**A school for all children**

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| Lesson title: A school for all of us! |
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| Lesson brief description  In this lesson we will talk about disabilities and inclusion. The driving question is “what we can do in order to make our school safe and accessible to all students”. We will use PBL. The introduction will be the short film “Pip”. The teacher will use Pip as an example of somebody who faces problems in daily life because the world is made for taller beings. Then, through brainstorming, experiential games and role-playing, the teacher will try to create the condition for the students to cultivate empathy, put themselves in the shoes of others and understand the difficulty in the everyday life of people with disabilities. Teacher will then ask the questions "do you think our school is made for all children? Can a child with any kind of disability be safe in our school? How can we be more helpful to people with disabilities in school and in our life in general?”. Then the children will be divided into groups and do a field survey in the school. They should take notes. The next step is to provide some solutions and finally to communicate the problem and solutions to the relevant agencies.  C:\Users\Evaggelia\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1AB5293.tmp |
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| Time (Lesson duration): 5 lessons, 30 minutes each approximately |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…): group, individual, brainstorming |
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| Materials needed:  Pc to watch the movie. Wipes, markers, pencils, paper, cards showing children with disabilities  C:\Users\Evaggelia\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\82A2378F.tmp |
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| Students’ age: 6-7 years old |
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| Aims/Goals or SWBATs (Students will be able to......)   * develop empathy * improve active listening * express their opinion * understand the difficulties people with disabilities have to face in everyday life * understand the rights of people with disabilities * communicate in order to understand the problem and seek for solutions * collaborate for making a plan and work in groups to write down all changes should be done at school for being accessible * develop critical thinking in order to make questions and find the answers (to whom they can report the problems in school, how they should state their position, what steps need to be done…) * Think creatively (calculate, try different solutions, draw the perfect inclusive school..) |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time \_\_\_\_\_\_  We watch the short film “Pip” <https://www.youtube.com/watch?v=07d2dXHYb94>. Discussion on these questions: - what did you notice about Pip? What difficulties Pip faces? How do you think Pip feels about these difficulties? Do you think it is fair for Pip to deal with these difficulties every day? Do you think Pip's decision to become a guide for blind people is relevant with the difficulties he faced? |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* Time \_\_\_\_\_  Key-concepts:   * Diversity and inclusion * Respect * Empathy * Self -Advocacy * Positive Role model   Pre-taught:  The first step is to discover the pre-existing knowledge our students have on disabilities. We can use brainstorming techniques. In an A3 paper we write the word “Disabilities”. What do we know about disabilities? The teacher writes down all answers. At the end, the teacher asks students to explain their answers to the group in case of questions. |
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| *List of activities with brief description of each one and time for each one:*   * Introduction: screening of a short film in order to discuss, identify and think about the difficulties faced by people with disabilities. Also to propose solutions. (15 minutes) * Brainstorming: recording with a red marker on A3 paper the difficulties we think people with disabilities face in their daily lives. With a green marker we record the feelings these people may have. (10 minutes) * Power walk: each student takes a card showing a child with or without a disability and takes a step each time they hear the relevant question from the teacher. in this way they find out how much exclusion a person with a disability can experience (15 minutes) * Experiential game: we use the handkerchiefs to tie a part of the body (a leg, an arm) or to cover an eye in order to find out experientially how difficult it is in everyday life to have a disability and how many things that are self-evident for able-bodied people require great effort for some others. (15 minutes) * Class council: the teacher asks the question "do you think our school is safe and accessible for people with disabilities? how can we find out?" students are divided into groups. (15 minutes) * Research: the groups do a field survey in the school. Survey areas: the classroom, the school entrance, the toilets, the courtyard. They should take notes in any way they think is convenient (write down, draw etc.). (30 minutes) * Finding solutions: the groups present in the classroom the problems they have noticed and provide some solutions, if they have any. They also can ask their peers for ideas. (30 minutes) * Communicate the problem to the relevant authorities: thinking of ideas to whom the have to communicate the problem and the solutions they have end up to.(30 minutes). * Prepare a collage with the drawings of all groups (one drawing per a problematic area) in order to communicate the problem. (30 minutes) |
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| *What are other follow up (or homework) activities that can be included?*  “Back at home, talk with your parents about what we did in school and bring back some ideas of what we can do as individuals in our daily life to be more helpful to people with disabilities. Make a drawing” |
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| *What methodology / activities are used for assessment?*  Replica with simple questions and emoticons: 1. Do you believe you have learned things you didn't know about people with disabilities? 2. Do you think that all this research will be effective and helpful? 3. How do you feel about yourself after participating in this course? |
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