

## *Extra Resources*

At Kinetic Kids we know inclusion is so much more than just physical access across barriers but also the attitudes of each and every person towards those with a disability. The activities and resources listed below are designed to be a fun and enlightening way for students to consider the experiences of those who have disabilities and to promote a more inclusive and understanding attitude.

### Physical Disabilities

There are a large variety of physical disabilities, ranging from mild to severe. And many people may have more than one disability. See below for more activities to simulate some of the challenges those with physical disabilities may face!

#### Activity 1 – In a Wheelchair

Borrow a wheelchair from a from your school nurse. Have each student take a turn sitting in the chair and have them try different activities.

- Going from one part of the building to another, pushing it on their own, try when the hall is empty and when its busy with people.
- Going through the lunch line
- Getting a book from the top shelf in the library
- Playing a game at recess or in PE class.
- Going to the bathroom
- Going through doors to get to different parts of school
- Being in a group with everyone else who is standing up and not in wheelchairs

Discuss how being in a wheelchair felt. What could have made things better?

Students in wheelchairs are often left out of games or PE or given the job of keeping score. Discuss how this would feel.

No one likes to feel helpless or be treated as if they are. If you see someone in a wheelchair, don't just do things for them. Be sure to ask them if they want help first.

## Activity 2 – Using One Hand

Have students try different activities using only one hand. Examples of activities include:

- Tying their shoes
- Opening a jar that has a screw on lid
- Playing a game of catch
- Holding a stack of papers and handing them out one at a time to class members
- Painting
- Eating a banana or snack

### Discussion:

- What problems did the group experience?
- What if they couldn't have used either of their hands?
- What would have made it easier?

## Autism

Autism is a developmental disability, but the cause is unknown. Autism affects how a person's brain works, but not all people with autism are affected the same way. When a person has autism, they may have problems:

- Letting you know what they want
- Understanding what other people say or want
- Ignoring sounds
- Ignoring lights
- Being touched
- Understanding social rules
- Showing affection
- Controlling their feelings
- Knowing how to play with other kids
- Dealing with changes

Autism is a wide-ranging disorder, that means that not everyone with autism has all the same problems. One person may have three of the problems listed while another person has only one. Some people with autism struggle to learn. Other people with autism are very smart and can do complicated math when they are 3 years old. Some people with autism have trouble being touched while others like to hug.

Many people with autism like to do things in the same order all the time and have things arranged the same way. This helps them stay calm. Other people with autism have a very hard time ignoring noises, especially if they are upset or in a new situation. They may try to calm themselves by rocking, moaning, talking loudly or even screaming. The moaning, talking or screaming helps them drown out

the other noises so they can calm down. They may also try to go under a desk or in a small, dark place where they feel safer.

### **Activity 1 – Autism Simulation**

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises that most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal.

One student in each group will play the part of someone with autism. The other 4 people each have different jobs.

- Person #1 – You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.
- Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You don't need to rub hard but keep doing it over and over.
- Person #3- Grab any book, lean in close to person #1 and read in a loud voice the entire time.
- Person #4- Pat person #1 on the head and shoulder the entire time.
- Person #5- Using a normal voice, read a paragraph to person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss the activity. How did it feel to have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

### **Activity 2 – Looking After Louis**

Click the link listed below to hear Mrs. Moodie, as she reads us a story about a boy named Louis. Louis has autism, but he has many things about him that are just like his classmates. Listen to Louis' story to hear how we can be good friends and classmates to those whose needs may be different than ours!

<https://youtu.be/cMeefEK7C1k>

# Visual Impairment

Visual impairments include being near sighted, far sighted or even total blindness. Dependent on the severity, some can be helped by using glasses, but others can't.

## Activity 1- Blindness

You will need 2 students for this activity, one to be a guide and another to be the blind student. The guides job is going to be helping the student come into the room and go to the empty chair without running into anything. BUT the room will be rearranged before the student and guide come in.

Place the blindfold on the student who is being guided and make sure they can't see through. Then send them out into the hall while the rest rearrange the room and place the empty chair.

**NOTE:** many guides will just try and push the person around until they find the empty seat, resulting in hitting things around the room. If they do this, talk about how they could have described the path to the person, stating "look out" or "stop" at obstacles. If you have an exceptional guide during the activity who already does this, use it as a way to talk about why their method was successful. If they didn't do it this way talk about how they could be more successful.

### Discuss:

- Did the guide do a good job?
- How would it feel to be the blind person being dragged or pushed?
- What would be more helpful than saying look out? Or pushing them around?
- How did the 2 volunteers feel?
- Discuss other possible visual impairments and how the class could be helpful to those individuals.
- Remind students to always ask before helping out of respect for their peers.

# Hearing Impairments

## Activity 1 – No Hearing

### You will need:

- A pair of foam ear plugs for each student
- A radio, TV, fan or anything that can make "white noise", making it harder to hear

Have the students place the earplugs in their ears then turn on the white noise. Begin reading a long article or book. Read quickly in a soft voice, running words together and pausing at odd intervals. Ask the students questions about the content you were reading, continuing to use a mumbling voice and speaking quickly.

Have the students remove their earplugs, turn off the white noise and discuss how it made them feel when they weren't able to hear clearly.

## **Activity 2 – Lip Reading**

Divide the class into pairs. One person from each pair is A, and the other is B. Give them the relevant instructions (on page 7) and briefly explain the exercise. They should not see each other's instructions.

Have them take turns lipreading, while their partner "reads" (moving their lips but making no sounds) a list of words or sentences.

In their pairs they should:

- Only "say" each word or phrase only once
- Go through the whole exercise before they tell each other the answers
- When they finish, discuss what they learned about lip reading and return to the main group to share their thoughts

### **Discussion:**

Ask questions like:

- How successful were you at lip reading?
- What helped make lip reading easier?
- What does that show about lip reading?

### **Points about lipreading:**

- Lipreading is NOT easy and requires a lot of guessing
- Most people can lip read a little
- Some people are better at it than others
- some people are easier to lip read than others
- it is impossible to lip read unless you can clearly see the mouth and face of the person talking
- some words actually look alike on the lips, so single words are difficult to lip read.
- It can help if you know the topic

### **Tips to make lipreading easier:**

- The person speaking can be seen by the lipreader
- The speaker's mouth, jaw and eyes must be clearly visible
- Use sentences rather than single words
- Give clues to the subject
- Speak slower than usual. Keeping the normal rhythm of speech
- Speak clearly (but don't exaggerate mouth movements)

## In Person Discovering Disabilities Day

Would you like your whole elementary school to be able to experience our Discovering Disabilities Day firsthand? Contact us to schedule an in person Discovering Disabilities Day at your elementary school in or around the San Antonio area! At interactive stations your students will be given the chance to experience life with different disabilities and help to promote awareness and inclusion in your community.

Contact us at: [info@kinetickidstx.org](mailto:info@kinetickidstx.org)  
210-748-5860

## Instructions for Person A

**Don't** let your partner see this page!

Read the following list of words – moving your mouth but making NO sounds and without moving your hands. Say each word only once. After each word, give your partner time to write down the word.

**Word List:** ship, Jim, chimp, punk, mud, bun, jeer, cheer, jib, chip

Now your partner will do the same for you but with a different list of words. Write down what you think was said.

Next, read the sentences below to your partner. Move your mouth but make NO sounds and don't move your hands. Say each sentence only once. Give your partner time to write each one down.

### Sentences:

- Would you like tea or coffee?
- Do you take sugar?
- Here's the milk for your cereal.
- Would you like more toast?
- Do you prefer jam or peanut butter?
- Would you like some eggs?

Now your partner will do the same for you with different sentences. Write down what you think was said.

Now tell your partner (really talking!) that you will read sentences about breakfast. Now silently (moving your mouth but making no sounds) read the sentences, again. This time you can use your hands if you want. Give your partner time to write.

Now your partner will tell you a clue and then silently read their sentences again. Write down the sentences.

## Instructions for Person B

**Don't** let your partner see this page!

Your partner will say a list of words to you. Try to lip read your partner and write each word down.

Then read the following list of words to your partner – moving your mouth but making NO sounds and without moving your hands. Say each word only once. After each word, give your partner time to write down the word.

**Word list:** bad, man, pat, bat, sheep, cheese, tea, she, pound, mount

Now your partner will read you some sentences. Write down what you think was said.

Next, read the sentences below to your partner. Move your mouth but make NO sounds and don't move your hands. Say each sentence only once. Give your partner time to write.

### Sentences:

- It looks a bit cloudy.
- It might be quite hot.
- I think we're in for a storm.
- It looks like the wind's getting up.
- It looks like we're in for a good day.

Now your partner will tell you (out loud) a clue. Then they will read sentences and may use hand gestures. Write down what you think was said.

This time tell your partner (really talking) that you will read sentences about the weather. Now silently (moving your mouth but making NO sounds) read the sentences again, this time using your hands if you want. Give your partner time to write.

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*Show each other the words and sentences you read. Check out how many you got right each time. What did you learn about lip reading?*

# discovering DISABILITIES

EDUCATING & ENLIGHTENING PEERS



## Dear parents,

While your students will momentarily experience what it feels like to have a special need, many children and adults live with disabilities for their entire lives and are often misunderstood.

Two keys to acceptance and integration are education and exposure...and there is no better place to start than home. The more you discuss disabilities in your home, the more readily your children will accept their peers with disabilities into their lives. Use the talking points to spark conversations.



Use hands-on experiences to raise awareness of the variety of 'differently-abled' individuals in our schools, families and community

## 28%

of US households are impacted by special needs

## 7 DIFFERENT DISABILITIES INTRODUCED

vision  
hearing  
autism  
gross motor delays  
fine motor delays  
head injuries  
prosthetics

## 190,000

Bexar Co. residents have a special need

## TALKING POINTS

- Everyone is differently-abled. Some kids are great artists, some can hardly draw a stick figure. Some children need a wheelchair, others do not. Encourage children to find something in others they admire and focus on what others do well.
- Teach children to focus on what they have in common with peers like sports teams, movies or books.
- Educate yourself and your family about different disabilities so your children are not afraid of approaching people who are differently-abled.
- Always address the person first: "child with a disability" not "disabled child"
- Other acceptable terminology: person with physical disability, person with cognitive impairment, person with fine motor or gross motor delays.
- When referencing a person with an intellectual disability it is inappropriate to use "retarded" or "mentally retarded." Discourage your children from taunting anyone (differently-abled or not) using those terms.
- Resist saying a person with a prosthetic limb has a "fake" arm or leg.
- A person uses a wheelchair for mobility instead of "wheelchair-bound."



## References

Adcock, Bev. "Disability Awareness Activity Packet". DVUSD Special Education.

<https://hiehelpcenter.org/disability-awareness-class-lessons/life-in-a-wheelchair.html>

<https://www.kinetickidstx.org/about-us/outreach/>