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| OBJECTIVE: | To have students use the suit |
| GOALS: | The students will have empathy for physically limited people |
| PLAN: | Define words with the students so they will understand the activity better:  Cataracts  Osteoporosis  Myopathy  Arthritis  Restriction (root word - restrict)  Mobility (root word - mobile)  Simulation (root word - simulate)  You will need volunteers to wear the suit and assistants to help others put the suit on. Ask if anyone has grandparents living with them, or have someone who is physically limited living with them. They would be excellent volunteers for wearing the suit, as it may have more of an impact on their personal lives with their current living situations.  The rest of the class will have the job of being observers; have them get questions ready to ask the volunteers.  Remind the students that the suits are made to limit them. We know the kids are strong, but tell them “Please do not try to be a super hero and bust out of the suit, that will damage it. Allow it to limit you, think about how it feels as you are in the suit being limited.”  With the suit on have students:  Pick item up off the floor  Step up and down again on a step stool  Open a box of cereal, pour it into cups, serve to other kids  Try to read the board from the back of the room  Talk to them from a distance  Sit down and try to get up.  Follow a non-limited person around the room (they won’t be able to keep up unless the other person slows down..)  As the students are doing these various tasks, ask them questions to keep them focused, or they may end up playing a clown role to entertain the rest of the class, thus defeating the purpose of this activity.  Ask leading questions such as:  What movement are you having trouble with? Is it easy to pick up the cane you dropped? Are you having problems opening the cereal box? Is it hard to pour? Do you need help? Can you see clearly what you are doing? Is your back feeling tired? Is it hard to keep up with your classmate walking around the room? Did the classmate have to slow down?  Have observers ask their questions. (One student asked the question “would you rather do that for one day or one week?”) You never know what they will ask! |
| CONCLUSIONS: | Have students draw their conclusions, i.e. What does this teach you? Be specific, even if it seems you are stating the obvious.  Ask the questions: Have you seen anyone with these problems? Have you seen someone having a hard time getting up out of their chair?  If necessary, help them with conclusions such as: be more patient with grandma and grandpa, don’t rush them, help them when needed; be more patient and understanding of peers with limitations, be more patient and understanding of anyone they meet with limitations; be willing to help those who need it.  Another conclusion may be: “I want to become a care giver to help older people” |