



<p>Subject: Timmy Technology: A SET BC Diversity Awareness Program</p>	<p>Topic: Lesson 3: Diverse Ways to Do Things</p>
<p>Grade: Primary, Grade 2</p> <p>*BUDDY CLASS support as needed.</p>	<p>Prescribed Learning Outcome(s):</p> <p>Core Competency: Personal and Social</p> <ul style="list-style-type: none"> ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. <p>Core competency: Communication, connect and engage.</p> <p>As described in Lesson #1.</p>
<p>Outcomes: <i>As a result of this lesson, students should:</i></p> <p>Know:</p> <ul style="list-style-type: none"> ● That people come in all shapes and sizes, backgrounds and cultures. ● That no one person is exactly like the next (and that is great.) ● That our differences make us who we are, unique and gifted in our own ways. ● That there is no normal – we are all unique and valuable. <p>Understand:</p> <ul style="list-style-type: none"> ● That each person is an individual with strengths and differences. ● That each individual brings unique gifts/perspectives to a classroom, school or community. ● That diversity is to be accepted and celebrated. <p>Be able to Do:</p> <ul style="list-style-type: none"> ● Identify their strengths. ● Identify the strengths of others. ● Recognize that each individual brings a unique perspective to any situation. ● Value and celebrate our diverse perspectives. 	
<p>Materials:</p> <ul style="list-style-type: none"> ● Timmy Technology ● Team Toolbox ● Disability Myths Matching Game Cards (red/blue) ● Picture prompts for assistive technology (provided) 	



Pre-Assessment (*How will you find out about where your students are at for this lesson? What will your pre-assessment look like?*)

Read the following statement from the large red card:

A person who cannot speak cannot communicate with others.

Ask students whether this is true or false.

Read the following statement from the large blue card:

False. A person who cannot speak can communicate with a symbol board or a machine that speaks for them.

Ask students if they have ever seen someone communicate in an alternate way? If they have ever seen people who have devices that might help them do tasks like speak, see, hear, or walk?

Description of Learning Activities:

Anticipatory Set:

What assistive technology items can they identify? (glasses, cane, hearing aid, wheelchair) - Picture prompts may help here.

You could even stretch this to a walk around the school to identify areas/items that help a variety of people (ramps, step stools, ladders, computers, photocopier to enlarge...)

Brainstorm and list these items with students.

Explain that people sometimes believe things when they see people do things differently that are not true. It's important to find out what is true information and what is false.

New Knowledge:

Divide your class into two groups, a red group and a blue group. Give a red card to each member of the red group and a blue card to each member of the blue group.

The red cards contain a true/false question about a disability. The blue cards contain the matching answer to whether that statement is true or false.

Ask the students to circulate and compare their cards in order to find the matches. In general, the red cards are easier to read than the blue cards. If this activity is too difficult for your students, consider pairing them with buddies from another class.

(The red cards are numbered and the blue cards are identified by letter so that red card 1 is a match with blue card a. This is to help you ensure that you've handed out



matching cards, but the students are unlikely to use this as a matching strategy. The content of the red and blue cards is listed in Appendix C: Disability Myths Card Content.)

After the students have found their matches, show the students the sample Disability Fact or Fiction illustration. Ask each pair of students to fold one piece of paper in half and set it on the desk tent-style. Print the true/false question from the red card horizontally on one of the outer flaps. Print the answer from the blue card on the inside. Then create an illustration that matches the content. It may be difficult to illustrate the content using just a picture. Students may need to use talk bubbles or thinking bubbles in their illustrations.

As an alternative to printing by hand, students might use a word-processor and paste the text onto the folded paper. Students might cut out pictures and paste them onto the folded paper or use a free web-based program such as comic life to create their illustration.

Closure/Sharing:

Ask pairs of students to share what they have learned with the class. The folded papers can then be displayed on a bulletin board.

Post-Assessment: *(How will you assess student learning? How will you use this data to inform your next learning experience?)*

Informally assess the children's illustrations and presentations to the class to make sure they have identified correct information and dispelled myths.