

Autism Awareness Week – Grade 2 Lesson Plans

Overall Goal: To promote acceptance and understanding in their peers for children on the Autism Spectrum

There will be 5 lessons, each approximately 10 minutes long. All materials available on www.AutismFamilyCares.org □ link “For Teachers” □ 2nd Grade

Lesson 1- Video on Autism

Goal: Understanding the similarities that children with Autism have with children without Autism.

Activity: Video – Autism Awareness for Elementary School Students : Sara Wylie
<https://www.youtube.com/watch?v=OR6LW3czUml>

Located on www.AutismFamilyCares.org

Link “For Teachers” □ 2nd Grade

After Activity: Discussion Questions:

What are some of the things that you learned about Autism?

Did you find the part of the video where you ‘experienced’ what it was like to have Autism upsetting?

What are some ways to be a good friend to people with Autism?

Lesson 2 – Parent Volunteer reads a book (alternate lesson available)

Goal: To provide more information on Autism and provide answers to individual questions.

Activity: Parent volunteer reads ‘Since We’re Friends’ by Celeste Shally

After Activity: Autism Q&A

Lesson 3 – Group Sensory Experience (flashing lights)

Goal: To allow students to experience a ‘sensory overload’ so that they better understand an Autistic person.

Prior to Activity: Gather Materials:

Two flashlights

Two cardboard fans

1 small square of sand paper

1 paper clip

Pencil

Paper

Have a volunteer sit at a desk with the pen and paper, 2 volunteers for flashlights, 2 for fans and 4 others for 'conversations'.

Activity: Have the student who volunteers for the sensory experience try to write answers for 3 questions while being on 'sensory overload'. Use the paperclip to secure the sand paper in the back collar of their shirt (like a tag).

When you begin the activity the students with the flashlights should blink their lights at the paper the student is attempting to write on, the two students with fans should be fanning the volunteer from different angles. The other 4 students should break into groups of 2 and have unrelated conversations at a normal level of volume. It is the intention that the volunteer be 'crowded' by this.

Questions:

Describe what you were wearing yesterday

If Harriet had 379 apples and then ate 4 of them, and gave 5 more to her friend Ulysses, how many apples would she have?

Draw a picture of a duck with an umbrella and a cane

After Activity:

Was it difficult for you to concentrate during this activity? It should have been difficult to not only hear the questions, but then think of the answers and put the answers down on the paper.

People with autism often have their senses with the 'volume' turned up high. Flashing lights from a police car can be very disorienting and the siren can sound so loud it physically hurts! It takes a lot of effort for a person with Autism to 'filter out' some sensory information like a breeze blowing through a window, or a sun glare coming through the window, or an extra conversation happening when they are trying to focus on other instructions.

What are some sensory things that bother you? Is there a smell you don't like? Or when the sun gets in your eyes in when you're riding in the car? Maybe it's a sound, like the fire alarm, or a high pitched scream?

How do you react to that? Do you cover your ears or eyes? Leave the room?

If your friend with Autism is experiencing a 'sensory overload' what should you do?

Speak quietly and calmly

Take them to a quiet and dimly lit space

Find a grown up to help

Lesson 4 – Sensory Exhibit

Goal: A hands on experience to introduce sensory toys, equipment and experiences so students can understand their uses and 'experience' Autism.

Activity: Break students into groups to spend 2 minutes with each set of items.

Items (TBD) – Will be provided.

After Activity: Discuss how it must feel to be Autistic. Both with our senses, and feelings.

What experience did you like the best? Dislike the most?

Do you think you would feel lonely if you were the only person experiencing those sensations?

How do you think we can be a good friend to people with Autism?

Lesson 5 – Puzzle Piece and Wear Blue Day!

Goal: To create an inclusionary atmosphere for all students.

Student will decorate a puzzle piece using any material available.

Choose either "Something I learned about Autism" or "A way I'm different and special"

Create big puzzle in a hallway of all the student pieces from the whole school.