

UNDERSTANDING LEARNING STYLES & DIFFERENCES

Teacher Script Day #2

Prep before class:

→ Make enough copies of the following items to hand out to all the students:

1. ***Why Study Successful People With Disabilities?*** (Page 58)
 2. Either Activity A ***or*** Activity B below:
 - A. Disability Worksheets - ***Successful People with Disabilities worksheets #1, #2, and/or 3*** (Pages 61, 64, 67) and ***Successful People with Disabilities Information sheets #1, #2, and/or #3*** (Pages 59-60, 62-63, and/or 65-66).

OR

 - B. Disability Research Project - ***Successful People with Disabilities Research Project*** (Page 68) ***and either*** the ***Successful People with Disabilities Research worksheet*** (Page 69) ***or*** the ***Successful People with Disabilities Research Guided Notes*** (Pages 70, 71)
3. ***Importance of Understanding Disabilities and Learning Styles Word Find.*** (Page 77)

Lesson Day #2

Review Homework from yesterday

Introduction to Disabilities

1. Definitions
 - A. Begin the class by asking the students “What is a disability?”
 - B. Also ask “What are some general beliefs that you have about people with disabilities?”
 - C. Make a list of all their responses on the board, whether you agree or not.
2. Discuss different kinds of disabilities.
 - A. As a teacher, point out if you have a disability. Example: If you take your glasses off, you cannot read the letters on this page.
 - B. Ask if anyone in the class has a disability or knows people with a disability.
3. Ask how having a disability can affect a person’s life. Examples such as:
 - A. It can make it hard to read.
 - B. It could be difficult to get a job.
 - C. It can make it harder to make friends.

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- D. It may be more difficult to get around.
 - E. It can make you feel frustrated or depressed.
 - F. It may affect how you feel about yourself (self-esteem or self-worth).
4. Tell the students “Having a disability just means you cannot learn something or do something the way most other people do it. It does not mean that you cannot do it, but it does mean you have to find another way.”

Simulation Activities

1. Try one or more of the *Learning Another Way* simulations (Refer to Pages 54-56). These will demonstrate how people with disabilities can successfully complete an activity if they find another way to approach the situation (adapt).
2. Discuss the simulation activity using the information provided:
 - A. After the simulation(s), remind students that everyone has strengths and weaknesses and everyone needs to find another way (adapt) to perform the tasks that are difficult for them.
 - B. Their strengths can be used to overcome weaknesses.
 - C. They can make an adaptation to help compensate for their disability (limitation) and still accomplish the desired results (pour the water, pick up the object, identify the money).

Being Creative Learners

1. Ask students to think of other ways they can solve these learning issues.
 - A. If they are having difficulty with reading, but had to read a book for English class, what could they do? (Go to the library and see if they could get it on tape and listen to it as they read; buddy with a friend and take turns reading paragraphs out loud to each other; ask an adult to read it out loud with you while you read along.)
 - B. If you miss multiplication problems with 7's and 8's in them, what could you do? (Use a calculator; make a chart with all the 7 and 8 facts on it and use it when doing your math problems; record the chart and listen to the recording over and over until you remember them; sing the multiplication facts to a favorite tune, record them, and then listen to the recording, make flashcards and have someone quiz you out loud.)

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People with Disabilities

1. Read *Why Study Successful People With Disabilities?* with your students (Page 58).
 - A. Review different types of disabilities covered: learning disabilities, speech impediments, hearing loss, vision loss, and physical challenges such as dwarfism and/or a missing limb.
 - B. Ask students if they know of anyone who has a disability. Ask the students how that individual's disability affects his/her life and how they have used their other strengths and abilities to be successful.

2. Complete ONE of the following activities (either A. or B. below):

A. *Successful People with Disabilities Worksheets*

- 1) Ask a student (or a few students) to pass out the selected *Successful People with Disabilities worksheets* (Pages 61, 64, and 67) and *Information Sheets* (Pages 59-60, 62-63, and/or 65-66).
- 2) You can do all three worksheets/Information sheets at once, or pick one pair for Day 1, one pair for Day 2 and one pair for homework. Decide based on your students' learning styles and time constraints.
- 3) Have students read the Information Sheet(s) and then complete the *Successful People with Disabilities worksheet(s)*
- 4) This activity could be completed in a variety of ways depending on your classes' learning styles
 - a. Students can work individually reading and completing worksheets.
 - b. Read the Information Sheets and Worksheets as a class, then give students time to individually fill in the blanks as you go through the worksheet.
 - c. Read the Information Sheets as a class and give students time to individually complete the Worksheets.
 - d. Let the students work in small groups.

- OR -

B. *Successful People with Disabilities Research Project*

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B. *Successful People with Disabilities Research Project*

- 1) Have students select a person to research for their project. They can select someone off the *Successful People with Disabilities Brief Summary* (Pages 72-75) or choose someone else with teacher approval.
- 2) Give students some time in class to research their person. Encourage them to use a variety of sources such as the internet, library books, interviews, etc.
- 3) Have several check-in times where students can show how they are progressing on their project and receive feedback. Have one check-in session during the research stage and one during the “writing or development” stage.
- 4) Have students present their projects to the class.
- 5) Encourage active listening by asking questions about the person at the end of each presentation.

****Administer the *Test Your Knowledge Quiz*****

3. For additional homework have students complete *The Importance of Understanding Disabilities and Learning Styles Word Find* (Page 77).

