



<p>Subject: Timmy Technology: A SET BC Diversity Awareness Program</p>	<p>Topic: Lesson 4: Communication With Symbols</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 ● iPad with Touch Chat app open ● Communication Boards 	



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

Refer back to previous lesson.

Ask students: Can someone who can't speak, actually communicate?

Brainstorm ideas as to how: Gesturing, pointing, using sign language, device support.

Display brainstormed ideas.

Description of Learning Activities:

Anticipatory Set:

Demonstrate the Touch Chat app that has come on the iPad in the Toolbox. (It has been programd to open to a simple vocabulary. If the Touch Chat app doesn't open to an appropriate vocabulary, follow the directions attached to the device.)

Show students how words and messages can be stored and then activated on button press.

Distribute Communication Symbol Boards. Go through each of the symbols on the Communication Symbol Board and ask children to guess what each symbol might mean. Point out that all of the pictures that name people are on a yellow background, activities are on a blue background and questions/comments are on a red background.

New Knowledge:

Pair your students and give one of the communication boards to each pair.

Practice:

In this activity, the students will attempt to have a conversation. One student in the pair will use his or her voice to communicate and the other will use the board to communicate.

Ask the students to have a conversation about what they did the previous weekend. A few minutes into the activity, inform students that it's okay to use other ways to communicate, such as gestures, pictures, writing.

One simple conversational strategy is for the person who is able to speak to hold up two or more fingers and give the non-speaker a number of choices associated with each finger. For example, the index finger might mean "Saturday." and the middle finger might mean "Sunday." The non-speaker then chooses the correct finger or shakes his or her head for more choices.

**Closure/Sharing:**

Ask students whether they were able to find out what each member of the pair did on the weekend. What was easy and what was difficult? Did both members of the pair ask questions? Did they find some other ways to communicate when the symbol they wanted was not on the board? What are some of the challenges faced by individuals who use symbol board systems to communicate?

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

Informally assess the students' ability to communicate with the boards and with their responses to the class wrap-up discussion.