

# Teach About Autism

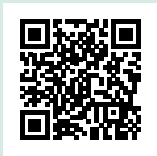


This lesson plan can help high school students in years 7-10 build their understanding of the different strengths and support needs of their classmates.

## Lesson Plan – Step into a Person with Autism’s Shoes

Watch the Autism Heroes video and explore concepts of uncertainty in what we see, taste, hear, smell and understand. Discuss what it feels like to perceive the world in a different way to be able to understand the impact these may have on a neurodiverse student’s social and emotional wellbeing.

### Watch Autism Heroes Video



[Watch the Autism Heroes video](#) with the class (13 minutes long)

### Discuss

Once the video clip has finished, lead a discussion with your class about the different ways that Autistic individuals experience the world. Ask your students to consider:

- What are some of the challenges people with Autism might experience?
- Do you ever get mad or frustrated?
- What do you do when you are mad or frustrated?
- Are there any noises or food that bother you?
- Do you have any worries or fears in common with the people in the video?

### Activity Stations

Students work in small groups of three and rotate through each activity, which are dedicated to different experiences that use the senses. Each group needs to have a turn doing all three tasks. See the following pages for activity stations and group discussions.

### Autism Heroes

This resource has been collated from our Autism Heroes education publication. Autism Heroes contains lesson plans, a video and worksheets

Visit the website for more information on the Autism Heroes Resource Pack - <https://autismheroes.autism.org.au/>



©Autism Association of Western Australia

## Station One – Sight

In their group, students look at the optical illusions (see last page of this resource) and discuss as a group what they see.

Key questions for your students to consider include:

- Was what you saw the same or different to your peers?
- Are there multiple ways that people can see the images?
- Can things be interpreted in different ways?
- How did your perception change once you understood what your peers were seeing?

## Station Two – Touch

In their group, two students wear gloves and thread beads onto string while the third student times them to see who can thread all of the beads onto the string first.

Key questions for your students to consider include:

- What was it like to thread the beads while wearing the gloves?
- What was the impact of the gloves on the task?
- What did you do to make the task easier?
- How did it feel when you couldn't do it as easily as you wanted?

## Station Three – Sounds

In their group, one student is the listener and sits between the other two students, who are the speakers. Each speaker chooses a different book from the classroom and randomly selects a passage. The listener sets a timer for 20 seconds. The speakers then both read their passage aloud to the listener at the same time. After 20 seconds of reading, the speakers stop and ask the listener to try and recall as much as they can from each book.

Students rotate the roles within their group so that everyone has an opportunity to be the listener. Once this has happened, the students discuss the following questions within their group from the perspective of being the listener:

- How much information could you remember from both books?
- What was it like to have two people talking to you at the same time?
- What made you pay attention to one speaker over the other at different times?

# Optical Illusions

