

LifeSmarts U Technology Lesson Accessibility Lesson Plan

Lesson Description:

The Internet has revolutionized the way we live. Most of us depend on it for work, learning, fun, safety, and communication with family and friends. It may be even more important for people with disabilities.

Lesson Objectives:

- Identify specific telecommunications technologies, services, and devices that can enhance, for people with disabilities, the capacity to learn and participate in the world.
- Identify the government's role in telecommunications for disabled persons.

CCSS Correlation

Language: *Vocabulary Acquisition and Use*

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Time:

1-2 class periods

Background:

Approximately 50 million Americans – or 20 percent of the population – are disabled. Today's technology makes it possible for people with physical or cognitive impairments to interact with the outside world in new ways. The Internet, in particular, offers great promise for enhancing the lives of people who are disabled. For the Internet to live up to its potential, it must be accessible to as many people as possible.



Materials:

- Lesson Plan - *Accessibility*
- Worksheet - *Accessibility*
- Worksheet Key - *Accessibility*
- Vocabulary - *Accessibility*
- Vocabulary Prompts - *Accessibility*

Procedures

Day 1:

1. Break the class into small groups.
2. Ask the groups to use the *Accessibility Lesson* and the resources listed there to complete their work.
3. Distribute the *Accessibility Vocabulary* handout.
4. Assign students to define only the vocabulary they are confident they understand.
5. Clarify and define vocabulary with the large group.
6. Distribute the *Accessibility Worksheet* and give groups at least 24 hours to find the answers and complete the worksheet.

Day 2:

1. Review student answers to the *Accessibility Worksheet*.
2. Use remaining class time for Discussion Questions and review.

Open-Ended Discussion Questions:

1. Why is it so important for people who have disabilities to have access to telecommunications technologies?
2. What other universal design features can you think of that would make cell phones more accessible to those with disabilities and everyone else? What about computers? Web sites?
3. What relatively new universal design features do we take for granted in our daily lives that help all of us, regardless of our abilities?
4. Describe a product or technology that you would engineer to help people with disabilities. What needs are you meeting?
5. How has the Internet changed our lives? How has it changed the lives of people with disabilities? How have smartphones?
6. How has technology failed to improve the quality of life? How has it improved the quality of life?
7. React to this quote by Max Frisch: "Technology... the knack of so arranging the world that we don't have to experience it."
8. React: Broadband internet access is essential to education, health, and finance. Therefore, it should be free.