

Come Visit My Island! (Elementary)

Purpose: To help elementary grade students start to identify who and what is important to themselves, and who some of their allies are in achieving their goals. Students will be able to contribute to their person-centered profiles and begin developing basic self-advocacy skills.

Objectives:

1. Students will, through multiple-modality responses to a variety of “who” questions, be able to identify and share who their allies are with classmates and others.
2. Students will be able to identify and share information regarding their personal preferences (e.g. favorite activities) with classmates and others.

Estimated time to complete entire lesson: 60 minutes

Supplies: Blue construction paper, variety of island coloring pages, glue sticks, scissors, photos, and additional pictures from home, computer with a simple graphics program, and/or magazines.

Suggested optional items: Pre-lesson homework prompt to students and families to locate and identify special photos of people, objects, and activities that are important to the students. Students can bring into school printed photos, have them sent to the teacher via e-mail attachment or text message, or have them uploaded to an accessible location “in the cloud.” During the lesson, play Caribbean, Hawaiian, or other Tropical Island themed music and enjoy a special snack together following the presentation of each student’s island!

Directions:

Opening Round: Everyone sits or stands facing each other. Starting with the teacher (and including all adults in the room), each person in the room introduces themselves and shares one thing they love.

Step 1: Introduce the term “island” (using words, pictures, etc.) and explain to the students that today everyone will be creating a representation of their very own island. This island is special because each student will get to decide who is on their island with them, and what is on their island. The students are the boss! Show an example of your own island, including people you care about, things you like and other things that make you happy.

Step 2: Have each student request an island of their choice and a blue piece of construction paper. If desired, have students color and cut out their island and then glue their island to their blue construction paper. (This activity can also be done entirely on a computer using simple graphics software.)

Step 3: Introduce the term “ally” and explain that allies are people who care about us and can help us when needed. Explain that “who” questions are answered with the name of a person, like the principal’s name or a friend’s name. Provide examples by displaying images of allies and explaining how each one can help. Ask the students the following questions, one at a time, assisting students as needed to find and use images and pictures to place on their island that best represent their answers:

1. Who do you love (this can include pets!)?
2. Who helps you in school if you’re having a bad day?
3. Who helps you at home?
4. Who are your best buddies?
5. Who will you bring to live with you on your island?

Step 4: Next, tell your students that now we will add objects and activities (define these terms as needed) that are important to us onto our islands. Explain that these are things that make us happy when we are at school or at home. Use simple, “what” question prompts and visual supports to help students brainstorm ideas:

1. What do you like to do for fun?
2. What is your favorite thing to do at recess?
3. What is your favorite toy?
4. What makes you happy at school?
5. What games do you love to play?
6. What will you bring to your island?

Step 5: When each student has completed their island, ask students to present their island to the class. Educators should model and encourage positive comments from the other students and ask additional questions following each student’s presentation.

Closing Appreciation Round: Educators and students sit or stand, facing each other, and share what they liked best about the activity they did today, and what they learned (e.g. the terms Ally, Object, etc., who and what is most important to them).

Step 6: Enjoy sharing a snack together.

Extend: Use the information gathered from this lesson to begin to build or add to an existing person-centered profile.

This lesson was developed in partnership with the Hammonton School District