs, others such as Herbert (2000) and Mickel and Griffin (2007) demonstrated that the ways in which simulations are implemented are what is important to consider.

*Ability Awareness Specific to a Disability*

Smith (2010) attempted to create change by implementing an ability awareness program that focused specifically on the disability of Autism. Smith put into practice the Multi-Component Autism Awareness Training for typical peers in Santa Barbara, California. Smith’s method included five typically developing peer participants 4th-6th grade and one peer with ASD in the 5th grade. The training was six weeks in length; once a week for a period of 20-55 minutes. The sequence included:

1. Cultural awareness discussion.
2. What is autism?
3. How do people with autism behave?
4. Sensory issues: What is it like to have autism?
5. How are people with autism similar to me?
6. How can I help a friend with autism?
Smith’s (2010) awareness program initially was developed due to her perplexity of the reviews of literature regarding best practice to increase positive peer interactions with all students on an inclusive campus. Smith’s program was a huge step forward; however limitations and future directions were noted. The data in question included: a small sample size, six students total; the program was implemented with one student who was categorized with ASD; there was a lack of trained personnel; activities were limited to social interactions; the training was not across all school settings and the program only focused on students with autism.

*Ability Awareness Programs School-Wide*

School-wide ability awareness programs strive to break down stereotypes and encourage greater inclusion of students with disabilities within the school setting. Within these programs, school administrators, teachers and students typically participate in an assortment of events on campus. These range from the addition of lessons designed to improve overall behavior and interactions amongst peers, such as with Character Counts program ([CC!], 2010) to overall transformations to the schools site while implementing suggested programs, such as Community Honoring Inclusive Model Education Project CHIME ([CHIME], 1990) and/or Tribes Learning Communities (TLC) (Gibbs, 2006).

Character education is a general term that is used to describe many aspects of using detailed lessons and activities throughout the school year to enhance student’s personal development. Character education programs strive to increase student’s life skills and specific character traits. Many of the character education programs attempt to
address difficult and complex issues within schools such as moral and civil education (Williams & Taylor, 2004).

Character Counts ([CC!], 2010) is the nation’s most popular character education program focusing on the six pillars of character education (trustworthiness, respect, responsibility, fairness, caring, citizenship) (Williams & Taylor, 2004). CC! is not necessarily a curriculum or supplement to an ability awareness program, but an additional tool to improve curricular and behavioral goals within school settings. Schools across the country have selected CC! as their character education program and variability in implementation has been noted. A number of school sites have encouraged the administrative team to learn the program, leading and modeling lessons across grade levels. While at other school sites, general education teachers, typically, grade level leaders, are selected to implement and run the program as a pilot prior to receiving the approval to implement the program school-wide (CC!, 2010). Regardless of who leads the activities, CC! (2010), recommended having a heavy emphasis on modeling, written rules and expectations for students, faculty members and parents.

According to Williams and Taylor (2004) who evaluated CC!, when the program was implemented with consistency, students developed positive values and a sense of collaboration and community, students’ conduct improved, and ultimately students developed good citizenship. The research also has shown that implementation of CC! resulted in fewer discipline referrals and increased academic achievement. For example, at a Florida school, Atlantis Elementary, the percentage of students scoring three or above (on an ascending 1-5 scale) on the Florida Comprehensive exam jumped from 45
percent to 78 percent in one year (CC!, 2010). In short, one recommendation for the development of an ability awareness program could be to integrate some character education lessons and the emphasis on modeling and visuals that help facilitate trustworthiness, respect, responsibility, fairness, caring and citizenship.

Another school-wide program, Tribes Learning Communities (TLC) is a program that incorporated activities to promote acceptance and increase school-wide collaboration within best practices of teaching and building an interactive school community. Jeanne Gibbs (2006) created TLC with a variety of educators from Northern California. She stressed the fact that acquiring knowledge is facilitated by working socially with others, specifically, allowing students to participate in group discourse, problem-solving and collaboration. TLC is described as a democratic group process; referring to the training groups that they are experiencing as “our tribes.” TLC is a process versus an explicit curriculum and/or a set of cooperative activities. The three main factors of the process are inclusive education, influence and community. TLC’s mission is “to assure the healthy and whole development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world.” (Gibbs, 2006, p.10).

TLC was implemented by a variety of school districts by piloting the suggested strategies and tracking pertinent data. Two of the positive findings were: a) TLC was seen as a vehicle for facilitating continuous school improvement, and b) there was evidence of improved inclusive education practices, respect for multicultural populations, sense of value, resiliency and student engagement (Gibbs, 2006)).
Community Honoring Inclusive Model Education Project ([CHIME], 1990) is a school-wide educational program that pursued a mission to expand and implement model programs that support all children with and without disabilities to achieve their maximum potential in an inclusive education school environment. The programs used in CHIME execute research based strategies and techniques, and personnel are committed to the mission of supporting individuals with disabilities. The CHIME institute ensures students are able to get along with others and to effectively get wants and needs met to ensure students can have to meet future learning demands.

After observing CHIME’s efforts, Elder (2010), an educator at another school site within the Los Angeles region hoped to facilitate and support elementary school students to become more aware of other students with disabilities on his campus by creating and implementing a school-wide ability awareness program. First, Elder reviewed his current school-wide program and found the techniques used for the ability awareness program were primarily reminders for students; not specifically impacting all students, faculty and community members as he had initially hypothesized. Further, Elder (2010) noted that he had previously provided instruction and introduced disability awareness solely to discuss disability, run a wheelchair obstacle, review multiple intelligences and acknowledge famous individuals with Autism Spectrum Disorder.

After implementing what he learned at CHIME, Elder found that by introducing activities that highlighted the use of multiple intelligences and discussed ability versus disability, students became engaged and motivated to learn. Elder also introduced technology into his classroom by allowing students to utilize the Internet as a tool for
learning about disabilities, activating audio, visual and kinesthetic learning. Elder continued to find that implementation of this ability awareness model created a positive learning opportunity for all participants.

*Ability Awareness Through the Use of Technology*

Educators such as Elder (2010), attempt to implement many research-based strategies to provide instruction to students to increase learning opportunities. Both the use of multiple intelligences and technology are means by which educators promote active student engagement. As mentioned in the media perspectives section above, the visual information retrieved through newspapers and television greatly influences a person’s thoughts and feelings of individuals with disabilities. The hope that the media will continue to increase student’s positive portrayal of individual difference and modeling of positive interactions or acceptance will alleviate some of the negative media broadcast.

When ability awareness programs are not in reach and/or not implemented across schools, district-wide, there are additional resources available to school-wide programs. Technology allows individuals to gain the most current and immediate issues occurring around schools, community and country. The tools that we use through technology have been credited to increase productivity in many industries including. According to Valdez et. al (2004), we must first evaluate how to effectively use technology in schools to ensure we are improving educational opportunities and as well as the quality of instruction. Research has shown that there are both poor uses of technology in education
as well as appropriate technology use that can be greatly beneficial in increasing educational productivity (Clements & Sarama, 2003; Valdez et. al., 2004).

As previously shared, Elder (2010) has put the technology mode to the test in his classroom and observed an increase in student engagement, including participation and understanding of material shared. He agreed that technology accessed through the Internet now has many viable options to consider: specifically, technology versus face to face interaction and/or modeling; providing audio digital and photo digital connections through Podcasts, Itunes, Flickr and/or iPhoto; and allowing access video content through YouTube and/or TED.

*Ability Awareness in the Community*

Building awareness in the community can occur with variability in the environments where the actual events take place. For instance, disability awareness days/nights can occur within school settings, athletic stadiums, religious venues, and additional employment settings (work offices) within neighborhoods. The inclusive education community has influenced a variety of educators to attempt such activities to increase acceptance, ability awareness and overall collaboration in community settings. School districts have begun to provide opportunities for students, teachers, families and community members to meet this current demand of information, through disability awareness day and night events (Mullen, 2001).

Johnson (Ragged Edge Online Community, 2006) created Disability Awareness Do It Right, *Your All-In-One How-To Guide, Tips, Techniques & Handouts for A Successful Awareness Day*. Johnson explained the history of disability stereotypes and
focused on how to support others in understanding the disability rights movement. She also took into account the criticisms of simulation activities. Each chapter in her guide discussed “how-to’s” and tips to prepare the coordinator of the ability awareness day event. The resource guide provided short background articles and specific planning lists to be utilized throughout the event. The articles were selected and supported by ability rights activist within the field.

Johnson (Ragged Edge Online Community, 2006) believed that the detailed strategies listed will support the event planner to overcome criticisms and negative discussions and specifically can ensure the day is an overall success. The guide suggested that following the strategies listed will ensure attitude change on whom she called “allies-who would be individuals without disabilities, the audience and/or participants” (p.1). The tools illustrated further details on planning and carrying out an awareness day event free from the problems that concerns activist and specific goals aimed at reducing ableism. She also gave explicit details on how to conduct future activities and specific points on how to increase participation, facilitate follow up discussions and to make certain the program remained intact.

Community members including small businesses, public/nonpublic organizations and athletic teams have taken things a step further by hosting special events at arenas in their local areas. For example, Disability Awareness Night began when Exceptional Parent magazine joined forces with the New York Yankees and Boston Red Sox to organize an event to discuss and support individuals with disabilities (Newsome, 2008). In 2007, the Philadelphia Phillie’s in conjunction with the EP Global Communications,
Inc., First Financial Group and CVS Pharmacy followed suit with promoting awareness of disabilities by welcoming fans for a Disability Awareness Night (Marketwire, 2007).

The question still remains: Why have an ability awareness day in the community anyway? Educators believe that having an ability awareness day or night events raises awareness of all included when the facilitators appropriately prompt the audience to provide feedback following the structured activity (Ragged Edge Online Community, 2006). However, ability awareness day and night events lack the continuous effort, structure and information needed to increase acceptance over time. In other words, time constraints (e.g., one day or night events) fail to provide adequate, ongoing interactive opportunities for optimal learning (Schmidt, 2008).

*Ability Awareness Professional Development for Educators*

Research has implicated that educator’s pre-service and in-services can have a major impact on the attitudes of current and student teachers (Voltz, 2001). With this training about collaboration and positive ability awareness programs, educators can gain the ability to teach in a setting where diverse learners are present and create a positive impact for all involved. For example, the information about ableism could be pushed into an in-service training presented in terms of disability, discrimination and diversity so that teachers can better grasp the larger context of ableism in schools and other settings (Storey, 2007; Voltz, 2001).

*The Kids Like You, Kids Like Me* program (Mickel & Griffin, 2007) contributed to guiding this change toward providing effective professional development to educators so they have the tools to lead an interactive classroom. This three-day teacher workshop
incorporated a variety of approaches to meet varied learning styles, including creative simulation activities, lectures, inclusive social gatherings, journaling, interactive disability discussion panels, lively skits, and packets of resources for teachers. The program was created in Chattanooga, Tennessee at the Siskin Children’s Institute and Creative Discovery Museum. The team partnered and collaborated to support educators and students within the nearby metropolitan area. The course was designed to break down barriers and raise awareness about individuals with disabilities. Through many activities and panel discussions, Mickel and Griffin (2007) reported that educators in the program leave enriched. Educators learned by having dialogue with each other, and a knowledge base was also gained from speakers with varied expertise in implementing best practices to support inclusive educational opportunities.

Opposed to attending training in person, collaborating with other educational personnel and participating in hands-on interactive activities discussions, there are professional development opportunities via the internet. One example is the online disability awareness program available through DisABILITY Awareness Solutions created by the Bobby Dodd Institute ([BDI], 2010). This online training is structured into five different modules, including disability facts; barriers and accessibility; strategies for inclusive education; disability insights; and take action.

Educators also have the option to sift through the internet to gather information on specific disabilities, ideas for training opportunities and literature that serves as a resource. Program Development Associates (PDA, 2010) is another organization that has utilized technology to develop and an internet site to market and distribute disability
awareness literature, such as cd’s, dvd’s, interactive board games, workbooks and reference guides. PDA’s (2010) primary focus is “diversity products” which provide a wide variety of training materials to ensure educators are able to achieve full community participation as well. On this site, individuals can participate in active learning, communicate through blogs and also access a variety of current literature.

The Educational Resource Information Center (ERIC) has developed an international databank that can be used in an educator’s professional development. This database provides an online digital library of information gathered from a variety of sources particularly related to disabilities and gifted students. This site also features specific links to web pages which contain facts sheets, digests, laws, research, online discussion groups, FAQ and databases relevant to the subject.

Currently, there are data that highlight both the benefits and the shortcomings of the utilization of technology in professional development regarding ability awareness and strategies to students with disabilities in inclusive environments. Some may believe technology reduces hands-on and active participation that are deemed essential, while others may insist learning styles differ and each individual and/or school site should assess current findings to determine what does and does not work. Valdez’s et. al. (2004) emphasized the importance that each educational team should consider that the “identified uses of technology can have different critiques depending on one's personal values and perspectives of what is good and bad in education (p. 15).”
Best Practices for Implementation of an Ability Awareness Program

Following the previous review of current practices in ability awareness, a question that remains is: What are recommendations for best practices when implementing an ability awareness program? This section will present recommendations gleaned regarding the selection of an individual or team to lead and implement the ability awareness program; organization and structure; content; strategies to use for implementation, such as ongoing discussion and follow-up and having individuals with disabilities involved in the process as presenters and participants.

In order for any ability awareness program to be implemented effectively and with positive intentions to increase growth and acceptance in all students, the educational team must make certain the organizer is prepared to take on the challenge of implementation of the ability awareness program. He/she must have a positive view of all students and acknowledge the importance to support individuals with disabilities and advocating for their stance on each topic being introduced (Brew-Parrish, 2006).

Cambell (2006) explained that the most crucial component of including a student with disabilities into a general education setting is the opening discussion and the same goes for introducing ability awareness topics. Activating prior knowledge and building background are strategies that have been engrained into educator’s daily practice and the literature also supports developing such a connection when introducing new concepts. For instance, students must understand key points of each topic introduced in the ability awareness curriculum in order to be able to make connections when participating in activities, such as simulations (Herbert, 2000; Mickel & Griffin, 2007; Gibbs, 2006).
When simulations are put into practice, it is crucial that students are first informed about the specific differences being “simulated.”

Brew-Parrish (2006) discussed specific steps to what can be done when introducing an ability awareness program:

1. Talk to professionals and special educations and ask questions.
2. Ask persons who have had a disability from birth (or a longtime disability) to come to your class or organization.
3. Read publications written by persons with disabilities.
4. Read publications that support inclusive practices or ability awareness.

Additionally, the tools and lesson plans created to implement an ability awareness program should be free from the problems that concerns activist (i.e., perpetuating negative stereotypes) and incorporate specific goals aimed at reducing ableism. Many advocates who have critiqued previous ability awareness programs promote including an “escort” (Ragged Edge Online Community, 2006) or an individual who has disabilities to address sensitive topics and also teach students by actually working in collaboration with participants. The idea has been promoted and noted in several research articles; however, the authors were unable to locate an existing ability awareness curriculum that incorporated this strategy throughout all suggested activities.

As alternatives to simulation exercises, Blaser (2006) recommended the following when introducing awareness day programs:

1. Talk about doing simulations before doing them.
2. Listen to individuals with disabilities.
3. Read a book or watch a video about a person with a disability.

4. Try not doing something: If a restaurant isn’t accessible, try not going there.

5. There are individuals with disabilities whom believe that there are positives regarding having a disability, explore and have a discussion about this.

6. Survey neighborhoods: Find out who has color contrasts on stairs and audible cues.

7. Find out where TDD/TTY phones are and how you find one.

Blaser further explained a variety of activities to teach individuals to, “open their eyes” and become aware of the individuals in their community and the environment around them.

The investigation of current ability awareness programs also showed the need to allow students to use multiple intelligences to receive new receptive information and to display knowledge of learned output through expression (CHIMES, 1990; Elder, 2010). Specifically, an interactive and multi-sensory approach to learning is needed to increase knowledge and longevity of retaining information. Another important recommendation is that curriculum should incorporate time for collaboration. For instance, at the end of each lesson include time for reflection and asking question (Schmidt, 2008). The literature reviewed also highlighted the importance for students and educators to develop further strategies to improve interactions with all individuals on their campus.

The literature also includes recommendations for resource guides to support the utilization of an ability awareness program by providing specific examples of how to structure, lead and implement the program the school site selects to implement. Such
guides should explain strategies to facilitate and amplify collaboration and coordination between school personnel and provide consistency in the execution of the initial initiation of an ability awareness program. Raabe (1994) provided the structure recommended (a step-by-step format) for proper distribution and implementation of such an ability awareness guide. Raabe’s program development proposal included potential working groups, locations of presentations, resources, specific planning processes, financial support available in the community, and marketing of the program. His research found that following the delivery of such programs, leaders must pledge and promote activities that include both children with and without disabilities while encouraging friendships and understanding amongst all.

The authors have developed a positive interactive program that has taken note of Raabe’s (1994) recommendation of structure and organization; designed a program with appropriate content areas; incorporated numerous teaching strategies to use during implementation, such as ongoing discussion and follow-up suggested by (Cambell, 2006; Herbert, 2000; Mickel & Griffin, 2007; Gibbs, 2006); having individuals with disabilities involved in the process as presenters and active participants (Brew-Parrish, 2006); and leading the activities on a continuous basis to maintain and advocate for acceptance and the support of inclusive education.

Research has shown that the school experience of those with or without disabilities can be negatively or positively influenced by any encounter. It is the educator’s job to give all students the opportunity to fully participate and learn the skills need to be successful in life. The ability awareness program shown enhances the
acceptance of all students and builds collaboration amongst the classroom and school, while supporting students in their educational journey. “Students who have the opportunity to discuss, experience and apply information to real-life situation, problems and projects gain lasting knowledge for the future” (Gibbs, 2006, p. 60).
Chapter 3

METHODOLOGY

The methods used to develop the lesson plans for an ability awareness curriculum, designed for students in kindergarten through grade three, are discussed within this chapter. Specifically, the rationale for development of an ability awareness curriculum and the steps that were taken to develop the curriculum, including decisions for specific grade level implementation and for content areas selected will be explained.

Rationale for Developing an Ability Awareness Curriculum

Personal interactions with educators, as well as research findings, raised the current authors’ concerns regarding the future of inclusive education. It has been observed in school sites and communities that colleagues as well students are using derogatory terms when addressing or discussing individuals with disabilities. Students with disabilities continue to be excluded from educational opportunities or, when participating in general education, teachers are not always engaging the student or even encouraging the student with a disability to participate in classroom activities.

General educators’ input and feedback were gathered in a variety of ways: through the collaboration process in grade level meetings, personal emails and a synopsis and analysis of the continual requests and/or questions. Through this collaboration with educational teams, the authors were exposed to general educators’ anxious feelings, ongoing criticisms of adopted curriculum and feedback surrounding difficulties faced when supporting students with disabilities in the general education classroom given
current resources. These general educators were seeking help from the special educators to better meet the needs of their students with disabilities. They were eager to learn more and committed to accepting responsibility for the learning outcomes of all students within their classroom, including students with disabilities. These reactions from general educators lead the authors to discover a great need for promoting ability awareness in order to have more effective inclusive practices. In other words, opposed to having general educators proposing ongoing questions to the special educators on how to teach about acceptance and the sensitive issues that may arise, the availability of an ability awareness curriculum would allow general educators to implement prepared lessons to influence all students and address differences among all.

Consequently, the authors decided to focus the literature review on influences on perspectives of individuals with disabilities, perspectives on educating students with disabilities in inclusive settings and current and best practice in ability awareness programs. From the critique of available disability and ability awareness programs, it was found that many: a) were not implemented with consistency; b) were guided without individuals with disabilities as participants; c) displayed a disconnect in follow-up and facilitated feedback; d) focused on disability versus ability; and e) led to further stereotypes and knowledge of limitations of others. The evidence revealed there is indeed a need to develop an effective ability awareness program to implement appropriate strategies for interactive learning while including students with disabilities into the general education classroom. The following sections will describe the actual steps taken to develop such an ability awareness curriculum.
Decisions about Grade Level Implementation

An ability awareness curriculum is necessary for all levels of education and could be beneficial beyond the early education years. In designing an ability awareness curriculum, the authors initially intended to develop a guide to support all ages and grade levels. Based on research findings on perspectives of individuals with disabilities, it was evident that uncertainty and insensitivity about disabilities continue to exist in the media, in school professionals, and most of all students. Although the need for ability awareness is vast, the authors believe that the biggest long-term impact would be in early elementary education (kindergarten through grade three).

Early experiences greatly influence the way a person develops, making it critical to implement an ability awareness program in early education. The activities people engage in from birth to age ten will determine how their learning patterns develop (Jindrich, 1998). The intent was to apply this theory of learning development, and make a more intensive program, with an emphasis on early learning. By instilling ability awareness and promoting acceptance at the early stages of development, the likelihood is that those skills will be maintained in higher education. When considering the learning theories of development, it was important to make the impact at the appropriate developmental stage to ensure that the ability awareness will be maintained and generalized.

Decisions about Content Area

Once the grade level focus was determined, it was then necessary to decide on the content areas for the curriculum. In terms of content, the hope was to meet the need of a
wide population of ability versus the needs of a few school sites. To that end, the initial consideration began with the Diagnostic and Statistical Manual of Mental Disorders (DSM) categories. The American Psychiatric Association released its draft of criteria for the fifth edition of the DSM *Diagnostic and Statistical Manual of Mental Disorders* in February, 2010. The thought was to utilize the categorizations newly proposed in the DSM to have the most up to date and effective selections, building consistency of terminology educators are currently using within the field. After collaborating surrounding the DSM categories (e.g., intellectual disabilities, autism) the authors considered that by selecting the disability categories, it would be contradicting their initial focus on ability awareness by putting too much emphasis again on the medical diagnosis.

After further reflection, the authors decided that the content needed to be viewed by educators as easy to access and implement. The assumption was that more individuals would select an area for instruction and immediately teach the lesson plan if the content was related to a tool that was already in use. Brainstorming continued about tools utilized that contained pre-selected categorized areas where students may require additional instruction. One such tool, the Special Education Information System (SEIS), divides the students’ present levels of performance into a structure that is easy to comprehend, utilize and categorize. SEIS is a web based system that is managed by the San Joaquin County Office of Education in the Central Valley, California, and allows the access of student information from any computer with internet access. SEIS has proven to be an effective student information system in monitoring the student's records and is
utilized across 96% of Special Education Local Planning Areas (SELPA’s) in the state of California.

Many educators are required to utilize SEIS to document their services and supports to students with disabilities within California. The choice of selecting SEIS was to provide categories in an easy to access consistent format. Since the categories were not specifically defined under SEIS, the authors determined definitions for categories in order to sort lesson plans. These categories and definitions were defined as follows:

1. Communication: Lessons supporting forms of verbal or nonverbal interaction resulting in the exchange of information and any tools that are used to deliver the information.

2. Academic: Lessons identifying any accommodations, tools, methods or equipment used to support growth in standard-based academic requirements.

3. Gross/Fine Motor Skills: Lessons demonstrating any form of movement, including bodily movement or manipulation of objects and any tools that are used to execute the movement.

4. Social/Emotional/Behavioral: Lessons contributing to the attitudes and behaviors of peers or self and any tools or strategies used to promote social interactions.

5. Vocational: Lessons to develop job skills and/or identify varying careers and any strategies or tools utilized to promote career opportunities.

7. Health: Lessons identifying healthy choices varying levels of medically supported diagnoses and any medications or tools required to support those diagnoses.

Although the seven categories selected above were sound and covered the majority of the initial targeted areas, an additional category of Diversity Awareness Framework was added to the ability awareness curriculum to set the basis of understanding the general diversity of the classroom and society.

After selecting specific categories to determine the content of the curriculum, the authors established a framework for lesson plans. When creating and adapting lesson plans, five critical components were incorporated to make certain all best practices from research were considered. The five components were:

1. Supported ability awareness opposed to disability awareness;
2. Accessed prior/background knowledge of the topic;
3. Incorporated live feedback (e.g., presenter) when applicable;
4. Provided an interactive approach to learning; and
5. Provided opportunity for discussion/reflection.

Through research, as well as personal experiences, the authors recognized the importance of presenting differences with the focus on ability opposed to on disability. By focusing on a disability, they would be exemplifying the medical model, focusing on a diagnosis and perpetuating ableism. Instead, they wanted to focus on how individuals with disabilities can be full contributing members of society and educate students on how society can adapt to meet the needs of our diverse population.
Asking questions or using teaching strategies (e.g., Prediction Map, KWL chart) to access prior knowledge or experience of a topic allows students to make connections from what they already understand about a topic, giving them the foundation to learn new information. Having presenters available to answer questions and guide/escort learners through experience and exposure allows students to make a greater connection with varying abilities. For instance, having a presenter who is blind participate while students create a tactile book would stimulate student learning, getting them excited to share and experience in the real life scenario.

To have the greatest benefit for student learning, an interactive approach is a high priority when developing activities for lesson plans. For example, when learning about how colors mix together to create new colors, students become intrigued by the actual activity of painting and watching the colors develop in front of their eyes. On the contrary, if students were simply told that blue and red mixed together creates purple, they could take the information as fact, but may not be interested to learn more about what other colors mixed together creates. Interactive learning allows for further exploration and student engagement.

Along with the ability for exploration, interactive learning meets the needs of varying learning styles. The premise of the project is to promote awareness of varying abilities, thus the lessons support varying styles of learning. The authors support the theory of multiple intelligences (Gardner, 1983) and created lesson plans with the intention of supporting the varying intelligences. The following examples describe how multiple intelligences were considered when developing curriculum.
1. Visual/Spatial: To support learners who thrive from visual contact, students could be required to paint, draw or create a collage to show their understanding of the subject matter.

2. Linguistic: To support learners who succeed with written or spoken words, students could be required to write stories or understand specific vocabulary about a topic.

3. Logical/Mathematical: To support learners who use mathematical reasoning to understand new ideas, students could be required to create charts or fill out Venn-diagrams to compare an issue.

4. Bodily/Kinesthetic: To support learners who learn best through muscular movement, students could be required to develop and play a game or move to different tactile stations to physically engage in an activity.

5. Musical: To support learners who learn through auditory stimulation, students could be required to sing and move to different listening stations to develop understanding of various topics.

6. Interpersonal: To support learners who thrive through interactions with others, students could be required to conduct interviews and role play to learn about a topic.

7. Intrapersonal: To support learners who develop greater understanding through self-reflection, students could be required to create poetry or answer reflection questions based on their interactive experiences.
8. Naturalistic: To support learners who relate themes to their natural surroundings, students could be required to observe their environment or make school to home connections by comparing the subject matter to their home environment. Applying multiple learning styles into the lesson plans ensures ability awareness will be accessible to all students. Students will then be able to develop the knowledge base to understand and accept individuals with disabilities.

Finally, teacher facilitated discussion and reflection allows students to process and analyze information allowing them to make judgments about what has happened in their learning experience. Educators too can examine their beliefs, assumptions and biases regarding teaching and learning, and determine how those beliefs influence classroom practice. Reflective thinking allows educators as well as learners to consider their beliefs, incorporate new knowledge and make informed conclusions based on where the knowledge leads.

After creating this framework, the lesson plans were written with the following format: a) five lesson plans per eight specific categories (e.g., communication, academic, gross/fine motor skills, social/emotional/behavioral, vocational, adaptive/daily living, health and diversity awareness framework); b) lesson goals/rationale; c) suggested duration; d) vocabulary; e) materials; f) strategies and procedures; g) questions and classroom discussion; h) key concepts and essential questions for teacher reflection; i) plan for independent practice and/or home school connection; j) and notes. As they were developed some activities were piloted to support students in kindergarten to grade three. When seeking feedback, general
education teachers complimented the teaching strategies referenced (e.g., Prediction Map, KWL chart) to access prior knowledge, the explicit directions noted in the strategies and procedures and the creativeness in the development of interactive (i.e., hands on) lessons (e.g. tactile book, looming, coping strategies). Some lessons were created from scratch and others were adapted from other professionals within the field of education. The authors will continue and examine the effectiveness of the remainder of the curriculum; assessing the value of specific presenters-guides/escorts, student engagement and the ability for all learners to actively participate in the activities developed. While additional edits may occur, the overall goal remains allowing students to gain a greater understanding of varying abilities and to promote acceptance within their school, classroom and community.
A movement toward equal access in educational opportunity and social acceptance for individuals with disabilities requires a greater understanding of varying abilities by educators and students. Educational access for students with disabilities is emerging with increased legal support of LRE and inclusive practices. With inclusive education, general educators will be given increased responsibility to support those students, thus requiring increased understanding of individuals with disabilities.

Supporting students with disabilities in the general education classroom may raise concerns and anxieties of general educators. Limited professional development for supporting students with disabilities may slow the movement for including students in the general education classroom, and overall acceptance into the community.

Developing a curriculum to bring awareness about varying abilities will benefit educators by reducing uncertainty about discussing disabilities. In addition, future educators will develop an inclusive foundation for accepting differences among peers. Current resources for educators are given on a short-term basis and often focus on the disability (Herbert, 2000) rather than on strategies for accommodation and incorporation of students with disabilities into the classroom. The authors’ intent for this project is to provide a curriculum that brings awareness of varying abilities and support for acceptance of individuals with disabilities in the general education classroom by students and teachers.
Description of the Project

The curriculum to support ability awareness is designed for kindergarten through grade three, and to be a supplement for California standards. The primary intent is to provide awareness of varying abilities through discussion-based lesson plans, allowing for self-reflection of educators as well as students. Specific abilities to be discussed are provided into eight categories. Within each of the eight categories, there are five lesson plans specific to the range of differences that students and educators may experience in their classroom or community.

The lesson plans focus on positive characteristics of varying abilities and ways to incorporate these characteristics within the classroom and community. The first category, diversity framework, explores the variety of unique qualities and characteristics that combine to create our diverse society and how students can appreciate and accept diversity. Communication, the second category, explores the variety of communication styles, adaptations and tools for communication that are ever present in our society allowing students to understand how information can be shared without simply using verbal communication. The third category looks at differences in academic strengths and allows students to discover the diverse ability and strategies students use to acquire new knowledge. Fine and gross motor ability are explored in the fourth category, presenting varying abilities in mobility and how different strategies, tools or modes of movement can lead to similar outcomes. The fifth category identifies strategies for social, emotional and behavioral skills that will encourage students to acknowledge differences in ability and strategies of interaction and behavior and how their acceptance can lead to good
citizenship. Category six describes adaptive and daily living skills to expose students to a variety of techniques and strategies that allow all individuals to function independently no matter their level of ability. Vocational skills are discussed in category seven with explorations of differences in interests and abilities with appropriate support and tools lead to successful outcomes for all individuals. Finally, health is presented to expose students to the varying health needs of all individuals and how students can support and respond to those needs.

Each lesson plan is formatted to incorporate background knowledge, goals for ability awareness, interactive learning, reflection and plan for independent practice. Within each lesson plan, academic goals as well as goals identified to support ability awareness are presented. Specific materials and vocabulary students will use and be exposed to are identified within each lesson plan. Step-by-step procedures to facilitate activities are listed in chronological order for better flow and understanding. Reflection questions and discussions are the final step to each lesson plan to ensure a deeper understanding of ability and acceptance of diversity in the classroom. To further encourage independent practice, opportunities for interaction at home are included. Beyond the specific lessons and goals for students, questions for educators to reflect on their current and future practices to support diversity of ability in their classroom are incorporated.

Lesson plan activities use various strategies to access prior knowledge, including Think-Pair-Share and KWL charts. When appropriate, opportunities are provided to include a facilitator who has a disability to offer students real life exposure and
experience with realistic perspectives of their abilities. Each lesson plan activity incorporates interactive and collaborative activities such as group art projects or interviews to access the varying interests and abilities of each student. To ensure all strategies and methods of implementing lesson plans a definition of teaching strategy terms are included in the beginning of the curriculum. Visual tools used during activities are attached to provide easy access to materials needed within each section. In addition, educational strategies requiring a visual worksheet that are used multiple times in the curriculum and could be implemented across additional lessons are provided at the beginning of the curriculum. A model lesson plan template is included to allow for educators to develop lesson plans to support additional levels of ability or to create a lesson specific to meet the needs of their classroom that encompasses all these strategies.

Evaluation and Dissemination of the Curriculum

The curriculum is designed to help change the way our schools function, interact and collaborate with one another. The ability awareness program should be viewed as a teaching tool, a vehicle if you will, for increasing school and community improvement. The goal is to provide knowledge, promote acceptance, encourage educators to develop a sense of respect of differences, specifically for individuals with disabilities, incorporate interactive learning and teach all students within our diverse world. The lesson plans are designed to impact students in a positive way, increasing student engagement, interaction and team approach in task completion.

Although colleagues viewed a draft of the lesson plans, not all lesson plans have been distributed or field-tested. As a result, the effectiveness of the ability awareness
curriculum is difficult to determine. However, many lesson plans have been adapted from special educators who find the interactive strategies and concentrations on ability opposed to disability to be effective approaches in promoting ability awareness. Consequently, the current authors intend to provide the curriculum to general educators within their districts and communities. Future widespread dissemination and possible publication will be considered after proper field-testing and effectiveness has been established.

Implications for Future Practice and Research

Considering the time limitation to appropriately field-test the entire curriculum, field-testing will need to be conducted to ensure that lesson plans increase levels of acceptance of peers in a diverse classroom. After field-testing, feedback from educators and students could provide insight into the impact the lesson plans have on each grade level (e.g., learned outcomes, student interaction with peers with disabilities and etc.). The ability awareness curriculum developed was intended only for students from kindergarten to grade three, but lesson plans for additional grade levels could have similar benefits of promoting acceptance of individuals with disabilities. All students should learn the strategies to interact with each other to overcome the stereotypes we observe in society, and increase acceptance amongst all individuals at school, community or workplace.

Additional research can be completed around the effectiveness of each ability awareness lesson plans developed. A longitudinal study is recommended to identify the correlations and effectiveness of specific lesson plans on the affects of perceptions of
individuals with disabilities. Further research could identify an additional need for knowledge regarding other ability levels.

This project provides a template so that educators can utilize in the development of a “lesson plan model” that can be individualized to his or her student and/or current issue. Hence, the educational field is ever changing; new issues and topics will arise and should be addressed in the format provided through the ability awareness program.
APPENDIX
Building Blocks of Acceptance: Ability Awareness Curriculum for Kindergarten Through Grade Three

By
Schea Ashby
Krista Nylen
Sacramento, CA
2010
# Table of Contents

- **Teaching Strategies** .......................................................... 61
- **Four Square** ................................................................. 64
- **KWL** .................................................................................. 65
- **Prediction Map** ................................................................. 66
- **Venn Diagram** ................................................................. 67
- **Lesson Plan Model** ............................................................ 68

## Chapter 1: Diversity Framework ...................................................... 70
- **Diversity Map** ..................................................................... 71
- **Looming Diversity** ......................................................... 73
- **Graphing Diversity** .......................................................... 76
- **We are all Special** ............................................................ 78
- **Beauty in Variety** .............................................................. 80

## Chapter 2: Communication ............................................................ 82
- **Person First Language** ..................................................... 83
- **Strategies for Communication** ........................................ 85
- **Visual Modes** .................................................................... 87
- **Nonverbal Communication** .............................................. 92
- **Requesting without Words** .............................................. 95

## Chapter 3: Academic ................................................................ 98
- **Reading with your Hands** ............................................... 99
- **How Do I Learn?** ............................................................ 101
- **Yes We Can!** .................................................................... 104
- **Ode to Maps** ................................................................. 106
- **Putting Multiple Intelligences into Action** ...................... 113

## Chapter 4: Fine/Gross Motor Skills ............................................... 118
- **Similarities** ....................................................................... 119
- **Let’s “Roll” Together** .................................................... 121
- **How to get from A to B** .................................................. 123
- **It’s Time to Rhyme** ......................................................... 125
- **Let’s “Access” our School** .............................................. 128

## Chapter 5: Social/Emotional/Behavioral ....................................... 132
- **Following the Golden Rule** ............................................. 133
- **Corduroy** ........................................................................... 135
- **Behavior Strategies** ........................................................ 137
- **Fairness** ............................................................................. 141
- **Circle of Friends** ............................................................ 143

## Chapter 6: Adaptive/Daily Living Skills ......................................... 145
- **I Can Write My Own Social Story!** ................................... 146
- **Sleepy Time - Organization Skills** ................................... 149
- **Cool Tools** ................................................................. 153
- **How I Need Help** ............................................................ 156
- **Let’s Make a M.A.P.** ......................................................... 158
Teaching Strategies

Strategies to Be Reviewed Prior to Implementation

Around The World/Whip Around:
This activity is a useful instructional tool to check for understanding (speedy assessment) in a group setting. As the teacher listens to the ideas of information shared by students, he/she can determine if there is a general level of understanding or if there are gaps in student thinking. The process is as follows: the teacher proposes a question or task then students have a short period (approx. 30 seconds) to think about the questions proposed; all students stand up; the teacher will call on one student to start; he/she will provide an answer/idea; then immediately sit once they have shared. This process will continue until students have each shared. (Conklin, 1999).

Book Walk:
This strategy is used to introduce a story. Students are able to preview the text by looking through the pages. The teacher can stop periodically, allowing students to view the open pages and talk about what they see. This is a great time for students to make predictions about what they will be learning and what the story is about. In addition, a variety of additional strategies can be used through the Book Walk: scanning skills, student’s looking toward bold words, bullets, pictures and graphics and sharing any prior knowledge or any connections they have as they scan the book. (McCreary, 2010)

Directed Reading/Thinking Activity (DRTA):
DRTA is a reading strategy allowing students to generate hypotheses from their own experiential backgrounds as they read or listen to text. DRTA encourages readers to engage actively in a three-step comprehension cycle:
1. Students sample text (read or review pictures).
2. Students predict what they think the section will be about.
3. Teacher or students identify passages that prove or disprove their predictions. (Reutzel & Cooter, 1992)

Four Square:
An instructional technique known as the Four Square method has been used to increase vocabulary development and utilize multiple intelligences in the classroom setting. This is an activity that has now become a typical activity used by educators in a variety of ways (e.g. predicting vocabulary, following students being explicitly taught a new definition and/or to assess students understanding of a specific term). The technique truly helps increases students understanding and the ability remember the words they are being taught. Students enjoy using a pre-developed four square method or creating a four square themselves using a white board which they divide into four sections and label.
as described below). Students write the word, write a definition of the word, use the word in a sentence, and draw a picture. (Beck, McKeown & Kucan, 2002)

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture</td>
<td>Sentence</td>
</tr>
</tbody>
</table>

**Know/Want to Know/What I learned (KWL)**

An instructional technique known as K-W-L has been used in classrooms since the mid 80’s. The teacher’s goal is to activate students' prior knowledge of a topic by asking them what they currently know; then students (individually or collaboratively) set goals specifying about what they Want to learn; and after completing an activity about the topic, students discuss what they have Learned. Such strategies can continue to assist them in constructing meaning from what they read and help them monitor their progress toward their goals. (Ogle, 1986)

<table>
<thead>
<tr>
<th>K What I KNOW</th>
<th>W What I WANT to know</th>
<th>L What I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Prediction Graphic Organizer:**

Prediction graph organizer is tool students can use to record their predictions about a story, activity or a topic of discussion. The visual allows students to make connections, using a structure and text to increase both organization and comprehension. Students fill in the graphic organizer with their predictions about what do they think will occur, who the characters might be, and what will be the sequence (beginning, middle, end).
Post It Strategy

In classrooms today, some children have difficulties comprehending-retelling & restating information. The Post It strategy is a cheap and easy tool where students can use a multi-sensory approach (e.g., pulling off a post it from the paper, selecting an area where they need additional notes and/or reminders, writing) to support them in their ability to recall and restate details. The students should read a page/sentence/word (depending on the individual), and then jot down a QUICK note on a post-it about what information they receive or what they have read.

Think-Pair-Share or Write-Pair-Share:

This strategy was developed to increase engagement and activate prior knowledge of a topic. During this activity, students will have individual time to think or write about or form questions related to the topic of study. They will then pair up with a partner to share their thoughts. Finally, the pairs will select one major idea to share with the entire class. (Lyman, 1981)

Venn Diagram

The Venn Diagram was created for students to use a tool to increase the understanding of comparing and contrasting information, analyzing similarities and differences in terminology. The visual is made up of two or more overlapping circles in which students record individual characteristics of one topic or object in one circle (A) and the other topic or object in the other circle (B), and finally record similarities of the two topics or objects in the overlapping section (C). This activity enables students to organize their thought and/or learned information visually. (Venn, 1880)
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
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<tr>
<th>Picture</th>
<th>Sentence</th>
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</table>
### KWL

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I KNOW</td>
<td>What I WANT to know</td>
<td>What I LEARNED</td>
</tr>
</tbody>
</table>
Prediction Map
“Let’s Use Our Brains & Predict”
Venn Diagram
### Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

*Students will...*

### Suggested Duration:

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are key vocabulary words students should gain an understanding of.</td>
<td>These are items that will be used during the lesson to enhance the learning of all students.</td>
</tr>
</tbody>
</table>

### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.
**Questions and Classroom Reflection:**
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

**Key Concepts and Essential Questions for Teacher Reflection:** These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

**Plan For Independent Practice and/or Home School Connection:**
This allows for students to connect their learning from this lesson to their natural/home environment.

**Notes:**
<table>
<thead>
<tr>
<th>Chapter One:</th>
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</thead>
<tbody>
<tr>
<td>Diversity Awareness Framework</td>
</tr>
</tbody>
</table>
### Diversity Awareness Framework

#### “Diversity Map”

#### Lesson Goals/Rationale:

These are your goals for the students and why you believe it is important to teach this lesson.

**Students will...**

- learn new vocabulary.
- recognize differences in personal characteristics of peers.
- identify same and different.
- understand individual characteristics come together to create a diverse community.

#### Suggested Duration: 15 minutes

#### Vocabulary:

These are key vocabulary words students should gain an understanding of.

- Same
- Different
- Diversity
- Individuality
- Community
- Characteristic
- Interests

#### Materials:

These are items that will be used during the lesson to enhance the learning of all students.

- Tape or chalk to create 2 lines on the floor

#### Strategies and Procedure:

These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher facilitates discussion about differences among students in the classroom.
- Students line up in two lines on opposite sides of the room, facing each other.
- Teacher asks students questions about individual characteristics or interests (e.g., “If you like red...,” “If you live with your grandmother...,” “If you like ice cream...”).
- Each time students fall within the category teacher asks them to move to a specific location (e.g., “Take two steps forward if...,” “Jump to the left if...,” “Turn around if...”).
- After identifying ten categories, students sit down wherever they are standing.
- Teachers instruct students to look around and see where all the students are located.
- Teacher facilitates Questions and Classroom Reflection.
Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Is everyone in the same place or a different place?”
- Teacher facilitates discussion about how everyone has differences causing them to move at a different place in a variety of directions.
- Teacher facilitates discussion about the diversity of students.
- Teacher facilitates discussion about how every student is an equal member of the classroom community.

Key Concepts and Essential Questions for Teacher Reflection: These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the diversity awareness framework?
- Did the students meet the goals in learning about the diverse school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students play the same game with their family at home.

Notes:
Diversity Awareness Framework
“Looming Diversity”

Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will....
- learn new vocabulary.
- learn the complexity of our diverse world.
- develop acceptance and the value of diversity amongst all people.
- understand about different cultures, the fundamentals of weaving/looming within different geographical regions around the world (e.g., India, Turkey).
- discover the multiple means of looming (e.g., artwork, expression, clothing and etc.).
- learn that the members of the classrooms are all different and can work together cohesively.
- recognize how all our skin colors create a masterpiece, a beautiful class & wonderful world.
- appreciate the impact diversity has had on our nation.

Suggested Duration: 60 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Looming (wrap, weft, etc.)
- Culture
- Difference
- Acceptance
- Locate
  - Turkey
  - India

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Yarn
- Cardboard looms
- Buttons
- Ribbons
- Glue
- Glitter
- Scissors
- Fringe (Tassels, Edging, Border)
- Power point with visuals and lecture notes
- White board
- Dry erase markers
- Map/Globe
### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher models format for a four square writing method and students imitate on white boards.
- Teacher introduces Power Point presentation with photos of a variety of individuals from different cultures participating in looming activities.
- Students will fill in their four square based on information presented in slides.
- While giving presentation, teacher discusses individuals’ perspectives of their looming practices and highlights photos of a variety of cultures.
- Teacher locates on the map destinations where looming occurs (e.g., India, Turkey).
- Students receive their own piece of cardboard or loom.
- Teacher explains students will be looming a representation of their face.
- Teacher shows final looming project.
- Students choose several items from large assortment of colored ribbon, string and yarn.
- Students will weave the entire loom creating the background color of their face (representing individuals skin color).
- After completing loom, students add facial features using the additional materials provided (e.g., glitter, buttons, etc.)
- Teacher and assistance/parents manipulate and stitch the faces together to create a diverse quilt of all classroom members.
- Teacher facilitates Questions and Classroom Reflection.

### Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What did you like or dislike about the project?”
- Teacher asks, “Is it possible to create a classroom project with each individual being different and producing a beautiful piece of artwork?”
- Teacher asks, “How were you contributing to the team?”

### Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the diversity awareness framework?
- Did the students meet the goals in learning about the diverse school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.
<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
</table>
| - Students will share loomed artwork and orally present the process to their family.  
  - Students will explain to caregivers or siblings three new skills learned. |
## Diversity Awareness Framework

### “Graphing Differences”

### Lesson Goals/Rationale:

*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will...**
- learn new vocabulary.
- interpret a graph.
- graph data.
- identify more, less or equal.
- contrast same and different.
- recognize varying interests and characteristics of peers.
- learn the importance and advantage of variety and diversity.

### Suggested Duration: 15 – 30 minutes per graph (across 5 days)

### Vocabulary:

*These are key vocabulary words students should gain an understanding of.*

- Same
- Different
- More
- Less
- Diversity
- Most
- Least

### Materials:

*These are items that will be used during the lesson to enhance the learning of all students.*

- Graph (drawn on easel)
- Marker

### Strategies and Procedure:

*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher facilitates discussion about differences among peers.
- Teacher sets up graph on easel (e.g., Numbers 1-10 on Y axis and age on X axis).
- Teacher asks students to raise their hand if they are one year-old, two years old, etc. and have student volunteers fills in graph with an X for the number of students fitting into the category.
- Teacher asks students which age has most and least.
- Teacher asks students to compare ages (e.g., which one has more or less).
- Teacher repeats graph for other categories (e.g., Age, favorite foods, number of siblings, favorite colors, hair color, color of shirt, etc.), one per day, for five days.
- At the end of the week, teacher posts all five on the wall/board.
- Teacher facilitates Questions and Classroom Reflection.
**Questions and Classroom Reflection:**
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What do you notice about the graphs?”
- Teacher asks, “Are they all the same or different?”
- Teacher facilitates discussion about the diversity of students.
- Teacher facilitates discussion about how every student is an equal member of the classroom community.
- Teacher asks, “What did you like or dislike about this project?”

**Key Concepts and Essential Questions for Teacher Reflection:** These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the diversity awareness framework?
- Did the students meet the goals in learning about the diverse school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

**Plan For Independent Practice and/or Home School Connection:**
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will ask their parents and/or siblings the same questions presented in the graphs.
- Students will present three differences and/or similarities about their caregivers and/or siblings.

**Notes:**
Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary
- recognize differences of all peers.
- identify ways to appropriately treat peers.
- learn about different types of disabilities and equipment.
- recognize consequences of behavior.

Suggested Duration: 15 - 30 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Disability
- Ability
- Differences
- Teasing
- Common
- Same

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Copy of book: Don’t call me special: A first look at disability, by Pat Thomas

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

Students will...
- Teacher asks, “What is different about the person sitting next to you?”
- Teacher asks, “What is something you have in common about the person sitting next to you?”
- Teacher asks, “Has anyone teased you for being different?”
- Teacher will lead a book walk having students look through two open pages at a time and talking about what they see.
- Teacher reads Don’t call me special: A first look at disability, by Pat Thomas.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond

Key Concepts and Essential Questions for Teacher Reflection: These guide your inquiry into the big ideas and concepts of the unit, to reinforce in
- Teacher asks, “How would you feel if people teased you because there was something different about you?”
- Teacher explains how student can focus on positive characteristics when talking about/thinking about/working with a friend.
- Teacher asks, “What would you do if you saw someone getting teased?”
- Teacher facilitates discussion about how it is appropriate to ask questions and learn new things about differences among people.
- Teacher facilitates discussion about how it is inappropriate to tease, stare or exclude people because they are different.

**Plan For Independent Practice and/or Home School Connection:** This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will ask parents if they ever were teased for being different and if so, how did it make them feel.

**Notes:**
## Diversity Awareness Framework

### “Beauty in Variety”

### Lesson Goals/Rationale:

*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will...**
- learn new vocabulary
- learn the importance and advantage of variety and diversity.
- learn that individual differences combined together create a greater community.
- appreciate diversity and accept unique qualities of individuals within the classroom and community.

### Suggested Duration: 60 minutes

### Vocabulary:

*These are key vocabulary words students should gain an understanding of.*

- Same
- Different
- Diversity
- Community
- Individuality / Individual Characteristics
- Compare
- Contrast

### Materials:

*These are items that will be used during the lesson to enhance the learning of all students.*

- Paper
- Crayons
- Venn Diagram

### Strategies and Procedure:

*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher shows students a black and white landscape picture and asks students about the picture (e.g., “What do you see in the picture?” What do you notice about the picture?”).
- Teacher shows students the same picture, in color, and asks students same questions about the picture.
- Teacher explains that students will be drawing two landscapes.
- Teacher explains for the first picture students will be given one color to complete their picture and then they can use all the colors for the second picture.
- Students draw a picture using only one color crayon.
- After, students draw a picture on the second piece of paper using as many color crayons as desired by the students.
- Students get into pairs to exchange pictures.
- Students use a Write-Pair-Share strategy to compare and contract pictures in a Venn Diagram.
- Students return to their seat for teacher to facilitate Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What picture did you like better?”
- Teacher asks, “Did you like using one crayon or being able to use all the crayons?”
- Teacher asks, “What would our class be like if everyone were the same?”
- Teacher asks, “What would our class be like if everyone was different?”
- Teacher says, “Look around the room, everyone is different!” “We learn differently!” “We look differently!”

Key Concepts and Essential Questions for Teacher Reflection: These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the diversity awareness framework?
- Did the students meet the goals in learning about the diverse school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will bring home artwork and explain to caregivers and/or siblings what they like or dislike about each pictures.

Notes:

Adapted from, Wolfe (2010).
| Chapter Two: |
| Communication |
## Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- learn how to identify the main ideas of an analogy.
- create their own analogy.
- identify person first language.
- understand the purpose for using person first language.

**Suggested Duration:** 60 minutes

### Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Analogy
- Differences
- Person First Language
- Mark Twain
- Lightning Bug
- Lightning
- Disability
- Ability

### Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Paper
- Pencil
- Crayon
- White board
- Dry erase markers

### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “How would you feel if someone describes you as a slow reader rather than saying Joey is practicing increasing his reading fluency?”
- Students will use Write-Pair-Share strategy to compare and contrast the words ability and disability.
- Teacher will explain the importance for everyone to recognize each other’s strengths instead of recognizing the things they cannot do.
- Teacher writes examples on board of person first language (e.g., ‘She has freckles’ and ‘The freckled girl’, ‘He’s special education’ and ‘he receives special education services’).
- Student volunteers select the appropriate sentence using person first language.
- Teacher writes the analogy, ‘The difference between the right word and the almost
right word is the difference between lightning and the lightning bug. By Mark Twain.

- Students will copy the sentence onto their white board and work with a group of two-three to discuss the meaning.
- Each group will share their ideas using the around the world and/or the whip around method.
- Teacher places a photograph on the overhead and ask the students to describe the photograph trying their best to use person first language. (e.g., Students will describe the teacher by saying, “Mrs. Nylen has a teaching credential, Mrs. Nylen has brown hair.”).
- Teacher explains, by using positive words and appropriate language structure (has v. is), students model the appropriate usage of person first language.
- Students will work with a peer and describe each other using person first language.
- Teacher facilitates Questions and Classroom Reflection:

### Questions and Classroom Reflection:
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “How did you feel when someone describes you in a positive way?”
- Teacher asks, “Next time you have to describe a person, what will you say?”

### Key Concepts and Essential Questions for Teacher Reflection:
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the communication thematic unit?
- Did the students meet the goals in learning about communication modes/forms/styles/methods used by a variety of individuals in school classrooms, across campus, and within the community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will practice describing their family using person first language.

### Notes:
**Lesson Goals/Rationale:**
These are your goals for the students and why you believe it is important to teach this lesson.

**Students will...**
- learn new vocabulary.
- identify varying forms of communication.
- work cooperatively to interpret communication styles.
- exercise interviewing skills.
- develop understanding of how verbal communication is only one method of communicating.

**Suggested Duration:** 60 minutes

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Materials:</th>
</tr>
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<tbody>
<tr>
<td><em>These are key vocabulary words students should gain an understanding of.</em></td>
<td><em>These are items that will be used during the lesson to enhance the learning of all students.</em></td>
</tr>
<tr>
<td>- Communication</td>
<td>- None</td>
</tr>
<tr>
<td>- Nonverbal communication</td>
<td></td>
</tr>
<tr>
<td>- Gestures</td>
<td></td>
</tr>
<tr>
<td>- Facial Expressions</td>
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</table>

**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “How do you communicate?”
- Teacher facilitates discussion about ways that other people communicate (e.g., A.S.L., P.E.C.S, verbal, gestures).
- Teacher explains students will be getting into pairs to ask questions using different communication styles:
  - Only communicate by blinking.
  - Only communicate by using facial expressions and gestures.
  - Only communicate with words.
  - Only communicate with pictures.
  - Only communicate with written words.
- Students get into pairs and teacher assigns each group a communication style.
- After the communication tool is chosen students ask and discuss interview questions.
  - How old are you?
  - Do you have brothers, sisters?
  - What is your favorite color?
  - When is your birthday?
- **What kind of ice cream do you like?**
  - Students return to their seats and teacher facilitates **Questions and Classroom Reflection**.

### Questions and Classroom Reflection:
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “What was easy for you when answering the questions?” “What was difficult when answering the questions?”
- Teacher asks, “What strategies did you use to get the answers?” “What strategies did you use to give the answers?”
- Teacher asks, “Were you able to get all the answers?”
- Teacher facilitates discussion about varying communication styles and how some are more challenging, but still work to communicate.

### Key Concepts and Essential Questions for Teacher Reflection:
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the communication thematic unit?
- Did the students meet the goals in learning about communication modes/forms/styles/methods used by a variety of individuals in school classrooms, across campus, and within the community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will prepare interview questions to ask their parents, choosing a communication style of their choice.

### Notes:
Communication
“Visual Modes”

Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will:
- learn new vocabulary.
- learn the variety of ways to communicate with individuals.
- explain the benefit and challenge of each mode of communication.
- work cooperatively to interpret communication styles.
- develop understanding of how communication can be more than verbal communication in order to have a conversation.

Suggested Duration: 45 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Communication
- Verbal Communication
- Non-Verbal Communication
- American Sign Language (ASL)
- Finger spelling worksheet
- Pix Writer
- Gestures
- Facial Expressions
- Interests
- Environment

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Finger spelling alphabet (attached)
- Picture icon placemat (attached)
- Pix Writer CD
- List of nonverbal communication techniques (attached)

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “How do you communicate?”
- Teacher facilitates discussion about ways that other people communicate (e.g., A.S.L., P.E.C.S., verbal, gestures).
- Teacher models various types of communication that will be seen at each station (Pix Writer, finger spelling, picture icon placemat and nonverbal communication).
- Teacher explains that students will get into groups and at each station they will have to describe their family, interests and environment using the communication system at each station.
  o Pix Writer
- Finger spelling
- Nonverbal communication
- Picture icon placemat

- Students return to their seats and teacher calls on student volunteers to recall something they learned about the students in their group.
- Teacher facilitates Questions and Classroom Reflection:

<table>
<thead>
<tr>
<th>Questions and Classroom Reflection:</th>
<th>Key Concepts and Essential Questions for Teacher Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.</td>
<td>These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.</td>
</tr>
<tr>
<td>Teacher asks, “What station did you have the most difficulties with?” “What station did you find easy?”</td>
<td>What strategies did you use to overcome some of the challenges observed during the implementation of the communication thematic unit?</td>
</tr>
<tr>
<td>Teacher asks, “What strategies did you have to use to ensure the information was relayed appropriately?”</td>
<td>Did the students meet the goals in learning about communication modes/forms/styles/methods used by a variety of individuals in school classrooms, across campus, and within the community?</td>
</tr>
<tr>
<td>Teacher asks, “How did you feel when you were only able to use facial expressions and gestures?”</td>
<td>Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.</td>
</tr>
<tr>
<td>Teacher asks, “Were you able to express all the information you wanted to share?”</td>
<td></td>
</tr>
<tr>
<td>Teacher facilitates discussion about the varying communication styles and how some are more challenging, but still work as communication tools.</td>
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</tr>
</tbody>
</table>

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will explain the difficulties and successes they had at school while communicating using multiple modes of communication.

Notes:
Letters

Image retrieved from, Cleary School for the Deaf (2010).

Numbers
Nonverbal Communication Techniques

<table>
<thead>
<tr>
<th>Pointing</th>
<th>Directing Others</th>
<th>Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Pointing Icon" /></td>
<td><img src="image2" alt="Directing Others Icon" /></td>
<td><img src="image3" alt="Sharing Icon" /></td>
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</table>

<table>
<thead>
<tr>
<th>Nodding</th>
<th>Clapping</th>
<th>Thumbs up/down</th>
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<td><img src="image5" alt="Clapping Icon" /></td>
<td><img src="image6" alt="Thumbs up/down Icon" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Smiling</th>
<th>Frown</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Smiling Icon" /></td>
<td><img src="image8" alt="Frown Icon" /></td>
<td><img src="image9" alt="Writing Icon" /></td>
</tr>
</tbody>
</table>
Name__________________________ Date: ____________________

Picture Icon Placemat

Images retrieved from Boardmaker Plus (1991)
### Communication
"Nonverbal Communication"

#### Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

**Students will:**
- learn new vocabulary.
- learn nonverbal strategies to communicate.
- develop a comparison between nonverbal communication and verbal communication using a Venn-diagram.
- develop acceptance and the value of diversity among all people.
- gain knowledge of that the members of the classrooms are all different and can work together cohesively.
- Demonstrate and practice A.S.L as a group.

#### Suggested Duration: 45 minutes

<table>
<thead>
<tr>
<th>Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>These are key vocabulary words students should gain an understanding of.</td>
<td>These are items that will be used during the lesson to enhance the learning of all students.</td>
</tr>
<tr>
<td>- Verbal communication</td>
<td>- Copy of Read Only One Woof, by James Herriot</td>
</tr>
<tr>
<td>- Nonverbal communication</td>
<td>- Paper</td>
</tr>
<tr>
<td>- Communication</td>
<td>- Crayons</td>
</tr>
<tr>
<td>- American Sign Language (ASL)</td>
<td>- Markers</td>
</tr>
<tr>
<td>- Gestures</td>
<td>- Chair</td>
</tr>
<tr>
<td>- Photographs</td>
<td>- A.S.L. words (dog, cat, food, water, help, bathroom)</td>
</tr>
<tr>
<td>- Drawing</td>
<td>- Writing</td>
</tr>
<tr>
<td>- Necessities</td>
<td>- Necessities</td>
</tr>
</tbody>
</table>

#### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What is communication?” “Who communicates?” “Does everyone communicate?”
- Students will each receive a sign with a string attached to wear around their neck that says, “I can’t speak. Try to find out what I want you to do.”
- Teacher will facilitate a discussion about how students can be the same, but communicate differently.
- Teacher will demonstrate nonverbal communication by having student follow
movements directed and modeled by the teacher (e.g., stand up, touch peer next to them).
- Students practice nonverbal communication by giving instructions to peer sitting next to them.
- Teacher informs students that they will be reading story about a dog that does not bark.
- Teacher asks students to listen for ways that the dog communicates without barking.
- Teacher explains every time they hear the word (dog, cat, food, water, help or bathroom) they will demonstrate and practice signs as a group, demonstrated by the teacher.
- Teacher will build background: explain to students that sheepdogs are “herders” and “round things up?” Give example of the dog in the story (Rusty).
- Teacher reads, Only One Woof, by James Herriot, stopping often to check for understanding.
- Teacher asks students if they understand that the dog (Gyp) is still communicating, just not barking?
- Teacher will explain, just like Gyp, you would have found other ways to communicate.
- Teacher introduce activity to practice nonverbal communication by gesturing for students to:
  - Stand up
  - Push chair in
  - Sit on floor
  - Touch peer next to them
  - Cover ears
  - Pull out chair
  - Sit down
  - Take out a pencil
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Can we all be the same, but communicate differently?” Ask for a couple of examples
- Teacher asks, “Only one “woof” in 8 years...what would it be like if you could have only said one word in your entire life?” “What do you think you might have said?” “How did Gyp do that?”
- Teacher asks, “What other ways might people communicate if they

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the communication thematic unit?
- Did the students meet the goals in learning about communication modes/forms/styles/methods used by a variety of individuals in school classrooms, across campus, and within the community?
- Evaluate how you can incorporate and
Teacher explains that even though we might communicate differently, we are still the same in many ways. If someone can’t talk with you in the way you know best (verbally), you may have to try different things.

Plan For Independent Practice and/or Home School Connection: This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will try to communicate with caregivers/siblings in a way that is different from verbal communication and see if they can make the other person understand.

Notes:

Adapted from, Lawson (2010).
## Communication

### “Requesting without Words”

**Lesson Goals/Rationale:**

*These are your goals for the students and why you believe it is important to teach this lesson.*

*Students will...*

- learn new vocabulary.
- learn a nonverbal strategy for getting needs met.
- develop awareness of communicating through pictures.
- understand verbal communication is one of many forms of communication.
- practice a new communication tool across environments and time.

**Suggested Duration:** 30-60 minutes for activity, practiced for entire class period (can be used across days)

### Vocabulary:

*These are key vocabulary words students should gain an understanding of.*

- Picture communication
- Nonverbal communication
- Requesting
- Awareness
- Verbal communication
- Challenges
- Needs

### Materials:

*These are items that will be used during the lesson to enhance the learning of all students.*

- Laminated Velcro strip (one per student 6 inches in length)
- Picture icons (2 inch by 2 inch)
  - I
  - Want
- Various picture icons of items students request across their day, including, but not limited to:
  - Bathroom
  - Water
  - Help
  - Food
  - Paper
  - Pencil
  - Crayon
  - Scissors

### Strategies and Procedure:

*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher asks, “What do you know about communication?” “How do you communicate
- Discuss various types of nonverbal communication (e.g., waving, smiling,) that students use daily.
- Teacher asks, “Have you ever communicated through pictures?”
- Teacher describes the use of a picture communication system (e.g., pictures can replace our words to describe what we want, our environment etc.).
- Teacher shows students communication strip with “I” and “Want” icons attached and the additional picture icons.
- Teacher describes that in order to get their needs met from the teacher for the day they will have to request by using the strip:
  - Selecting the picture icon they are trying to get (e.g., bathroom, pencil), attaching it to their picture strips.
  - Getting attention, nonverbally, of the teacher (e.g., raising hand, tapping on the shoulder).
  - Once gaining attention, students have to point to each picture icon “I,” “Want,” and the picture of the item they are asking for, while making eye contact with teacher.
- Teacher explains to students that they will not be able to get what they are requesting unless they follow the appropriate steps of the picture communication system.
- Students get into pairs to practice how to use the communication system.
- Throughout the day students will use picture communication system to request anything they may need.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Were you able to get your needs met every time you attempted to use the picture communication system?”
- Teacher asks, “Can you think of any other communication styles you use?”
- Teacher asks, “What were some challenges you faced when using the picture communication system?”
- Teacher asks, “Can you think of another strategy to get your needs met without using words?”

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the communication thematic unit?
- Did the students meet the goals in learning about communication modes/forms/styles/methods used by a variety of individuals in school classrooms, across campus, and within the community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.
**Plan For Independent Practice and/or Home School Connection:**
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will take home picture communication system and have them use it to get their needs met at home.

**Notes:**
<table>
<thead>
<tr>
<th>Chapter Three: Academics</th>
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**Academics**

"Reading with your Hands"

**Lesson Goals/Rationale:**
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- sequence events together to create a story.
- understand diverse styles of learning.
- experience reading using tactile material.
- recognize reading can be accomplished with other senses, other than sight.
- work cooperatively to share a story.

**Suggested Duration:** 60 – 120 minutes

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Materials:</th>
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</thead>
<tbody>
<tr>
<td>These are key vocabulary words students should gain an understanding of.</td>
<td>These are items that will be used during the lesson to enhance the learning of all students.</td>
</tr>
<tr>
<td>- Tactile</td>
<td>- Community presenter with a visual impairment, familiar with tactile reading or Braille</td>
</tr>
<tr>
<td>- Braille</td>
<td>- Glue</td>
</tr>
<tr>
<td>- Blind</td>
<td>- Paper</td>
</tr>
<tr>
<td>- Sight</td>
<td>- Stapler</td>
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<tr>
<td>- Reading strategies</td>
<td>- Use a variety of materials based on availability:</td>
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<tr>
<td></td>
<td>- Feathers</td>
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<td>- Cotton</td>
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<td>- Leather</td>
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<td></td>
<td>- Satin</td>
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<td>- Silk</td>
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</tbody>
</table>

**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher facilitates discussion about how some people have visual impairments and they require alternative materials (tactile) for reading.
- Teacher explains different reading strategies (e.g., Braille, tactile reading).
- Presenter discusses ways they contribute to the community, what challenges they
face and how they access reading.
- Presenter will explain how he/she uses other senses to access information.
- Teacher explains that students will choose their favorite, song, story or theme (e.g., farm characters, beach, Three Little Pigs) to create a tactile book.
- Students use a variety of materials to create a tactile version of the story or theme they chose (e.g., while creating Old McDonald had a Farm, students use feathers for a duck, leather for a cow, and rice to form letters E-I-E-I-O).
- Students share books with presenters while working.
- Students break into pairs or groups with their books to share.
- Teacher explains that one student should close their eyes and guess what the story is about or have peer tell the story while other peer feels book.
- Students return to their seats and teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What did you like about interpreting the story by touch?”
  “What made it challenging when interpreting the story?”
- Teacher asks, “Did you recognize the story even though you couldn’t see the words?”
- Teacher asks, “Are there other stories you think you would like to read by using touch?”

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the academic thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students can bring their book home and have their caregivers and/or siblings experience the tactile book.

Notes:
**Lesson Goals/Rationale:**
These are your goals for the students and why you believe it is important to teach this lesson.

**Students will...**
- learn new vocabulary.
- identify the style of learning that best suits their interests.
- develop strategies to assist in academic growth, based on need and/or preferred learning style.
- recognize strategies for learning vary amongst peers.

**Suggested Duration:** 60 minutes

**Vocabulary:**
These are key vocabulary words students should gain an understanding of.

- Multiple Intelligences/ Learning Style
- Linguistic
- Mathematical
- Musical/Rhythmic
- Visual/Spatial
- Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic
- Favorite

**Materials:**
These are items that will be used during the lesson to enhance the learning of all students.

- Learning Styles Worksheet (attached)
- Pencils

**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What are some of your favorite activities we have worked on in class?”
- Teacher facilitates discussion about how different students have different interests and learn in different ways based on those interests.
- Teacher introduces learning styles on the board.
- From the Learning Style Worksheet, teacher asks students to choose what interests they have based on their favorite activity.
- From the Learning Style Worksheet, teacher has students identify the learning style that meets their favorite activities.
Teacher calls on student volunteers to describe which learning style best suits them.
- Teacher facilitates Questions and Classroom Reflection.

**Questions and Classroom Reflection:**
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “How many different learning styles did you see within our classroom?”
- Teacher asks, “Does everyone learn the same?”
- Teacher facilitates discussion about a variety of strategies to meet the varying learning needs of the classroom (e.g., acting out, drawing diagrams).

**Key Concepts and Essential Questions for Teacher Reflection:**
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the academic thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

**Plan For Independent Practice and/or Home School Connection:**
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will develop strategies to explain to their parents for homework study tips.
- Students can identify the learning style used when presented with new lesson plans.

**Notes:**
How Do I Learn?

Name: ___________________________           Date: ___________________

<table>
<thead>
<tr>
<th>What do you like to do?</th>
<th>Your Learning Style is likely…</th>
<th>Here are some ways you might learn best!</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read</td>
<td><strong>Linguistic</strong> (You learn with words)</td>
<td>• Repeat facts aloud</td>
</tr>
<tr>
<td>• Write</td>
<td></td>
<td>• Take notes and re-read them before a test</td>
</tr>
<tr>
<td>• Learn from people talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Solve puzzles</td>
<td><strong>Mathematical</strong> (You learn with numbers)</td>
<td>• Explain the steps to solve a problem</td>
</tr>
<tr>
<td>• Do math or science</td>
<td></td>
<td>• Do your work on the computer</td>
</tr>
<tr>
<td>• Think about big ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Play a musical instrument</td>
<td><strong>Musical/Rhythmic</strong> (You learn through music)</td>
<td>• Sing or chant facts you must memorize</td>
</tr>
<tr>
<td>• Sing</td>
<td></td>
<td>• Make up rhymes or raps</td>
</tr>
<tr>
<td>• Hear sound patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Draw</td>
<td><strong>Visual/Spatial</strong> (You learn by how things are related to each other)</td>
<td>• Draw pictures or make a diagram to summarize information</td>
</tr>
<tr>
<td>• Paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interpret maps or diagrams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Move while you learn</td>
<td><strong>Kinesthetic</strong> (You learn through movement and acting)</td>
<td>• Move around while you study</td>
</tr>
<tr>
<td>• Work with objects</td>
<td></td>
<td>• Act out what you have learned</td>
</tr>
<tr>
<td>• Perform for others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work with other people</td>
<td><strong>Interpersonal</strong> (You learn best by working with other people)</td>
<td>• Discuss with your parents what you have learned</td>
</tr>
<tr>
<td>• Communicate with or persuade others</td>
<td></td>
<td>• Study with a small group of other students</td>
</tr>
<tr>
<td>• Work on your own</td>
<td><strong>Intrapersonal</strong> (You learn best on your own, by being independent)</td>
<td>• Write down your ideas and facts you must learn</td>
</tr>
<tr>
<td>• Set goals for yourself</td>
<td></td>
<td>• Study alone</td>
</tr>
<tr>
<td>• Write, rather than talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observing people or things around you</td>
<td><strong>Naturalistic</strong> (You learn best by relating things to your natural environment)</td>
<td>• Think of how new information will effect you or your environment</td>
</tr>
</tbody>
</table>

Adapted from, Franklin Pierce School (2001).
Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will:
- learn new vocabulary.
- practice comprehension strategies.
- learn about our current United States President, Barack Obama’s education and strengths.
- acknowledge the popular campaign slogan created by United States President, Barack Obama, “Yes We Can!”
- create a slogan with the sentence starter “Yes, I can ________” and each student will insert a strength.
- work cooperatively in a pairs and share with the class their strength.
- gain knowledge of members of the classroom.
- recognize students are different and can work together cohesively to learn from one another.
- practice utilizing presentation skills.

Suggested Duration: 30 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Education
- Presidency
- Slogan
- United States
- Sentence Starter
- Strengths
- Comprehension
- Commonalities
- Support

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Copy of, Of Thee I Sing: A Letter to my Daughters, by Barack Obama
- Sentence starter
- Construction paper
- Glue
- Scissors
- Glitter

Strategies an Procedure:
These are the specific activities/skills you want students to perform as thy participate in the activities.

- Teacher previews the story about United States President, Barack Obama, by looking at graphics and reading the title and the introductory sentence.
Teacher explains that active readers engage in a mental dialogue with the author, making predictions, revising them and making new predictions.

- Students use DRTA strategy to read *Of Thee I Sing*, Barack Obama
- Repeat this process until the entire story is read.
- Teacher cites the popular campaign slogan created by United States President, Barack Obama, “Yes We Can!”
- Teacher explains that students will be creating their own slogan with the sentence starter “Yes, I can ________.”
- Teacher has students brainstorm with a peer three strengths that they have.
- Students select one strength to create their project.
- Students receive art supplies (e.g., construction paper, markers, glue, glitter) and write their sentence starter, “Yes I can ________.”
- Students add their strength (e.g., “Yes I can make new friends!”) then decorate it using art material.
- Students get into partners and present and share their slogan (e.g., strengths, slogan and art project).
- Teacher facilitates Questions and Classroom Reflection.

**Questions and Classroom Reflection:**
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “What do you think the President’s favorite subject is?”
- Teacher asks, “Do you have the same strengths as the President?”
- Teacher asks, “Do you believe in your strength makes you a better person?”
- Teacher asks, “How can you make sure your strengths are used to support you and your peers?”
- Teacher facilitates discussion about varying strengths in the classroom.

**Key Concepts and Essential Questions for Teacher Reflection:**
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the academic thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

**Plan For Independent Practice and/or Home School Connection:**
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will describe to their parents the art project they created.
- Students will think about a strength or positive of one of their family members and share with them, “Yes, you can ________.”

**Notes:**
# Lesson Goals/Rationale:

*These are your goals for the students and why you believe it is important to teach this lesson.*

Students will...

- learn new vocabulary.
- demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- practice presentation skills.
- use an alternative method to access information (e.g., singing).
- identify different types of land and water (identified on a map).
- work collaboratively with a peer and brainstorm ideas.
- target specific interviewing skills needed.
- utilize problem solving skills.

## Suggested Duration: 100 – 120 minutes

### Vocabulary:

*These are key vocabulary words students should gain an understanding of.*

- Location
- Map grid
- Map scale
- Cardinal directions
- Equator
- Directional indicator
- Legend
- State
- City
- Urban
- Suburban
- Rural
- Country
- Landform
- Pioneer
- Continent, North America
- Planet, Earth

### Materials:

*These are items that will be used during the lesson to enhance the learning of all students.*

- Map
- Pencils
- White boards
- Dry erase markers
- Map songs (attached)
**Strategies and Procedure:**

*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher defines new vocabulary (e.g., locations, map legend).
- Teacher asks, “How do maps help people locate places?”
- Students will use a white board and select a vocabulary word from the list, creating a Four Square on their board.
- Students use a Write/Pair/Share strategy from the vocabulary word they chose.
- Teacher asks student volunteers to share their Four Square.
- Teacher introduces song by writing words on the board.
- In addition, teacher passes a copy of the words to reference and practice at home with their family.
- Teacher models the appropriate, tone and melody while he/she sings the song to the students.
- Students choose a number 1-3 and 1’s will work together on song #1, 2’s will work together practicing song #2 and 3’s will work on song #3.
- Students will practice and master the song the teacher has selected for them.
- Students will create a visual aid to use for presenting their song (e.g., poster, map, globe and etc.)
- Each group sings their song to the class and explains why they chose the visual aid, which represented their song.
- Teacher facilitates Questions and Classroom Reflection.

**Questions and Classroom Reflection:**

*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “Was it easier to learn about the maps by singing?”
- Teacher asks, “What other strategies could you use in the future to learn new activities?”
- Teacher asks, “What did you learn from the experience?”
- If you were to create your own song about yourself, what would the song sound like or say?
- Teacher facilitates discussion about how singing is one of many ways students can learn new information and everyone has a different

**Key Concepts and Essential Questions for Teacher Reflection:**

*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the academic thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.
strategy that works best for them.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Each student will also receive a copy of songs #1-3 to reference and practice at home with their family.
- Students will ask their parents to help them write a song about themselves or their family.

Notes:
**Map Songs**

Maps, maps, what is a map?
Maps help us learn about land.
Maps, maps, what is a map?
Maps help us learn about places.

Where’s the location?
How do we get there?
How on Earth will we find it?

Where’s the location? So
We won’t get lost.
That’s why we’re needing a map. Oh...

Maps, maps, what is a map?
Maps help us learn about land.
Maps, maps, what is a map?
Maps help us learn about places.

Maps, maps, what is a map?
Maps help us learn about land.
Maps, maps, what is a map?
Maps help us learn about places.

Urban’s the city.
Suburban’s the suburbs.
Rural’s way out in the country.

Earth, North America,
United States, California,
Maps help us find our way home. Oh...

Maps, maps, what is a map?
Maps help us learn about land.
Maps, maps, what is a map?
Maps help us learn about places.
Maps, maps, what is a map?
Maps help us learn about land.
Maps, maps, what is a map?
Maps help us learn about places.

Earth is the planet, North America’s the continent.
United States of America’s our country.

State of California.
Elk Grove’s our city.
We’ll put this class on the map. Oh…

Maps, maps, what is a map?
Maps help us learn about land.
Maps, maps, what is a map?
Maps help us learn about places.

Adapted from, Mattes (2010).
Chorus: Maps, Maps, what is a map? Maps help us learn about land places.

1. Where's the location?
2. Urban's the city.
3. Earth is the planet, North
4. Where on Earth are you?

How do we get there? How on Earth will we find it?
Suburban's the suburbs. Rural's way out in the country.
America's the continent. United States of America's our country.
What's your location? How on Earth will we find you? *Skip to Refrain

Where's the location? So we won't get lost.
Earth, North America, United States, California,
State of California, Elk Grove's our city.

That's why we're needing a map. Oh ...
Maps help us find our way home. Oh ...
We'll put this class on the map. Oh ...

*Refrain
* Give us your address. Some where on Earth.

* Give us your address. Some where on Earth.
Ode to Maps

We'll find you here on the map. Oh...

Retrieved from, Mattes (2010).
# Lesson Goals/Rationale:

*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will...**
- learn new vocabulary.
- participate in an introductory lesson designed to understand the strengths and areas of need of animals who live in different environments (land vs. water).
- identify personal strengths and areas of need.
- collaborate with a peer and brainstorm ideas.
- recognize and appreciate the differences in each other.
- brainstorm ways to help others.
- problem solve with their peers.

## Suggested Duration: 90-120 minutes

## Vocabulary:
*These are key vocabulary words students should gain an understanding of.*

- Land
- Strengths
- Area of need
- Autobiography
- Codes
- Timelines
- Logic
- Poetry
- Models
- Support
- T-chart
- Corners

## Materials:
*These are items that will be used during the lesson to enhance the learning of all students.*

- Posters with visual representations of learning styles
- T-charts (attached)
- Pencil
- Crayons
- Markers
- Pictures of animals
- Magazines with pictures of animals

## Strategies and Procedure:
*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher defines and gives examples of strengths and areas of need.
- Teacher shows photos of animals interacting.
- Students get an introduction and overview of animals.
- Teacher creates a poster of the strength and weakness of the animals (e.g. small,
spikes to defend themselves).
- Students get into pairs and teacher gives them a T-chart.
- Students explore the pictures and magazines and list the strengths and weakness of the animals that live in water and animals that live on land, using the T-chart.
- Students create another T-chart and identify strengths and areas of need of themselves.
- Teacher explains that students will transition to stations to view posters with pictures representing different learning styles or preferences:
  - Corner 1: reading, writing, listening, speaking
  - Corner 2: math, logic, thinking mazes, graphs, puzzles, codes, timelines
  - Corner 3: music, art, pictures, paintings, posters, poetry
  - Corner 4: physical education, sports, dance, making models
- Teacher describes each poster and asks students to think about the way they feel most comfortable learning and presenting information. (What are your favorite ways to learn and/or your strengths in gathering information?)
- Students write down the learning style that best suits them, based on the posters.
- Teacher asks the students to stand by the poster they have chosen.
- Teacher says, "Look around the room." And then asks, "Are all students at the same poster?"
- Students return to their seat and write four sentences explaining their strengths and weakness and strategies and/or accommodations he/she uses to be a better student.
- Teacher facilitates Questions and Classroom Reflection.

### Questions and Classroom Reflection:
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “What did you observe in today’s activity?”
- Teacher asks, “What are some of the strengths and areas of need of this class and what are some strengths and areas of need of the new animals we learned about?”
- Teacher facilitates discussion about how everyone uses different strategies to be the best student they can be.

### Key Concepts and Essential Questions for Teacher Reflection:
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the academic thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Student will share, with their families, three things they learned about themselves
and three things they learned about a peer.

Notes:
Name_________________________ Date: ___________________

“Let’s Look at Me!”

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Area of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**T-Charts**

<table>
<thead>
<tr>
<th>Animals who live on LAND......</th>
<th>Animals who live in WATER......</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>Strengths</td>
</tr>
<tr>
<td>Areas of Need</td>
<td>Areas of Need</td>
</tr>
</tbody>
</table>

Name_________________________ Date: ____________________
Chapter Four:

Fine/Gross Motor Skills
Fine/Gross Motor Skills
"Similairties"

**Lesson Goals/Rationale:**
These are your goals for the students and why you believe it is important to teach this lesson.

**Students will...**
- learn new vocabulary.
- identify similarities between people.
- compare and contrast photographs.
- develop acceptance and the value of diversity amongst all people.
- gain knowledge that members of the classrooms are all different and can work together cohesively.
- appreciate the impact diversity has in our class.

**Suggested Duration:** 30 minutes

**Vocabulary:**
These are key vocabulary words students should gain an understanding of.

- Basketball
- Wheelchair
- Ambulatory
- Non-Ambulatory
- Common
- Similarities
- Differences

**Materials:**
These are items that will be used during the lesson to enhance the learning of all students.

- White Board
- Picture of basketball player
- Picture of a basketball player using a wheelchair
- Dry erase markers
- Pencils
- Blank Paper or Venn Diagram
- Overhead (optional)

**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What activities do you enjoy?”
- Teacher asks, “What do you do when you are doing those activities?” (e.g., “Run?” “Laugh?”).
- Teacher defines ambulatory and non-ambulatory and student use a Four Square method to take notes on new vocabulary.
- Teacher passes out photographs of basketball players or project images on to an overhead or Smart board.
- Students compare and contract the pictures by circling the similarities they notice. Then, using a different colored marker, circle the differences they notice.
- Students count the number of similarities and differences identified.
- Teacher calls on student volunteers to name the similarities and differences to write on the board.
- Students fill out a Venn Diagram to compare and contrast the photos.
- Teacher facilitates Questions and Classroom Reflection.

**Questions and Classroom Reflection:**
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What other similarities do you think these athletes may share?” (e.g., Both attend college, both like to play games, both like to have fun, both like to watch movies).
- Teacher asks, “Do you think these two people could be friends?”
- Teacher asks, “Do you think that sometimes friends may have to do things differently?” (e.g., One may use a wheelchair to play basketball while the other runs with her legs, but both can play basketball).
- Teacher facilitates discussion about how everyone can participate in activities with adaptations and have similar interests as other students.

**Key Concepts and Essential Questions for Teacher Reflection:**
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the fine/gross motor thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

**Plan For Independent Practice and/or Home School Connection:**
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will share the diagrams—diagrams they completed at school with their families.

**Notes:**
Adapted from, Lakeshore Foundation (2010)
## Fine/Gross Motor Skills
### "Let's 'Roll' Together"

### Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- participate in Physical Education (P.E.) with peers.
- collaborate with a peer and brainstorm ideas.
- recognize and appreciate the differences in each other.
- brainstorm ways to help others.
- problem solve with their peers.

### Suggested Duration: 30–45 minutes

### Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Strengths
- Areas of need
- Help
- Support
- Access
- Wheelchair
- Obstacle course
- Positive
- Negative
- Movement/Mobility

### Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Presenter/Guest speaker who uses a wheelchair
- Obstacle course materials (e.g., cones, flags)

### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What are your strengths?” “What areas do you need help with?”
- “What strengths do you think you would have if you used a wheelchair?” “What areas of need do you think you would have if you used a wheelchair?”
- Presenter will discuss:
  - Fun things about using a wheelchair (e.g., wheelie’s, giving friends rides)
  - Daily routine
  - Transportation
- **Negatives**
- **Positives**

- Students use Write/Pair/Share strategy to record three things they learned from the presenter.
- Teacher sets up an obstacle course on the blacktop.
- The presenter models each activity or station throughout the obstacle course (e.g., playing a hand game with a peer, grab the flag, dancing for 5 seconds, rolling in and out of cones).
- All participants, including the students, guest speaker and teacher will begin the obstacle course.
- Teacher facilitates *Questions and Classroom Reflection*.

### Questions and Classroom Reflection:

*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “Did your ideas change about strengths and areas of need if you used a wheelchair?”
- Teacher asks, “What did you observe in today’s activity?”
- Teacher asks, “From your experience, what did you learn about different ways of moving?”

### Key Concepts and Essential Questions for Teacher Reflection:

*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the fine/gross motor thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:

*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Student will share with their family three things they learned about themselves and three things they learned about a peer and/or presenter.

### Notes:
## Fine/Gross Motor Skills

"How to Get From A to B"

### Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- identify various modes of transportation.
- develop understanding of diverse mobility.
- work cooperatively to develop strategies of mobility.

### Suggested Duration: 30 minutes

### Vocabulary:
These are key vocabulary words students should gain an understanding of.

| - Transportation  |
| - Mobility        |
| - Strategies      |

### Materials:
These are items that will be used during the lesson to enhance the learning of all students.

| - Chalk or tape lines on floor |
| - Props (if available, exercise ball, wheelchair etc.) |

### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks students what forms of transportation (e.g., cars, walking) they use on a daily basis.
- Teacher facilitates discussion about how different people may use different ways to get from place to place.
- Teacher explains to students how everyone is going to develop strategies to move from one location to the next by practicing different mobility styles in groups of 3-4.
- Within their groups students develop a strategy based on different styles of mobility;
  - Get to the location by using only one foot
  - Get to the location by using no feet
  - Get to the location without bending your knees
  - (other modes of mobility can be used if props are available – using a ball, wheelchair, etc.)
- Once each group has chosen their strategy, they show the group how they can get to the other side of the room.
- Continue for remaining mobility styles.
- Teacher facilitates Questions and Classroom Reflection.
Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What challenges did you face?”
- Teacher asks, “What strategies did you use to overcome the challenges?”
- Teacher asks, “Were you able to complete the task? If not, how did it make you feel?”
- Teacher asks, “What were you surprised to find?”
- Teacher asks, “What different ways do you see people moving in your community?”
- Teacher facilitates discussion about how everyone moves differently, but they are still able to get to the destination.

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the fine/gross motor thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will discuss with caregivers and/or siblings different strategies they learned when using different styles of mobility.
- Students will discuss with caregivers and/or siblings what mobility tools they use to get to different locations (e.g., bus, car, walking)

Notes:
**Fine/Gross Motor**

**"It’s Time to Rhyme!"**

**Lesson Goals/Rationale:**
These are your goals for the students and why you believe it is important to teach this lesson.

**Students will...**
- learn new vocabulary.
- practice using appropriate letter formation, penmanship and spacing.
- complete a prediction map.
- problem solve with their peers.
- utilize the primary paper (attached) to practice writing at home with their families.
- learn that everyone participates in their own way.

**Suggested Duration:** 90 minutes

**Vocabulary:**
These are key vocabulary words students should gain an understanding of.
- Writing
- Letter Formation
- Rhyming
- Differences
- Prediction
- Strengths
- Contribution

**Materials:**
These are items that will be used during the lesson to enhance the learning of all students.
- Copy of *Silly Tilly*, by Eileen Spinelli
- White boards w/ lines or
- Primary lined paper (attached)
- Dry erase markers
- Pencil
- Overhead/Smart board

**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.
- Teacher asks, “Who in this class can write?” “Do you like to write?”
- Teacher explains that students will be practicing writing rhyming words.
- Teacher displays words that rhyme (e.g., cat/bat, pencil/stencil, duck/luck). And asks, “What word rhymes with (e.g., cat).
- Teacher leads a book walk of *Silly Tilly*, by Eileen Spinelli, by having students look through two open pages at a time and talking about what they see.
- Students will participate and make predictions about what will happen in the story and what they will be learning.
- Teacher reads *Silly Tilly* by Eileen Spinelli.
- The teacher will model, touch and write on the board the first rhyming words she or he recognizes (e.g., goose, juice).
- Students use Write/Pair/Share strategy to record rhyming words on white boards while they listen to the story.
- Each pair will combine their ideas and rhyming words to create a master list to present to the class.
- Teacher explains that students should review written words and notice differences in how they write letters. (e.g., longer ‘h’, curved ‘l’).
- Teacher explains how students have different writing styles and even though they might not write the same as their peer, they can still contribute to the activity.
- Student volunteers write their varying styles of writing on the board.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Did everyone have the same writing style?”
- Teacher asks, “Were you able to read the letters/words?”
- Teacher facilitates discussion about how everyone has different styles of writing and even though everyone is practicing to be better at writing, everyone will still have differences.

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the fine/gross motor thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Student will bring home a copy of the lined primary paper below and write all the members of their family (e.g. In my family, I have a mom named________ and a dad named ___________.
- Students will ask their parents if they have any input and/or suggestions to improve their writing.

Notes:
Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- propose a new plan for their school.
- practice presentation skills.
- identify accessibility of their environment.
- create a map.
- gather and research articles.
- problem solve with their peers.

Suggested Duration: 90 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- A.D.A.
- Law
- Ability
- Disability
- Access
- Resources
- Map

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Post it’s
- Poster Board
- Pencil
- Tape measure
- A.D.A. cheat sheet

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What does a school need to ensure everyone can get around?” (e.g., ramps, water fountains at appropriate levels, big stalls).
- Students use Write/Pair/Share strategy to complete a KWL chart about accessing school.
- Teacher asks, “What changes do you think our school needs ensure everyone can get around and access all resources? (e.g. ramps to get on the playground equipment, bathrooms, drinking fountains).
- Students watch a video from the A.D.A. website, analyzing the standards to be met at a school.
- Following the five-minute video, students will add to their KWL chart.
- Students will break into groups of three-four creating a team to survey the school environment and analyze what they think is important and what they would like to change, using the A.D.A. cheat sheet for ideas of what to look for.
- Students will return to class to add to their KWL chart.
- Each group will receive a poster board to create a map of the school including the suggestions they brainstormed together.
- The class will start at their own poster board and analyze and write one strength and one area of need on a post it and post it to the poster board.
- Then, when the timer goes off following one minute, the teams will rotate clockwise and continue the “post it” strategy.
- Once completed, the students will make the necessary revisions and create a final draft.
- Each group presents their map to the class.
- Teacher facilitates Questions and Classroom Reflection.

<table>
<thead>
<tr>
<th>Questions and Classroom Reflection:</th>
<th>Key Concepts and Essential Questions for Teacher Reflection:</th>
</tr>
</thead>
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<td>These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.</td>
</tr>
<tr>
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<td>- What strategies did you use to overcome some of the challenges observed during the implementation of the fine/gross motor thematic unit?</td>
</tr>
<tr>
<td>- Teacher asks, “How would you feel if you were not able to access things at your school?”</td>
<td>- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?</td>
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<tr>
<td></td>
<td>- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.</td>
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</tbody>
</table>

<table>
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<tr>
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<tbody>
<tr>
<td>This allows for students to connect their learning from this lesson to their natural/home environment.</td>
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<tr>
<td>- Student will bring home a copy of their map and share with their parents.</td>
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<tr>
<td>- Students will ask their parents if they have any input and/or suggestions for change.</td>
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<tr>
<td>- Students can volunteer to present map to the P.T.A.</td>
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</tr>
</tbody>
</table>

Notes:
### Americans with Disability Act (A.D.A.)
#### “Cheat Sheet”
Get Started & Assess Your School!

#### Facility Name:

#### Location:

<table>
<thead>
<tr>
<th></th>
<th>Parking</th>
<th>Curb Ramps</th>
<th>Ramps</th>
<th>Entrances</th>
<th>Alarms</th>
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<td>Passenger</td>
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<td>Exits</td>
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<td>Assembly Areas</td>
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<td>Accessible</td>
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<td>Routes</td>
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<td>Telephones</td>
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<td>Platform</td>
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<td>Lifts</td>
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<td>Bathrooms</td>
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<tr>
<td>Elevators</td>
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</table>

**Diagram:**
- Accessible path of travel
- Minimum clearances for seating and tables

**Fig. 45:** Minimum clearances for seating and tables
Figure 45

Minimum Clearances for Seats and Tables

The lowest shelf of a library should be 18 inches (455 mm).

Chapter Five:
Social/Emotional/Behavioral
# Social/Emotional/Behavioral

## “Following the Golden Rule”

**Lesson Goals/Rationale:** These are your goals for the students and why you believe it is important to teach this lesson.

**Students will…**
- learn new vocabulary.
- understand the meaning of the “Golden Rule.”
- develop rules for classroom and community respect.
- identify factors that contribute to being a good citizen.
- monitor behaviors that support or harm the classroom community.

**Suggested Duration:** 60 minutes (Can be referred to on a daily basis)

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are key vocabulary words students should gain an understanding of.</td>
<td>These are items that will be used during the lesson to enhance the learning of all students.</td>
</tr>
<tr>
<td>- Golden Rule</td>
<td>- Paper cut into the size of a ruler (12 in)</td>
</tr>
<tr>
<td>- Respect</td>
<td>- Glue</td>
</tr>
<tr>
<td>- Honesty</td>
<td>- Gold Glitter</td>
</tr>
<tr>
<td>- Rules</td>
<td></td>
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<tr>
<td>- Honor</td>
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<tr>
<td>- Citizenship</td>
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<tr>
<td>- Behavior</td>
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<tr>
<td>- Positive behavior</td>
<td></td>
</tr>
<tr>
<td>- Negative behavior</td>
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</tbody>
</table>

**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “Does anyone know what the Golden Rule is?”
- Teacher asks, “What do you know about behavior?” “What things are positive behavior?” “What things are negative behaviors?”
- Teacher facilitates discussion about classroom rules and how to treat each other.
- Teacher describes the Golden Rule and what factors contribute to being a good classroom citizen.
- Teacher explains to students they will be making a ruler to measure their behavior in the classroom.
- Students receive ruler paper and art supplies.
- Students label the inches of the ruler and label it “Golden Ruler.”
- Students decorate their ruler using glue and glitter.
- Teachers give scenarios of positive behavior/citizenship negative behavior/poor citizenship for students to role-play.
- Students score the role-play by pointing to the number on the ruler (1 being poor behavior, 12 being great behavior).
- When scenarios come up in class, teacher asks students to identify where they see themselves on the Golden Ruler scale.
- Teacher facilitates Questions and Classroom Reflection.

### Questions and Classroom Reflection:
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “What makes a good classroom citizen?”
- Teacher asks, “Why is it good to follow the Golden Rule?”
- Teacher asks, “Do you think you are a good classroom citizen?“ “How could you be a better classroom citizen?”

### Key Concepts and Essential Questions for Teacher Reflection:
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the social/emotional/behavioral thematic unit?
- Did the students meet the goals in learning about how each individual interacts with peers in a variety of ways, individual social and emotional coping strategies and behaviors exhibited in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will think of ways they can increase their Golden Ruler score at home with their families.

### Notes:
# Social/Emotional/Behavioral

## “Corduroy”

### Lesson Goals/Rationale:

These are your goals for the students and why you believe it is important to teach this lesson.

Students will....
- learn new vocabulary.
- learn role-play strategies.
- develop a graph.
- work cooperatively in a small group.
- gain knowledge of members of the classrooms and acknowledge all students are different and can work together cohesively.
- practice utilizing presentation skills.
- perform decision making on the spot (thumbs up or thumbs down).
- distinguish kind versus unkind.
- become skilled at new strategies to interact with all people.

### Suggested Duration: 90 minutes

### Vocabulary:

These are key vocabulary words students should gain an understanding of.

- Kindness
- Scripts
- Friendship

### Materials:

These are items that will be used during the lesson to enhance the learning of all students.

- Copy of Pocket for Corduroy, By Don Freeman
- Stuffed animal (bears)
- Dry erase markers
- Jar

### Strategies and Procedure:

These are the specific activities/skills you want students to perform as they participate in the activities.

- Students bring their stuffed animal, bear from home.
- Teacher asks, “What does it mean to be kind?”
- Teacher facilitates brainstorming a list of how peers can be kind.
- Students get into groups of 3-4 to role-play acts of kindness/being unkind.
  - At recess Jessica showed Ming how to jump rope.
  - Krista told Jason that she was not her friend and that he didn’t want to play with her.
  - Kevin called Sean “teeny meany” because Sean wouldn’t share his carrots.
Leslie helped Matt when he fell down at recess.
Toby called Benjamin a baby because he did not know how to tie his shoes.
Emily took turns sharing the ball at recess while shooting baskets.
Ronald took cuts in the lunch line and tried to take Amara’s lunch.

- Remaining students make a decision based on role-play (thumbs up if kind, thumbs down if unkind).
- Students return to their seats to listen to a story.
- Teacher reads *Corduroy*, by Don Freeman.
- Students listen for acts of kindness in the story and keep them in your brain.
- After, each student,
  - Writes something to put in the kindness jar.
  - Describe a way a friend has been kind to them.
- Teacher facilitates Questions and Classroom Reflection.

### Questions and Classroom Reflection:

*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “Is it important to be kind?”
- Teacher asks, “How can you be kind to your friends?” “How could you be kind to a new student?” “Should you be kind if no one is looking?”
- Teacher facilitates discussion about how everyone should be treated with kindness even if they are different from him or her.

### Key Concepts and Essential Questions for Teacher Reflection:

*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the social/emotional/behavioral thematic unit?
- Did the students meet the goals in learning about how each individual interacts with peers in a variety of ways, individual social and emotional coping strategies and behaviors exhibited in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:

*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will explain to their caregivers and/or siblings how they will be kind.
- Students will role-play a scenario of kindness with their caregivers and/or siblings.

### Notes:

Adapted from, Lawson (2010).
**Social/Emotional/Behavioral**

"Behavior Strategies"

**Lesson Goals/Rationale:**
*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will….**
- learn new vocabulary.
- develop an understanding for individuals who have a difficult time coping/adapting.
- create self management techniques to problem solve their own behavior and/or support a friend during a negative behavior.
- work cooperatively in a small group.
- understand members of the classrooms are all different and can work together cohesively.
- practice utilizing presentation skills.
- learn role-play strategies.
- develop new strategies to interact with people.

**Suggested Duration:** 90 minutes

### Vocabulary:
*These are key vocabulary words students should gain an understanding of.*

- Behavior
- Positive
- Negative
- Coping
- Adapting
- Strategies
- Friendship
- Rules
- Different

### Materials:
*These are items that will be used during the lesson to enhance the learning of all students.*

- Behavior management visual
- Construction paper
- Poster board
- Tape
- Markers
- Crayons
- Scissors
- Glue
- Magazines

### Strategies an Procedure:
*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher asks, “What is behavior?”
- Students use Write/Pair/Share method to fill out a KWL chart about positive and negative behaviors.
- Teacher explains that students will get into groups to role-play behavior scenarios.
- Students use a pre-created script and role-play behavior in front of the class.
  o Jessie rolls himself on the floor into the classroom and steals a peer’s cheetos and eats them.
  o Kelly shares her scissors with her friend.
  o Jason is mad because no one played with him at recess; he pushed his friend because he wants their attention.
  o Jennifer raises her hand to ask the teacher a question.
  o Krista punches and bangs her head against the wall and runs out of the room.
  o Haley comes out of the bathroom with toilet paper in her mouth.
- Remaining students make a decision based on role play (Positive-finger spell /p/, Negative-finger spell /n/)
- Teacher describes various behavioral strategies to calm down from being angry (e.g., count to 10, deep breath)
- Teacher shows students visual coping strategy (attached).
- Students create their own method of behavior coping mechanism (e.g., visual, demonstrate)
- Teacher calls on student volunteers to share coping strategy.
- Teacher facilitates Questions and Classroom Reflection.

**Questions and Classroom Reflection:**
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “What were you surprised to find?”
- Teacher asks, “Will your behavior strategy help you feel better when you were mad?”
- Teacher asks, “How could you help remind students to use their behavior strategy when they get angry?”

**Key Concepts and Essential Questions for Teacher Reflection:**
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the social/emotional/behavioral thematic unit?
- Did the students meet the goals in learning about how each individual interacts with peers in a variety of ways, individual social and emotional coping strategies and behaviors exhibited in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

**Plan For Independent Practice and/or Home School Connection:**
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will share the visual they created and explain to their caregivers and/or
siblings how they will manage their own behavior.

**Note:**
## Visual Behavioral Strategies

Name:___________________________________  Date:____________

<table>
<thead>
<tr>
<th>Smell the flower...</th>
<th>Blow out the candle...</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Smell Flower" /></td>
<td><img src="image" alt="Blow Candle" /></td>
</tr>
</tbody>
</table>

Create your own............

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</tbody>
</table>
## Lesson Goals/Rationale:

These are your goals for the students and why you believe it is important to teach this lesson.

Students will:
- learn new vocabulary.
- gather and research articles to find fair and unfair acts.
- practice presentation skills.
- use visual aides to document learned information.
- brainstorm ways on how to act fairly.
- problem solve with their peers.

## Suggested Duration: 60 minutes

## Vocabulary:

These are key vocabulary words students should gain an understanding of.

- Fair
- Unfair
- Judge
- Principal
- Lawyer
- Justice
- Monitor

## Materials:

These are items that will be used during the lesson to enhance the learning of all students.

- Presenter knowledgeable in justice (e.g., judge, principal)
- Venn diagram

## Strategies and Procedure:

These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What does it mean to be fair?” “What does it mean to be unfair?”
- Presenter(s) discusses:
  - Judge—how the justice system works, and how he or she attempts to keep things fair in the courtroom.
  - Principal—how to lead by example and show fairness amongst its students, teachers and school.
- Students use the Write/Pair/Share strategy to record three things they learned from the presentation.
- Each pair discusses/writes three instances they observed of people acting fairly and three instances they observed people acting unfairly.
- Students get into groups of 3-4 and role-play in front of the class one scenario of
acting fairly and one scenario of acting unfairly.
- Students will identify by thumbs up if the students' role-play demonstrates fairness and thumbs down if the students' role-play demonstrates unfairness.
- Teacher gives each student a sentence starter, I am fair when_________________.
  (e.g., I tell the truth, I play by the rules, I do my homework on my own).
- Students finish the sentence and present to class.
- Teacher facilitates Questions and Classroom Reflection.

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</tr>
<tr>
<td>- Teacher asks, “How did you feel when you were role-playing the fair scenario?”  “How did you feel when you were role-playing the unfair scenario?”</td>
<td>- What strategies did you use to overcome some of the challenges observed during the implementation of the social/emotional/behavioral thematic unit?</td>
</tr>
<tr>
<td>- Teacher asks, “What did you learn from the experience?”</td>
<td>- Did the students meet the goals in learning about how each individual interacts with peers in a variety of ways, individual social and emotional coping strategies and behaviors exhibited in the school classroom, campus, and community?</td>
</tr>
<tr>
<td>- Teacher facilitates discussion about how important it is to treat everyone fairly.</td>
<td>- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.</td>
</tr>
</tbody>
</table>

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Student will bring home the completed sentence to share with their family.
- The students will work with their families and bring in an article from newspapers and magazines reporting on events in which fairness and justice are an issue.

Notes:
### Social/Emotional/Behavioral

**“Circle of Friends”**

**Lesson Goals/Rationale:**
These are your goals for the students and why you believe it is important to teach this lesson.

*Students will...*
- learn new vocabulary.
- identify positive qualities of peers.
- appreciate unique differences among peers.
- develop good character and citizenship.

**Suggested Duration:** 15 minutes (demonstrated across days, based on number of students in the class)

---

### Vocabulary:
These are key vocabulary words students should gain an understanding of.
- Positive Qualities
- Friendship
- Respect
- Appreciation
- Kindness
- Respect
- Citizenship
- Compliments

### Materials:
These are items that will be used during the lesson to enhance the learning of all students.
- Bean Bag, ball or other object to pass around the classroom

---

### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What does it mean to be a good friend?” “What is a compliment?”
- Teacher explains that every day students will participate in a friendship song to share positive qualities about peers.
- Students get into a circle on the carpet or at their desks.
- Students pass the bean bag/ball around while singing song about friendship (e.g., “Circle is round, it has not end, that’s how long I want to be your friend.”).
- Students sing the song twice and when it ends on one student he/she is the “friend of the day.”
- Students take turns saying one positive quality or what they like about the friend of the day.
- Repeat every day or twice a day until each student has had their turn being the
Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “How did it make you feel when you were given compliments?”
- Teacher discusses positive qualities that exist in the classroom (e.g., kindness, respect)
- Teacher facilitates discussion about the importance of appreciation of individual differences and how sharing compliments creates greater friendships and citizenship.

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the social/emotional/behavioral thematic unit?
- Did the students meet the goals in learning about how each individual interacts with peers in a variety of ways, individual social and emotional coping strategies and behaviors exhibited in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- After each students’ turn have them say one or more nice thing about their caregivers and/or siblings

Notes:
# Adaptive/Daily Living Skills

## “I Can Write My Own Social Story!”

### Lesson Goals/Rationale:

These are your goals for the students and why you believe it is important to teach this lesson.

**Students will...**
- learn new vocabulary.
- learn how to develop their own social story.
- analyze their own schedules, routines and etc.
- collaborate with a peer and brainstorm ideas.
- practice presentation skills.
- learn to be active listeners and provide feedback to their peers.
- use visual aids to document learned information (social story).
- brainstorm ways to help themselves and others.
- learn how to figure out the moral of the story.
- problem solve with their peers.

### Suggested Duration: 90 minutes

### Vocabulary:

These are key vocabulary words students should gain an understanding of.

- Task analysis
- Steps
- Tools
- Area of need
- Daily living
- Support
- Structure
- Relationships
- Social story
- Help

### Materials:

These are items that will be used during the lesson to enhance the learning of all students.

- White board
- Dry erase marker
- Pencil
- Crayons
- Markers
- Stickers
- Glue
- Glitter
- Website, [www.sandbox-learning.com](http://www.sandbox-learning.com)

### Strategies and Procedure:

These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher provides technology–computer to display visual examples of social stories and log on to the website provided.
- Students are asked, “Why do you think the story was created? What does the story
do? What does social mean?”
- Teacher and students brainstorm together on the board and define social stories.
- Teacher provides further clarification and explains that social stories provide an individual with accurate information about those situations that he or she may find difficult or confusing in their daily life.
- Students independently brainstorm activities they complete prior to school (a.m. activities—brushing your teeth, taking a bath, etc.).
- Students use Think/Pair/Share strategy to describe activities that they believe require additional reminders, scripts and etc. (e.g., prep before school—snack, all items in their backpack, homework, jacket).
- Each student takes out their white board to list all the steps in completing a daily living skill (e.g., brushing teeth, taking a bath), creating a task analysis.

Example:
- Before I leave the house, I need to get dressed.
- I can dress myself!
- When I dress myself, my daddy and mommy are happy.
- First, I can put on my socks.....then...

- Students share their draft example with a small group of three-four.
- Listeners and evaluators within the group will provide an idea or edit for each presenter.
- Students make the appropriate edits and write social story in a blank book (stapled papers)
- Students bring the task analysis home to review with family to provide feedback, ideas and revise as needed when they return to school the following day.
- Students have the choice to decorate their social story at home.
- The following school day, names will be placed in a hat and the teacher will select a name.
- The student selected will walk to the front of the class and present.
- Following presentations, the teacher will ask the class to categorize all of the skills and/or tasks into stacks of alphabetizing the skills (e.g. brushing teeth, cleaning out backpack, preparing lunch).
- Each stack will be made into books showcasing the variety of ways students complete a.m. tasks differently.
- Teacher explains that each home provides a different structure, rules and steps in completing tasks.
- Some parent’s model and sometimes older brother and sisters act as a model to support students through the activity.
- Teacher asks the class what they think the goal of a social story is?
- Teacher explains the goal, “to increase the individual’s understanding of, make him or her more comfortable in, and possibly suggest some appropriate responses for the situation in question.”
- Teacher facilitates further Questions and Classroom Reflection.

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<thead>
<tr>
<th>Questions and Classroom Reflection:</th>
<th>Key Concepts and Essential Questions for</th>
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</table>


This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Will you use a social story again?”
- Teacher asks, “How did you write your own social story about __________.?“
- Teacher asks, “Did it make you feel confident, scared, good or…?”
- Teacher asks, “What did you learn from the experience?”

Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the adaptive/daily living skills thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will make the appropriate edits and bring the task analysis home to review with family to provide feedback, ideas and etc.
- At home, students will make revisions as needed and be ready to present when students return to school the following day.
- Students have the choice to decorate their social story at home.
- Students will share their final product with their family.

Notes:
Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- practice presentation skills by defining the item they brought in from home and explaining how they use it.
- participate in the book walk.
- answer questions about the visuals presented on each page.
- read a story, Where's Chimpy? by Berniece Rabe.
- learn how to figure out the moral of the story.
- collaborate with a peer and brainstorm ideas.
- developing organization skills to increase successes during the a.m. period (i.e., before school).
- gain the ability to effectively listen to instruction and ask for clarification if needed.
- develop collaboration skills.
- problem solve with their peers.

Suggested Duration: 90 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.
- Sleeping
- Sleep pattern
- Clean up
- Bath
- Shower
- Pajamas—P.J.’s
- Pillow
- Alarm Clock
- Stuffed Animal (Monkey)
- Organization/Unorganization
- Efficient
- Day/Night Routine
- Collaboration
- Schedule
- Moral

Materials:
These are items that will be used during the lesson to enhance the learning of all students.
- Copy of Where's Chimpy? by Berniece Rabe,
- White boards
- Dry erase markers
- Prediction graphic organizer
- Items collected from home (e.g. tooth brush, pillow, alarm clock)
- Comic Strip (attached)
- Pencils
- Crayons (black, grey)
**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What is your schedule prior to going to sleep at night? How many hours do you sleep? Do you lay out your clothes? How do you prepare for the next day?”
- Teacher explains his/her morning and/or nightly routine.
- While listening to the teacher’s presentation, students will take out their white boards and write down three things the teacher does, organizes or uses that is similar to their schedule/routine.
- Teacher leads a book walk and manages this by having students look through 2 open pages at a time and talking about what they see.
- Students participate and make predictions about what will happen in the story and what they will be learning.
- Students answer questions about the visuals presented on each page.
- Students fill in their prediction graphic organizer and clap their hands when they are ready to find out what really happens in the story.
- Teacher reads a story, Where’s Chimpy? by Berniece Rabe.
- Following the story, teacher writes, “Moral” on the board and his/her definition.
- Class chorally reads the word and definition and continues to brainstorm the moral of the story together, “What do you think the story was about?”
- Students return to their seat and have an opportunity to use Think/Pair/Share strategy to further discuss the moral of the story, learning that different classmates have different ideas.
- Students participate in “around the world whip it” and students describe the moral of the story in one word (e.g. organization, schedule, sleep, families).
- Students begin on an art project, developing their own comic strip depicting an accurate picture of their nightly routine at home.
- Teacher facilitates Questions and Classroom Reflection.

**Questions and Classroom Reflection:**
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Are you organized or unorganized at home?”
- Teacher asks, “Do people need to sleep?”
- Teacher asks, “What did you think about this book?”
- Teacher asks, “Where and how do each of us sleep?” (e.g., in a bed, bunk beds, cot, on stomach, all different directions, on back, etc.)

**Key Concepts and Essential Questions for Teacher Reflection:**
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the adaptive/daily living skills thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school?
Teacher asks, “What did you learn from the experience?”

- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Student will be asked to talk to their families and select one thing they do or require in order to get ready for bed.
- Students will draw a picture, cut the item out of a magazine or bring the actual item (e.g. tooth brush, pillow) to school the prior to the unit beginning.
- Students will discuss how they like their current schedule and/or how they can change their schedule to become more efficient and organized.

Notes:
Name_________________________  Date: _______________________

Comic Strip
Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- listen to the presenter and accept differences of others.
- acknowledge how specific tools allow individuals to meet the same need/function in their daily life.
- recognize different strategies for daily living.
- understand differences in ability are not limitations.
- have an opportunity to design daily living tools with an expert to support varying abilities.

Suggested Duration: 60 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.
- Teletypewriter (TTY)
- Daily living skills
- Tools
- Deaf
- Blind
- Adaptation
- Alarm
- Mug

Materials:
These are items that will be used during the lesson to enhance the learning of all students.
- Daily living tools (may be available from OT), including but not limited to
  - TTY
  - Beeping soccer ball
  - Vibrating alarm clock
  - Mug that beeps when full
  - Baby monitor that flashes when baby cries

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher invites a presenter from the community who uses many different tools to assist him/her in preparing for their day.
- Presenter bring all the tools and adaptations he/she uses and present as a “Show & Tell” to the students.
- Students have the opportunity to try and use some of the tools/adaptations and to ask questions.
Teacher discusses with students what they or their parents do every day to get ready for school (e.g., wake up, brush teeth, drink coffee).

Teacher asks, "Do you think people who are deaf or blind complete the same daily skills? What does it mean to be Deaf or Blind?"

Students try their best to answer and teacher defines and/or provides clarification if necessary.

Teacher asks, "How would a person who was blind know when their juice cup is full? How would a person who was deaf know when their alarm clock goes off?"

Presenter and teacher introduce more tools to show students different ways individuals who are blind or deaf can make adaptations to complete their daily living skills.

For each tool have students explain who it would be useful to help and why (e.g., "a vibrating alarm clock would be useful for a person who was deaf so they could be woken by the feeling instead of sound.").

Presenter and teacher discuss other adaptations (e.g., TTY, flashing light when someone presses the doorbell).

After students have been exposed to a variety of tools/adaptations used by others within the community, they now have a change to create their own adaptation tools, explaining who it would be useful for and why.

Students complete the project in class and collaborate with both the presenter and teacher when they need further support, ideas and/or clarification.

Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Presenter asks, "Did you think it would be harder to complete daily living skills for people like me/someone who is deaf or blind?"
- Presenter asks, "What did you learn about adaptations?"
- Teacher asks, "Were you able to complete daily living skills by using the adaptations/tools?"

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the adaptive/daily living skills thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.
- Students will ask caregiver/siblings what they would do to complete a daily living skill if they were deaf or blind.
- Students ask caregiver/siblings what adaptations they think people who are blind or deaf use.
- Students will explain to caregiver/siblings three learned tools/adaptations.
Adaptive/Daily Living Skills
“How I Need Help”

Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- recognize different strategies for daily living.
- understand differences in ability are not limitations.
- determine strategies to execute daily living skills.

Suggested Duration: 60 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Adaptation
- Organization
- Challenges
- Tools

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Copy of Sloppy Joe, by Dave Keane
- Adaptive kitchen tools (e.g., adaptive utensils/assistive can opener)
- Dressing tools (e.g., button hooker/shoe horn)
- Bathroom tools (e.g., photos of hand railings, walk/ride in showers)
- Game tools (Braille Uno, Giant cards)

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks students what things they have a hard time with at home (e.g., tying shoes, cleaning room).
- Teacher reads Sloppy Joe, by Dave Keane.
- Teacher and students discuss what challenges Joe faced.
- Teacher asks students what adaptations or assistance Joe can have to keep organized.
- Students get into groups of 4-5 to rotate and participate in a variety of stations.
- Each station represents an adaptation effective for completing daily living skills:
  o Kitchen tools
  o Dressing tools
- Bathroom tools
- Game tools

- Teacher will walk through each station, model and describe how each adaptive tool works.
- Students begin the stations by practicing and observing the adaptation and figuring out how it would be effective in completing daily living skills.
- At each stations, students record the tool and why it would be a good adaption (e.g., adaptive can opener would be helpful if you didn’t have a lot of strength in your hands).
- Students return to their desk and Think/Pair/Share with a peer.
- Students brainstorm a tool they would like to create within the category that would help them or another person complete their daily living skills.
- Students design a useful tool to share with others.
- Teacher facilitates Questions and Classroom Reflection.

### Questions and Classroom Reflection:
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “Were some of the tools more helpful for you to use?”
- Teacher asks, “What did you learn about adaptations?”
- Teacher asks, “Are daily living skills attainable when using adaptations?”
- Teacher asks, “What were you surprised to find at the stations?”

### Key Concepts and Essential Questions for Teacher Reflection:
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the adaptive/daily living skills thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will ask caregivers/siblings what challenges they face at home and what adaptations they use to overcome different areas of need.

### Notes:
Adaptive/Daily Living Skills
“Let’ Make a M.A.P.”

Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will:
- learn new vocabulary.
- practice presentation skills.
- develop acceptance and the value of diversity amongst all people.
- learn that the members of the classrooms are all different and can work together cohesively.
- develop a tool to use in preparation for goal setting, leading to a vocational outcome.
- acknowledge that all classmates have a support team to encourage them in meeting their daily living skills and lifelong goals.
- learn that by analyzing their daily living skills, they are able to better describe and answer, “Who am I?”

Suggested Duration: 60 minutes per day (until all students have created their own M.A.P.)

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- M.A.P.
- History
- Dream
- Nightmare
- Who am I?
- Strengths/Gifts/Talents
- Area of need
- Plan of action
- Difference
- Acceptance

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Overhead
- Jason’s M.A.P. (attached)
- Photograph of each student
- Poster paper
- Glue
- Glitter
- Scissors
- Markers
- Crayons
- Notebook
- Pencil

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What is a dream and Nightmare?”
- Students brainstorms with the teacher, creating a visual map on the board.
- Dream-(Something I wish to do, become or create).
- Nightmare—(Things I am afraid of, or scared that they might happen).
- Teacher displays Jason’s M.A.P. on the overhead.
- Teacher will ask the students, if they were to create their own map, what would it include?
- Students use Think/Pair/Share strategy to brainstorm categories, ideas to develop a draft of their M.A.P.
- Each day, the class will break up into groups of four.
- Each group will have a copy of Jason’s M.A.P. to reference.
- Within the groups, students will focus on one student at a time (e.g. allowing the class to select approximately 5-7 students per day to center their M.A.P. around).
- Focus student will share their draft with their peers.
- Peers will give ideas, recognize strengths of the individual and discuss common goals.
- Focus student will add to their draft and take notes on peer’s ideas and their own input.
- Teacher circulates the room and provides input and support to the teams as needed.
- After several days, all students will all have a draft M.A.P. to share with their family.
- Students take home the M.A.P. and ask for input from their caregiver and siblings (if applicable).
- Once all students are completed with their draft M.A.P. peers, caregiver, teacher and other school personnel have provided feedback, students will begin to develop the final project.
- Students will choose several items from large assortment of glitter, sequins, rubber stamps, stickers, markers, photographs and etc.
- After creating their own M.A.P. students will present to the class.
- Teacher leads a discussion and acknowledges differences amongst students in the classroom and celebrates!
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.
- Teacher asks, “What did you like or dislike about the project?”
- Teacher asks, “How are some of us the same? How are we different?”
- Teacher asks, “How were you contributing to the team?”
- Teacher asks, “After reviewing and watching all the presentations, is there anything you would add?”

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.
- What strategies did you use to overcome some of the challenges observed during the implementation of the adaptive/daily living skills thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school
### Plan For Independent Practice and/or Home School Connection:

*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will share their M.A.P. and orally present the process to their family.
- Students will explain to caregivers or siblings three new skills learned.

### Notes:
# Jason’s MAP

## History

- Jason Arata
- 08/26/99 – 11.3 years of age
- Happy and energetic temperament
- Jumped around from school to school
- Difficulty identifying and/or implementing communication system that works 😊
- Behavioral issues increase/decrease
- Working with educational team, regional center and DIS providers (music therapy, O.T., P.E.)
- Constant fight w/ educational team to continue services (DIS)

## Dream

- Enjoy his life with many friends/ability to make new relationships
- Go to Social Events (Prom/Parties)
- Jason will try his best to close his mouth and control his oral motor dyspraxia and/or team develops a more appropriate way to remain discrete (e.g., handkerchief, scarf)
- Communication system that works!
- Team support/consistency
- Continue to be involved with music (via-college, church, community)
- Travel w/ friends and family
- Employment and/or continuing education
- Live w/ friends

## Nightmare

- Segregation/Depression/Emotional Outbursts
- Inability to meet and/or reach dream
- Increased Saliva/Difficulty w/ Oral Motor Dyspraxia
- Being Alone/Dependent on Family only
- Others looking @ Jason
- Being unable to communicate his needs/wants/desires
- Plan/IEP Team Falls/No plan in place

## Who is Jason?

- Fun/Happy/Energetic Kid
- Stubborn/Requires Routine
- Curious about the world/environment
- Hardworking
- Great w/ task completion
- Gains a lot of information via tactile information
- Can’t live w/o music 😊
- Loves/enjoys input/hands on activities w/ friends/staff/family
<table>
<thead>
<tr>
<th>Strengths/Gifts/Talents</th>
<th>Area of Need</th>
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<tbody>
<tr>
<td>· Understands consistencies in schedule</td>
<td>· Individualized/Differentiated Instruction</td>
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<tr>
<td>· Loves Games (tunnels, jumping, ball)</td>
<td>· OT, LSH, Music Therapy</td>
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<tr>
<td>· Artistic (painting, drawing, cutting)</td>
<td>· Develop skills to Communicate w/ others (visual schedule, voice output, vocalizations, conversation book)</td>
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<tr>
<td>· Musical (plays instruments, rocks to sound, taps to beat, req. more)</td>
<td>· Play Skills (taking turns, initiating)</td>
</tr>
<tr>
<td>· Vocalizing (Jason has increased his vocal/verbal utterances—many words intelligible)</td>
<td>· Greetings and departure conversations</td>
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<tr>
<td>· Gathering items/preparing for transitions</td>
<td>· Academic (sequencing, sorting by single attribute)</td>
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<tr>
<td>· Sensory Processing has increased</td>
<td>· Behavioral (banging head, hitting others, crying)</td>
</tr>
<tr>
<td>· Great support from family-team members are huge advocates of Jason and committed to his success and independence</td>
<td>· Self Help (toileting, drinking out of a reg. cup, washing/cleaning up)</td>
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<thead>
<tr>
<th>Plan of Action</th>
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<tbody>
<tr>
<td>· Write short term and long term goals for all Area’s of Need</td>
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<tr>
<td>· Participate in social skills group.</td>
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<tr>
<td>· Meet 1 x monthly to ensure goals/deadlines and etc. are met (Via phone, email and etc.)</td>
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<tr>
<td>· Family will discuss M.A.P. process w/ team and update as necessary.</td>
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<td>· Review goals and recommendations during the progress report, report card periods and/or under any request (either by teacher or parents).</td>
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<tr>
<td>Chapter Seven:</td>
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<td>---------------------------</td>
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<tr>
<td>Vocational</td>
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</tbody>
</table>
Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- learned classroom jobs that will help them in the future (e.g., task completion, organization, collaboration with classmates, accepting differences-languages and etc).
- collaborate with a peer and brainstorm ideas.
- learn the importance of good communication skills (including written and verbal skills).
- identify strengths and select one concentration, “When I grow up I want to be a ______.”
- developing organization skills to increase success (e.g. schedule, alphabetizing).
- gain the ability to effectively listen to instruction and ask for clarification if needed.
- practice presentation skills.
- develop collaboration skills.
- target specific interviewing skills needed.
- brainstorm ways to help others.
- problem solve with their peers.

Suggested Duration: 90 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Strengths
- Positives
- Collaboration
- Alphabetize
- Organization
- Communication Skills-verbal/written
- Cultural Differences-home language/L1
- Schedule
- Clarification-ask for help
- Interview
- Multi-tasking

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- 10 papers unorganized
- Language sheet (e.g., French, ASL, Spanish)
- Schedule
- Pencil
- Post it
**Strategies and Procedure:**
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What are you good at, your strengths? What do you want to be when you grow up?”
- Teacher defines and gives examples of strengths and jobs that match student’s strength areas.
- Students break up into groups of four and begin rotations to develop further “job skills.”
- **Stations (5 minute per station):**
  a. **Goal-Job Selection**—Complete sentence starter, (students will use a whiteboard to complete the sentence, “When I grow up, I want to be a _______.”
  b. **Interviewing Skills**—Practice with a peer, “Tell me about your strengths…” Students will break-up into pairs and practice interviewing each other. The interviewee will practice advocating and selling themselves. “I am good at…”
  c. **Cultural Differences (Acceptance-Problem Solving),** “If someone is speaking to you in a different language, what should you do?” Students will be given a script (see attached) in (French, Spanish, American Sign Language) an alternate language other than their home language or L1. Students will attempt to ask their peer the questions on the sheet provided. Student will use alternate ways to communicate with one another (e.g. gestures, written work, pictures and etc.) to get their point across.
  d. **Collaboration**—Complete an activity (e.g., build a house out of block/legos) with their peers. Students will participate in different roles (leader, helper, etc.)
  e. **Organization**—10 papers will be provided in an unorganized stack, students will alphabetize their own stack. Students practice multi-tasking. Students will then use a “post it” and write down a “To do list” to assist them in their schedule for the day.
  f. **Communication**—students will talk about their history—“In Kindergarten I learned ________.” practice using full sentence, appropriate eye contact and etc.
  g. **Following Directions/Task Completion**—students will be asked to complete an entire task and then evaluate if they have met and completed each step. If students need help and/or are uncertain of the task, students will ask for clarification.
- Students will return to their seat and have an opportunity to brainstorm with the class what they would do differently to ensure they are prepared for the “real world or work force.”
- Teacher facilitates **Questions and Classroom Reflection.**

**Questions and Classroom Reflection:**
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “Why are written and verbal communication skills so

**Key Concepts and Essential Questions for Teacher Reflection:**
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges
Teacher asks, “How can you ask for help?”
- Teacher asks, “Did the exercise make you feel good, bad or…?”
- Teacher asks, “What did you learn from the experience?”

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Student will share with their families three things they need to practice in order to be prepared for the “work force.”
- Students will discuss with their families why it is important to become an active member in society, participating in the work force.

Notes:
Interview Questions for Students:

*The teacher reviews the six question words – who, what, where, when, why, and how – with the class using a visual aid and talks about how they are used to start questions. Students will practice using the following format.

Interview Questions for Students (English):

1. How old are you?
2. Where were you born?
3. When do you go to bed?
4. What’s your favorite color?
5. Who is your hero?
6. What is your mom & dad (or caregivers) like?

Preguntas de la entrevista para los estudiantes (en español):

1. ¿Cuántos años tienes?
2. ¿Dónde nació usted?
3. ¿Cuando vas a la cama?
4. ¿Cuál es tu color favorito?
5. ¿Quién es tu héroe?
6. ¿Cuál es su mamá y papá (o cuidadores), como?

Questions d’entrevue pour les étudiants (français):

1. Quel est votre âge?
2. Où étiez-vous né?
3. Quand pensez-vous d’aller au lit?
4. Quelle est votre couleur préférée?
5. Qui est votre héros?
6. Quelle est votre maman et papa (ou tuteurs) comme?
**Lesson Goals/Rationale:**
*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will...**
- learn new vocabulary.
- earn how to set short and long term goals.
- set goals based on areas of need or area of improvement (e.g., typing skills, communication skills, etc.).
- collaborate with a peer and brainstorm ideas.
- complete a sentence starter, “One long term goal I want to work towards is_______. One short term goal I wish to achieve is ______.”
- developing organization skills to increase success (e.g. steps on how to achieve goal).
- develop collaboration skills.
- target specific interviewing skills needed.
- problem solve with their peers.

**Suggested Duration:** 60 minutes

### Vocabulary:
*These are key vocabulary words students should gain an understanding of.*

- Wish
- Goals
- Short Term
- Long Term
- Strengths
- Area of need
- Steps
- Organization
- Obstacles

### Materials:
*These are items that will be used during the lesson to enhance the learning of all students.*

- Goal sheet web (attached)
- Pencils
- White boards
- Dry erase markers

### Strategies and Procedure:
*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher asks, “What are goals? Have you ever set a goal? What does it mean to make a wish?”
- Teacher defines new vocabulary (e.g. wish vs. goal) and asks, “How many wishes or
dreams can become goals?"

- Students will use the Four Square method to analyze two words, wish and goal.
- Each student will Think/Pair/Share-Find a peer and share their work (e.g., word, definition, picture and sentence).
- Teacher defines and give examples of short term and long term goals he or she has met during their educational journey.
- Students listen attentively, writing notes in their notebook and asking questions for clarification when needed.
- Teacher facilitates a web of ideas from student volunteers about short-term goals and long term goal.
  - Short Term Goals (good behavior for a week, complete chores at home, follow directions).
  - Long Term Goals (become a teacher, shadow a police officer, go to college).
  - Students use their white board again and complete a sentence starter, "One long term goal I want to work towards is________. One short term goal I wish to achieve is ________.""  
- Teacher leads a discussion on long term goal preferences.
- Students share a common interest (e.g., college, own a business or specific job titles).
- Based on students’ long term goal, they will be placed into a specific group.
- Students review their “common” long term goal and analyze the steps necessary to achieve their goal.
- Each group will share their ideas using the “around the world/whip it” method to present steps in reaching their goal.
- Students return to their seat and have an opportunity to have three-five minutes to review their work thus far (e.g. analyzing time frame to achieve both goals and some of the obstacles they may face.
- Teacher distributes students’ short term goal and long term goal sheet.
- Students complete their goals sheets.
- Teachers and students will have weekly meetings to discuss their goals specifically their successful achievements and/or obstacles they have faced.
- Students present both their short and long term goals to family at the “parent/caregiver conference” meeting.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “How can you modify or ask for help if you are not reaching your goal?”
- Teacher asks, “Did the exercise make you feel good, bad or…?”
- Teacher asks, “What did you learn from

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the vocational thematic unit?
- Did the students meet the goals in learning about the varying abilities
the experience?”

<table>
<thead>
<tr>
<th>in the school classroom, campus, community?</th>
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<tr>
<td>- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.</td>
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</table>

**Plan For Independent Practice and/or Home School Connection:**

*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will ask their caregivers to explain their short and long term goals.
- Caregivers will provide students with an honest evaluation of the goal process.
- Students will present both their short and long term goals to family at the “parent/caregiver conference” meeting.

**Notes:**
Name ___________________________ Date: ____________________
Vocational  
"Career Day"

**Lesson Goals/Rationale:**
*These are your goals for the students and why you believe it is important to teach this lesson.*

- Students will...
  - learn new vocabulary.
  - understand that there are people that have different types of jobs.
  - excite an interest in a variety of professions.
  - identify how different skills lead to different jobs.
  - identify how different jobs contribute to the community as a whole.

**Suggested Duration:** 15 minutes *(varies, based on number of presenters)* per presenter

**Vocabulary:**
*These are key vocabulary words students should gain an understanding of.*

- Community helper
- Job/Profession
- Community
- Career
- Skill
- Interest
- Multiple intelligences

**Materials:**
*These are items that will be used during the lesson to enhance the learning of all students.*

- Presenters (e.g. garbage man, nurse)
- Paper
- Multiple intelligence sheet *(See Academic)*

**Strategies and Procedure:**
*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher sends information to caregivers requesting a family member to come in to present for career day.
- Teacher discusses with the class how different people like to do different things and have different interests leading to different jobs.
- Students refer to their multiple intelligences (Academic: "How do I learn") and determine what kind of jobs fit within their interests.
- Teacher passes out paper to each student for note taking during presentations.
- Students record on one side what they would like about the job and on the other side write what they would not like about the job.
- After the first presenter leaves students raise their hands if they had more things/items on the "like" side and then raise hands if they had more things on the "dislike."
- Teacher asks students why they liked or disliked it and if it relates to the multiple intelligences they identified with; continue with remaining presenters.
- After all presenters have gone, have students draw and/or write about the job they would like to do best and why (explain that it can be different than the ones presented). Also have students write about how their interest/multiple intelligence would be beneficial for the job.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher discusses how different skills and interests lead to different careers.
- Teacher asks students what would happen if we didn’t have teachers, garbage men, grocery store clerks?
- Teacher discusses how all members have specific interests and skills that contribute to the greater community.

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the vocational thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will discuss with their caregivers what interests and skills led them to do or get into their career.

Notes:
**Lesson Goals/Rationale:**

*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will...**
- learn new vocabulary.
- follow a visual schedule to independently complete a task.
- learn how to break down a task into smaller, easier to follow, steps.
- develop awareness of the multiple steps involved in completing a task.

**Suggested Duration:** 30–60 minutes

**Vocabulary:**

*These are key vocabulary words students should gain an understanding of.*

- Visual schedule
- Task
- Steps

**Materials:**

*These are items that will be used during the lesson to enhance the learning of all students.*

- Crayons
- Paper
- Easel
- “Step-by-Step Coloring” worksheet (2 per student) (attached)

**Strategies and Procedure:**

*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher asks students if there are any tasks they sometimes need help remembering all the steps to complete.
- Teacher discusses with students that some tasks are easy to remember and complete, but other tasks are sometimes harder.
- Let students know you are going to first give them all the instructions for their next task and then they will have to complete it they best they can without any help.
- Teacher give students verbal instruction to complete the task:
  - Color the apple purple
  - Color the sandwich yellow
  - Color the juice red
  - Color the shirt green
  - Color the boys hair yellow
  - And color the napkin red
- Teacher passes out “Step by Step Coloring” worksheet and have students complete the task (encourage students to do the best they can from memory).
- After students complete the task, discuss whether they thought the task was easy or difficult and why.
- Teacher asks students if they can think of ways to remember all the steps to the task.
- Teacher suggests creating a visual schedule to remind students of all the steps.
- On the easel, teacher draws a visual schedule of each step and color in the color required:
  o 1. (Draw a purple apple)
  o 2. (Draw a yellow sandwich)
  o 3. (Draw a red juice box)
  o 4. (Draw a green shirt)
  o 5. (Draw yellow hair)
  o 6. (Draw a red napkin)
- Teacher passes out “Step by Step Coloring” worksheet and has students complete the task again by following the visual schedule.
- Students do their best following the visual schedule and complete the task.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, "Was the task easier with or without the visual schedule?"
- Teacher asks, "If you needed extra help remembering how to do something would a visual schedule help you learn better?"
- Class discusses how some students may need more help with tasks and they can use this tool to help them do better and participate.

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the vocational thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students discuss with caregivers what tools they use to remember how to complete a task.
- (Future Lesson plan) Have students create a visual schedule of activities they have
<table>
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<td>to complete at home (e.g., cleaning room: put clothes away, clean up books, throw trash away, put toys away).</td>
</tr>
</tbody>
</table>

| Notes:  |
Step-by-Step Coloring

Name: ____________________                        Date: _______________

Image retrieved from DLTK (2009).
Vocational
“Strengths and Areas of Need”

Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- define strengths and areas of need.
- analyze their own strengths and areas of need.
- collaborate with a peer and brainstorm ideas.
- practice presentation skills.
- use visual aides to document learned information (hand diagram).
- brainstorm ways to help others.
- problem solve with their peers.

Suggested Duration: 60 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Strengths
- Area of need
- Positive
- Negative
- Support
- Help

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Paper
- Pencil
- Glitter
- Stickers
- Glue
- Visual of two hands
- Crayons and/or Markers

Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “What are your strengths? What are some weaknesses or area of need?”
- Teacher further defines and gives examples of strengths and area of need.
- Student names will be placed in a hat and the teacher will select a name.
- Student selected will walk to the front of the class and pick a name out of the hat, to choose their partner (the process will continue until the entire class is chosen).
- Pairs will each have their own sheet of paper and trace each others hands, (two hands on each sheet).
- Entire class will brainstorm common strengths and areas of need together on the
Each individual document on each finger a strength and/or area of need.
- Students write 5 strengths on their “left hand” and 5 areas of need on their “right hand.”
- When completed, the students will review each others area of need and find out if the area is a strength for them.
- If not, they will find another peer in the classroom to assist them or become a “helper” in the area selected.
- Students present their 5 strengths.
- As the presentations take place, the students will sit in their desk and listen, reviewing their areas of need.
- While the presenter describes his or her strengths, the students seated will write the name of the individual who has a strength in the area where they need further support or have an area of need.
- Students now have two opportunities to find a “helper.”
- Each student creates a page, including their “left hand”-strengths and decorates the page to their liking/promoting individual choice.
- Entire class will create a strength page and place their finished page into a book.
- Next time someone get stuck and/or needs help, they will:
  - Try and remember their “helper.”
  - Look through the book to identify someone who has a strength in the area where they need support.
  - Work together with their “helper.”
  - If the students finds an area where they are still requiring assistance, please make sure they understand that the teacher is still available 😊
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “How many more strengths can you think about?”
- Teacher asks, “Next time a peer has a difficult time with an activity that you doing succeeding in, what are you going to do?”
- Teacher asks, “Have you ever worked with a classmate, needed help and asked them to help you?”
- Teacher asks, “Did the exercise make you feel good, bad or...?”
- Teacher asks, “What did you learn from the experience?”

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the vocational thematic unit?
- Did the students meet the goals in learning about the varying abilities in the school classroom, campus, community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.
Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Student will share with their families three things they learned about themselves and three things they learned about a peer.

Notes:
**Lesson Goals/Rationale:**

These are your goals for the students and why you believe it is important to teach this lesson.

Students will:

- learn new vocabulary.
- take part in a mystery that will need to be solved.
- learn the 5 senses.
- become skilled at new strategies to interact with all people.
- develop acceptance and the value of diversity among all people.
- gain knowledge of that the members of the classrooms are all different and can work together cohesively.
- appreciate the impact diversity has had on our nation.
- learn about bravery and belief in others

**Suggested Duration:** 45 minutes

**Vocabulary:**
These are key vocabulary words students should gain an understanding of.

- Bravery
- Iroquois
- Hearing
- Vision
- Sight
- Taste
- Support
- Strengths
- Difference
- Abilities
- Metaphor
- Knots

**Materials:**
These are items that will be used during the lesson to enhance the learning of all students.

- Copy of *Knots on a Counting Rope*, by Bill Martin
- Pencil
- Containers will be filled with the following items:
  - Flashlight
  - Sock
  - Coins (ask how much??)
  - Pencils (unsharpened)
  - Glue
  - Lego's
  - Apple
  - Keys
  - CD
  - Package of fruit snacks
  - Sand and seashells
  - Spoon

*Find a way to make these items “invisible” in their containers (cover with cloth?). It is important that the students NOT be able to
Strategies and Procedure:
These are the **specific** activities/skills you want students to perform as they participate in the activities.

- Students take out piece of paper and number it from 1-13.
- When completed, students place their paper and pencil on top of their desks, and sit on the rug/floor for the introduction to the story/lesson.
- Teacher reviews the 5 senses by touching his or her body part and asking, “What does this do?” (e.g., point to nose, your nose helps you smell and etc.).
- Teacher will continue until he/she has reviewed all senses.
- Teacher shows the cover of the book and asks students what they think the book might be about, inviting responses.
- Teacher explains, “People who are blind can often see some things, they just cannot see things the same as you and I. But, people find other ways to see the world, they use their other senses.”
- Teacher directs students to listen carefully and try to figure out what differences and/or area of needs the boy in the story displays.
- Teacher reads *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault.
- Students pay close attention to the story and discover ways that the boy uses his senses.
- Teacher asks the students, “What did the boy do to see the world? Invite responses.
- Teacher takes a few minutes to answer questions and discuss the story.
- When a student brings up blindness, segue to the activity.
- Students return to their desks and partner up with a neighbor.
- Teacher briefly explains each station.
- Students have 2 minutes per station to explore and document their “guess.”
- Teacher reminds students that they could certainly **look** at what is hidden at their station, but then they would not be solving the mystery
- Teacher explains that they will have to pay attention to the station numbers and write their guess on the line next to the correct number.
- Teacher sets a timer at two minutes.
- Students hear a bell (sound on timer) and rotate to the next station.
- Teacher sends partners to their appropriate station to begin.
- Students will see a cloth over a container.
- Students will touch and feel the item in the container and write down their guess (without looking).
- **Containers will be filled with the following items:**
  - Flashlight
  - Sock
  - Coins (ask how much??)
  - Pencils (unsharpened)
  - Glue
  - Lego’s
- Apple
- Keys
- CD
- Package of fruit snacks
- Sand and seashells
- Students continue to use their sense of touch and brainstorming with their partner to try and figure out what the objects are at each station (e.g., I think it might be a jolly rancher, no, maybe a battery).
- Teacher circulates to check for understanding.
- Following students rotating throughout all stations, teacher will have students return to their seats.
- Teacher states, “Before I give you the answers, tell me what you thought of this activity. Was it hard? Easy? Fun? Frustrating?”
- Teacher presents the correct answers and students will correct their work/guesses.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- How did the boy find so many ways to “see”?
- What is the “darkness” referenced in the story?
- If you have a friend who is blind and/or who requires aides/tools to see better, what do you now know about them?

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the health thematic unit?
- Did the students meet the goals in learning about the varying health needs in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Students will explain three new skills learned.

Notes:

Adapted from, Lawson (2010).
# Health

## "The Concert"

### Lesson Goals/Rationale:
These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- paraphrase information that has been shared orally by others.
- give and follow three- and four-step oral directions.
- discuss how to show respect for similarities and differences between and among individuals and groups.
- describe how to work and play cooperatively.

### Suggested Duration: 50 minutes

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Materials:</th>
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<tbody>
<tr>
<td>These are key vocabulary words students should gain an understanding of.</td>
<td>These are items that will be used during the lesson to enhance the learning of all students.</td>
</tr>
<tr>
<td>- Deaf</td>
<td>- Copy of Moses Goes to a Concert, by Isaac Millman</td>
</tr>
<tr>
<td>- Hearing impaired</td>
<td>- Hangers with string attached</td>
</tr>
<tr>
<td>- Concert</td>
<td>- Various items to create sounds on desks (e.g., paper clips, eraser, pencil, marble and etc.)</td>
</tr>
<tr>
<td>- Hearing</td>
<td>- Finger spelling page and book for students to practice ASL</td>
</tr>
<tr>
<td>- American Sign Language (ASL)</td>
<td>- Game for students to play without talking</td>
</tr>
<tr>
<td>- Finger spelling</td>
<td>- Sounds</td>
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<td>- Sounds</td>
<td>- Vibration</td>
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<tr>
<td>- Vibration</td>
<td>- Similarities</td>
</tr>
<tr>
<td>- Similarities</td>
<td>- Differences</td>
</tr>
</tbody>
</table>

### Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks, “Have you ever been to a concert? If the music was too loud or too soft what would you do? If you were unable to hear, would you still be able to enjoy a concert?”
- Teacher reads, Moses Goes to a Concert by Isaac Millman.
- Teacher models specific signs included in the story.
- Students continue and imitate the signs when they are re-introduced to learned all signs referenced.
### Questions and Classroom Reflection

**Questions and Classroom Reflection:** *This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher asks, “What was your most difficult station?”
- Teacher asks, “How can you communicate without using words?”
- Teacher asks, “What did you learn about finger spelling?”
- Teacher asks, “Why did Moses attend the concert?”
- Teacher says, “Show the class their favorite sign they have learned throughout the activity.

### Key Concepts and Essential Questions for Teacher Reflection

**Teacher Reflection:** *These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the health thematic unit?
- Did the students meet the goals in learning about the varying health needs in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection

**Plan For Independent Practice and/or Home School Connection:** *This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will try their best to communicate with caregivers/siblings with only non-verbal communication and cues.
- Students will explain their homework assignment and/or request something for dinner without using your voice.

### Notes

Adapted from, Lawson (2010).
Lesson Goals/Rationale:

These are your goals for the students and why you believe it is important to teach this lesson.

Students will...
- learn new vocabulary.
- create a timeline to analyze food choices.
- understand the food pyramid.
- recognize peers food choices (e.g., based on preference, ethnicity, etc.)
- gather and select photographs out of magazines that display, “healthy choices.”
- recognize individual’s food allergies, health concerns related to food choices.
- analyze the best way to track food intake (food journal)
- learn ways to keep moving and keep your body fit (exercise routine).
- practice presentation skills.
- use visual aids to document learned information (My Food Pyramid).
- brainstorm ways to make “healthy choices.”
- problem solve with peers.

Suggested Duration: 90 minutes

Vocabulary:
These are key vocabulary words students should gain an understanding of.

- Vegetables
- Fruits
- Meat
- Beans
- Nuts
- Bread
- Grain
- Extras
- Pyramid
- Healthy choices
- Allergies
- Health professionals

Materials:
These are items that will be used during the lesson to enhance the learning of all students.

- Presenter who is knowledgeable about nutrition (e.g., nutritionist, school nurse)
- Food Timeline
- Food Pyramid
- “My Food Pyramid” (attached)
- Food Journal
- Ruler
- Magazines
- Crayons or markers
- Glue
- Scissors
- Rule
Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks the students to think/pair/share, “What are healthy food choices?
- Students work with a peer and identify three health choices.
- Students can illustrate their choices and/or select healthy choices out of a magazine.
- Students will present their, “healthy choices” to another pair.
- Each student will create a timeline of events and dates throughout the last week of the food they have eaten.
- Teacher invites a professional in from the health and food service (e.g., nutritionist, school nurse, lunch leader) to present to the students within the classroom.
- Have the professional speak to the class about:
  o food groups
  o healthy choices
  o exercise and specific activities that increase endurance
  o food allergies
  o fast food
  o food records/monitoring
  o how to analyze what food group the item will fit in
- Students document three key points learned from the presentation and share with a peer.
- Students expand their timeline and draw a timeline of events for the future.
- Teacher asks students to provide written justification for what they will selected in the future (e.g., ethnic influence, family choices, time constraints and etc.)
- This can serve as a launching pad for asking students to consider how past events impact current and future events (e.g. did the health professionals influence the student’s future events?)
- Students create, “My food pyramid” to ensure information is gained and students understand new vocabulary presented.
- Teacher asks, “How much is a serving? Is there a food group where you need a serving?
- Class analyzes if students eat more extras than the actual food-groups what will occur.
- Teacher asks, “What food group would fast food fall into (e.g., french fries, burgers, etc.?)”
- Students will continue to monitor the foods they eat at school and at home in their food journal.
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.
- Teacher asks, “Does your family’s ethnicity and background influence your food choices in your home?”
- Teacher asks, “Did the health professionals influence the future events noted on your timeline?”
- Teacher asks, “Did the development of “My Food Pyramid” make you feel good, bad or…?
- Teacher asks, “How is it to document in a food journal?”
- Teacher asks, “What did you learn from the experience?”
- What strategies did you use to overcome some of the challenges observed during the implementation of the health thematic unit?
- Did the students meet the goals in learning about the varying health needs in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

**Plan For Independent Practice and/or Home School Connection:**
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Student will bring home “My Food Pyramid” to share with their family.
- The students will work with their families and bring in an article from newspapers and magazines reporting on events in “healthy choices” were made.
- Students will share their proposed exercise plan with their family.
- As ongoing homework, students will share their food journal with their caregiver on a weekly basis.

**Notes:**
"My Food Pyramid"
**Lesson Goals/Rationale:**

*These are your goals for the students and why you believe it is important to teach this lesson.*

Students will...
- learn new vocabulary.
- see the world differently.
- experiment with different visual tools and exercises.
- recognize that some people utilize glasses, contacts and/or visual supports to see.
- the teacher will define vision and illustrate ways individuals use their sight to gain information (e.g. eye gaze, entertainment, directions).
- participate in an art project, attempting to create an optical illusion.
- collaborate with peers and brainstorm ideas.
- work in a small group and participate in activities during stations/rotations.
- practice presentation skills.
- brainstorm ways to help others.

**Suggested Duration:** 120 minutes

**Vocabulary:**

*These are key vocabulary words students should gain an understanding of.*

- Vision
- Optical illusion
- Eye Gaze
- Adjectives (e.g., big, round)
- Visual aides
- Differences
- Similarities
- Technology
- Glasses
- Visual supports
- Contacts

**Materials:**

*These are items that will be used during the lesson to enhance the learning of all students.*

- Copy of *Who wears glasses?* by Ana Galan Illustrated by Seb Burnett
- Optical illusion books
- Prediction graphic organizer (attached)
- Eye Gaze System (available from onsite AAC)
- Optical illusion videos
- Paper
- Sequins
- Pinto beans
- Rice
- Glue
Strategies and Procedure:
These are the specific activities/skills you want students to perform as they participate in the activities.

- Teacher asks students, “How do you see? Can everyone see? What does vision mean?”
- Many students will raise their hand and describe what they know about vision (e.g., I use my eyes to see).
- Teacher defines vision and illustrates ways individuals use their sight to gain information (e.g., eye gaze, entertainment, directions).
- Teacher leads a book walk and manages this by having students look through 2 open pages at a time and talking about what they see.
- Students participate and make predictions about what will happen in the story and what they will be learning.
- Students answer questions about the visuals presented on each page.
- Students fill in their prediction graphic organizer and clap their hands when they are ready to find out what really happens in the story.
- Students return to their seat and have an opportunity to brainstorm using a think/pair/share discussing the moral of the story.
- Students break up into groups of four and begin rotations to develop further “job skills.”
- Stations (5 minute per station):
  h. **Sentence Starters**: Complete sentence starters, (students will use a whiteboard to complete the sentence, “My favorite thing/person to see is __________. When I can’t see I _____________. If I can’t figure out what I am seeing I _________.”
  i. **Optical Illusions** (books and vocabulary):
    Poster board with the question, “What are “illusions?” Student can define illusions as tricks or eye games. Each student will write one initial prediction (guess of the word) and then begin exploring in the optical illusion book. Student will go back and write an additional word/sentence if they figured out the meaning.
  j. **Collaboration**—Students complete an activity (e.g., build a house out of block/legos) with their peers. Students will wear 3D glasses while participating in the activities and use different roles (leader, additional team member, helper, etc.) throughout the five minute period.
  k. **Tools**—Students explore and identify ten items covered in handkerchiefs and spread out between ten different desks. Students will number a paper 1-10 and work independently in this station. Students must use a kaleidoscope, sunglasses, magnifying glass, and/or binoculars to identify each item. Each student will take turns and pull off the handkerchief for three seconds and identify each item.
  l. **Eye Gaze**—Students review pictures and practice making selecting pictures using an eye gaze system. An individual who typically uses an eye gaze system for their mode of communication will present and model choice selection. The presenter will communicate with the students using his/her eye gaze technology system. Students take turns using the eye gaze system with the guest speaker and communicate with one another.
- Students return to their seat and have an opportunity to create their own art project, optical illusion. Students will think of a term that they just learned throughout the unit.
- Students write the new term using a permanent marker in the middle of a white paper.
- Students then add pinto beans, rice or sequins to hide the word, creating an optical illusion.
- Once the art project dries, the following day the students will try and trick their peers.
- Students will place their art project in front of their peer and see if they are able to decipher and figure out the word underneath the distracter (e.g. pinto beans, rice, etc.).
- Teacher facilitates Questions and Classroom Reflection.

Questions and Classroom Reflection:
This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.

- Teacher asks, “What is an eye gaze system?”
- Teacher asks, “Have you ever worked with a classmate and asked for help?”
- Teacher asks, “If not, how will you go about it now?”
- Teacher asks, “Did the exercise make you feel good, bad or...?”
- Teacher asks, “What did you learn from the experience?”

Key Concepts and Essential Questions for Teacher Reflection:
These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.

- What strategies did you use to overcome some of the challenges observed during the implementation of the health thematic unit?
- Did the students meet the goals in learning about the varying health needs in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

Plan For Independent Practice and/or Home School Connection:
This allows for students to connect their learning from this lesson to their natural/home environment.

- Student will share with their families three things they learned about themselves and three things they learned about a peer.
- Students will place their art project in front of their caregiver and see if they are able to decipher and figure out the word underneath the distracter (e.g. pinto beans, rice, etc.)

Notes:
Lesson Goals/Rationale:
*These are your goals for the students and why you believe it is important to teach this lesson.*

**Students will...**
- learn new vocabulary.
- identify medicines and medical tools and their function.
- recognize medical needs are different for everyone to keep them safe.
- develop problem solving strategies in the case of a medical situation/emergency.
- learn the importance of medical safety

**Suggested Duration:** 60 minutes

<table>
<thead>
<tr>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>These are key vocabulary words students should gain an understanding of.</td>
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<tr>
<td>- Medicine</td>
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<td>- Medical tool</td>
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<td>- Safety</td>
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<td>- Health</td>
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<td>- Inhaler</td>
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<td>- Tissue</td>
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<td>- Prescription medicine</td>
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<td>- Cough syrup</td>
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<td>- Medical bracelet</td>
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<tr>
<td>- Crutches</td>
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<td>- Needle (Shot/Epipen)</td>
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<td>- Thermometer</td>
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<td>- Soap</td>
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<td>- Stethoscope</td>
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<td>- Reflex Hammer</td>
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<td>- Band-aid</td>
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<table>
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<th>Materials:</th>
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<tbody>
<tr>
<td>These are items that will be used during the lesson to enhance the learning of all students.</td>
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<tr>
<td>- “Health Bingo” card (attached)</td>
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<tr>
<td>- Bingo chips/beans/small blocks</td>
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</table>

**Strategies and Procedure:**
*These are the specific activities/skills you want students to perform as they participate in the activities.*

- Teacher asks students, “What is health? If you are injured where do you go or what should you do?”
- Teacher explains to students they will be discussing healthy choices and health
safety.
- Teacher passes out “Health Bingo” and Bingo chips.
- Teacher tells students, “I will give the definition of each medicine and/or medical tool and you will have to locate the item on your board.”
- Teacher defines each medicine and/or medical tool (e.g., “I’m thinking of something you put on yourself when you get a cut.” “I’m thinking of something you spray in your mouth to help air to the lungs.”)
- Teacher responds to any questions regarding the medical tools along the way.
- Teacher discusses with students if they have ever used any of the medical tools.
- Teacher will ask students what other medications or medical tools they have seen or used.
- Teacher asks students how to respond to health concerns that they may see in the classroom including, but not limited to;
  - “What should you do if someone gets a cut and is bleading?”
  - “What should you do if someone eats something they are allergic to?”
  - “What should you do if someone has an asthma attack?”
  - “What should you do if someone falls to the ground?”
- Stress the importance of ONLY using medical tools with permission from caregivers.
- Teacher facilitates Questions and Classroom Reflection.

### Questions and Classroom Reflection:
*This is the content knowledge you want students to gain as a result of participating in activities and discussion of ideas/themes that reach beyond this lesson.*

- Teacher discusses how everyone uses medicine or medical tools to help them feel better.
- Teacher discusses that some medicines and tools are meant for certain people and some are meant to help everyone.
- Teacher discusses how everyone in the class is part of a community and we want to know the strategies for keeping everyone safe.

### Key Concepts and Essential Questions for Teacher Reflection:
*These guide your inquiry into the big ideas and concepts of the unit, to reinforce in your classroom.*

- What strategies did you use to overcome some of the challenges observed during the implementation of the health thematic unit?
- Did the students meet the goals in learning about the varying health needs in the school classroom, campus, and community?
- Evaluate how you can incorporate and promote diversity into your classroom on a daily basis.

### Plan For Independent Practice and/or Home School Connection:
*This allows for students to connect their learning from this lesson to their natural/home environment.*

- Students will ask caregivers what type of medical tools they use to feel better and why.
- (Future Lesson) Teacher will have students develop a health plan to determine
what type of medicine or medical tools they will need to improve their health.

Notes:
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<tbody>
<tr>
<td><img src="image1" alt="Thermometer" /></td>
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<td><img src="image12" alt="Syrup" /></td>
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</table>

**Health Bingo**
Curriculum References


REFERENCES


Derman-Sparks, L. (1995). What if all the children in my class are white? Historical and research background. *Young Children, 60* (6), 20-27.


