





Neurodiversity Concept	
Day 1	[Link to teacher resource — slides, videos, etc.]
Logistics	
Materials	Today's Goal
Whiteboard	Introduce the idea of neurodiversity without any complex or scientific terminology — make sure students understand the core idea, and what it means in their own classroom setting.
Whiteboard markers	
Lesson Agenda	
Agenda & Time Allotted	Details
Introductory Activity [5 minutes]	<p>Ask the class what their current understanding of neurodiversity is:</p> <ul style="list-style-type: none"> <li>• How many of you have heard the term “neurodiversity” before?</li> <li>• What does the word neurodiversity mean to you? [Pick at least 5 people to share]</li> </ul> <p>Engage with each answer, acknowledging the answers and collecting each person’s definition into a general, pre-lesson idea: that neurodiversity indicates a different way of seeing the world or thinking that might not be the same as everyone else.</p>
Watch a video [3 minutes]	 What is neurodiversity?
Video Reflection [5 minutes]	Establish a definition of neurodiverse and neurotypical based on the video. Ask the class what a different perception of the world might look like. Ask the class if they have any examples of times when they thought about a situation or thing differently from someone else (e.g., classmates, friends, family).
Activity [15 minutes]	<p>Drawing based on a nuanced prompt</p> <ol style="list-style-type: none"> <li>1. Distribute markers and whiteboards throughout the class.</li> <li>2. Introduce a vague prompt — make sure students aren’t trying to copy each other.             <ol style="list-style-type: none"> <li>a. Draw “hanging out with your friends and having fun.”</li> </ol> </li> <li>3. Make sure to walk around and check on students’ progress.</li> <li>4. Give them around 3 minutes to draw.</li> <li>5. After each round, kids will hold up their drawings, and the teacher should ask them to point out differences among the drawings.</li> <li>6. Teachers can also help point out more neurodiversity-applicable differences. (ex, maybe one good day is at the beach, and the other one is inside their house, reading a book)</li> </ol>
Final takeaways [5 minutes]	Make sure the students understand that neurodiversity is broad, and that, despite what the video said, it also just means any kind of brain activity that deviates from the norm.

Accommodations (fairness vs. equality)	
Day 2	[Link to teacher resource — slides, videos, etc.]
Logistics	
Materials	Today's Goal
Graphics/models of different plants (printed images or slides)	Explain equity versus equality, aka fairness versus equality, and why it is important when applied to neurodiversity.
Lesson Agenda	
Agenda & Time Allotted	Details
Introduction [1 minute]	Reiterate the definition of neurodiversity from the day before in a way that frames the lesson for today.
Watch a video [3 minutes]	 Let's talk about equality and equity
Video Reflection [10 minutes]	<p>Give the class a few situations and ask them if it is equality or equity:</p> <ul style="list-style-type: none"> <li>• Since one person needs glasses, everybody needs to wear glasses</li> <li>• You're eating out with your friends, and one of them doesn't know how to use chopsticks — you ask the waiter to give them a fork instead, but everyone else continues to use chopsticks</li> <li>• Most of the students in the class are right-handed, so all of the chairs and desks are made for right-handed people, and the left-handed people just have to stay uncomfortable and bear with the awkward posture</li> </ul> <p>Ask the class which idea, equity or equality, is more "fair" to people overall.</p>
Activity [15 minutes]	<p>Define "fair" as a class using a "I have 10 cookies and 5 students" situation, aka if you have 10 cookies, then the logical answer for fairness is that each student should get two cookies. This example sets students up to think that equality is the "correct" mentality.</p> <p>Then show graphics of a couple of plants and their needs (some need more water, fertilizer, sun, shade, etc.). Tell the class that, since we decided that everyone should get the same thing, we will first see what happens if we give the same amount of water to every plant. In the next slides, we see that they will die.</p> <p>Engage the class: Ask the class, "What could we have done differently so all the plants would have survived?" (ex, use a cactus versus a tulip — the cactus died because of too much water, while the tulip lived because it usually</p>

	<p>needs that much) Make sure the class reaches the conclusion that each plant needs different things, so that all the plants will live with these new conditions.</p> <p><b>Needs vs. Wants</b> Continue the plant example, and between something like sunflower and algae (where the algae needs much less sunlight), and have the algae complaining about the sunflower getting more sunlight than it. The algae doesn't NEED more sunlight than the sunflower does; it still survives just fine with the sunlight it has, while the sunflower would die with that amount.</p>
Final takeaways [5 minutes]	<p>In the real world right now, most places, organizations, and activities are designed for one type of thinking. But yesterday we learned that not everyone thinks the same way, just like how not all of you would like the same ice cream flavor. From today's lesson, you've seen that equity is what truly gives everyone the same chance to learn and experience the same things. Equity isn't just about objects or flowers, it's about how you treat people based on their situation! If someone approaches</p>

Communication	
Day 3	[Link to teacher resource — slides, videos, etc.]
Logistics	
Materials	Today's Goal
A graphic of student 1 having a bad day, causing him to lash out at his peers	Explore how different people might communicate differently, just because of how they feel every day — that this is a part of neurodiversity.
Graphic of student 2 having a good day and being kind by sharpening his classmates' pencils	
Lesson Agenda	
Agenda & Time Allotted	Details
Introductory Activity [5 minutes]	Questions for the class: How do YOU see the world?
Watch a video [3 minutes]	How does a person with autism see the world:  Can you make it to the end? How does a person with ADHD see the world: <a href="https://www.youtube.com/shorts/UWh68mCKpOg">https://www.youtube.com/shorts/UWh68mCKpOg</a>
Video Reflection [5 minutes]	How does this affect how a person might communicate? If someone is feeling overwhelmed by their surroundings, how might they react to a situation?
Activity [20 minutes]	<ul style="list-style-type: none"> <li>● Split the class into 4 groups.</li> <li>● Announce a situation to the entire class: Something simple, but might incite minor frustration — “A friend accuses you of being zoned out and not engaged in an activity or discussion.”</li> <li>● Give a different setup to each group               <ul style="list-style-type: none"> <li>○ Group 1 (negative): You got scolded by your parents in the morning for not folding your clothes, even though it was because your sibling messed it up, and you left the house frustrated and mad at your parents.</li> <li>○ Group 2 (negative): You left your very important group project at home and have been feeling scared of disappointing your group and teachers all day.</li> <li>○ Group 3 (positive): You just got really great news before coming to school — your grandma, who you haven't seen for a year, is coming to visit that afternoon, and you'll be picking her</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>up after school.</li> <li>○ Group 4 (positive): It's your birthday! And your parents surprised you with the gift you really wanted in the morning, and your friends all remembered to wish you happy birthday at school.</li> <li>● Tell the class that each group must create a response to the overall situation based on the setup they were given — how are the feelings they had before the situation occurred affecting their decisions afterward?             <ul style="list-style-type: none"> <li>○ They don't have to directly address the setup they were given – just consider what their mood and frame of mind is at that moment</li> </ul> </li> <li>● The teacher should walk around while each group is working and suggest changes to their ideas (especially if they aren't properly considering the emotions of the situation)</li> <li>● Each group should come to the front and present their response after around 5-7 minutes</li> </ul>
<p>Final takeaways [5 minutes]</p>	<p>The teacher should explain that this illustrates different situations and how someone might communicate based on how their day was set up. "Now imagine if this were your life every day. You constantly felt sensitive or upset, not because you chose to, but just because that's the way your brain was set up.</p>

Applying Concepts	
Day 4	[Link to teacher resource — slides, videos, etc.]
Logistics	
Materials	Today's Goal
	Today's goal is to have students apply the concepts they learned regarding neurodiversity (equality vs fairness) (what is neurodiversity) (how different neurodiverse conditions see the world), etc., and ask them what they would do under certain situations, how they can react to a certain situation to be more of an ally.
Lesson Agenda	
Agenda & Time Allotted	Details
Introductory Activity [5 minutes]	-Whole class activity, incorporate a preview of the activity. Display a couple of scenarios on the board and have kids explain what they would do in each situation.
Watch a video [3 minutes]	 Ask an Autistic #10 - How To Be An Ally
Video Reflection [5 minutes]	Video summary: -Be encouraging, let autistic people lead discussions about autism -be a good listener -Don't underestimate anyone's capabilities. -Be open to changing the ways you interact with peers.
Activity [15 minutes]	Groups of 3-4 get scenario cards (with themes of neurodiversity, neurodivergence, accommodations, differences in communication that they synthesize to figure out the best (kindest & most neurodiversity-affirming resolution) <ul style="list-style-type: none"> <li>● Teachers should make sure to read out, describe, and help with understanding of what is given on the scenario cards BEFORE the cards are given out <ul style="list-style-type: none"> <li>○ Makes sure no misunderstanding or insensitive views are taken on each scenario</li> </ul> </li> <li>● Scenario cards mean that students take the perspective of an external bystander or someone in the presence of a neurodivergent student/person facing a difficult situation (how should they respond, considering the situation?). <ul style="list-style-type: none"> <li>○ Make all scenarios simple — i.e., getting overstimulated by a loud environment, getting yelled at by a friend, dropping a lunch tray, etc.</li> </ul> </li> <li>● Students should discuss scenarios and solutions among themselves (group conclusion), and the teacher should be walking around and correcting any misconceptions, but mostly just observing how the class</li> </ul>

	is responding to them
Activity Pt. 2 [10]	If there's any time leftover, students could do a worksheet detailing what they learned this week — the worksheet would be accompanied by a lot of pictures and drawings, which help the students become engaged with the content
Final takeaways [5 minutes]	This day is based on applications, but the teacher should still be congratulating students on their understanding of neurodiversity. At the end of this day's curriculum, it might be helpful to reiterate the key concept of neurodiversity acceptance, which is that everybody's brains and thinking styles are different, and when in the real world, students should be considering all people just like that.

<b>Commitment to Neurodiversity Acceptance</b>	
Day 5	[Link to teacher resource — slides, videos, etc.]
<b>Logistics</b>	
Materials	Today's Goal
A graphic organizer that lists all the reasons why being an ally is so important.	<p>Explain the importance of being an Ally to neurodiverse people</p> <ul style="list-style-type: none"> <li>-Reduces stigma (negative notions around a topic) and improves understanding</li> <li>-Helps create fairer environments for everyone to thrive</li> <li>-Makes living a lot easier and judgment-free for neurodiverse kids</li> <li>-Creates a safe and inclusive space.</li> <li>-Allows strengths to shine through</li> </ul>
<b>Lesson Agenda</b>	
Agenda & Time Allotted	Details
Introductory Activity [5 minutes]	
Watch a video [3 minutes]	
Video Reflection [5 minutes]	
Activity [15 minutes]	Sign a symbolic commitment to neurodiversity acceptance and pin it up on the wall or display it. Written reflection on the week — just a few sentences. Come up to share them
Final takeaways [5 minutes]	