



My Travelin' Eye Lesson Plan



Lesson title: My Travelin' Eye Lesson Plan

Subject and topic: Character education

Grade level:

1-2

Duration:

30 minutes

Lesson summary:

In this lesson the teacher will read aloud My Travelin' Eye. This book shows from the character's perspective what it is like to be on the receiving end of bullying and how she had to cope. As a way of coping Jenny's mom made her special fashion eye patches.

For discussion, encourage students to think about how they relate to people who look different from them. How do they normally react? Why do you think you feel that way? The takeaway message for students is that people who look different and have disabilities are still people in the world just like them.

Standards:

- CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story
- CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Objectives:

- SWBAT retell story and make connections to their own life and community
- SWBAT practice empathy and perspective taking skills by engaging in reflective learning activities and conversations
- SWBAT identify coping skills in order to combat bullying.



Essential Questions:

- EQ1: How can I stand up to a bully?
- EQ2: What is a bully?
- EQ3: How can my actions and words (or those of others) impact people?

Vocabulary:

- Visual impairment
- Blind
- Coping skills
- Perspective taking skills
- Empathy

Materials:

- Book My Travelin' Eye by Jenny Sue Kosteck-Shaw
- Photocopies of all illustrations from the book for each student.
- Blank paper for drawing
- Crayons and magic marker

Lesson Procedure:

1. Read aloud My Travelin' Eye. Really take time on each page. Every page has hidden objects in bright and colorful illustrations. As you read ask some questions:
 - a. How does Jenny feel about her Travelin' eye?
 - b. Why do you think other kids called her "Iguana Eyes"? (after book is read)
 - c. What did the teacher do in the story? Why did she send a note home for Jenny-Sue?
 - d. How did Jenny-Sue feel when she first went to the optometrist's office?
 - e. Why do the kids laugh and point at her glasses?
 - f. Is that something a friend would do? It can be scary sometimes to come to school with something new! Especially those large red glasses! Would you say something different than 3 eyes or cyclops?
 - g. How did Jenny-Sue's mom help her?
 - h. Why did the fashion patch help Jenny-Sue?
 - i. How do you feel when you meet someone who looks different from you? Maybe someone in a wheelchair or someone who uses a cane? Do you sometimes say things really quickly?
 - j. Have you met someone who looks different from you? Maybe they are really short, use a wheelchair, walk in a shimmy way or maybe they use a



- cane to walk around?
- k. Do you know anyone in your family who uses a wheelchair or uses other things like crutches?
 - l. When Jenny-Sue was a tiny baby, what did people say when they saw her? (after book is read)
 - m. How did you feel when you saw them? Did you ask your parents questions? Did you ask the person questions? Did it feel kind of uncomfortable? Or maybe you felt sad?
 - i. Make sure to let kids know it's okay to be curious. We just need to think about what to say first. So, when you see a person in a wheelchair and you are curious, you can always try asking them "What's your story?" instead of "What happened to you?"
 - ii. Or when a friend comes to school with big red glasses, you say "hi, how are ya!" instead of "oooohhh cyclops!"

2. Conclusion activity:

- a. Ask students to draw/write how they would treat someone like Jenny-Sue with her eye patch. What would you say to her? How would you help her feel welcome?

Related materials:

- My Travelin' Eye by Jenny Sue Kostecki-Shaw
- Optional: [Read aloud on Youtube](#)

Evaluation:

Ask your students this question related to this lesson to gauge how much they learned. **Did this lesson help you understand that difference and being a disabled person is OK?**

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.

