Youth Education Curriculum
Guide for Disability Awareness, Inclusion, &
Etiquette

PreK-12

North Dakota Center for Person with Disabilities

NDCPD is a University Center of Excellence
in Developmental Disabilities, Education, Research and Service

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The North Dakota Center for Persons with Disabilities has many other related resources. For more information please contact the Dissemination Coordinator at 1-800-233-1737.

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Introduction

The purpose of Youth Education Campaign Curriculum is to increase awareness and promote positive perceptions of individuals with disabilities. The curriculum guide is a collection of activities which provides opportunity to teach awareness about disabilities, inclusive lessons, anti-bully activities, and lessons regarding etiquette.

These scripted fun activities, lessons, opportunities to integrate literature, and technology resources will provide short introductory lessons to topics which will benefit individuals with and without disabilities.

The following guide includes a Youth Education Curriculum with a Table of Contents, scripted age-appropriate lessons and activities, booklists, technology resources, handouts, and supplemental activities.
Guide for Disability Awareness, Inclusion, & Etiquette

Grades PreK-2

Introduction: The following curriculum is designed to teach students in grades PreK-2 about disabilities. It is broken into three sections: Foundation, Inclusion, and Etiquette. Each section provides a suggested script and an activity for students. All three sections can be covered in a 30-minute block; however, could be extended if you'd like to go more in-depth. *This content and the activities may be manipulated and adapted to fit your needs.*

Foundation

The purpose of this section is to introduce the students to the basics of disabilities. Let there be open discussion among the students.

Teacher Script: Does anyone know what a disability is? *Let students respond.* A person with a disability may need some help to be able to do the same things as you. For example, do you know anyone who wears glasses? *Wait for students to nod or say yes.* Some people need to wear glasses so they can see well. Have you seen someone use a wheelchair or a cane? *Wait for students to nod or say yes.* Sometimes people need these things to help them get to different places a little easier.

Activity: Things that Help Us → Ask the students "Can you think of other things people use to help make things easier to do?" *Let there be an open discussion for 1-2 minutes.* Ask each student to share one thing that they need help with and write it on the board. *Let students discuss what they think other people need help with as well.* Brainstorm ideas on how they could help the situation or activity so everyone can participate. *Ex: Reaching the sink in the bathroom. Fix: Putting a stool in the bathroom to help everyone reach the sink.*

For further emphasis, read the book *What Do You Do With a Tail Like This?* (Caldecott Honor Book) by Steve Jenkins and Robin Page. Afterwards, discuss with the students about how the animals used each body part differently to help themselves, then about how people also need to use different things to help themselves be successful.

Activity: Apple Basket → Tell the students, “Everyone is unique and special in their own way, and even though we all may look a little different on the outside; we have thoughts, feelings, likes, dislikes, and talents.” Take a basket full of a variety of apples and pass one out to each student. Some would be red, some green, some yellow, some mixed colors, some bruised, some scratched, and some
spotted. Then explain that even though they all look different, they are still apples. In the same way that every person looks different, we are all more alike than different. The teacher then peels away the apple’s skin of a few of the different-looking apples to expose what is underneath. <Students observe that even though the apples looked different on the outside, on the inside they were all the same, just like people.> Read the book *We’re Different, We’re the Same (Sesame Street)* by Bobbi Kate illustrated by Joe Mathieu.

“Apple Basket” was developed by a Minot State University Disability Studies student.

**Activity: M & M Jars** → Present the students with two jars of M&Ms: one filled with only one color of M&Ms and one filled with multi-colored M&Ms. Discuss how the M&Ms are alike and different. Focus on the ways that make them the same. Discuss how we are all alike even if we look different on the outside.

**Activity: Snowflakes** → See “Snowflakes” Handout in appendix section. Have students use finger paints to make finger prints on tips of the snowflake. Fingerprints are unique and individualized. Have students complete the “My favorite thing to do in the snow is...” on the handout. The student can fill in the blank with pictures and/or words. Have the students share with their classmates (either whole class or smaller groups) what their favorite way to play in the snow is individually. Then as a whole group, students share with teacher what the other student’s favorite activities are, including child/children with disabilities. To wrap up, “We are all different like snowflakes. Some of us like the same activities and some different activities.”

“Snowflakes” was developed by a Minot State University Disability Studies student.

**Inclusion**

The purpose of this section is to talk about the importance of inclusion. Inclusion can be defined as “a person or thing that is included within a larger group or structure”.

**Teacher Script:** Do you know what it means to be included? <Let the students respond.> Have you ever had your friend or brother or sister try not to include you in their activity? <Let the students respond.> Did you feel left out? It’s very important that we are kind and caring to everyone. Even if you don’t care for someone very much, we should treat everyone respectfully.

**Activity: Crayons** → Read the story *The Crayon Box that Talked* by Shane Derolf illustrated by Michael Letzig. Afterwards, talk about how all the crayons are needed to fill the box, meaning we are all alike, and we are all different in many ways, but we are all needed and respected even though some of us may move around differently, speak differently, or learn differently than others. Give each student a “Crayons” Handout in appendix section and have the students color it the way they want. Display the crayons on the wall to highlight similarities and differences among the crayons.

“Crayons” was developed by a Minot State University Disability Studies student.
Etiquette

The purpose of this section is to talk about treating people with kindness and consideration, respect and honesty, and being aware of how our actions affect those around us.

Teacher Script: A smile or a kind word can go a long way. How does it make you feel when people say or do nice things for you? <Let the students discuss for 1-2 minutes.> Ask students to give examples of nice words to say to people. <Let students brainstorm.>

Activity: Circle of Kindness → Using the “Circle of Kindness” Handout in appendix section, give each student a copy and have them write their name nice and big in the center. Make sure the students have something hard to write on, such as a notebook and have them sit in a circle. Have the students pass their paper to the person on their right. Instruct the students to write something nice about the student on their piece of paper. Have the students continue passing the paper to the right and each student writing on their peers’ papers. By the time the student receives his/her paper back, all of their classmates will have written something good about them.

Grades 3-5

Introduction: The following curriculum is designed to teach students in grades 3-5 about disabilities. It is broken into three sections: Foundation, Inclusion, and Etiquette. Each section provides a suggested script and an activity for students. All three sections can be covered in a 30-minute block; however, could be extended if you’d like to go more in-depth. <This content and the activities may be manipulated and adapted to fit your needs.>

Foundation

The purpose of this section is to introduce the students to the basics of disabilities. Let there be open discussion among the students.

Teacher Script: Does anyone know what a disability is? <Let students respond>. A person with a disability may need some help to be able to do the same things as you. For example, do you know anyone who wears glasses? <Wait for students to nod or say yes>. Some people need to wear glasses so they can see well. Have you seen someone use a wheelchair or a cane? <Wait for students to nod or say yes>. Sometimes people need these things to help them get to different places a little easier.

Activity: Things that Help Us → Ask the students “Can you think of other things people use to help make things easier to do?” <Let there be an open discussion for 1-2 minutes>.

Teacher Script: There are disabilities we can see, but some disabilities we cannot see. Some people have learning disabilities. A learning disability means the brain processes information differently.
People with learning disabilities can achieve just as much or even more than someone without a learning disability. A learning disability can mean that someone has trouble with reading or writing. Have you heard of Dyslexia? <Let students respond.> Dyslexia is a common disability that makes reading difficult. Have you ever heard of Tom Cruise or Tommy Hilfiger? How about Jay Leno or Albert Einstein? All of these famous and successful people are people with a learning disability.

**Activity: Famous People Search** → Have students search the internet for a famous person with a disability. Have them write a paragraph or a paper about the person’s accomplishments and what their disability is. You can have the students share about their famous person with the whole class or break into smaller groups.

**Inclusion**

The purpose of this section is to talk about the importance of inclusion. Inclusion can be defined as “a person or thing that is included within a larger group or structure”.

**Teacher Script:** Do you know what it means to be included? *<Let the students respond.* Have you ever had your friend or brother or sister try not to include you in their activity? *<Let the students respond.* Did you feel left out? It’s very important that we are kind and caring to everyone. Even if you don’t care for someone very much, we should treat everyone respectfully.

**Activity: Human Knot** → Have the students stand in a circle. Have them put out their right hand and take the hand of someone else that is not next to them. Then have them put out their left hand and take the hand of someone else that is not next to them. Have the students work together to untie the knot. Students cannot let go of each other’s hands (unless someone might get hurt). Afterwards, discuss with students how they had to work together as a team and needed to include everyone to be successful. If the students had difficulty “untying” the knot, have them identify ideas that could have helped improve the outcome.

**Activity: Puzzle Piece** → Give each student a puzzle piece from the same puzzle. Instruct the students to discuss the similarities of the puzzle pieces even though they look different. *<Let students respond.* Have the students work together to complete the puzzle. While the students are working on the puzzle, talk about how if even one piece is missing, the puzzle cannot be complete.

**Teacher Script:** Just like the puzzle pieces you are holding, each and every one of them is unique, but at the same time, each and every one of them is alike in their purpose: to contribute to this class (to this school, this community, and this world) in their own unique way. We are equally important, and therefore, deserve to be treated equally as well.

*“Puzzle Piece” was developed by a Minot State University Disability Studies student.*
Etiquette

The purpose of this section is to talk about treating people with kindness and consideration, respect and honesty, and being aware of how our actions affect those around us.

Teacher Script: A smile or a kind word can go a long way. How does it make you feel when people say or do nice things for you? <Let the students discuss for 1-2 minutes.> Ask students to give examples of nice words we say to people. <Let students brainstorm.>

Activity: Circle of Kindness ➔ Using the “Circle of Kindness” Handout in appendix section, give each student a copy and have them write their name nice and big in the center. Make sure the students have something hard to write on, such as a notebook and have them sit in a circle. Have the students pass their paper to the person on their right. Instruct the students to write something nice about the student on their piece of paper. Have the students continue passing the paper to the right and each student writing on their peers’ papers. By the time the student receives his/her paper back, all of their classmates will have written something good about them.

Activity: Ten Tips for Kids ➔ Watch Ten Tips for Kids: Disability Etiquette CD published by NDCPD. Discuss the movie. After watching the movie, have students create etiquette poster which include the “Ten Tips” learned to display around classroom and/or school. Each poster could include one tip or a list of all ten tips.

Grades 6-8

Introduction: The following curriculum is designed to teach students in grades 6-8 about disabilities. It is broken into three sections: Foundation, Inclusion, and Etiquette. Each section provides a suggested script and an activity for students. All three sections can be covered in a 30-minute block; however, could be extended if you’d like to go more in-depth. <This content and the activities may be manipulated and adapted to fit your needs.>

Foundation

The purpose of this section is to introduce the students to the basics of disabilities. Let there be open discussion among the students.

Teacher Script: About 1 in 5 people have some sort of disability. What does having a disability mean to you? <Have an open class discussion. Prompt the students to discuss disabilities you can see and disabilities you can’t see.> Physical disabilities are disabilities we can see. A physical disability could be one in which someone has difficulty moving around, difficulty hearing, or difficulty seeing. Some disabilities we cannot see include learning disabilities. A learning disability means the brain processes information differently. A learning disability has nothing to do with how smart a person is. People with learning disabilities can achieve just as much or even more than someone without a
learning disability. In fact, many famous people have disabilities. *Choose one or both of the activities below.*

**Activity: Famous People Quiz** ➔ Have students take the “Famous People Quiz” *Handout in appendix section.* This could be a pretest/posttest activity. Correct together. Then discuss their thoughts and reactions afterwards.

**Activity: Famous People Report** ➔ Break up the students into groups of 3-4. Have them use the internet to research a famous person with disabilities. Have the groups write a one-page report and to present the information to the class or in power point presentation.

**Inclusion**

The purpose of this section is to talk about the importance of inclusion. Inclusion can be defined as “a person or thing that is included within a larger group or structure”.

**Teacher Script:** What is inclusion? <Let the students respond.> Now that you are getting older and are becoming involved in more activities, you are probably establishing a group of friends. It is important to be a good friend, even to people who are not in your group. Can you tell me what bullying is? <Let the students respond.> How do you know if someone is a bully? <Write down the students’ ideas on a board for everyone to see.> What should we do if we know someone is being bullied? <Let the students respond.> Bullying is different than conflict but often gets confused with conflict. Bullying is a repeated, unwanted and negative action or actions toward an individual. Bullies often pick victims that are perceived as being inferior in some way.

Bullying usually takes form in one of these 4 types:

1. **Verbal:** name calling, teasing, racial comments, sarcasm, rumors, mean spirited comments, intimidation
2. **Social:** mobbing, excluding, humiliating, using graffiti aimed at others, putdowns
3. **Physical:** unwanted touching, hitting, spitting, tripping, shoving, pushing, being aggressive
4. **Cyber:** similar to verbal bullying but is done online or through texting

Bullying Worksheets:


*Choose one or both of the activities below.*

**Activity: Bully Skit** ➔ Divide the students into 3 or 4 groups. Have the students develop and act out a skit about preventing bullying.

**Teacher Script:** Great job on your skits! *This is a time to reflect where students may want to share their experiences and talk about related scenarios.*
Activity: Bully Quiz → Have students visit [http://www.girlshealth.gov/bullying/quizzes/quiz.bullying.cfm](http://www.girlshealth.gov/bullying/quizzes/quiz.bullying.cfm). They can take an online quiz to find out if they are a bully or if they have been bullied. After taking the quiz, have them search through the web site and write a short paper on what they learned about bullying and ways they plan to take action regarding bullying.

Activity: Puppet Show → Have students perform the puppet show in the Supplemental section “I am Who I am, You Are Who Are” Written by Molly Hehn, Lindy Beyer and Dianna Denault to younger audience. “Puppet Show” was presented by a North Dakota Developmental Center resident to Grafton Schools in Spring 2013.

Activity: Beach Ball Game → Have the students form a circle in the gym or outside and join the circle. Start off by holding a beach ball. Tell the students “Everyone is good at something, and everyone has something that they need help with. For example, I am good at <name one of your strengths>, but I need help with <share something you need help with>.” Roll or throw the ball to an identified student, then have that student shares one strength and one weakness. That student then passes to an identified classmate to share one strength and one weakness. Keep passing the ball until all classmates have shared their one strength and one weakness. Afterward, pair up the students to discuss how they could help each other out. Then have each pair share with the whole group what ideas they discussed.

Teacher Script: “Everyone is different and has strengths and weaknesses. You guys have great ideas for helping each other.”

“Beach Ball Game” was developed by a Minot State University Disability Studies student.

Etiquette

The purpose of this section is to talk about treating people with kindness and consideration, respect and honesty, and being aware of how our actions affect those around us.

Teacher Script: It is important to remember that all people are people, and people with disabilities are people first. A person is not defined by their hair color, their skin color, their height, their weight, or their disability. All people should be treated with respect. How can you show people respect? <Let the students discuss for 1-2 minutes.>

Talk about “People First” [https://www.disabilityisnatural.com/people-first-language.html](https://www.disabilityisnatural.com/people-first-language.html)

Activity: Etiquette Poster → Break students into groups of 3-4. Have the groups create a poster with etiquette tips on how to treat all people with respect. Provide poster board and markers.
Grades 9-12

**Introduction:** The following curriculum is designed to teach students in grade 9-12 about disabilities. It is broken into three sections: Foundation, Inclusion, and Etiquette. Each section provides a suggested script and an activity for students. All three sections can be covered in a 30-minute block however could be extended if you’d like to go more in-depth. *This content and the activities may be manipulated and adapted to fit your needs.*

**Foundation**

The purpose of this section is to introduce the students to the basics of disabilities. Let there be open discussion among the students. It is recommended to spend up to five minutes on this section.

**Teacher Script:** About 1 in 5 people have some sort of disability. What does having a disability mean to you? *Have an open class discussion.* There are several types of disabilities; not always visible: physical disabilities, learning disabilities, intellectual disabilities or developmental disabilities. Physical disabilities are disabilities we can see. A physical disability could be one in which someone has difficulty moving around, difficulty hearing, or difficulty seeing. Some disabilities we cannot see include learning disabilities. A learning disability means the brain processes information differently. A learning disability has nothing to do with how smart a person is. People with learning disabilities can achieve just as much or even more than someone without a learning disability. In fact, many famous people have disabilities. *Choose one or both of the activities below.*

**Activity:** Famous People Quiz ➔ Have students take the “Famous People Quiz” found in the Handout section. This could be a pretest/posttest activity. Correct together. Then discuss their thoughts and reactions afterwards.

**Activity:** Famous People Report ➔ Have students use the internet to research a famous person with disabilities. Have the students write a two-page report and present the information to the class or with other grade levels. Students could present using a slideshow presentation or other media.

**Inclusion**

The purpose of this section is to talk about the importance of inclusion. Inclusion can be defined as “a person or thing that is included within a larger group or structure”.

**Teacher Script:** What is inclusion? *Let the students respond.* If you could talk to elementary students about this, what would you want them to know about inclusion? *Let the group brainstorm.* Have students provide examples of what they have noticed in their lives regarding inclusion, segregation, bullying, etc. What are ways can or should people foster inclusive environments? *Let students respond.*
Activity: Inclusion Skits → Divide the students into 3 or 4 groups. Have the students develop a skit on inclusion to be performed for elementary classrooms in your area. Help students contact elementary classrooms to schedule a classroom visit.

Activity: Puppet Show → Have students perform puppet show in the Supplemental section “I am Who I am, You Are Who Are” Written by Molly Hehn, Lindy Beyer and Dianna Denault to younger audience.

“Puppet Show” was presented by a North Dakota Developmental Center resident to Grafton Schools in Spring 2013.

Activity: Booklist Read Aloud → Have the students volunteer to read to an elementary classroom or to schedule a time to read at the public library or a local bookstore. Select a book from the book list to read aloud. At the end, the students can ask simple questions for discussion:

- Who was the story about it?
- What was the story about it?
- What kinds of problems did the main character have?
- How did the main character solve the problems?
- What did you learn from the story?

Etiquette

The purpose of this section is to talk about treating people with kindness and consideration, respect and honesty, and being aware of how our actions affect those around us.

Teacher Script: It is important to remember that all people are people, and people are people first. A person is not defined by their hair color, their skin color, their height, their weight, or their disability. All people should be treated with respect. How can you show people respect? <Let the students discuss.> Bullying is different than conflict but often gets confused with conflict. Bullying is a repeated, unwanted and negative action or actions toward an individual. Bullies often pick victims that are perceived as being inferior in some way.

Bullying usually takes form in one of these 4 types:

1. Verbal: name calling, teasing, racial comments, sarcasm, rumors, mean spirited comments, intimidate
2. Social: mobbing, excluding, humiliating, using graffiti aimed at others, putdowns
3. Physical: unwanted touching, hitting, spitting, tripping, shoving, pushing, being aggressive
4. Cyber: similar to verbal bullying but is done online or through texting

Activity: Disabilities in Media ➔ Provide students with a newspaper or magazine article about someone with a disability. Have students read the article and reflect in journal or discussion about the way the article portrays the person as “different”. Does the author focus on their disability? How could the article be re-written to be more positive? Hint: Imagine you are the person being talked about in the article—how do you feel about the way the article describes you? Find a similar article about a person with a disability and without a disability and compare the two (for example, a profile on a paralympian and a piece on an Olympian).

Activity: PSA Announcements ➔ Have students write a public service announcement (PSA) for the local radio station. Possible themes for the PSA include respect, inclusive communities, and bullying.
Booklist for PreK thru 2nd Grade

Books for Disability Awareness

- Don’t Call Me Special: A First Look at Disability by Pat Thomas, illustrated by Lesley Harker
- Friends at School by Rochelle Bunnett, illustrated by Matt Brown
- My Pal, Victor/Mi Amigo, Victor by Diane Gonzales Bertrand, illustrated by Diane Gonzales Bertrand and Robert Sweetland, and translated by Eida de la Vega
- A Very Special Critter by Gina Mayer, Mercer Mayer
- We’ll Paint the Octopus Red by Stephanie Stuve-Bodeen, illustrated by Pam Devito
- Ian’s Walk: A Story about Autism by Laurie Lears
- Why Does Izzy Cover Her Ears? Dealing with Sensory Overload by Jennifer Veenendall
- Oliver Onion: The Onion Who Learns to Accept and Be Himself by Diane Murrell
- What Do You Do With a Tail Like This? (Caldecott Honor Book) by Steve Jenkins, Robin Page
- Some Kids Use Wheelchairs (Understanding Differences) by Lola M. Schaefer
- Some Kids Are Blind (Understanding Differences) by Lola M. Schaefer
- Some Kids Are Deaf (Understanding Differences) by Lola M. Schaefer
- Some Kids Wear Leg Braces by Lola M. Schaefer
- My Buddy by Audrey Osofsky, illustrated by Ted Rand
- Zack Has Asthma (Like You Like Me) by Jillian Powell
- Don’t Laugh at Me by Steve Seskin and Allen Shamblin, illustrated by Glin Dibley
- Helen Keller by Pam Walker
- Christopher Reeve by Philip Abraham
- Albert & Lila by Rafik Schami
- Crickwing by Janell Cannon
- Pinduli by Janell Cannon
- Susan Laughs by Jeanne Willis, illustrated by Tony Ross

Books for Inclusion

- Chrysanthemum by Kevin Henkes
- The Rainbow Fish by Marcus Pfister
- Rainbow Fish and the Big Blue Whale by Marcus Pfister and J Alison James
- Rainbow Fish to the Rescue! by Marcus Pfister and J Alison James
- Rainbow Fish Discovers the Deep Sea by Marcus Pfister
- Just the Way You Are by Marcus Pfister
- One by Kathryn Otoshi
- Zero by Kathryn Otoshi
• Only One You by Linda Kranz
• I'm Here by Peter H. Reynolds
• Because Amelia Smiled by David Ezra Stein
• A Rainbow of Friends by P. K. Hallinan
• We're Different, We're the Same (Sesame Street) by Bobbi Kates, illustrated by Joe Mathieu
• Feathered Friends by Jeff Kaminsky, illustrated by Jeff Kaminsky
• Big Little Elephant by Valeri Gorbachev
• Whoever You Are by Mem Fox, illustrated by Leslie Staub
• Making Friends Is an Art! by Julia Cook, illustrated by Bridget Barnes
• First Day Jitters by Julie Danneberg
• What I Like About Me! by Allia Zobel Nolan, illustrated by Miki Sakamoto
• Marvelous Me: Inside and Out (All About Me) by Lisa Bullard, illustrated by Brandon Reibeling
• The Crayon Box that Talked by Shane Derolf, illustrated by Michael Letzig
• I Like Myself! by Karen Beaumont, illustrated by David Catrow
• Different Croaks for Different Folks by Midori Ochiai, illustrated by Hiroko Fujiwara
• Frog and Toad Together by Arnold Lobel
• Frog and Toad Are Friends by Arnold Lobel
• All Kinds of Friends, Even Green! by Ellen B. Senisi
• Leo the Late Bloomer by Robert Kraus
• Odd Boy Out: Young Albert Einstein by Don Brown
• ABC I Like Mel by Nancy Carlson
• We Can Do It! by Laura Dwight
• A Book of Hugs by Dave Ross, illustrated by Laura Rader

Books for Etiquette

• Bull B.E.A.N.S. by Julia Cook, illustrated by Anita DuFalla
• Stop Picking on Me by Pat Thomas, illustrated by Lesley Harker
• How Full Is Your Bucket? For Kids by Tom Rath, Mary Reckmeyer, illustrated by Maurie J. Manning
• One Smile by Cindy McKinley, illustrated by Mary Gregg Byrne
• Odd Velvet by Mary Whitcomb, illustrated by Tara Calahan King
• A Bad Case of Tattle Tongue by Julia Cook, illustrated by Anita DuFalla
• The Worst Day of My Life Ever! (Best Me I Can Be) by Julia Cook, illustrated by Kelsey De Weerc
• Personal Space Camp by Julia Cook, illustrated by Carrie Hartman
• Hands Are Not for Hitting (Best Behavior) by Martine Agassi Ph.D., illustrated by Marieka Heinlen
• The Juice Box Bully: Empowering Kids to Stand Up For Others by Bob Sornson, Maria Dismondy, illustrated by Kim Shaw
• My Secret Bully by Trudy Ludwig, illustrated by Abigail Marble
• Just Kidding by Trudy Ludwig, illustrated by Adam Gustavson
• Ella the Elegant: Elephant by Carmela D'Amico and Steven D'Amico
• The Gingerbread Doll by Susan Tews, illustrated by Megan Lloyd
• Mud Puddle by Robert N. Munsch, illustrated by Sami Suomalainen
• Ackamarackus: Julius Lester's Sumptuously Silly Fantastically Funny Fables by Julius Lester, illustrated by Emilie Chollat
• Starting Small - Teaching Tolerance in Preschool and the Early Grades by Vivian Gussin Paley
• The Way I Act by Steve Metzger, Illustrated by Janan Cain
• Accept and Value Each Person by Cheri J. Meiners M.Ed.
• Understand and Care by Cheri J. Meiners
• Be Polite and Kind by Cheri J. Meiners, Illustrated by Meredith Johnson
• Try and Stick with It (Learning To Get Along) by Cheri J. Meiners M.Ed.

Booklist for Grades 3-5

Books for Disability Awareness

• Dare To Dream!: 25 Extraordinary Lives by Sandra McLeod Humphrey
• Odd Boy Out: Young Albert Einstein by Don Brown
• Who Was Albert Einstein? by Jess Brallier and Robert Andrew Parker
• Albert Einstein: Young Thinker by Marie Hammontree
• Albert Einstein by Frieda Wishinsky
• Who Was Helen Keller? by Gare Thompson, illustrated by Nancy Harrison
• Helen Keller by Margaret Davidson, illustrated by Wendy Watson
• Louis Braille: The Boy Who Invented Books for the Blind by Margaret Davidson, illustrated by Janet Compere
• Girls Think of Everything: Stories of Ingenious Inventions by Women by Catherine Thimmesh, illustrated by Melissa Sweet
• Mistakes That Worked by Charlotte Jones, illustrated by John Obrien
• The Kid Who Invented the Popsicle: And Other Surprising Stories about Inventions by Don L. Wulffson
• It's Okay To Be Different by Todd Parr
• Keeping Up With Roo by Sharlee Glenn
• Amazingly... Alphie: Understanding and Accepting Different Ways of Being by Roz Esbin and Beverly Ransom
• Today I Feel Silly: And Other Moods That Make My Day by Jamie Lee Curtis, illustrated by Laura Cornell
• Susan Laughs by Jeanne Willis, illustrated by Tony Ross
• The Making of My Special Hand: Madison's Story by Jamee Riggio Heelan and Nicola Simmonds
• Zoom! by Robert Munsch
• Each Kindness by Jacqueline Woodson, illustrated by E. B. Lewis
• I Like Myself by Karen Beaumont, illustrated by David Catrow
• What's Wrong With Timmy? by Maria Shriver
• All About My Brother by Sarah Peralta
• First Star I See by Jaye Andras Caffrey, illustrated by Tracey L. Kane
• Josh: A Boy with Dyslexia by Caroline Janover, illustrated by Edward Epstein
• My Friend Has Autism (Friends With Disabilities) by Amanda Doering Tourville, illustrated by Kristin Sorra
• Thank You, Mr. Falker by Patricia Polacco
• Looking after Louis by Lesley Ely, illustrated by Polly Dunbar
• Because of Winn-Dixie by Kate DiCamillo
• Phoebe Flower's Adventures: Phoebe's Best Best Friend by Barbara Roberts
• In Jesse's Shoes by Beverly Lewis
• The Great Gilly Hopkins by Katherine Paterson
• Ian's Walk: A Story about Autism by Laurie Lears
• My Brother Charlie by Holly Robinson Peete, Ryan Elizabeth Peete and Shane Evans
• Why Does Izzy Cover Her Ears? Dealing with Sensory Overload by Jennifer Veenendall
• The Autism Acceptance Book: Being a Friend to Someone with Autism by Ellen Sabin
• I Am Utterly Unique: Celebrating the Strengths of Children with Asperger Syndrome and High-Functioning Autism by Elaine Marie Larson and Vivian Strand
• Different Like Me: My Book of Autism Heroes by Jennifer Elder, illustrated by Marc Thomas
• Oliver Onion: The Onion Who Learns to Accept and Be Himself by Diane Murrell
• Special People, Special Ways by Arlene Maguire, illustrated by Sheila Bailey
• Learning about Courage from the Life of Christopher Reeve by J. K. Kosek and Jane K. Kosek
• Beating the Odds: A Chapter Book by Mary Packard
• Writers by Shaun Hunter
• Rolling Along: The Story of Taylor and His Wheelchair by Jamee Riggio Heelan, illustrated by Nicola Simmonds
• Moses Goes to a Concert by Isaac Millman
• Nathan's Wish: A Story about Cerebral Palsy by Laurie Lears, illustrated by Stacey Schuett
• Special People, Special Ways by Arlene Maguire, illustrated by Sheila Bailey
• My Friend Isabelle by Eliza Woloson, illustrated by Bryan Gough
• The Alphabet War: A Story about Dyslexia by Diane Burton Robb and Gail Piazza
• My Brother, Matthew by Mary Thompson
• Be Good to Edie Lee by Virginia Fleming
• Spaceman by Jane Cutler
• The Creeps in Room 112 by Victoria Alexander Bennett
• Yellow Bird and Me (163rd Street Trilogy) by Joyce Hansen
• The Gift-Giver (163rd Street Trilogy) by Joyce Hansen
• One True Friend (163rd Street Trilogy) by Joyce Hansen
• Sahara Special by Esme Raji Codell
• The Girl Who Could Fly by Victoria Forester
• Hoot by Carl Hiaasen
• Because of Mr. Terupt by Rob Buyea
• The Survival Guide for Kids with LD by Gary L. Fisher, Ph.D.
• Wilma Jean the Worry Machine by Julia Cook, illustrated by Anita DuFalla

Books on Inclusion

• Friends to the End for Kids: The True Value of Friendship by Bradley Trevor Greive
• Living Without Limits: 10 Keys to Unlocking the Champion in You by Judy Siegle and Cindy Fahy
• Adalyn’s Clare by Kari Dunn Buron
• A is for Autism, F is for Friend by Joanna Keating-Velasco
• My Best Friend Will by Jamie Lowell and Tara Tuchel, M.S., CCD-SLP
• Jay Grows an Alien by Caroline Levine
• Affirmation Weaver: A Believe in Yourself Story, Designed to Help Children Boost Self-esteem While Decreasing Stress and Anxiety by Lori Lite
• Affirmation Weaver: A Believe in Yourself Story, Designed to Help Children Boost Self-esteem While Decreasing Stress and Anxiety by Lori Lite, illustrated by Max Stasuyk
• I Think, I Am: Teaching Kids the Power of Affirmations by Louise Hay and Kristina Tracy, illustrated by Manuela Schwarz
• Incredible You! 10 Ways to Let Your Greatness Shine Through by Dr. Wayne W. Dyer and Kristina Tracy, illustrated by Melanie Siegel
• Unstoppable Me!: 10 Ways to Soar Through Life by Dr. Wayne W. Dyer and Kristina Tracy, illustrated by Stacy Heller Budnick
• On My Way To A Happy Life by Deepak Chopra and Kristina Tracy
• Happy to Be Me!: A Kid Book about Self-Esteem by Christine Adams, Robert J. Butch and R. W. Alley
• What is a Friend? by Etan Boritzer and Jeff Vernon
• Incredible You! 10 Ways to Let Your Greatness Shine Through by Dr. Wayne W. Dyer
• Proud to Be You by Pamela Espeland and Elizabeth Verdicke
• Accept and Value Each Person by Cheri J. Meiners, M.Ed.
• The Survival Guide for Kids with LD by Gary L. Fisher, Ph.D.
• Wilma Jean the Worry Machine by Julia Cook, illustrated by Anita DuFalla
• A New Vision by Don Lavin
• I Will Be Your Friend: Songs and Activities for Young Peacemakers by Teaching Tolerance
• Cliques Just Don’t Make Cents! (Building Relationships) by Julia Cook, illustrated by Anita DuFalla

Books on Etiquette

• The Bully from the Black Lagoon by Mike Thaler, illustrated by Jared Lee
• Stop Picking On Me by Pat Thomas, illustrated by Lesley Harker
• How Full Is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer, illustrated by Maurie J. Manning
• One Smile by Cindy McKinley, illustrated by Mary Gregg Byrne
• Spaghetti in A Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy, illustrated by Kimberly Shaw-Peterson
• Odd Velvet by Mary Whitcomb, illustrated by Tara Calahan King
• The Juice Box Bully: Empowering Kids to Stand Up For Others by Bob Sornson and Maria Dismondy, illustrated by Kim Shaw
• Bully by Patricia Polacco
• My Secret Bully by Trudy Ludwig, illustrated by Abigail Marble
• Just Kidding by Trudy Ludwig, illustrated by Adam Gustavson
• Bully B.E.A.N.S. by Julia Cook, illustrated by Anita DuFalla
• It's Hard To Be a Verb! by Carrie Hartman
• Stephanie's Ponytail by Robert N. Munsch, illustrated by Michael Martchenko
• Dude, That's Rude! Get Some Manners by Pamela Espeland and Elizabeth Verdick

Booklist for Grades 6 thru 8

Disability Awareness

• Dare To Dream!: 25 Extraordinary Lives by Sandra McLeod Humphrey
• Kids with Courage: True Stories about Young People Making a Difference by Barbara A. Lewis
• Running on Dreams by Herb Heiman
• Albert Einstein by Frieda Wishinsky
• Helen Keller: A photographic story of a life by Leslie Garrett
• Helen Keller: The Story of My Life by Helen Keller, edited by Candace Ward
• Girls Think of Everything: Stories of Ingenious Inventions by Women by Catherine Thimmesh, illustrated by Melissa Sweet
• Mistakes That Worked by Charlotte Jones, illustrated by John Obrien
• The Kid Who Invented the Popsicle: And Other Surprising Stories about Inventions by Don L. Wulffson
• What's Wrong With Timmy? By Maria Shriver
• Autobiography of a Face by Lucy Grealy
• Ten Things Every Child with Autism Wishes You Knew by Ellen Notbohm
• Not My Boy!: A Father, A Son, and One Family's Journey with Autism by Rodney Peete and Danielle Morton
• In His Shoes - A Short Journey Through Autism by Joanna Keating-Velasco
• Extraordinary People with Disabilities by Deborah Kent and Kathryn A. Quinlan
• **Athletes With Disabilities** by Deborah Kent
• **Rolling Along: The Story of Taylor and His Wheelchair** by Jamee Riggio Heelan, illustrated by Nicola Simmonds

**Inclusion**

• **Loser** by Jerry Spinelli
• **Small Steps** by Louis Sachar
• **Freak the Mighty** by Rodman Philbrick
• **Niagara Falls or Does It? (Hank Zipzer)** by Henry Winkler
• **Sixth Grade Can Really Kill You** by Barthe Declements
• **The Westing Game** by Ellen Raskin
• **Dicey’s Song (The Tillerman Cycle)** by Cynthia Voigt
• **Homecoming (The Tillerman Series #1)** by Cynthia Voigt
• **A Solitary Blue (The Tillerman Series #3)** by Cynthia Voigt
• **The Runner (The Tillerman Series #4)** by Cynthia Voigt
• **Come a Stranger (The Tillerman Series #5)** by Cynthia Voigt
• **Sons from Afar (The Tillerman Series #6)** by Cynthia Voigt
• **Seventeen Against the Dealer (The Tillerman Series #7)** by Cynthia Voigt
• **The Moves Make the Man** by Bruce Brooks
• **One-Eyed Cat** by Paula Fox, illustrated by Erika Meltzer
• **Tangerine** by Edward Bloor
• **On My Honor** by Marion Dane Bauer
• **Truth & Beauty: A Friendship** by Ann Patchett
• **Al Capone Does My Shirts** by Gennifer Choldenko
• **Jackson Whole Wyoming** by Joan Clark
• **Joan Ann Drew Jackson** by Joan Clark
• **What Is a Friend?** by Etan Boritzer and Jeff Vernon
• **Friends to the End for Kids: The True Value of Friendship** by Bradley Trevor Greive
• **The Survival Guide for Teenagers with LD** by Rhoda Woods Cummings and Gary L. Fisher, Ph.D.
• **A New Vision** by Don Lavin
• **Ruby Holler** by Sharon Creech
• **My Thirteenth Winter: A Memoir** by Samantha Abeel

**Etiquette**

• **Dude, That’s Rude! Get Some Manners** by Pamela Espeland and Elizabeth Verdick
• **It’s Hard To Be a Verb!** by Carrie Hartman
Booklist for Grades 9 thru 12

Disability Awareness

- Helen Keller: The Story of My Life by Helen Keller, edited by Candace Ward
- The Last Chance Texaco by Brent Hartinger
- Ten Things Every Child with Autism Wishes You Knew by Ellen Notbohm
- Autism: An Inside-Out Approach: An Innovative Look at the 'Mechanics' of 'Autism' and its Developmental 'Cousins' by Donna Williams
- Born On A Blue Day, A Memoir of Asperger's and an Extraordinary Mind by Daniel Tammet
- Look Me in the Eye: My Life with Asperger's by John Elder Robinson
- Pretending to Be Normal: Living with Asperger's Syndrome by Liane Holliday Willey
- Thinking in Pictures by Temple Grandin
- Nobody Nowhere: The Remarkable Autobiography of an Autistic Girl by Donna Williams
- Somebody Somewhere: Breaking Free from the World of Autism by Donna Williams
- Like Colour to the Blind: Soul Searching and Soul Finding by Donna Williams
- Living Without Limits: 10 Keys to Unlocking the Champion in You by Judy Siegle and Cindy Fahy
- Running on Dreams by Herb Heiman
- In His Shoes - A Short Journey Through Autism by Joanna Keating-Velasco
- The Story of My Life by Helen Keller
- The World I Live In and Optimism: A Collection of Essays by Helen Keller

Inclusion

- Accept and Value Each Person by Cheri J. Meiners, M.Ed.
- What's Important? The Kids' Guide to Character and Ethics by Jeri Cipriano
- Now What? Moral Dilemmas that Build Character by R.E. Myers
- Character Building Day by Day: 180 Quick Read-Alouds for Elementary School And Home by Anne D. Mather

Etiquette

- 10-Minute Life Lessons for Kids: 52 Fun & Simple Games & Activities to Teach Kids by Jamie C. Miller
- Spaghetti in A Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy, illustrated by Kimberly Shaw-Peterson
- If You Had to C'hoose, What Would You Do by Sandra McLeod Humphrey and Brian Strassburg
- Bullying... Not in This School 40 Weeks of Bullying Prevention Activities by Jan Urbanski and Joan Reubens
Websites

Disability is Natural: http://www.disabilityisnatural.com/

All Kids Can: http://www.allkidscan.com/

U Can Do! http://www.ucando.org/

do2Learn: http://www.do2learn.com/

LD online: http://www.ldonline.org/kids

Circle of Friends: http://circleoffriends.org/

The Topic: Bullying: http://www.42explore2.com/bully.htm

Bullying Quiz: http://www.girlshealth.gov/bullying/quizzes/quiz.bullying.r.cfm

Kids Against Bullying: http://www.pacerkidsagainstbullying.org/#/home

Teens against Bullying: http://www.pacerteensagainstbullying.org/#/home

Tinsnips: http://www.tinsnips.org/

Museum of Disability History: http://museumofdisability.org/

Famous People with Disabilities: http://www.disabledworld.com/artman/publish/article_0060.shtml


Disability Social History Project: http://www.disabilityhistory.org/index.html

Tolerance: http://www.tolerance.org

Worksheetplace: http://worksheetplace.com/

Bullying Worksheets:

Yale-New Haven Teachers Institute:
http://teachersinstitute.yale.edu/curriculum/units/1997/4/97.04.02.x.html

The Iris Center: http://iris.peabody.vanderbilt.edu

ADL curriculum Connections: http://archive.adl.org/education/curriculum_connections/fall_2005/

North Dakota Center for Persons with Disabilities: http://www.ndcpd.org
Pathfinders Resource Library

Books

- **Starting Small - Teaching Tolerance in Preschool and the Early Grades** by Vivian Gussin Paley
  The vision of community that the early childhood classroom provides can color children's ideas and expectations about equity, cooperation and citizenship for a lifetime.

- **Helping The Child Who Doesn't Fit In**
  This book, and the research that supports it findings, represents that rare blending of important new scientific insights with practical applications. It brings us new ways of helping children learn a new language, rich in emotional meaning, and necessary for healthy interpersonal relationships.

- **The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations** by Brenda Myles, Melisa L. Trautman and Ronda L. Schelvan
  This remarkable guidebook is invaluable for helping persons with social-cognitive difficulties make sense of unspoken rules and expectations that govern how we interact with others in everyday life. In a well-written, straightforward and friendly style, the authors provide excellent insights and sensible tools that draw from a wealth of research and experience.

- **6 Steps to an Emotionally Intelligent Teenager** by James Windell, M.A.
  In this book, you'll learn how to teach your teen to set personal goals, identify and change self-defeating behaviors, have feelings for others, handle anger constructively, and resolve conflicts peacefully. A special section offers strategies for parenting the difficult teen.

DVDs

- **Tolerance: Responding to Differences** (DVD) 18 minutes
  Middle school years are the prime time when kids "make fun" of each other for differences in clothing, speech, physical traits and ethnicity. This video, consisting of four dramatic scenes and real-life interviews will challenge your students to look at each scene and determine what they would do in each situation. The program demonstrates that the tools of empathy, respect, acceptance, and forgiveness can be used to develop more tolerant attitudes.

- **We Can All Get Along** (DVD) 24 minutes
  Using dramatizations, this program introduces students to practical and easy-to-implement strategies that will allow them to settle their differences peacefully. Help students discover how blame, put-downs, name-calling, bossiness and threats can make a situation go from bad to worse. Give youngsters useful tips for heading off fights before they start.
Sections include: Get the Facts/Talk it Out; Good Communication; Solve the Problem/Resolve the Conflict; and Quick and Easy Fixes.

VHS

- **Big Changes, Big Choices - Respecting Others** 30 minutes
  This program teaches that everyone is entitled to respect regardless of appearance, race, national origin, etc., and promotes the value of treating people respectfully. Grade level: 5-9

- **Different and the Same: That's Us!** 14 minutes
  This program teaches children to recognize, respect and celebrate cultural diversity. Children learn to appreciate their own cultural heritage as well as respect the similarities and differences in others. They learn that respect means treating everyone fairly and that they can live together in harmony.

- **Don't Call Me Names** 15 minutes
  Name-calling is one of the ways young children express their anger of frustration. But to the child being called names, it can be painful and damaging. This program will help children find ways to express anger and frustration without resorting to name-calling and show children how to be more assertive and stop others from calling them names. Grade level: K-2

- **From Here to Self-Esteem** 30 minutes
  This video focuses on how to build self-esteem through everyday interactions. Kids who have high self-esteem feel confident, adjust to change easier, learn how to interact with others, and are less likely to abuse drugs. Parents are provided ten specific ways they can nurture their child's self-esteem.

- **Gloss** 14 minutes
  Explores the issue of body image and self-esteem among girls, focusing in particular on the conflict between individuality and stereotypes. Dramatizes the consequences of assuming a false identity via makeup and clothes which are meant to make a young woman look older. Age level: 13-18

- **It's Great to be Me! Increasing Your Child's Self-Esteem** 12 minutes
  This video addresses the important but often misunderstood topic of self-esteem. Parents are shown practical easy-to-learn concepts that will allow them to have an impact on their child's developing self-esteem.

- **Let Me Choose! Making Decisions** 13 minutes
  Children develop self-esteem when they learn to evaluate their options, predict outcomes, and think about consequences before making a choice. True-to-life scenarios illustrate decisions that are easy to make and some more difficult ones that require more complex thinking. Grade level: K-2
• **LifeSteps with Michael Pritchard 7: Getting Along with Others** 28 minutes
  In this program, teens discover positive ways to assert themselves, express complaints, handle misunderstandings and block rumors. They learn specific social skills - mediation, negotiation, active listening, and messages - and how to apply these skills to cooperative-learning groups and student-led activities. Part of the 12-part LifeSteps Video Series. For grades 6-12

• **LifeSteps with Michael Pritchard 12: Doing Your Best** 28 minutes
  The program explores the intellectual and emotional skills essential to success: coping with anxiety, setting goals, identifying obstacles, maintaining self-esteem, and identifying personal resources. An appreciation of excellence is emphasized as students learn the importance of resourcefulness, perseverance and an optimistic view of life. Part of the 12-part LifeSteps Video Series. Leader's guide included. For grades 6-12

• **LifeSteps with Michael Pritchard 1: The ABCs of Emotional Intelligence** 28 minutes
  Success in life requires a complex set of intellectual, emotional, social and ethical skills. This introductory program outlines the key elements of emotional intelligence - Assets, Balance, and Character - as students discover they have the power to bounce back, balance emotional and academic demands, and make positive choices. Part of the 12-part LifeSteps Video Series. Includes Leader's guide. Grades 6-12

• **Respecting Differences** 18 minutes
  Through appealing vignettes and songs, this workshop is designed to show children how to accept and respect differences. Differences in abilities, likes and dislikes, and differences in culture are highlighted. Youngsters are shown that being different can be both exciting and positive.

• **The Value of Being a Friend** 15 minutes
  Friendships are a very special part of life. They help us grow as a person, because they involve trust, respect, caring, and sharing. It requires effort to make friends, to keep friends, and above all, to be a friend. The videos "Friendship" song carries its special message.

• **You Can Solve A Problem** 16 minutes
  When young children are faced with a problem, they often have no idea how to even begin to find a solution. Guided by problem solving expert Professor Pickle, youngsters discover that asking questions, helps them break a problem down into smaller, more manageable pieces and makes finding a solution possible. A catchy song and real-life vignettes make learning these skills fun. Grade level: K-2

Other resources can be found at Pathfinder Parent Center [http://www.pathfinder-nd.org/](http://www.pathfinder-nd.org/)
Snowflakes

My Name

Directions: Decorate your snowflake and write your answer below.

My favorite thing to do in the snow is: __________________________________________

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An Inspired Project to improve Public Perceptions about Developmental Disabilities.
My Name

Directions: Decorate your snowflake and write your answer below.

My favorite thing to do in the snow is: __________________________

Perceptions Project
An Inspired Project to Improve Public Perceptions about Developmental Disabilities.
Crayons

Directions: Color your crayon. Write your name in the oval on the crayon. Cut out your crayon.
Circle of Kindness

My Name

Directions: Write something positive about your classmate in the circle below.
Famous People Search

My Name

Directions: Search the internet for a famous person with a disability. Write a paragraph about the person’s accomplishments and what their disability is.
Famous People with Disabilities

My Name

Directions: Search the internet for a famous person with a disability. Write a paragraph about the person’s accomplishments and what their disability is.
Famous People Search

My Name

Directions: Search the internet for a famous person with a disability. Write a paragraph about the person’s accomplishments and what their disability is.
Famous People with Disabilities Quiz

1. Which famous person has a learning disability but was still able to be the President of the United States?
   a) Abraham Lincoln   b) Franklin Delano Roosevelt   c) Dwight D. Eisenhower

2. Which famous soccer player has obsessive Compulsive Disorder and has made 131 goals so far in his career?
   a) Hope Solo         b) David Beckman         c) Lionel Messi

3. Which famous musician lost his hearing yet is known for his amazing work?
   a) Beethoven         b) Justin Bieber        c) Bruno Mars

4. Which famous actor has performed in 36 productions and has dyslexia?
   a) Jonny Depp         b) Tom Cruise           c) Adam Sandler

5. Which famous American boxer was diagnosed with Pugilistic Parkinson’s Syndrome, but is known for his famous “Rumble in the Jungle?”
   a) Muhammad Ali      b) Al Singer            c) Aaron Williams

6. Which famous poet was blinded because he was shot?
   a) Lynn Manning      b) Greg Walloch         c) Bill Shannon

7. Which famous person was President of the United States and had hearing loss?
   a) Abraham Lincoln   b) Bill Clinton        c) Dwight D. Eisenhower

8. Which famous person is a great dancer even though he has only one leg?
   a) Neil Marcus       b) Bill Shannon        c) Homer Avila

An Inspired Project to Improve Public Perceptions about Developmental Disabilities.
Famous People with Disabilities Quiz Answers

1. Which famous person has a learning disability but was still able to be President of the United States?
   
   c) Dwight D. Eisenhower

2. Which famous soccer player has obsessive Compulsive Disorder and has made 131 goals so far in his career?
   
   b) David Beckman

3. Which famous musician lost his hearing yet is known for his amazing work?
   
   a) Beethoven

4. Which famous actor has performed in 36 productions and has dyslexia?
   
   b) Tom Cruise

5. Which famous American boxer was diagnosed with Pugilistic Parkinson’s Syndrome, but is known for his famous “Rumble in the Jungle?”
   
   a) Muhammad Ali

6. Which famous poet was blinded because he was shot?
   
   a) Lynn Manning

7. Which famous person was President of the United States and had hearing loss?
   
   b) Bill Clinton

8. Which famous person is a great dancer even though he has only one leg?
   
   c) Homer Avila

An Inspired Project to Improve Public Perceptions about Developmental Disabilities.
I Am Who I Am, You Are Who Are
Written by Molly Hehn, Lindy Beyer and Dianna Denault

Part I

Josh: Well, hello there. My name is Josh. I am a fifth grader. What Grade are you kids in? (Wait for response) Wow, I remember being in that grade. It was fun. Hey guys, there is my friend Reggie, he's in the same grade as you guys......Hi Reggie.

Reggie: Hi.......Hey a kids (VERY SAD)

Josh: Reggie, You seem sad today......

Reggie: Well, I have a good reason.

Josh: Well, what is that?

Reggie: Well, you know, my mom tells me to go outside and play? And at recess, I go outside and play to.

Josh: Yeah. I see you playing outside in your yard. I have a different recess time than you. And, why are you sad about going outside? Going outside is awesome.

Reggie: Well, there's a kid in my neighborhood. She goes to school here too.

Josh: Let me guess..... She's been making fun of your hair?

Reggie: How did you know?! Are you psychic?!

Josh: No..... A lot of people get picked on for what makes them different. And with your hair, it's easy to pick you out.

Reggie: Yeah, I hate my hair. The cool hats that all the kids are wearing don't fit over my hair. I hate it! I hate how I look! I hate my hair! Anyway, this kid has been giving me many problems. She calls me a curly haired weirdo
Josh: Oh, come on now Reggie....
Curly "haired" weirdo? Hmm......... It's Rosie isn't it?

Reggie: How did you know that?........wait you talked to my mother, didn't you?

Josh: No, I guessed. If you are tired of being treated like this by Rosie, tell her to stop.

Reggie: I did, she just keeps on.

Josh: Well telling a bully to stop is step number one. Reggie, you know what you should do. Do know the second step?

Reggie: What would that be?

Josh: Go get a grown-up. Tell them what is going on.

Reggie: No way, I can't do that!!

Josh: Why can't you?

Reggie: Because then she will call me a chicken or tattle tale, or even worse-a snitch.

Josh: Just because you are tired of getting picked doesn't mean you're a chicken or any of those names. It means you're smart. And I think all the teachers in the room agree with me. Let's ask them.....So teachers, am I right?
You don't have to take getting bullied. You are who you are. Everyone is different. Do you remember when I broke my leg?

Reggie: Oh yah, I felt really, umm, sorry for you.

Josh: That was the last thing I wanted from anyone. When I was in that wheelchair, I stuck out, more than I usually do. Kids picked on me a lot because of the wheelchair. Well, I thought it was the wheelchair, but really it wasn't, it's because they did not understand.
Reggie: Josh?

Josh: Yeah?

Reggie: Some kids still say things about you, I mean, about the way you walk, and cannot run....not all kids. I do not say things, Josh, I know you are a great person. However, some kids do say things...

Josh: I know that. They do not understand why I walk different. They say things about me, not to me. The kids that say it about me, they do not know me, they do not understand. My friends know that I am cool. I like who I am. It took me a long time to like myself. I had to accept that I am who I am. No one was going to accept me until I accepted me. Just like you with your curly hair. You are who you are. You should like yourself, regardless of what other kids like Rosie say.

Reggie: Well, I get my curly hair from my dad. I want to be just like my dad someday. You know, I think you're right! I shouldn't have to spend my life being afraid of what one kid named Rosie thinks of me! I only care of what I think of me! And I think I am a pretty good kid. I am sure glad I have you as my friend Josh.

Josh: There you go, Reggie. I know that Reggie. So next time Rosie comes up to you and starts being mean to you, tell her to stop and go get a grown-up. It is the smart thing to do. Now, we have to get on with the show.

Reggie: Okay...... Talk to you later...... (Falls Back Behind Stage)

Josh: Hey, boys and girls, if you are picked on for something that makes you a little different, you know what to do. Tell them to stop and get a grown up. Always remember, you are who are, I am who I am. Let us say that together kids. "YOU ARE WHO ARE, I AM WHO I AM" Wow. You kids are loud!! This is the same for everyone. Everyone one of us is different in one way or another. I sure am proud of my friend Reggie. Are you proud of Reggie too? (Asking the audience)
It is no fun when you are not accepted. I bet you kids are going to try very hard to accept everyone in your school. Raise your hand if you accept people that may be a bit different.

You kids enjoy the Spring Thing for Kids! Bye!
PARTII

Josh: Well, hello there. My name is Josh. I am a fifth grader. What Grade are you kids in? (Wait for response) Wow, I remember being in that grade. It was fun.

Oh look, there is my friend Mary. She is in the same grade as you guys. Hi Mary.

(Mary comes on stage, she is acting frightened, ducking behind Josh, slipping down below the stage, covering her eyes...)

Josh: What is the matter with you?!

Mary: Oh boy Josh, do I have a big problem. (Mary's voice and body are shaky)

Josh: Oh dear, maybe I can help. You know us fifth graders are pretty smart. What's up?

Mary: You know Rosie, right?

Josh: Yeah?

Mary: I did not to do anything wrong! Really I didn't.

Josh: Oh boy, what did you do Mary?

Mary: It's Rosie! She was picking on Billy, you know Billy right? He is that boy that goes to special classes and talks sort of .....well, different.

Josh: Yeah I know Billy, he rides the same bus as me. He has a cute bear he carries with him. He is a real nice guy.

Mary: Yeah, (pause) that is Billy. You see Josh; I was playing with Billy on the playground when Rosie came along. She started making fun of the way Billy talks and called him a bunch of bad names like BBBilly with the stupid BBBBear is a, you know, the 'R' word, and crazy boy.
Josh: Oh no! That is horrible. What did you do?

Mary: Well, (voice is soft) I laughed.

Josh: You what!!!

Mary: I laughed, ok- I laughed! Billy started crying and ran away. Oh, poor Billy, he was upset. That mean Rosie really hurt him.

Josh: Mary, I thought you said that Billy was your friend.

Mary: He is. We play together, but not when Rosie is around. The last time I played with Billy when Rosie was around, she made fun of me too.

Josh: Oh no Mary. If Rosie came and started making fun of you right now, I would tell her stop. Then I would go get one of these teachers out here, and let them know what was going on. I would not laugh. Billy trusted you as his friend. If Rosie came along and started teasing you, I would tell her to take a hike…..and any of these teachers out here would gladly step in, am I right teachers? (Josh holds out his arms to the audience.)

Mary: But Rosie will make fun of me and she will not like me anymore. All of the other kids will make fun of me too.

Josh: Really? Mary, think about it, if she would tease for playing with Billy, does she really like you? Is that what you want in a friend? When people tease me Mary, it hurts. That hurt does not go away. No sorry in the world is strong enough to take the hurt away. However, having good friends helps.

Mary: Well, she can be nice, sometimes. But other times she is just mean. She is always mean to Billy.

Josh: You were just as mean to Billy when you decided to laugh at him. That was a decision you made, not Rosie.

Mary: I guess you are right. I hope he will forgive me. Oh dear. What should I do Josh?
Josh: First, you owe Billy an apology. In addition, if you apologize you had better mean it. This is not going take the hurt away, but it is a good place to start. If he decides not to be your friend, you need to understand that you hurt him, probably more than Rosie did, because he trusted you.

Mary: Oh-alright. Jeepers, I hope he forgives me. I like to play with him. I can be myself when I play with Billy. A lot of kids are mean to Billy. They do not see past his appearance and the way he talks. Most of the kids just avoid him. I am going to work on being a better friend to Billy, and not worry about Rosie and the other kids.

Josh: Good for you Mary. Hey here comes Billy now. I will leave so you two can talk. (Josh falls off the stage)

Mary: (Talking softly) Hey, umm hi there Billy. I am really sorry that I laughed at you. That was not nice of me at all. I want to be your friend. Do you forgive me?

Billy: Oh Oh Oh okay. You hurt Billy’s feelings Mary. You made me cry. But but but Billy will forgive you. I have my bear, see Mary?

Mary: Yes I see that you have your bear, he’s cute. Sure I’ll play with you Billy, what do you want to play? (Rosie enters the stage)

Rosie: Well, well, well, what do we have here? If it is not BBBBilly and his stupid BBBBear.

(Billy begins to slowly sink behind stage, sobbing. Mary gets closer to Rosie.)

Mary: Hey, Rosie, you leave him alone, he is my friend. (Billy stands up, looks around, surprised, mouth open) I am going tell the teachers out here that you are being mean and teasing Billy, and trying to bully me too.

Rosie: What are you a tattle tale now??? MMMM Mary?? You play with crazy boys??? (Rosie laughs and laughs) Next you will be in special classes like BBBBilly here. (Rosie laughs and laughs)

Mary: Nothing that you say or do matters Rosie. You see, I like Billy. No one is going to want to play with you because you’re mean. I am going to
walk away and go to tell the teachers, because I am smart, and so is Billy and so is Reggie.

Rosie: Wow. You mean it don't you?

Mary: You bet I do. I do not care what you think, all that matters is what I think. If you want to play with us you have to be nice and no teasing or bullying. (Mary and Billy disappear behind the stage leaving only Rosie.)

Rosie: Well-what do you kids think? What should I do? (Wait for response) What happens in your school when someone picks on someone else? Do you talk, walk and tell a teacher too? (Wait for response) Then I bet your parents find out....Boy I do not want my mom or dad to find out. They will ground me for a whole week. I want to have more friends; I do not have many friends. Oh, what should I do???? (Wait for response) But what if I am afraid??? Billy is really um, ....really um, (Josh appears on stage)

Josh: different?!

Rosie: Oh hey Josh. Yeah, Billy is different. All those special classes he goes to, they are different, made for different people.

Josh: Well you know Rosie; I am glad that Billy can go to classes here, at our school. He learns different, that is all. He is a smart kid. His brain just works differently. The classes he goes to make him smarter, just as your classes make you smarter.

Rosie: Well then, how about Reggie with all that curly hair, he looks different.

Josh: Rosie, we are all different. Billy learns different, I walk different and Reggie looks different. You are different too you know.

Rosie: No I'm not.

Josh: Yes you are.

Rosie: NO I AM NOT!!!!! (Yelling) I am just me!
**Josh:** and Mary is just Mary and Billy is just Billy. None of us are the same. We are not supposed to be. Ask these kids out here. I bet they are all different in one way or the other as well. What do you say kids? Are you all the same, or are you all different? *(Wait for a response)*

**Rosie:** Well when you put it that way, I guess I am different to. I do not want to get in trouble. And I want people to like me, and I want to have more friends, but I am afraid......I am afraid of ......different I guess.

*(Everyone is on stage)*

**Josh:** Do not worry Rosie, you cannot catch curls, and you cannot catch different. We all can be friends. But you have to accept that everyone is different.

*(Billy whispers to Mary)*

**Mary:** Go ahead Billy, you can ask.

**Billy:** Will will will you come to my house and play bears?

**Mary, Josh, and Reggie:** Yeah let's go!!!

**Mary:** How about you Rosie, are you coming?

**Rosie:** Um, well, *(Rosie asks the audience, wait for response)* Should I kids? Well okay, I guess I will come too.

**Mary:** Yeah lets go. Billy's mom makes the best homemade cookies ever!!!!

**Josh:** I will catch up with you guys.

**Mary:** We can all walk together, because, we are very smart.

**Josh:** Thank you Mary, we are smart!

   Everyone falls behind the stage.
The end.
1) Describe at least one scenario below. Think about a time when you had a situation with a person that:

   a. You wish could have gone better, or

   b. You weren’t sure how to handle, or

   c. You felt very uncomfortable dealing with.
DISABILITY AWARENESS Worksheet B

Thinking about the scenario given on Worksheet A and using the information you have learned today, complete the following questions.

1) What are the important facts in this situation?

2) What strategies would you use to handle this situation?

3) How do you think the situation will turn out by using the strategies described above?
Y.A.D.A.
Youth Ambassadors of Disability Awareness
Perceptions of Self Activity

I am open to fun things! I like certain young atmospheres like especially when certain things get interesting. I like when I look at certain things. It takes a lot to get to know me unless you spend a little time with me and make a step and plan certain time with me and out of ordinary and makes us BOTH Unique. I have to work really really hard to connect to a group. I have had hard times getting words out at times. I have had people judge me and not get to know me. Just because someone is different doesn’t mean you shouldn’t eject them especially ones that are FUN! What people con’t understand about my disability is that we could be alike. It would be a good idea to get to know one might be a like. Talk to them. There might be something you don’t know. Don’t j.d.g.e. Help them get words out. There’s things they could be struggling with.
~Jon
I like music. My zombie superpower is karate chop zombies in half. ~Anne

I’m passionate about getting a driver’s license & drive a manual Mazda RX-7 1968 Dodge Charger RT 5 speed Muscle car, or Custom 1967 Mustang GT Twin Turbo Muscle car & Drive all over the USA or Canada. ~Andrew

I am deaf. I can speak well and sign. I love Jesus! I like to play sports, run, pet my cats, bake, and help others. I am good at sports, my jobs, and Texting! What people don’t understand about my disability is they have know idea how disability people can do things and they are smart! They can do a lot of things. People aren’t perfect! I passed my driving, selected to the World Games for Special Olympics, Employee of the Month and more. I cook and bake too! In school I didn’t really have a favorite subject, now I work by helping developmental disabilities’ clients with what they need help with. “Christy

I like helping people! I’m good at setting the table and opening up doors for people. I like to talk about my mom and dad, family, and Williston. I like to help cook. I get up everyday and get dressed. I help with laundry! I help people. I want to work at the animal shelter feeding dogs. In school, I like to help people read. I like math. I want to go to college in fargo. I’m going to Central High next year! ~Ashley

Next year I will be going to Magic City. I love putting puzzles together, play house games. I live to watch TV channels like Nickelodeon. I love to bake and help with the kitchen staff with the cooking. I finished at Central Campus and off to Magic City Campus. I do not have job. I like math. When I grow up I would like to be a bus driver. I would enjoy to pick up kids because I like
Nikki my bus driver. Nikki is nice and all the kids like her. ~Emily

I love horseback riding, poetry, and living life in the fast lane on 6 wheels. Cerebral Palsy effects my legs and my arms, but I am just the same as you. I graduated high school and now attend college at Minot State University. Sadly, like many college students, that is all I have to report. I work for Minot State University enrollment services. I am a Chemistry Nerd!:~Kelli
