

FACIAL CONCEPTS LESSON PLAN C

Ken Hackbarth

Student/s:

Date:

Goal: To have the student associate their own eyes, ears, nose, and mouth with the corresponding Bliss tactile symbols.

Objective(s):

- a. **Student correctly selects the corresponding Bliss Tactile Symbol when directed to their own eye, nose, mouth, and ear, with 80% consistency**
- b. **Student correctly selects their own eye, nose, mouth, and ear when directed to the corresponding Bliss Tactile Symbol, with 80% consistency**
- c. **Student orients the Bliss Tactile Symbols with their raised graphics facing up and the top of the symbol facing away (approximately), with 80% consistency**

At the end of the lesson, the student will be able to: Correctly alternate between parts of their face (or the doll face) and the corresponding Bliss Tactile Symbol, with 80% accuracy.

Student will engage using:

Materials: Individual Bliss Tactile Symbols for “eye”, “nose”, “mouth”, and “ear”. (Optionally: a doll’s head.)

Differentiation: extended time, minimal prompting to increase student independence, review of errors, modeling, reinforcement for approximations to target, specific feedback. Optionally, increase the size of the Bliss Tactile Symbols.

Prerequisites: Facial Concepts Lessons A & B.

| Time | Procedure | Materials |
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| | <p>Opening (Gain student attention): Place Bliss Tactile Symbols on a flat surface within reach of the seated student. Orient the symbols with their tops away from the student.</p> <p>Allow student to manually examine the tactile symbols until they begin to lose interest. Optionally, you can then introduce the doll’s head. They should already be familiar with the doll’s head from its use in lesson A. For blind and visually impaired students, you may need to place the symbols below their hands or place their hands on the doll’s head. If the student is overly stimulated by having all the symbols in front of them, start with a single symbol.</p> <p>If the explorer or tactile symbols move too easily on the flat surface, consider adding a rubbery coating to the back of the explorer and each symbol or use velcro to keep them in place. If the student tends to throw the symbols, you can put a hole in the symbol, put a string</p> | <p>Bliss Tactile Symbols for “eye”, “nose”, “mouth”, and “ear”.</p> <p>Optionally: doll’s head</p> |

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| | through the hole, and use the string to anchor the symbol to the table or laptop tray. | |
| | Review (Go over critical prerequisite skills): Student can see/feel the tactile symbols. | same |
| | Preview (State the goal of the lesson): We're going to find a tactile symbol for each part of our faces. Learning Target: <i>We're going to find the correct symbol based on the shape of the raised graphic.</i> | same |
| | Presentation of New Material ("I DO IT"): Teacher models using his/her own hands and Bliss Head explorer. <i>"I feel/trace the shape of my ear. It matches the shape on this symbol."</i> <i>"I feel/trace the shape of my mouth. It doesn't match the shape on this symbol or this one, but it matches the shape on this symbol."</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 same shape on the set of tactile symbols holding up the matching symbol and verbally expressing that the correct symbol was found. | same |
| | Student Practices with Corrective Feedback ("YOU DO IT"): The teacher directs the student's hand their eye, nose, mouth, or ear to trace its shape and then encourages him/her to find the matching tactile symbol. | same |
| | Demonstrating the converse relationship: Start with a particular tactile symbol and move to the the student's face (or doll's head). Demonstrate that the relationship is bidirectional. | same |
| | Assessment (Can the student independently apply the information?): | same |
| | Closing (Review critical content of lesson. Preview content of next lesson): "Today we found that there is a tactile symbol that represents our eyes, nose, mouth, and ears. What did you learn?" | |

| Teacher Notes: | Teacher Reflections on Lesson |
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