

Title of Lesson: Identifying Social Structures of Disability		
Date of Creation: August 12th, 2022	Creator of the Lesson: Gigi Shingala	
Grade Level: Grades 10-12 (15-19 years old)	Subject: Social Science	Time Duration: 50 minutes
Summary of Lesson: The lesson will encourage students to identify the social structures of disability, how they affect our society and students' opportunities. Cover aspects such as the physical environment, school policies, and activities.		
DSE Alignment: Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society for people labeled with disability/disabled people.		
Lesson Objectives and Assessments: Objective 1: Students will learn to acknowledge and identify social structures of disability, particularly at their school site. Assessment 1: Take the students on a tour of the school facilities and observe various activities on campus. Ask the students to take notes and then share the structures they think are barriers to inclusion. Objective 2: Students will begin to develop ways that they can take part in creating a more inclusive environment and accessible opportunities. Assessment 2: The students will be asked to brainstorm ideas for a proposal to present to the school, about what accommodations can be made that would make our community more accessible and inclusive.		

Anticipatory Set:

The teacher will lead a discussion on disability, and ask the students to share types of impairments that they know about, and/or have experience with. Continue the discussion by discussing the social structures such as policies present in your community that might be barriers to allowing equal access and opportunities for all students. Ask the students if they have any ideas for potential solutions.

Encourage disabled students to share their firsthand experience, as well as address any misconceptions.

Lesson Progression:

Inform the students that we will be taking a tour of the school while discussing aspects of our curriculum, activities and facilities that are not inclusive or accessible to everyone. Students will be required to take notes on what they notice, and consider alternatives to any aspect they find problematic.

Closure:

Back in the classroom, ask the students to share their notes and ideas with the class. Discuss alternatives to the areas that students found to be non inclusive and how these structures could be redesigned. Allow the students time to work independently, with a peer, or in groups to begin drafting their proposals to be shared with the rest of the school.

Extensions/Practice:

Advise the students on the drafts of their proposals, and encourage them to share their suggestions with administration, students outside of the class, as well as the rest of their community. Continue to support the students to advocate for the accommodations they believe are essential to eliminating the exclusive social structure.