



<p>Subject: Timmy Technology: A SET BC Diversity Awareness Program</p>	<p>Topic: Lesson 5: Can You Really See Me?</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 ● “Can You Really See Me?” PowerPoint Book and hard copy with Braille provided. ● Materials for print book creation 	



- Digital Book Creation materials (Book Creator, Pictello, Explain Everything - if available)
- Lesson #5 Can You Really See Me? Graphic Organizer

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

Ask students to look back on the items in Timmy’s Toolbox and identify one thing that they really feel helps them to work more effectively.

Ask why? When might they ask for it? Do they think these items could be available in other classes in the school? Why is it good to ask for what you need?

Display and support answers as needed.

Description of Learning Activities:

Anticipatory Set:

Explain that as we have been discussing diversity, strength and different learning supports, that we will be attempting to write our own stories, about our lives, our strengths and how we like to learn.

New Knowledge:

Display and read the Power Point presentation “Can You Really See Me?” with students. The presentation shows Rebecca, the girl who originally created Timmy Technology, engaged in everyday activities and explains that she uses technology to help her write and draw, that she wears a leg brace to help her walk and that her eye is patched to improve her vision. Explain that because we are all different, there may be many things that people don’t know about you and how you learn best.

Ask questions as you read:

- Do you like the same activities as Rebecca?
- What does she do well?
- What can be challenging for her?
- What does she use at school to support her learning?
- Why do you think she is telling her story?
- Do you make any connections to the story?

Description of Learning Activities:



Ask students to storyboard what they would like to present in their books (paper or digital).

Provide the framework for writing that accompanies this lesson as necessary. (Lesson #5 Can You Really See Me? Graphic Organizer).

- My name is...
- I am good at....
- I need help with....
- My favorite learning tool is...
- Another thing I'd like you to know about me is...
- Can you see me now?

Students will need plenty of time to think about and produce the content of their "Can You Really See Me?" stories.

Closure/Sharing:

Invite students to share their stories.

Produce a bulletin board of stories from students that are willing to share them.

Upload stories to e-portfolios.

*This particular lesson may be a good transition activity from elementary to middle school as students prepare themselves to self-advocate to support their personal learning needs.

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

Assessment is informal (|How did student react to writing/producing their book? Did they share information that might help future teachers/peers understand them better?)