

Neurodiversity Concept		
Lesson Date	Lesson Leads	Slides
Day 1	Teacher/counselor	
Logistics		
Materials Needed	Acquired?	Roles and Responsibilities
N/A	o	<p>Lesson Lead: Lead discussions, show videos, and keep students on task.</p> <p>Students: Pay attention to videos and engage in discussion with peers</p>
Lesson Agenda		
Agenda Item (time)	Notes	
Activity 1 (5 minutes)	Verbal Word Vomit Depending on the time, teachers will host one or two rounds of a verbal word-vomit game. The teacher will start by providing a random word, and students will then shout out the first word that comes to their mind. If no word is given after three seconds since the previous one, the word is “dead” and a new round starts.	
Analyze and Discuss (2 minutes)	Where have you heard the words <i>stems</i> , <i>neuro</i> , and <i>diversity</i> before? What do they mean to you? Ask these questions to approach the definition of neurodiversity.	
Watch video (13 minutes)	https://youtu.be/Fx2-VHDLJT0?si=RzTgmOKaLZBeRqPn If students lose interest or seem confused, pause the video and support them so they can understand what’s going on.	
Analyze and discuss (5 minutes)	Now that they've seen it in action, break down the structural terms together: neuro (relating to the brain) and diversity (a beautiful variety). Combine them to define neurodiversity as the natural, valuable variation in how human brains think and experience life.	
Final discussion (5 minutes)	Synthesize that our brains have distinct, beautifully diverse wiring patterns, and our community is stronger because of it.	

Neurodiversity Concept		
Lesson Date	Lesson Leads	Slides
Day 2	Teacher/counselor	
Logistics		
Materials Needed	Acquired?	Roles and Responsibilities
Paper	o	Lesson Lead: Students:
Crayons	o	
Lesson Agenda		
Agenda Item (time)	Notes	
Check-in (2 minutes)	<i>What does it mean to be fair?</i> Ask students to turn and talk with one another.	
Watch video (4 minutes)	https://youtu.be/Uvoios7frls	
Analyze and discuss (5 minutes)	<p>Ask students about the opening scene with people on different levels. Mention that equity is the same thing as fairness. Ask the following questions to guide their thinking.</p> <ul style="list-style-type: none"> ● Does everyone have an equal block? <ul style="list-style-type: none"> ○ Yes, of course ● Is it fair for each? <ul style="list-style-type: none"> ○ No, it's much harder for the child on the right ● This is the difference between equality (the first) and fairness (the second). 	
Activity 1 (12 minutes)	<p>Paper Cup Towers</p> <p>Set up: Divide the class into two teams (A and B).</p> <p>Team A builds a stand at a desk. Team B builds while sitting on the floor (this gives them an inherent disadvantage).</p> <p>The game: Give both teams the same number of paper cups (15 each) and the same time (2 minutes) to build the tallest tower possible.</p> <p><i>Was this activity fair?</i></p> <p>For 2-3 minutes, have students share new ideas to make the game fairer.</p>	

	Redo the activity using the new ideas the students come up with to make it fairer (e.g., more cups for Team B, more time, or a lower building surface).
Activity reflection and final discussion (7 minutes)	<p>Stress that equal conditions (2 minutes, 15 cups) did not give a fair result. The inherent height imbalance required equity, not equality ⇒ counterbalancing, unequal conditions can be used to create equal results.</p> <p>Ask students to identify and reflect on real-world instances where equality and equity are at play. Some examples:</p> <p>Band-Aids: Giving everyone one Band-Aid is equal, but giving a large Band-Aid to a big cut and a small Band-Aid to a tiny cut is equitable.</p> <p>School lunch: Giving every kid the same tray is equal, but giving extra food to a hungry kid and a different meal to a kid with allergies is equitable.</p> <p>Watching a parade: Giving everyone the same size box to stand on is equal, but giving a taller box to a short kid and no box to a tall kid is equitable.</p> <p>Glasses: Giving every kid the same prescription glasses is equal, but giving each kid the prescription their own eyes need is equitable.</p>

Communication		
Lesson Date	Lesson Leads	Slides
Day 3	Teacher/counselor	
Logistics		
Materials Needed	Acquired?	Roles and Responsibilities
Cards for the Taboo game	o	<p>Lesson Lead: Set up the game cards, manage activities and guide discussions throughout the lesson, and handle safety.</p> <p>Students: Participate in activities and discussions.</p>
Lesson Agenda		
Agenda Item (time)	Notes	
Check-in (2 minutes)	Everyone stays quiet and plays the silent game until someone says something. Then talk about how weird it was to have no one speak, and introduce the need for clear communication.	
Watch video (9 minutes)	<p>https://youtu.be/79HMPQj55yc</p> <p>Remind students that each diagnosis is just an example of neurodivergence; neurodivergence is a broader category that encompasses all of these more specific issues.</p>	
Analyze and discuss (5 minutes)	<p>Talk about the dishes: Question: In the video, the parents tell the child to wash the dishes, "Because I said so." How did it make the child feel?</p> <p>Follow-up: When the parents explained why, did it make the child more or less likely to help? Why?</p> <p>The speaker says their brain is like a "truth-teller" that says exactly what they meant. (e.g., saying "it's fine" when they are actually upset)</p> <p>Prompt: Autistic people often prefer "direct" talk. Is being direct (saying exactly what you mean) the same as being mean? How can it actually be a way to be a better friend?</p>	
Activity 1 (4 minutes)	<p>Direct Descriptions with Taboo</p> <ul style="list-style-type: none"> - Create cards with a Secret Word (e.g., "Apple"). - Below the Secret Word, list 3 "Guessing Words"—these are common, vague hints that are now "Taboo" (forbidden). 	

	<p>Example Card: Secret Word: Apple Taboo Hints: "It's a snack," "A teacher likes it," "It is round."</p> <p>The Rules One student is the Describer. They must get the class to guess the Secret Word.</p> <p>They cannot use the Taboo Hints.</p> <p>Instead, they must use direct or literal descriptions (facts about what it looks like, what it does, or what it is made of).</p> <p>Good Direct Description: "It is a red fruit that grows on trees. It has a stem on top and is white and crunchy inside with tiny black seeds."</p>
<p>Discussion (10 minutes)</p>	<p>Reflecting on the game</p> <p>When you couldn't use the easy hints, did you have to think harder about what the object looks like?</p> <p>To be direct, we have to look at the literal facts...</p> <p>Was it easier to guess when someone gave you a hint like 'it's yummy' or when they gave you a direct fact like 'it is red and crunchy'?</p>
<p>Final discussion (5 minutes)</p>	<p>Connect back to the video:</p> <p>The speaker in the video said neurotypical people sometimes say things in a weird, fuzzy way. Have you ever had a friend say something that confused you because they weren't being direct (e.g., a friend saying "That's totally a nice drawing" in a weird voice—using sarcasm)</p> <p>Conclude with the overarching lesson: There is no single "correct" way to communicate. A supportive, neurodiversity-affirming classroom listens with patience, respect, and openness to all forms of expression.</p>

Applying Concepts		
Lesson Date	Lesson Leads	Slides
Day 4	Teacher/counselor	Need slides for situations
Logistics		
Materials Needed	Acquired?	Roles and Responsibilities
N/A	o	<p>Lesson Lead: Lead the scenario slideshow, guide critical thinking around the difference between choices and support needs, and maintain a supportive, respectful space for classroom discussion.</p> <p>Students: Listen thoughtfully to the situations, participate actively in analysis, and view challenges from a classmate's perspective</p>
Lesson Agenda		
Agenda Item (time)	Notes	
Check-in (2 minutes)	Presenting one micro-situation: A friend is wearing headphones inside the classroom. Is that a 'fashion choice' or a 'support need'? What is the difference between wanting to wear them and needing to wear them?	
Analyze and discuss (6 minutes)	<p>Provide the following examples and, for each, ask students to give possible reasons as to why a student might do that.</p> <p>Headphones: A student is wearing headphones inside the classroom. Wearing headphones helps them block out loud noises so they can focus on their work.</p> <p>Chewing gum: A student is chewing gum in class. Chewing gum helps them stay calm and sit still during a long lesson.</p> <p>Sitting on a bumpy cushion: A student is sitting on a bumpy cushion in their chair. Sitting on the cushion helps them feel where their body is, so they stop wiggling.</p> <p>Typing instead of writing by hand: A student is typing on a tablet instead of writing with a pencil. Typing helps them get their ideas down when their hands get tired easily.</p> <p>Leaving the room during a lesson: A student leaves the classroom for five minutes during math. Stepping out helps them take a break and</p>	

	<p>avoid feeling overwhelmed.</p> <p>Using a fidget toy: A student is squeezing a small fidget toy under their desk. Using the toy helps them listen better because their hands have something to do.</p> <p>Wearing sunglasses inside: A student is wearing sunglasses inside the classroom. Wearing sunglasses helps them because the bright lights give them a headache.</p> <p>Standing at their desk instead of sitting: A student stands at their desk while others sit. Standing helps their bodies feel ready to learn rather than tired and floppy.</p>
<p>Activity (18 minutes)</p>	<p>Teachers will go over different situation cards that are on a provided slideshow.</p> <p><i>Make a slideshow for the different situations listed here and other situations that are deemed fit</i></p> <p>Noise Sensitivity During art time, the classroom gets loud. One student covers their ears and looks upset.</p> <ul style="list-style-type: none"> • What might be bothering them? • How could classmates help? <p>Possible supportive solutions:</p> <ul style="list-style-type: none"> • Speak more quietly • Offer headphones • Let the student move to a quieter space <p>Different Communication Style A student answers questions very directly and doesn't always say "please" or "thank you."</p> <ul style="list-style-type: none"> • Does that mean they are trying to be rude? • How could classmates respond kindly? <p>Possible solutions:</p> <ul style="list-style-type: none"> • Ask questions calmly • Give them time to explain • Assume good intentions <p>Movement Needs A student stands up and walks around during a long lesson.</p> <ul style="list-style-type: none"> • Why might someone need to move? • What could help them learn? <p>Possible solutions:</p> <ul style="list-style-type: none"> • Allow short movement breaks • Offer a fidget tool • Continue working nearby <p>Group Work Challenge</p>

	<p>A student wants to work alone instead of in a group.</p> <ul style="list-style-type: none"> • Why might group work feel hard? • How can classmates include them respectfully? <p>Possible solutions:</p> <ul style="list-style-type: none"> • Offer smaller tasks • Let them contribute in a different way • Respect their preference while still including them
Final discussion (4 minutes)	<p>Ask the following questions and arrive at the following conclusions.</p> <p>What did you notice about these situations? (Some things that look like "bad behavior" might actually be support needs.)</p> <p>How can we tell if something is a choice or a need? (Needs help someone learn, focus, or feel safe. Choices are just for fun.)</p> <p>What should you do if you see a classmate doing something you don't understand? (Don't laugh. Don't copy. Ask kindly. Assume good intentions.)</p> <p>How does this connect to fairness vs. equality? (Fair doesn't mean everyone acts the same. Fair means everyone gets what they need.)</p> <p>Close: Next time you see someone doing something different, ask yourself: Is that a choice or a need?</p>

Commitment to Neurodiversity Acceptance		
Lesson Date	Lesson Leads	Slides
Day 5	Teacher/counselor	
Logistics		
Materials Needed	Acquired?	Roles and Responsibilities
Paper	<input type="checkbox"/>	<p>Lesson Lead: Lead discussions and guide students to key topics and ideas. Manage the activity by giving instructions and answering questions or otherwise supporting students</p> <p>Students: Answer questions when prompted and engage meaningfully in the discussions. Put in good effort on the art project.</p>
Crayons	<input type="checkbox"/>	
Whiteboard	<input type="checkbox"/>	
Whiteboard markers	<input type="checkbox"/>	
Lesson Agenda		
Agenda Item (time)	Notes	
Check-in (2 minutes)	Introduce the topic of committing to neurodiversity acceptance in our classroom. What are some changes you can implement in your own life?	
Analyze and discuss (5 minutes)	Reflection: How do small acts of kindness show that we accept different brains? Can anyone share a time they felt supported by a friend this week? Or, when did you make a friend feel supported?	
Activity 1 (8 minutes)	Students help write 4-6 classroom stories about inclusion and respect. Closing reflection: discuss how small actions can create a ripple effect in the school community.	
Activity 2 (10 minutes)	Final Art Project: Draw out some way that you can help a peer out. Think of unique ways and things that we've discussed in class over the last week.	
Final discussion (5 minutes)	<p>Ask students to talk about their favorite lessons from the week.</p> <p>While they discuss, collect the images, and put them together into a loose collage that students can look at.</p> <p>Post-lesson: Tape up or otherwise finalize the collage so parents can view it, or feature it elsewhere.</p>	