

Activity A: Manual Dexterity Station

Materials: Oven mitts
Garden gloves
Hawaiian shirt
Clown (large) shoes that tie with laces



Purpose *To stimulate students to experience some of the frustrations that come with a lack of manual dexterity, a condition that is often prevalent with persons who have cognitive impairments, Cerebral Palsy, or other related conditions. The oven mitts simulate a general overall impairment, while the gloves simulate, by a variety of finger configurations, the sometimes seemingly random impairments many persons suffer.*

Activity:

1. *Have the students attempt to button the shirt with oven mitts or garden gloves on their hands.*
2. *Have the students attempt to tie a large shoe with oven mitts or garden gloves on their hands.*
3. *Discuss their feelings, frustrations, and experiences with them.*

Discussion:

1. *How did you feel when you were buttoning your shirt?*
2. *How did you feel when you were tying the shoe?*



Activity B: Wheelchair Obstacle Course

Materials: Wheelchair
Electrical cord
Tables
Chairs
Clothes
Backpack



Purpose: The purpose is to simulate the difficulties that persons in mobility chairs might encounter during the course of a day. These difficulties may be objects that may have been placed there unthinkingly by individuals like you and me.

Activity: Set up some experiences using your own imagination and the features of the room that you are in. These experiences would allow someone to use the wheelchair by:

- Wheeling across an electrical cord
- Drinking from a water fountain
- Maneuvering to a blank spot at the center of a table
- Getting around a chair that someone left out
- Getting between tables placed too close together
- Getting around clothes or a backpack left on the floor
- Passing through a door or other tight space

Discussion: 1. How did you feel when maneuvering the wheel chair around the various obstacles?
2. What was the most challenging activity with the wheel chair and why?



Activity C: White Cane Course

Materials: White cane
Dark glasses, sleep aid eye masks or blindfold
Chairs in an open space
Sighted Guide Techniques handouts



Purpose: The students will be able see how difficult it is for a visually impaired person to find their way. With practice, many visually impaired persons may go far beyond this skill level, becoming quite mobile as they try to find clear paths by listening to sound cues around them, and for some, even picking up echoes of their tapping in a type of “sonar” method.

- Activity:**
1. Using the cane, point out to the students that a visually impaired person’s white cane is not only a useful tool to use to navigate without sight, but that the cane is white so that we can know the person is vision impaired. A blind person may also wear dark glasses which serve as an identifier.
 2. Set up some chairs, spread across an open space.
 3. Blindfold a student or have them put on sleep aid eye mask.
 4. Give them the cane and glasses.
 5. Ask them to maneuver through the chairs or other obstacles to get from one end of the space to another.

- Discussion:**
1. How did you feel when you were using the cane?
 2. How did the cane guide you?



Activity D: Braille Station

Materials:

Braille handouts with Bible verses

Braille templates

*(order from Lutheran Braille Workers
800.925.6092)*

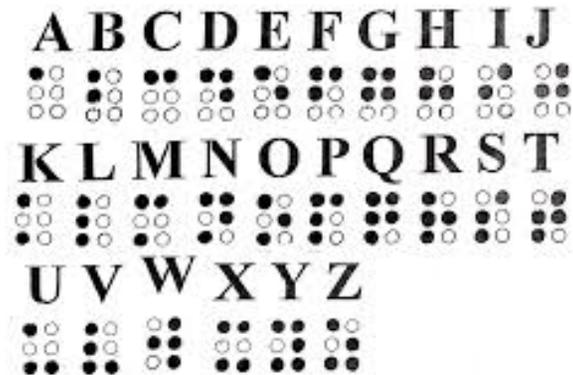
Tactile dice

Sleep aid eye masks or blindfolds

Plain paper

Markers or pens

Braille Alphabet



Purpose:

To experience and use braille materials.

Activity:

- 1. Show and pass around the Braille book, handouts, and templates for students to touch and feel.*
- 2. Allow students to use the braille templates to write the letters in their own names.*
- 3. Allow students to roll the tactile dice and try to figure out which numbers that are being rolled.*

Discussion:

- 1. What was the most challenging part of this activity?*



Activity E: Vision Perception Station

Materials:

Overhead projector
Star or other shaped patterns
Transparency sheet
Transparency marker
Dyslexia handouts



Purpose:

To experience what it is like to have dyslexia conditions that can play tricks on one's vision.

Activity:

1. Shine a star pattern on a wall.
2. Have the student stand behind the projector and looking only at the wall and not down at the projector's surface will attempt to trace the star pattern on the transparency with a transparency marker.

Discussion:

1. What was challenging about this activity?
2. What helped you with this activity?



Activity F:

Sign Language Station

Materials:

Sign Language handouts

Manual Alphabet handouts

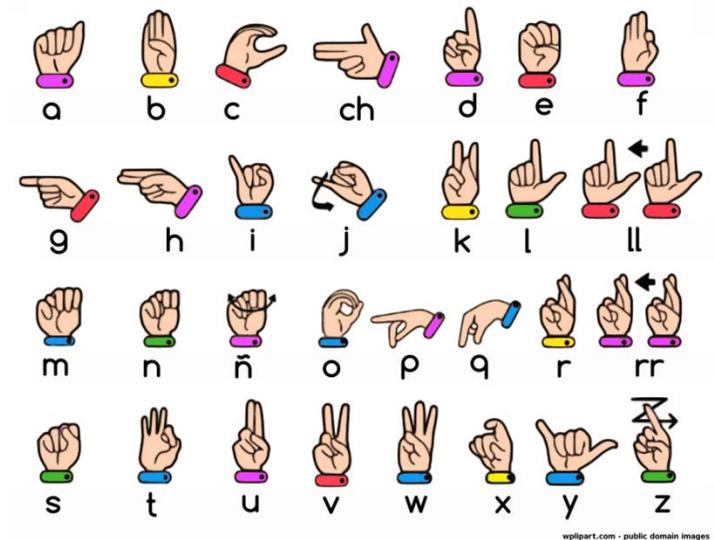
(from Mill Neck School for the Deaf)

Purpose:

To experience what it is like to use sign language to communicate with others.

Activity:

1. Share copies of the manual alphabet handouts.
2. Allow students to practice spelling their names in sign language.
3. Have students look through the sign language handouts and select favorite words, then try signing them to others.



Activity G: Disability Friends Dramatic Play

Materials:

Plastic People- Disability Individuals & Family Figures

(order from LakeshoreLearning.com)

Small blocks and small objects (similar in size to the plastic people)

Plain paper & markers

Journal Prompts for Interacting Among People with Disabilities

Purpose:

To promote and celebrate cooperative play and interaction of all individuals, both those with and without disabilities.

Activity:

- 1. Allow the students to play with the plastic people and misc. objects.*
- 2. Encourage discussion and action in this play.*
- 3. If time allows, have the students draw pictures about their stories and people.*

Discussion:

- 1. Tell me a story about what the people are doing together?*
- 2. Note: This activity may be more appropriate for younger ages but can promote discussion with all ages concerning how people with disabilities can work, play and interact with others.*



Activity H: Word Play Perception Station

Materials:

Word Play handouts

(from Bethesda Lutheran Communities)

Purpose:

To experience what it is like to be frustrated with language and visual images.

Activity:

1. *Share and discuss the Word Play handout which illustrates the frustrations that many people with developmental disabilities feel when confronted with abstract languages, as many people take words at their literal meaning. “Stop beating around the bush” or “It’s raining cats and dogs” has a completely different meaning to a concrete thinker that is does to someone who is an abstract thinker. Note: This activity is geared to older students and adults*

Discussion:

1. *Share other abstract word plays or visuals drawings that can be easily misunderstood by other people.*

