Peers as Partners in Learning – High School

Lesson Plan 2.1: Understanding Learner Variability

Approximate time to allow: 120-180 minutes

Unit

Collaborating for Student Success

Lesson

Understanding Learner Variability

Standards Supported in this Lesson	Rubric Essential Concept
SS.9.12.S.8.9	Promoting Access, Involvement, and Progress

Essential Question

- What are the components of accessible learning?
- How do I use the components of accessibility to establish options that improve access to instruction and assessment?

Learning Objectives

Students will describe the components of accessible lessons.

Technology/Materials

- Projector; screen; speakers, and Essentials of Creating Accessible Lessons PPT.
- Lesson Accessibilityhttps://www.youtube.com/watch?v=r4Ov-tF1e-0
- The Myth of Average Ted Talk Video (18:26) The Myth of Average: Todd Rose
- Variability Matters: (10:12) https://www.youtube.com/watch?v=8WClnVjCEVM
- Paper copy or electronic upload of T-Chart
- Essential Components Framework
- HS Reflection Journal Entry Prompts

Lesson Steps

1. Overview of Accessible Learning
   a. Purpose: To establish the essential ingredients, principles and guidelines of accessible learning.
   b. Directions
      i. Conduct the Essentials of Creating Accessible Lessons PowerPoint presentation; use presenter notes as a script.
      ii. Provide materials for students to complete activities as shown in PowerPoint.
      iii. Provide handout with graphic organizer: Essential Components Framework.
      iv. Ask students to independently identify and record barriers to learning (one barrier per sticky note) for 1 minute. Students may generate ideas such as:
         - "Some students can't read the text."
         - "Some students take a long time to write and miss key information in notes."
         - "Some students don't speak the same language as their teacher."
      v. Create or display a T chart with the following categories: "Barrier is inherent in the LEARNER," and "Barrier is inherent in the ACTIVITY."
      vi. Invite students to sort the barriers on their sticky notes under the appropriate category on the T-chart.
      vii. Use the third column on the T-chart to indicate a way to remove the barrier to learning. Students should work in pairs.

2. Complete choice assignment
   a. Purpose: To show students' understanding of the essential components of accessible lessons.
   b. Directions: Independently, or in a group, students should complete one of the following choice options to describe the essential components (refer to PPT slide).
      i. Record yourself giving an elevator speech
      ii. Write a summary 30 words or fewer
      iii. Draw or build, and explain your creation
      iv. Develop your own way "to show what you know"

3. Application Challenge
   a. Purpose: To provide hands-on experience.
   b. Directions:
      i. Ask students to recognize at least one barrier in the class where they are providing peer support. Challenge students to categorize that barrier and identify ways to address and remove the barrier.

4. Reflection Journal assignment.

Assessments

Formative:

- Generation and categorization of barriers on T-chart.
- Identification of components that apply to identified T-chart barrier.

Summative:

- Completion of choice assignment (elevator speech, 30-word summary, creation, or show what you know).
- Complete challenge to identify at least one barrier in the class where they are providing peer support.
- Reflection Journal entry shows understanding of accessible lessons.

Considerations

- Allowing students time to process and talk as well as providing choice increases student engagement.
- Close captioning, a script, or interpreter may need to be provided for students with hearing challenges.
- Increased font size on handouts or braille format may be provided for students with visual needs.
- Technology may be used for students with writing difficulties or to provide choice.
- Handouts may be read aloud or technology text-to-speech option may be used.