



LESSON TITLE		
OBJECTIVES		
PREPARATION		
CURRICULUM		
Adapting to different abilities.		
Reinforce the practice of perspective-taking. Develop a perspective about what it might be like for a child who has a disability. Introduce local solutions, ways of helping.		
Test KFKF Powerpoint #5 Get nametags, gather pens, paper, clipboards. Prepare for simulations (writing exercise, obstacle course and video) Have the Solutions Decks on hand.		
WARM UP (validate existing knowledge)	<p>Welcome</p> <ul style="list-style-type: none"> “Welcome to Session 5! Please pick up your nametag and try to solve the Mystery Sentence” <p>Mystery Sentence (from understood.org)</p> <ul style="list-style-type: none"> “Please try to read the Mystery Sentence: (The bay was ane af five sans).” “If you are stuck, a clue is a=0.” <i>Answer is: The boy was one of five sons.</i> “This is an example of a learning disability called dyslexia. Can anyone can explain it?” <i>Note: dyslexia is when one has difficulty interpreting words, letters and other symbols. It is caused by a difference in the part of the brain that processes language.</i> <p>Our Own Stories</p> <ul style="list-style-type: none"> “What is one thing your body (and brain) are uniquely good at. What is one thing that is a challenge for your body/brain?” Share your own example. Ex. “I am good at running fast but I have a hard time remembering names.” “Now please share these in pairs.” “Now we are going to share with the group but I want you to speak as if you are your partner. For example. “Hi I am (partner’s name). One thing that is a challenge for me is One thing that comes easy to me is.....“ 	<p>3 min</p> <p>5 min</p> <p>7 min</p>

Kids for Kids Fund - Session 5

NEW IDEAS
(introduce
and apply
new content)

Exploring Disabilities (through simulations)

- “We are now going to try a few simulations. As we are doing this, remember that for some kids this is real.”

Writing with Non-Dominant Hand (pens, paper)

- “First of all take a piece of paper and write your full name with your dominant hand. Now try to do the same with your other hand.”
- “How did this go?”

Obstacle Course (using masks to cover eyes, overturn chairs, garbage cans, put blue tape in random pattern)

- “Now we are going to walk through an obstacle course, with the help of a peer. BUT you will be blindfolded!”
- “The rules are that the person without the blindfold can use your voice and gently support them by touching their back. No pulling people along!”
- “You need to move from one side of the obstacle course to the other, avoiding any obstacle or tape line.”
- “Now that you have done the course, what was challenging? What other senses did you use? What helped? What didn’t?”

Autism Video (can cut if no time!)

- “Now we are going to watch a simulation of what it might be like to walk down the street with autism.”
- “What do you notice? What did you learn?”

20 min

WRAP UP
(gauge new
learning)

Wrap Up

- “This week I challenge you to find a way to use something that comes naturally to you to help someone out.”
- “Please turn in your nametags and help clean up the room!”

5 min