

My Special Friend **Lesson Plan**

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Level: Senior Primary
Duration: 90 minutes
Topic: Special Needs Awareness – Autism

Materials:

- eBook “*My Special Friend*”
<https://youtu.be/9zGIQSsedSE> or
<https://read.bookcreator.com/1kBW2XXquMUBqXjn63yrx3XqA82/BmKJeu3rQgC9hK3a9yDWNA>
- “Sensory Overload” Video
<https://vimeo.com/52193530> or <https://www.youtube.com/watch?v=Fy9WAyglZR4>
- “Nancy Learns about Autism” Video <https://www.youtube.com/watch?v=o8TpZk-ITiM>
- Worksheets
- Sample artwork:
 - o <http://nlbelron.weebly.com/blog/autism-awareness-walk-art-contest-winners>
 - o <https://www.stepsideetns.ie/autism-awareness-day-2nd-april/>

Learning Objectives:

By the end of the lesson, students will be able to:

1. Demonstrate reading skills by identifying the traits of autistic individuals;
2. Make a design and propose ways to help children with autism;
3. Show an increased understanding of autism and the need to accept people’s differences.

Synopsis: Riley meets her new neighbour, Jasper. Jasper has autism and his brain works in a different way. Riley learns that we are all different, and it is important to understand and respect each other’s differences. Let’s read and see how Jasper and Riley have become good friends!

Moral: There are individuals who may be different from the majority. It is important for children to be understanding, supportive and inclusive of those who may be different.

Acknowledgements:

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Duration	Procedures	Interaction Mode	Resources
20 minutes	Introduction & Pre-reading <ol style="list-style-type: none"> 1. T writes ten random words on the whiteboard. 2. T plays music on high volume and asks Ss to memorise the words on the board. 3. T gives Ss 5 minutes to try to complete the task. 4. T asks Ss how they feel when doing the task with the loud music. 5. Ss volunteer to share their thoughts. 6. T introduces the concept of sensory overload and explains the concept in relation to autistic individuals. 7. T asks Ss whether they know anyone who is autistic and asks Ss to describe traits of an autistic individual. 8. Ss volunteer to share. 9. T tells Ss that they will be reading a book called <i>My Special Friend</i>, which is about an autistic boy called Jasper and a friend he makes. T asks Ss to find out Jasper's traits from the story. 	<p>T -> Ss</p> <p>Ss -> T</p> <p>T -> Ss</p> <p>T -> Ss</p> <p>Ss -> T T -> Ss</p>	
20 minutes	While-reading <ol style="list-style-type: none"> 10. T reads the book aloud and asks Ss if Jasper looks different from an ordinary child. 11. T explains that autistic individuals do not look different from us. Instead, their thoughts and actions may be different. 12. On page 8, T asks Ss to list examples of sensitive senses autistic children may have. 13. On page 9, T asks Ss to list things that autistic children may have difficulties with. 	T -> Ss	<p>-eBook <i>My Special Friend</i></p> <p>https://youtu.be/9zGIQSsedSE</p> <p>or</p> <p>https://read.bookcreator.com/1kBW2XXquMUBqXjni63yrx3XqA82/BmKJeu3rQgC9hK3a9yDWNA</p>
50 minutes	Post-reading <ol style="list-style-type: none"> 14. T asks Ss to volunteer to share their favourite part of the story and give a reason. 15. T plays "Sensory Overload" clip for Ss. 16. T explains that this is how an autistic individual like Jasper may feel, referring back to page 8 of the eBook. 17. T distributes worksheet 1 to Ss and asks Ss to fill in the blanks in Part A, which is about 	<p>T -> Ss Ss -> T</p> <p>T -> Ss</p> <p>T -> Ss</p>	<p>- Video</p> <p>https://vimeo.com/52193530</p> <p>-Worksheet: <i>Part A</i></p>

	<p>some characteristics of autistic people.</p> <p>18. T gives Ss 10 minutes to complete part A.</p> <p>19. T asks Ss to volunteer to read out their written answers.</p> <p>20. T explains Part B of the Worksheet to Ss, telling Ss that the school is going to host an “Autism Awareness Week” and they have to draw pictures with slogans to increase students’ understanding of autistic children. Ss also have to propose ways to help children with autism.</p> <p>21. T shows Ss the video “<i>Nancy Learns about Autism</i>” and asks Ss to find out more about autism before designing the pictures.</p> <p>22. T provides Ss with samples 1 and 2.</p> <p>23. T gives Ss 20 minutes to work on their own. T encourages Ss to be creative.</p> <p>24. T asks volunteers to share their completed designs with the class.</p> <p>25. T wraps up by reminding Ss to be considerate and understanding towards people with autism.</p>	<p>Ss Ss -> T</p> <p>T -> Ss</p> <p>T -> Ss Ss</p> <p>Ss -> C T -> Ss Ss</p> <p>Ss -> C</p> <p>T -> Ss</p>	<p>-Worksheet: <i>Part B</i></p> <p>- Video https://www.youtube.com/watch?v=o8TpZk-ITiM</p> <p>-Sample artwork: 1. http://nlbelron.weebly.com/blog/autism-awareness-walk-art-contest-winners 2. https://www.stepasideetns.ie/autism-awareness-day-2nd-april/</p>
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My Special Friend **Worksheet**

Part A Characteristics of Autistic People

Based on what you know about autism, **read the sentences and choose a word/phrase from the word bank to fill in the missing words.**

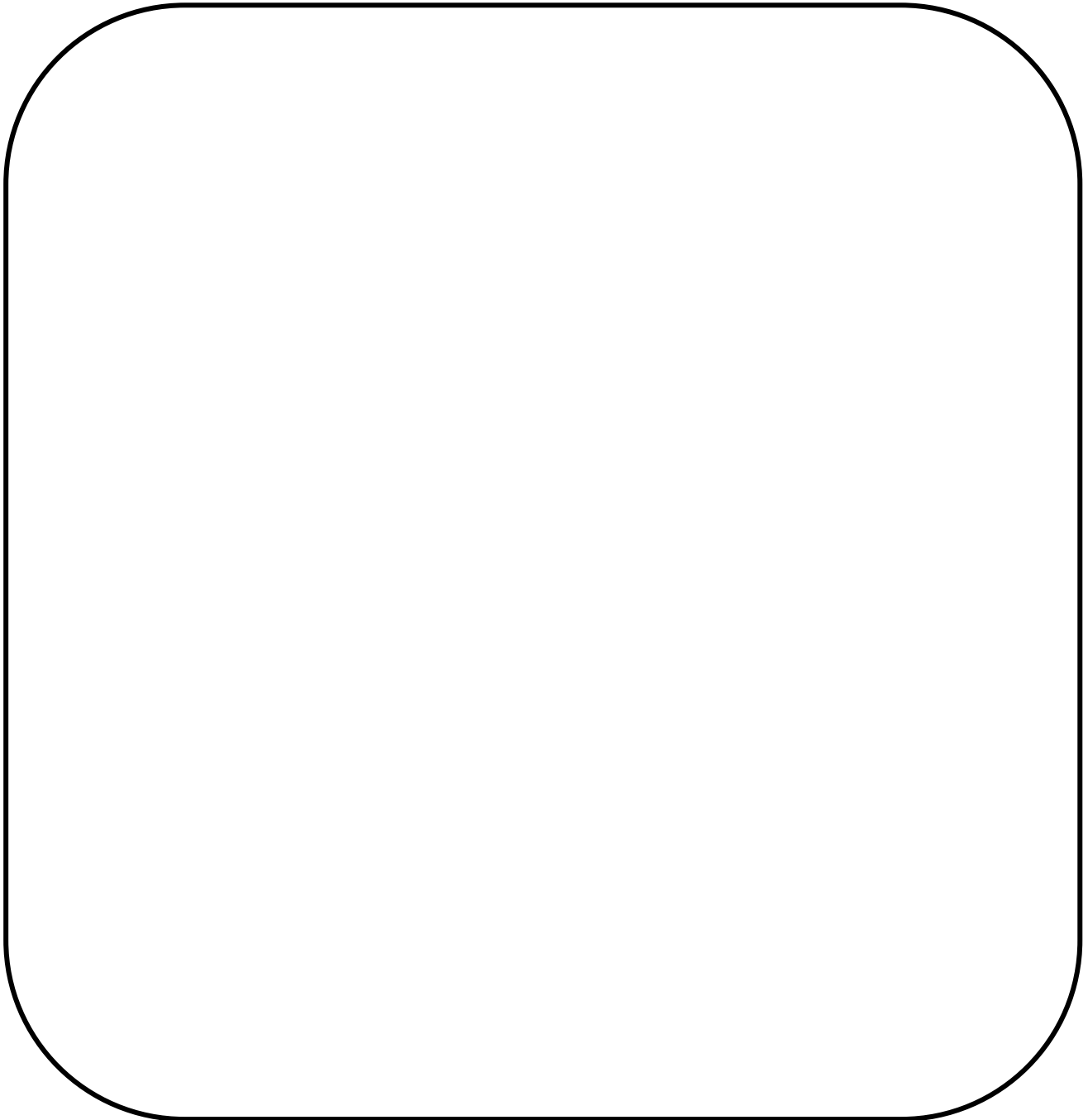
sensitive senses	kind and understanding	make friends
uncomfortable	talented	calm and relaxed

1. It may be difficult for people with autism to _____ or fit in.
2. People with autism usually have more _____.
3. They may feel _____ with things like loud noises, bright lights or strong smells.
4. People with autism could also be extremely _____!
5. We should all be _____ towards people who are autistic.
6. To make themselves _____, people with autism sometimes move in unusual ways or repeat sounds or words over and over again.



Part B “Autism Awareness Week” Picture Design

- (1) Your school is going to host an “Autism Awareness Week”. You have to use your creativity to **draw a picture with a slogan to show what you have learned about people with autism.**
- (2) To find out more about autism, watch the video “Nancy Learns about Autism” (<https://www.youtube.com/watch?v=o8TpZk-ITiM>) before drawing your picture.



(3) Suggest **how we can help children with autism:**

