

Lesson plan for:  children's rights  social inclusion  entrepreneurship

<b>Subject:</b> “Day dedicated to people with special needs”	<b>Grade:</b> D- E - F	<b>Pupil’s age:</b> 9-12	<b>Chapter:</b> Organized by the integration	<b>Teacher:</b> Penelope Platanitis
<b>Aims:</b> 1.Inspired by the “International Day of People with Disabilities” (3/12) 2.Introduction to diversity and special needs- Explanation of the main types of disability 3. Acceptance of diversity and disability 4. Pupils get into the position of disabled people	<b>Materials</b>  5-6 black masks Walking stick Spoon, plates and sweets “Treasure” box  Water colours Brushes Cartons  Chairs	<b>Activities</b> <b>A. Activities inspired by everyday life of blind people and people with visual disabilities.</b> Talking about Braille system. Examples of writing (ex. in medicine boxes, books, etc.) <b>Activities in pairs:</b>  1. “Guide me” Trust game: One child has covered his eyes (“blind”) and his pair is the guide. The guide leads the “blind” child from the one place to the other with certain instructions and soothing voice, touching his right shoulder and supporting his left shoulder from the front (optionally). 2. "Find Your Couple": Pupils with covered eyes are “looking” to the wall. Their pair-guides take a position in the classroom randomly. Every couple has a number. The guide calls his/her pair's number firmly and in a calm voice. He/she does not change his/her place in the classroom. The “blind” pupils try to find	<b>Products – Evidences</b>  1. Pupils learn the meaning and different types of disability. 2. Pupils learn about the way deaf people communicate with each other (sign language) and the way that blind people can read and write (Braille system). 3. Pupils understand the difficulties that people with movement, vision or hearing disabilities face in their everyday life. 4. Pupils recognize the fact that people with disabilities can live a	

		<p>their couple. When they manage to find their couple they hug each other.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. "Guess Who": A child with covered eyes ("blind") is trying to identify his classmates of their voice.</li> <li>2. "Guess What": A "blind" child tries to identify a variety of objects in a box using all his/her senses except of his/her vision.</li> <li>3. Open and eat something with a spoon. All the pupils have covered eyes.</li> <li>4. "Blind" children in small groups try to reach from one side of the room to the other with the help of a walking stick.</li> </ol> <p><b>B. Activities inspired by everyday life of people with movement disabilities (people in a wheelchair.)</b></p> <ol style="list-style-type: none"> <li>1. "Painting with mouth, foot or shoulder and neck": Presentation of paintings that people with movement disabilities paint in this way. Pupils try to paint in this way and they discover and recognize the difficulties of the process.</li> <li>2. "Moving of people with mobility difficulties": Pupils try to move from one chair to the other using their hands only. If they want to move the legs they have to do it with their hands. The degree of difficulty increases if the one in the chair is a bit farther. We can add or remove some restrictions of mobility (example: you can move one leg, or you can move</li> </ol>	<p>normal life if we offer them the right conditions.</p> <ol style="list-style-type: none"> <li>5. Pupils learn and understand the way we should treat people with disabilities ("no mercy but respect").</li> </ol> <p>Photos, videos</p>
--	--	---	---

		<p>only one hand etc.)</p> <p><b>C. Activities inspired by everyday life of deaf people and people with verbal disabilities</b></p> <ol style="list-style-type: none"><li>1. Presentation of sign language: Children are asked to form their name and express some feelings in the sign language.</li><li>2. " Pantomime": Pupils try to describe their morning routine to their classmates or to ask and give information about a place, location or activity.</li></ol>	
--	--	---	--