

Lesson Plan- Disability Identity

<p><u>Objective(s)</u></p> <p>Students will be able to....</p> <ul style="list-style-type: none"> ● Engage with diverse texts ● Practice empathy as related to the Social and Emotional Curriculum ● Learn about different types of disabilities ● Appreciate representation of their own identities 	<p><u>Key Points and Vocabulary</u></p> <ul style="list-style-type: none"> ● Disability (may need to explain terms such as wheel chair, cochlear implants/hearing aids, etc.) ● Friendship ● Identity ● Self-advocacy ● Concept of windows and mirrors ● Respect
<p><u>Materials:</u></p> <ul style="list-style-type: none"> ● Read aloud: <u>Just Ask! Be Different, Be Brave, Be You</u> by Sonia Sotomayor 	
<p><u>Teaching Plan</u></p>	
<p><u>Intro to New Material (I Do)</u></p>	<ul style="list-style-type: none"> ● Introduce the story by asking students to make predictions based on the front cover ● Picture walk of illustrations if desired ● Give a brief biography of Justice Sonia Sotomayor ● Read <u>Just Ask! Be Different, Be Brave, Be You</u> by Sonia Sotomayor
<p><u>Guided Practice (We Do)</u></p>	<ul style="list-style-type: none"> ● Debrief story: Questions from Read across America <ul style="list-style-type: none"> -This book asks lots of questions! Think about some of these questions (Are you really good at something? How do you use your senses? What do you like to talk about?). How do you feel about being asked questions about yourself? *Frame how to ask questions of curiosity and understanding -How are you different from the kids in the book? How are you different from other kids you know? -What do you think the world would be like if everyone was the same? -How can you learn more about other people? How do you feel about asking people questions about their differences? -Who can you ask for help to understand things that you have questions about?

	-If you met any of the children in this book, what other questions would you ask?
<u>Independent Practice (You Do)</u>	<ul style="list-style-type: none"> • Students practice respect throughout the entire school day • Students observe and reflect on their environments and the respective accessibility or inaccessibility (Ex. does their house have stairs? Is there braille on signs?)

Extensions & Ideas:

- Alternative introduction as recommended by Read across America
 “Ask students what they think makes a garden beautiful. Talk together about the many different plants, trees, flowers, and food that can grow in a garden. Get them thinking and talking about what kinds of things they would want to grow in their own gardens. Have students share what makes their garden one of a kind and talk about how everyone’s garden is different. Then ask students to think and talk about what makes each one of us unique.”

- STEAM component

Students create a blueprint and prototype out of recyclables of a design of accessible environments (theme park, building, adaptive tools, playground, etc.)

- Discuss Dos and Don’ts of engaging with people who have physical disabilities (ex. wheelchair etiquette)- consent
- Mini-lesson on (in)visible disabilities

Additional Resources:

<https://www.adl.org/education/resources/tools-and-strategies/question-corner/initiate-conversations-about-differences>

<https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-disability>

<https://www.respectability.org/resources/education-resources-disability-issues/>