



Birthday Party Lesson Plan



Lesson title: Birthday Party

Subject and topic:

Social Emotional Learning, Social Studies

Grade level:

4 - 5

Duration:

30 minutes

Lesson summary:

In this lesson, students will consider what accommodations they can make in order to be more inclusive of their peers with disabilities.

Standards:

- CC. 15.2.5.O: Explain the importance of accepting diverse populations.
- CCSS. ELA-LITERACY. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Objectives:

- SWBAT develops an inclusive plan with accommodations to include peers in events.
- SWBAT explains why accommodations are needed.

Essential Questions:

- EQ1: What can I do to include friends or community members who might need



accommodations?

- EQ2: Why do some people need accommodations?

Vocabulary:

- Diverse
- Inclusion / inclusive
- Accommodations

Materials:

- Assessing Accessibility and What are Accessibility and Inclusion documents from Talking About Identity website: <http://talkingaboutidentity.org/accessibility-inclusion-info>

Lesson procedures:

1. Gather all the students for a class discussion.
2. Ask the students to think about their ideal birthday party.
 - a. What would they have there?
 - b. What would they eat?
 - c. What would they do?
3. Now tell the students to imagine they wanted to invite all their friends to the party. Some of their friends have different abilities or needs. Some might have food allergies. Some might have noise sensitivities. Some might use wheelchairs or canes.
 - a. You can use examples of characters with disabilities from books that you read together in class. (A list of books with characters with disabilities can be found on our website at www.DisabilityEqualityEducation.org/books)
4. Ask the class, what barriers might some friends face at this birthday party?
 - a. Define the word “barrier” if needed.
 - b. Prompt them with examples from the earlier conversation.
 - i. Maybe they can’t eat the food you chose.



- ii. Maybe they can't get into the building because there are stairs.
 - iii. Maybe it is too loud for them.
 - iv. Ask the students if they themselves have ever faced a barrier at a party. *(this can be done by having them write their answers as some students may not be comfortable sharing publicly)*
5. Ask the students to think of ways to fix, or address, these barriers.
6. Prompt and redirect the conversation as needed.
- a. Maybe the student could offer different food options.
 - b. Maybe the student could provide a ramp or only choose locations that have ramps.
 - c. Maybe the student might have a quiet area at their party.
 - d. Remind students that instead of not inviting your friends who may have disabilities, that they should find ways to include them.

Evaluation:

Ask your students this question related to this lesson to gauge how much they learned.

Did this lesson help you feel more confident about inviting friends to a party?

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.

