



# Let's Celebrate!



Join us in celebrating inclusivity and send your drawings for a chance to earn a pizza party!

Interested in having Disability Rights DC come speak to your classroom or want to submit a project?

Contact Jared Stone at [jstone@uls-dc.org](mailto:jstone@uls-dc.org)

## **Sample Inclusive Schools Week Lesson Plan**

The following lesson plan is adapted from materials provided by the Inclusive Schools Network (<https://inclusiveschools.org/inclusive-schools-week/>). Through art, individuals can see themselves represented and create visions of a more inclusive future.

“Free Drawing and Storytelling” is a great activity that promotes student conversation and interaction and provides students an opportunity to get to know each other better. The intent of this initial activity is to help students feel comfortable drawing and sharing their artwork with their peers.

1. In a sketchbook or on paper, each student creates an image that tells a story about a robot. Students may use pencil, pen or colored pencils. Direct students to ask themselves questions about their robot. Who is this robot? Is it a sad or happy robot and why? What does this robot do for a living? Does it have friends and family?
  - a. Encourage students to use their imagination and use images only to draw their robot story. Have students share information about their robot and themselves—where they were born, interests and hobbies, favorite book or movie, etc.
2. Invite students to share their robot image to the class— what is their robot saying and what does it mean to them. Encourage classmates to ask “why” questions about the drawings to better understand the different robots and the artists who drew them.
3. Organize students into groups and ask the members of the group to create a collaborative story about their robots.
  - a. Encourage students to be creative and supportive of one another’s ideas. If a child is hesitant, offer prompts or suggestions, so every child has an opportunity to contribute.
4. Some examples of discussion questions you may want to ask include:
  - a. How did you feel when everyone contributed to the story?
  - b. Did everyone's ideas and perspectives matter? Why or why not? How did working together make the story better?
  - c. Did you learn anything new or interesting from someone else's contribution? How does this art activity encourage all members of the class to participate? How can we apply the same principles of working together in our everyday lives?
5. As a class, brainstorm some ideas for the project you can do together. We have provided some additional suggestions (below), but you can also produce your own class project idea to submit to us via email to Jared Stone at [jstone@uls-dc.org](mailto:jstone@uls-dc.org). Classes that participate have a chance to earn a pizza party.  
  
If any students want to work on an additional project idea independently, they can also submit the project to us via email to Jared Stone at [jstone@uls-dc.org](mailto:jstone@uls-dc.org) for a chance to earn an individual prize.

### **Suggested Projects**

- Describe a time (write or draw) about when differences between individuals in your class/school has made you look at something in a new way? This could be depicted in a writing, story board, or comic strip.

- Write about or create something to show how diversity in your school/classroom (race, gender, learning style, ability, etc.) makes learning together better or more effective.
- What does inclusive education mean to you? Write a song or poem with your answer or draw a picture. Get creative with how you communicate what inclusivity and inclusive education mean to you.
- Write a pledge (as a class or as individuals) about how you plan to make your school more inclusive.
- Create art projects, such as “I am special” or “Great things happen in inclusive schools” buttons that the students can wear during the Week.
- Invite students to write a list of all of their unique characteristics under a picture of themselves. Display student work during the Week.
- Ask students to create Inclusive Schools Week cards including reasons why they like being a part of an inclusive school.
- Have students write an essay describing how to be a good friend. Have students share their thoughts on kindness, acceptance, and friendship.
- Ask student groups to study the elements of universal design, a principle of architectural design that focuses on accessibility for all people. How do the concepts apply to their school and community? How can the concepts of universal design assist in fostering an inclusive environment?
- Student Letters (Can do this as a class or individually): Tell your students to:
  1. Pretend that they are in charge of the school, and it is their mission to write a school plan for how they intend to begin making the school more inclusive for all the different students that attend.
  2. Have students write a letter to the principal of the school telling them how the school could be more inclusive so that all different types of students feel welcomed in the classroom?

Spend some time brainstorming:

- Would classrooms need to look different than they do now? If so, how?
- What types of needs should each classroom consider so that everyone in class is included?
- If you ever feel excluded from classroom activities, how could the school do a better job and making sure that does not happen anymore?

**About us: Disability Rights DC is the federally mandated protection & advocacy organization for Washington, D.C. We educate individuals with disabilities about their rights as well as the services offered within the District, like transition services for individuals preparing to graduate. DRDC also engages in a variety of activities, free of charge, to protect and advocate for the rights of people with disabilities including: individual representation, systemic advocacy, and investigation of abuse and neglect.**