

Share Your Inclusive Classroom Practices

and you could

WIN A PIZZA PARTY

for your class!



VISIT:
www.clkd.ca
for Resources /
Ideas, Lessons &
Activities

Send us a video, photo, story or copy of a finished assignment showing how you & your class practices or learned about inclusion at school. Students and teachers are welcome to submit multiple assignments and photos to be shared on our social media however, entries for the contest will be limited to one per class.

ENTRY DEADLINE:
FEBRUARY 26th, 2024

Submit your entry by email to:
cmc@clkd.ca

Include: School or Organization, Educator's name, grade & contact information

**Contest open to Schools/Daycares in the municipality of Kincardine or Township of Huron-Kinloss. Winner will be contacted early March to arrange the pizza party.*

COMMUNITY LIVING
Kincardine and District
Inspiring Possibilities

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RESOURCES, IDEAS FOR LESSONS & ACTIVITIES

To participate and/or enter our contest, try one or more of these resources or, create your own - you decide!

PRESCHOOL

How are you the same or different from Julia, Elmo and Abby? Explore the great 'We're Amazing' resources from Sesame Street to learn about Autism and friendship. [Watch the video on Youtube](#), read along with the [Online Book](#) or show your dance moves with the [We Are Amazing song](#).

Read Todd Parr's colourful and fun "[It's Okay to be Different](#)" book and draw a picture of you and your friends!

JK-GR1

Teach students to talk openly about similarities and differences (including those we can't see) by completing the ['We are Like Snowflakes'](#) lesson & activities

Follow along with the read along video of ['We're All Wonders'](#) by R. J. Palacio to talk about seeing the world with 'wonder' and acting with kindness.

Read one of the recommended books and complete the activities in the "How do we Respect our Differences" lesson plan ([Indigo adapted version k-3](#)).

GR 2-3

Students act as detectives to determine how accessible their school is for people with different disabilities. Using the [checklists](#) from the School Inspector lesson plan, children will identify barriers for people with disabilities and discuss how physical environments in their communities can be improved.

We may never fully know how another person is feeling because we all have differences from one another, but we can do our best to understand their perspective. Students can show others what 'A Day in Your Shoes' might look like

Read one of the recommended books and complete the activities in the "How do we Respect our Differences" lesson plan ([Indigo adapted version k-3](#)).

GR 4-5

Watch and discuss the '[Amazing Things Happen](#)' video project to learn about different kinds of Neurodiversity.

Learn key terms relating to disability, inclusion and accessibility by having students complete a [Vocabulary Match-up](#).

2 People shouldn't be defined by their disability. The '[Famous People with Disabilities](#)' lesson plan gives students an opportunity to research and write a report about someone who accomplished great things.

It's valuable to learn from a range of voices and perspectives. Students will determine how inclusive the materials in their classroom, library or school are and what perspectives may be missing by completing the activities in the 'What Voices Need to be Heard' lesson plan ([indigo adapted version - 4-8](#)). Books with a variety of perspectives are also recommended.

GR 6-8

First impressions can be misleading. Students can explore and challenge [common stereotypes and myths](#) about people with disabilities .

In the '[Inclusive Play](#)' activity, students are asked to creatively adapt games like Ball Toss and Catch to ensure individuals of all abilities can play.

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GR 9-12

How can youth make their school and community more inclusive? Students will explore the benefits - and the challenges - of [peer advocacy](#).

The [English or Media Literacy lesson plan](#) contains ready made challenges and projects that help students consider how advertisements and social media have the power to reinforce or challenge barriers and stereotypes faced by people with disabilities.

[Ready made challenges and projects](#) will inspire students and help them learn how intentional design and technology can break down barriers for people with disabilities and benefit everyone.

[CLICK the underlined text access the resource](#)

