

## DESIGN PLAN

### ACTIVITIES AND/OR EXPERIENCES

Ask your students if any of them know someone who might be different than them.

Do they know anyone who has to use a wheelchair all the time? Someone who is blind?

Someone who is deaf? Someone who has physical limitations?

- Have them describe how they act toward/ engage with them.
- How do others behave toward them?
- Do others introduce themselves? Are they included by others or ignored?
- What could they do better to be more inclusive? How could they improve and remove the obstacle they may have placed (theoretically) that holds them back from approaching others with differences?
- Describing a typical day
- If your students are old enough to write their answers, hand them a blank piece of paper. Ask them to describe everything they do from the time they wake up in the morning until the time they go to sleep. They'll describe their "normal" day.  
**EXAMPLES:** waking up, going to the bathroom, brushing their teeth, getting dressed, eating breakfast, going to the bus to go to school, going to their classes, etc.
- Once they're finished with their "my day" list, ask them to think about what it would be like for a blind person to get through the day? What differences would there be for someone who is blind? (The idea is to put themselves into that person's place and gain a better understanding of the obstacles those with special needs may encounter.)

### BLIND EXPERIENCE: DRAWING A PICTURE

**MATERIALS NEEDED:** Blank paper & washable markers or crayons

Hand out another piece of blank paper. Have your students put their heads down and ask them to draw a picture of their family, without looking at the paper.

(If the student is right-handed, they should put their head down on their left arm, if they're left-handed, their head should be on their right arm.)

Once they are finished, have them discuss how difficult it is to not be able to see. How did it make them feel to be "blind" for this exercise?