Timmy Technology and Team Toolbox

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A SET BC Diversity Awareness Program

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Timmy Technology
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January 2018

Acknowledgements

The original Timmy Technology concept was conceived by Rebecca Friend, a SET-BC supported student from 2005 to 2016. Rebecca provided the suggestion of Timmy's name and appearance in response to a contest request for mascot proposals from SET-BC.

Daphne Mercier, a former consultant, now retired from SET-BC, used Rebecca's drawing to design and create the Timmy character.

The original series of Timmy Technology lesson plans entitled Timmy Technology: A Disability Awareness Program from SET-BC was produced by the following contributors in 2009:

> Rebecca, SET-BC Student
> Charlotte Claire Friend (Parent and Educator)
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2018 marks a new beginning for Timmy Technology as we introduce Timmy Technology and Team Toolbox: A SET BC Diversity Awareness Program.

Timmy Technology and Team Toolbox was adapted and reproduced by the following contributors:

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> Victoria Doolaar, SET-BC Resource Librarian /User Support

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About SET-BC

Mission

To assist BC School Districts and Group I and II Independent Schools to build their capacity to use technology to support the diverse needs of their K-12 students.

Mandate

SET-BC is a BC Ministry of Education Provincial Resource Program established to assist school districts in utilizing technology with students whose access to the curriculum is restricted. SET-BC provides school districts with three tiers of services:

- **Tier 1** – Professional Learning – Our consultants facilitate Professional Development activities which help build BC educators' understanding of how technology can be used within current educational frameworks.

- **Tier 2** – Technology Training and Classroom-based Solutions – We provide training on specific technologies which help BC educators support their students' access to the curriculum. We also lend technologies appropriate for the classroom setting which support a range of student learning needs.

- **Tier 3** – Complex Needs Training and Student-based Solutions – We provide consultation and training on the use of complex technologies (communication, vision, physical access tools) and lend these technologies to districts for use with students who have complex needs.

http://www.setbc.org/mission-and-mandate/

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About Timmy Technology

"…schools and teachers need to develop classrooms that are supportive of children and accepting of difference…. children's strengths are emphasized and differences are considered a positive part of a learning environment because they allow children to share and experience diverse perspectives." (Banks et al, 2005, p. 255)

"The perspective that individual difference is important to group survival is central to native faith, which affirms that all things and all people should be respected for their inherent value and worth." (Philpott, 2007, p.13)

The revision of the Timmy Technology unit for SET-BC has truly been work in which I am entirely invested. The original Timmy Technology was the brainchild of my daughter, Rebecca, who entered into a SET-BC "mascot making" contest many years ago.   Rebecca was herself a SET-BC supported student and had benefited from using technology as a tool to support her learning from the beginning of Grade 2.

At the time of the contest, I did not work for SET-BC, and actually knew little of what they did for students except that they had provided technology and consultant support for my daughter's physical and learning needs. Rebecca conceived of Timmy Technology when her Educational Assistant prompted her to enter the SET-BC mascot contest. She drew the concept of Timmy and wrote the imaginary story as to how he lived using SET-BC hardware and software supports. When the SET-BC team made the physical, stuffed-animal version of Timmy, our family was invited to Rebecca's elementary school for the launch of the Timmy Technology Disability Awareness Program from SET-BC.

Rebecca Age 9 meeting Timmy

At the time I was a Resource Teacher working with students with special needs in another district; I immediately saw the potential in the Timmy Technology unit and asked if I could bring the pilot program to my school for a trial run. From start to finish, the pilot program was a huge success and I knew then that I wanted to eventually work for an organization like SET-BC, one that promoted understanding amongst children that we are all definitely not meant to be the same, and that we will all learn and grow in our own time and in our own way. I secured a position as Consultant with SET-BC two years after piloting the SET-BC Timmy Technology Disability Awareness program.

I am bringing all this information into the preamble to these lessons as it underlines the growth and evolution of SET-BC since the original Timmy Technology unit was created.

SET-BC underwent a model change in September 2015, from an organization that supported students with designations to one that emphasized and modelled inclusion and embraced the tenets of Universal Design for Learning. SET-BC's mission and mandate were altered from supporting only designated students to building "the capacity of BC school districts… to use technology to support the diverse needs of all their students."(www.setbc.org) SET-BC recognized that the technology they provided for students with Ministry designations could also benefit a myriad of other students who may or may not have learning labels.   Despite the huge success and impact that I had witnessed with Timmy in the classroom, as a *dis*ability awareness mascot, he didn't seem to fit into the new SET-BC model of technology support for all.

In the old unit, Timmy Technology was a single mascot, to be recognized for his difference, his *dis*ability, and for the adaptations that he would need to be able to function in the typical classroom. Timmy needed to access curriculum and produce work by using a laptop, he used a jelly-bean switch to run the hardware, had a brace on his leg as he had Cerebral Palsy and needed a corrective device, an AFO, to help him walk. **In this new unit, the lessons will change from emphasizing Timmy's challenges, to focusing on the celebration of our unique and strong individual traits; and to embracing the idea that all students learn in their own way, at their own pace, and should have access to a diverse spectrum of learning supports.**

It is time to pull Timmy from retirement. The Timmy Technology Program, like SET-BC and education as a whole, has undergone a shift from disability awareness to a celebration of diversity and a showcase of learning support possibilities for all students. By exploring how they learn, by recognizing that each of us is diverse and individual and will learn in his/her own way, students begin the journey to self-advocacy.

Timmy is now part of a team of friends, "Timmy Technology and Team Toolbox" - all variations of some kind of universal learning support that we hope is available to all students in classrooms. The emphasis is no longer on recognizing Timmy as someone different due to having CP, but as a representation of a useful tool that any student might wish to have around to help. Students will eventually be able to choose Timmy (or one of his other newly created friends) as his preferred tool for learning.

These lessons are directed at the primary grades; to be honest I believe they would find success up to and including Grade 5, or more. I witnessed the reaction of my own students (back in 2009) when I brought Timmy

into a Grade 2 class to teach the series of lessons and then involved a Grade 5 class with a slightly altered version of the lessons. In both age groups, Timmy's impact was substantial. All the students were engaged by what they learned regarding students with disabilities, and were eager to try the devices that they might use for learning support.

This new unit emphasizes that tools that may have been used in the past to support "**disabilties**" are actually supports that may benefit all students:
Engagement of ALL students is key and each activity has been constructed with no, low and high-tech possibilities. This attention to all facets of supports, not just technology in learning and teaching, underlines the changes to SET-BC in the last few years.

Although we continue to support districts in the effective integration of technology, we recognize technology's place within the larger framework of inclusion and strive to enrich knowledge of the multiplicity of no, low and high-tech choices available for all tasks.

In true UDL, choice is key. Each student should be offered a choice of what materials will work for him/her to access the "big idea" of self and peer acceptance and take the learning to the extent of his/her abilities.

Timmy Technology and Team Toolbox: A SET BC Diversity Awareness Program will be housed at the SET-BC Resource Library and is available for loan to any classroom in BC. We invite you to introduce Timmy and Team Toolbox to your class and include him in classroom learning and activities.

We would also love to see photos and videos of your class involved in the diversity awareness activities. We hope to document Timmy and Team Toolbox's travels around the province as ALL students have the opportunity to learn how they learn.

A photo permissions letter to parents is included in Appendix D.

Many thanks for embracing Timmy and Team Toolbox,

Charlotte Friend, Parent, Teacher, SET-BC Service Coordinator

Subject:	Topic
Timmy Technology: A SET BC Diversity Awareness Program	Lesson 1: Exploring Individuality and Diversity
Grade: Primary, Grade 2	Prescribed Learning Outcome(s): BIG IDEAs: ● It's ok to be me, it's ok to be you. ● Acceptance of who we are as individuals. ● Our physical emotional and mental health are interconnected. CURRICULAR COMPETENCIES – Students are expected to be able to DO the following: Social and community health: ● Develop and demonstrate respectful behaviour when participating in activities with others. ● Identify and describe characteristics of positive relationships Mental well-being: ● Identify personal skills, interests and preferences and describe how they influence self-esteem. ● Identify and apply strategies that promote mental well-being CURRICULAR CONTENT ● Factors that influence self-identity (could include self-esteem, self-efficacy, cultural heritage, body image ● Managing and expressing emotions (https://curriculum.gov.bc.ca/curriculum/physical-health-education/2)

Outcomes:
Core Competency: Personal and Social
- Personal values and choices
- Personal strengths and abilities
- Relationships and cultural contexts.

Core competency: Communication, connect and engage.

As a result of this lesson, students should:

Know:
- 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.

Understand:
- 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.

Be able to Do:
- 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.

Materials:
- Book : "All Kinds of Friends, Even Green!" by Ellen B. Senisi (provided in hard copy with Braille support, as accessible book in PPT and Clicker Books format)
- Lesson #1 Support Worksheet Template: Me/My Friend
- Pictures (in Smart Notebook file, Clicker Matching File, physical pictures)
- Stuffed toy animals, plastic animals, animal toys of any kinds
- Pencils – various shapes, sizes, grips available/paper/markers/crayons
- Laptops with word processing software (Word prediction, Read/Write, Clicker 7, Kidspiration) – if available
- iPads with basic apps (Notes, Camera) – if available

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

- **Clarify the students understanding of a strength or talent?**
1. Write on board, poster paper, smartboard. Ask: "What is a strength/talent?"

2. Brainstorm and record student responses. Read out loud as they are written for confirmation of what is being posted.
3. Encourage the use of gestures, acting out what people are good at for understanding at all levels.

● **Clarify the students' understanding of same and different/diverse.**
1. Play same/different game with students using statements such as "Find a partner with a shirt that is the same color as yours." "Find someone who ate the same snack at recess." "Find someone who likes the same TV show/video game as you." Have students move around the classroom to pair/group with different people as they find them. Move to word different: "Who has a shirt of a different colour than you? Whose favorite TV show is different than yours?
2. Matching like items using technology: Play a simple matching game of same/different items on Smart board using Smart Notebook Software. Memory games are available from http://exchange.smarttech.com/search.html?q=memory   Quickly create a matching activity on Clicker 7 (easily done in a few minutes using the Quick Wizards or download from www.learninggrids.com). One matching game has been provided on the Mac laptop in Timmy's kit.
3. Matching/Sorting for same and different can also be done using small items, group like items together, or visual picture cards that the children can hold.
4. Observe students answers to questions, clarify the meaning of same/different when students are unclear by demonstrating correct same pairs / different pairs.

● **Baseline assessment assignment: Have students provide a description of themselves. Baseline assessment can be in choice of formats (see #3 below.)**
1. In order to have a baseline of students' current ability to describe themselves in positive terms, it is important to stress that completion of this pre-assessment is individual work.
2. Provide sentences starters: "My name is………" "I can…….." "I am good at…."
3. Pre-assessment private journal documentation does not have to be in writing. Students can choose to write, draw, interview individually with teacher (as time permits), record video using iPads, write on computer (if available), make a model and describe – or choice another means of representing what they know.

Description of Learning Activities:

Anticipatory Set:
● Provide multiple representations of animals/assorted people, physical photos, pictures on Smart Board, stuffed animal toys, plastic toys.
● Ask students to describe each animal. Stress positive descriptions. "I like his…." Prompt students to think of things each animal can do well.   (For example: a

duck is a good swimmer, an eagle can fly high, a painter paints beautiful pictures, a musician makes beautiful music, a mother provides comfort).

- Students may respond orally, use a communication device, write their answers on mini-whiteboards or cardstock for teacher or others to read aloud.

New Knowledge:

- Read to students: "All Kinds of Friends, Even Green!" by Ellen B. Senisi.

In this story, a little boy named Moses, who uses a wheelchair, is asked to write a story about friends. He decides to write about a pet iguana who has lost his toes but uses the tools around him and sheer determination to complete tasks that he might now find difficult. Moses concludes that even though they look quite different on the outside, he and the iguana share this special trait.

- The book will be provided in hardcover format, digitally via PowerPoint, Clicker 7 and with Braille support.

- A video of the book being read has also been provided and can be viewed or re-viewed individually by students on laptop or iPad.
https://www.youtube.com/watch?v=cv0FJcaJsc8

Discussion:

- Discuss with students the strengths of Moses and the iguana. What makes them unique? What they are good at? Why does Moses decide to write about Izzy?

- Ensure a fulsome discussion about seeing strength in friends: Ask which friend you might write/tell about and why? Ask what strengths you can see in the friends that are around you? Ask students to be creative and thoughtful.

- Point out the Braille print. Discuss the idea of other ways to read material.

- Provide a brainstorm web of their answers.

  - An alternate way to brainstorm would be to use Kidspiration software (or another widely available brainstorm tool) to have students complete the brainstorm activity.

  - https://padlet.com/ is a free brainstorming-type application on the internet.

o   Clicker 7 software also has a new webbing feature that allows webbed words and pictures to be easily transferred to a Clicker 7 word or picture bank that can then be used to support a student in their writing.
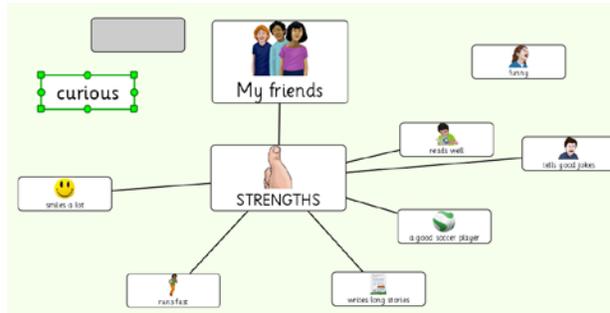
Follow-up activity:

- Assignment: **Describe a friend (or friends) and the characteristics (focusing on strengths) that the friend(s) possesses. What is your friend good at? Why are we happy to have him in our class?**

- Students may CHOOSE to complete this assignment in any method that conveys that they understand the request.

Closure/Sharing:

- Request for children to describe and share about the strengths of their "friend", displaying their work as they speak.
- Create a special video/digital book of "Our Class' Unique Strengths" or "Strength in Diversity" by recording or taking photos of students' productions.
- Post examples of student representations of what they know to their digital portfolios, upload them to a classroom website, place them in a communal class

scrapbook or display them on a bulletin board.   (Be certain to include parental consent for media before posting pictures of student work to site. Remove any identifying personal information such as last name.)

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

- Student assessment will be ongoing from the start of this lesson and through the unit of lessons. It may be largely informal and based on teacher observation of student interactions during lessons.

- Informal assessment during the lessons and ensuing production of work as the teacher must observe positive and respectful language and behaviour during all the activities in the lessons. Observation of behaviour and peer interactions will allow the teacher to gauge whether the message of the lesson is finding a home with the students.

Subject: Timmy Technology: A SET BC Diversity Awareness Program	Topic: Lesson 2 Introducing Timmy Technology and Team Toolbox
Grade: Primary, Grade 2	Prescribed Learning Outcome(s): Core Competency: Personal and Social ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. Core competency: Communication, connect and engage. As described in Lesson #1.

Outcomes:
As a result of this lesson, students should:

Know:
That we may each need different tools to help us learn.
That we may choose different tools to demonstrate our learning.
That we may ask for alternate tools to help us learn.

Understand:
That we all learn in different ways.
That we all may show our learning in different ways.
That our views and perspectives will be different because we are all unique.

Be able to **Do:**
Identify different tools that might be needed to help individuals learn.
Identify which tools help them learn.
Ask for a certain tools as needed.

Materials:
- Timmy Technology
- Team Toolbox (inside closed toolbox)
- "Timmy Technology and Team Toolbox" (Clicker 7 Book format on Mac laptop provided - interactive, PowerPoint or PDF)

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

- **Class brainstorm about learning supports in the classroom.**
- Class generated brainstorm can be used as baseline for students' prior knowledge of learning supports/options before Timmy and Team Toolbox lesson begins:
    1. Ask students to look around the classroom and identify all the items they can see that they use to help them learn. (Books, pens, papers, text books, smart boards, rulers….)
    2. Brainstorm using chart paper/markers or alternatively, Smart Notebook, Kidspiration, (Brainstorm supports as listed in Lesson #1)
    3. Allow students to get up and touch/point or bring item back to carpet/desk area.
    4. Ask: "How does it help you learn?" "Do you use it?" "When might you use it?"

Description of Learning Activities:

Anticipatory Set:

- Pull out Timmy Technology (plush character) and the closed toolbox full of other learning support characters. Ask students what they think Timmy is and what they think he does? What is attached to his hands, leg? What do you think these items are used for? Why do you think they are there?
- Play a guessing game as to what might be inside the closed toolbox? Record student responses using drawings and words.

New Knowledge:

- Read the story entitled "Timmy Technology and Team Toolbox" either projected on a screen/Smart Board or in hard copy.

Timmy Technology and Team Toolbox

- The story can be read by the software and, if it is projected on a Smart Board, students can volunteer to move forward and press the speaker button for it to read the information on the page. Alternatively, the teacher or students may volunteer to read the content.
- Thoughtful questions are embedded in the story. "What do you think I am used for" as each new learning support character is introduced. "Which one would you like to try?" "Which of us will help you learn best?"

Meet Timmy's toolbox friends. They live in Timmy's toolbox.....Polly Pencilgrip...Mikey Microphone...Molly Magnifer..Ima Ipad...Henry, Harriet, Herbert, Hank, and Harry Highlighter and their friends...and Sammy and Sonny Speaker.

Discussion:

- Bring out Timmy and his friends.
- Each "toy" learning support character can be brought out during or after the story. As each learning support character emerges from Timmy's Toolbox, discuss what it might be used for and when they might ask to use it.
- Allow students time to pass around characters, touch, explore, examine, ask questions and share personal connections.

*We have attempted to make each character as durable as possible and are prepared to make minor repairs as needed. We know you will ask your students to take care in touching, using and becoming familiar with each character.

Follow-up Activity:

- Students answer the questions: "What is my favorite learning support character and what does it do to help me learn?"
- **Choice in the activity is key:**
- Students can identify their favorite tool in the toolbox and say why they like it and how they feel they can use it to help them learn.
- Students may draw and complete activity with pen/paper.

- A scaffold for sentence structure can be provided: "My favorite tool in the toolbox is….because…."
- Students can take a picture or their favorite character and write about it using iPad with word prediction in the keyboard. (The Clicker Docs app has been provided on the iPad for support while writing.)
- Student can do a video interview with favorite character.

Closure/Sharing:
Students will share their representations of what learning support character helps them learn to the class. (Projector available for video representations.)
Learning support choices can be uploaded to e-portfolios or added to documentation regarding student progress.

Post-Assessment: *(How will you assess student learning? How will you use this data to inform your next learning experience?)*
Assessment is informal observation.
- What tools are students typically choosing to represent their learning?
- Are they accessing a variety of tools?
- Are they self-advocating and requesting specific and appropriate tools for a particular task?

Subject: Timmy Technology: A SET BC Diversity Awareness Program	Topic: Lesson 3: Diverse Ways to Do Things
Grade: Primary, Grade 2 *BUDDY CLASS support as needed.	Prescribed Learning Outcome(s): Core Competency: Personal and Social ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. Core competency: Communication, connect and engage. As described in Lesson #1.

Outcomes:
As a result of this lesson, students should:

Know:
- 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.

Understand:
- 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.

Be able to Do:
- 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.

Materials:
- Timmy Technology
- Team Toolbox
- Disability Myths Matching Game Cards (red/blue)
- Picture prompts for assistive technology (provided)

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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 it 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.

Subject: Timmy Technology: A SET BC Diversity Awareness Program	Topic: Lesson 4: Communication With Symbols
Grade: Primary, Grade 2 *BUDDY CLASS support as needed.	Prescribed Learning Outcome(s): Core Competency: Personal and Social ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. Core competency: Communication, connect and engage. As described in Lesson #1.

Outcomes:

As a result of this lesson, students should:

Know:
- 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.

Understand:
- 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.

Be able to Do:
- 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.

Materials:
- 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.

Subject: Timmy Technology: A SET BC Diversity Awareness Program	Topic: **Lesson 5: Can You Really See Me?**
Grade: Primary, Grade 2 ***BUDDY CLASS support as needed.**	**Prescribed Learning Outcome(s):** Core Competency: Personal and Social ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. Core competency: Communication, connect and engage. As described in Lesson #1.

Outcomes:
As a result of this lesson, students should:

Know:
- 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.

Understand:
- 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.

Be able to Do:
- 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.

Materials:
- 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?)

Appendix A:

Timmy Technology and Team Toolbox: Unit Checklist

☐ Timmy Technology
☐ Team Toolbox:
  ➢ Characters/Equipment
    ❏ 4 highlighter characters
    ❏ 1 magnifier character
    ❏ 5 pencil grip characters
    ❏ 1 MacBook laptop with charger
    ❏ 1 iPad with charger
    ❏ 2 speaker characters (Mini Booms)
    ❏ 1 microphone character
    ❏ 1 headphones
    ❏ 1 lightning to VGA adaptor (for iPad)

    ❏ 1 mini-Display to VGA adaptor (for MacBook)
    ❏ 1 mouse
    ❏ 1 bag of "Spare Parts"
      ❏ Extra magnifying glasses
      ❏ Extra highlighters
      ❏ Extra pencils (sharpened)
      ❏ Extra character smiley faces

  ➢ Resources
    ❏ 1 bound Lesson Plan Package: "Timmy Technology and Team Toolbox: A Diversity Awareness Program"
    ❏ 1 USB with relevant files
    ❏ 1 folder of Print Masters (for easy duplication)
    ❏ 1 set of 5 laminated Picture Prompts (Lesson 3)
    ❏ 1 set Disability Myths Game Cards (Lesson 3): blue (a-t) and red (1-20)
    ❏ 1 pair of over-sized demo game cards (Lesson 3)
    ❏ 6 weekend communication boards (Lesson 4)
  ➢ 14 books (12 titles)
    ❏ All Cats Have Asperger Syndrome
    ❏ All Dogs Have ADHD
    ❏ All Kinds of Friends Even Green
    ❏ Be Good to Eddie Lee
    ❏ The Black Book of Colors
    ❏ Can You Really See Me? (2 copies)
    ❏ Ian's Walk, A Story About Autism

    ❏ Ricky, the Rock That Couldn't Roll
    ❏ So Don't! And See What Happens
    ❏ Sour Puss
    ❏ Special People, Special Ways
    ❏ Timmy Technology and Team Toolbox (2 copies)

  ➢ And please remember…
    ❏ Unit Checklist (laminated)
    ❏ Timmy souvenir pin-back buttons for you!
    ❏ Loan and return shipping documents package

Appendix B

Further books for extension of the Timmy Technology Unit:

Cottin, Menena & Faria, Rosana. *The Black Book of Colors*. Toronto: Groundwood Books/House of Anansi Press, 2008.

Fleming, Virginia. *Be Good to Eddie Lee*. New York: The Puttman and Grosset Group, 1993.

Hoopmann, Kathy. *All Cats Have Asperger Syndrome*. London: Jessica Kingsley Publishers, 2006.

Hoopmann, Kathy. *All Dogs Have ADHD*. London: Jessica Kingley Publisher, 2009.

Leal, Sarah. *Sour Puss*. [Guelph, Ontario]: Cinnamon Freckles, 2009.

Leal, Sarah. *So Don't! & See What Happens*. [Guelph, Ontario]: Cinnamon Freckles, 2009.

Lears, Laurie. *Ian's Walk, A Story About Autism*. Illinois: Albert Whitman and Company, 1998.

Macguire, Arlene. *Special People, Special Ways.* Arlington: Future Horizons, Inc.

Miletsky, J. *Ricky, The Rock That Couldn't Roll*. [New Jersey]: New Paige Press, 2017.

Senisi, Ellen B. *All Kinds of Friends, Even Green!* Bethesda, MD: Woodbine House, 2002.

Appendix C

Disability Fact or Fiction Card Content

	Red Cards (numbered 1-20)	Blue Cards (lettered a-t)
1a	People who can't see can read books. True or False?	True. People who can't see can read Braille books. They feel the Braille dots on a page with their hands.
2b	People who use wheelchairs can't play basketball. True or False?	False. There are many wheelchair basketball teams and wheelchair basketball is a Paralympic Sport.
3c	You can catch CP if you hug someone with CP. True or False?	False. You cannot catch CP.
4d	You can damage your hearing by playing your music too loud. True or false?	True. Loud noise and music can cause hearing loss.
5e	You can help prevent some kinds of disabilities by wearing a helmet. True or False?	True. You can prevent some kinds of head injuries by wearing safety helmets.
6f	People with disabilities always need your help. True or False?	False. If you want to help a person with a disability, ask if they want your help first. Many people with disabilities can help others.
7g	People who can't hear can watch movies on TV but they don't know what the actors are saying. True or False?	False. People who can't hear use Closed Captioning when they watch TV. They can read what the actors say on the screen.
8h	You should sit down if you want to have a long conversation with a person who uses a wheelchair. True or False?	True. It is better to have a conversation with a person who uses a wheelchair if you are at the same eye level. The person's neck may get sore if they always have to look up.
9i	If you were born with only one hand, you could never play professional baseball. True or False?	False. Jim Abbot played pro baseball from 1989 to 1998 and once pitched a no-hitter.
10j	People who can't hear can use the telephone. True or False?	True. People who can't hear use Text Telephones. They read what the other person is saying.
11k	You should never ask people about their disabilities. True or False?	False. Most people will not mind if you ask them a question about their disability.
12l	People who can't hear cannot race in the Olympics because they can't hear the starting gun. True or False?	False. Olympic swimmer Terence Parkin won a silver medal. When Terence is racing,

		they use a bright light to signal the start of the race.
13m	You always have to speak loudly to people who have disabilities. True or False?	False. Most people who have disabilities can hear just as well as you do.
14n	You can damage your eyes by looking directly at the sun. True or False?	True. Looking directly at the sun can damage your eyes or cause blindness.
15o	People who can't use their legs can drive a car. True or False?	True. People can drive a car using hand controls.
16p	People who are deaf can't talk to each other. True or False?	False. People who are deaf can use their hands to talk. Over 500,000 people in North America communicate with sign language.
17q	If you see a person with a disability, you should look the other way. True or False?	False. Most people with disabilities will smile and say hello and so should you!
18r	The lives of people with disabilities are very different from your life. True or False?	False. People with disabilities do the same kinds of things that you do. They may do some things in a different way.
19s	People who use wheelchairs can ballroom dance. True or False?	True. One dancer is in the wheelchair and the other is on foot. There are wheelchair dance competitions.
20t	People with disabilities can vote in elections. True or False?	True. People with disabilities can vote and also run for office. Former Vancouver Mayor Sam Sullivan is a person with a disability.

The following is a great kid-friendly website with lots of resources for teachers who want to develop a full disability awareness theme. Timmy Technology's Discovering Disability Myths activity is loosely based on the Disability Myths Truth or Lie online quiz at this website.

http://www.iidc.indiana.edu/cedir/kidsweb/

<u>Appendix D</u>

Consent for Use of Photos, Videos and/or Student Materials

Dear Parent/Guardian:

SET-BC highlights student successes and shares resource materials that include student examples for educational purposes. These stories, presentations, and informational articles help educators across BC learn how technology can be used to support students' educational programs. To view examples of SET-BC's resources featuring students, please visit our website at www.setbc.org.

Your son/daughter is currently in a classroom receiving, will be receiving or has received services from Special Education Technology - British Columbia that may involve taking photographs, videos or submitting examples of his/her work as part of this service.

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We request permission to feature your child or his/her work in various SET-BC resources and publications. Please note this is optional and is not required for your child to participate in the classroom.

Student Name (please print): _____

School Name (please print): _____

Parent / Guardian Name (please print): _____

Initial _____ I grant permission to SET-BC to take photographs and/or videos of my child, or use my child's materials for SET-BC website and print publications, information, resources, and training.

Initial _____ I DO NOT grant permission to SET-BC to take photographs and/or videos of my child, or use my child's materials for SET-BC website and print publications, information, resources, and training.

Parent / Guardian Signature: _____ Date: _____

Appendix E

References

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B.C.'s New Curriculum: *Physical and Health Education*, Grade 2 (2016). Retrieved from
https://curriculum.gov.bc.ca/curriculum/physical-health-education/2

CAST (2011). *Universal design for learning guidelines version 2.0.* Wakefield, MA: Author.

Philpott, D. (2007). *Assessing without labels: Inclusive education in the Canadian context*. Nunavut.