

INCLUSIVE EDUCATION RESOURCES

FEBRUARY 2026

LESSON PLAN

Using the worksheet provided, there are numerous routes of teaching and activities that can be taken!

Grades: 3-5

- **Individual:** students will each have a copy of the worksheet for themselves. You will read out the prompts on the left-hand side of the page, while encouraging students to choose the answer in the second column either on the right side, left side, or they have the option to choose the word BOTH if they feel that reflects their answer. Keep in mind that some students might have difficulty understanding what the answers are, so you might have to tell them what they are choosing from and what picture matches.
- **Individual hands-on:** Cut out the answers on the right-hand column on the worksheet for each student to use (make sure to print each page on their own individual page). You will read out the prompts on the left-hand side of the page, while encouraging students to choose the answer they have cut out. You can have them organize the papers into like and dislike piles. After students have sorted their answers, this can open up for discussion of how many squares they have in their likes piles and how many they have in their dislikes piles, can compare with other people around them, they segue into the topic of not everyone is going to like the same things and we need to be respectful of peoples preferences
- **Group activity:** Have your students stand in the middle of the classroom, creating enough room for them to move to either side. You will stand at the front of the classroom and read the prompt in the left-hand column. You will read out the answers to the prompt that are in the right column, designating one answer to one side of the classroom, the answer of BOTH to be in the middle, and the other answer to the other side of the classroom. Have students decide their answer to the question and get them to move to the place of the classroom of that answer. You can have students observe where other people are standing or continue on reading through the rest of the worksheet. (be aware that some students might not be honest in their answers as they may tend to gravitate towards where their friends/larger group is).

After you have completed the activity with your class, move into the discussion side of the lesson. Here are a few questions to guide the discussion, however, feel free to add in your own!

- Do you think that everyone put down the same answers for every question? Why?
- Because of the different answers everyone has, how can we be respectful of everyone in our classroom?

After the lesson, you can send home this worksheet with your students to have them go over with their people at home what they learned and what their preferences are. You also could send a blank copy to the parents/guardians at home through email/planners/etc. and have them fill out the sheet and send it back to you so that you have a better understanding of what preferences your students have and what can be done to make your classroom a more inclusive space.

THIS OR THAT?

Name: _____

WHEN I'M IN MY
CLASS, I LIKE

LOUD NOISE



QUIET NOISE



BOTH

WHEN I'M IN MY
CLASS, I LIKE

ALL LIGHTS ON



SOME LIGHTS OFF



BOTH

WHEN I'M AT MY
DESK, I DO BEST
WHEN I HAVE

BUSY HANDS



EMPTY HANDS



BOTH

WHEN I'M IN MY
CLASS

I LIKE SMELLS



I DON'T LIKE SMELLS



BOTH

THIS OR THAT?

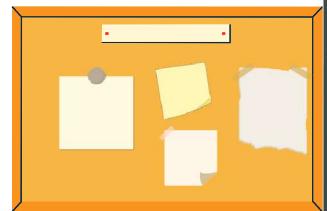
WHEN I'M IN MY CLASS, I LIKE A

COLOURFUL CLASSROOM



PLAIN CLASSROOM

BOTH



WHEN THE ACTIVITY IS ENDING, I WANT

MY TEACHER TELL ME



I WATCH THE TIMER



ON THE SEATING PLAN, I WANT TO

SIT WITH A FRIEND



SIT BY MYSELF



TO HELP ME FOCUS, I DO BEST WITH

DIFFERENT SEATING



BOTH

MY OWN CHAIR



THIS OR THAT?

WHEN I GET
UPSET, I LIKE

PRESSURE



BOTH

MY OWN SPACE



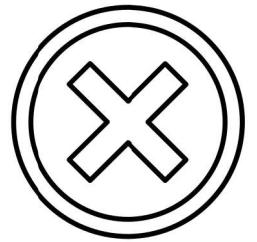
TO HELP ME
FOCUS, I LIKE

NOISE-CANCELLING HEADPHONES



BOTH

NO HEADPHONES



WHEN WORKING
IN MY CLASS, I
LIKE

MUSIC



BOTH

NO MUSIC

