

Social Awareness Activities: Self-Esteem, Inclusion, and Social Studies

Social awareness for young children is designed to help them understand and function in the world in which they live. During their early years, children are developing their values and attitudes about themselves, other children, and their family and community, and the world. They are developing a concept of self. It is important that they have a broad range of experiences and are exposed to people and materials without gender, racial, ability, or cultural bias. People with disabilities must be portrayed accurately, including both their abilities and disabilities.

Activity Goals

Activities are organized by the goals they support. Activities that focus directly on social awareness are given first. The activity number is provided after the goal to make finding the activity more efficient. The activities that are in the book have their number identified; those that are in the Online Companion are followed by a “w” (refer to Table R1-1).



Social Awareness Guidelines

The following guidelines will be helpful as you think about adapting social awareness activities to meet the needs of children with diverse abilities.

Adapting activities for children with:

Specific learning disabilities	Encourage them to use a variety of solutions to problems. Actively promote prosocial skills. Focus on what children can do and support their doing it.
Social, emotional, and behavioral disorder	Make school a familiar, safe, and predictable place. Prepare children for change. Discuss ways of dealing with feelings.
Attention-deficit/hyperactivity disorder	Work on conflict resolution skills. Use short activities, brief lessons, and break information into small chunks. Present information sequentially rather than all at once.
Communication disorders	Plan a language rich environment that increases children’s knowledge of the roles people play and the variety of ways people communicate.
English language learners	Use field trips to provide first-hand cultural and language experiences. Discuss the cultural and ethnic groups of the children in the class and the languages they speak at home as a way of including all children.

Autism spectrum disorders	Help children engage in relationships with other children and adults. Support children in taking an interest in the sights, sounds, and sensations of the environment. Help children learn to self-regulate their behavior.
Intellectual disabilities	Give children tasks they can accomplish and roles to help them be part of the group. Build on familiar experiences. Highlight what children can accomplish.
Gifts and talents	Promote social skills, help children take different perspectives on social situations. Support children who take intellectual risks.
Special health care needs	Expand children's knowledge of the medical community in ways that give them some control. Develop methods (notes, telephone calls, e-mail) of keeping children in touch with their peers.
Orthopedic and neurologic impairments	Use field trips to help children learn about their environment and technology, and visitors to support learning about inaccessible places. Teach about accessibility and how it is important to many groups of people (babies in strollers, older people, and so on).
Hearing impairments	Teach children verbal and nonverbal ways of approaching others. Use visual aids to clarify and generalize experiences.
Visual impairments	Include a variety of role models, including those who wear glasses and use optical devices. Use technology to expand children's world. Help children learn to use their residual vision. Provide many opportunities to develop the sense of touch.

Table R1-1: Activity goals and activity numbers in text and online

Goals	Activity Numbers
• To improve self-concept	1-1, 1-2, 1-5, 1-6, 1-8, 1-25, 1-26, 1-29 1-31w, 1-32w, 1-33w, 1-34w, 1-36w, 1-37w, 1-39w
• To increase awareness of roles people play	1-2, 1-5, 1-25, 1-26, 1-27, 1-28, 1-29, 1-30 1-31w, 1-32w, 1-33w, 1-36w, 1-37w, 1-46w, 1-47w, 1-48w, 1-49w
• To broaden concepts of family	1-1, 1-5, 1-6, 1-14, 1-24 1-31w, 1-32w, 1-33w, 1-34w, 1-37w, 1-38w, 1-39w
• To increase inclusion	1-2, 1-3, 1-8, 1-9, 1-10, 1-11, 1-12, 1-13, 1-14, 1-15, 1-16, 1-17, 1-19, 1-20, 1-21, 1-22, 1-23, 1-25, 1-26, 1-27, 1-28 1-40w, 1-42w, 1-43w, 1-44w, 1-45w, 1-46w, 1-47w
• To increase awareness of individual differences and similarities	1-3, 1-7, 1-10, 1-11, 1-13, 1-15, 1-16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 1-23, 1-30 1-38w, 1-40w, 1-41w, 1-42w, 1-43w, 1-45w, 1-46w
• To increase cultural awareness	1-1, 1-7, 1-14, 1-18, 1-24 1-38w, 1-39w, 1-44w, 1-48w
• To understand geography concepts	1-9 1-47w, 1-50w, 1-51w
• To increase thinking and reasoning skills	1-4 1-40w
• To encourage problem solving	1-3, 1-4, 1-29 1-35w, 1-50w, 1-51w
• To express feelings	1-8, 1-12, 1-15 1-42w, 1-43w
• To improve expressive communication	1-4 1-36w, 1-44w

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| • To increase respect for diversity in modes of communication | 1-7, 1-10, 1-11, 1-16, 1-18, 1-22
1-35w, 1-49w |
| • To improve observational skills | 1-19
1-35w |
| • To improve cause-and-effect reasoning | 1-9, 1-12, 1-13
1-34w, 1-48w, 1-51w |
| • To improve locomotor skills | 1-21
1-45w |
| • To increase body awareness | 1-17, 1-20, 1-23
1-41w |

Social Awareness Activities

Self-Esteem: Large Group

1-1 Celebrations

Goals: To improve self-concept; to broaden concepts of family; to increase cultural awareness

Materials: None (unless the child wants to bring in something)

Procedure: Talk with children about how their families celebrate particular holidays. Then choose one or two children to act out their families' celebrations for the group. Include different holidays, birthdays, and celebrations. Be sure to discuss feelings, excitement, and expectations. Discuss how families have different ways of celebrating as well as different occasions that are celebrated. Encourage children to have family members or others come to talk about the celebrations as well. Plan some special activities and snacks that support the learning experience.

Assessment: The child will verbally describe one occasion celebrated in her family.

Accommodations and Integration: Discuss celebrations, why people look forward to them, their significance, and why they can be stressful events. Talk about appropriate ways to deal with the stress that accompanies both joy and disappointment. Talk about the role of marker events and the various reasons for celebration. Discuss both formal and informal celebrations. If there are children in your class who do not celebrate holidays find out from them and their families how they want to share this information.

Self-Esteem: Small Group

1-2 Get Well Cards

Goals: To improve self-concept; to increase awareness of roles people play; to increase inclusion

Materials: Construction paper, crayons or markers, computer, digital camera

Procedure: Have the children make drawings or paintings of their choice on a folded piece of construction paper. They can make either two pictures (front and inside of card) or one picture with a written message. Talk with the children about the particular illness the child has and the kinds of activities that child particularly likes. Encourage children to write (or dictate) a message.

Assessment: The child will write or dictate an appropriate message for a card.

Accommodations and Integration: Use a computer and printer to generate the card or take a picture with a digital camera, print it, and add a message. Be specific about the purpose of the card and the types of messages that are appropriate. Make the first card for a specific child; then start a collection of get-well cards so you will always have a card to send when the occasion arises. After a while, children may notice that certain members of the class are absent more often than others. Talk about this.

Self-Esteem: Small Group

1-3 No Words

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to encourage problem solving

Materials: None

Procedure: Have a discussion about how animals and people communicate without using words.

Bees	dance to help other bees find honey
Dogs	bark, wag tails
Birds	chirp, sing
People	gesture

Give one child in the class instructions for a task the group must perform. Have this child get the other children to carry out the task without using words. Initially, all the children could do the same thing, for example, go to the bathroom and wash their hands. Make the tasks easy and have a pair of children convey the message. As the children get better, assign more difficult tasks.

Assessment: The child will use body language to communicate with classmates and then discuss how the experience made him feel.

Accommodations and Integration: Discuss specific traditional nonverbal strategies used to communicate (waving for good-bye, throwing a kiss, making a circle of the thumb and index finger, high five) and ensure that children know their meaning. Talk about cultural variations in nonverbal language (eye contact, open or closed hand gestures) and their meaning during interactions. Talk about American Sign Language and why it is used. Teach children some signs. Discuss the differences between nonverbal and verbal “language,” especially as they relate conveying information. Discussion communication in general and how difficult it is to express yourself when you do not know the right words to say.

Self-Esteem: Small Group

1-4 One More

Goals: To encourage problem solving; to improve expressive communication; to increase thinking and reasoning skills

Materials: None

Procedure: Make up hypothetical situations or use actual problems that have occurred in the classroom. The situations can relate to peer relationships, sharing materials, time with the teacher, and so forth. For example, if two children want the same toy, ask them for a solution, and then ask, “What else could you do?” See if children can generate at least four different alternatives to consider. Do not give children solutions or judge their answers as inappropriate, although they may seem outlandish to you—unless they are dangerous. It is important that children learn to generate alternatives as a way of coping. Expand the scope of the problems. Help children evaluate the probable outcome of each solution and decide which they might try first.

Assessment: The child will state four solutions to a problem described by the teacher.

Accommodations and Integration: Children with diverse abilities may encounter more challenges than other children may. They need a repertoire of potential solutions and consequences. Use this technique to deal with problems that occur in your classroom. Have children role-play the situation, trying out different solutions. Have children coach each other and provide feedback. The more complex situations children are in, the more likely they will need to find solutions to problems. They may need to try several options before they find one that works. Give them the foundation for generating solutions to problems and thinking them through.

Self-Esteem: Large Group

1-5 Family Book

Goals: To improve self-concept; to broaden concepts of family; to increase awareness of the roles people play

Materials: Three-ring binder, plastic sleeve protectors, black construction paper to fit inside sleeve protectors, tape and pictures of family members for each child in the class, digital camera

Procedure: Have children bring in pictures of family, friends, and themselves. Give them a piece of black paper and tape and ask them to make a collage with the pictures keeping the faces visible. Place the picture-covered papers into plastic sleeve protector and into a three-ring binder. Encourage children to look at and talk about the pictures.

Assessment: The child will tape pictures of her family and friends onto a piece of paper and add the paper to a class book about families and friends.

Accommodations and Integration: Help children with the selection and pasting process. Encourage children who do not bring pictures from home to draw their family members and friends, or take digital pictures of their friends at school to include in the book. Encourage children to look at these pictures with other children when they are concerned about family members or miss them during the school day. This allows children to talk about important people in their lives, as well as important people in their classmates' lives.



Support children in talking about their families and how they have fun together.

Self-Esteem: Small Group

1-6 Family Collage

Goals: To improve self-concept; to broaden concepts of family; to increase awareness of the roles people play

Materials: Magazines, scissors, construction paper, glue or glue stick

Procedure: Give children magazines, scissors, glue sticks, and a piece of construction paper. Explain that they are going to create families. Talk about what members might constitute a family. Encourage children to have a broad definition of family. Let the children cut out a variety of pictures from magazines and paste them onto construction paper. Have children discuss why they included different members in their families, and the roles of included members.

Assessment: The child will cut out pictures of people from magazines and paste them on a piece of paper to form families.

Accommodations and Integration: Encourage children to make pictures of different families they know, and ask them to compare and contrast the families with their own family. Let children choose pictures but help them cut out or tear out the people they choose if necessary. This helps children realize that families are unique as well as similar.

Inclusion: Whole Group

1-7 Hello Poem

Goals: To increase awareness of individual differences and similarities; to increase cultural awareness; to increase respect for diversity in modes of communication

Materials: None

Procedure: Talk with the children about how people can speak differently but say the same things. Introduce the “Hello Poem,” using motions to help the children get involved. Replace “hello” with “hello” in Spanish, Chinese, or another language including the languages of the children in the classroom.

Hello (poem)

Hello's a handy word to say,
 At least 100 times a day.
 Without hello what would I do
 Whenever I bumped into you?
 Without hello where would you be
 Whenever you bumped into me?
 Hello's a handy word to know.
 Hello. Hello. Hello. Hello.

HELLO IN OTHER LANGUAGES

Mandarin—kneeha	Korean—anyorg
Asian Indian—key ayo	German—guten tag
Japanese—ohay o	Turkish—marhabah
Russian—pree veyet	Finnish—tear vay
Spanish—hola	French—bonjour

Assessment: The children will sing the “Hello Poem,” substituting the English “hello” with “hello” in other languages.

Accommodations and Integration: Shorten the poem. Have children become familiar with the poem before they try it in other languages. Fingerspell hello. This allows children to hear and speak different languages and still be understood. Use this as a platform to talk about other languages. Be sure to include the languages of all children in the class.

Inclusion: Small Group

1-8 Share Your Feelings

Goals: To increase inclusion; to improve self-concept; to express feelings

Materials: None

Procedure: After the children have discussed feelings and expressions, ask them to share a feeling with the other children, for example, liking. Some ways the children might share this are to hold hands, smile, hug, say “I like you,” and so on. Support children in expressing feelings with their peers and knowing that they are valued members of the class. Give children the vocabulary they need to express their feelings accurately. Help them think of a variety of ways to share feelings, both verbal and nonverbal.

Assessment: The child can perform the appropriate actions for a variety of feelings.

Accommodations and Integration: Model feelings and behaviors as you state what you are doing. “I’m so glad to see Richea I am giving her a high five.” Coach children on expressing their feelings. Encourage children to ask others for feedback or clarification about how they interpret the behavior. Sharing feelings is not usual in some cultures. At first, older children might feel self-conscious doing this, but if you demonstrate and support them, they may learn that they can share feelings at school.

Inclusion: Small Group or Individual

1-9 Wheels

Goals: To increase inclusion; to improve cause-and-effect reasoning; to understand geography concepts

Materials: Familiar objects with wheels: inline skates, wagons, tricycles, roller skates, skateboards, wheelchairs, creepers, scooters, suitcases, backpacks, dollies

Procedure: Discuss the function of wheels and encourage children to experiment moving on or using things with wheels. If you have shelves on wheels, compare moving those shelves with shelves not on wheels. Help children experiment by using rollers to move objects. When you are outside, keep the wheels of a tricycle or wagon from turning by putting something through the spokes and discuss how this affects its movement. Be sure to include a wheelchair. Talk about

brakes and the function they serve. Map out a course that requires turns, and have children use wheeled objects to traverse the course. Ask about what is easy and difficult for them.

Assessment: The child will state the function of wheels and how they are useful.

Accommodations and Integration: Encourage children to experiment with the wheelchair, to go from one place to another. Be sure it includes going up and down a ramp (with close adult supervision). Talk about the energy it takes to use a wheelchair and how this is different from using a tricycle or a scooter. If possible, have someone who does wheelchair sports visit and demonstrate his skills. Children can learn about the functions wheels play in moving and become aware of the implications of using a wheelchair, of curb cuts, and so on.

Inclusion: Small Group

1-10 Finger Spelling Lotto

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to increase respect for diversity in modes of communication

Materials: Alphabet Lotto cards with Ameslan signs for each letter

Procedure: Make a Lotto game using the letters of the alphabet and the manual signs for those letters. Encourage the children to make the sign with their hands as they match the cards. Have the children fingerspell their names.

Assessment: The child will match letters to Ameslan signs for the letters.

Accommodations and Integration: Start with fewer letters where the signs have a visual resemblance to the letters they represent (*c, d, l, m, n, o, v*). Have the children spell words using the signs. This shows children a potential avenue of communication and another representation of language.

Inclusion: Small Group

1-11 Mufflers

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to increase respect for diversity in modes of communication

Materials: Earmuffs or cotton balls, tapes or CD and tape recorder or CD player

Procedure: Set up the dramatic play area in the usual way. Have the children wear earmuffs or put cotton balls in their ears and tell them to whisper while playing instead of talking out loud. Have a tape playing in the background to make it more difficult to hear. Follow this activity with a discussion at group time where you talk softly while the music is playing. If the children get frustrated or restless, go back to your normal style. Talk about how hard it is to cooperate with others and to pay attention when you can't hear.

Assessment: The child will communicate how he feels when it is difficult to hear.

Accommodations and Integration: Do this only for a short time. Help children focus on what they do differently when they cannot hear. Children will begin to understand the implications and frustrations of not being able to hear or understand what is going on around them.

Inclusion: Small Group

1-12 Feelings

Goals: To increase inclusion; to express feelings; to improve cause-and-effect reasoning

Materials: Paper, crayons, markers, scissors, old magazines

Procedure: Have children make a book about situations in which they were sad (or angry, unhappy, or mad). Have a group discussion and talk about how children might feel if a lot of sad things happen at one time, how hard it would be

to be happy, and how they might be scared and expect sad things to happen. Talk about what children can do to help themselves when they feel sad. Encourage children to talk in greater depth and to distinguish short- and long-term emotions. Have them discuss how the actions and reactions of others influence their response.

Assessment: The child will draw a picture of a person and/or situation to show anger, sadness, and/or other negative emotions.

Accommodations and Integration: Start with pictures of two relatively obvious situations and ask children which one they think would make them feel happy. Do the same with other emotions. Move from the more obvious (happy, sad, angry) to embarrassed, jealous, and so on. This helps children realize that all people, including adults, have bad days. Help them differentiate a bad day from a pattern of negative emotions that might cause children to either withdraw or become aggressive.

Inclusion: Large or Small Group

1-13 Tired

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to improve cause-and-effect reasoning

Materials: None

Procedure: Encourage children to run jump, march vigorously until they are tired (at least breathless). This will require your support and participation. It will take 3 to 6 minutes depending upon the age of the children. Then have them list the activities they would not want to do right away (run more, climb fast) and those they would do (listen to a story or music). Talk about how children differ in how easily they get tired and how it is not fun to play actively when you are tired. Encourage children to talk about the difference between what they do not want to do because of lack of energy and tasks they just do not like (cleaning their room, picking up in general). Ask them if they ever use being tired as an excuse. Do they ever not believe others who say they are tired?

Assessment: The child will state two activities that she might not want to do when she is tired, and give reasons why.

Accommodations and Integration: Point out the specific characteristics of being tired and how they vary with different activities: running legs might feel wobbly, heart rate up, and shortness of breath. Talk about medicine and how you can be tired from taking medicine. Discuss the body's reactions to different medicine (listlessness, sleepy, low energy, difficulty sleeping at night, and so on). Start with what children want to do then expand the discussion to what would be difficult if they could not sleep, or were tired. Then address how the class might respond to children who were tired (Allow the child to sleep in class? Provide quiet areas? and so on). Children know how it feels to be tired. They need to learn that others may feel tired when they do not and some of the reasons why (reactions to medicine, not feeling well, and so on). Encourage children to tell each other when they are tired and suggest things they can still do together.

Inclusion: Large Group

1-14 Family Heirlooms

Goals: To increase inclusion; to broaden concepts of family; to increase cultural awareness

Materials: None

Procedure: Talk with the children about special objects that families pass down. Discuss the special meanings that make these objects important to families. Invite children to bring in a family heirloom. Have children describe the object, and explain why the object is important to their families. Display the items on a special table.

Assessment: The child will bring in a meaningful object for his family and state its significance.

Accommodations and Integration: If children do not have family heirlooms help them develop some. What would they like to have? Take pictures of the child or his work. Write a story about the child. It is important for children to develop a sense of permanence. This allows children to learn more about their families and their heritage. It also allows children to see how families are different.

Inclusion: Large or Small Group

1-15 Tongue Twisters

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to express feelings

Materials: None

Procedure: Teach children some tongue twisters, and then encourage them to say them fast. This often results in both laughter and the realization that some things are difficult for all of us to say. For example:

The bootblack brought the book back.
Beth brought a big blue bucket of blueberries.
Big black bugs buckle and bulge beneath the big blue bundle.
Betty Balder bought some butter for her bread batter.
Greek grape growers grow great grapes.
Peter Piper picked a peck of pickled peppers.
Suzy sells seashells down by the seashore.
The sixth sheik's sixth sheep's sick.
Red roosters read riddles rapidly.

Assessment: The child will attempt to say a tongue twister and communicate her feelings about the difficulty of saying the tongue twister.

Accommodations and Integration: Make the tongue twisters shorter. Write the words out and point to each word as you say it. Have children make up their own tongue twisters. This promotes an understanding that speech can be difficult for some children. Done slowly, it is an interesting way of practicing specific initial sounds.

Inclusion: Large Group

1-16 Voiceless Roll Call

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to increase respect for diversity in modes of communication

Materials: None

Procedure: Call the children's names but mouth the names instead of speaking them out loud. Discuss how difficult voiceless roll call is, especially how hard it is to keep paying attention. When the children get the idea, tell them voicelessly what activities are available and ask them to make choices.

Assessment: The child will watch the teacher's mouth as she says the names of the children and respond appropriately when his name is called voicelessly.

Accommodations and Integration: If children do not understand their name, whisper it. Increase the length and complexity of the information you give them voicelessly. You may have to practice a bit before you are comfortable calling roll this way. Discuss how difficult it is to pay attention when you can not hear and why it might be challenging for a child who has a hearing impairment to participate. Help them decide how to include children who cannot hear.

Inclusion: Small Group

1-17 Who Is It?

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to increase body awareness

Materials: A blindfold, scarf, or half mask with eye holes covered

Procedure: Blindfold one child and have him touch another child. You will have to give some guidance at first on the appropriate ways to touch another person. You might even guide the child's hand to feel the length of hair, height, type of shoes and clothes, facial features, and so on. Help the child by stating what to feel for: "Let's see. Who is about as tall as you are? Who has long, straight hair, and high cheek bones? Who is wearing a sweatshirt and tie shoes?" (Children may have to use clothing as clues until they become more precise in their ability to touch.) Initially, choose a child to identify who has very obvious features or one who is a good friend. Have the child talk. As children become more proficient, give fewer clues.

Assessment: The child will use her hands to feel an object or person and communicate what or whom it is.

Accommodations and Integration: Just tell children to close their eyes (they can talk). Have the children spend more of their day blindfolded. Encourage children to work in pairs, with one child blindfolded, and talk about what is helpful and what is not. This gives children the experience of "seeing" with their hands as a child who is blind might. It also shows them some of the difficulties such children face. Encourage children to look in the mirror and figure out what would feel different about different faces (bone structure, how deeply set the eyes are, shape of the nose, and so on).

Inclusion: Large or Small Group

1-18 Foreign Languages

Goals: To increase awareness of individual differences and similarities; to increase cultural awareness; to increase respect for diversity in modes of communication

Materials: Tape or CD, tape or CD player (CDs from the Putumayo Kids series)

Procedure: Sing or play a cassette or CD of a familiar song in a foreign language. Ask children what the words mean and discuss how some words are the same or similar in several languages. Then teach the English version. "Frère Jacques" is one of the most familiar songs. Discuss with the children how hard it is to listen and pay attention when you do not understand. Have children work on differentiating English from non-English. Use a variety of languages so children understand that there are many different languages. If children or their families speak another language, invite them to come and talk to the class, but be sure they talk about the culture as well. If there is a foreign language TV or radio station in your area, ask the children to listen to it. Help children become more aware of other languages and how difficult and valuable it is to learn another language.

Assessment: The child will listen to an unfamiliar foreign language and communicate the difficulty of understanding it.

Accommodations and Integration: Teach children words in another language first so they have some familiarity of the underlying concept. Encourage children to listen to language-learning tapes, CDs, and videos. Use interactive computer programs so that children can hear themselves speaking words in another language and compare it to a model. Encourage children to think about their dependence on language to communicate and the problems encountered when you do not speak the language of the people around you. Have a children's picture dictionary that labels pictures in two languages so they not only hear that the language is different but see it as well.



Provide many hands-on experiences for children who are English language learners. They are the fastest growing population of children and they need support in learning English and in validating their home language and culture.

Inclusion: Small Group or Individual

1-19 Simulated Glasses

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to improve observational skills

Materials: Glasses, frames or sunglasses, gauze, half-face Halloween masks, cellophane, adhesive tape

To Make: To simulate different visual conditions use inexpensive sunglasses or half-face Halloween masks, putting cellophane over the inside opening or a variety of coverings over the outside (see Figure R1–1).

Procedure: Encourage children to wear the glasses and play as they usually do during the day. Talk with them about what is easy to do with the glasses, what is difficult, and what they can and cannot see with the glasses on.

Assessment: The child will wear different types of glasses and describe the differences she sees when using them.

Accommodations and Integration: Use the glasses for a shorter time. Provide magnifying glasses and binoculars and talk about the changes these make in what they see. Have the glasses available for several days so children can continue to experiment with them. Children can progress from being aware of what a particular visual impairment means to the implications it has for daily life.

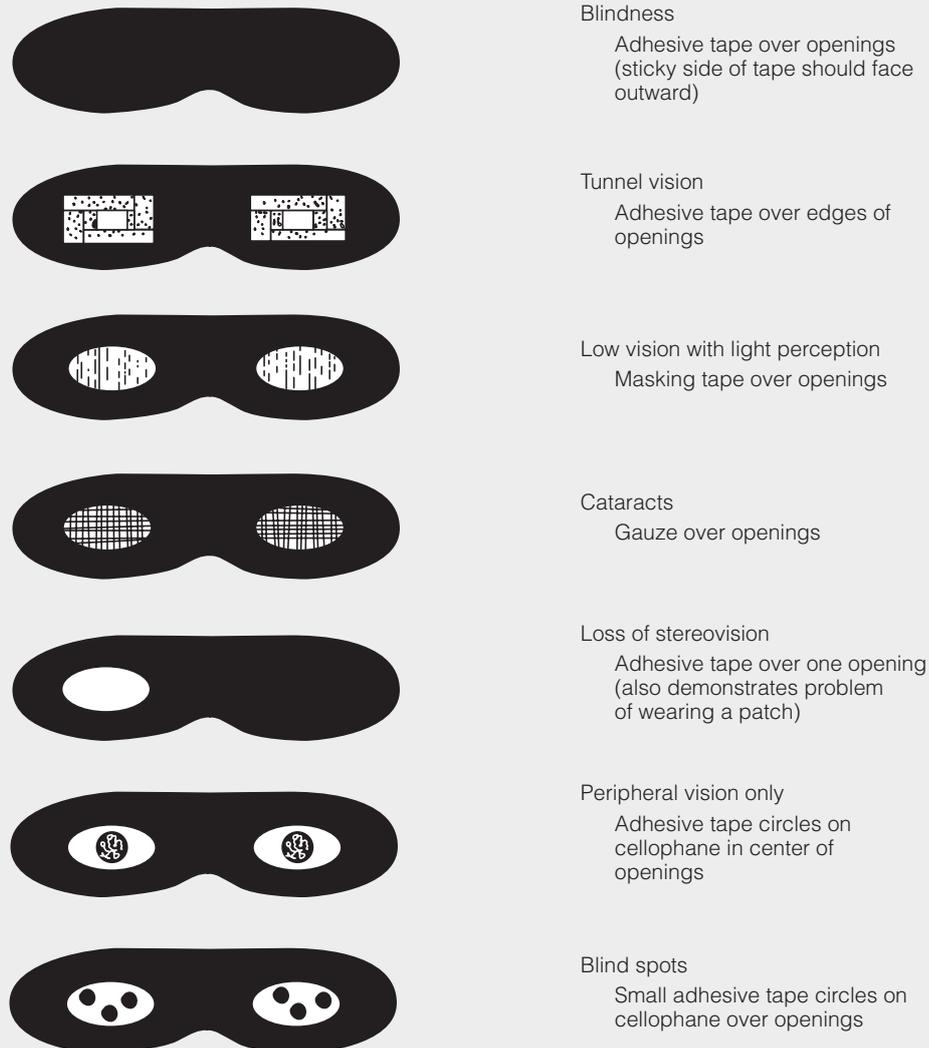


Figure R1–1: Simulated Glasses

Make simulated glasses with the instructions provided. Use adhesive or electrical tape by first putting the tape on the inside of mask (sticky side out) and then put the tape on the outside in the same places.

Inclusion: Small Group or Individual

1-20 Mittens

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to increase body awareness

Materials: Mittens, a variety of small objects and typical small manipulatives (puzzles, blocks that join together, and so on)

Procedure: Have the children bring mittens to school or provide them. They can be worn throughout the day or used just to demonstrate fine motor skills such as stacking small blocks, interlocking shapes, eating snacks, stringing beads, coloring, and so on. If they take the mittens off, ask why and discuss how they felt before and after. Encourage children to put them on again when they change tasks. Have children discuss how they feel after an activity.

Assessment: The child will attempt different fine motor activities with mittens on his hands, and communicate the difficulty of accomplishing the tasks.

Accommodations and Integration: Allow children to take the mittens off if they become frustrated. But encourage them to put them back on as they try new tasks. Encourage some children to wear the mittens for the whole day. As children become more aware of how useful their fingers are, they also gain an appreciation of the difficulties faced by children with fine motor coordination problems provided you help them make the connection.

Inclusion: Large or Small Group

1-21 Moving in the Dark

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to improve locomotor skills

Materials: Blindfolds or half face Halloween masks with the eyes covered, sunglasses with the lenses taped over.

Procedure: Make up a story about a child who has to go somewhere in the dark and is afraid of hitting her head. Have the children think of ways the child could move to avoid getting hurt, and then demonstrate these. Make it relevant to the children by suggesting they could get up in the night to try to find something. See if they can learn specific techniques for moving safely when they cannot see. Create some obstacles the children have to go around or through to add interest. Encourage children to think about how others could help them.

Assessment: The child will be blindfolded and move through obstacles. She will state two ways that people can help her when she is not able to see.

Accommodations and Integration: Have children do activities in pairs. Encourage children to put on blindfolds and try out techniques. Have others provide feedback so that the technique can be modified. This increases children's awareness of where their head is in space and the need to protect it. It also illustrates the problem of moving when you cannot see and what others can do that is helpful and not as helpful.

Inclusion: Large or Small Group

1-22 Talking

Goals: To increase awareness of individual differences and similarities; to increase inclusion; to increase respect for diversity in modes of communication

Materials: None

Procedure: In a small group, give a child a specific thing to say and then tell the child how to use her mouth. If you do not think she will understand, demonstrate the various ways of talking before asking them to do each one. For example:

- Keep your teeth clenched while you talk.
- Keep your lips closed.
- Keep your tongue behind the lower teeth.

Have the children continue trying to make themselves understood until they experience some frustration. Discuss how it feels when others do not understand them. Help children focus on the function of the various parts of their mouths in speech. Help them specify how speech changes based on the parts of the mouth that they cannot use.

Assessment: The child will talk in designated ways and communicate the difficulty in understanding others when they speak differently.

Accommodations and Integration: Have children begin by speaking extremely slow, fast, loud, or soft. Then have children speak into a tape recorder, and listen to themselves. Have children do this in pairs to see if they can understand each other, or talk in such a way they cannot see the other child's mouth. Have a speech/language pathologist visit and talk about where different sounds are made in the mouth and discuss speech and the process of talking.

Inclusion: Large and Small Group

1-23 Slings

Goals: To increase inclusion; to increase body awareness; to increase awareness of individual differences and similarities

Materials: A piece of material or scarf for each child, large enough to make a sling

Procedure: During group time, talk about what it is like to be able to use only one arm. (Some children are born with only one arm, others break their arms.) Have the children think about what things are difficult to do with just one arm. Encourage them to participate in activities with one arm in a sling. Help children who participated talk about their feelings and difficulties they had. If they become frustrated and take the sling off, use their experience of frustration to make your point.

Assessment: The child will state the reason for using slings and three things that are difficult to do when wearing a sling.

Accommodations and Integration: First put the sling on the child's non-dominant arm, then move it to the dominant arm. Help children think about the kinds of adaptations having only one arm might require. Encourage them to think about adaptive devices, skills they would have to develop, and what they would do differently.

Social Studies: Large Group

1-24 International Snack

Goals: To broaden concepts of family; to increase awareness of roles people play; to increase cultural awareness

Materials: Flour tortillas, pupu, fondue, crêpes, Irish soda bread, pita bread

Procedure: Make a snack that is not traditionally American. Start with foods that, although from other countries originally, are familiar to many of the children (tofu, pita bread, crêpes), then work in foods that are increasingly different. Discuss what the foods are made of and where they come from, and then eat them. Include children in the preparation and discuss the foods used, the culture, and the people. Use families as a resource.

Assessment: The child will state the name of different snacks and make accurate statements about the regions from which they come.

Accommodations and Integration: Check for allergies, particularly if the foods are unusual and children may not have eaten the ingredients. Help children think of differences without judgment. Have them look at the broad geographic features of a region such as temperature, rainfall, and elevation, and look at the foods eaten in relation to those variables. Children will often participate in experiences with food at school that they would not try at home, especially if they participated in its preparation.

Social Studies: Small Group

1-25 Medical Tools

Goals: To increase awareness of roles people play; to improve self-concept; to increase inclusion

Materials: Medical equipment, or pictures of medical equipment, and pictures of the parts of the body where these are most commonly used:

mouth	tongue depressor	arm	blood pressure cuff
throat	throat swab	eyes, ears, throat	small flashlight
knee	rubber hammer	lungs, heart	stethoscope
arm	intravenous system	bottom, arm, thigh	syringe

Procedure: Demonstrate and discuss how the equipment is used on a child or doll. Begin with the most familiar ones. Have the children match the pictures of medical equipment to pictures of the appropriate body parts. This often leads to discussion about doctors and medical procedures. Include information on what doctors look for and why. Have a medical dictionary available so you can look up information.

Assessment: The child will state the names of a variety of medical equipment and the body part on which each tool might be used.

Accommodations and Integration: Start with the most obvious and work toward more specific types of equipment. Invite a physician to visit and share information with the children. Perhaps show them x-rays of a hand, then talk about what they do and the significance of different conditions on the movement and use of a hand. Use the equipment children in your class are most likely to encounter. This should help make all children's contact with the medical profession less frightening, and help them realize that some of their classmates must see doctors more frequently than they do.

Social Studies: Small Group

1-26 Patient in the Hospital

Goals: To increase awareness of roles people play; to improve self-concept; to increase inclusion

Materials: None

Procedure: Adapt the song "The Farmer in the Dell" to your specific purposes relative to the medical profession:

There's a child whose sick,
 There's a child whose sick.
 Hi Ho the Office O.
 There's a child who is sick.

"There's a child going to the doctor" and "There's a child going to the hospital" can also be used. In the following stanzas, the child chooses someone to accompany him to the hospital (mother, father, grandmother, aunt); that person chooses the doctor; the doctor chooses the nurse (or specialists). Then:

They all stand together,
 They all stand together.
 Hi Ho the Office O.
 Until the child gets better.

Have each children hold a picture or piece of equipment (stethoscope, thermometer) as a clue to their role. You might follow the song by talking about some of the various specialists and what they do. Include the speech/language pathologist, occupational and physical therapists, psychologist, family therapist, and different types of doctors.

Change the song to "My Doctor" and sing it to the tune of "Mary Had a Little Lamb":

My doctor has a stethoscope,
 Stethoscope, stethoscope

My doctor has a stethoscope
To listen to my heart.

Continue with other tools. The order does not matter:

Thermometer . . . to take my temperature
Reflex hammer . . . to check my knees
Otoscope . . . to look in my ears (can also look in other parts)
Blood pressure cuff . . . to see how my blood is moving
(use other people and specialists as they seem to fit)

Assessment: The child will sing the adapted song and state what types of equipment might be used when visiting a doctor or hospital, and state their purpose.

Accommodations and Integration: Start with equipment all children are familiar with but do not find threatening. Have appropriate equipment on hand to demonstrate what you will sing in the song. Children encounter many members of the health profession. This activity helps frame the potential interaction as informational rather than threatening. Let the children choose whom to include.

Social Studies: Large and Small Group

1-27 Audiologist

Goals: To increase awareness of roles people play; to increase inclusion; to improve self-concept

Materials: Props for an audiologist's office: bells, earmuffs, a box with knobs, buzzers

Procedure: During group time, introduce the concept of an audiologist and what she does. Talk about how and why people get their hearing tested. Explain that there is an audiologist's office set-up. Use a box with knobs on it; bells, buzzers, or anything that makes noise; and earmuffs for earphones. Have the children "test" each other's hearing. They can raise a hand when they hear a noise or they can do a task, such as stack a circle on a stick, each time they hear a noise. Once children understand the process, erect a barrier so one child can't see what is happening and has to rely on sound to respond. Ask children to identify the sound.

Assessment: The child will state what an audiologist does and why she does it.

Accommodations and Integration: Model the role of the audiologist so children know what an audiologist does. Use this to prepare all children to have their hearing tested by a school nurse or audiologist. Allow children for whom this is a common practice to take a leadership role and work through any feelings that they have about the procedure.

Social Studies: Large and Small Group

1-28 Eye Doctor

Goals: To increase awareness of roles people play; to increase inclusion; to improve self-concept

Materials: Props for an eye doctor's office: vision chart, card with a "three-legged stool" (Figure R1-2), glasses, index card, frames, pointer, mirror

Procedure: During group time, discuss eye doctors and what they do. Explain you have set up an eye doctor's office. Encourage one child to be the doctor and point to the chart, another to be an assistant and help with glasses and the testing process. Initially concentrate on the matching aspect of this experience at a distance where you are sure children can see. Encourage children to experiment with the relationship between distance and seeing, and have them find where in the room they can no longer see accurately. Have them measure this distance.

Assessment: The child will state what an eye doctor does and why he does it.

Accommodations and Integration: Model the role of the eye doctor. Help children chart the responses of other children to the doctor's eye chart. If children do not understand the process, give them extra time to play the role of the "patient." Follow this activity with vision screening by a nurse or other qualified person. Help children see an eye doctor as helping identify children who need visual follow-up to help them see better.

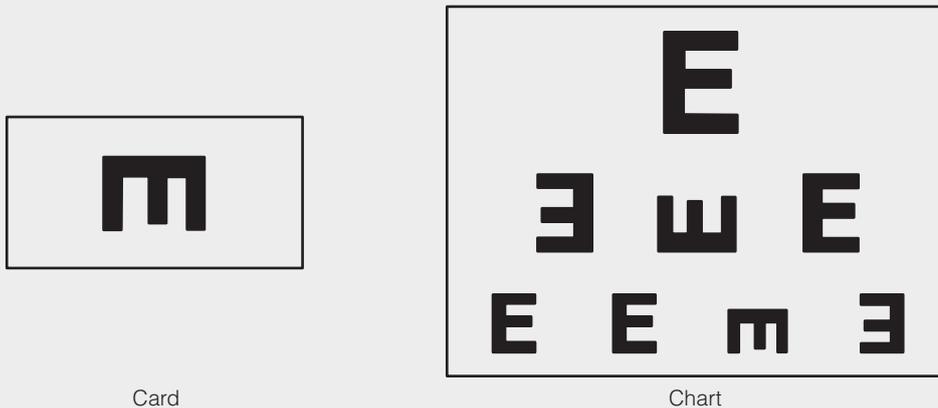


Figure R1-2: Eye Chart and Card

Social Studies: Small Group

1-29 Emergency Room

Goals: To increase awareness of roles people play; to encourage problem solving; to improve self-concept

Materials: Emergency room setup: table, paper, chairs, pencils, bandages, lab coat

Procedure: During group time, talk about reasons for going to the emergency room: a broken bone, a bad cut or burn, as opposed to a headache or a cold. Talk to children about what might happen: Someone would ask for their name and insurance number, and they would have to wait. Also discuss what they could do while they wait, what the doctor might do, and the possibility that they would not know the doctor. Emphasize that there is an emergency. Stress the importance of time, and how those with life-threatening conditions are treated first, regardless of when people arrived.

Assessment: The child will state what an emergency room is, and why people go.

Accommodations and Integration: The purpose of this activity is to familiarize children with a set of procedures so that the fear of the emergency room is not added to the medical problem. Have an element of realism as well as creativity. See this as a variation on the doctor's office, although the element of time, the reasons for going to the emergency room, and the other people in the waiting room are different.

Social Studies: Small Group

1-30 Cast It

Goals: To increase awareness of roles people play; to increase awareness of individual differences and similarities; to increase inclusion

Materials: Plaster tape (available at most drugstores), water, scissors without points, dolls, broken chicken bone, x-ray

Procedure: Talk about broken bones; show one from an animal and talk about what a cast does for a bone. Set up the dramatic play area with plaster tape (just soak it in water to use it), a bucket of water, and dolls. First, have the children

experiment with a doll. Some children may just explore the plaster tape as an art medium. Then, have them put a cast on a thumb or finger. The cast will slip off, but have some blunt-nosed fingernail scissors so you can cut off any stubborn ones. Discuss with the children that breaking bones hurts, but casting doesn't. Bring in an x-ray of a broken bone and show it to the children. Help them understand the purpose of setting and casting broken bones.

Assessment: The child will make a cast and state what it does.

Accommodations and Integration: Help the child begin the cast. Cut the tape into shorter pieces. Make a thinner cast. Talk about different types of casts (walking cast, straight leg cast, foot cast, and so on). Discuss plastic casts and more temporary casts made out of plastic and Velcro. Warn parents about this project so they will know their child's thumb is not broken if he wears the cast home. Children who know how and why casts are put on and taken off are less fearful when they need a cast. If most children cast their thumbs or finger make an art project out of decorating the casts.

Summary

Social awareness activities cover a broad range and are useful to all children in learning about themselves and the global world they live in. Many of these activities are focused on helping all children become aware of specific disabilities and how to include children who are different from them because of the culture they come from or the way they look, move, or talk.

Educational Resources

Resources on Early Learning: Illinois Early Learning Standards provide benchmarks for working toward the standards as well as ideas for tips and activities for meeting the standards. <http://www.illinoisearlylearning.org/>

Intercultural E-Mail Classroom Connection is a listserv to encourage partnerships with classrooms for the

exchange of international and cross-cultural email. <http://www.iecc.org/>

Link Library at Education Place, supported by Houghton Mifflin, connects to an incredible number of websites related to art, math, social studies, and cross-cultural curriculum themes and as well as disabilities. <http://www.eduplace.com/linklibrary/>

National Council for the Social Studies has information about social studies standards and suggestions for activities to support the standards as well as other resources. <http://www.socialstudies.org/>

Social Studies for Kids has articles, current events and fun facts and games about cultures, holidays, languages, religions as well as U. S. government, economics, and geography. <http://www.socialstudiesforkids.com/>

For additional resources, visit the book companion website for this text at www.cengage.com/education/deiner.