



FIREFLY

Healthy People. Resilient Families. Vibrant Communities

Welcome to Neurodiversity Celebration Week, March 21-March 25, 2022!

To help you observe this important week and share some valuable information with your Grade 4-8 students, we've prepared the following presentation. Please feel free to use it during Neurodiversity Week, or at any other time that works for you.

What Will I Need?

- The presentation (which will explain Neurodiversity, pose questions and ask you to pause from time to time for discussion, and present the activity): [Click Here for Video](#)
- A copy of the Neurodiversity Activity (attached) – see the activity for instructions on materials and guided questions
- A Copy of the attached 'My Biggest Strength' poster (attached) for each student in your class
- Colouring Tools

How Long Will It Take?

The presentation itself is about 20 minutes long, however with pausing for the Neurodiversity Activity, discussion, and the 'My Biggest Strength' poster Activity, you will need approximately an hour to complete.

What Will We Learn?

Your students will learn what Neurodiversity is, some labels for differences (i.e., ADHD, Autism), how it might be difficult for students with differences at school, and how they can help others with neurodivergent brains.

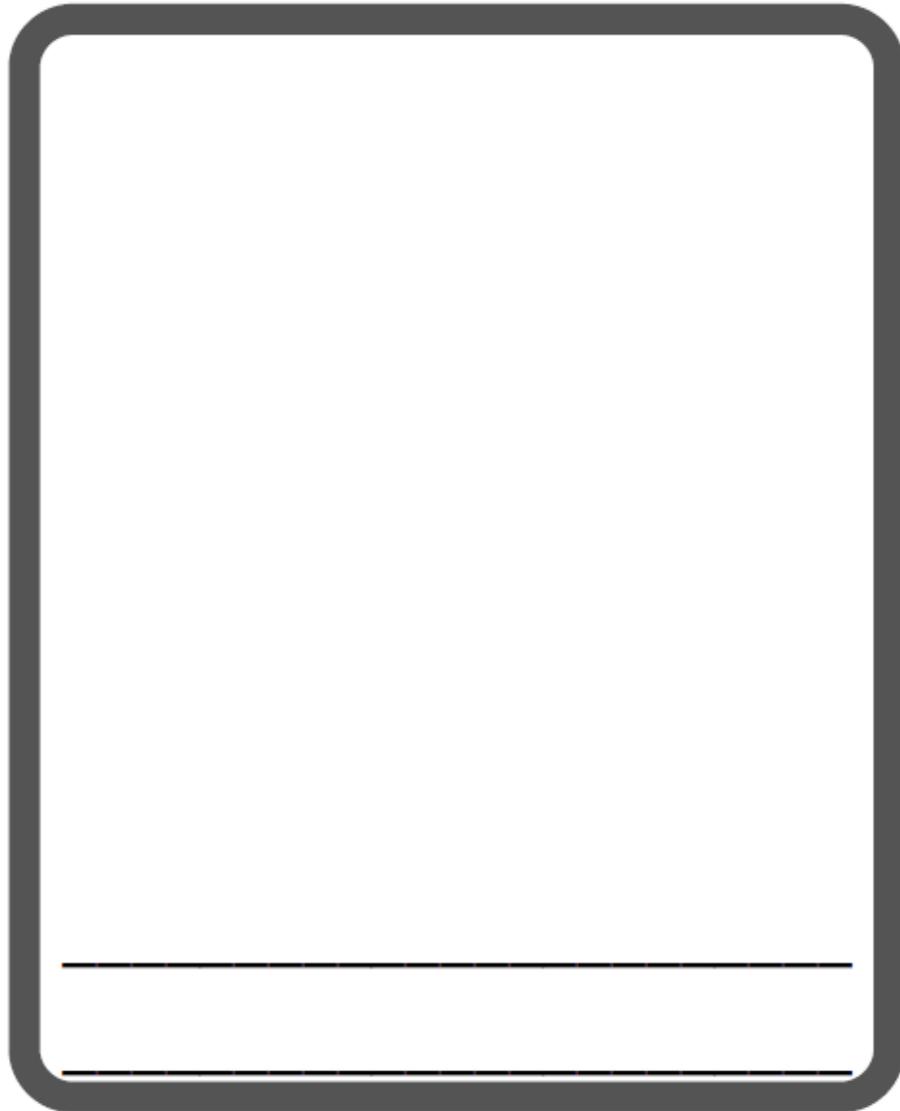
How Do We Enter the Draw?

- Complete your 'My Biggest Strength' poster activity (each student will draw their biggest strength and write a brief description)
- Have your students write their name and school on the front of their paper in the provided section
- Collect their posters and submit them to FIREFLY during the week of March 28th – April 1st. This can be done by photocopy-scanning and emailing to communication@fireflynw.ca or by putting them in an envelope and dropping them at your nearest FIREFLY Office.
- Winners will be drawn during the week following April 1, 2022, and will win some COOL PRIZES and great SWAG!

**Note: all resources are available on our website www.fireflynw.ca/resources-links in the 'Neurodiversity Celebration Week' section.

Name: _____ School: _____

My Biggest Strength is...





NEURODIVERSITY

It takes all kinds of different minds

ADHD | AUTISM | DYSLEXIA | DYSPRAXIA

NEURODIVERSITY ACTIVITY

This inclusion and empathy activity is designed to point out that we should not judge someone by their performance on a test because this does not tell us the whole story. This activity involves splitting students into five groups.

Materials needed: yellow paper, red paper (or any two pieces of paper that are each a different colour), scissors, glue stick, pen, and an envelope for each group.

Each group is given a box of the same materials and told to do the following:

- 1) Take the yellow paper and cut a circle out of it.
- 2) Use the glue stick to glue the yellow circle onto the red paper.
- 3) Use the pen to write "I believe in inclusion" on the yellow circle.
- 4) Put the red folded paper into an envelope.

Students should be told that the group that finishes first will win. The teacher should ask the students whether they believe this to be fair. Students will agree that it is. At this stage, each group, but one will be given a limitation. For example, two groups are told they can only use one hand and two groups are told that they must work with their eyes closed. These groups will struggle to complete the task.

The group with no limitations will finish first. They should be congratulated for finishing the task first and for being so "smart." Inevitably, a frustrated student will state the obvious; that the activity was not fair, because some groups had limitations / differences that made the activity harder to complete.



NEURODIVERSITY

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NEURODIVERSITY ACTIVITY (CONT.)

This experience can now become an opportunity to open up a class discussion to explore and ask questions, such as:

- Can we confirm that the winning group is actually the best?
- How did they feel during the activity?
- Was it a fair playing field? Was everyone on an equal footing?
- Would giving the groups with limitations extra time have helped to level the playing field?
- How might someone feel who has these limitations?
- What can we learn from this activity?

The teacher could also point out that we all have limitations that make some things harder for us and that it is unkind to make fun of someone who is struggling because we do not know what they are experiencing or how hard they are working to overcome their challenges.

This is a great opportunity to allow students to share some of the things they are good at and some of the things they struggle with.