

INCLUSIVE EDUCATION RESOURCES

FEBRUARY 2026

LESSON PLAN

Grades: 6-8

- **Individual Activity:** To begin, have students complete the worksheet on their own, basing their answers off their own preferences. Once they finished their sheet, have them do it again but think about their answers based on what they think would be best for the entire class.
- **Group Activity #1:** 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).
- **Group Activity #2:** Using the student profile examples provided, put students into small groups, each with a different profile. Students must work together to fill out the worksheet based on what they think would be best for their person in their profile. After each group has completed their group worksheet, have each group share their profile and what they filled out on their page for their person. Engage in discussion with the entire class on whether they agree with what the group put down, if there are any changes that should be made, etc.

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!

- What does it mean to be sensory seeking?
- What does it mean to be sensory avoiding?
- If someone liked to get their hands dirty and learn with materials in their hands, while another person struggles touching other things and doesn't want their hands dirty, what would to do to ensure that everyone can participate?
- What in your classroom might not meet everyone's sensory preferences?
- How could it be changed to be made better for everyone?

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STUDENT PROFILE EXAMPLES

Aiden

Aiden notices details in pictures and notes but becomes overwhelmed by long verbal directions and cluttered slides. He struggles when information isn't organized visually and when the board is messy.

Maya

Maya follows spoken explanations well but finds it hard to process dense text or long silent reading. She is easily distracted by background noise during independent work.

Jamal

Jamal learns by moving and doing but gets restless during long seated lectures and quiet seat work. He struggles with tasks that require staying still for long periods.

Sofia

Sofia prefers written instructions and note-taking but has difficulty during oral-only discussions or when materials are only presented visually without text.

Noah

Noah needs hands-on textures and objects to focus; smooth, paperless activities or long stretches without manipulatives make it hard for him to engage.

Lila

Lila excels in group work but finds independent, quiet tasks draining and struggles to concentrate when she can't talk through ideas with classmates.

Omar

Omar works best alone and reflects quietly; noisy group settings and frequent public sharing make him anxious and reduce his focus.

Priya

Priya likes to sit with her classmates when learning, however finds the lights in the classroom hurt her eyes and give her a headache.

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

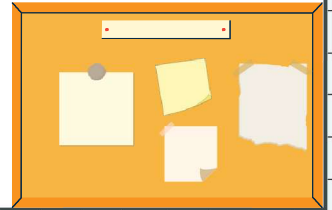
THIS OR THAT?

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



BOTH

ON THE
SEATING PLAN,
I WANT TO

SIT WITH A FRIEND



SIT BY MYSELF



BOTH

TO HELP ME
FOCUS, I DO
BEST WITH

DIFFERENT SEATING



MY OWN CHAIR



BOTH

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

