

FACIAL CONCEPTS LESSON PLAN A

Ken Hackbarth

Student/s:

Date:

Goal: To provide a foundation for Blissymbols as simple, raised shapes, that can directly correspond to real-life shapes, as measured through the following objectives.

Objective(s):

- a. **Student correctly orients the Bliss Head explorer with 80% consistency**
- b. **Student correctly selects their own eye, nose, mouth, and ear when directed to the corresponding raised element of the Bliss Head explorer, with 80% consistency**
- c. **Student selects the correct eye, nose, mouth, and ear raised elements of the Bliss Head explorer, when directed to the corresponding part of their face, with 80% consistency**

At the end of the lesson, the student will be able to: Correctly alternate between parts of their face and raised elements of the Bliss Head explorer with 80% accuracy.

Student will engage using:

Materials: Bliss Head explorer (standard or large size). May begin with large size when simply investigating the tactile elements of the explorer and then changing size later in preparation for later lessons and association with the standard Bliss Tactile Symbols.

Differentiation: extended time, minimal prompting to increase student independence, review of errors, modeling, reinforcement for approximations to target, specific feedback. You may need to use a stand-in for the student's head like a doll of approximately the same size as the explorer.

Prerequisites: It may be necessary to introduce supporting raised geometric shapes (circles, dots, angles, curves) using challenge explorers and tiles as a prerequisite skill – otherwise, none.

Time	Procedure	Materials
	<p>Opening (Gain student attention): Place Bliss Head explorer on flat surface within reach of the seated student. Orient explorer with top of head away from student and chin nearest to the student. (In later instruction, allow student to orient the explorer themselves and verify that they orient the head with the top of the head up [if on a vertical surface] and away [if on a horizontal surface].)</p> <p>Allow student to manually examine the explorer until they begin to lose interest. For blind and visually impaired students, you may need to place the explorer below their hands or place their hands on the explorer.</p> <p>If the explorer moves too easily on the flat surface, consider adding a rubbery coating to the back of the explorer or use velcro to keep it in place.</p>	<p>Bliss Head explorer</p> <p>Large Doll (optional)</p>

	You may find that the student is more successful if the explorer is attached to a vertical surface instead since that more closely represents the typical plane of the face.	
	Review (Go over critical prerequisite skills): Student can see/feel the entire surface of the Bliss Head explorer.	same
	Preview (State the goal of the lesson): We're going to find the Bliss Head's eyes, nose, mouth, and ears and then we're going to find our own (or the doll's) eyes, nose, mouth, and ears. Learning Target: <i>We are going to find the shapes that mean "eyes", "nose", "mouth", and "ears".</i>	same
	Presentation of New Material ("I DO IT"): Teacher models using his/her own hands and face (or the doll). <i>"I feel/trace the shape of the Bliss Head nose. It is shaped like my nose".</i> <i>"I feel/trace the shape of the Bliss Head mouth. It is shaped like the doll's mouth."</i>	same
	Guided Practice with Corrective Feedback ("WE DO IT"): Teacher places the student's hand on a raised element of the explorer manually traces its shape and then uses his/her hand to trace the shape on their own face (or the doll's).	same
	Student Practices with Corrective Feedback ("YOU DO IT"): The teacher places the student's hand on the explorer and encourages him/her to touch and trace the same part of their own face (or the doll).	same
	Demonstrating the converse relationship: Start with the student's (or doll's) face and move to the explorer. Demonstrate that the relationship is bidirectional.	
	Assessment (Can the student independently apply the information?):	same
	Closing (Review critical content of lesson. Preview content of next lesson): "Today we worked on the concepts "eye, nose, mouth, and ear" and learned how they are shaped. What did you learn?" In the next lesson, we will use tactile symbols for those concepts.	

Teacher Notes:	Teacher Reflections on Lesson