

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Using a variety of combinations of tempera paint, see if the class can create 100 different faces with differing skin color, eye color, hair color, and facial features and create a bulletin board or wall display depicting the variety of children in Kentucky.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will mix paint with peers and draw a variety of faces for the bulletin board.
- (2) The student will verbally express the concept that everyone look different and that is good..
- (3) The student will draw diverse faces on the series of unique individuals.
- (4) The student will use a variety of colors and tones to represent different hair styles, hair colors, eye shapes and eye colors.
- (5) The student will find a baby-naming book to provide names for each face that repreents different6 origins and derivations.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class:

- (1) The student will name the colors and shapes in the drawings in response to questions from peers. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #7, #10, #11; SOCIALIZATION #15}
- (2) Using her preprogrammed communication device, the student will provide suggestions and encouragement to peers who are constructing the bulletin board. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #9, #11, SOCIALIZATION #14, #15, #19, #20; SCHOOL #65}
- (3) The student cooperates with peers in cleaning up the arm room after the painting activity. [TARGETED SKILLS: social skills, critical school activity, critical vocational activity] {COACH: SOCIALIZATION #19, #20; SCHOOL #65, #67}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.

A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could be:

Small groups of students will research the Native American history and culture and then write and present various historic and contemporary skits about events, celebrations, customs, or social issues related to the Native American populations.

B.. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student and his father will share their collection of native American artifacts with the classes.
- (2) The student will draw or copy illustrations of Native American costumes from a reference book or encyclopedia.
- (3) The student and a peer will find books of Native American rituals and celebrations.
- (4) The student and a peer will research and write a skit regarding the interrelationship between Native Americans of the Plains and the American buffalo.
- (5) The student and a group of peers will research the real role of the "peace pipe" in the interactions between Native Americans and the settlers.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class:

- (1) The student will manipulate a "mouse" with the guidance of a peer to access the Internet and research the presence of Native Americans in pre-frontier Kentucky. [TARGETED SKILLS: motor skills, critical recreation leisure activity] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47}
- (2) The student will use fluent speech and appropriate volume when participating in a skit presented by his team. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #11}
- (3) The student will change facial expression and activity level when listening to Native American music with ritual drums and flutes to express a desire for the music to continue. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1; SELECTED ACADEMICS #41; #42}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.

A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:

Research how differing families and individuals from differing cultures, ethnic groups, and nations historically and currently address critical disability issues, such as: the education of individuals with disabilities, religious views of disability, employment for individuals with disabilities, selective non-treatment of infants with disabilities, parental feeling of guilt or responsibility, and/or issues of shame and blame.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will identify and correspond with another student with Down syndrome attending school in another country.
- (2) Using a poster that he constructed with a peer as a guide, the student will present his letters to a group of peers and state what he learned about the school experience of the other student.
- (3) A group of students will interview individuals who lived in other nations regarding attitudes and beliefs.
- (4) The student and a peer will research the practice of current and past cultures to allow disabled infants to die due to non-treatment of medical conditions or denial of food and water.
- (5) The student and a peer will present their findings on historic attitudes about the origins of epilepsy and individuals with epilepsy.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class:

- (1) The student will write headings, information and descriptions onto his poster using one inch manuscript letters. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: APPLIED ACADEMICS #49}
- (2) With the assistance of his parents, the student will construct an easel for his poster using basic woodworking tools. [TARGETED SKILLS: critical recreation/leisure skill] {COACH: SELECTED ACADEMICS #42, #44, #45, #46}
- (3) The student will listen to information read by a peer about historic practices toward individuals with disabilities and answer "yes/no" questions about the content. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #2; SELECTED ACADEMICS #44}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Work alongside individuals of various abilities, disabilities, races, cultures, ethnic origins, and or ages in a respectful, caring, cooperative manner.
- (2) State her abilities and disabilities in a clear and respectful manner.
- (3) Demonstrate the ability to care for someone with differing or more severe disabilities.
- (4) Create a collage of faces from magazines and or individual artwork that depicts the variety of human skin color.
- (5) Create a bulletin board of illustrations of individuals from varying ethic, national, and cultural origins wearing different clothing which represents nation or culture.
- (6) Create a photograph journal with a peer of how different students within the school choose to dress and report on the different "cultures" within the student population.
- (7) Conduct and record a interview with an adult from another culture and share his interview with a group of peers.
- (8) Eat at a restaurant that prepares food from a different cultural, ethnic, or national origin.
- (9) Learn to speak a number of words and/or phrases in another language.
- (10) Visit the home of a peer from a differing cultural, national, or ethnic origin and illustrate her experience in a poster.
- (11) Research the history of Native Americans in Kentucky with a peer at the school and community library.
- (12) Make a report to the class on activities of the underground railroad in Kentucky.
- (13) Participate in a school wide fiesta with food, music and dancing.
- (14) Work with a parent to gather materials and make a costume for the school wide fiesta.
- (15) Listen to a live presentation of music native to the Kentucky Appalachia region.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following COACH Activities might fall within this Academic Expectation:

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. Paul H. Brookes: Baltimore.