Logo

Description automatically generated

Please see the next page for activity instructions.

**Consolidation Activity Submission**

When you have completed you have consolidation activity, please submit it in the Submission Dropbox. \*If the hyperlink below isn’t working, copy and paste the link into your web browser.

<https://www.dropbox.com/request/bFkh2VV5AgAiPtxT22XJ>

Please name your file **FirstName\_LastName\_ConsolidationActivity\_2**

The *Classroom Integration* consolidation activity will be due on Wednesday March 9th at 11:55pm EST and is a requirement to complete the program and receive your certificate in April.

If you have any questions about the activity or submission, please contact us at [info@inclusivecommunitiescanada.org](mailto:info@inclusivecommunitiescanada.org)

**Additional Resources**

Visit <http://www.inclusivecommunitiescanada.org/> for more information about ICCan’s upcoming events and initiatives. Follow us on Instagram ([@inclusivecommunitiescanada](https://www.instagram.com/inclusivecommunitiescanada/?hl=en)), Twitter ([@I\_CCan](https://twitter.com/I_CCan)), and Facebook ([@inclusivecommunitiescanada](https://www.facebook.com/inclusivecommunitiescanada)).

**Activity Instructions**

As mentioned in the presentation, Rose added inclusive elements to the well known *Jump Rope for Heart* fundraising program. The adaptive program which she renamed *Get Moving for Heart* provided all students the ability participate in activities which have a positive impact on their heart and brain! The larger variety of activities such as dancing, baseball, wheelchair basketball, bouncy castles and bowling allows all students to participate regardless of their skill level, interests or abilities.

For more information about the positive impacts of *Get Moving for Heart* visit: <https://www.heartandstroke.ca/articles/a-leap-for-jump-rope-for-heart>

**Your Activity**

Using the following case study of Sara and an event/lesson/activity of your choosing (inside or outside of the school setting), redesign the event/activity to have inclusive features similar to *Get Moving for Heart.* Make sure your inclusive event/activity would be appropriate for the abilities and skill levels of any student, and especially Sara from the following case study.

*Sara’s cognitive and academic skills are above grade level. She is eager to participate in class and enjoys socializing with her peers. Sara has no difficulties with her vision, hearing or speech.*

*Sara is dependent on trained caregivers for all activities of daily living. She uses a wheelchair to get around and cannot transfer in or out of it on her own. She needs to be fed and taken to the washroom. Sara has a lot of difficulties using her arms and hands. She can hold on to certain objects but cannot maintain her grasp.*

Please be sure to describe the typical event/activity and then how you would modify it to be inclusive for participants.

**Note:** Please use the template on the next page or create your own template and submit that to the Dropbox.

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| **Activity Plan Template** | |
| **Activity Type: *‘****Gardening Work Party’* - building and planting our school’s community Garden. | **Required Equipment:**  LOTS! Many Gardening tools, including shovels, picks, trowels, buckets, hoses, rocks, a wheelbarrow - and building tools and materials for raised beds, including lumber, screws, drills, water and snacks |
| **Age/Grace Level(s):** 6-9 |
| **Time Length:** 4 full afternoons, spread over a week |
| **Location:** Plot of land next to the school |
| **Lesson/Activity:** Students are building, and planting our Garden! This means a lot of physical labouring! Digging, laying, moving rocks, bringing soil, shrubs, and making sure things go in the right place. Then once wooden raised beds and smaller rock garden beds are constructed and filled, planting the flowers or vegetables, watering them, and cleaning it all up after! Gathering equipment, perhaps borrowing some, and ensuring it is returned afterwards. Finding donations of materials and/or money to purchase them will also be a vital step in this significant project of building a school-community garden! | |
| **How will you ensure this lesson/activity is inclusive?**  There are many things that can be done to make this activity more inclusive for students like Sara, or any other student!   1. Sara is academically above grade level, and enjoys socializing with her peers. Students like this, and students with wide ranges of abilities, impairments, and/or skills, could be significantly involved in the planning stages of this project. Designing the garden, figuring out how much material we will need, how much this will cost, where and how we can raise this money, tracking all of this, are all things that students who may exhibit multiple impairments can successfully do. This could be a planning committee comprised of multiple students assigned to smaller sub-tasks, all working together. Researching which plants work best with which sunlight, and planning according to the angles our garden site would provide. Layering plants accordingly and absed upon their heights and expected overall sizes. Which plants work best for our garden zone/climate, and how often they will need to be watered, is one of the most important elements of any garden-the thought that goes into it! 2. Similarly, project management is an important element to a project’s successful, and efficient execution. Keeping track of resources both in advance of, and throughout each day of this week-long *Gardening Work Party*. These resources include time, humans (matching strengths to tasks), materials, considering weather and other factors, e.t.c. Students whose physical limitations make it harder to do things like dig a ditch, move a large stone, or use a hammer or drill to attach pieces of lumber, can still ensure the project is working. On a job site, there can be many different jobs, and one of the most important jobs is keeping track of who is doing what job, when, why, and deciding when and how that needs to shift! Providing encouragement, problem-solving, coordinating extra resources and communicating for extra support when needed. This also means all students can be outside and part of this project together, enjoying the rich social bonding experience this can be, as well as the many benefits to the mind and body of simply being in nature, smelling earth, and viewing greenery. A whistle, a watch or clock that is easy to be seen and used, are all tools we could bring in to help with this project management-task. If there was a button Sara could press that would make a loud sound, to track time for all workers, or someone to help her utilize a device similar to a megaphone so she could give instructions, this would be ideal. Ensuring safety on the job site is also an important part of this task that Sara or any other student could do, reminding people to take breaks in hot weather, wear their sunscreen, hats, ensure they are drinking enough water, and using dangerous tools in a safe and controlled manner. 3. Often part of re-designing an activity to be more inclusive means the physical design of the space itself where this will take place. By now you may be thinking – will it be easy to wheel this wheelchair around? How will students with mobility challenges actually BE on this job site, which may be uneven ground, or in some places even muddy? We will lay down some planks, or sheets of plywood. Old sheets of plywood can often be found for free-it doesn’t need to be fancy or expensive, just a few big sheets can create a path for the wheelchair to more easily be wheeled around, and also ensuring there is an umbrella and table where students like Sara can be – a ‘station’. This station for keeping track of work, where people can come take a break in the shade, have a snack or some water, find out their next job and how long it should take them and how much material they should use and who to do it with-Sara can direct all of this from her own little office in the park! And of course ensure Sara has support on hand to help her eat and easily head to the bathroom when needed as well. 4. This is a *Gardening Work PARTY*, not a gardening work SHIFT, after all! This means, it should be fun! And what is gardening or working outside without some music? Students who may struggle with the physical exertion or dexterity required for gardening tasks can sing or play instruments nearby to add to the ambience, and raise the mood of all workers, if not at least themselves! Many different drums, glockenspiels, harp, piano, microphone, or even djing on a speaker system, is a valuable and enjoyable activity that will add to the ambience, and improve the overall event, making it more memorable and allowing an opportunity to practice or even perform. As a more formal presentation option, there could be a ‘concert in the garden’ for a moment, where all workers stop to listen and enjoy the various performances, blessing this new space they are creating together! Whilst some students are working in the garden, others can be practicing and preparing for this performance! 5. It is also important to try and find ways for students of ranges of abilities, including Sara, to be able to actually get some soil in their hands and physically interact with the garden itself. We will get creative on how different students can do this depending on the space. Smaller, lighter flowers, for example, that need to be removed from the plastic holders they come in, may be manageable by Sara if she wanted to do that? They aren’t too delicate, so if at her table she drops them and they fall, it won’t rly damage them much. Other students may want to be in charge of turning on and off the tap from the hose, working together over the distance in a way that works best for all. Others may walk around on the soil or sod in places where it needs to be packed down. | |