



Dear Teachers,

To help create a more inclusive environment, GC SEPTA would like to share this list of fun and educational activities that you may wish to use in your classrooms to promote disability awareness.

In each of these activities, students will get to partially experience what it is like to live with a few specific disabilities. The students may be broken up into small groups and rotate through different stations completing numerous activities or you may want to just try one or two activities during the month. The choice is yours!

We hope that your students enjoy the activities and hopefully, get the chance to “walk in another’s shoes” even if it’s just for a minute or two.

The Stations are:

- 1) Vision impairment
- 2) Auditory disabilities
- 3) Physical impairment
- 4) Autism / Communication impairment 5) Learning disabilities, Dyslexia.

Should you have any questions or concerns, email president@gcsepta.org. Also, please share any pictures of your class during these activities, as we would love to highlight them in our Newsletter. We hope these activities will have a lasting impact on our students.

Sincerely,
Garden City SEPTA



Disability Awareness Month Classroom Activities

At each station, students will partially experience what it might feel like to have these disabilities and get a sense of what a person with a disability may go through every day.

Different stations include:

1) VISION IMPAIRMENT

- Students are blindfolded and asked to print their first and last name on a line and/or draw a picture of a simple suggested item (*Blind drawing list attached*)
- Have Students write their first name in Braille (*Braille chart attached*)

2) AUDITORY DISABILITIES

- Students asked to lip-read and relay a message (*Show Me chart attached*)
- Students will wear headphones with amplified noise as they try to listen to instructions

3) PHYSICAL IMPAIRMENT

- Students will try to sit down or walk while a yardstick is taped down their leg
- Students will attempt to open a container using only one hand
- Students will try to pick up pennies and put them into a cup while wearing socks or gloves on their hands (Fine Motor activity)

4) AUTISM/COMMUNICATION IMPAIRMENT

- For an added sensory component - students in this center should wear a small piece of sandpaper taped to the inside back of their shirt collar
- To appreciate the feeling of being unable to fully communicate, have students communicate a phrase using only actions (*Show Me chart attached*)
- Have students attempt to use a PECS (Picture Exchange Communication System) board to communicate something (*Picture This chart attached*)

5) LEARNING DISABILITY

- Using the attached chart, students will try to read the colors and not the words
- Using the attached (Mixed Up) page, students will try reading it to see what a person with dyslexia might see



Supplies needed:

Attached Handouts (*strips may be cut for students to chose one at random, or teachers can just assign each choice*)

Paper

Pencils

Markers

Yard Stick (and Masking Tape)

Blindfold

Sandpaper

Container (With twist off cover)

Pennies

Socks/ Gloves

Headphones

Attached PDF of Handouts & Instructions

"Show Me" Choice Strips – Cut these out

I need a drink.

I don't feel good.

I'm hungry.

Sue pushed me down.

I need to use the
bathroom.

I'm going to go
swimming.

Can I sit over there?

I like playing video
games.

I'm scared.

I'm sleepy.

He's being mean.

She hit me.

I want to take a bath.

Have you seen my
shoes?

I like baseball.

He's laughing at me.

"Picture This" Choice Strips – cut these out

I need a drink.

I don't feel good.

I'm hungry.

She pulled my hair.

I need to use the
bathroom.

I need scissors and
a glue stick.

I want pretzels and
peanut butter.

I like watching
television.

I'm scared.

I'm sleepy.

He's being mean.

She hit me.

I want to draw with
crayons.

I like raisins.

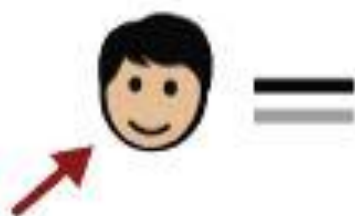
I want a puzzle.

I want more.

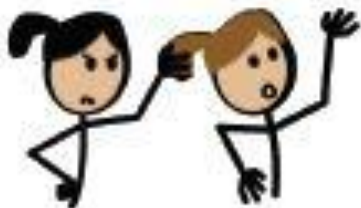
"Blind Drawing" Choice Strips –cut these out

Draw a house.	Draw a happy face.
Draw a stick person.	Draw a sad face.
Draw a flower.	Draw a rainbow.
Draw a butterfly.	Draw a car.
Draw a tree.	Draw a dog.
Draw a cat.	Draw your favorite thing.
Draw your choice.	Draw your choice.
Draw the U.S. flag.	Draw a bug.

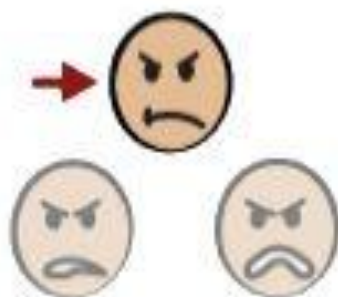
He



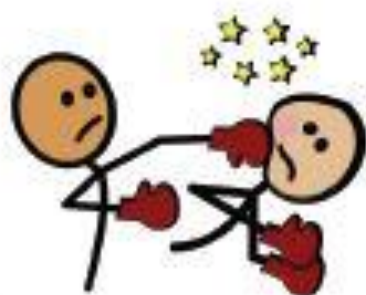
pulled hair



mean



hit



glue stick



scissors



draw



crayons



bathroom



T.V.



like



scared



puzzle



hungry



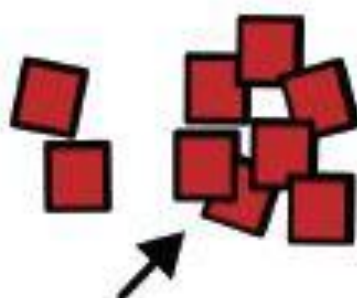
peanut butter



pretzel



more



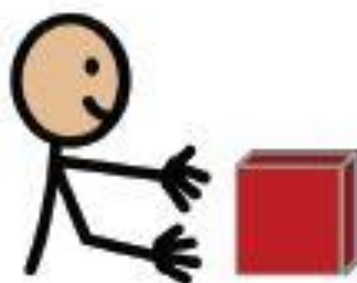
raisins



drink



want



I



I



sleepy



sick



MIXED UP

Read this story to understand what it might feel like to have a reading learning disability.

Ny Mew Friemb

Yesterbay I net a wen friend. Her nane is Karem. Most beople would thimk of Karem as deing differemt. She rebeats a lot of worbs she hears and makes fummy dody jesturse sonetines. This is decause Karem has a bisability callbe Autism that makse her bo these things. Dut I thimk Karem is just like me. She likes to blay the sane thimgs I like to blay. She evem likes the sane somgs as I like! We nust have sanj and dancde for oer an hour! We hab so nuch fum! I am so habby I net Karem. I really like ny wen friemb.

(To see what the story should look like, turn your paper upside down.)

My New Friend

Yesterday I met a new friend. Her name is Karen. Most people would think of Karen as being different. She repeats a lot of words she hears and makes funny body gestures sometimes. This is because Karen has a disability called Autism that makes her do these things. But I think Karen is just like me. She likes to play the same things I like to play. She even likes the same songs as I like! We must have sang and danced for over an hour! We had so much fun! I am so happy I met Karen. I really like my new friend.

Brain Scatter- Try reading the color, not the word.

YELLOW

BLUE

ORANGE

BLACK

RED

GREEN

PURPLE

YELLOW

RED

BLUE

ORANGE

BLACK

GREEN

PURPLE

YELLOW

Name: _____

Date: _____

Braille Name Tag

Braille is a way to read with your fingers instead of your eyes. You read with touch instead of sight. Each braille letter is made up of raised dots. Below is the braille alphabet. The filled-in dots represent raised dots.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Fill in the dots to write your name in braille.

My name is

○○ ○○ ○○ ○○ ○○ ○○ ○○
 ○○ ○○ ○○ ○○ ○○ ○○ ○○
 ○○ ○○ ○○ ○○ ○○ ○○ ○○