



I Can, Too!

Activity 1: Unique Hearts

Format:

- Individual
- Teacher-Facilitated Group Discussion

Materials:

- Letter size paper
- Colouring pencils, markers, crayons

Timing:

- Following the pre-reading discussion

Instructions:

1. Guide students to draw a heart on a piece of paper and to colour it in with various shapes, colours, designs (kind of like a mosaic).
2. When students are finished, lead a discussion with the class:
 - What similarities do you see between the hearts? Ex: general shape, certain colours, materials, etc.
 - What differences do you see between the hearts?
 - Ask the students to compare some similarities and difference between themselves and their classmates, coming to the conclusion that each of us is unique.
3. Display all of the students unique hearts on a wall in the class.

Activity 2: Skill Sharing

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer

- Projector

Timing:

- While Reading

Instructions:

1. Introduce the concept for the activity by sharing:
 - We are all good at something, aren't we? You might be good at soccer, ballet, math, gymnastics, drawing or using a wheelchair.
2. Instruct students to take a few moments to think about what they are good at doing. Make sure they don't share yet!
 - It can be a sport, subject at school, hobby, being a good friend/sibling, etc.
3. Let students know to call out what they are good at all together when you say, "Go!". Count down, "3 . . . 2 . . . 1... Go!"
4. Instruct students to turn to the person next to them and tell that person something they think their neighbour is good at and vice-versa.
5. Discuss as a class:
 - Did what your neighbour shared about you come as a surprise to you?
 - Did you learn anything new about what some of your classmates are good at?
 - How did it make you feel to hear something that you are good at from someone else?

Activity 3: Our Accessible Classroom

Format:

- Teacher-Facilitated Group Discussion

Materials:

- None

Timing:

- While Reading

Instructions:

1. As you are reading the story, stop and notice the adaptive equipment featured on the various pages. Highlight some of the features of each one such as: the size, how it moves through space, what it supports Kayla to do, etc.
2. Facilitate a discussion with students about how the classroom setup can be made more accessible for students of diverse abilities:
 - Do you notice anything about the way our classroom is set up that would make it difficult for someone like Kayla to move around or participate fully? Examples:
 - Space between tables

- Height of various supplies
- Sitting in a circle in chairs instead of the floor
- How could we make adjustments for our class to be more accessible for students that use adaptive equipment?
- Now, think about the rest of the school, the playground, and the community? How can we make those spaces more accessible?

Activity 4: Paralympic Dreams

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer
- Projector

Timing:

- Following post-reading discussion

Instructions:

1. Watch Brydi talk about her paralympic dreams:
<https://www.youtube.com/watch?v=n1tVf5XMfNo>
2. Lead a discussion with the class:
 - What does Brydi love about competing?
 - What accomplishments is Brydi most proud of?
 - How are Brydi's feelings about sport similar to or different from your own?