

## An Empathy Lesson Plan for Autism Awareness

**Created and Crafted by:**

**Danielle de Nance, BEd, BA, Teacher with the Calgary Board of Education**

Any part of this lesson plan you can pick and choose to use. Ideally this will be about a 4 day lesson in chunks. This lesson can also be adapted from grades K to 4.

**POS** (Grade 3 as an example)

### Language Arts

- Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- Explain understanding of new concepts in own words
- Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- Combine ideas- experiment with arranging and recording ideas and information in a variety of ways
- Find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment
- Locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing

### Health

- Examine that individuals grow through similar stages of development at different rates and at different times
- Recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others
- Develop strategies to build and enhance friendships
- Demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic

<b>Part 1</b>	<b>Introduction and Research</b>	
1 hour - 1 hour 15 minutes	Read the story, “All My Stripes” by Shaina Rudolph and Danielle Royer Online story version: <a href="https://www.youtube.com/watch?v=wz9ywwzutsRk">https://www.youtube.com/watch?v=wz9ywwzutsRk</a>  Share the story of Kent and his daughter. (Kent has a daughter named Jade who was born with severe Autism and is 16 years old but her abilities are like a 2 year old child. Jade has spoken very few words in her life and today is non-verbal, severe motor issues along with a seizure disorder.	<b>Consult your librarian to see what resources you have at the school.</b>

	<p>Even though Jade has these challenges in life she is a person with feelings too. If you were to meet Jade you would understand that her communication is through her eyes and brings a tremendous sense of pure love to everyone she meets. Being different presents challenges many people have not experienced or even know. So it can be difficult for adults, teens and children to understand Jade and different behaviors such as rocking while sitting and waving arms when excited. However with awareness it can bring Love, Understanding and Acceptance to people like Jade. That is why we created the colouring contest so people can spend 20 minutes to colour and reflect and raise their awareness for people who are Autistic or a disability.)</p> <p>Kent provide on the website- link for teachers to use or have text to read?) and how this month (Autism Awareness month) is to recognize and celebrate people’s differences. Pose the question to the students “What is autism?” Record some of their responses and then use computers in partners to research on kid friendly websites about autism. <a href="https://kidshealth.org/en/kids/autism.html">https://kidshealth.org/en/kids/autism.html</a> <a href="https://www.cdc.gov/ncbddd/kids/autism.html">https://www.cdc.gov/ncbddd/kids/autism.html</a> YouTube: Search “Autism for kids”. There are great videos for a younger audience that students can watch that are appropriate and helpful to understand. Here is an example below from the search: <a href="https://www.youtube.com/watch?v=mtRYKjucDhk">https://www.youtube.com/watch?v=mtRYKjucDhk</a> What’s up with Nick (2.04) <a href="https://www.youtube.com/watch?v=DrxXMO-NrCM">https://www.youtube.com/watch?v=DrxXMO-NrCM</a></p> <p>(Any new links please preview and share what you find)</p> <p>Have the kids try and answer the question: What is autism? When they are researching and find some basic information from the sites.</p> <p>Before the end of the period- gather back together as a class with their research and share what they’ve found.</p> <p>Closing: This is a global phenomenon that is recognized around the world by the UNITED NATIONS. Autism Speaks: <a href="https://www.autismspeaks.org/science/global-autism-public-health">https://www.autismspeaks.org/science/global-autism-public-health</a> What is the point of researching about Autism? Why does it matter that we collected this information today? What can we do on a local level?</p>	<p>Alternative Stories:</p> <p>“A Friend Like Simon” by Kate Gaynor “Leah’s Voice” by Lori DeMonia</p> <p>Found a good video to teach children and inspire them to be inclusive. Might be a good extension or connection: <a href="https://www.youtube.com/watch?v=0R6LW3czUmI">https://www.youtube.com/watch?v=0R6LW3czUmI</a></p>

<b>Part 2</b>	<b>Hope, Love, Accept, Inspire</b>	
<p>15 minutes</p> <p>15 minutes</p> <p>20-30 minutes</p>	<p>Take four pieces of chart paper, or large paper. In the centre of the paper write the following, “Hope is...” “Love is...” “Acceptance is...” “Inspire is...” Put them in different places around the room. Have students put what they believe those words mean to them. They can draw pictures, write a definition, or write an example that they can think of that reminds them of the word.</p> <p>Gather the chart papers and talk about what they put on the chart paper. Show them the Autism Awareness colouring sheet and ask the students how these words connect to what we looked at previously about Autism and bringing awareness to the cause.</p> <p>Have them on a puzzle piece design it to include all the four words. They have to finish the sentence that they connect with best.  Example: Hope is... for a better tomorrow.  Love is what brings us together  Acceptance is being kind to all  Inspire is the desire to make a difference</p> <p>Puzzle Pieces Printable:  <a href="https://www.timvandevall.com/printables/templates/puzzle-piece-template-01/">https://www.timvandevall.com/printables/templates/puzzle-piece-template-01/</a></p> <p>Finish with the story: “Where Oliver Fits” by: Cale Atkinson</p>	<p>Based on their knowledge and understanding of these words- you may have to push through looking it up in the dictionary and talking through examples/quotes if they need to flesh this out.</p> <p><b>Additional Conversation:</b>  Analyze the butterfly on the sheet. Why do they include a butterfly? What do you think it represents? Talk about the balance between fragile and strong, ability vs challenges</p>
<b>Part 3</b>	<b>Second Puzzle Piece Option One</b>	
1 hour	<p><b>Loose Parts Lesson</b></p> <p>If you aren’t familiar with loose parts, here is a brief article explaining how it is used in classrooms and why it is a good teaching tool.</p> <p>Loose Parts Link:  <a href="http://www.communityplaythings.com/resources/articles/2015/loose-parts">http://www.communityplaythings.com/resources/articles/2015/loose-parts</a></p> <p>Revisit/reread the story “All My Stripes” (Link in Appendix A)  Based on events in the story, have the students design a loose part piece of a time when they felt different from the rest of the group? Was the problem solved when somebody made you feel better or did you continue to feel that way after the way you were treated?” They could use a personal example or if they witnessed</p>	<p>Assessment: In my assessment, I analyze how students can make deeper connections through listening and speaking. Are they able to create examples that connect with the topic? Are they critically</p>

	<p>this kind of incident somewhere else. (Example, seeing it in a grocery store)</p> <p>Possible ways of displaying their loose parts:</p> <ol style="list-style-type: none"> <li>1. Take a photo and print them out. Have the students write underneath about what they showed in their piece on the puzzle template.</li> <li>2. Print a photo and record a video or voice over of them explaining what they designed. Use a QR code instead of their written responses to scan and listen on the puzzle template.</li> </ol> <p>As an exit to the lesson, gather the class together and discuss what they are going to do differently knowing what they know now? It is important for students to not only listen, but act and create change. Using an exit slip- have the students either verbally tell you, or record what they are going to do moving forward.</p>	<p>thinking about the task? Have they made thoughtful and deep connections?</p> <p>Loose parts can be anything. If you don't have building pieces, they can build with math manipulatives, draw a picture, or use recycled materials.</p>
	<p><b>Second Puzzle Piece Option Two</b></p>	
<p>1 hour</p>	<p><b>Symbolism</b> Using the four words HOPE, LOVE, ACCEPT, INSPIRE- What symbols might you have at home that represent these words? Who or What comes to mind? Ex. Superman could be a symbol of HOPE. My family symbolizes LOVE.</p> <p>Have them think about and collect evidence of where they saw kindness this week or evidence of HOPE, LOVE, ACCEPTANCE, and INSPIRATION in the classroom/school. Gather the students at the end of the week for a class meeting where they share their findings.</p> <p>Then students can write on the second puzzle piece, "I saw _____ in the classroom when _____." Staple the two pieces together for an interactive bulletin board display.</p>	
	<p><b>Puzzle Piece Option for Kindergarten or Grade 1</b></p>	
<p>30 to 45 minutes</p>	<p>They have one piece done for the front of the puzzle and to finalize the back puzzle piece to make an interactive bulletin board where students can flip up to see the piece underneath which is a writing piece.</p> <p>Pose the question to the students, "Why is it important to be kind to others?" Brainstorm and record some of their ideas and do a rough copy in their writing books. Have them try to come up with 5 reasons why it is important to be kind to all.</p>	

	<p>After they write- share their examples and have the kids edit each other's work for COPS using a checklist. Complete their good copies on the puzzle piece and staple their two pieces together.</p>	
--	---	--

### Appendix

<b>A- "All My Stripes" Online Version</b>	<a href="https://www.youtube.com/watch?v=wz9ywwzutsRk">https://www.youtube.com/watch?v=wz9ywwzutsRk</a>
<b>B- Kent's Story</b>	
<b>C- Kid friendly websites about Autism</b>	<a href="https://kidshealth.org/en/kids/autism.html">https://kidshealth.org/en/kids/autism.html</a> <a href="https://www.cdc.gov/ncbddd/kids/autism.html">https://www.cdc.gov/ncbddd/kids/autism.html</a>
<b>D- Youtube Puppet description</b>	<a href="https://www.youtube.com/watch?v=mtRYKjucDhk">https://www.youtube.com/watch?v=mtRYKjucDhk</a>
<b>E- Youtube Link: What's Up With Nick</b>	<a href="https://www.youtube.com/watch?v=DrrXMO-NrCM">https://www.youtube.com/watch?v=DrrXMO-NrCM</a>
<b>F- Global UN website</b>	<a href="https://www.autismspeaks.org/science/global-autism-public-health">https://www.autismspeaks.org/science/global-autism-public-health</a>
<b>G- Puzzle Piece Printable Template</b>	<a href="https://www.timvandevall.com/printables/templates/puzzle-piece-template-01/">https://www.timvandevall.com/printables/templates/puzzle-piece-template-01/</a>
<b>H- Inspirational Youtube Video</b>	<a href="https://www.youtube.com/watch?v=0R6LW3czUml">https://www.youtube.com/watch?v=0R6LW3czUml</a>
<b>I- Loose Parts Article</b>	<a href="http://www.communityplaythings.com/resources/articles/2015/loose-parts">http://www.communityplaythings.com/resources/articles/2015/loose-parts</a>

# \* Autism Awareness

- They have <sup>Research being</sup> problems "friendly" - getting along with others → shy / different / weird
- Senses are firing all at once which is confusing
- Kids have different abilities
- Eye contact can be difficult <sup>alt + different too</sup>
- They see things differently  
- duck vs the rabbit
- They have a hard time picking up small items
- Autism more common in boys than girls. It's genetic
- Brain = computer - <sup>connects the senses</sup> plugs are backward
- Need more help at school
- Touching - vibrations
- Autism can be good - crazy skills

- 1 Spy Talk - Whispering, only 1 person can hear you.
- 2 Low Flow - Small group work, only the group can hear you.
- 3 Formal Normal - Normal conversation voice.
- 4 Loud Crowd - Presenting voice. Everyone can hear you.
- 5 Out of Control - Playground voice. No one can hear you.



◦ No cure right now

◦ Not always sure how to respond

◦ Trouble communicating

◦ Amazing things can happen

↳ Good thing we are different

◦ Kids can learn the words

↳ takes longer

◦ Angry - can explode - hard to calm down

◦ Poor social skills



people inspired me to sing  
hilo pikalo"  
Maya!!

You kind of want to the same thing but in a different way.

Inspire is like someone taking others (Maria)

Being nice to others means people will be kind to you  
Praise someone admiring you

Something interesting like a person  
trying to get someone's idea and changing it.  
#  
inspire is when someone is what they want to be  
my Brothers inspire me by going to tom Bains

Someone asks you to play and you say yes.  
Dillon  
Acceptance is when you ask a question and they say "Yes"  
When you ask someone to play a that say "Shure" or "Yes" - "No" or "I don't know"

Acceptance is like accepting someone's idea  
Acceptance is like accepting someone's idea

# Acceptance is...

Accepting is telling someone that they are right  
-Kroger  
Accepting your destiny - JKC  
Accepting is someone says something to you and you say yes. - Anji

When you say yes to someone who wants to play (Ethan)

Acceptance is when someone asks if they can join your group and you say yes.

Accepting an apology (Sienna)

when you say ok to something!

Can you play with me. yes (Marshall)

Accepting is accepting what people want for you  
to acceptings that's accepting  
Acceptance (Ben)  
is when you accept some to do something

Accepting what people say (Ben)  
What people say (Ben)

Acceptance is like accepting something  
saying yes to question - Dillon  
Want to be friends? - Adam

When your allowed to join (Maria)  
Acceptance are someone who brings you back in the team

its when you accept someone to be your friend  
Josh  
Freim





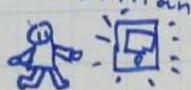
# Inspire is...

Inspire is when you do something new.  
- Kaylee

Inspiring is like helping others and loving many.

When some one is doing something and that gives you an idea.  
"people inspired me to sing 'hilo pikalo'"  
- Maya

Inspiring is discovering new things. (creating people)  
- Dillian

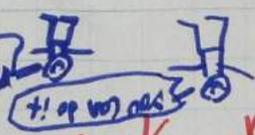


You kind of want to do the same thing but in a different way.

Inspire is like someone helping others (Maria)



Inspire is like caring and helping others.



Think of something someone inspired you when you surprise someone.  
Inspired Inspires giving Admin  
Inspire is when you surprise someone

wanting to do something  
Being nice to others means people will like you  
Praise someone admiring you

Getting the same idea as another person like a interest  
trying to get someone's idea and changing it.

my Brothers inspire me by going to school

ideas (ethan)

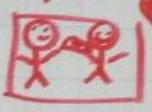
Inspiring Dillian  
Inspiring is greeting, Dillian  
Inspiring is like when you get an idea from good people  
Inspire inspire is when you get an idea from good people  
Inspiring is like when you get an idea from good people

Someone asks you  
If you don't like  
Somehow you have to do it

Accepting  
Someone is telling  
- Kaylee  
Inspiring is like when you get an idea from good people

Love is hugs + cuddles.

Love is Being Kind to others



Maddy



Interesting friendly



(Chantelle) -Kaylee  
Love is when someone is nice and kind to you

when you like something

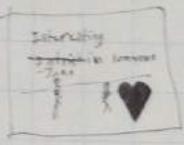
writing



Put me  
don't want a person to go away

Hugs and family

love is kind.  
love is good



Adrian

good love is happy

# LOVE IS... FAMILY

(Maria) It's like your family.

(Ben)

Interesting

Remember someone

care that you like

Love is when

you are kind to someone and friendly

love is friendly and kind



love your family



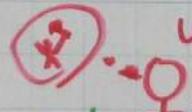
Josh

(Ethan)

your dreams

Hope is

when you feel something impossible



-Kaylee

When you have a dream you can hope that it will come true. Trying harder until you succeed on your dreams.

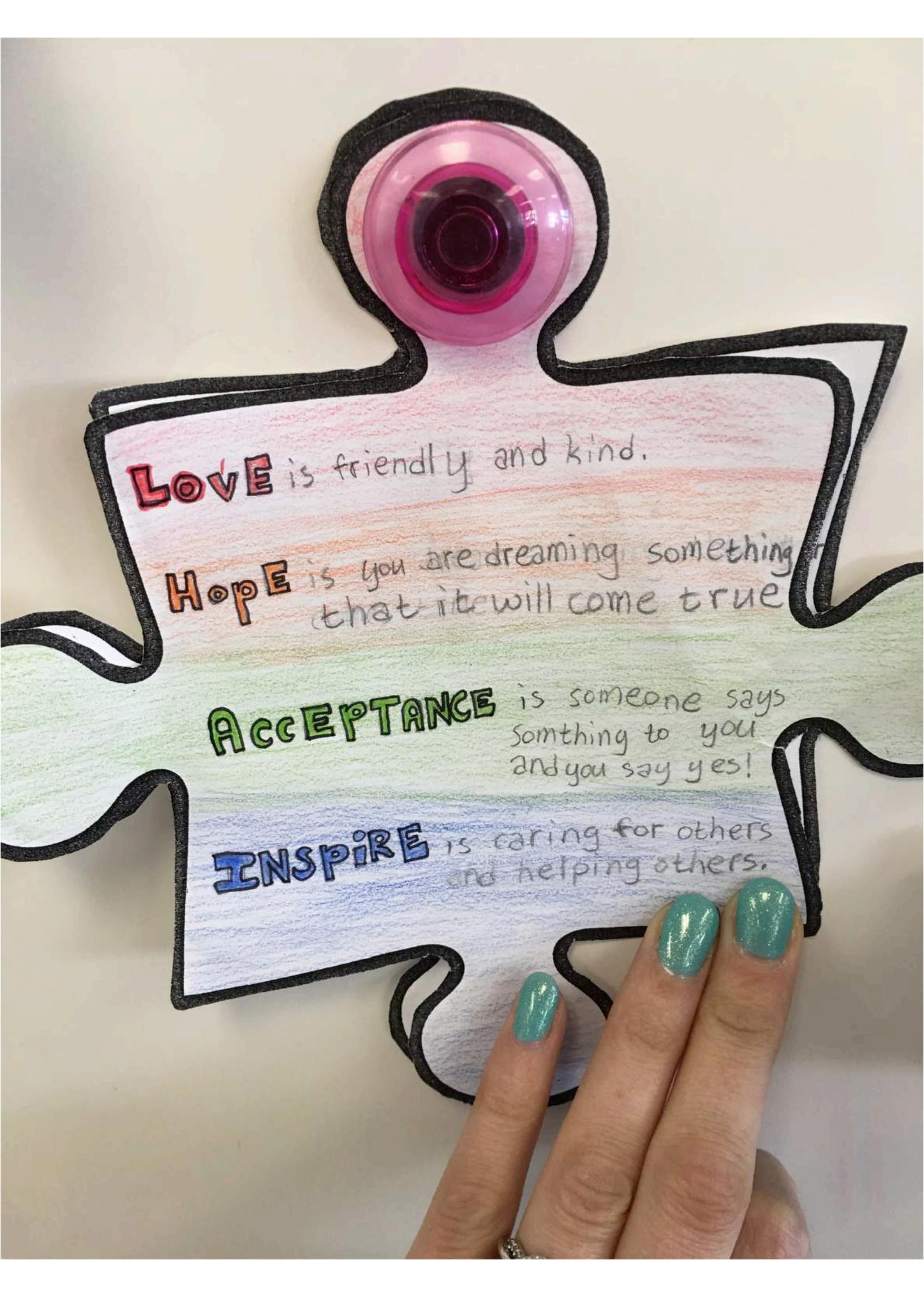
**LOVE** is being kind to others.

**HOPE** is knowing your dreams will  
come true.

**Acceptance** is if someone asks to  
play you say YES!

**Inspire** is

getting an  
idea from some  
one and change it  
up.



**Love** is friendly and kind.

**Hope** is you are dreaming something  
that it will come true

**ACCEPTANCE** is someone says  
something to you  
and you say yes!

**INSPIRE** is caring for others  
and helping others.

When is my first day  
of kindergarden I  
don't know what to  
do and I don't really  
talk to people. After  
I have friends.



