

## National Inclusive Schools Week Campaign – December 3-7, 2018

### Celebrating Differing Abilities

#### Suggested School / Classroom Activities List

##### **Classroom-based or School-wide**

Design a classroom or school mural to depict students' perception of what an inclusive school and community look like.

Ask students to create Inclusive Schools Week cards stating why they like being a part of an inclusive school.

Ask students to contribute to a list of "What makes our School Inclusive?" Place a large bin in a common area of the school and have students write their ideas on paper and drop into the bin. When the count reaches 100 choose some of the contributions to share with the students during an assembly. Give prizes (e.g., pencils and posters) to the students whose ideas were chosen.

Implement a slogan contest: "I feel included when . . ." or "I feel included because . . ."

Invite a guest speaker with a disability to speak about his or her experiences.

Consider inviting previous students, graduates, or community self-advocates.

Plan an assembly for the entire school.

Consider: Bluesky Puppets Theatre, Barefoot Puppets, Kids on the Block, Baltimore Improv Company, People on the Go of Maryland

Create art projects, such as "I am special" or "Great things happen in inclusive schools" buttons that the students can wear during the Inclusive Schools Week.

Have a poster contest and/or essay contest using the theme "Great things happen in inclusive schools." Display the art and literature work throughout the school and community.

Offer a parent workshop on topics related to disabilities and inclusion.

Promote Inclusive Schools Week via the parent newsletter and school marquis.

## **Classroom-based**

Have students develop a list of the variety of ways that people can communicate. Help them expand the list by discussing different forms of communication, including sign languages, foreign languages, assistive technology devices, etc.

Develop a morning greeting routine so that all children, including those with disabilities and English Language Learners, have the opportunity to communicate with each other at the beginning of the day.

Use morning circle time or community circle time to discuss disabilities and the importance of inclusion in our schools and communities.

Ask students to write about a time that they didn't feel included in a group. Talk about how it made them feel. Ask them how their experiences relate to anyone who is perceived as different and what challenges they might face in a school setting.

Encourage students to write to Congress or a local elected official about inclusive education issues that concern them.

Assign students an essay asking them to describe how to be a good friend. Have students share their thoughts on kindness, acceptance, and friendship.

## **Teachers**

Consider the organization of your classroom—does it accommodate diverse learners? Consider lighting, placement of furniture, distracting/over-stimulating room decorations, proximity of workspace to distractions, seating arrangement, seating sizes and types (chair v. yoga ball v. standing area), availability of a broad range of materials and manipulatives.

Provide accommodations for all children in the class, not only those with disabilities. For example, during a pre-school circle time make adaptive chairs and positioning equipment available to all of the students whether they require the adaptation or not.

Label items in the classroom with pictures, object cues, Braille, or any other symbol system that will support the students in the classroom.