

Neurodiversity Concept

Time: 30 minutes

Day 1

The first lesson of the week introduces the concept of neurodiversity to the students. Kids should leave this lesson understanding that “Neurodiversity means that all our brains are different.” This is perhaps the most important message in neurodiversity advocacy. It’s deceptively simple, but by dedicating the first day to understanding it, we give kids a foundational base of knowledge to build on for the rest of the week.



Materials		Responsibilities	
1. Paper 2. Crayons 3. Projector for video		Lesson lead: Manage activities and guide discussions throughout the lesson, and ensure students’ safety. Students: Participate in activities and discussions.	
Check-in (2 mins)	[Introduction to what we are doing for the next week]		1
Watch video (5 mins)	“Amazing Things Happen” <ul style="list-style-type: none"> Stop at (1:10) to not confuse students with neurodivergence https://www.youtube.com/watch?v=Ezv85LMFx2E 		2
Analyze and Discuss (5 mins)	Questions to ask in class: <ol style="list-style-type: none"> Does everyone learn the same way? <ol style="list-style-type: none"> Is it good that we think differently? (Hint: Yes; look at Einstein and other people who thought differently and challenged beliefs, etc.) Do we all communicate the same? How do we communicate differently? Do we all have the same feelings? Are all of us feeling the same way right now? 		3
Check-in (2 mins)	<ol style="list-style-type: none"> Do we all think the same way? Let's see how we all think differently with a would you rather... Students share their answers to show how people think differently. 4-5 questions, depending on time availability. Example questions below (starting generic and then more specific to learning) <ol style="list-style-type: none"> Would you rather live in Antarctica or a desert? Would you rather be invisible or read minds? Would you rather read a picture book or watch a video? Would you rather use blocks or a whiteboard to solve a math question? 		4

Day 1 cont.

Activity (10 mins)	Drawing our Worlds The teacher will give a prompt, and students will first draw whatever comes to mind. After each round, students will share what they came up with, which will hopefully be very different. <ol style="list-style-type: none">1. Draw a house for a dragon2. Draw 'The Future' (expecting everything from flying cars to a world with more trees)3. Draw the perfect classroom for you (Bean bags, giant library, outdoor classroom)	5
Final discussion (5 mins)	Questions for the students: <ul style="list-style-type: none">• Talk to the person next to you about some differences and similarities between their drawings. What differences did you notice?• Why do you think this student made a drawing like X and another student made a drawing like Y? Is one of them wrong?• Why did we all come up with different drawings? Are our brains all the same or different?<ul style="list-style-type: none">◦ Different obviously! <p>"Neurodiversity means that all brains are naturally different."</p>	6



Equality and Fairness (accommodations)

Time: 40 minutes

Day 2

Core Concept: Understanding the difference between equality (giving everyone the exact same thing) and equity/fairness (giving people what they actually need).

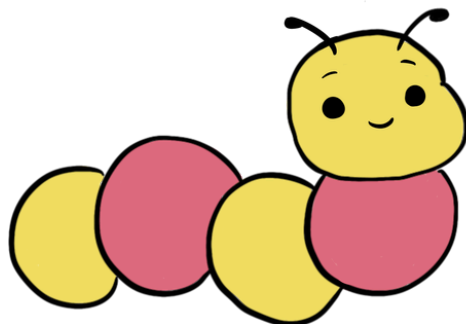


Materials	Responsibilities
1. Band-aids/Stickers 2. Projector for video 3. Scenario cards (optional)	Lesson lead: Manage activities and guide discussions throughout the lesson, and ensure students' safety. Students: Participate in activities and discussions.
Check-in (2 mins)	What does it mean to be fair? 1 Ask students to turn and talk with one another.
Watch video (3 mins)	Equality vs Equity for kids: 2 CBC Kids - Glasses: https://www.youtube.com/watch?v=uwEZ6PkGLZO Basketball: https://www.youtube.com/watch?v=eGdtLWeSQoo
Analyze and discuss (3 mins)	Ask students questions to start a discussion. 3 1. What happened when everyone was given the same pair of glasses? a. "Some people couldn't see, it made things blurry for people who didn't need them" 2. If giving everyone the same glasses is "equal," why wasn't it "fair"? 3. What happened when the basketball hoop stayed exactly the same for everyone? Was it easy for everyone to play? a. "It was hard for some to have fun" 4. What could they have changed to make it easier for everyone to play?
Demonstration (15 mins)	Band-aid activity - more details here 4 Can use stickers and imagination if no Band-Aids <ul style="list-style-type: none"> • Call up the first volunteer. Have them read their injury aloud. <ul style="list-style-type: none"> ◦ Example injuries include: <ol style="list-style-type: none"> a. I scraped my knee at recess (requires a Band-Aid) b. I broke my arm falling off my bike c. I have a really bad headache d. I have a bloody nose e. Any other injury that does not require a Band-Aid to solve



Day 2 cont.

<p>Demonstration (15 mins)</p>	<ul style="list-style-type: none">• Give everyone the exact same treatment by placing a Band-Aid on their wrist• Repeat this for however many volunteers there are• Lean into the absurdity, students laughing, etc.• Defend your choices using the word "equal" and by claiming you are being completely fair because everyone received the exact same treatment.• Students will refute, prompting the "aha moment," to show that equality is not always fair. Both are important. <p style="text-align: right;">5</p>
<p>Final Discussion— Optional (2 mins)</p>	<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. (6)</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

Time: 30 minutes

Day 3

Core Concept: Exploring non-verbal communication, recognizing diverse communication styles, and understanding how to prevent misunderstandings.

Summary

Materials

1. Whiteboard
2. Expo Markers
3. Projector for video

Responsibilities

Lesson lead: Manage activities and guide discussions throughout the lesson, and ensure students' safety.

Students: Participate in activities and discussions.

Check-in (2 mins)

Ask students to turn to a neighbor to say "good morning" or "hello" without making any sounds or using spoken words.

1

Quick post-discussion questions to ask students:

- What gestures did you use? (waving, smiling, high-fiving)
 - Emphasize the creative ways we have for communication

Watch video + analyze and discuss (5-10 minutes)

Watching a silent film: "Snack Attack"

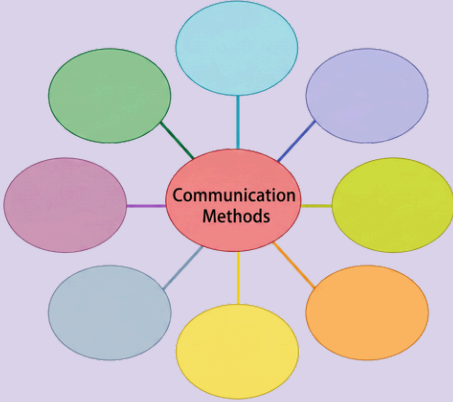
2

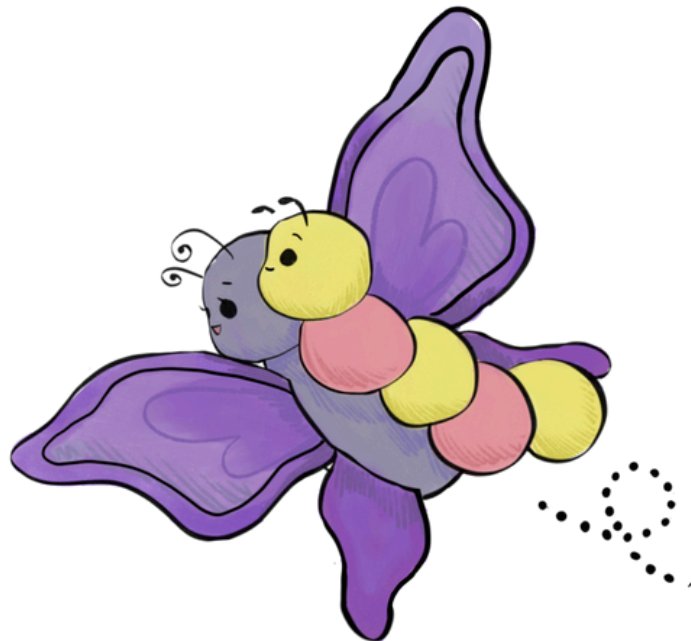
https://www.youtube.com/watch?v=38y_1EWIE9I

1. Play & pause: Pause around when the elderly lady is glaring and huffing while the teenager eats the cookie?
 - a. Ask: How is the lady communicating her feelings without using words?
 - i. Glaring, crossing her arms, huffing, facial expressions, and snatching the cookie
2. Play & pause: Pause when the teenager breaks the cookie in half and offers her a piece
 - a. Ask: What is the boy trying to communicate by sharing his last cookie?
 - i. Kind, friendly, generous
3. Play to the end
 - a. Ask: What did the lady realize at the very end?
 - i. She was actually eating his cookie the whole time
 - b. Ask: How did a big misunderstanding happen here? How can jumping to conclusions or misreading someone's actions make communication difficult?



Day 3 cont.

Activity (10 mins)	<p>Slides: Activity to show students different modes of communication that different people may need 3</p> <ul style="list-style-type: none">• Show students different modes of communication• Allow students to understand why certain people may require certain forms of communication• Look at pictures and attempt to interpret what a person is trying to convey, even if they are communicating differently.
Activity (10 mins)	<p>On the board, create a mind map with all the ways we can communicate with one another 4</p> <ul style="list-style-type: none">• Students' information will come from the situation slideshow presented 



Applying Concepts

Time: 30 minutes

Day 4

Core Concept: Putting our understanding of neurodiversity, equity, and communication into practice by analyzing unique perspectives and real-world experiences of differences.

Summary

<h2>Materials</h2> <p>1. Paper 2. Crayons 3. Projector for video</p>	<h2>Responsibilities</h2> <p>Lesson lead: Manage activities and guide discussions throughout the lesson, and ensure students' safety.</p> <p>Students: Participate in activities and discussions.</p>
Videos about differences (15 mins)	Louis' Shoes @ Louis' Shoes Award-Winning CG Animated Short Film 1
Analyze and Discuss (10 mins)	Take a few minutes to ask students to share their thoughts on the video. Ask questions such as the following to guide them. <ul style="list-style-type: none">• Why were Louis's shoes so important to him?• Why did Louis not make many friends?• How come he didn't want to attend birthday parties, and why did others not want to invite him? After these comprehension questions, transition to thinking beyond the video. Ask students to imagine Louis being in their class. <ul style="list-style-type: none">• "If Louis were in our class, what sorts of things would be difficult for him? What challenges would he face?"• Ask students for some other ways to be inclusive towards Louis.• "What are some things we can do to make Louis feel more welcome?" 2
Outdoor Activity (15 mins)	<ul style="list-style-type: none">• Take students outside with chalk and find a clean, available part of the blacktop.• Ask students to write down words and draw images that show how to be more inclusive and welcoming.• Encourage them to be as creative as they can; draw images, write words and phrases, trace hands, etc. 3

Day 5

- **Core Concept:** Committing to neurodiversity acceptance in the classroom and understanding how small, intentional actions of inclusion and kindness build a supportive community.

Summary

Materials		Responsibilities	
1. Paper 2. Crayons 3. Projector for video		Lesson lead: Manage activities and guide discussions throughout the lesson, and ensure students' safety. Students: Participate in activities and discussions.	
Check-in (2 mins)	Ask students to reflect on their week so far and share their favorite lessons, activities, or discussions. Introduce the topic of committing to neurodiversity acceptance in our classroom.		1
Analyze and discuss (5 mins)	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?		2
Activity 1 (4 mins)	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.		3
Activity 2 (10 mins)	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.		4
Final discussion	Ask students to talk about their favorite lessons from the week.		5

