

Helping people

Age: 6-9 years old

Number of hours: 8 hours

Short description of activity: Students will create maps so that children with visual impaired disability can orientate in the school area.

CT-competences:

- Problem Solving
- Collaboration
- Step by step instructions

Goals

The goals are to collaborate, communicate and solve problems. Make students aware of and understand children with different needs. Also to learn to use their different senses.

Relate also to the goals in your national curriculum.

Realistic STEAM-context

How can students help children with visual impaired disability orientate in the school area?

Science

Biology:

The different senses;
feeling, smell, sight,
hearing and taste

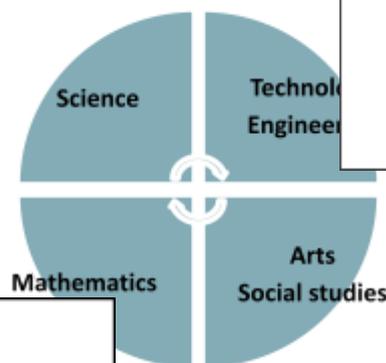
Technology, Engineering

Digital map with sound (Voicememo?)

Draw a map of the school area on paper
(individually)

Common map on the smartboard
(sketch-up Google drive).

A big map which the whole class creates
together, by using different materials.



Mathematics

Measurement

Scale

Surface, Area

Geometrical objects

Arts

Draw and create sketches (maps)

Social studies

Rights of the child

Methodology

Based on learning by doing, subject integrated, collaborative working.

Part	Description	Timing
1	<p>Discuss the Rights of the child. Tell the students about the 54 different articles about the Rights of the child.</p> <p>https://www.barnombudsmannen.se/globalassets/dokument-for-nedladdning/publikationer/barnkonventionen-pa-engelska.pdf</p> <p>Tell the students that we will focus on...</p> <p>article nr. 2 “ deals with that the rules apply to all children. All children are of equal worth. No child should be discriminated against, in other words be treated worse for no good reason.”</p> <p>article nr. 23 “deals with children with a physical disability. States must ensure that children with a physical impairment or other disability have the opportunity for a good life.”</p> <p>Exercise:</p> <p>Divide your paper in two parts (same size). Draw a picture to article 2 on the first part and a picture to article 23 on the other part.</p>	80 min (2 X 40 min)
2	<p>After discussing different disabilities we will continue and enter deeply on how it is to have a visual impaired disability.</p> <p>You can find questions to ask the students under Coaching; useful questions.</p> <p>Write a common mindmap on the smartboard based on students thoughts. Let the students perform different exercises where they use their different senses.</p> <p>Exercise 1: Let the students taste different fruits without seeing them. Example... orange, apple, banana, grapes, pear, clementine (sense; taste)</p> <p>Exercise 2: Let the students feel and describe different objects without looking. For example blocks with different structures, prickly, soft, ribbed (sense; feeling)</p>	60-80 min
3	<p>Exercise 3: The students will practice and use the sense of smell to recognise what it is in the jar/tin. Use different jars with cinnamon, vanilla, coffee, tea. (sense; smell)</p>	30 min

4	<p>Exercise 4: Different sounds to recognise. Listen to the sirens of an ambulance, a police car, fire engine. https://youtu.be/N5CpL5sqc8c</p> <p>Outdoor activity: Walk with your students to a traffic light and listen to the sound of the traffic light which tells you that it is ok to cross the street. Observe that the students should come up to the conclusion themselves. In other words... ask the question: How does a visual impaired disability child know when to cross the street?</p> <p>Walk to a bus stop and let the students try to understand how a visual impaired disability child knows that it is a bus stop and where he/she can get on and off the bus.</p>	60-80 min
5	<p>The students will, based on their knowledge from earlier lessons, create a map of the school area for a child with visual impaired disability, so that the child can orientate by using the senses.</p> <p>Digital map with sound (Voicememo?)</p> <p>Draw a map of the school area on paper (individually)</p> <p>Common map on the smartboard (sketch-up Google drive).</p> <p>A big map which the whole class creates together, by using different materials.</p> <p>Teamwork: The students will work in groups of four. It will be both girls and boys in each group and also based on their knowledge. Students will present and reflect on their own work and give feedback to the other groups work.</p>	120 min
		8 hours

Organization

Materials:

Different fabrics with different structures, ruler, fruits, spices (see methodology), tea, coffee, crayons, paper to draw on in different shapes A3 and A4, glueguns.

Use of ICT: Ipads, smartboard and computer.

Coaching

Useful questions:

Part 2 of methodology

- What do children think it is like to be visually impaired? How do children think they are affected by being visually impaired in today's society?

Part 4 of methodology

- How should a visually impaired person know that they can cross the crosswalk?

Stimulation of self-management:

The students must perform some individual tasks such as draw a sketch, reflect and evaluate their work.

Stimulation of cooperation:

Teamwork:

- The students will work in groups of four. It will be both girls and boys in each group and also based on their knowledge.
- Competences needed in a group:

The different competences needed in a group is to be active, creative and force the work in right direction.

Formative assessment: How they interact with each other. What they come up with for results. During the work, an assessment is made based on how they handle, encounter and solve the problems together. The assessment will be made on the basis of the individual evaluations and the group's.

Adaptations

- General ideas:
 - Adaptations such as clear instructions both in writing and orally and with the help of pictures. More time for the students who need it.
- Ideas with younger/older children: 6-9 / 9-12

Tips & tricks
