**Understanding Diverse Learners**

As the final assignment for our course, I decided to think about an activity that would be appropriate for seventh graders. Seventh grade is a time when students, both male and female, are grappling with their developing selves. In addition, seventh grade is a time when students are beginning to question their perceptions of others. My activity is meant to highlight that all students’ have challenges, but that students’ with disabilities have unique challenges. In addition, this activity would show that while students with disabilities can accomplish an array of tasks, they will often need the support of others in order to do so. I hope to help students realize sub-consciously that this is similar to their own experiences, that they too may only be able to conquer challenges with support, and that they must look for opportunities to provide supports to students with disabilities.

The prezi that I have created (*and can be found within the technology section)* would not be utilized within the classroom itself. My lesson would be centered on two discussions, with a round robin of activities sandwiched in between. The discussion prior to the activities would discuss challenges that the students encounter in their learning, as well as the supports they need to conquer those challenges. I would then steer the conversation to prior-knowledge questions about specific disabilities, and students with disabilities. After this conversation, I would send the students out to perform 3 different activities. The activities would mimic challenges that students with specific disabilities encounter daily, and students would have to respond to questions that discuss how they felt and acted during the activity. Following the activities, I would lead a discussion about what the students encountered during the activities, and would then extract three main points from this conversation. These three main points will address the goals and objectives of the lesson mentioned above.

The following lesson would involve three different parts. I would first show a Ted-Talk about responding to the challenge of being disabled, and the larger idea of surpassing challenges with support. I would then instruct my students to work pro-actively to develop two specific supports that can be used to support different challenges encountered by themselves, their peers, and/or disabled students on a daily basis. Each group will create a summary video which would explain how their supports can assist others, and how these supports reflect what we has been discussed within the classroom. I would then compile these short clips into a longer video that would serve as closure for this lesson segment, and would nclude text about many of the larger messages discussed over the two days.