Lesson 1 I count! You count!
I am unique, you are unique!

Length of lesson 1: 50 mins

Prior knowledge (what should the teacher have already covered)
- For welcoming activity, children will need to know each other’s names.
- First lesson - no specific prior knowledge required.

Resources required
- Action Plan Poster
- Class set of blank hand templates
- Internet access to show video clip
- Copy of book “Being me, being you” (order from website www.act.gov.au/everyoneeveryday
- Scissors to cut out hands
- Poster paper and glue to stick hands on

Key Concepts
- Everyone has things about them that make them similar and different from the people around them.
- Sameness is boring, difference is interesting.
- There are many ways we can do things.
- A person has a disability when they have difficulty to see, learn, walk, hear or do other activities. There are many types of disabilities and some we cannot see. Changes to buildings, rules, and attitudes are sometimes needed to help make sure a child with a disability can play, participate and go to school.

Learning outcomes
LO1: Students recognise that everyone has similarities and differences.
LO2: Students value difference and understand the positive aspects of living in a diverse community.
LO3: Students begin to develop an understanding of what disability is.

Australian Curriculum Links

HPE subject area Years 1 and 2
ACPPS015: Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities
ACPPS024: Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected

General Capabilities by the end of year 2 (level 2)

Personal and Social Capability
Recognise personal qualities and achievements: identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
Become confident, resilient and adaptable: undertake and persist with short tasks, within the limits of personal safety

Intercultural Understanding
Investigate culture and cultural identity: identify and describe the various groups to which they belong and the ways people act and communicate within them
Explore and compare cultural knowledge, beliefs and practices: describe and compare the way they live with people in other places or times

Literacy
Use language to interact with others: use pair, group and class discussions as learning tools to explore area topics, to represent ideas and relationships, and to prepare for creating texts

Assessable moments: As students undertake the learning experiences described in the lesson, take note of a range of assessable moments to provide information about student achievement. Ongoing assessment will provide evidence of the extent to which students achieve the identified Australian Curriculum links. Assessable moments are linked to learning outcomes and are identified by the following identifier:

☑️LO (insert number)
## Lesson Plan: Suggested sequence of learning experiences

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<th>Format</th>
<th>Intro 15 mins</th>
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### Introduction to the Everyone, Everyday program

**Welcoming activity to demonstrate what inclusion is:**
- Everyone stands in a circle
- The teacher starts the welcoming activity by saying welcome (or other greeting) to a student (student A).
- Student A then says welcome to the teacher. The teacher sits down.
- Student A then says welcome to someone else who is standing – student B.
- Student B then says welcome back to student A. Student A sits down.
- Continue this process until everyone has been welcomed.

**Teacher’s notes:** Use this activity at the beginning of every lesson to reinforce an example of everyone being included in an activity. Ask children to choose a different person each day to welcome so they do not always pick the same people. As the class becomes familiar with this activity, the time taken to complete it should decrease.

**State the learning intention:** Today we are going to begin a program called Everyone, Everyday. We will be learning about what we can do every day to make sure everyone around us feels included in our daily activities, like playing, being with friends, and participating in activities at school or after school. We will also be exploring what disability is – because people with disability sometimes feel like they are not included in day to day activities.

Refer to the Action Plan poster and let students know that they will be working through the themes that form the word INCLUDE.

![Action Plan Poster](image-url)
Firstly, we are going to explore the ‘I’ theme – I count, you count. We will become aware of how we all have things that are similar, and things that are different, and reflect on why this is a great thing.

We will begin by participating in an activity to find out more about ourselves and each other.

**Activity 1: Being me! Being you!**

**LO1, LO2 Task:**

1. Hand out template of hand print provided. Ask students to write their name in the wrist of their hand.

   Eg:

   ![Hand Print Example](image)

   1. Tell the children that their hand outline is going to be filled with words and pictures that are all about them. Ask children to think about something they are good at – or have the ability to do. Draw a picture of their ability inside the hand (on the palm). For example – reading, dancing, singing, drawing, art, construction like lego, sport, maths, cooking, looking after a family member, playing with their friends and family etc. Then, colour in the hand with their favorite colour. See example above.

   2. Sit in a circle on the floor and ask children to put their hand pictures in the middle of the circle so everyone can see them.

   3. Invite students to share some of the responses that were recorded on their hands. Ask questions like:

      - Are any of your answers similar? Are any different?
      - How do you feel about your answers not being the same? Explain. (Talk about how interesting other people are. Draw attention to the fact that having different answers is a great thing, because if everyone was the same, life would be boring)
      - In what other ways can we have similarities or differences to our classmates? (See teacher’s notes below before discussing this question).

**Teacher’s notes:** Use explicit teaching techniques (eg. think out loud) to direct discussion to topics including:

- Cultural background (language, dress, food, daily activities, celebrations, traditions).
- Different abilities – things we are good at. Everyone is good at something. Mention that people with disability experience challenges that require them to do things differently. If children ask what disability is – use this definition: A person has a disability when they have difficulty to see, learn, walk, hear or do other activities.
- Ways we communicate our thoughts and feelings (eg. by sounds, written word, colour, facial expressions).
• Ways we move around (walking, in a wheelchair).
• Ways we learn (using pictures, signs, charts, writing and reading, touching, making and doing, listening).
• Ways we look (short hair/long hair, eye colour, tall/short, skin colour etc)
• Our likes and dislikes.

4. Cut out hand pictures and glue them on a class poster to show how we are all different, and this makes our class very interesting and unique!

Main points to highlights:
• Everyone has things about them that make them similar and different from the people around them.
• We can make a lot of friends if we accept that we all have differences that make us unique, and that we can do things in many different ways. We all have things we are good at, and things we are not so good at.
• Sameness is boring, difference is interesting!

Activity 2: Having a disability is just having a difference!

Establish context: In the previous activity, we looked at ways we are similar and ways we are different. A person with a disability will have some differences that make them unique. Remember, if we were all the same – life would be boring!

Introduce definition of disability: A person has a disability when they have difficulty to see, learn, walk, hear or do other activities. There are many types of disabilities and some we cannot see. Changes to buildings, rules, and attitudes are sometimes needed to help make sure a child with a disability can play, participate and go to school. Having a disability just means that you may need to do things in a different way from others that do not have that disability. People with disability may need to communicate differently (eg a person with a hearing disability may need to use sign language), learn differently (eg a person who does not understand word and letters may use pictures to learn), or move around differently (eg a person who is unable to walk may use a wheelchair). Everyone has challenges, disability or not, and we can find ways to address the challenges we experience every day.

☐ LO3: Class discussion:

Give an example of someone you know who has a disability and mention something interesting about them.

Who do you know who has a disability?
What type of disability do they have?

Sometimes, people with disability do not feel included in day to day activities because of their differences. Can you think of any examples? (Use this question to find out if the children have any thoughts or feelings about disability and inclusion. You can prompt the children by asking them to think about challenges people with a vision disability may experience when moving around their community and how this can impact on their participation in community life. If you do not get a response, just move on to the next activity).

Additional activity: Read story “Being me, being you” (order book from website)

Main point to highlight:
- If we understand and accept the differences we have, no matter what they are, we will have more opportunities to make friends that are interesting and share different experiences with.

### Conclusion and reflection

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<th>LO, LO2, LO3</th>
<th>Class discussion:</th>
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<td>What did you learn today about your classmates? (relate to the positive messages and benefits about living in a diverse community where people have similarities and differences)</td>
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<td>Why is this important?</td>
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<td>What questions do you have?</td>
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### Teacher's Notes

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My name is:

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