

Kindergarten Lesson Plan

Trust Walk

Description of Activity, Activity Objective

This is an activity for children to see how it would feel to be totally blind, and how it feels to be a helper for a person who is blind.

Time Allotted for Lesson and Activity

25 minutes total

Time includes an introduction to the lesson, the activity and Wrap-Up discussion.

Materials Needed

Paper blindfolds

Area for children to complete activity

Adults – about 4 to help supervise

Procedure

Divide group into boys and girls. Start with Introduction Script. Then begin activity, making sure each participant gets to be the “blind” role and the “helper” role. End with Wrap-Up script.

Introduction Script

We are going to talk about people who are the same as we are in many ways, but their eyes don't work in the usual way. We may say they are blind or visually impaired. People can be partially blind or totally blind. Many people are simply born blind, but blindness can also be caused by a disease or an accident.

Activity

1. Assign partners for each child. One child will be blindfolded and one child will be the helper.
2. Children will walk to the sink, wash hands, dry hands, put paper towel in the trash. This can be modified to be most practical for individual classrooms. Children can walk in the hall to the bathroom if there is no sink in the classroom. Basins of water could also be used and the water changed frequently. This must be closely supervised by adults to keep the children on task.
3. Make sure the “helper” stays with their friend, but does not push or pull (adults can illustrate by having the “blind” adult place their hand on the “helper” adult’s arm).
4. The student who is “blind” returns to his desk and students switch roles. Replace the tissue paper liner in the blindfolds after each child has had a turn.

Wrap-Up

Ask the students when they wore the blindfold questions such as:

- How did it feel?
- Was it scary?
- Was it hard to move around without being able to see?
- How were you able to do all the tasks you were supposed to do – what other senses did you use?
- Was your partner helpful, or too forceful? Did they like a lot of help when they were blindfolded or did they feel they could do most of it on their own?
- Did you know how to help your friend who is blind?”

Discuss the activity as a group. Try to allow each child to share one feeling he/she had during the activity. Remind the children that they were still the same person with feelings inside even when they couldn't see.

Final Message: Remember that even though you couldn't see what you were doing, you are still the same person when you are blindfolded – just like people who are blind are just like you in many ways. We all still have the same “inside feelings” and want to be happy and have friends.

Follow-Up Activities or Books:

Introduce the Braille Cell and explain how each letter, number and symbol have their own specific combination of the six dots. Each dot may either be included or left out to form different combinations. Show examples of letters formed from the cell. Give each child a card with his/her name in Braille or have them figure out how to do it themselves. If possible, have Braille books available to have the children touch and interact with.

You may also like to send home a handout with the Braille alphabet to share with family members.

Kindergarten Lesson Plan

Arthur Video: Being A Friend to Someone Different

Description of Activity, Activity Objective

Episode of the television show *Arthur* on the subject of Asperger Syndrome, and how to be a friend to someone who has different needs. To bring about an understanding of how **everyone's** brain works differently and how people with Autism or Asperger Syndrome may act or look different but should not be scary.

Time Allotted for Lesson and Activity

25 minutes (Video 15 minutes, Discussion 5-10 minutes)

Materials Needed

Copy of television show *Arthur: When Carl Met George / D.W. Swims With the Fishes*, Season 13 Ep. 6. YouTube, iTunes or Amazon.com. It is available to view for free through the pbskids.org website, but is not prominently displayed unless it has been aired recently. The easiest way to find it is to type into a Google search box: **pbs kids Arthur Asperger**. Many special needs organizations provide direct links to this video.

Procedure

Start with Introduction Script. Show video title *Arthur: When Carl Met George*. End with Wrap-Up Script/Discussion Questions.

Introduction Script

We will be watching an Arthur video titled *When Carl Met George*. In this story George is excited about spending time with his new friend, Carl, who seems to know all kinds of cool facts about trains and about ... well lots of things! Then George learns that Carl has Asperger Syndrome - a form of autism that makes Carl see the

world differently than most people. See how George and Carl remain good friends – and even learn from each other.

Wrap-Up

1. Did you notice how Carl spoke? Did he sound different in the way he spoke to George?
2. Did you notice that Carl didn't understand that George was asking if Carl was joking with him when he said, "you are pulling my leg"? People with Autism often don't understand common figures of speech like, Hit the Road, Hungry as a Horse or Raining Cats and Dogs.
3. What other things do you say that might be hard for someone with Autism or Asperger Syndrome to understand?
4. What about someone just learning the English language? Would those strange things be hard or easy to understand?
5. Once George understood more about Carl, what did he do?

Follow- Up Activities or Books

What Is Like To Be Me! by Angela Wine

First Grade Lesson Plan

Listening Activity

Description of Activity, Activity Objective

Listening and Following Directions Game: What it is like to have a hearing or processing challenge. We will use absence of sound in this exercise to simulate what it may be like for students who have sound processing difficulty.

Time Allotted for Lesson and Activity

25 minutes

Materials Needed

Open space for children to stand and sit on the ground, and attached scripts with instructions.

Procedure

Begin with “Senses” Exercise and discussion points. Follow with Script 1, Script 2 and Script 3. Note directions of when to be silent. Follow activity with Wrap-Up Script.

Exercise: The 7 Senses

Did you know you have 7 senses? Some you may know about already. Let’s talk about the 7 senses.

Taste

Touch

Sight

Smell

Vision

Vestibular – Balance

Proprioceptive – awareness of where your body is in space

Discussion

1. How do these senses help us?
2. What would it feel like if these senses were jumbled up in our brains? Everyone's brain works differently and it starts with how our brains feel these senses and what they do with the messages that are coming in. After our brains figure out these senses then we can learn, play, and make friends.
3. What happens when our brain has a hard time with these senses?
4. Can anyone tell me a sense that they have a hard time with?

BEGIN SCRIPT 1:

For the Teacher: When you see something in UNDERLINED **mouth the word but do not say it out loud**

“Let's play a listening game. Be sure to listen closely and **follow all the directions!**

Everyone please stand up

Spread out so you won't bump into your neighbors. Spread your arms out to make sure you have enough room around you that you won't touch anyone else.

Now everyone touch your toes.

Stand back up

Turn around face the back

Turn around face forward

Face Back

Face Forward

Back, Forward, Back, Forward, Back

Face Forward

Why isn't everyone facing forward???

Jump up and down, keep going. Jump Jump.

Stop

Touch your nose then Touch your ears

Sit down, hands in your lap.

And Smile.”

Look around who is sitting with their hands in their laps and smiling?

END SCRIPT 1

BEGIN SCRIPT 2:

For the Teacher: When you see something in UNDERLINED **mouth the word but do not say it out loud**

"Let's try this again...

Everyone please stand up

Spread out so you won't bump into your neighbors. Spread your arms out to make sure you have enough room around you that you won't touch anyone else.

Now everyone touch your toes.

Stand back up

Turn around face the back

Turn around face forward

Face Back

Face Forward

Back, Forward, Back, Forward, Back

Face Forward

Why isn't everyone facing forward???

Jump up and down, keep going. Jump Jump.

Stop. I said stop!!!

Touch your nose then Touch your ears

Sit down, hands in your lap.

And Smile.”

Look around who is sitting with their hands in their laps and smiling?

END SCRIPT 2

BEGIN SCRIPT 3:

For the Teacher: No silences in this script – read ALL out loud.

Everyone please stand up

Spread out so you won't bump into your neighbors. Spread your arms out to make sure you have enough room around you that you won't touch anyone else.

Now everyone touch your toes.

Stand back up

Turn around face the back

Turn around face forward

Face Back

Face Forward

Back, Forward, Back, Forward, Back

Face Forward

Why isn't everyone facing forward???

Jump up and down, keep going.

Stop

Touch your nose

Touch your ears

Sit down, hands in your lap.

Smile

Look around now who is sitting with their hands in their laps and smiling?

END SCRIPT 3

Wrap-Up Script

To play this game you had to use your ears, your eyes and your body had to follow directions quickly and sometimes without all the information coming in clearly.

What if you weren't doing what your neighbor was doing? How did you feel? Like they were wrong or you were wrong?

Did this activity make you feel like laughing? Why?

Did this activity make you angry? Why?

What was hardest about this activity?

Was it easier the third time through? Do you think the more times you hear or do something the easier it gets? Can you see why people who have challenges with their senses might not like change? They might like things to stay the same, yes?

First Grade Lesson Plan

Coordination Challenge

Description of Activity, Activity Objective

This activity is going to give the children an idea of what it might feel like to have physical or coordination challenges by participating in activities in which they are only able to use one hand.

Time Allotted for Lesson and Activity

20 minutes total

Materials Needed

Suggested materials for this activity (time permitting) are:

- Papers for passing out and writing on
- Pencils
- Soft ball or beanbag
- Squirt-on hand sanitizer
- Individually wrapped candies (e.g., Starburst), Optional

Procedure

Start with Introduction Script, complete the activity, end with Wrap-Up Script.

Introduction Script

Can you identify a physical disability? A physical disability occurs when someone is born with or acquires an impairment of bones, joints, muscles, or nerves. Can you identify a coordination challenge? A physical disability or coordination challenge can also result from a spinal cord injury or certain types of diseases that affect nerves and muscles. It affects how someone moves, as well as how someone speaks or writes.

People with physical challenges may face some barriers, but they are often able to participate in school, in sports, in the workforce, and many live independently.

There are a large variety of different physical challenges, all of which can range from mild problems to complete immobility. Many people will have more than one challenge, such as not being able to use their legs or hands.

Activity

Students can physically experience what it might be like to only have the use of one arm. Have students pair up with each other. One student places one hand behind their back while the other keeps them honest and encourages them as they move through each activity. Place each activity around the tables/desks and ask them to move to each activity on your timing. When they have gone through each activity, partners switch roles.

Have students attempt to:

- Play catch
- Hold a stack of papers and hand out a few papers one at a time on the table in front of them.
- Write their name or draw a shape they are familiar with on a small piece of paper.

- Roll up their sleeves (if they have long sleeves).
- Squirt hand sanitizer into their own hand.
- Open a Starburst candy and eat it (Optional)

Wrap-Up Script

To play this game you couldn't use one of your hands. How did you change the way you did things?

What was the hardest part about this activity?

Were you worried about doing a good job or finishing on time?

Did this activity make you angry?

Remind the students how difficult it was to do these activities and remind them there are kids and adults who live each day with these challenges.

Follow – Up Activities or Books:

- “Don't Laugh at Me” - Steven Seskin & Allen Shamblin
- “Don't Call Me Special” - Pat Thomas
Discussion points are written in the back of the book to aid teachers in a classroom discussion.

First Grade Lesson Plan

Why Do We Use Wheelchairs?

Description of Activity, Activity Objective

Introduction of who uses a wheelchair, how to interact with someone in a wheelchair. End with drawing a picture including someone in a wheelchair.

Time Allotted for Lesson and Activity

20 minutes

Materials Needed

“Quick Quiz About Wheelchairs” (to project)

Device for timing (optional)

IF POSSIBLE: sign up for wheelchair to have in class so students can explore.

Procedure

Introductory script, project “Quick Quiz About Wheelchairs,” discuss with class. Interaction activities. Drawing activity (can be take-home). End with wrap-up script. NOTE: If signed up for wheelchair, deliver this lesson from wheelchair as possible.

Introduction Script

We use our legs from the moment we get up in the morning to the moment we go to bed. Whether we’re standing at the sink brushing our teeth or running with our friends, our legs play a big part of how we do things all day. For some people using their legs the way you do isn’t possible. Many people who face these challenges use wheelchairs. Some wheelchairs have motors, and some do not. To a person with limited mobility, a wheelchair is the first step to joining the larger world.

We are now going to do some activities that may help you understand who uses wheelchairs, and how you can make them feel included the same as everyone else. As you do this activity try and imagine what it would be like if you couldn’t use your legs as you normally do all day, for everything you do. Imagine getting dressed in the morning or going to lunch with your friends. How would it be different? Would you do things exactly the same way, or would you have to try a different way that better fits your situation? What will you discover today?

Activities –

QUICK QUIZ ABOUT WHEELCHAIRS

Project the “Quick Quiz About Wheelchairs.” Read the questions and answers and discuss with the class.

Why does someone use a wheelchair?

- a. They are not smart
- b. They are lazy
- c. *They can't use their legs the way everyone else does*
- d. They want to get to the front of the line

What might cause a person's legs to not work like everyone else's?

- a. A non-permanent injury, like a broken leg
- b. A medical condition that affects the legs, the spine, or both (Muscular Dystrophy, Scoliosis, or many others)
- c. A permanent injury, like an amputation
- d. Aging, or a degenerative disease like Osteoporosis
- e. *ALL OF THE ABOVE*

Who might need a wheelchair at some point in their life?

- a. An old person
- b. Someone who's recuperating from an accident
- c. A young person diagnosed with a disease
- d. *ALL OF THE ABOVE*

Which things are not possible for people in wheelchairs?

- a. Sports
- b. Going to school
- c. Having a job
- d. Having friends
- e. *NONE OF THE ABOVE*

True or False: Never ask someone why they're in a wheelchair – you'll embarrass them!

FALSE!

True or False: It's OK to stare at someone in a wheelchair; they're used to it.

FALSE!

Interaction

Divide the class into small groups (4 or 5). One person sits in a chair, the others stand. Lead them in these interaction activities:

1. People in wheelchairs want to be acknowledged just like everyone else. Always say hello and offer to shake the hand of someone in a wheelchair, even if they appear to have limited use of their arms. They will let you know how much they can do. Everyone try it now with the member of your group who's seated. OK – now rotate – someone else sit in the chair.

2. Now one of your group stand behind the person in the chair – you're the "caretaker." Everyone greet the caretaker, but not the person in the chair. Wait – does that seem right? Try it anyway. How did you feel not greeting the person in the chair? How did the person in the chair feel being ignored? OK – now rotate – someone else sit in the chair.

3. Now we're going to say the Pledge of Allegiance. (Lead class in pledge) How did it feel to those of you seated? Did you feel like you could participate? Could you see the flag? What would have made it easier? What do you think the purpose is of having specific wheelchair seating in movie theaters and other venues? OK – now rotate – someone else sit in the chair.

4. To a person in a wheelchair, the wheelchair is their personal space. (Choose one or more groups) Um, before we continue, you don't look comfortable. Why don't you just lean on the seated person's chair? (Choose another one or more groups) I don't like where your group is – move over there. All of you have to go; figure it out! (Ideally the group will pick up the seated person and move them) How did those of you that were in the chairs feel about others sitting on you or moving you without your permission?

OK now everyone sit.

5. One of the hardest things for someone in a wheelchair is to carry on a long conversation with someone who's standing. A good way to experience how a wheelchair user feels while talking with a standing person is to stare at the ceiling directly above you while sitting upright for five minutes. I'll time you to see when you've had enough! Try it now! (Begin timing – stop at 5 min., or when most students give up!) What's the easiest thing you can do to make someone in a wheelchair feel comfortable while you're talking to them? Squat down to their level, or sit beside them.

Drawing Assignment (Can Be Take-Home)

What's an activity you really enjoy? How would someone in a wheelchair participate with you? Draw a picture and share it with the class.

Wrap-Up:

Today we learned that there are many reasons someone might be in a wheelchair. Can you name some of them?

What do you think the likelihood is that in your lifetime you will know someone in a wheelchair?

If you already know someone in wheelchair, did this activity give you some understanding of how they might feel?

What will you do when you meet a stranger in a wheelchair? Do you know how to greet them and make them feel comfortable?

We also learned that people in wheelchairs can do just about anything anyone else can do, just in a different way. Everyone wants to have friends and feel included, and that includes someone who might be using a wheelchair.

Follow- Up Activities or Books:

Link to video of wheelchair used for diving:

http://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair.html?utm_content=awesm-publisher&utm_campaign=&utm_source=facebook.com&awesm=on.ted.com_UnderwaterWheelchair&utm_medium=on.ted.com-static

Second Grade Lesson Plan

Non-Dominant Hand

Description of Activity, Activity Objective

Use of non-dominant hand to write, draw and color. Children will learn about dyspraxia and how it affects handwriting skills in some children.

Time Allotted for Lesson and Activity

15-30 minutes

Materials Needed

Blank paper, Printed coloring pages (optional), Crayons

Procedure

The whole class does the exercise/activity together. The teacher gives directions and demonstrates on the white board or projector. Ask children to identify their dominant hand and then explain the activities will be done with their other, “non-dominant,” hand. If time permits, try completing some coloring pages with the non-dominant hand.

Introduction Script

We use our hands from the moment we get up in the morning to the moment we go to bed. They are very important to the basic things we do all day. For some people doing things like using a pencil to write their name or using a fork or spoon to eat can be very difficult. No matter how hard they try, it's always very challenging.

How would it feel if your hands or fingers didn't work as you expected? Sometimes the brain mixes up signals before they get to the hand. This mix-up can make writing or drawing difficult. Now we'll try some activities to see what this might be like. We'll do these activities with the hand you DON'T normally use to write.

Activity

Remember to use your hand you DON'T normally use to write – your non-dominant hand. Let's all write a few sentences with your non-dominant hand:

My name is _____.

I am writing this with my non-dominant hand. This is easy/difficult.

Now draw a circle, a square, a triangle and a star.

Draw a house and a tree. Color inside the lines with crayons.

Provide pages to color with non-dominant hand, if time permits.

Wrap-Up Script

How did you feel doing this exercise? (e.g., challenged, frustrated, anxious, worried) Was your handwriting or drawing neat or sloppy? (e.g., sloppier than usual, incomplete)

How would it feel if you had to do all your daily activities like eating, using scissors, tying shoe laces, playing ball, jigsaw puzzles, etc. using your non-dominant hand?

Follow-Up Activities or Books

<http://www.dyspraxiausa.org/>

Second Grade Lesson Plan

Diversity Activity

Description of Activity, Activity Objective

Use a box of crayons to show the advantages of diversity.

Time allotted for lesson and activity

25 minutes

Materials Needed

Drawing paper, crayons. Book *The Crayon Box That Talked*, by Shane Derolf and Michael Letzig.

Procedure

Students will draw two pictures: one using only crayon color, and another using any colors they want. Discuss results. Read story *The Crayon Box That Talked*, follow with discussion.

Discussion Questions When Comparing Pictures

Which picture do you like best? Why?

Which picture would you like to display in your classroom or at home?

What a boring world it would be if people were all alike too – kind of like the picture drawn with only one color. The diversity in the world makes it like a wonderful box of crayons with endless possibilities.

Discussion Points After Story

Wasn't it silly for the crayons not to like each other just because of their color?

Each crayon had something special to offer to the picture (green for the grass, blue for the sky, etc.)

Why is it important to accept people who are different from us?

Wrap Up Discussion

What other things would be boring if they were all the same? (e.g., food, music, art)
Do you think the fact that people are different is what makes our human experience so rich?

Second Grade Lesson Plan

How Words Feel

Description of Activity, Activity Objective

Students experience why some words when used as descriptors can be hurtful. Better alternatives are offered to break down barriers and build unity.

Time Allotted for Lesson and Activity

20 minutes

Materials Needed

Print and cut apart descriptive cards (card sheet follows lesson plan). Thirty words per sheet; be sure to include all the *ITALICIZED* words.

Procedure

Begin with Introductory Script. Lead class in “Descriptive Words” activity. End with Wrap-Up Script.

Introduction Script

We use words all day long, especially descriptive words. Some words don’t just help us understand, they help us feel. Depending on the word, those feelings might be good or not so good.

We are now going to do an activity that may help you understand the feelings that can be attached to different words, and how you can choose your words more carefully.

Activity - Descriptive Words

[Cut out the cards containing descriptive words. Pass them out to the class face down. Tell everyone to peek at their card but keep it secret! Lead the class in these activities.]

“Everyone stand up! Has everyone had a chance to read their word? Don’t tell anyone!

If you feel the word you have describes someone you know, but not you, SIT DOWN. If you feel the word you have describes you, SIT DOWN.

If someone used the word to describe you, would it make you feel good? If it would, SIT DOWN.

If you have ever used the word to describe someone else, SIT DOWN

If someone used the word to describe you, would it hurt your feelings? If it would, STAND UP, or remain standing.

If the word you have makes you feel unhappy or sad, STAND UP, or remain standing.

[Have the STANDING students read off their words one at a time.]

What do you think all these words have in common? No one would use these words to describe themselves, and the words don't make you feel good about yourself. Do you know that a few of those words, "Retarded," "Crippled," and "Handicapped," are often used to describe people who have some type of physical or intellectual disability? Why are these words used when no one would ever choose them to describe themselves?"

[Have the SEATED students read their words.]

As the other students read their words, ask yourself if any of them could NOT be used to describe someone with a physical or intellectual handicap.

When describing a person with a disability, it's important to acknowledge their *PERSONHOOD*, that is, to describe them as a *PERSON* with a *DISABILITY*, not a *DISABLED PERSON*

You would never describe someone as "CANCEROUS," you would say they were a *PERSON* who has *CANCER*.

The word "RETARDED" is an antiquated, old-fashioned term that is now very hurtful when used to describe a person with a disability, and should really never be used. There are lots of words that were once deemed OK to use to describe a person's differences that aren't used any more. This is just another example of how language changes over time."

Wrap-Up:

If you got one of the not so great words, how did you feel when asked if you had ever used that

word to describe someone?

Did you find it interesting that the word "Retarded" evokes the same feelings as the word "Loser," "Ugly," or "Stupid?" Why do you think that is?

Is the word "Stupid," or "Loser" any less hurtful?

How will you react if you hear someone using one of these hurtful words about someone you know?

Follow- Up Activities or Books:

Special Olympics website detailing proper terminology when describing individuals with intellectual or physical challenges:

http://www.specialolympics.org/uploadedFiles/Fact%20Sheet_Intellectual%20Disabilities.pdf

Honest	Brave	Helpful	Beautiful	Fabulous
Smart	Clever	Funny	Friendly	Important
Strong	Witty	Wise	Pretty	Happy
Giving	Cool	Winner	Different	<i>Handicapped</i>
Cool	Super	<i>Stupid</i>	<i>Looser</i>	Kind
<i>Ugly</i>	Silly	<i>Crippled</i>	Creative	<i>Retarded</i>

Third Grade Lesson Plan

Reading Difficulties

Description of Activity, Activity Objective

Children will try to decipher words on a worksheet. Children will experience what it would feel like if letters appeared jumbled on a piece of paper, simulating dyslexia or a reading disorder

Time allotted for lesson and activity

20 minutes

Materials Needed

Letter flashcards, Jumbled worksheet (two columns of words)

Procedure

Begin with Introduction Script and flash cards, hand out activity worksheet for students to complete. End with Wrap-Up script.

Introduction Script

Today we're going to learn about what it may be like to have a difficult time reading. It doesn't mean we can't understand things, or can't learn things, but it means we might need some extra help to learn how to read and to understand what we're reading.

Think of the letter "b" (hold up card). Looks a lot like "p", doesn't it? Which looks a lot like "d"? And "q"! (Hold up each card as you say this.) Some people have a hard time telling similar letters apart, which makes it very hard to read.

Let's find out what it might feel like to have these types of difficulties (hand out worksheet).

Activity – Jumbled Worksheet

Most of us here knows how to spell, right? And we all know how to unscramble words? These words are a little trickier than normal. Some of the letters might be reversed, some might be flipped, some might be incorrect. Sometimes a person might see a letter “n”, but their brain thinks it’s an “m.” Same with “v” and “w.” That makes it a little trickier doesn’t it? Try to unscramble the words, and I’ll give you two clues to help.

(After several minutes, or if someone guesses first)

Clue #1

Each column contains the same words – if you unscrambled a word in one column, you can be sure it’s in the other column somewhere. It may be scrambled differently – so be careful!

Clue#2

All of the words fall into the same category ... so if you figured out a few that seem similar, then you might be able to tell if all of your answers are right or not. (All the words are names of FOOD.)

Reveal the correct answers.

Wrap-Up

Some readers may see a particular letter in a different way each time it’s encountered on a page. Sometimes a word might be reversed or words appear mixed up. This makes it really hard to read well! We ALL have problems learning some things. We ALL need help and understanding to allow us to reach our full potential. Every person deserves respect when he is trying to do his best.

Follow-Up Activities or Books

Josh, a Boy with Dyslexia by Caroline Janover Percy Jackson by Rick Riordan

danama
qologna
dear
samppicn
welon
deame
daw
abqle
breap
debper

besr
melom
nsh
psuana
aqble
snbnich
pness
qresb
pologma
bedqer

danama	banana	besr
qologna	bologna	melom
dəar	pear	nsn
sampmich	sandwich	psuana
welon	melon	aqble
dəame	beans	ssnbnich
naw	ham	pness
abqle	apple	qresb
brəap	bread	pologma
dəbper	pepper	bedqer

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Third Grade Lesson Plan

Visual Processing, Following Directions

Description of Activity, Activity Objective

Students will try to decipher a series of jumbled directions. The students will experience what it would feel like if they had visual processing, learning or reading difficulties.

Time Allotted for Activity

20 minutes

Materials Needed

Pencils, directions worksheet (attached)

Procedure

Begin with Introduction Script, complete worksheet. End with Wrap-Up script.

Introduction Script

Learning Differences, or Learning Disabilities, occur when a person has problems processing information necessary to learning. The channels of information needed to learn get mixed up somewhere – either in the brain, on the way to the brain, or on the way out of the brain. A person with a learning difference, or disability, has difficulty in one or more of the learning processes.

Learning Differences may be in one area or in a combination of areas. People with learning differences may have trouble with reading and writing, learning math or with tasks that require learning symbols. You might learn the alphabet and the sounds that letters make, but it might be hard to match them up. It may be hard to concentrate or remember a series of instructions. Sometimes seeing complete pictures, faces, or shapes is an issue. All of these problems involve information-processing functions of the brain.

No one knows for sure what causes learning disabilities. They are different from developmental or intellectual disabilities in that there is not an overall slowing of the thinking processes and capacity to learn. Learning disabilities do not indicate laziness. In fact, people with learning disabilities have a full range of intelligence. They simply learn *differently* from the norm and have trouble with specific tasks.

Now, let's see what it might feel like to have some of these challenges.

Activity: Following Directions

Hand out the “Following Directions” worksheet to each student. Instruct students to follow the directions on the page as quickly as possible. Advise them when 3 minutes has passed and they need to move on to the next direction. You may want to walk around the group and say, “Hurry Up!”, “Why is it taking you so long?”, “Is everybody finished yet?” Hold up a correct example of the completed worksheet.

Wrap-Up Script

Were you nervous? Did you want to do well? Were you trying your hardest?

Were you afraid you wouldn't finish in time?

How did you feel when you saw how well you *actually* did?

Did it make you want to do more reading?

Brainstorm what kind of feelings this activity provoked: anxiety, anger, frustration, helplessness.

Relate their feelings to how those with visual processing difficulties might feel.

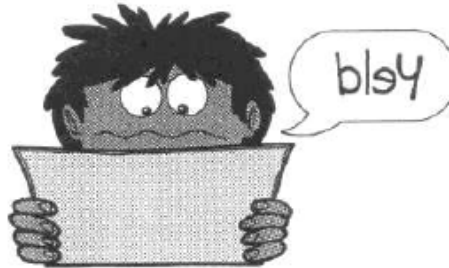
Explain that each student with a learning difficulty might not understand why everyone else can do the activity because when they look at their neighbor's paper it looks jumbled as well, even though it may not look jumbled to their classmates. Explain that this is one kind of learning disability some students have. You might also want to write some similar sentences with letters jumbled on the board and ask students to copy what they see by correcting any jumbled letters/words they see, as an extension activity.

Following Directions

Some children with learning handicaps have trouble understanding what they read because their brains mix up the letters.

The letters in the directions below are already mixed up. Your brain will have to straighten them out. You have three minutes to read each sentence carefully and do what it says.

1. Print your name in capital letters
in the upper right-hand corner of
a piece of paper.
2. Underneath it, draw a circle that
is 8 inches in diameter.
3. In the middle of the page, draw a
square that measures 8 inches on
each side.
4. When you have finished, raise your
hand.



Fourth Grade Lesson Plan

Cutting – Non-Dominant Hand

Description of Activity, Activity Objective:

Cutting with scissors using non-dominant hand. Experience what it feels like to have low muscle tone or fine-motor issues.

Time Allotted for Lesson and Activity:

25 minutes (5 minutes explaining, 10 minutes cutting, 10 minutes talking about it)

Materials Needed:

Blunt, kinder-style “no-handed” scissors. Copies of shapes drawn on paper to cut out.

Procedure:

Distribute scissors and printed cut-out shapes. Begin with Introduction Script, work on cutting shapes, end with Wrap-Up Script.

Introduction Script:

We use our hands from the moment we get up in the morning to the moment we go to bed. They are very important to the basic things we do all day. For some people doing things like using a pencil to write their name or using a fork or spoon to eat can be very difficult. No matter how hard they try, it's always very challenging.

How would it feel if your hands or fingers didn't work as you expected? Sometimes the brain mixes up signals before they get to the hand. This mix-up can make writing or drawing difficult. Now we'll try some activities to see what this might be like. We'll do these activities with the hand you DON'T normally use to write.

Wrap-Up:

How did you feel doing this activity? Was it frustrating to take so much time doing something that seems like it should be easy?

Did it make you a different person?

Did it make you not want to have friends or have fun?

Of course not. You're still the same person no matter how difficult it is to do certain things.

Fourth Grade Lesson Plan

Nonsense Spelling

Description of Activity, Activity Objective

Children will try to decipher and spell orally-given nonsense words. Children will experience what it would feel like if they had auditory discrimination difficulties, or a learning or reading disorder.

Time Allotted for Activity

20 minutes

Materials Needed

Pencils, paper, list of nonsense words to read to students (attached)

Procedure

Begin with Introduction Script, read nonsense spelling word list. End with Wrap-Up script.

Introduction Script

Learning Differences, or Learning Disabilities, occur when a person has problems processing information necessary to learning. The channels of information needed to learn get mixed up somewhere – either in the brain, on the way to the brain, or on the way out of the brain. A person with a learning difference, or disability, has difficulty in one or more of the learning processes.

Learning Differences may be in one area or in a combination of areas. People with learning differences may have trouble with reading and writing, learning math or with tasks that require learning symbols. You might learn the alphabet and the sounds that letters make, but it might be hard to match them up. It may be hard to concentrate or remember a series of instructions. Sometimes seeing complete pictures, faces, or shapes is an issue. All of these problems involve information-processing functions of the brain.

No one knows for sure what causes learning differences. Learning disabilities do not indicate laziness or a person's potential to learn. In fact, people with learning disabilities have a full range of intelligence. They simply learn *differently* from the norm and have trouble with specific tasks.

Now, let's see what it might feel like to have some of these challenges...

Activity - Auditory Discrimination

Tell the students they are going to take a spelling test. Read the words from the list provided and tell the students you want them to spell them as best as they can. Take your best shot at pronunciation! *You will read each word only one time and cannot repeat the words for the students.* Give students a few seconds to write each word before going on to the next one. When all 10 words are completed, write the correct spellings on the board. Remind students that they will not be graded on this and this is simply an opportunity to learn. Have students raise their hand if they got all correct, more than five correct, or less than five correct.

Explain that some students have trouble distinguishing between similar sounding letters or words such as the short /i/ and short /e/ sounds.

NONSENSE WORD LIST:

Pex	Sluck	Stind
Blom	Sloj	Glep
Gruv	Lauquoi	Jern
Moof	Porth	Smend
Churbit	Napsate	Foap
Weam	Fing	Fich
Blents	Vooth	Lurst
Phum	Reatloid	Urlyte

Wrap-Up Script

Ask students how they felt when it came time to hear how they did on their spelling test:

Were you nervous? Did you want to do well? Were you trying your hardest? How did you feel when they saw how you *actually* did on the spelling test?

Did it make you want to do more spelling?

If you had auditory discrimination difficulties, how would you feel if you're told to write something you hear such as directions or spelling tests?

Follow-Up Activities or Books:

Josh, a Boy with Dyslexia by Caroline Janover Percy Jackson by Rick Riordan

Fourth Grade Lesson Plan

Autism Spectrum

Description of Activity, Activity Objective

This activity is designed to show how some people, often those on the Autism spectrum, are bothered by things most people don't notice. Some people with Autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice.

Time Allotted for Lesson and Activity

25-30 minutes

Materials Needed

Feathers, books, pieces of paper (to crumple)

Procedure

Count off students from 1 through 5. Give all the #2s a feather or other soft object, give #3s and #5s a book, and give #4s a piece of paper. Begin with Introduction Script, go through activity, end with Wrap-Up Script.

Introduction Script

Today we're going to learn about sensory distractions. While everyone has different tolerances for background noise or an itchy tag in their shirt, some people, often those on the Autism Spectrum, are **extra** sensitive to noise, touch, movement and things most of us don't notice. Sometimes it's referred to as a Sensory Processing issue – how your brain perceives information relayed by your senses. Things that are easy for most of us, like haircuts or going to a mall, can be difficult for many people on the Autism Spectrum who have sensory issues. Anyone might feel stressed when their senses are overloaded with information. People living with Autism have things that they are really good at, and things they have a hard time with – just like us.

Activity

Go over the following job descriptions and tell them to start when you give the signal.

Person #1 – You will play the part of a person who needs to concentrate. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.

Person #2 – Stand behind student #1. Rub the feather against the back of his/her neck. You do not need to rub hard, but keep doing it over and over.

Person #3 – Grab a book, lean close to Person #1 and read in a loud voice the entire time.

Person #4 – Crumple paper by Person #1 the entire time.

Person #5 – Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

If time permits, have students rotate so that all may have a turn being Person #1 before you have your Wrap-Up discussion.

Wrap-Up

How did it feel to have so much commotion going on? Did it make you want to scream or get away?

Were you able to concentrate on the paragraph being read? What might have helped?

What are some things that you think a person with Autism might have a hard time with? Do you have a hard time with some of those things too?

Follow-Up Activities or Books:

A Child's View of Sensory Processing, video, <https://youtu.be/D1G5ssZIVUw>

A Friend Like Simon by Kate Gaynor

The Autism Acceptance Book: Being a Friend to Someone With Autism by Ellen Sabin

All About My Brother by Sarah Peralta

Since We're Friends: An Autism Picture Book by Celeste Shally and David Harrinton

Fifth Grade Lesson Plan

Reading and Writing Difficulties

Description of Activity, Lesson Objective

Students will participate in activities that simulate what it feels like to have dyslexia/reading disability. To feel what it's like to have dyslexia – trying to read or write when you haven't broken the code.

Time Allotted for Lesson and Activity

20 minutes

Materials Needed

Short Story about Sara's brother Charlie (attached), pencils.

Procedure

Begin with Introduction Script. Pass out "Sara's Brother" story. After students read the story to each other, ask the content questions. Do the writing activity on the reverse side. End with Wrap-Up script.

Introduction Script

There are a lot of myths about dyslexia. For instance that people with dyslexia see letters backwards, but dyslexia is actually a language processing disorder that comes from a brain difference that makes it difficult to hear and manipulate individual sounds in syllables and words. As a result, people with dyslexia struggle to learn to read and end up relying on pictures, context clues, and "smart guessing" when they read. The ones that have strong visual memories get very good at guessing and "get by" for a long time. The ones that don't have strong visual memories have even more trouble.

If people who have dyslexia are taught to read with an appropriate program that first works on their ability to hear and manipulate units of sounds (phonemes), they can learn to sound out and break the complex code of English, but they need the right program that forces them to learn the code and stop guessing.

Dyslexia also affects directionality (left/right; up/down; before/after) and the ability to memorize sequences or random facts that have no logical pattern, (examples: days of the week, months of the year, the alphabet, math facts).

But people with dyslexia have a lot of strengths. While many of us think in words, they tend to think in pictures, which makes them great at 3-D visualization. They tend to be highly intuitive, curious, creative, and global thinkers. They often have good people skills and excel in art (especially 3-dimensional), athletics, music, science, and engineering.

Now let's try a few things.

Activity – Jumbled Story

(Students partner up for this activity. Pass out “Sara’s Brother” story for them to read to each other.)

Try to read this story to your partner. You already know how to read, so this should be easy! Do your best – we’re going to have a test after. You have 3 minutes!

Content Questions for Sara’s Brother:

Q: What is it that Charlie can’t do? A: He can’t talk

Q: How long has he not been able to do this? A: Since he was three years old.

Q: What caused him to lose this ability? A: He had an illness.

Q: Does Charlie hear what they’re saying about them? A: No.

Q: What does he listen to instead? A: The ticking of his watch.

Q: What does Charlie think of this object as? A: A magic charm. BONUS: A magic charm whose noise and movements could block out the whole clamoring world.

Activity – Writing Backwards

Now we’re going to challenge our brains in a different way. What if you knew what you wanted to write, but your brain just didn’t want to cooperate? Let’s see what that feels like. Try writing the numbers 1 through 10 BACKWARDS, as a mirror image. Let’s see how we do.

Wrap-Up

When you did some of these simulation activities, what did you notice?

There were a lot of reversed or flipped B’s, D’s, and P’s. Did you find yourself self-correcting the reversals? Most of us who can read do that. People with dyslexia don’t really see backwards or reverse letters, but as they are trying to “smart guess,” it sometimes feels like the letters are moving around. They often rely a lot on the first letters of words and guess the rest by the shape of the word. The self-correcting some of you noticed sometimes works against them. All of this explains why they might read a word correctly on one page and then misread it on the next page.

Follow-Up Activities or Books:

Thank you, Mr. Faulkner, by Patricia Polocco.

Don't Laugh at Me, Steven Seskin & Allen Shamblin *Don't Call Me Special*, Pat Thomas

“Sara’s Brother”

Now, read this story out loud to your partner:

“Who’s the little boy, Allie?” Mrs. Weick said.

“That’s Sara’s brother, Charlie. You remember me telling you about him. He’s the one that can’t talk. Hasn’t spoken a word since we saw three years ago.”

“Doesn’t talk at all?”

“If he does, no one’s ever heard him, not since his illness. We can understand what you say to him, and he goes to school, and they say he can write the alphabet, but he can’t read.”

Charlie picked up his book. He put his ear against his watch and listened to the sound. There was something about the rhythmic ticking that never failed to soothe him. The watch was a magic charm whose ticking and movements could block out the whole clamoring world.

What if you knew you were smart, but you could not read?

Fifth Grade Lesson Plan

ADHD

Description of Activity, Activity Objective

Give students an opportunity of how it might feel to have attention deficit or hyperactive struggles

Time Allotted For Lesson And Activity

10 minutes

Materials Needed

Timer

Follow-the-dot sheet (included)

Pens/pencils

Procedure

Today we're going to experience what it might be like to struggle with attention and/or hyperactivity

Exercise

Pass out the follow-the-dot sheet

Tell the class they have 1 minute to complete the picture AND they have to look up every time you clap your hands.

Start the timer and say "Go!"; **clap hands every 3-4 seconds.**

Discussion

Was it easy to complete the dot to dot with so many distractions?

How did you feel at the end of the one minute mark? Frustrated? Bored? Gave up?

Fifth Grade Lesson Plan

First Aid - Seizures, Food Allergies

Description of Activity, Activity Objective

Learn to understand what a seizure is and what to do if a peer has one. We'll also define a food allergy, identify the most common food allergens, and invite kids to engage in exercises that will challenge them to think differently about themselves, their friends with food allergies and everyday situations involving food.

Time Allotted for Lesson and Activity

30 minutes

Materials Needed

Epi-Pen trainer.

Introduction to seizures

Today we're going to talk about what it might be like to have a neurological condition that might be characterized by seizures or tics. A common condition characterized by seizures is Epilepsy, and Tourette Syndrome is a condition characterized by involuntary tics.

Discussion – Epilepsy

Epilepsy, sometimes called seizure disorder, is fairly common and happens when more than the normal amount of electrical energy passes between brain cells. This temporary change inside the brain's electrical system may result in changes that you see on the outside of a person's body. There may be unusual body movements, changes in behavior or the person may become unconscious. These electrical changes are called seizures.

There are 3 types of seizures:

Generalized Seizures – Tonic Clonic (Grand Mal). This is the type most people think of when they hear the word "epilepsy." The person has convulsions which last from 2-5 minutes. There is a loss of consciousness and muscle spasms.

Absence Seizures – Petit Mal, a blank stare lasting only a few seconds or repetitive motions done in an unconscious state.

Partial Seizures – involuntary movements of an arm or leg. The person is not aware this is happening or the awareness is blurred. An observer may believe the person is drunk or on drugs since he may seem dazed and unresponsive.

What kind of problems would seizures cause for someone in school?

How would you feel inside after having a seizure?

If you have absence seizures, how might that affect your classroom time?

If you have generalized seizures, how might that affect your ability to play sports?

Discussion-Tics

Tics may be classified in two ways:

Simple Tics

Motor – eye blinking, head jerking, facial grimacing

Vocal – throat clearing, sniffing, tongue clicking

Complex Tics

Motor – jumping, twirling about, touching other people

Vocal – repeating socially unacceptable words over and over, echoing a word or phrase that has just been said

A tic is involuntary. It can't be controlled any easier than you could completely stop a case of the hiccups just by wishing them away. Some tics can be controlled for a short time, but it takes total concentration and the control will be very short. Think about the discomfort of a very itchy mosquito bite or poison oak. It is impossible to never itch it. You may be able to hold off for a short time, but you cannot completely control it.

How would dealing with tics or seizures affect your school day?

How would dealing with tics affect your time with friends?

Would you worry about being labeled “weird” if your limbs moved on their own?

How would you feel if your classmates told you about things you did that you don't remember?

Did you learn anything today that was surprising?

What could you say to a friend who had one of these conditions?

Exercise – Seizure First Aid Quiz

Which do you think are the correct procedures to aid someone who is having a seizure? The important factor to remember is to protect the person from injury until the seizure stops.

TRUE OR FALSE:

1. If someone begins having a Grand Mal seizure, clear away furniture or other items that could cause injury.

TRUE: There is no need to try and secure the individual or hold them down – just clear away items that could cause harm.

2. Immediately turn the seizing person onto his or her back, and force a pencil between their teeth.

FALSE: Both of these actions can endanger the seizing person. Instead, turn the person on their side, and never force anything into the person's mouth.

3. A person having a seizure is in a lot of pain.

FALSE: While the seizing person may not be in pain, they still need you to be calm and reassuring.

4. Seizures can be caused by neurological disorders, medications, injury or even a high fever.

TRUE.

5. Emergency help is never needed for a person having a seizure.

FALSE: If a seizure lasts for more than 5 minutes, or the person has seizures one after the other, or if the person stops breathing, get emergency help.

6. A person with epilepsy can't really function in society.

FALSE: Medications can control seizures in about 50% of people with epilepsy and it will reduce seizures in another 30-35%.

Introduction Script - Food Allergies

People can be allergic to lots of things – including foods. Many people have food allergies. Some may be people in our family, or our friends at school. Can you think of common foods that cause allergic reactions?

Some are:

Peanuts

Tree Nuts

Milk

Eggs

Soy

Wheat

Fish, and Shellfish.

When someone with a food allergy eats or comes into contact with a specific food their immune system triggers an allergic reaction. In some cases even a tiny amount can make them very sick. Sometimes the food only has to touch the person's skin.

The reaction can be mild or severe. A mild allergic reaction, such as a rash, can be treated with antihistamines like Benadryl. A severe allergic reaction can trigger anaphylaxis which involves difficulty breathing, a drop in blood pressure, and the person may faint. If a friend who has food allergies is showing these signs, immediately tell an adult it might be an allergic reaction – your quick action could save a life. When the allergic reaction is this severe, it should be treated immediately with epinephrine, by way of an EpiPen. That person should then be taken to the hospital. An Epi-Pen looks like this (**show Epi-Pen trainer to class**). It is not a toy – but an important piece of life-saving equipment. It works by injecting the medicine into the blood stream which will stop the allergic reaction. There is no cure for a food allergy. The only way to treat it is to completely avoid eating that food.

We are now going to do an activity that may help you understand what it is like to have a severe allergy. As you do this activity, imagine what it would be like to have to avoid certain common foods while participating in every day activities. How does having to deal with food allergies make you feel? How could you help your friend with allergies be safer? How could we all work together to make everyone feel included and comfortable?

Procedure

Depending on time and class size, divide class into 2 to 4 small groups and assign a different “Challenge” to each group, passing out one of the Challenge Descriptions and any accompanying materials for their reference. Allow about 5 minutes for each challenge, rotating groups through each station to allow all students to experience the varied challenges of living with food allergies. End with discussion questions and Wrap-Up script.

Activity – Challenges

Challenge 1: Dinner With Friends

You have a wheat and soy allergy. You're going out to dinner with your friend and his family. Your friend really loves Chinese food and requests to go to his favorite Chinese restaurant! What do you need to know before you can go to the restaurant? If you can't go to this restaurant, where could you go? Could you go to an Italian restaurant instead?

Challenge 2: Halloween Class Party

The whole class is planning their upcoming Halloween party. As a group you have decided to stay away from sugar treats. How would you plan the Halloween celebration? What games could you play? What food could you have at this party instead of candy? How would you handle trick-or-treating?

Challenge 3: Science Experiment

Your class is studying how different liquids change under varying temperatures. As a science experiment, the teacher thought it would be fun to have the class make ice cream and then they could enjoy eating it at the end. However, you know that one classmate is severely allergic to milk even to the point it cannot touch their skin or any part of their body. What would you do? Would you speak to the teacher? How would you handle this if you were the teacher? How do you think that student would feel if he or she could not participate in the experiment? Can you think of any alternative projects or food substitutions?

Challenge 4: Reading Food Labels

It is your turn to bring snack for soccer practice and your Mother has given you four snack options. However, there are a few teammates that have food allergies on your team. One is allergic to soy, the other milk and the last to egg. Which of the following snacks could you serve that everyone could safely eat and enjoy:

For Teacher:

Mint Crème Oreo Cookies is the **Safe one** (**does not** contain soy, milk or egg) (side note: unsweetened chocolate does not have milk in it).

Wrap-Up:

What questions could you ask at a restaurant to make sure your food is safe? Were you worried about disappointing your friends because of your allergies?

How easy was it to figure out a way to celebrate without sugar? Do you think this type of celebration is as much fun? Is it more fun when everyone can join in?

Is it important that all students are able to participate in the same experiment? Were you able to figure out an alternative so that everyone could be involved safely?

Were you surprised by the ingredients in any of the snacks? How difficult was it to read the labels? Was it helpful to know all the different names for each of the food allergens?

Is it important for people who are allergic to certain foods to avoid those foods?

Is it right to try and trick or bully someone into eating something they shouldn't? What could happen?

Can someone with a food allergy just decide not to be allergic any longer?

Some kids cannot eat certain foods that most of us eat every day. You were able to discuss how food allergies might affect daily life, special celebrations, or school and community activities. Are kids with food allergies able to go to school, play soccer or celebrate a birthday with others? Of course they can, we just need to consider their safety and make choices that allow them to be included.

More and more kids are becoming severely allergic to certain foods and we do not know why. In fact, 15 million American have food allergies and approximately 6 million are

kids just like you! Most food-allergic reactions in children and teens happen when they are with their friends. This makes it so important for us to be educated about food allergies and to help make our school a safe, and more comfortable place for all of us.

Here are five ways you can help (**Pass out PAL poster to class**):

- **Take food allergies seriously.** Sometimes kids don't mention their food allergies to their friends because they are afraid of being teased or excluded. Know that it is a medical condition that they cannot control and we should all be considerate and understanding
- **Be Informed.** Learning what someone is allergic to is easy. Just ask them!
- **Never share or trade your food.** Even if you think the food is safe, it's still not worth the risk. Try not to eat the food they are allergic to when they're around and never attempt to get them to eat foods they shouldn't by tricking or bullying them.
- **Always wash your hands after you eat** and try to keep the eating area clean. This will help prevent fewer colds too! A study showed that peanut can be cleaned from hands by using running water and soap or commercial wipes, but not antibacterial gels alone.
- **Knows the symptoms of a reaction and how to get help for them.** If a friend who has food allergies is showing signs of an allergic reaction (like vomiting, swollen face or lips, "itchy" mouth, coughing, difficulty breathing or skin that's red, swollen and itchy), tell an adult immediately. Tell them it might be an allergic reaction. Your quickness can help save a life!

Follow- Up Activities or Books:

Food Allergy & Anaphylaxis Network - <http://www.foodallergy.org/> - a trusted source of information, programs, and resources related to food allergy and anaphylaxis.

Epi-Pen - <http://www.epipen.com/> - more information on the medication and emergency treatment of severe allergic reactions

C.A.R.E. Course - <http://allergyready.com/> - an online course designed to help teachers, administrators and other school personnel prevent and manage potentially life-threatening allergic reactions.

American Academy of Allergy, Asthma & Immunology - <http://www.aaaai.org/> - a membership organization of more than 6,600 allergist / immunologists and related professionals around the world with advanced training and experience dedicated to allergy, asthma, immune deficiencies and other immunologic diseases.



Ingredients: Organic Unbleached Wheat Flour, Organic Powdered Sugar (Organic Sugar, Organic Corn Starch), Organic Sugar, Organic Palm Fruit Oil, Canola Oil (Expeller Pressed), Cocoa (Processed with Alkali), Unsweetened Chocolate, Salt, Sodium Bicarbonate

Ingredients: Enriched Flour (Wheat Flour, Niacin, Reduced Iron, Thiamine Mononitrate {Vitamin B1}, Riboflavin {Vitamin B2}, Folic Acid), Sugar, Peanut Butter (Peanuts, Corn Syrup Solids, Hydrogenated Rapeseed And/Or Cottonseed And/Or Soybean Oils, Salt), Soybean Oil And/Or Palm Oil, High Fructose Corn Syrup, Graham Flour (Whole Grain Wheat Flour), Partially Hydrogenated Cottonseed Oil, Salt, Leavening (Baking Soda And/Or Calcium Phosphate), Cornstarch, Soy Lecithin (Emulsifier), Vanillin - An Artificial Flavor



Ingredients: Potatoes, Vegetable Oil (Sunflower, Corn, And/Or Canola Oil), Tangy Carolina BBQ Seasoning (Salt, Sugar, Brown Sugar, Natural Flavor, Maltodextrin [Made from Corn], Spices, Onion Powder, Tomato Powder, Molasses Powder, Torula Yeast, Yeast Extract, Corn Sugar, Butter [Cream, Salt], Garlic Powder, Mustard Seed, And Paprika Extracts).

Ingredients: Water, Enriched Bleached Flour (Wheat Flour, Niacin, Reduced Iron, Thiamin Mononitrate (Vitamin B), Riboflavin (Vitamin B2), Folic Acid), Sugar, Soybean Oil, High Fructose Corn Syrup, Molasses, Egg Whites, Dried Pumpkin Flakes (Pumpkin, Maltodextrin, Corn Flour, Soy Lecithin), Eggs, Modified Corn Starch, Nonfat Dry Milk, Maltodextrin, Emulsifiers (Sorbitan Monostearate, Propylene Glycol Monostearate, Sodium Stearoyl Lactylate, Polysorbate 60, Mono- And Diglycerides), Glycerin, Leavening (Baking Soda, Sodium Aluminum Phosphate, Calcium Phosphate), Natural And Artificial Flavors, Cinnamon, Wheat Gluten, Salt, Sorbic Acid (to Retain Freshness), Sorbitol, Ginger, Xanthan And Guar Gums, Nutmeg.

