


Time	Activity	Program
Opening	<p>Horseshoe</p> <p>Explain to the girls that you are going to be doing activities to help the girls understand people with different kinds of disabilities. This is to help create understanding.</p> <p>To learn to work with others is to understand that we are all different. We think differently, we can be physically different and emotionally different. It is great to embrace differences and to do so you must have empathy and understanding.</p>	
Activity	<p>Learning Disabilities</p> <p>For this activity print off the last page of this meeting plan. Have the girls take turns reading it out loud. They must read the COLOR the word is written in, not the word itself.</p> <p>Then talk about how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for people with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right. Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.</p> <p>From: http://adayinourshoes.com/wpcontent/uploads/2014/01/DisabilityAwarenessPacket.pdf </p>	You and Others Learn About Leadership in group #6
Activity	<p>Blindness</p> <p>You'll need:</p> <p>A good blindfold.</p> <p>A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction.</p> <p>What to do:</p> <p>You will need 2 girls to volunteer- one will be the "guide" and the other the "blind person". Have the other girls rearrange the room while the volunteers are in the hallway. The guide's job is to help the blind person come into the room and go to the empty chair without running into anything. They can tell them how to do it and can also touch them to help guide their way. Make sure the blindfold is on and foolproof.</p> <p>Hint: Most "guides" grab the blind person and push them around. This usually results in the "blind" person running into things. "Guides" usually don't describe the path, and say "look out" instead of "stop" at major obstacles. When the chair is reached, "guides" usually spin the "blind" person around and push them into the seat, then leaves without explanation</p>	You and Others Build skills in Communication #6

art	<p>Physical Disabilities</p> <p>You'll need: paper, paint, paintbrushes</p> <p>Give each girl a piece of paper some paint and a paintbrush. Have the girls take off their socks. Then tell them to paint a simple picture using only their feet and toes to hold the paintbrush.</p> <p>Be sure to discuss how difficult this task was and to think about other daily tasks that the girls take for granted that may be difficult. Talk about other physical disabilities someone may have and the obstacles they face.</p>	<p>You and Others Learn About Leadership in group #6</p> 
Activity	<p>Dyslexia</p> <p>Dyslexia can cause a person to see letters switched around when they read (seeing "bule" instead of "blue", for example). This activity will give you an idea of what this is like.</p> <p>Write a number of different sentences backwards on a piece of paper. Giving them very little time, ask different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."</p> <p>Example: "ehT kcalb tac tas no eht toh nit foor" "The black cat sat on the hot tin roof."</p> <p>Discuss: What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?</p> <p>From: http://adayinourshoes.com/wpcontent/uploads/2014/01/DisabilityAwarenessPacket.pdf</p>	<p>You and Others Learn About Leadership in group #6</p>
Activity	<p>Vision Impairment</p> <p>You'll need: Safety goggles, things to read, Vaseline</p> <p>What to do:</p> <p>Before you give the girls' safety glasses smear them with a thick coat of Vaseline to simulate a vision impairment. Then ask the girls to wear them and try to read the text. Then have them try other simple daily activities such as tie shoes, watch a video on a laptop, or anything else you can think of. Discuss how this made them feel and what they could do to assist someone who had a vision impairment.</p>	<p>You and Others Learn About Leadership in group #6</p>

Activity	Sign Language At the end of this meeting you can print out the American Sign Language Alphabet. Have the girls take he time to try to spell their names.	You and Others Build skills in Communication #6
Closing		

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

BLUE RED PURPLE

GREEN BLUE ORANGE

