

# INCLUSIVE EDUCATION MONTH CONTEST

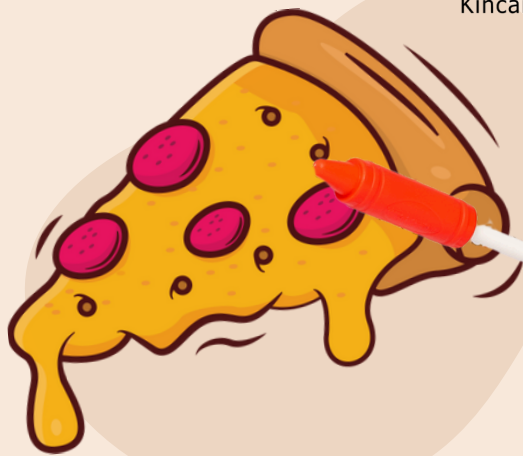
WIN A

# PIZZA

ENTER  
BEFORE  
FEB. 27th!

# PARTY!

COMMUNITY LIVING  
Kincardine and District  
*Inspiring Possibilities*



*\*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.*

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.

**Submit** your entry by email to:  
[jsharpe@clkd.ca](mailto:jsharpe@clkd.ca)

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

**ENTRY DEADLINE: FEBRUARY 27TH, 2025**

# SHARE YOUR INCLUSIVE PRACTICES, WIN A

# PIZZA PARTY!



## RESOURCES, IDEAS FOR LESSONS & ACTIVITIES

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

### 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.

Think about our about [similarities](#), read along with the Online Book, show your dance moves with the [We Are Amazing](#) song or learn about Julia's special 'starfish hugs'

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

### GR 4-6

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

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.

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.

How can words make us feel? Students will be encouraged to reflect on the fact that [Words and Actions have the power](#) to affect people, including people with disabilities.

Host an Arts Show! Pick a theme such as inclusion, kindness, disability or empathy. Encourage students to create a unique piece of art that connects to the chosen theme. Invite other classes to your 'art gallery' and have students discuss the different pieces of art and their message.

### JK-GR 3

Teach students to talk openly about similarities and differences by completing the '[No Two Alike](#)' lesson & activities.

Watch 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.

Learn how different people [say hello](#) with Sesame Street. Discuss your favourite ways of communicating with others.

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.

### GR 7-8

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

Help students gain new insights and a [Foundational Understanding of Disabilities](#), including vision, hearing and mobility disabilities. Discuss practical topics to help students understand disability and gain confidence navigating interactions with people with disabilities.

Watch the newly released Out of My Mind movie, available on Disney+. Follow Melody Brooks, a non-speaking wheelchair user with cerebral palsy, who works to find her voice and get others to see her for who she truly is.

Organize a scavenger hunt featuring items or clues related to accessibility such as ramps, braille signage, automatic door openers, audible signals, accessible bathrooms, accessible parking spots and more. The hunt could also include items, places or elements that are not inclusive - such as entrances that only have stairs, door knobs (vs levels/handles) or items stored too high for an individual with a wheelchair to get independently.

### GR 9-12

The use of positive language and accurate images in the media can promote inclusion of people with disabilities. In the '[Picture This](#)' activity, students examine how advertisements eliminate or reinforce attitudinal barriers and stereotypes faced by people with disabilities.

[Peer Advocacy](#) is a positive means to promote other's inclusion and sense of belonging at school. In this lesson, students will brainstorm peer-led solutions for various school-based situations.

Discussions about diversity, equity and inclusion are becoming more common – but individuals with disabilities and the importance of accessibility are still too often left out of the conversation. Explore [IDEA](#) through the lens of physical disabilities to look at barriers and opportunities.

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

