

Overcoming And Celebrating

Barriers to Learning in The Primary School

*Growing Accepting Environments
and
Celebrating Diversity and Inclusion*

Lesson Plans for Primary School Teachers

Grade R



Compiled and distributed by The Chaeli Campaign
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What can you expect from this Action Pack?

A series of lessons has been worked out for Primary School educators and learners. Each lesson comes in three parts to be presented consecutively to provide continuity as they form a unit around a specific barrier to learning. Each lesson takes about an hour to present. Sometimes some extra time may need to be allocated to complete the activities (e.g. posters.)

Each theme is presented as follows:

Part 1 - **Information Sharing**

The teacher needs to read and understand the material in order to pass it on to the learners. Some information is only for the teachers and they should use their discretion as to how much information is necessary for the child and which terminology is appropriate.

Part 2 - **Growing an Accepting Environment**

The learners are presented with information to help them understand the barrier.

Part 3 - **Peer-to-Peer Solution Finding**

The learners are presented with situations in which **they** look for answers.

There are no repeat lessons throughout the entire seven years of Primary School as four different barriers have been selected for each grade - one for each term – from Grade 1 to Grade 7.

All the information needed by educators to implement the lessons has been provided (worksheets and resource material) thereby making it a hassle free experience and easy to implement with no added stress or preparation by educators. Any preparation which needs to be done is indicated at the start of each section of the lesson.

Have fun exploring the magic of inclusion and the treasure trove of unseen talents and empowerment as these lessons unfold. We would love to hear your feedback – your experiences of success and challenge. Any ideas and suggestions on how you, as an educator, would improve on any of these lessons would be favourably received. We are here to share and learn – and would love to have your input!

Contents

Term 1

1. Choosing friends
2. Similarities and differences

Term 2

Including children with disabilities

List of Resources

Books :

- Bornman J,Collins M,Maines B Just The Same on The Inside Sage Publications 2004
Nieman S,Jacob N Helping Children Who Are Blind Hesperian Foundation 2000
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Ngidi M Black or White: "Does it matter?" Solar Publications 2005
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Term 1

Preparation:

Collect magazine pictures of children. Put the pictures up on the wall.



Cut out "concertina men."

Instructions:

Let's look at these pictures.

Ask questions such as:

Who would you like to be friends with and why?

Who do you not want to be friends with and why?

Are there any children (pictures) who were not chosen as friends? Why do you think this is?

Discuss with the children why we need friends and how we choose our friends.

Everyone stand up. Look around you at each other.

Let's play a game: We are all different.

Girls run to the left hand side of the room and boys run to the right hand side. That's one way in which you may be different from some of your classmates.

Come back together. Tall children stand and short children sit. We are not all the same.

Continue in this way having some fun!

E.g. If you are 5 years old put your hands on your head, if you are not 5 years old put your hands in the air!

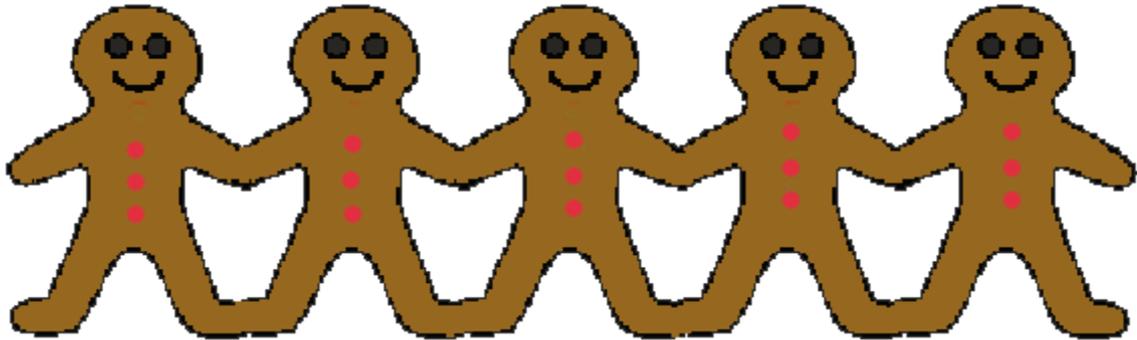
If your favourite colour is green stand on one leg, if not sit down.

If you like dancing face the wall, if you don't face the door.

If you have a brother shout "hooray", if not shout "Oh no!" etc

There are so many ways in which we are different.
Can we think of some ways that we are all the same?

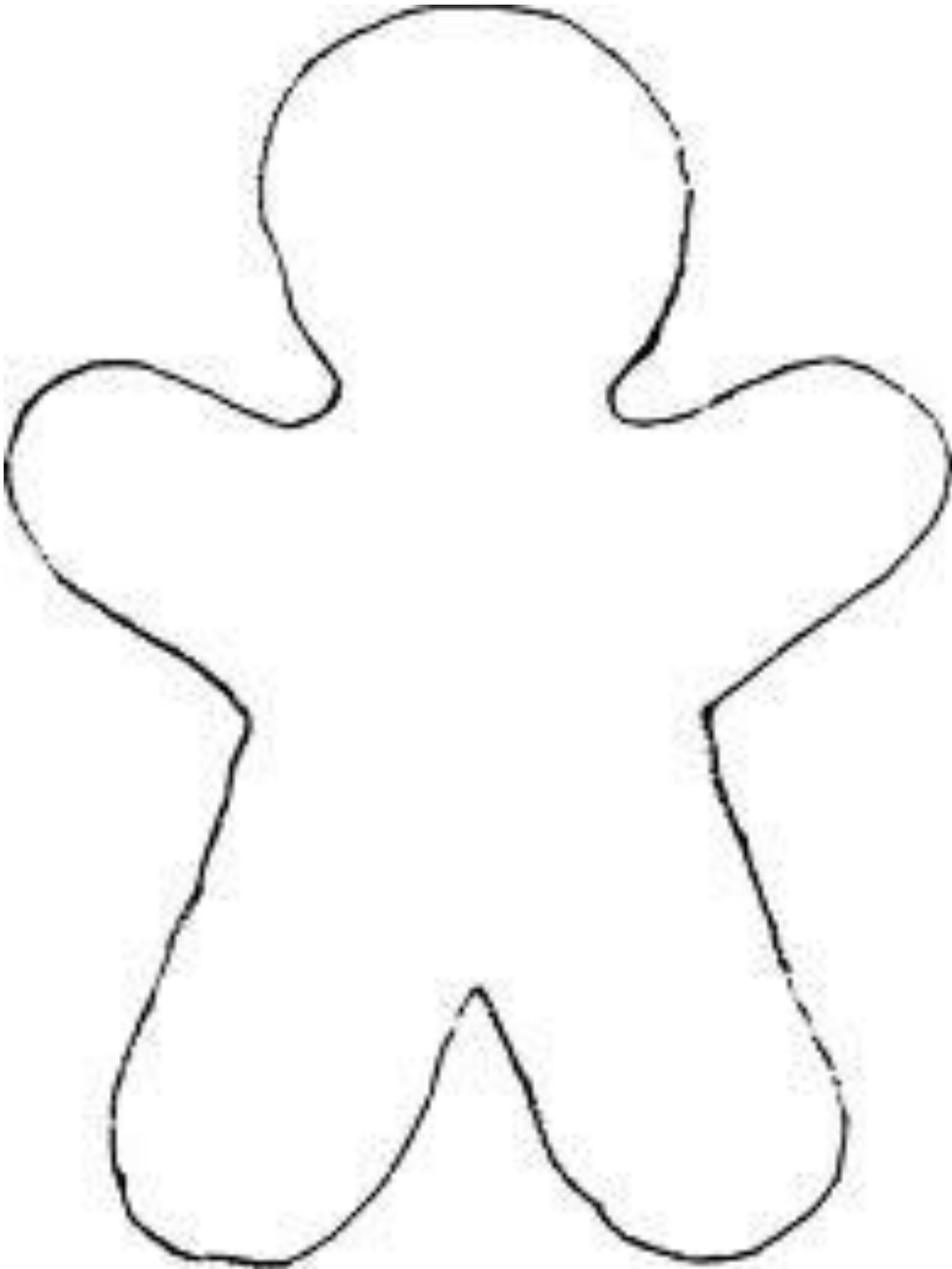
If we were all exactly the same we would look like this: Hold up concertina men that you have cut out.



But we are all different!

Hand out person outline and allow the children to decorate “themselves”. Either allow the children free drawing or use it as an exercise in listening and following instructions. (see instructions below)

Display the pictures on the wall under a heading such as “We are all different and we are all special”



Instructions:

EYES:

If you have blue eyes give your gingerbread man blue eyes.

If you have brown eyes give your gingerbread man brown eyes.

If you have green eyes give your gingerbread man green eyes.

NOSE

If you are a girl give your gingerbread man a pink nose.

If you are a boy give your gingerbread man a blue nose.

MOUTH

If you love ice cream give your man a smiley mouth.

If you do not love ice cream give your man a sad mouth.

BUTTONS

If you are 5 years old make round buttons.

If you are 6 years old make square buttons.

If you are 7 years old make triangle buttons.

If you are 8 years old make heart shaped buttons.

Some extra ideas:

Make some gingerbread man puzzles



If you have access to an oven:

Gingerbread Cookies

2/3 cup butter or margarine
1/2 cup brown sugar, packed
1 tsp cinnamon
1/4 tsp ground cloves
2 tsp ground ginger
pinch salt
3/4 cup molasses or syrup
1 egg
3 cups flour
1/2 tsp baking powder
1 tsp baking soda



Cream together first 6 ingredients. Add egg and mix. Add molasses/syrup and mix again.

Mix together flour, baking powder and baking soda in a separate bowl. Sift. Add to the creamed mixture and stir until well blended. Chill 1 hour.

Preheat oven to 180 C. Roll out dough 1/4 at a time on a lightly floured board. Cut with a cookie cutter and transfer to a greased (or non stick) cookie sheet.

Repeat with remaining dough. Before baking, decorate with raisins as you like.

Place in oven for 8 - 10 minutes.

Cool on a wire rack

Decorate with icing, Smarties, chocolate chips or any other items you wish.

Read the story of The Gingerbread Man

Term 2

Preparation: Photocopy the pictures of the children with disabilities
Bring a blindfold, cottonwool

Use the pictures of the children with special needs.

Look at each picture and discuss with the children in what ways the children are the same as they are and in what ways they are different.

Can you see just by looking at the picture what the child is good at?

Ask questions such as: Do you think this boy can sing well? How do you know?

Do you think this girl likes Barbie dolls? How do you know? etc

We can't tell what people are good at or what sort of people they are just by looking at them.

Now we are going to play with a ball.

How can we include the boy who is blind ?etc

Now we are going to go for a walk-how do we include the children with special needs? E.g. if someone is in a wheelchair or even if someone has broken a leg

Let's think of a game-children come up with an idea.

How are we going to include everybody?

Blindfold one child , one child can "walk" on his knees, put cottonwool in one child's ear so that he can't hear properly etc. Okay now we are all going to play. Make sure everyone can play.



obesity



wheelchair



amputation



dwarfism



blind



learning disability



deaf



asthma

