

Talk to Paulina's class – after introducing myself as Paulina's mom we begin.

1. Read Clifford book about three legged dog.
2. Introduce Emily (doll with prosthetic legs from sew able) and another doll (inexpensive Wal-mart AG knock off doll the same size as Emily Ours is named Jillian). Show how Emily's legs come off and talk about prosthesis. The points I made were most of them made with some play acting between the two dolls, we talked about how Jillian and Emily are best friends and I told them all the questions that Jillian had asked Emily when they first met. We talked about how both dolls had blond hair, and that was the same, but that one has brown eyes and one has blue eyes and one has freckles and one doesn't and one has prosthetic legs and one doesn't.

points:

- Emily's leg feels just like Jillian's legs, and real kids with prosthesis have legs that look different but the skin feels the same. (let kids touch Emily and her legs and Jillian's)
 - Emily needs her prosthesis so if she takes them off, we leave them alone. We don't play with them or move them.
 - Mention that her legs look different but they don't hurt and no one can catch anything from touching her. (this was phrased as a worry Jillian had, the kids all agreed with me that it was silly, but one or two seemed very relieved to hear the answers "Emily" gave. We also talked about how Emily was born like that and that's OK.
 - Emily is just like other kids and she will ask if she needs help and she is just like other kids in that she does not like to have her arms or legs grabbed and her feelings get hurt if people are mean to her, just like Jillian, and just like each of you.
 - Emily sometimes uses a wheelchair – the wheelchair can pinch fingers, it's not a toy and she doesn't like it if people push her when she is not ready, it can pinch her fingers, besides she can push herself. Show Emily's wheelchair.
3. Talk about how there are real kids like Emily. There are kids without arms, and there are kids who can't see and there are kids, who can't hear, and there are kids who have funny marks on their skin, there are kids who have legs but their legs don't work so they use a wheelchair or crutches. There are also people with blue eyes and brown eyes and blond hair, and black hair and red hair. Everyone is different and everyone is special. Aren't we glad!
 4. Allow questions – one per child (to save time)
 5. I used the question time to pass around the two dolls, and Emily's legs, which were off at that point and also some of Paulina's old legs. They wanted to know why Paulina's foot was so small on her first leg, and I explained that she wore

that one when she was a baby, and they asked about who chose the designs on her legs and thought it was cool when Paulina piped up with the fact that she did.

I let Paulina just be one of the class and made it all about Emily and Jillian and not her, she was happier with it that way. The things to touch really helped, but Paulina did not let them touch her current legs, but she was fine with them touching the old ones. They made the connection with her and the doll right off and the teacher said she thinks it really made things easier the first time Paulina came to school in the wheelchair. We ended up not being able to do it till school had been in session for a few days, but it still worked well.