

## Common Core Standard

The student will be able to “integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.”

CCSS.ELA-LITERACY.RI.6.7

## Learning Objective(s)

Students will be able to understand and organize facts on their specific disability and disability category.

## Materials

- SmartBoard/ projector
- iPad/Computer access for students
- Writing Materials
- Printed Copies of each student’s IEP Evaluation disability determination page
- Access to word document
- Poster Board
- Markers

## Opening Activity – Whole Class, 10 Minutes

**\*\*Before teaching this lesson, ensure that you have permission from parents/guardians to talk to students about their disability. Students should be aware of their disability before beginning this lesson. This lesson is not intended to tell students they have a disability\*\***

## Description of Activity:

1. Introduce the lesson by stating “Today, we are going to learn about disabilities- what they are, the different categories of disabilities, and why it is important for all of us to be aware of disabilities.”



## Opening Activity – Continued

2. Display the definition of a disability, according to the [Americans with Disabilities Act](#)
  - a. Ask follow-up questions if students have any about the definition
3. Play [this video](#)- “What are Disabilities?”
4. Ask follow-up questions:
  - a. What is a disability?
  - b. How should people with disabilities be treated?
  - c. Once the discussion is finished, ensure the following statement is made clear  
“People with disabilities are *people*, with rights, with families, and with dreams. People with disabilities have many *abilities* and should be seen for that. They should not have to convince anyone of that.”

### How will students demonstrate their learning?

Students will demonstrate knowledge through open discussion format & questions.

## Activity 1 – Individual, 30 Minutes

### Description of Activity:

\*Each student should have access to resources &/or a computer to research information on their disability

1. Show students where to find their specific disability on their IEP Evaluation disability determination page.
  - a. Remind students that as a part of Special Education they have a disability determination meeting each three years that goes along with their yearly IEP meeting.
  - b. Ask students if they remember having this meeting or if anyone knows if they have one this school year.
    - i. Have them share any thoughts or memories.
2. Guide students using the keywords from their disability determination page (i.e *autism, cerebral palsy, learning disability etc.*)
  - a. **Option:** Have a list of resources in mind or collected on a links page that students can use to search so that the research process is scaffolded
  - b. Instruct students to find seven to ten facts about their disability
3. Students should either write/draw their findings or use attached “Disability Awareness Research” form

# Disability Awareness Research

Name:

Date:

What disability do I have?

What makes someone with my disability unique?

What accommodations or support help me get what I need?

Who can I go to if I need more support?

How might my disability change over time?

What is something I want others to know about me?

What resources or services are available to help me with my goals?

What is something new I learned about my disability?

What would I like to learn more about?

## Closing Activity– Whole Class/Small Group, 15 minutes

### **Description of Activity:**

Have an open discussion with students about what they learned through research, team planning, and the presentations.

- What did you learn about researching disabilities?
- What did you learn about team work & the presentation?
- Did you learn anything new about your disability or another disability category?

### **How will students demonstrate their learning?**

Open discussion format