

LESSON 1.5m - Protecting Your Rights

Learning Objectives:

Unit 1: Awareness / Orientation to the Curriculum

- A. Identifying and understanding various types of disabilities
- D. Identifying what inclusion means in a family, school, and community

Materials:

- Protecting Your Civil Rights Worksheet
- Disability Rights Movement Leaders Information Sheet

Time:

One or two class sessions

Setting:

Large and small groups

Directions:

Lesson Preparation

Prepare copies of the Protecting Your Civil Rights Worksheet.

Lesson Implementation

Based on the information students have learned about various types of disabilities and the accommodations, accessibility features, and/or adaptive equipment people with disabilities may need in order to be fully included in all aspects of their home, school, work, and community life, facilitate a class discussion about the potential access barriers students have observed in their school or community. Keep in mind that barriers may be physical or attitudinal in nature. Depending on the class, this discussion may be facilitated as a small group activity.

Conclude the class discussion by having students make a list of the problems they have observed. The list should be divided into two categories. One category includes problems resulting from the disability itself. The other category is for problems resulting from the environment. Some problems may result from both categories. For example, if a student experiencing a visual impairment had problems reading class materials, part of the problem results from the fact that the student physically could not read small print. However, part of the problem results from the environment. If all class materials were made available in large print, the student's ability to read small print is no longer an issue.

Encourage students to think about the list of problems they identified as caused by something in their environment. Presumably these are things that could be changed. Encourage the students to think about how they might work to change these problems. Review the problem solving flow chart in the Protecting Your Civil Rights Worksheet with the class. Take one example from the student list of environmental problems and facilitate the class in moving through the steps of the flow chart. Then have students divide into their assigned groups and complete their assignments on the Protecting Your Civil Rights Worksheet.

When the students have gone through steps one to seven for their problems, have the students return to the large group. Facilitate the groups sharing their ideas. If more than one small group is assigned to each problem, have all groups for each problem report their ideas before moving on to the next problem.

When all groups have reported their ideas, distribute the Disability Rights Movement Leaders Information Sheet. Have students from each group read aloud the story related to their assigned problem. The problem situations were based on the real life experiences of these leaders. Facilitate discussion on how the real life solutions differ from the solutions of the student groups. The students' solutions may have included using laws or organizations that did not exist during the time of the real life situation. It is important for students to understand that there may be more than one way to solve a problem depending on the individual's choices and resources.

Lesson Wrap-up / Follow-up

Review what students have learned about access issues and problem solving skills. Outline the future units/lessons the class will work on next. Assign homework as needed depending on the lesson implementation schedule.

Supplementary Activities:

Refer to lesson plans in Units 3 and 4 for more opportunities to assess environmental and attitudinal barriers and develop problem solving skills.

Notes: