



## Lesson 1.2e – Inside Out\*

(Addresses Vermont elementary school learning standards 1.15, 1.16, 3.3, 3.11, 4.4)

\*(This is an abbreviated excerpt from the Lesson 1.2e curriculum for the K-4 module. The manual is set up similarly with subsections and bullet points.)

### Learning Objectives:

#### Unit 1: Awareness/Orientation to the Curriculum

- a. Identifying and understanding various types of disability.
- b. Understanding the origins of discriminatory terms and how to use respectful language.
- c. Understanding differences among individuals and the ways in which attitudes, fears, and stereotypes are formed.

### Materials:

- Shoe box or other box.
- Paint, construction paper, markers, crayons, and other art supplies.
- Inside Out Worksheet (for older students)

### Time:

One class session.

### Setting:

Small or large group discussion, and individual art projects.

### Directions:

### **Lesson Implementation:**

The purpose of this activity is to help students explore the differences between visible and hidden disabilities. In looking at this, students will gain an understanding of how people with disabilities are viewed by society. Ultimately, the goal of this lesson is to help students make personal connections, both positive and negative with how it feels to be different.



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Students will create art projects that identify their own visible and hidden characteristics that they feel are important parts of who they are. While facilitating this lesson, be mindful that some students may feel intimidated about identifying characteristics that may result in ridicule from other students. This concern about self disclosure is an issue people with hidden and visible disabilities experience in their day-to-day lives. For students without disabilities, the activity will help them realize that everyone has both visible and hidden characteristics that play an important role in how that person views the world.

Have each student create a project chosen from below, after completion of the project; students will work in small groups to describe their projects.

- Give each student a large piece of butcher paper. Working with a partner, each student uses a crayon to trace the outline of their partner's body on the partner's paper. When outline drawings are complete, each student will work independently (or with support as needed) to complete the picture with "visible differences" drawn onto the body outline, and "hidden differences" depicted around the border of the picture.
- Use the same activity as described above, but use a letter or legal size paper with the body outline already copied on the paper. An alternative version with the smaller paper is to copy the body outline on both sides of the paper so that students can draw the visible differences on one side of the paper and the hidden differences on the back.

### **Lesson Wrap-up/Follow-up**

Review what students learned about themselves and each other. Emphasize the importance of respecting each person's differences whether they are visible or hidden characteristics and how that relates to communicating with or about people with disabilities.



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