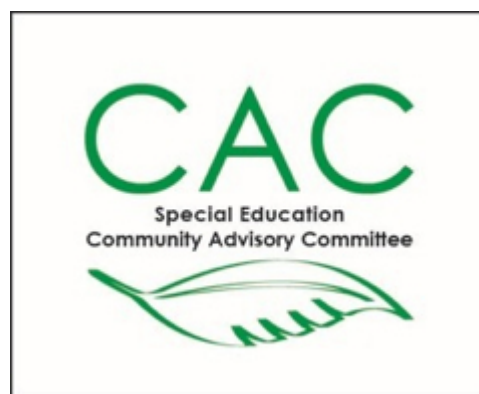


# Ability Awareness

## Program Guide

Developed by the  
Special Education  
Community Advisory Committee  
for  
Capistrano Unified School District



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# Introduction

Teaching children about others with disabilities is a life lesson of invaluable measure. It is the focus on their ability, rather than their disability, hence the program name, “**Ability Awareness.**”

The special education parent representative from each school is a PTSA unit board position. The responsibility of this representative is to attend the monthly Special Education CAC meetings, and report information back to the school’s PTSA executive board and general association members. One goal of the Special Education CAC is to have an annual Ability Awareness Program take place at every school site in the district. An Ability Awareness Program can be as simple as an assembly or as elaborate as an entire day or week of activities. To fund this type of program, the parent representative should request a budget of \$500 - \$1,000 from the PTSA unit.

# Character Counts

The CHARACTER COUNTS! Approach to character education doesn't exclude anyone. That's why we base our programs and materials on six ethical values that everyone can agree on — values that are not political, religious, or culturally biased. Use the points below to help young people understand the Six Pillars, and use the mnemonic devices at right to help them remember.

## Trustworthiness

Be honest • don't deceive, cheat, or steal • be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • be loyal — stand by your family, friends, and country

## Respect

Treat others with respect; follow the Golden Rule • be tolerant and accepting of differences • Use good manners, not bad language • be considerate of the feelings of others • don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

## Responsibility

Do what you are supposed to do • Plan ahead • persevere: keep on trying! • Always do your best • Use self-control • be self-disciplined • Think before you act — consider the consequences • be accountable for your words, actions, and attitudes • Set a good example for others

## Fairness

Play by the rules • Take turns and share • be open-minded; listen to others • don't take advantage of others • don't blame others carelessly • Treat all people fairly

## Caring

Be kind • be compassionate and show you care • Express gratitude • Forgive others • Help people in need

## Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

# Assembly Speakers

A simple way to bring Ability Awareness to a group of students is through an assembly. A list of speakers follows. Most will speak at no charge, but a donation from the PTSA unit is suggested. Since being a special education parent representative is a board position of the PTSA unit, it is very appropriate to ask for an annual budget to cover expenses. A suggested budget is \$500.00-\$1,000.00.

These speakers have different types of disabilities or are “differently abled.” Suggested donation amount per speaker or group is \$100. The unit PTSA program coordinator, along with the school’s front office staff, can help in coordinating these dates.

The process to do an Ability Awareness assembly involves contacting the speaker you wish to have at your school to determine dates they are available, any fees, what type of room or area is needed for their presentation, and best grade level for their presentation. Check with the front office about how rooms (even blacktop) is reserved. In some schools, due to busy schedules, you will need to have dates before you call speakers. Some speakers will want a closed room such as the multipurpose room, while others will prefer open space like a blacktop. If there are fees for your speaker, you will need to have a PTSA line item budget. If you do not have a budget, talk with the PTSA president about how to request funds for your assembly. Once your assembly is set with confirmation of speaker, room and budget, you can start letting others know about your event. You will want to let the Education Specialists know about the event, as well as the principal and PTSA president. Depending on space, you may also invite volunteers or parents to see the presentation.

# Ability Awareness Guest Speakers

**Lloyd Bachrach:** [www.Yes-you-can.net](http://www.Yes-you-can.net) (888) 883-0095 [lloyd.bachrach@yes-you-can.net](mailto:lloyd.bachrach@yes-you-can.net)

*Yes, You Can!* is an educational and motivational program created by Lloyd Bachrach, who -- although physically challenged -- has never let anything slow him down. His candid and compelling story reaches the hearts and minds of all audience members. The *Yes, You Can!* message provides the audience with 5 keys to success; 1) Build high self-esteem 2) Focus with a positive attitude 3) Set Goals 4) Persevere 5) Maintain a healthy mind, body and spirit. These keys help students to succeed and realize their full potential. This unique program will enlighten and entertain your students. You will not forget this power program! Elementary (2) programs, Middle schools (1) program \$1995 - high schools: \$2995.

**Chris Gallagher:** [cpgallagher@capousd.org](mailto:cpgallagher@capousd.org) or [cpg2@cox.net](mailto:cpg2@cox.net) (949) 295-0341

Chris is a teacher at Del Obispo Elementary School. Chris was born with unusually short arms, so he uses his feet for everything: Driving, writing, and brushing his teeth. He is an amazing man and does a wonderful assembly. He accepts donations from \$100-\$400/hr. Note: His availability is limited now that he teaches at elementary level. Please check with him well in advance. Possibly a candidate for a video?

**Stephen Hinkle M. Ed.:** [stephen@stephen-hinkle.com](mailto:stephen@stephen-hinkle.com) (858) 603-0287

Presentation topics on Growing up with Autism, Inclusion from a Student's Side. Teaching ideas for helping students who struggle socially, Life after High School, and Autism Awareness. His presentations include elementary, middle, and high schools. Accepts \$100-\$750 depending on the type of presentation plus travel expenses.

**Alex Kaufman:** [ak3388radio@yahoo.com](mailto:ak3388radio@yahoo.com) (949) 292-8328 or Hm: (949) 458-1020

Alex was born with cerebral palsy. Although in a wheel chair he has high goals and achievements. Alex also has a cool car that he shows the students. 30min. Speech: \$20 and 60min. Speech: \$40.00. Please give him at least 3-week notice. He can bring and share pictures and videos of him skydiving.

**Vince Maggio:** [vincemagg@verizon.net](mailto:vincemagg@verizon.net) (562) 627-9269

Vince is a wonderful man who lost his legs in a tragic accident. He is loved by all and relates well to the kids. Note: Vince is moving out of California in the summer of 2020.

**Robert Ram:** Please contact his mother: [liia@dhali.com](mailto:liia@dhali.com) mom: Liia (949) 292-1412

Robert Ram has lost his left leg above the knee to cancer. Robert's positive energy and spirit are an inspiration to all. Robert graduated Tesoro High School in June 2013. He attended Saddleback College for two years. However, his heart always pulled him towards law enforcement, to follow in the footsteps of his father, uncle and several other family members.

In October 2015, Robert was the first participant as part of the Orange County Sheriff's Department Academy to graduate and become a CSA (Custody Service Assistant) with a prosthetic leg. In May 2016, Robert was accepted as a Deputy Sheriff Trainee, and began the Orange County Sheriffs' Deputy Training Academy. He successfully completed and passed and was sworn in as an Orange County Deputy Sheriff in October 2016. He was assigned to work at Men's Central Jail in Santa Ana as part of probation before being transferred out to patrol. In June 2019, Robert began his patrol training in the unincorporated area of South Orange County. He will be in training through mid-November 2019, and, once that is completed, he will be out on patrol as an Orange County Deputy Sheriff. On July 3rd, 2018, Robert married his high school sweetheart, Mary, in Temecula, CA. They now live in Dana Point, with their golden retriever, Winston. Donations are accepted on behalf of challenged athlete's foundation under his name.

**Ability Awareness Project Bullying Prevention Presentations and Year-long Kindness Programs** [admin@kindandsafeschools.org](mailto:admin@kindandsafeschools.org) (949) 415-4096 [www.kindandsafeschools.org](http://www.kindandsafeschools.org)

Presentations for k-3rd, 4th/5th grades, middle school, high school, parents and educators for minimum of \$300 donation. Educating on visible and invisible disabilities, teaching non-judgement, empathy and friendship, while emphasizing compassion, tolerance, inclusion, understanding and acceptance towards all through thoughts, words and acts of kindness. Practical and proven solutions are provided for the bullies to choose a kinder option, those being bullied to build resilience and feel empowered to find their voice and for bystanders to learn to safely and effectively intervene; not only to identify and put a stop to all six types of bullying but also move towards becoming our next generation of leaders and peacemakers. "Be A Friend" pledge cards, bracelets and stickers given to students. Parents and educators learn to be the example and support students by following proper protocols when bullying happens. Year-long Kindness Programs are designed to get the momentum going, engaging ALL students to collaborate together and keep their attention on how to be kind to one another.

**University High School D/HH Cheerleading Team:** Please contact Melissa Daly: [melissadaly@iusd.org](mailto:melissadaly@iusd.org) (714) 868-9545

A 20 minute (\$250) or 40 minute (\$500) presentation that can show your students that having a disability does not limit what they can do in life. They can teach your students what life is like with a disability & how to overcome any obstacle.

**Kimberly A. Smith:** [kimber72@yahoo.com](mailto:kimber72@yahoo.com) (949) 678-9016

She's able to talk about the different levels of deafness (mild, moderate...) the differences in communication modes (lip reading, sign-languages...), and show a hearing aid and a cochlear implant, and how they work. A gift of any size is appreciated.

**Sandy Taylor:** [saunce@gmail.com](mailto:saunce@gmail.com) (562) 458-3974 Text messaging is a great way to reach her

Sandy is a little person born with dwarfism. Sandy does a wonderful job relating her world to the students. Make donations to Little People of America: [www.lpaonline.org](http://www.lpaonline.org)

**Guide Dogs Of America: Sylmar, CA** (818) 362-5834

Guide Dogs of America provides guide dogs and instruction in their use, free of charge, to blind and visually impaired men and women from the United States and Canada so that they may continue to pursue their goals with increased mobility and independence. They would kindly appreciate donations.

**GetSafe Bullying Prevention/Personal Safety Assembly:**

Stuart Haskin, [stuart@getsafeusa.com](mailto:stuart@getsafeusa.com) (714) 834-0050 Ext. 105

30-45min. assemblies on the following topics: Personal Safety Awareness, Self- Defense Training (escape techniques, kicks and punches, etc.), Bullying Prevention and Response Training, BACKOFF! Buddy Program (Pledge to be a BACKOFF! Buddy, Certificate of Completion & Bracelet), Reward & Reporting Systems, Assertiveness Training: Using Your Voice, Inclusion Training (interactive exercises to better understand people with differences), Internet Safety; Appropriate Social Media/Texting Behavior, Understanding and Reacting to Inappropriate Behavior/Touching, Avoiding Common Tricks and Lures. 30min. Assembly for K-3rd grade: \$600, 45min. assembly for 4th-5th grade or 6th-8th grade: \$800. This includes Emergency Identification Card and GET SAFE bracelet for each student, Bullying Tip Sheet for Students and Parents to be printed by school and a classroom "BACKOFF! Buddy" Pledge Banner. Ask about Personal Safety classes specifically for children registered with OC Regional Center. GetSafe also provides Personal Safety classes specifically for special need children to teach them how to safely protect themselves from the bullies. If there are 7 or more children in school registered with The Regional Center of Orange County, Regional Center may pay for this series of 3 classes... about an hour each. Please contact GetSafe for more information.



# Stations

Another possibility for an Ability Awareness event could be setting up stations where students have a chance to rotate through and learn about different types of disabilities. Stations can be scheduled in 6-15-minute increments and can be comprised of speakers or hands on activities. In the pages following are specific ideas for station activities that can be facilitated by volunteer parents. Speakers for stations may be used from the assembly speaker list as well. This can be set up on the school's black top using tables and easy ups, much like a carnival would be set up.

Determine how many stations you want to have. In an hour's time, you can have four 15-minute stations, or six 10-minute stations. This will determine how many locations you will need to reserve. Check with the front office staff on how rooms or spaces are reserved. Some schools prefer outdoor space, such as black top or lunch tables, while other schools prefer indoors for chance of rain and attention containment. Be sure that you reserve the same number of rooms or spaces as you have stations.

In addition, you will need to consider other school programming such as lunch, recess, etc. The principal will most likely assist you in determining what the best time of day to hold your ability awareness activities.

Next you will need to choose an activity or speaker for each station. You will see many different activity options on the next few pages.

# School Staff Involvement

## Parent Volunteer List by Class For

### Ability Awareness

Dear \_\_\_\_\_,

Please provide parent volunteers to lead your class through Ability Awareness event on \_\_\_\_\_  
\_\_\_\_\_

Let your room parent know that you will need volunteers for this event.

Your class rotation time is \_\_\_\_\_ at location \_\_\_\_\_.

Your class will need to be divided into \_\_\_\_\_ number of groups.

Your classroom will need \_\_\_\_\_ number of volunteers.

Please ask that your parent volunteers arrive at your classroom 10 minutes before scheduled time. Because this is a tight rotation schedule, we need your class at the scheduled starting location a few minutes before your scheduled time.

Return form by \_\_\_\_\_ to \_\_\_\_\_

Parent volunteers for this event:

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

# Title: All Mixed Up

**Area addressed:** Dyslexia

**Time:** 6-15 minutes

**Number of people to run activity:** 2

**Objective:** Learn about Dyslexia and experience what it is like for your brain to take longer to process written information.

**Materials:** Copies of story (next 4 pages). Choose either one story style or all of them. If time is limited, enlarge one or two stories onto poster board. If you have more time, make a copy of each story for groups of 3-5.

**Classroom Prep:** Create a poster board with each sample story on it.

## **Explanation of Disability to Children:**

Dyslexia is disability dealing with reading and writing. Someone with Dyslexia can communicate verbally with little difficulty. At times you might hear someone with Dyslexia mix up syllables, but their main issue is difficulty with print. Their brain interprets the written word differently than most people. They tend to read slowly because their brain is working twice as hard to figure out the words. It is difficult for them to sound out letters, syllables and sounds. Spelling is also difficult. In this exercise you will see what is like for someone who is dyslexic. Although someone with Dyslexia doesn't necessarily see in this way, it simulates the extra brain power it takes for someone with Dyslexia to read or write.

## **Activity Instructions:**

- Ask: Who wants to read a story? Instruct them to read the mixed up story on board. If using more than one version of the story, ask for a different volunteer to read second story.
- If breaking out into groups, instruct them to try to read the story to the group or partner.
- Give 2 minutes to process this activity

## **Questions for thought:**

1. Was it hard to read the story?
2. Why would it take longer for someone with Dyslexia?
3. How could you help a person with Dyslexia? Do you know anybody that has a hard time reading?

## **Classroom Discussion:**

1. If we had a writing assignment, what might be something that a person with Dyslexia might need?
2. If someone had Dyslexia, should they have to read the same number of books or pages as someone else?

In this example all letters and words are present.  
Spacing between letters is changed.

On ceup on at i met here  
was a litt leg ir lna med  
go ldi lockss he we ntf or  
awal kint he for est pret  
tysoons he ca meup on  
ah ou ses hek no cke dan  
dw hen noon ean swer  
eds hew alk ed righ tin.

In this example silent letters and small words are deleted.

Onc upon tim, ther  
was littl girl namd  
Goldiloks went wak  
forest pretty she cam  
hous knockd when  
no on anserd she  
walkd rit.

In this example all words included, but letters within words are jumbled.

Ocne unpo a tiem, teher  
saw a litetl gril naemd  
Godliolcsk. Seh wetn fro  
a wlak in teh forset.  
Prtety sono, seh caem  
uopn a hosue. Seh  
nkokced adn, wenh no  
oen anwsdere, seh  
waklde rihtg in.

For this example please insert missing letters backwards before copying.

On e u on a time, t e e wa a  
little i l name ol ilock . S e  
went o a wal in t e  
o e t. etty oon, he  
ame u on a ouse. e  
nocke an , w en no one  
an we e , s e wal e ri t in.

# Title: Allergies

**Area addressed:** Food Allergies,

**Time:** 6-15 minutes

**Number of people to run activity:** 1

**Objective:** Educate students of effects of different allergies. Show how easily germs, peanut oils and other food products can transfer from one person to another.

**Materials:** Epi-pen (or picture of one), pictures of different foods (such as peanuts, peanut butter, peanut oil, strawberries, shrimp/shellfish, eggs, wheat, and soy, as well as a bee/wasp. Glitter.

**Classroom Prep:** Gather pictures from internet and print. Food packaging can also be shown. Items can be displayed on a poster boards. Securing an Epi Pen, or a photo of one. It might be helpful to locate this center near the sink to wash their hands.

**Explanation of Disability to Children:** Some people are allergic to certain foods, such as peanuts, strawberries, shrimp, fish, eggs, wheat, soy or other food items. If you have a food allergy, your body sees an allergen (the allergic food) as a germ to fight and releases what's called a histamine. This starts the allergic reaction symptoms, which can range from changes in your skin, such as a rash which is red spots or bumps. It can be hives, which are huge lumps on the skin. In severe cases the swelling includes your throat, making it hard to breath, creating a life threatening situation. Luckily, there are Epi pens (show Epi pen) that delivers a quick antihistamine which stops the allergic reaction. It is estimated 4% of kids have allergies. This exercise today will show you how an allergen can easily spread.

## Activity Instructions:

- Tell the students to line up in two lines.
- Explain that they will be shaking hands. Person 1 will shake person 2's hand. Then person 2 will shake person 3's hand, until we get to the end of the line.
- Put glitter on the first person's hand and tell them to shake the hand of the person next to them.
- The last person should end up with glitter on their hand.

## Questions for thought:

1. Do you know anyone who has an allergy?
2. What do you think might happen if you brought a peanut butter and jelly sandwich in your lunch and someone in your class was allergic to peanuts?
3. Did you see how the glitter transferred from one person to another?
4. How do you think you could help someone who has an allergy?

## Classroom Discussion:

1. What other things can be spread through our hands?
2. What can be done so we don't sneeze or cough in our hands to share with the class?  
(Cough/sneeze into inside of elbow bend).



# Title: Amazing Wheels

**Area addressed:** Physical Disability

**Time:** 6-15 minutes

**Number of people to run activity:** 2

**Objective:** This station provides the students with a chance to try and maneuver a wheelchair. They provide first hand experience to see the world through the eyes of a child who uses a wheel chair everyday.

**Materials:** Wheelchairs (2-5), bean bags (same number as wheelchairs), buckets, small hose or large rope, cones, ball

**Classroom Prep:** Preferred location is outside black top. Wheelchairs should be set in line. There will be a cone at the starting line and a bucket at the ending line.

**Explanation of Disability to Children:** Some people have difficulty being able to use their legs, or can't use their legs at all. In order to get around, they use a wheelchair. When using a wheelchair there are lots of things that you may not consider such as uneven or rocky surfaces, as well as the need to bring items from one place to another. Today you will have the opportunity to use a wheelchair to complete a task.

## Activity Instructions:

- Have kids line up behind each wheelchair
- Tell them they will have the option to bounce ball down to the end of the bucket and back. Another option is to pick up the bean bag and put it in the bucket, or they can get the bean bag out of the bucket and bring it to the front of the line.
- Kids will pick up bean bag and put it bucket. If bean bag is in bucket, they wheel to the end and bring bean bag back. Once kids have gone to the end and back, they will let the next person go.

## Questions for thought:

1. What do you think it would be like to be in a wheelchair all day long?
2. How do you think you would get in and out of cars?
3. Do you think you could sit at your school desk in a wheel chair?
4. How did you feel when you see your friends in wheelchairs?

## Classroom Discussion:

1. How would we need to change our classroom in order to have someone in our classroom that used a wheelchair?
2. What would you have to change at home in order to invite a playmate over who used a wheelchair?

# Title: Blind Visualization

**Area addressed:** blindness

**Time:** 6 minutes

**Number of people to run activity:** 1-2

**Objective:** Students will learn what it might feel to be blind

**Materials:** none. Optional: metronome, or metronome app on iphone;

**Classroom Prep:** Leader will have to read about the experiences of the blind (money, crossing at intersections, smart phone operation, and walking stick). The Blind Film Critic has some great YouTube videos to help with this.

**Explanation of Disability to Children:** When someone is blind, it means that they cannot see, but sometimes being blind means that your vision is just very, very, very poor, considered legally blind. Some people are blind at birth and have never experienced sight, having no reference of colors and visual descriptions, while others have lost their sight along the way.

## Activity Instructions:

- Ask students to close eyes. (It's best if you close your eyes, but if a child doesn't want to just have them fix their gaze on a spot on the ground).
- Now, imagine you are blind, and you are walking to school. As you walk to school, you come upon a tree growing out of the sidewalk. You know it is there because you have a walking cane.
- Next, you are at the street corner with a signal light and the light changes because you hear a "beep, beep, beep" sound. You have to listen carefully to distinguish it between the signal that goes the other way, "boop, boop, boop". Good. You have successfully made it to school.
- Today is Valentine gram day, so you go to buy them, but your folks only had a \$20 bill and told you to bring back the change. When you pay for the Valentine gram, you have to trust that you have gotten the right change back, because you cannot see.
- At the end of the day, you start to head home, and this being your lucky day, we will envision that you not only have a phone, but a smart phone. Your parent calls you as you leave the school. How are you going to answer the phone because there are no keys on your phone? That is the end of the day...you can open your eyes.

## Questions for thought:

1. Have you ever wondered what those walking canes were for?
2. What did you think about when you got to the signal light? Have you ever heard a signal light with those sounds?
3. How do you think a blind person keeps track of their money? You can explain they will fold each denomination in a different way (lengthwise, half, corner, etc)

# Title: Braille

**Area addressed:** blindness

**Time:** 6 minutes

**Number of people to run activity:** 1-2

**Objective:** Students will learn what use of braille for print might be like

**Materials:** White board or poster board with the word “cat” written in braille (with dots). Copies of braille letters for each group (print from Braille Press website in references). Each student to have paper to “write” braille. Each student in group will need a marker (pencil will do). Real Braille Alphabet cards can be ordered in advance from the Braille Press (see information in reference section). *Optional:* braille boxes can be created by taking a shoe box and 6 holes on the top. Use 6 golf tees for the 6 possible positions in each braille letter. Boxes can be made for just one letter, or with more holes to create a word.

**Classroom Prep:** Leader will have to read about braille and how it is written. Watching videos on how the iphone braille writer (such as brailletouch, <http://www.youtube.com/watch?v=rIEO1bUFHsl>) works will be helpful in explanation.

Each group or table should have paper and pencils. Optional braille boxes for each group.

**Explanation of Disability to Children:** When someone is blind, it means that they cannot see, but sometimes being blind means that your vision is just very, very, very poor, considered legally blind. Some people are blind at birth and have never experienced sight, having no reference of colors and visual descriptions, while others have lost their sight along the way. When you are blind and want to read (insert popular book here), you can’t (close your eyes and hold a book to your face). Braille is the printed language that a blind person uses for reading and writing. (If you have read on how the iphone brailletouch system, explain it here)

## Activity Instructions:

1. Show them the “cat” example. Explain that each letter is written within a possible six dot system. Show that spacing is important.
2. Explain. Today you will have the opportunity to write a few things in braille. (Depending on your time) - ask them to type (in braille letters) their name, school name, teacher’s name, principals name, or other easily identifiable words orphrases.
3. Leave 1 minute to process this exercise with question below.

## Questions for thought:

3. Where have you seen braille? (elevators, signs, restrooms, etc)
4. How do you think a blind person writes a text?
5. How does a blind person read a book?
6. Do you think they like to read? Do you think it would take longer or shorter to learn braille or printed letters?

# Title: Can You Understand Me?

**Area addressed:** language barrier, sign language or foreign language

**Time:** 6-15 minutes

**Number of people to run activity:** 2

**Objective:** Students will learn what it might feel like when the people around you cannot understand you. This may be from a language barrier, sign language or foreign language.

**Materials:** pencils, copy of worksheet for every student

**Classroom Prep:** Leader will have to learn the sign language for the instructions. Although specific instructions are listed here. Other and additional instructions could be used.

**Explanation of Disability to Children:** Not everyone communicates in the same way. Some people have difficulty expressing themselves, which can be a speech impediment, a second language, or even sign language. Today we will be following the instructions of our leaders.

## Activity Instructions:

- Give each child a worksheet and a pencil.
- After explanation, leader will sign all the directions. Here is a sample list of instructions: Put two eyes on the bear. Put on a mouth. Draw a flower in his hand. Put a sun in the sky, etc.
- When instructions are complete, the leaders will sign the same directions again while speaking the directions.

## Questions for thought:

1. What did it feel like when you could not understand what the volunteer was telling you to do?
2. Do you know someone that speaks a different language?
3. How do you think you could help someone who didn't understand you?
4. What would you do if you needed help?

## Classroom Discussion:

1. What other situations do you think we have trouble understanding each other? Does that even happen with two people who speak the same language?
2. Have you ever had an adult ask you, do you understand? What situations did you totally not understand what they said or meant?

# Title: Funny You Should Ask

**Area addressed:** Communication Disorder

**Time:** 6-15 min

**Number of people to run activity:** 1-2

**Objective:** To provide students with an opportunity to begin to understand what it is like to live with a communication disorder

**Materials:** Marshmallows, napkins, box of props (pennies, paperclips, toothpicks, etc), question cards

**Classroom Prep:** Set up a prop box for each group of kids. It can be groups of 2 for a 6-minute station and a group of 5 for a 15 minute station. Each prop box (or baggie) should have the same number of each type of prop in it. Set an open marshmallow bag and a stack of napkins next to each prop box, as well as the question cards. Question cards should be pre-printed (on next page) and cut prior to event.

**Explanation of Disability to Children:** Some people have difficulty communicating due to difficulties in the muscles in their face, brain messages going down the wrong path, or physical difference in their mouth or face. These things make it difficult for them to form syllables and words clearly. Today you will have the opportunity to see what it is like to have a communication disorder.

## Activity Instructions:

- After explanation of disability, tell them that once instructed they will put 2 marshmallows in their mouth. Only one person per group should have marshmallows in their mouth at a time.
- After your marshmallow is in your mouth, turn over one question card (see card templates on next page) and ask your neighbor the question. Do not show your neighbor the card. (If K-1, tell them just to say the picture)
- Your neighbor is going to listen and follow the instructions.
- When you are done, you can then chew and swallow the marshmallow or spit it out in napkin to be thrown out. The next person will put in their marshmallows, turn over a question cards and ask the next question.
  - Copy one per prop box or bag. Cut and place next to prop box upside down.
  - For K-1 please just say the object name/names.

## Questions for thought:

1. How did it feel as the speaker, to try to get your partner to understand what you were trying to say?
2. How did it feel as the listener, to try to understand what the speaker was saying?
3. Can you help speaking funny? Can someone who struggles with this speak clearer?

If you were at the ice cream shop and trying to order a special flavor, or get certain toppings, how difficult do you think it would be?

**Can you  
get me two  
paper  
clips?**

K-1 just say paper clip



**Hand me  
three  
pennies.**

K-1 just say  
pennies



**Find a  
toothpic  
k and a  
penny.**

K-1 just say toothpick  
and penny



**Take two  
paper  
clips and  
clip them  
together.**

K-1 just say paper clip



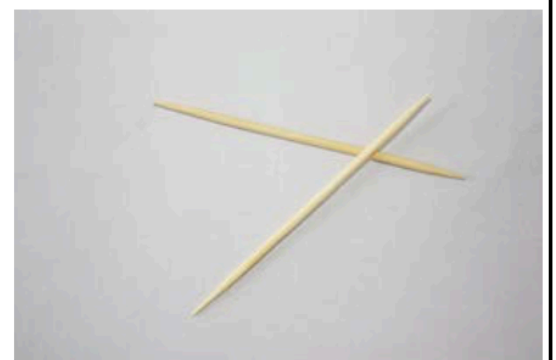
**C a n   y o u  
get me a  
penny and  
a   p a p e r  
clip.**

K-1 just say penny  
and paperclip



**Find two  
objects  
that are  
pointy.**

K-1 just say toothpick



# Title: Get A Grip!

**Area addressed:** Fine motor skills

**Time:** 6-15 minutes

**Number of people to run activity:** 1-2

**Objective:** to help participants understand how writing can be a challenge for those who have physical handicaps of hand, injured hands, learning or correcting pencil grips, and complicated tasks of copying from the board or writing from dictation.

**Materials:** pencils (one per student in station), large straws cut in half (one half straw per pencil; straw must be large enough to fit over a pencil often found in big box stores), pencil sharpener, (optional colored pencils), worksheet (one per student)

**Classroom Prep:** Cut straws in half, sharpen all pencils. Make sure each table or seat has a pencil with a straw over it. and a worksheet.

## Explanation of Disability to Children:

Some people have difficulties using their hands. This can be due to muscles not working well or brain signals not going to the hand well. Today you will get to see what it would be like to have this kind of disability.

## Activity Instructions:

- You all have a worksheet in front of you and a pencil with a straw over it. All the activities involve using a pencil and you must keep the straw on the pencil for all the activities at the station today.
- First you will need to write your name. Remember to try to do your best.
- Now draw a flower. Depending on time, you can have them draw a person, a smile face, a house, write their phone number, address (for older kids).

## Questions for thought:

4. Was this activity hard for you?
5. What do you think it would be like to have to write or draw this way all the time?
6. How neat was your writing? Do you think your teacher would like it? Is it hard to read your neighbor's?

## Classroom Discussion:

1. If you are fighting with your friend over an object, how do you think someone with a fine motor problem would feel? Can they grab that object?
2. If you see someone with messy writing, is it okay to make fun of them? Why?

# Title: Men's Shirts

**Area addressed:** Fine motor skills

**Time:** 6-15 minutes

**Number of people to run activity:**

**Objective:** To simulate what it would be like to have hands with weak muscles or reduced sensation.

**Materials:**

5 mens button down shirts, 2-3 zippered jackets

**Classroom Prep:** Place individual clothing around the room. Depending on the number of students, divide the kids in pairs or up to 5 kids per clothing.

**Explanation of Disability to Children: Activity**

**Instructions:**

- Have kids gather around a piece of clothing.
- Then they will take turns putting on the shirt or zipping up the jacket. They will need to put their dominant hand behind their back. They must button it up and unbutton it. The other teammates will assist them in not using their dominant hand.
- Have each child in group take a turn. You may need to call out rotation cues so all students get a chance.

**Questions for thought:**

1. What was the easiest part of this task? What was the hardest?
2. Would you have liked to ask someone for help?
3. Did this make you think about your hands in a new way?

**Classroom Discussion:**

1. What would recess be like if you had fine motor issues?
2. What would homework be like if you struggled in this area?
3. What other things would be hard to use at home?

**Variations:**

- use dishwashing gloves or knit gloves to button, instead of using one hand (add materials of gloves)
- tape thumb, pointer finger and middle finger together, instead of one hand (will need to add tape, and increase volunteers to 3-4)



# Title: Mirror, Mirror on the Wall

**Area addressed:** Dyslexia

**Time:** 6-15 minutes

**Number of people to run activity:** 2

**Objective:** To give students opportunity to see the impact of having hand-eye coordination challenges. To begin to understand how much they depend on the eye and the hand working together to complete their work.

**Materials:** Mirrors (half or one third amount of each group), golf pencils (same number as mirrors; regular pencils will hit the hand covers), paper or mazes, hand covers (same number as mirrors; card stock with two folds to cover hand)

**Classroom Prep:** Set up mirrors, pencils and hand cover together. Set out worksheets next to each mirror set up. Depending on the number of mirrors and number in each group, students may work in groups of 2, 3, or 4.

## Explanation of Disability to Children:

Dyslexia is a writing and reading disability. Someone with Dyslexia can communicate verbally with little difficulty. At times you might hear someone with Dyslexia mix up syllables, but their main issue is difficulty with print. Their brain interprets the written word differently than most people. They tend to read slowly because their brain is working twice as hard to figure out the words. It is difficult for them to sound out letters, syllables and sounds. Spelling is also difficult. In this exercise you will see what it is like for someone who is dyslexic. Although someone with Dyslexia doesn't necessarily see in this way, it stimulates the extra brain power it takes for someone with Dyslexia to write.

## Activity Instructions:

- You will put down the worksheet, then put the hand cover over your hand.
- You will look in your mirror to do the worksheet. You cannot look directly at the paper to complete the worksheet.
- When you are done, let the next person in your group give it a try.

## Questions for thought:

1. How difficult was it to make your hand go in the direction you wanted it to go?
2. How tempted were you to look at the paper? Or take the hand cover off?
3. How would this impact how you play sports, or how you do writing assignments?

## Classroom Discussion:

1. Is it okay to make fun of someone who takes a long time to complete a written assignment?
2. Do you think the person's brain is more tired from thinking in this way?
3. What do you think a friend could do to help someone who has this issue?

# Title: One Subject

**Area addressed:** ADHD

**Time:** 6-15 minutes

**Number of people to run activity:** 1-2

**Objective:** Students will experience what it might be like to have an Attention Deficit disorder.

**Materials:** 2 display boards (2 poster boards, 2 white easel sheets, or a white board split with paper covering half of white board), tape (for to hold up sheet on white board). Cards pre-printed and cut (see next page). Make enough copies so that each student in group will have one.

**Classroom Prep:** Classroom or blacktop space will work. Place cards in a circle face down. Write one subject (such as math) on one of the poster boards. On the second poster board write many different subject in different colors, shapes, fonts, and angles. **Explanation of Disability to Children:**

Some students have difficulty paying attention. You might have heard the letters ADHD which stands for attention deficit hyperactivity disorder. Some students who have ADHD or ADD have a hard time doing their classwork. One of the reasons has to do with focusing. Today we are going to what it is like for someone who has trouble focusing.

## Activity Instructions:

1. Show the white board (or poster board) with just one subject on it.
2. Tell them, "Imagine you are in your classroom and your teacher says, 'Right now we'll be talking about \_\_\_\_\_ (say subject you are showing).' Our brain is like this board, it's completely free of any distractions so we only talk about and focus on \_\_\_\_\_ (subject shown)."
3. Explain: Now what if you had a hard time concentrating on only 1 subject? Would it be hard to do your school work?
4. Show the other board with multiple subjects on it.
5. Explain: Some of our friends have a hard time focusing on just 1 subject. It takes a lot of effort for their brain to work to focus. They can get really tired.
6. Instruct kids to get in circle. Tell them to take one card, but don't show it to anyone else. Explain: everyone is going to say the subject on their card just once on the count of three. Even though you are saying your own subject, try to use your ears to listen for someone else's subject. We have 1 subject that we're focusing on. Let's see if you can guess what it is. Say 1-2-3 (students shout their subject). Ask: What subject did you hear most? Take poll.
7. Explain: now we're going to do it again. This time you'll say your subject over and over again until we say stop. Say STOP after 30 seconds. Ask: now what subject did you hear most? Take poll. If you heard MATH, then you are correct.

## Questions for thought:

1. How difficult is it to concentrate in this exercise?
2. How can you help a friend who has ADHD? Do you talk to him/her while writing?
3. Why was one easier than another?

For younger students you may use pictures instead of words

<b>MATH</b>	<b>MATH</b>	<b>MATH</b>
<b>MATH</b>	<b>MUSIC</b>	<b>SCIENCE</b>
<b>SCIENCE</b>	<b>ENGLISH</b>	<b>HISTORY</b>
<b>ART</b>	<b>ART</b>	<b>ENGLISH</b>

# Title: Red Blue White

**Area addressed:** ADHD

**Time:** 6-15 min

**Number of people to run activity:** 1

**Objective:** Students will experience what it might be like to have an Attention Deficit disorder.

**Materials:** Color cards: red card with word blue written on it in green, blue card with word green on it in yellow, yellow card with word red written on it in blue, green card with the word yellow on it in red.

**Classroom Prep:** Have all the cards next to the leader.

## **Explanation of Disability to Children:**

Some students have difficulty paying attention. You might have heard the letters ADHD which stands for attention deficit hyperactivity disorder. It's similar to the last day before winter vacation, where it's hard to pay attention in class because you are so excited about the holidays. Only for someone with ADHD, everyday may seem like the last day before winter vacation.

## **Activity Instructions:**

- Ask the students to read the **words** on the card.
- Now ask them to tell you the **color** of the **words**.
- Then ask them to tell you the **color** of the **card**.

## **Questions for thought:**

1. Was it hard to READ the words?
2. Why do you think you couldn't tell me the right color? (because your brain is processing words and two colors)
3. How could you help someone who is having a hard time focusing?

## **Classroom Discussion:**

1. When might we need to focus more than other times?
2. How do we do that?
3. Is TV a distraction? Can we do homework when the TV is on?

# Title: Tunnel Vision

**Area addressed:** Visual Impairment

**Time:** 6-10 min

**Number of people to run activity:** 1

**Objective:** To simulate what it would be like to have impaired peripheral vision **Materials:** Paper cups- 2 per student in group, plus extras for those that might get damaged.

**Classroom Prep:** Cut or poke out the bottoms of the cups. Decide on a sentence. It should be at least 8 words, but 15 is preferred with lots of adjectives and a couple long words.

## **Explanation of Disability to Children:**

Some people have difficulty with their vision. If you look up at me, what you see on your right and left without moving your eyeballs, is your peripheral vision. Some people have lost this part of their eyesight. Today you will experience what it would be like to have limited or no peripheral vision.

## **Activity Instructions:**

- Tell students to line up in one line, side-by-side.
- Tell students that they will be playing telephone game where a message will be delivered down the line.
- Have students put on restrictive glasses, by holding the cups to their eyes. Tell them they need to keep their “glasses” on at the start of the telephone and keep them up until leader says done.
- Whisper this sentence to the first student. (or you can make up your own) “The quick brown fluffy fox named Jerry jumped over Fido, a lazy grey dog, who was eating a hamburger”
- Tell them to pass it to the next student. When it gets to the end, sound, “Done. You may put your glasses down.”
- Leave 2 minutes to process event.

## **Questions for thought:**

4. How did it feel not to have your peripheral vision?
5. Did it make you move your body any differently?
6. Were you more or less aware of what was going on around you?

## **Classroom Discussion:**

1. When do we use our peripheral vision in the community? (biking, driving, etc)
2. What would it be like to wear those glasses when biking, scootering, walking?
3. How might this effect someone’s driving a car?

# Title: Straw Jump Rope

**Area addressed:** Asthma

**Time:** 6-15 minutes

**Number of people to run activity:** 2

**Objective:** The students will experience the difficulty with having trouble with everyday breathing.

**Materials:** Straws, preferably not bendable, usually found at box store, such as Smart and Final. Number of straws to equal total number of students to run through program. Jump ropes, number to be determined by total number in a group divided by 2 or 3, depending on the number of passes allotted by time. Trash can or bag to dispose of straws.

**Classroom Prep:** It is best to do this activity outside. Separate out jump ropes. Decide how many rotations you will do per group - either passing the rope once, or twice, depending on size of group, number of ropes and amount of time you have. Ideally kids will jump rope for 2 minutes.

## **Explanation of Disability to Children:**

Some students have difficulty breathing when they engage in physical activity. Air goes in and out of our lungs, but when someone has a breathing difficulty, such as Asthma the tube that our air goes in and out gets smaller, making it more difficulty to breathe

## **Activity Instructions:**

- Each child will be given a straw.
- Tell them to spread out so they do not hit anyone else with their jump rope.
- Tell them to only breathe through their mouth and straw and not their nose.
- Tell students one group will start jumping for 2 minutes.
- If not enough jump ropes for everyone, have them pass the jump rope after half the jumping time. When they are signaled, they will pass the jump rope to their neighbor.
- When all kids have gone, leave 2 minutes to process event.

## **Questions for thought and classroom discussion**

1. How did breathing through a straw effect your jump roping?
2. How was your breathing after jumping rope for a minute or two?
3. How did it feel having a harder time breathing?
4. How might someone who has Asthma feel when it's time to play an active team sport?

# Title: Walking Tall

**Area addressed:** Physical Disability

**Time:** 6-15 minutes

**Number of people to run activity:** 1-2

**Objective:** This station is to stimulate what it would be like have to use a walker on a daily basis.

**Materials:** Walkers (2-5), plastic cup (5-10) (same number as walkers plus extra for damage), jug of water, 5 ace bandages, optional cones, chairs for rope to note starting and ending time.

**Classroom Prep:** Preferred location is outside black top. Walkers should be set in line. Designate a starting line and an ending line. Grades K-2, might need a shorter finish line.

**Explanation of Disability to Children:** Some people have difficulty being able to use their legs due to issues with muscles, ligaments or brain messages that don't get to their muscles properly. In order to get from one place to another some need to lean on a device, such as a walker. Those using the ace bandages will simulate people who struggle with muscle strength issues or mixed brain messages issues. Today you will have the opportunity to see what it would be like to have this muscle issue. You will be either using a walker, or having your knees ace bandaged together. Your task is to take your cup of water from here to there.

## **Activity Instructions:**

- Have kids line up behind each walker or ace bandage
- On the ace bandage lines, wrap the ace bandage at their knees, but not too tight.
- Have the kids hold a cup. Fill it with water and have them walk to the end line and back.
- Let them know it is not a race. Their goal is to have a full cup at the end.
- Once kids have gone to the end and back, they will let the next person go.

## **Questions for thought:**

5. How did it make you feel not having complete use of your legs?
6. Did you have a hard time not spilling?
7. How would you get in and out of your car?

## **Classroom Discussion:**

1. How would this effect your ability to play sports?
2. How do you think it would be to swim (non-weight bearing sport)?
3. How would it be to carry books, instruments or a backpack around school?

# Title: Wandering Minds

**Area addressed:** Attention

**Time:** 6-15 minutes

**Number of people to run activity:** 1-2

**Objective:** This station is to provide students with chance to experience what it's like to have difficulty staying on task.

**Materials:** distracting objects (sound machine app on phone, whistle, etc), pencils (one for each member of group), 4 large hardback books, 4 clicking pens, (optional) pencil sharpener. Dry erase board for visual cues. 6 pieces of paper to cover up dry erase marks. One piece of paper for each student doing ability awareness. Papers can be cut in half to save paper.

**Classroom Prep:** Preferred location is inside a classroom. Students will need something to write on - either desks, tables or clipboards. Write and/or draw visual cues to each direction and cover each 6 instruction marks on whiteboard with a piece of paper. You may choose to create a different set of instructions.

**Explanation of Disability to Children:** Some people have difficulty staying focused when there is a lot of noise. Sometimes a small noise to one child, may appear much larger to another. This task will demonstrate how someone who struggles with this type of issue.

## Activity Instructions:

- We will give you 6 directions. When we are done with the instructions, we will ask you to turn your paper over and we will repeat all 6 directions.
- Now, have adults start their noise making devices. Start clicking pens, sharpening pencils, dropping books on ground, (opt) sound machine noise. It should be loud enough to interfere with hearing the instructions but low enough to make out some of the instructions.
- Instructions -
  1. Draw a circle in the middle of the page.
  2. Write the letter A in the upper right corner
  3. Draw a a second circle above the first one.
  4. Write the number 3 below the A.
  5. Draw a stick figure anywhere on the page.
  6. Write the letter B next to the A.
- Stop all sounds.
- Tell them to turn the page over. Read the instructions one by one, while removing the covered visual cue on the whiteboard and pointing to it.

## Questions for thought:

1. How easy was it to follow directions when there were so many distractions?
2. Did the visual cues help you follow the directions?

## Classroom Discussion:

In what situations might it be difficult for this person to read or concentrate? If someone asks you to be quiet and you don't think you are being loud, might they have this issue?



# Title: Wacky Words

**Area addressed:** Speech impediments

**Time:** 6-8 minutes

**Number of people to run activity:** 1

**Objective:** This station is to replicate the challenges people with speech impediments experience daily.

**Materials:** Copies of tongue twisters.

**Classroom Prep:** Copy and cut the tongue twister cards. Have one set of cards for every 2 people (so 15 copies if you have a group of 30). Optional - laminate sets of cards.

**Explanation of Disability to Children:** Some people have difficulty saying certain sounds, or they will substitute one sound for another, such as w for r, saying wat for rat. These people cannot help their speech impediments. You will experience what it might be like during this exercise today.

## Activity Instructions:

- Have kids pair up.
- Tell kids there is a phrase on each of the cards. They need to turn over the card and read the card ten times fast. Then give your partner a turn.
- Leave 1-2 minutes to process this exercise

## Questions for thought:

1. How did you feel when you couldn't say the words?
2. Have you ever had trouble understanding what someone is saying?
3. Is there a word that is hard for you to say?

## Classroom Discussion:

1. Is it necessary to correct other's speech mistakes?
2. How do you handle not being able to get your point across?
3. What a good way to handle the frustration when you are not communicating well with a friend?

<p>Toy boat. Toy boat. Toy boat.</p>	<p>Good blood, bad blood.</p>	<p>Mix a box of mixed biscuits with a boxed biscuit mixer.</p>
<p>A proper copper coffee pot.</p>	<p>Flash message. Flash message</p>	<p>She sells seashells on the seashore.</p>

# Title: What do you see?

**Grade level:** K-6

**Area addressed:** General Disabilities

**Time:** 6-15 minutes

**Number of people to run activity:** 1

**Objective:** To educate the students on disabilities that can affect all different types of people.

**Materials:** 5 photos, either printed or shown through a media device.

**Classroom Prep:** Find and print or show on a media device the photos of 4 famous people with disabilities, as well as a person with a physical disability. Names of those with disabilities are listed in the teacher resources section of this manual. Indoor location may be preferred if photos are shown on a media device.

**Explanation of Disability to Children:** There are many types of disabilities. We are going to see how good you are at identifying disabilities today.

## Activity Instructions:

- Show a picture of a person with a physical disability for 10-15 seconds. Then cover it up or put it away.
- Ask them what they remember about the person. Point out that their focus is on the disability and not the person or surroundings.
- Next show them a picture of 4 famous people with disabilities. Name who they are and why they are famous. Ask the kids, which one has a disability.
- Explain that they all do and what disabilities each one has.
- Explain how to interact with all these people when they see them in public. Speak to them directly.
- Ask them if they need help. Don't assume they need help. See the person first and the disability second.
- Don't touch without permission.

## Questions for thought:

1. Does anyone know somebody with a disability?
2. What do you usually notice first when you meet somebody? Hair, face, eyes, clothes?
3. Can you always tell if someone has a disability?

## Classroom Discussion:

1. When should you open a door for someone?
2. Is it okay to talk with someone with a physical disability?
3. Is it okay to ask someone about their visible disability?

# Title: What is Adapted Physical Education? (A.P.E)

**Grade level:** K-6

**Area addressed:** Physical Disabilities **Time:** 6-15 minutes (more time, the better) **Number of people to run activity:** 1-2

**Objective:** This station provides students with the opportunity to experience a typical physical education activity (obstacle course) while simulating an orthopedic impairment. Additionally, students will work together to come up with strategies on how to “equalize the playing field” or make the activity equally challenging for non-disabled students.

**Materials:** stopwatch, Ace bandages, yarn balls, scooter boards, 8 inch playground balls, cones, visuals, such as playground chalk directions and/or laminated signs.

**Classroom Prep:** Create an obstacle course. Best that this station is on the blacktop.

**Explanation of Disability to Children:** Sometimes when you have a physical disability, it takes longer to do things or takes more physical effort than other people. Today you will experience the difference and be able to brainstorm ways to make changes.

## **Activity Instructions:**

- Allow each student an opportunity to go through the obstacle course. (opt- use stopwatch to time)
- Then band their knees with an ace bandage and have them go through the course a second time. (opt- use stopwatch to time)
- Next ask the students to come up with 3-5 modifications or adaptations on how to equalize the time it takes for all person to complete the course.
- If time, create the adaptations and have one person go through a last time. (opt- use stopwatch to time)

## **Questions for thought:**

1. Did having your knees together, make it harder to get through the course?
2. Were you thinking about how your classmates were looking at you, or laughing at you?
3. Were you worried about falling or getting hurt?

## **Classroom Discussion:**

1. Is it fair to adapt some activities or tasks for someone with a disability?
2. If an activity or task is adapted, does that mean that person does less work? Or puts less effort into the activity?
3. Do you think someone with a disability would want everything adapted to make it a “fair playing field”?

# Title: What's in the box?

**Area addressed:** Sensory Integration, or Blind

**Time:** 6-15 minutes

**Number of people to run activity:** 1-2

**Objective:** Students will learn about sensory integration, focusing on the senses of smell and touch. Students can also learn about heightened senses when blind.

**Materials:** 2 boxes, small containers, cotton balls, several smell items (rosemary branch, pine needles, vanilla, lavender, baby powder, green apple, etc), small items with various textures (something metal, pointy, rough, smooth, wet, slimy etc); If you will be having a large group, you may consider putting together 3-4 boxes.

**Classroom Prep:** Put tactile items in one box. In the second box, put olfactory items in small containers such as an empty Kleenex box (or smaller); something small, will hide it visually, but has an opening to smell. Sometimes items can be put on cotton balls (such as baby powder) for smell. Place boxes at one end of room or area, so kids can line up behind them.

**Explanation of Disability to Children:** Your senses work together to create your experience. Your food tastes different when your nose is plugged. Our senses also work better when we are only relying on one or two.

## Activity Instructions:

- Have kids make 2 lines behind each box.
- Tell them in one line they will feel what is in the box without looking at it. In the second box, they will smell each item without looking. Tell them to file in the opposite line when they get through the first line and to sit down when they have experienced both boxes. Try to keep your guesses to yourself and don't say them out loud.
- When all kids are done. Show each tactile item and list of smells.
- Discuss their experience in last 1-2 minute with question for thought below.

## Questions for thought:

1. Was it hard to tell what the items were without looking at them? Was it easy to determine what the smell?
2. Do you think your sense of touch was heightened/better?

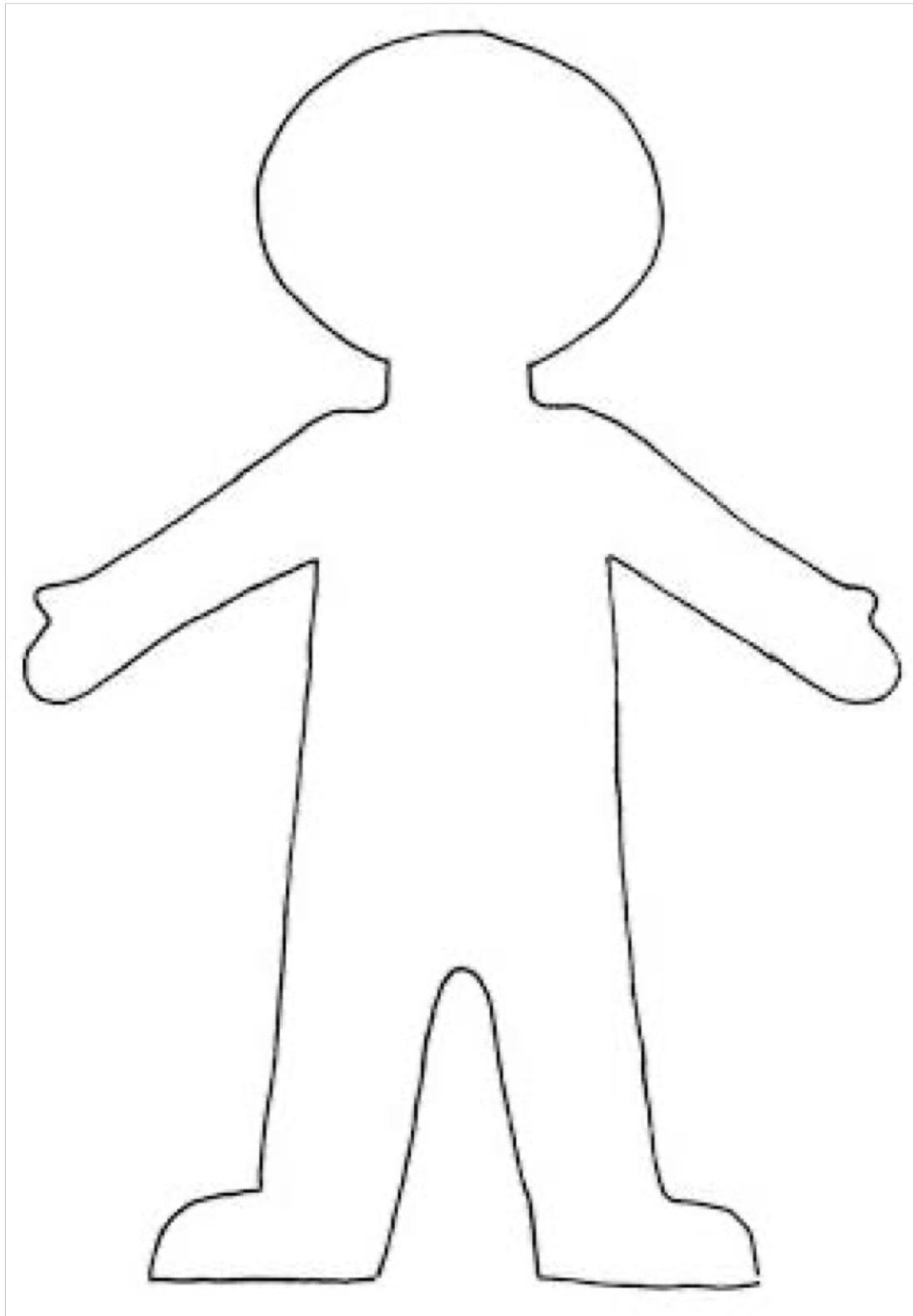
## Classroom Discussion:

How do you think someone that is blind might learn about the world around them? How would you describe things differently if you were missing one of your senses? Have you been around people who have one sense that better than another?

We all have things that make us special on the inside & special on the outside.  
What characteristics make you unique?

I'm special on the inside because:

I'm special on the outside because:



People like \_\_\_\_\_ make our community beautiful!

# Title: Where's the Target?

**Area addressed:** Vision impairment

**Time:** 6-15 minutes

**Number of people to run activity:** 1-2

**Objective:** Students will experience vision impairment and how it impacts their mobility, sense of balance, spatial relationships and ability to perform physical activity.

**Materials:** 2-3 target boards and 2-3 beanbags or balls, 2-3 blurred vision eyeglasses (or vaseline and regular glasses), wipes and paper towels for clean up.

**Classroom Prep:** Set up the target board and the beanbag or ball. Put vaseline on the outside of the glasses.

**Explanation of Disability to Children:** Some people don't see clearly. This exercise will help you to see how some people see differently than others.

## Activity Instructions:

- Have students line up behind each target. Tell them they will get an opportunity to do the target with the glasses and then without.
- Discuss their experience in last 1-2 minute with question for thought below.

## Classroom Discussion:

1. How would having impaired eyesight affect where you sit in the classroom?
2. If someone wore glasses and lost them, how would that effect their life? Sports? Homework? TV?
3. How do you think someone feels the first time they are required to wear glasses?

# Title: Words can hurt

**Area addressed:** Bullying, unkind words

**Time:** 6-15 minutes

**Number of people to run activity:** 2-4

**Objective:** to give the children awareness of words and gestures and their effect on others. To let the children know that they have choices and to give them tools to help them make proper choices in these situations.

**Materials:** blindfold (one for each student in group; handkerchiefs can work or cut up fabric),

**Classroom Prep:** Give each volunteer an equal number of blindfolds. Copy of questions for thought.

**Explanation of Disability to Children:** Our words are more powerful than we know at times.

## Activity Instructions:

- We will be blindfolding each one of you.
- We will state a list of statements (see attached list). If one of the statements has happened to you, you will take a step forward (a regular step, not a giant step). When I end the list, I will tell you to take off your blind folds.
- When the list is done, have to volunteers collect the blind folds.
- Process with the question below how each person has been effected in some way by hurtful words.

## Questions for thought:

1. Have you ever heard or seen someone make fun of someone because of what they brought for lunch? For what they wore to school? For how they speak? For their disability?
2. What can you say when you hear hurtful words?
3. How does it make you feel when someone hurts your feelings?

## Classroom Discussion:

1. If someone is making fun of someone, who are some people that you can talk to?
2. What should you do if you have talked to an adult about a situation and it continues?
3. Should you just stay out of it, if you see something like that happening?



# **“Words can hurt” statements**

**(Can be modified per grade level.)**

- I have been called stupid.
- I have been told I can't play a game because I was a girl, or not old enough.
- I have been called weak, or another name, because I couldn't keep up in a sport, or on the playground, or in a game.
- I have been told my clothes are ugly, or out of style.
- I have been told I am ugly.
- I have been teased because of pimples, blemishes, freckles, moles, or other things related to my skin.
- I have been told I am fat, chunky, need to lose weight, or had my skin pinched indicating the same.
- I have been teased for my religion.
- I have been teased or called name due to my heritage, or ethnicity.
- I have been excluded from playing with a group of kids.
- I have been called an animal, such as a pig, donkey, etc in a derogatory manner.
- I have been given the evil eye.
- I have been told something I own is lame or inferior.
- I have been told, “You're so gay”.
- I have been pushed, shoved, hit or kicked by another student.
- I have been told that the color I like is not cool, or makes me lame or inferior.
- I have been told that my hair style is not cool.
- I have been teased on social media.

# Kindness Activities

Kindness activities unifies ALL children regardless of abilities, race, or any other differences.

There are many advantages of doing acts of kindness as a group at school. The main three are:

1. It's contagious!
2. It's teachable.
3. It's the antidote to bullying.

## What to do?

Sign up with Random Acts of Kindness to become a Raktivist. [www.randomactsofkindness.org](http://www.randomactsofkindness.org)

Here you have access and can download posters, videos and take advantage of all the kindness activities prepared by the organization for your specific group and grade level.

You can utilize the student council or pals club at your school to do a kindness program throughout the school year as often as the time allows.

## Support from Ability Awareness Project

Ability Awareness Project is a local nonprofit with their own set of Kindness Programs. Please reach out if you need help or are looking for other kindness activities.

Ability Awareness Projects leads KASS (Kind and Safe School) clubs at schools. The purpose of this program is to engage ALL students to collaborate on kindness activities and keep their attention on how to be kind to one another. At least one teacher is needed to oversee the process at Elementary Schools. A Youth Ambassador is chosen and guided every month throughout the school year to set up their own Kindness Initiatives at their school. It's encouraged to have a different Youth Ambassador of Kindness each month to engage their own group of diverse friends to implement each activity.

In addition, each grade of every school that has asked for AAP's Bullying Prevention Presentation or Kindness Program will receive a World Kindness Card so acts of kindness that are happening for each grade can be tracked. World Kindness Cards keep a diary of the acts of kindness as it's passed from person to person. Two weeks before the end of a year, the stories of kindness that are registered on each card can be used to determine the King and Queen of Kindness who then will each receive a special Kindness Plaque from AAP. Every Youth Ambassador will receive a World Kindness Card to keep.

Ability Awareness Project is also a founding member of World Kindness USA. Their World Kindness Cards can be purchased for \$7 each if you'd like to run your own kindness programs and just use the cards. For elementary schools a teacher needs to oversee entering stories and at middle schools and high schools, student council, Pals club or KASS club members could take that responsibility. Please visit: [www.kindandsafeschools.org/kindness-programs](http://www.kindandsafeschools.org/kindness-programs)

# Ability Awareness Rotation Schedule

## Teacher Copy

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Teacher: \_\_\_\_\_

Group #: \_\_\_\_\_

Please arrive 2-3 minutes before your starting time. Please note your classroom starting location station.

We will rotate every (insert #) \_\_\_\_\_ minutes. Please do not go to the next station, until timekeeper has indicated it is time to move to the next station. Because we are on a tight rotation schedule, please move quickly to the next station. Please begin at number one and follow the order. You will complete (insert #) \_\_\_\_\_ stations. Thank you for supporting ability awareness.

### Your Group Rotation

Activit v	Time	Station Name	Location
#1			
#2			
#3			
#4			

## Sample Letter to Teacher

Our school will be having an Ability Awareness assembly on (insert date here)\_\_\_\_\_. This is an opportunity for your students to learn or experience what it is like for someone who has a disability in some manner. My goal as your Special Education Representative for our school is to help kids understand that we are all different, yet we are all the same. Many kids and adults have the tendency to shy away when they encounter someone who is different because they don't know how to act, or what is expected of them. When students know and understand the differences, it helps them to reduce their fear of an unknown disability, helps them to know how to reach out to others who have a difference and reduces bullying as well. It is important that they learn that they do not need to be afraid of disabilities, learn to say hello with a smile, and treat those with disabilities in an inclusive kind manner. Consider taking a few moments to read the poem, "Like Me" by Emily Perl Kingsley to your class.

As a teacher, you are very much appreciated as you guide our children not only in their academics but building their character. Thank you for taking the time to help our children grow and learn in this unique area.

# Like Me

By Emily Perl Kingley

I went to my dad, and I said to him, “There’s a new kid who’s come to my school. He’s different from me and he isn’t too cool. And he’s nothing at all like me, like me, no; he’s nothing at all like me.

He runs in a funnyish Jerkyish way, and he never comes first in a race. Sometimes he forgets which way is first base, and he’s nothing at all like me, like me, no; he’s nothing at all like me.

He studies all day in a separate class, and they say that it’s called, ‘Special Ed’. And sometimes I don’t understand what he’s said. And he’s nothing at all like me, like me, no; he’s nothing at all like me.

His face looks kind of different from mine, and his talking is sometimes slow. And he makes me feel funny and there’s one thing I know; He is nothing at all like me, like me, no; he’s nothing at all like me.”

And my father said, “Son, I want you to think when you meet someone different and new, that he may seem a little bit strange. It’s true, but he’s not very different from you, from you, no; he’s not very different from you.”

Well, I guess I admitted I looked at his face; when he’s left out of games, he feels bad. And when other kids tease him I can see he’s so sad. I guess that’s not so different from me, from me. No, that’s not very different from me.

And when we are in music he sure loves to sing, and he sings just like me, right out loud.  
When he gets his report card, I can tell he feels proud. And that’s not very different from me, from me. No, that’s not very different from me.

Encourage students grades K-1 to fill out the form below.

**I participated in**

## **ABILITY AWARENESS**

**Name:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Draw a picture or write a sentence for each question.**

**At today's event, I learned** \_\_\_\_\_

**Which station did you enjoy the most? Why?** \_\_\_\_\_

Encourage students grades 2-6 to fill out the form below.

# **I participated in**

## **ABILITY AWARENESS**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

At today's event, I learned \_\_\_\_\_

What type of Different Abilities did you see today? \_\_\_\_\_

Which station did you enjoy the most? Why? \_\_\_\_\_

How can you help someone who might have a Different Ability?

# Disability Definitions

**Disability:** a physical or mental impairment. Disabilities could either be visible or invisible.

**Developmental disability:** A lifelong mental or physical disability that begin before the age of 22. Examples: cerebral palsy, epilepsy, autism spectrum disorders, chromosome disorders such as Down's syndrome.

**Learning disability:** a child of normal intelligence having a significantly reduced ability to understand new or complex information.

**Orthopedically impaired:** loss or lack of normal ability of an individual to move himself and or objects from one place to another. This involves the bone, joint and muscles. Examples: cerebral palsy, spina bifida, muscular dystrophy, physical deformities, amputations, some spinal cord injuries among others.

**Sensory processing issue:** difficulty in handling sensory information. These senses can be olfactory, tactile, sight, auditory, taste, as well as two others that are less commonly known proprioceptive and vestibular. Proprioceptive sense is knowing you body in space, while vestibular is the sense of motion.



# Invisible disability

Invisible disabilities are disabilities that are not immediately apparent. For instance, some people with visual or auditory disabilities who do not wear glasses or hearing aids, or who use discreet hearing aids, may not be obviously disabled. Some people who have vision loss may wear contact lenses. Also, people with sensory processing issues, learning disabilities and some developmental disabilities could show no visible sign of their disability.

## Most Common Invisible Disabilities

**ADD/ADHD:** ADHD stands for attention deficit hyperactivity disorder, a condition with symptoms such as inattentiveness, impulsivity, and hyperactivity. ... ADHD was formerly called ADD, or attention deficit disorder.

**AUTISM:** Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication. According to the Centers for Disease Control, autism affects an estimated 1 in 59 children in the United States today.

**DYSLEXIA:** Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, dyslexia affects areas of the brain that process language.

# Teacher's Guide to Disabilities

## Famous People with Disabilities

Additional famous and well known people with specific disabilities can be found through a web search.

Disability	P	F
Blind and deaf	Helen Keller	Lecturer, author, advocate
Blind	Louis Braille	Invented Braille
Blind	Stevie Wonder, Ray Charles	Singers
Deaf	Beethoven	Composer
Stuttered	Aristotle	Philosopher
Stuttered	Bruce Willis, Julia Roberts, Samuel L Jackson, James Earl Jones	Actors
Physically disabled	Toulouse-Latrec	Painter
Physically disabled (used wheelchair) ALS	Stephen Hawking	Physicist
Physically disabled (used wheelchair)	Franklin D Roosevelt	President of the United States
Spinal condition	Eleanor Roosevelt	First lady
Autism	Albert Einstein	Scientist
Dyslexia, ADHD	Alexander Graham Bell	Inventor
Dyslexia	Cher	Singer
Dyslexia	Danny Glover, Henry Winkler, Tom Cruise, Whoopi Goldberg, Tracy Gold, Jay Leno	Actors
Asthma	Liza Minnelli	Singer, actress
Asthma	Charles Dickens	Writer

## Keira Knightley (Dyslexia)



Did you know actress Keira Knightley originally got into acting because of her learning disability?

Diagnosed with dyslexia at age six, Knightley struggled with reading in school. Her parents took quick notice, but the only way they could get the aspiring actress to improve was to use an incentive. According to Knightley, she struck a deal with her parents where if she was able to learn to read, they would hire an agent for her. So, over the summer holiday, she took the challenge and used the screenplay of Emma Thompson's adaptation of *Sense and Sensibility* as her reading tool.

Knightley's mother, who worked with Thompson on the screenplay, encouraged her daughter to learn to read, because "that's what Emma Thompson would do."

Eventually Knightley learned to read, and her parents fulfilled their promise to hire an agent for her, which launched her acting career. She has since gone on to star in films such as *Pride and Prejudice* and the *Pirates of the Caribbean* films. She maintains that her dyslexia hasn't affected her ability to learn her lines.



## Daniel Radcliffe (Dyspraxia)

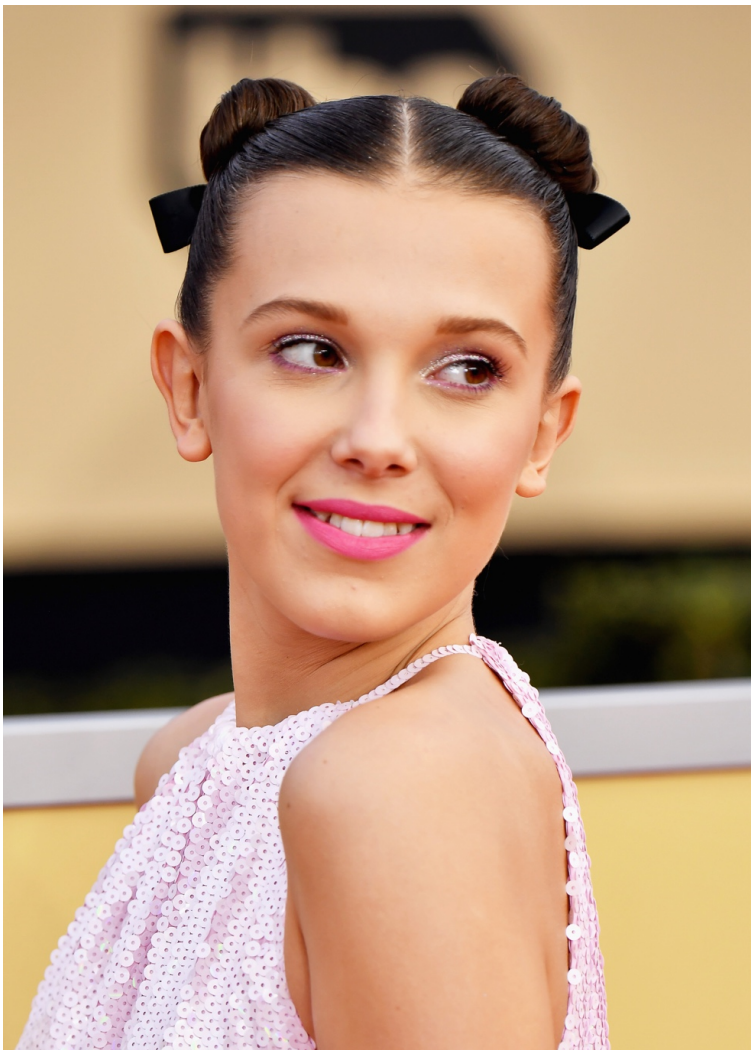


Harry Potter star **Daniel Radcliffe** spoke about his **dyspraxia** which affects his ability to write by hand and tie shoelaces. ... **Dyspraxia** is “an impairment in the ability to plan and carry out sensory and motor tasks. Generally, individuals with the disorder appear “out of sync” with their environment.

## Michael Phelps (ADHD)



Diagnosed with attention deficit hyperactivity disorder (**ADHD**) at age 9, swimmer **Michael Phelps**, winner of 14 Olympic gold medals, overcame the challenges of his condition and hit his stride in the pool.



**Millie Bobby Brown**, was born with a partial loss of hearing. Hearing herself perform can be a challenge as she is deaf in one ear.



## Johnny Depp (partially blind)



Depp acknowledged that he has suffered from vision issues from early on in his life, saying he can barely see from his left eye.

## Micah D. Fowler - Cerebral Palsy



**Micah D. Fowler** (born March 5, 1998) is an American actor with [cerebral palsy](#). He is most known for his roles in [Labor Day](#) and as JJ DiMeo in the television series [Speechless](#).<sup>[1]</sup> Fowler has also had minor roles in [Blue's Clues](#) and [Sesame Street](#).

## Adam Levine (ADHD)



The *Voice* mentor, 34, told [\*Us magazine\*](#), “When I was first diagnosed with ADHD, it wasn’t a surprise because I had difficulty in high school focusing. And I think now, people notice my ADHD as an adult on a daily basis.”



## RJ Mitte (Cerebral Palsy)



Actor **RJ Mitte** rose to fame at the age of 14 when he was cast as Walter White Jr in cult series Breaking Bad. He has cerebral palsy and was bullied when he was younger because of his disability. "I had my hand broken, my foot broken, I was slammed on the ground," he says. Now he says it is time to end the stigma surrounding disability.





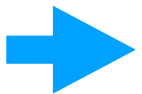
### **Justin Timberlake (ADD and OCD)**

In a 2008 interview with Collider.com, singer, songwriter, and actor Justin Timberlake revealed that he has both Attention Deficit Disorder and Obsessive Compulsive Disorder, and is quoted as saying "I have OCD mixed with ADD. You try living with that." His OCD manifests in the need to have things line up correctly, and only allowing certain foods in his refrigerator. Despite battling his obsessive thoughts, Timberlake has had an incredibly successful career in the entertainment industry, even winning nine Grammy Awards and four Emmy Awards.

## Tom Cruise - (Dyslexia)



**Tom Cruise.** ... **Cruise** spent his childhood trying to hide his **dyslexia** from his peers. Diagnosed at the age of seven, **Cruise** describes his younger self as a "functional illiterate". He could barely read in high school or through his earliest roles.



For a complete list of stars with disabilities please visit:

<https://www.special-education-degree.net/25-famous-people-with-learning-disorders/>

# Promote Your Program

Please let the Ability Awareness Committee Chair and CAC Chair know when your program will be taking place. These CAC leaders will share the dates with fellow special ed parent reps, administration and school board members. They will also contact the director of communications for CUSD. The director of communications can post information on the district website, along with contacting local press to help promote throughout the entire community

