

Creating an Inclusive World

A classroom resource to promote understanding of inclusivity and accessibility, and to explore how communities can become places where everyone feels welcome. This resource is part of the WE Schools WE Are One campaign.

Grades 9 to 12

Canadian Edition

AN INITIATIVE OF



MADE POSSIBLE BY



Dear Educator,

Welcome to the WE Movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Our exciting partnership with Microsoft strengthens this commitment to making the world a better place. Microsoft's mission is to empower every person and every organization on the planet to achieve more. With roughly 1.2 billion people with disabilities in the world, Microsoft is passionate about ensuring technology (including its own products) is accessible and functional for people of all abilities. They are working across the company and with others around the world to push the boundaries of what technology can do to empower people - especially young people.

Microsoft and WE Schools have partnered to give teachers and students the tools to create more inclusive and accessible schools and communities. Together, we're empowering young people to create greater opportunities for themselves and others. With the help of technology, students can turn their ideas into reality.

Our curriculum team created this package to help you bring discussions about inclusion and accessibility into your classroom. We believe all students will be better connected to each other and their classroom learning they understand the value of accessibility and inclusion.

When students see themselves reflected in their learning, something magical happens. This resource guides students to be more empathetic in a diverse world as they engage in activities linked to inclusive design. Students will learn more, dig deeper and explore ways to promote inclusion and accessibility for all students, thereby helping them reach their full potential.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools Program into your class. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



Essential Question:

What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1. Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2. Action Plan

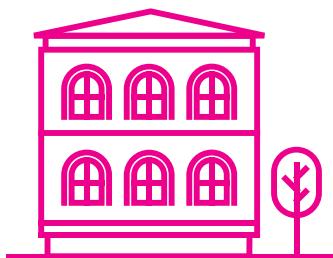
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

3. Take Action

Students implement their action plan.



Local



Global



4. Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on "me" and more on "we"—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Creating an Inclusive World Overview

Every day, each of us, no matter our abilities, enjoys products, services and environments designed to be more accessible. We take advantage of these benefits without thinking about what may have existed before and who may have been left out. Flexible straws and text-to-speech technology are just two examples of technological advancements that were made for better accessibility and that help us all.

The environments in which we live, work and play influence our interactions and experiences. Teaching strategies such as think-pair-share and collaborative group work incorporate elements of inclusive design by allowing for peer interaction. Peer interaction focuses on developing soft skills, working cooperatively with people who have different abilities and valuing the skills they bring to the collaborative environment. Events and experiences offer us opportunities to engage with our students and the wider public in much more accessible ways than in the past.

WE Are One educational resources are designed to facilitate learning that will lead to broader knowledge and understanding of people with disabilities, the language surrounding disabilities, the widespread benefits of inclusive design and the use of technology to create a more inclusive world.

WE Schools and Microsoft recognize that when students engage with their learning, the achievement gap shrinks and the academic success of learning communities increases. This classroom resource provides teachers with the tools and resources to explore accessibility as a social justice issue. Students explore implications that result from learning spaces, places and experiences that are not accessible, and the positive far-reaching impacts of initiatives that are designed to be inclusive for all. In addition, students investigate how both local and global communities are affected by these advancements. Students will engage with technology tools and resources to explore ways that they can be active participants in creating a more accessible and inclusive world.

This resource is meant to be informative, generative and empowering for teachers and students. Once completed, students will continue exploring social issues through one or more experiential service-learning supports.

Rationale

"Creating an Inclusive World" is a classroom resource designed to empower students to take an active role in inclusion by engaging in learning and service activities that address the core factors behind access, including awareness surrounding accessibility needs, motivation to learn about inclusion and community support. The overall program objectives are to enable students to:

▶ Understand accessibility and the factors that influence community action.

- ▶ Create a connection and a relationship with inclusive design practices through personal reflection and learning the founding principles of inclusive design within low-tech and high-tech realms.
- ▶ Inspire local and global action by directing service-learning projects connected to accessibility in a positive way (e.g., joining forces with local and national organizations who support accessibility and inclusion).

▶ Explore our resources and current campaign offerings at WE.org

▪ **Assesing The Learning**

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include think-pair-share, collaborative group work, class discussion and independent reflection.

Assessment strategies include observations, entry and exit slips, written, verbal or recorded reflections, discussions and presentations.

Educator's Note: These lessons explore the concepts of inclusion, accessibility and inclusive design. You, as an educator, have the opportunity to be deliberate in your lesson plan delivery to ensure that all students feel that their learning experience is inclusive. Beyond your regular differentiation strategies, please consider how students can explore and demonstrate their learning in different ways, and make their own demonstration of learning more accessible to others.

Many of the students in the room might have—or know someone with—a disability, including invisible or non-apparent disabilities. Be sensitive by refraining from emphasizing a few disabilities or focusing classroom discussion on a specific type of disability. Remind students that some disabilities are invisible or temporary, everyone experiences limitations and it's important to consider all types of limitations when we think about how to make our schools or communities more inclusive. We are all unique, have different experiences and preferences, and require different types of support to function as our best selves.

Throughout the remainder of this package, students will engage in the study of inclusive design practices that deal with interactions, experiences and environments. Students will reflect on the core values of a society that promote health, well-being and inclusion of all.

Subject(s): Language, Science, Social Studies, Technology

Grade Level:
Grades 9 to 12

WE Learning Framework Skills:



Essential Questions:

- ▶ How does the use of language influence our attitudes and behaviours?
- ▶ What are the principles of inclusive design as applied to our interactions, experiences and environments?
- ▶ How can we take our understanding of inclusive design and apply it to make our schools and communities inclusive places to work, live and learn?
- ▶ What is the role of technology in creating a more inclusive world?
- ▶ What makes inclusive design an ideal approach for the future you want to experience?

Word Bank

Inclusive/Inclusion—the action or state of including or being included within a group or structure (student definition)

Inclusive/Inclusion—an intention or policy of including people who might otherwise be unfairly or unjustly excluded* or marginalized, such as people with different abilities, ethnicity, national origin, gender, sexual orientation, or colour. (*Some people are intentionally excluded from experiences within society due to their age or criminal record, for example) (educator definition)

Disability—occurs when there is a mismatch in the interaction between features of a person's body and features of the society in which they live. Disability can come in a wide variety of forms.

Source: World Health Organization, www.who.int/topics/disabilities/en/

Educator's note: For the purposes of accuracy, it is important to note that this document is based on the World Health Organization's definition of disability. The disability community, medical model and legal/regulatory frameworks have alternate definitions.

Americans with Disabilities Act definition for disability—an individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Source: ADA definition for disability, www.ada.gov/cguide.htm

Examples of appropriate language in relation to disabilities—

Use "first person language" by referring to the person first and their disability second so you are not defining someone by his or her disability.

- Vision—a person with visual impairment; person who is blind
- Hearing—a person with hearing loss; person with deafness
- Verbal—a person who is non-verbal; person who uses sign language
- Mobility—a person who uses a wheelchair
- Amputation—a person with a prosthetic limb; person without a limb
- Cognitive—a person with autism
- Stature—a person of small stature

Accessibility—the state of a place, object or resource being available to all people with and without disabilities

Adaptability—the quality of being able to adjust to new conditions

Architect—a person who designs buildings and in many cases also supervises their construction. A person who is responsible for inventing or realizing a particular idea or project.

Barrier—a circumstance or obstacle that keeps people or things apart or prevents communication or progress

Equal—(of people) having the same status, rights or opportunities

Flexible—ability to be easily modified to respond to altered circumstances

Inclusive design—a set of practices that can be applied to any existing design process to create products and experiences that are open to more people with a wider range of abilities

Inspiration—the process of being mentally stimulated to do something or feel something, especially to do something creative

Invisible disability or "non-apparent disability"—a disability that is not immediately apparent

Label—a classifying phrase or name applied to a person or thing, especially one that is inaccurate or restrictive

Technology—the application of scientific knowledge for practical purposes, especially in industry. Machinery and devices developed from scientific knowledge.

Materials and Resources

- Chart paper and markers
- Microsoft software—OneNote, Sway, PowerPoint, Minecraft Education Edition
- Computer with Internet access
- Projector
- Relevant textbooks and dictionaries
- Grid paper, art supplies
- Appendix 1: Provincial Curriculum Correlations
- Appendix 2: Classroom Observation Forms
- Appendix 3: Microsoft Technology in the Classroom
- Blackline Master 1: The Persona Spectrum
- Blackline Master 2: Old and New "International Symbol for Access"
- Blackline Master 3: Disability Statistics Small Group Activity
- Blackline Master 4: The Eight Principles of Inclusive Design
- Blackline Master 5: Inclusive Design Audit
- Blackline Master 6: Inclusive Design Audit Worksheet
- Blackline Master 7: S.M.A.R.T. Goals

Lesson 1:

The Power of Language



Suggested Time:

120 minutes

Learning Goals:

Students will:

- Understand how the use of language, labels and symbols affects the creation of an inclusive society.
- Develop empathy for people with disabilities.

Investigate and Learn

- Recommended Assessment For Learning:** Share the video "Disability Sensitivity Training," [www.youtube.com/watch?v=Gv1aDEFIXq8 \(3:40\)](https://www.youtube.com/watch?v=Gv1aDEFIXq8) Prior to showing the video, ask students to infer the message presented in the video. Why does the message of sensitivity need to be discussed in reference to people with disabilities?
- As a class discuss the following questions after watching the video:
 - What does each person regardless of their different abilities require from others in society?
 - How can your actions demonstrate respect for people with disabilities?
 - Discuss how respect and sensitivity were explored in the video. Give specific examples of the disability and the form of sensitivity.
 - What can we do to be more inclusive of people with all abilities?
- Explore the "Recommended Guidelines on Language and Terminology—Person with Disabilities" as a class. Ask students to reflect on their own use of language and to adapt to using inclusive language in their daily speech. **Recommended Guidelines on Language and Technology, www.cab-acr.ca/english/social/diversity/disabilities/pwd_guidelines.htm.** Guidelines are a helpful reference, but it is best to defer to the individual's wishes or preferences of a person with a disability about the language they identify with or use.
- As a class, discuss examples of language to use that is inclusive of all people regardless of their abilities. Some best practices to consider when speaking about a person with different abilities include:
 - Focusing on the person; putting the person first (e.g., a person with a disability vs. disabled person)
 - Don't use language that implies a person with a disability is inspirational simply because they experience disability

- Conversely, don't consider a person with a disability as a victim or a subject of pity
- People are not "bound" to their wheelchairs, they use a wheelchair
- Change the focus from disability to accessibility
- Relax and don't get caught up in semantics

- Share the World Health Organization's definition of the term "disability"—when there is a mismatch in the interaction between features of a person's body and features of the society in which they live. **World Health Organization Definition of Disability, www.who.int/topics/disabilities/en/**

Educator's Note: : Provide additional context for students during their study of people with different abilities by exploring the widespread nature of disability. During this activity it's important to be mindful of permanent disabilities and situational limitations. Disability and the need for accommodation is dependent on individuals and their circumstances. For example, in the United States, 26,000 people a year suffer from loss of upper extremities resulting in a permanent disability. However, when we include people with a temporary loss of use of their upper extremities, due to breaks or strains or the need to care for an infant child, that number is greater than 20 million.

- Discuss examples of both disabilities that can be seen and disabilities that can't be seen, also known as invisible or non-apparent disabilities. Lead a brief discussion about invisible or non-apparent disabilities, such as dyslexia or autism. Share **Blackline Master 1: The Persona Spectrum** with students. While we often think of disabilities as permanent, however, some may experience temporary disabilities and anyone can experience limitations that are situational.

- Using the think-pair-share strategy, ask students to reflect about a time when they or someone they know has experienced a situational limitation or temporary disability. Ask students to brainstorm and list additional examples of situational limitations other than the ones pictured in the Personal Spectrum.

Educator's Note: : The government websites provided directly relate to Canada. You can also use state government definitions or references from your region.

- Share with students the legal definition for "disability" from the Canadian government website: Federal Disability Reference Guide. Explain that the difference between a legal and informal definition is when each is used (e.g., for classroom purposes informal definitions are used in discussions, legal definitions are used in policy work and while discussing government initiatives). **Federal Disability Reference Guide, www.esdc.gc.ca/eng/disability/arc/reference_guides.html** or Accessibility for Ontarians with Disabilities Act 2005, www.ontario.ca/laws/statute/O5a11

- 9.** Divide the class into small groups. Distribute **Blackline Master 3: Disability Statistics Small Group Activity**. In their groups, ask students to predict the percentages for the facts. Once students have their estimations, share the actual percentages and discuss any figures that surprised students.
- An estimated 3.8 million adult Canadians reported being limited in their daily activities due to a disability in 2012. This represents 13.7% of the adult population.
 - Over 11% of Canadian adults experienced one of the three most prevalent disability types: pain, mobility and flexibility.
 - More than 40% of those reported as experiencing one of three of the most prevalent disability types, experience all three.
 - Women have a higher prevalence of disability in almost all age groups. The proportion of those reporting a disability among adult women is 14.9% compared to 12.5% for men.
 - In 2012, 81.3% of persons with disabilities reported using some kind of aid or assistive devices.

Source: StatCan—Disability in Canada, www.statcan.gc.ca/pub/89-654-x/89-654-x2013002-eng.htm

Educator's Note: Answer key for Blackline Master 3: Disability Statistics Small Group Activity.

- | | | | |
|----------------|----------|----------|--------|
| A. 3.8 million | B. 13.7% | C. 11% | D. 40% |
| E. 14.9% | F. 12.5% | G. 81.3% | |

- 10.** Provide students with examples of an inclusive community. For examples, ramps and lifts, sound enabled pedestrian crossings or books printed in Braille and text. Emphasize to students how these inclusive features of our community benefit us all, not just people with permanent disabilities.
- 11.** In groups of three, ask students: What does it mean to be inclusive? Given the World Health Organization's definition of disabilities, is our community inclusive? In groups, brainstorm examples of inclusion in our school and local community.

Educator's Note: Facilitate the discussion about inclusion with the following prompts. Do people with disabilities have:

- Inclusive policies and legislation
- Access to a clean and safe place for living, working and recreation
- Access to information and communication
- Access to public spaces
- Access to resources
- Access to basic services including education, healthcare, clean water and sanitation
- Respect for diversity
- Participation in decision-making
- Adequate income and employment opportunities

Source: United Nations: Creating an Inclusive Society Draft ,www.un.org/esa/socdev/egms/docs/2009/Ghana/inclusive-society.pdf

Recommended Assessment As Learning: Ask students to reflect on how an inclusive society benefits all people. How do the following sets of words differ?

- Disabled vs. physically challenged vs. person with a disability
- Person who uses a wheelchair vs. bound to a wheelchair
- Blind person vs. person who is blind or low vision
- Deaf person vs. person who is deaf or person with hearing loss

For student information, Deaf and Blind communities both accept the language "blind person" and "deaf person."

Explain to students that these words are labels with positive and negative, or inclusive and exclusive meanings that affect the way people relate to each other. Ask students to create a list of inclusive terms vs exclusive terms to use in their everyday language.

Educator's Note: Learn more about the International Symbol for Access and the reason people want a change from the previous symbol. This is not yet a universally adopted symbol. Certain organizations, cities and states have adopted the new icon. The change indicates a move into an inclusive society. Add this content: - ensure that all hyperlinks are active and formatted.

Source: The Accessible Icon Project, www.accessibleicon.org or The Washington Post, "Handicap Symbol Gets An Update," www.washingtonpost.com/blogs/govbeat/wp/2014/07/29/the-handicap-symbol-gets-an-update-at-least-in-new-york-state/?utm_term=.561cf82f5b57

- 13.** Explore the new International Symbol for Access and discuss with students the reasons why people want the symbol changed. What does the old symbol signify? Does a change in symbol signify a change in mindset? Why do you think so? As a class, using **Blackline Master 2: Old and New International Symbol for Access**, discuss the differences between the two symbols and the message displayed in them. Is the new symbol more inclusive? Why or why not? Ask students to think about services and places that take into consideration the differences between individuals with disabilities and without disabilities. For example, school buildings, sporting arenas and shopping malls. As a class, discuss how the use of language and symbols helps people identify various supports. Ask students to justify the changed symbol.

Educator's Note: Prior to beginning Lesson 2: Understanding Inclusive Design, assess students' knowledge about disabilities by reviewing the definition of disability. Students may choose to explore the various definitions of disability in small groups. Use **Appendix 2: Classroom Observations Forms** to collect evidence of student learning.

- 14.** **Recommended Assessment Of Learning:** Ask students to work in small groups to create an awareness presentation, video or blog that explores opportunities and experiences in your school or classroom environment that are inclusive for those with differing abilities. Students can use the questions below to lead the content of their presentation.

Questions:

- a. How does your classroom or school demonstrate and promote respect and sensitivity to all people?
- b. What changes can be brought to your classroom or school to ensure that the space and experiences are inclusive in language, attitudes and behaviour?
- c. How does the thinking, language and behaviour of society need to change to become inclusive and respectful of all those who reside in it?
- d. How do labels and the use of language have the potential to limit a person's self-perception (e.g., does a label make us who we are) or to influence how each person is perceived by others?
- e. What actions can we take to be more inclusive to persons with different abilities?

This project can be presented with Microsoft Sway, OneNote or PowerPoint. Have students use the built-in Accessibility Checker to ensure their presentations about accessibility are accessible. Students can also connect with other classrooms using Skype in the Classroom and share their presentations and experiences. Review best practices for making presentations more accessible before having students begin their work:

- General best practices, www.microsoft.com/en-us/Accessibility/office#anchor-03
- Suggestions specific to PowerPoint, www.support.office.com/en-us/article/Make-your-PowerPointpresentations-accessible-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25?ui=en-US&rs=en-US&ad=US
- Microsoft Sway Accessibility, www.support.office.com/en-us/article/Sway-accessibility-1a028ee7-77a0-4917-abb7-93bad3e70b77?ui=en-US&rs=en-US&ad=US
- Suggestions specific to OneNote, www.support.office.com/en-us/article/Accessibility-features-in-OneNote-4097a3f7-067d-4a81-a0c1-1afa4a15dffb?ui=en-US&rs=en-US&ad=US



Enrichment: Instruct students to work in pairs and to discuss the relationship between the term accessibility and disability. How are they linked? Do you need to have a solid foundation of each term to understand the other?

Lesson 2:

Understanding Inclusive Design



Suggested Time:

120 minutes

Learning Goals:

Students will:

- Engage in meaningful conversations about inclusive design and the ways that it affects our everyday lives, both in our interactions with each other and in the experiences that we have.
- Synthesize information about the fundamental principles of inclusive design and apply them to an analysis of different environments and experiences (e.g., classroom, city, country and world).

1. Recommended Assessment For Learning: Ask students, given their understanding of the term inclusive, what do they think the term "inclusive design" means? Have students develop a working definition in pairs to share with the class. Instruct students to write this definition on a sticky note and place it on the front board.

- Share the video "Introduction to Inclusive Design," [www.vimeo.com/138670685 \(4:00\)](http://www.vimeo.com/138670685). Invite students to discuss the facts and images that stood out to them the most.
- Replay the video. This time instruct students to identify examples of inclusive design and who is using it, or ways that the filmmakers made the video more inclusive. (E.g., the curb cut is used by a cyclist, someone using a wheelchair and someone with a cart on wheels; there is audio narration describing unspoken parts of the video and it is captioned). Ask students to think of some examples, either from the video or their daily lives, where inclusive design could be applied (e.g., the climbing structure shown at the end of the video).
- Ask students to identify what areas of inclusive design are influenced by human diversity. Explain that while inclusive design was created for physical space, or the built environment (e.g., access to buildings and public spaces such as sidewalks) it has evolved more broadly to include products, media, services and other forms of social participation.
- Encourage students to record the following definition of inclusive design: "The design of products and environments to be useable by all people to the greatest extent possible, without the need for adaption or specialized design." (Source: The Center for Universal Design at North Carolina State University, 1997, www.ncsu.edu/ncsu/design/cud/pubs_p/docs/poster.pdf). Discuss students how inclusive design takes into account the needs of all individuals and that it is possible to design products and spaces that are user-friendly for diverse consumers and diverse communities. Evidence of inclusive design can be found in many of the products we use, the places we live and even with the

Educator's Note: Post the definition of inclusive design in the classroom for students to reference in discussions and project-based work.

- To reinforce the practice of inclusive design, show students the slideshow embedded in the article, "Microsoft's Radical Bet on a New Type of Design Thinking," www.fastcompany.com/3054927/microsofts-inspiring-bet-on-a-radical-new-type-of-design-thinking. This slideshow highlights familiar products such as bendy straws, technology such as email and devices such as typewriters, all of which have their origins in inclusive design practice.
- Encourage students to think about the difference between accessibility and inclusive design. Inclusive design can be applied to any existing design process to help design products and experiences that fit the needs of many unique users in various situations and contexts. Accessibility offers ways to improve access to what is already designed.
- Ask students if they can think of any products they have at school or at home that make tasks easier and allow people to do the job faster and more efficiently. Inform students that the innovation of products and services often stems from the need to make them more accessible, but then the "accessibility" features are also beneficial for a wider audience. Some examples of this type of advancement can be seen in technologies, students might be familiar with and may use. For example, Skype Translator, speech-to-text tools and text-to-speech tools, remote controls, touchscreen devices, screen magnifiers, captioning and others.

- Discuss with students how accessible technology enables individuals to personalize their technology to make it easier to see, hear and use. Accessible technology products are helpful for individuals who experience visual difficulties, pain in the hands or arms, hearing loss, speech or cognitive challenges, and individuals seeking to customize their computing experience to meet their situational needs and preferences. Source: Microsoft Accessibility, www.microsoft.com/enable/microsoft/mission.aspx

Educator's Note: While discussing products that are developed to help more people become more efficient, Microsoft OneNote can serve as a good example of a product with a certain feature that was originally designed for people with disabilities (dyslexia, in this case), but that now is helping many others - including those without disabilities. OneNote is a free digital notebook app that makes it easy for users to capture, organize and share their notes, ideas, drawings, screen clippings and audio commentaries. It has a tool set called "Learning Tools for OneNote" that was specifically designed for students with dyslexia, but that is now helping a wide range of students—with and without disabilities—learn to read in a more inclusive way.

Learning Tools for OneNote introduces special text formatting tools that can make reading, writing and note-taking easier. Learn more about how OneNote works and the impact it can have in the classroom by watching "OneNote in Education: Learning Tools Transform the Student Experience," [youtu.be/3Ztr44aKmQ8 \(2:16\)](https://youtu.be/3Ztr44aKmQ8).

- 10.** To help students develop a better understanding and appreciation of the products and services that incorporate elements of inclusive design, introduce the eight principles of inclusive design.

Ask students to form groups of three or four. Distribute **Blackline Master 4: The Eight Principles of Inclusive Design**. Invite one student from each group read a defined principle to the class (groups may read twice depending on the size of the class).

According to the principles of inclusive design, places or experiences should be:

1. **Inclusive**—so everyone can experience them safely, easily and with dignity
2. **Responsive**—taking into account what people say they need and want
3. **Flexible**—so different people can experience them in different ways
4. **Convenient**—so everyone can experience them without too much effort or separation
5. **Accommodating**—for all people regardless of their age, gender, ability, ethnicity or circumstances
6. **Welcoming**—with no barriers that might exclude some people
7. **Realistic**—offering more than one solution to help balance everyone's needs and recognizing that one solution may not work for all
8. **Understandable**—everyone knows where they are and can locate their destination

Source: CABE: "The Principles of Inclusive Design," webarchive.nationalarchives.gov.uk/20110118095356/http://www.cabe.org.uk/files/the-principles-of-inclusive-design.pdf



Extension: Integrate OneNote's assistive technology into the lesson by moving **Blackline Master 4: The Eight Principles of Inclusive Design** to OneNote. Students can then read it with Learning Tools to experience how it supports students with disabilities.

Educator's Note: Before the next activity, place chart paper around the room that includes an image of an interaction, experience or environment that may or may not incorporate all of the principles of inclusive design. (Or, share images electronically via a projector or OneNote.) You can use different images than the ones provided in **Blackline Master 5: Inclusive Design Audit** to provide students the opportunity to analyze a wide range of spaces and experiences with varying degrees of inclusive design present. You may even want to use images of spaces or experiences from your own community.

- 12. Recommended Assessment As Learning:** Place the images of experiences, interactions and spaces from **Blackline Master 5: Inclusive Design Audit** around the classroom to create rotation stations.

Groups should visit each station around the room to perform an audit of each example. Each group will have five minutes at each station to document their findings on **Blackline Master 5: Inclusive Design Audit**. To continue their exploration, ask students to find their own images of spaces and experiences that are of interest to them. Encourage students to examine a wide variety to develop their evaluation skills of inclusive design.

- 13.** Discuss the results of the audit with the class. Ask students, which eight principles of inclusive design were identified in each images? Which principles were missing in the space, interaction or experience?

- 14. Recommended Assessment Of Learning:** Instruct each group to provide feedback about each space, experience or interaction they audited. Provide each group an image to present to the class. Allow each group to explain their findings for each image.

- 15.** Debrief the activity with students. Ask them how their understanding of inclusive design was strengthened by performing audits.

- 16. Additional Assessment Of Learning:** Using **Blackline Master 6: Inclusive Design Audit Worksheet**, have students complete an exit ticket that asks them to evaluate an interaction, experience or space outside of the school, for the presence of the eight principles of inclusive design.

- 11.** Explain to the groups that it is their task to "audit" each example for the presence or absence of principles of inclusive design. Inform students that an audit is a careful check or review of something.

Source: Audit Definition, www.merriam-webster.com/dictionary/audit

Lesson 3:

Applying Technology

**Suggested Time:**

120 minutes

Learning Goals:

Students will:

- Incorporate knowledge of inclusive design into the creation of inclusive learning experiences and spaces.
- Explore the role of technology in inclusive design and accessibility.

Educator's Note: The articles and corresponding questions may be read and completed individually or in partners. Students have the option to choose articles of interest to them. We encourage students to read or watch more than three videos or articles to gain a variety of perspectives.

1. **Recommended Assessment For Learning:** Ask students, based on what they learned about the eight principles of inclusive design, which principle they believe is the most valuable in creating an environment that is accessible. Are students able to identify one principle or do they believe each principle works cohesively with each other to create accessible environments?
2. Technology helping to remove barriers to inclusion:
 - a. Article –*Forbes*, “Learning Tools for Microsoft OneNote May Be One of the Most Disruptive Education Technologies Yet,” www.forbes.com/sites/jordansapiro/2016/01/25/learning-tools-for-microsoft-onenote-may-be-one-of-the-most-disruptive-education-technologies-yet/#7e29e9375352

Educator's Note: The article uses the term "universal design." Throughout this lesson package the terminology of "inclusive design" has been referenced and discussed. Share with students that both refer to a similar concept.

- i. What are some examples from the article of technological strategies that create inclusive environments and experiences for students in the classroom?
- ii. What is an example of a barrier to inclusion that is discussed in the article? What solution does OneNote provide?
- iii. Why are OneNote Learning Tools an example of inclusive design?

- b. Video –“Microsoft Design: Inclusive Skype Communication (with audio description),” www.youtube.com/watch?v=spqqcJf5e5Q (5:52)
 - i. How does Skype Translator make experiences accessible for all individuals?
 - ii. What barriers to inclusion does Skype Translator break down?
 - iii. How does the video itself present features of inclusive design?
- c. Article –“Sway Promotes Accessibility Enhancements,” www.c-sharpcorner.com/news/sway-promotes-accessibility-enhancements
 - i. How does the Accessibility Checker in Microsoft software promote inclusive interactions and experiences?
 - ii. What barriers to inclusion does the Accessibility Checker overcome? How do these features make the overall experience and interaction inclusive?
- d. Video –“Microsoft 2014 Super Bowl Commercial: Empowering,” www.youtube.com/watch?v=qaoVHKGOTio (1:00) and “Team Gleason & Microsoft use technology to empower people with ALS,” www.youtube.com/watch?v=HXOWTLrWqzg (3:07)
 - i. Discuss the statement “technology has the power to unite us.” Do you agree? Why or why not?
 - ii. What are some of the barriers to inclusion? What examples of solutions are discussed?
 - iii. How does assistive technology empower individuals with disabilities?

Accessible and inclusive spaces:

- a. Article and video: *Chicago Tribune*, “Parents, Non-Profits Unite to Create More Inclusive Playgrounds for Disabled,” September 11, 2016, www.chicagotribune.com/news/ct-playgrounds-for-everyone-met-20160911-story.html
 - i. What are inclusive elements of the playground in the news article/video?
 - ii. Who do the inclusive elements serve?
 - iii. Who are the elements accessible to?
 - iv. Is there anyone that may still be excluded?
- b. Article –*Franklin News Post*, “Nest Classroom Supports Students with Autism,” September 2, 2016, www.thefranklinnewspost.com/news/nest-classroom-supports-students-with-autism/article_f47da938-7076-11e6-bc96-2b64fa585765.html
 - i. What are the examples of inclusive support in the article?
 - ii. Who is being supported in a Nest classroom?
 - iii. Who benefits in a Nest classroom?

- 3.** **Recommended Assessment As Learning:** Provide students with the following questions to be answered independently.
- How can we take our understanding of inclusive design and apply it to our classroom, school and the experiences that take place here?
 - Why is a classroom or school that truly recognizes the diversity of students and teachers important?
 - How do the examples provided in the articles and videos better serve the community? Reference specific examples in your answer.
 - What role does a designer play in creating a space, experience or product that's inclusive?
 - How do the examples in the articles and videos show commitment to inclusive design?
- 4.** Ask students to brainstorm shared environments at school (e.g., common areas, learning commons, cafeterias, athletic centres) or shared experiences (e.g., using computers, selecting and buying food at the cafeteria, finding lessons on the classroom website, listening to daily announcements, changing classes or classrooms during the day, etc.).
- 5.** In partners, ask students to choose one experience or environment in their school community and assess if this space or experience is inclusive. Remind students to use their knowledge of the eight principles of inclusive design as their rubric for assessment. Do students think the environment or experience is inclusive? If not, which principles are missing from the experience or space?
- 6.** In the same pairings, discuss the reason why the space is or is not accessible. Instruct students to choose two of the principles of inclusive design that are missing and write a list of ways to improve the space or experience.

Educator's Note: Technology Integration Suggestion: Create an opportunity for students to Skype with a designer and gain their perspective on how they apply inclusive design to environments and experiences to remove barriers to inclusion.

- 7.** Explain to students that they will be designing inclusive learning spaces or experiences that will serve them and their classmates, similar to the examples in the articles and videos. They should consider how technology or resources can help them design more inclusive experiences or environments. They may use a variety of tools to prototype, plan and then share ideas including: grid paper, art supplies, apps such as Microsoft Sway or PowerPoint, or virtual space creation tools such as Minecraft. Give students time to work on their inclusive designs in teams. You may want to give extra time for this. Prompt students to consider how technology can be used as a force for inclusion.

Educator's Note: Explain to students that Minecraft can assist with creating virtual reality spaces. To allow Minecraft to be accessible for persons with low vision or blindness, encourage collaboration with a student who is willing and able to explain the activity and software. Remind students to be sensitive to those with different abilities.

 **Extension:** To help students understand inclusive design, show the video "Inclusive The Film," vimeo.com/connectingthefilm/inclusivethefilm (21:00)

Educator's Note: Encourage students to gain a better understanding of how experiences and spaces can be more inclusive for all students. Remind students that—while their initial design may be created specifically to cater to an individual's ability, environment or experience—the ultimate aim is to make the event, interaction or space accessible for as many people as possible.

- 8.** Students may consider an experience or an event that takes place in the school or classroom. Consider the eight principles of inclusive design and their presence in our environments or interactions. The goal is to create more inclusive learning experiences and environments. The following list includes, but is not limited to, areas for research on the accessibility for students who:
- Are blind or have low vision
 - Have mobility disabilities
 - Are deaf or have hearing loss
 - Are English-language learners
 - Have a learning disability
- 9.** Encourage students to reflect on their experience in their classroom. What works well? What are the successes or shortcomings of the environment? Students may also want to interview students with and without disabilities, teachers and support staff, to learn what they would like to change.

Action Planning

Educator's Note: Minecraft is an open-world game in which students are able to develop a space designed to their wants and needs. In this lesson, Minecraft could be used to help students design and build more accessible and inclusive classrooms or environments. Minecraft: The Education Edition encourages student-centred learning, collaboration and problem-solving. It is a collaborative and versatile platform that educators can use across subjects to encourage 21st century learning. For further information, research the game to see how it can fit into your classroom instruction. **Minecraft: The Education Edition**, minecraft.net/how-it-works/what-is-minecraft/. Before students begin using Minecraft, review any school or class policies and expectations on responsible use of online technology.

Educator's Note: Students may interview peers who may or may not need or benefit from changes. If this is included in the activity, remind students that no one needs to feel compelled to share private information concerning themselves, their friends or family. However, if a student feels comfortable and would like to share their experiences, that is fine.

- 10.** Students should create a solution with the following considerations in mind:
 - a. How will your solution serve the class?
 - b. How will it be accessible to current and future students?
 - c. How does your solution welcome all students?
 - d. As the designers, what do you need to know about the students who will be using the solution before you begin designing?
 - e. How could technology help make the experience or space more inclusive?
 - f. How can you include members of the school, such as parents, support staff, teachers and students, in your planning and development?
- 11.** Invite students to share their ideas, designs or prototypes with the class. They can use tools like Sway, OneNote, PowerPoint Online or Minecraft to share their ideas, or they can present using more traditional methods such as a diorama, blueprint-style drawing or other approved form. Encourage them to follow best practices to make their presentation to the class accessible. Let them know they may be assessed on:
 - a. Creativity of solution
 - b. Inclusivity of various learning styles and abilities
 - c. Level of completeness
 - d. Group collaboration
 - e. School community involvement
(Note: this may be an extension depending on the time available for this project)

- 12.** **Recommended Assessment Of Learning:** Students will build their space, experience or interaction ensuring that all eight principles of inclusive design are met. If these principles cannot be met, students should provide a rationale as to why the missing principle could not be addressed.

In the design process, students should:

 - Reflect on the purpose of the space or experience.
 - Identify the needs of the environment and think about the barriers to accessibility and inclusion.
 - Create solutions to ensure that barriers to accessibility are removed.
 - Consider the potential role of technology in promoting greater accessibility or inclusion.
 - Use the eight principles of inclusive design as a rubric to assess the inclusivity of the space or experience they have designed.

- 13.** Ask students to reflect on the final assignment using the following questions:

- a. What challenges did you come across while designing and building the solution with your group? How did you overcome them?
- b. Describe how you feel about the work you accomplished.
- c. How does your solution reflect a commitment to inclusion?
- d. What role does the designer play? How important is



Extension: Go beyond your classroom and school, if your students are on to something and want to either share their learnings and ideas with another class in another school, or learn from another class in another school, consider using Skype in the Classroom to connect with a classroom whose experience may be different than yours. Encourage students to share their solutions ideas and get feedback, and learn more about the state of accessibility and inclusion in the other classroom. Learn more about **Skype in the Classroom:** education.microsoft.com/getstarted

Lesson 4:

WE Are One



Suggested Time:

120 minutes

Learning Goals:

Students will:

- Explore ways to take action as local citizens to make communities more inclusive.

Action Planning

Educator's Note: This lesson is an Assessment Of Learning and is designed as the summative task for the lesson package.

Students have had the opportunity to learn about inclusive design, its relationship to accessibility and the need to build a society that ensures that all people have access to all spaces, experiences and interactions. This lesson will allow students to examine their community to understand the need to create community events and experiences that are inclusive and accessible to all.

- In groups of three to four, ask students to discuss the following questions to reflect on their learnings.
 - Why is inclusive design important? Who does it benefit?
 - Is there a need to change our language to become inclusive?
 - Why is it important to evaluate events, experiences and interactions that take place in our community and redesign them to ensure that they are accessible to all?
- Ask students to keep in mind all they have learned throughout the course of the lessons and ask them the following questions:
 - What are the goals of the WE Are One campaign?
 - Why is it important to create environments and experiences that are inclusive and accessible?
 - How can your participation in the WE Are One campaign have an impact on your local community?
- As a class, in small groups or individually, ask students to think about how they can contribute to the WE Are One campaign and make a difference. Ask students to choose the action that they are most passionate about.

Example Actions:

- Begin using the **Accessibility Checker** or other accessibility features in Microsoft software to ensure that content created and shared is accessible to those with different abilities. Teach others in the school community to use these features.

- Raise awareness about best practices for making content more accessible for every individual in your school community. For example: using alternative text, headings, accessible links, high contrast settings and captioning.

- Work with teachers and school executives to encourage the use of captioning for any audio-visual presentation, making them more accessible to second language learners, those with learning disabilities and those who are deaf or hard of hearing.

- Explore Skype translator to communicate with students in your school who are learning English as a second language.

- Raise awareness about the need to create accessible events, environments and experiences in your school and local communities.

- Have students share what they have learned about accessibility and inclusive design with their school and local community. Ask students to create a poster to raise awareness about how their community can become accessible.

- Conduct an audit of a space, experience or event. Write a letter to the principal with the results of an audit and recommendations to make an event, experience, or space more inclusive and accessible.

- Once the action has been selected by the student, small group or class, ask students to think about the overall goal for the action. Use **Blackline Master 7: S.M.A.R.T Goals** to set goals for the action and discuss how each goal will be measured. This activity can be tracked and measured using Microsoft OneNote.

Types of evidence:

- Photographs and visual aids
- Surveys and questionnaires
- Website and Twitter posts
- Oral and written feedback

- Create an actionable timeline with roles and responsibilities allocated for each student. Review the timelines and roles and provide guidance for students to ensure that their set goals are achievable. Involve parents in the actions.

Take Action

- Before interacting on social media, review classroom and school guidelines on using social media.

- Before interacting with members of the wider community, review classroom guidelines on etiquette and respect.

- Ensure students are actively participating and collecting data throughout the Take Action phase.

Report and Celebrate

9. Have students share their learning process and the actions they took with students from the class or from another class. Challenge them to create environments and experiences that are inclusive and accessible.
10. Create a Sway presentation with video and pictures to show the world your impact with #WEareOne; include tricks and tips to help others live more inclusively. (Make sure images include alt text and videos have audio descriptions, hyperlinks use meaningful text, and videos or audio clips include captioning or transcripts). Post the link to your Sway on Twitter and Facebook with the hashtag #WEareOne.

OR

Invite a friend, family member or local business to take the WE Pledge. Potentially offer to feature their progress with #WEareOne in your posts on Facebook, Twitter, the WE Day app or wherever you like to share good news stories

10. **Recommended Assessment Of Learning:** Ask students to create an accessible video, blog or, written or visual reflection, to understand the deeper impact of the Take Action phase and to consider how they can ensure their initiative has lasting impacts:

Reflection questions:

- How will we ensure that the initiatives we started will continue?
- How might we support the initiative to spread to other communities?
- How will we continue to seek feedback from others about additional ways we can make change in our communities?
- How can we share our knowledge about accessibility/inclusion with our local community?

11. Ask students to reflect further to understand the outcomes of the Take Action phase:

- Do schools have a duty or responsibility to teach students about the need for accessible experiences, interactions and environments in local, national and international communities?
- Do students have a responsibility to know how to create accessible presentations and other work products?

Additional Links

- "Please Stop Calling My Life with a Disability 'Inspiring,'" www.huffingtonpost.com/the-establishment/please-stop-calling-my-life-with-a-disability-inspiring_b_9671604.html
- *Disabled World* "Invisible Disabilities List and Information," www.disabled-world.com/disability/types/invisible/

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
English Language Arts	<p>The <i>Creating An Inclusive World</i> lesson package can help meet the aim of Alberta English Language Arts to have students understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the Alberta English Language Arts curriculum to highlight the viewing and representing skills and broaden the definition of context to purpose, audience, and situation.</p>
Grade 9 English Language Arts	
Grade 10 English Language Arts 10-1, 10-2	
Grade 11 English Language Arts 20-1, 20-2	
Grade 12 English Language Arts 30-1, 30-2	
Social Studies (2015)	<p>The <i>Creating An Inclusive World</i> lesson package meets the rationale of Alberta Social Studies curriculum to help students develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens.</p> <p>The <i>Creating An Inclusive World</i> lesson package specifically helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.</p>
Grade 9 Canada: Opportunities and Challenges	
Grade 10 Perspectives on Globalization, 10.1	
Living in a Globalizing World, 10.2	
Grade 12 Perspectives on Ideology, 30.1	
Understandings of Ideologies, 30.2	
Science (2014)	<p>The <i>Creating An Inclusive World</i> lesson package addresses the vision of the Alberta Science curriculum to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the goals of the Alberta Science curriculum to:</p> <ul style="list-style-type: none">- Enable students to use science and technology to acquire new knowledge and solve problems, so that they may improve the quality of their own lives and the lives of others;- Prepare students to critically address science related societal, economic, ethical, and environmental issues.
Grade 11 Physics 20	
Career and Technology Studies (TMT Module)	<p>The <i>Creating An Inclusive World</i> lesson package addresses the goals of the Alberta Career and Technology Studies curriculum to enable students to focus on skills and knowledge related to design, construction, fabrication, and maintenance of products.</p>
Grade 10 Manufactured Materials CON 1160	
Mould Making and Casting CON 1180	
Grade 11 Electrical Systems CON2070	
Product Development CON2200	

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada

English Language Arts

Prince Edward Island
Grade 9
English

Grade 10
English ENG421A

English ENG421B

English ENG431A

Grade 11
Communications COM801A

Grade 12
English ENG631A
Nova Scotia

Grade 9
English Language Arts

Grade 10
English 10

Grade 11
English/Communications 11

Advanced English 11

Grade 12
English/Communications 12

Advanced English 12

Newfoundland
Grade 9
English Language Arts 9

Grade 10
English 1201

English 1202

Grade 11
English 2201

English 2202

Grade 12
English 3201

English 3202

New Brunswick
Grade 9
English Language Arts

Grade 10
English 10

Grade 11
English Language Arts 113

Grade 12
English Language Arts 123

The *Creating An Inclusive World* lesson package addresses the essential graduation learnings of the Atlantic Canada English Language Arts curriculum to present information and instructions clearly, logically, concisely and accurately for a variety of audiences.

The *Creating An Inclusive World* lesson package specifically address the essential graduation learnings to locate, evaluate, adapt, create and share information, using a variety of sources and technologies.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada

Social Studies	The <i>Creating An Inclusive World</i> lesson package addresses the Atlantic Canada Social Studies curriculum vision to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world. The <i>Creating An Inclusive World</i> lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to: <ul style="list-style-type: none">- Reflect critically on ethical issues.- Determine the principles and actions of just, pluralistic, and democratic societies.
Prince Edward Island Grade 10 Social Studies SOC451 Grade 12 Global Issues GEO621A Nova Scotia Grade 12 Global History 12 Sociology 12 Newfoundland Grade 10 Canadian Geography 1202 Grade 12 World Geography 3200 New Brunswick Grade 11 Sociology 120	
Science	The <i>Creating An Inclusive World</i> lesson package addresses the aim of the Atlantic Canada Science curriculum to develop scientific literacy. The <i>Creating An Inclusive World</i> lesson package addresses the Atlantic Canada Science curriculum, specifically to provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment.
Technology	The <i>Creating An Inclusive World</i> lesson package addresses the Atlantic Canada Technology curriculum vision to foster the development of all learners as technologically literate and capable citizens who can develop, implement, and communicate practical, innovative, and responsible technological solutions to problems. The <i>Creating An Inclusive World</i> lesson package addresses a key feature of the Atlantic Canada Technology curriculum to engage students directly in constructing technological solutions to everyday, real-world problems.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia

Subject	Description
English Language Arts	<p>Grade 9 English Language Arts 9</p> <p>Grade 10 New Media 10</p> <p>Grade 11 New Media 11</p> <p>Grade 12 English 12</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the British Columbia English Language Arts curriculum rationale to have students gain a repertoire of communication skills, including the ability to interact, on a local and global level, with information from a variety of sources and in multiple modes.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the British Columbia English Language Arts curriculum goal of having students use language to design and share information interpersonally, interculturally, and globally.</p>
Social Studies (2017)	<p>Grade 10 Social Studies 10</p> <p>Grade 11 Comparative Cultures 11</p> <p>Grade 12 Social Justice 12</p> <p>The <i>Creating An Inclusive World</i> lesson package can help address the British Columbia Social Studies curriculum goal, specifically to develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views.</p> <p>The <i>Creating An Inclusive World</i> lesson package also helps to prepare students to participate in society as responsible citizens.</p>
Science (2017)	<p>Grade 11 Science for Citizens 11</p> <p>Grade 12 Environmental Science 12</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the British Columbia Science curriculum rationale to develop scientifically literate citizens who have a critical awareness of the role of science in society, combined with a caring and responsible disposition and an understanding of the social, health, ethical, and environmental dimensions of issues.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the British Columbia Science curriculum goal of developing an understanding and appreciation of the nature of science as an evidence-based way of knowing the natural world that yields descriptions and explanations that are continually being improved within the context of our cultural values and ethics.</p>
Technology	<p>Grade 9 Information and Communications Technologies</p> <p>Grade 10 Electronics and Robotics 10</p> <p>Grade 11 Robotics 11</p> <p>Grade 12 Robotics 12</p> <p>Mechatronics 12</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the British Columbia Applied Design, Skills and Technologies curriculum rationale to involve students in the design and fabrication of objects using a variety of materials, methods, technologies, and tools in order to develop their ability to shape and change the physical world to meet human needs.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses the British Columbia Applied Design, Skills and Technologies curriculum goal of developing a sense of efficacy and personal agency about their ability to participate as inventors, innovators, and agents of change to solve practical problems in a rapidly changing world.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
English Language Arts	<p>The <i>Creating An Inclusive World</i> lesson package addresses the outcomes of the Manitoba English Language Arts curriculum to emphasize the importance of language in forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses some of the general learning outcomes of the Manitoba English Language Arts curriculum where students listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication; and listen, speak, read, write, view, and represent to celebrate and build community.</p>
Grade 9 Senior 1 English Language Arts	
Grade 10 Senior 2 English Language Arts	
Grade 11 Senior 3 English Language Arts	
Grade 12 Senior 4 English Language Arts	
Senior 4 English Language Arts: Language and Technical Communication	
Social Studies (2010)	<p>The <i>Creating An Inclusive World</i> lesson package addresses the vision of the Manitoba Social Studies curriculum to encourage students to participate actively as citizens and members of communities and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses specific goals of the Manitoba Social Studies curriculum, including:</p> <ul style="list-style-type: none">- Develop a commitment to social justice and quality of life for all the world's peoples- Respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
Grade 9 Social Studies: Canada in the Contemporary World	
Grade 12 Global Issues: Citizenship and Sustainability	
Science	<p>The <i>Creating An Inclusive World</i> lesson package addresses the vision of the Manitoba Science curriculum of the importance of literate individuals who can more effectively interpret information, solve problems, make informed decisions, accommodate change, and create new knowledge.</p> <p>The <i>Creating An Inclusive World</i> lesson package addresses a specific goal of the Manitoba Science curriculum to prepare students to critically address science-related societal, economic, ethical, and environmental issues.</p>
Grade 10 Senior 2 Science (20F)	
Grade 12 Current Topics in the Sciences (30S)	
Technology	<p>The <i>Creating An Inclusive World</i> lesson package addresses the Manitoba Technology curriculum to provide students with opportunities for solving problems, designing, making and doing, and addressing current trends and issues. Students use and study technology to create practical solutions to problems.</p>
Grade 9 Exploration of Graphic Design	

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario

English (2007)	The <i>Creating An Inclusive World</i> lesson package can help address the importance of literacy, and language in the Ontario English curriculum where students become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences.
Grade 9 English, Academic (ENG1D) English, Applied (ENG1P) Grade 10 English, Academic (ENG2D) English, Applied (ENG2P) Grade 11 English, University Preparation (ENG3U) English, College Preparation (ENG3C) English, Workplace Preparation (ENG3E) Grade 12 English, University Preparation (ENG4U) English, College Preparation (ENG4C) English, Workplace Preparation (ENG4E) Business and Technological Communication, Open (EBT4O)	The <i>Creating An Inclusive World</i> lesson package particularly supports the principles of the Ontario English curriculum that students use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.
Canadian and World Studies (2013) (2015) Grade 10 Civics and Citizenship, Open (CHV2O) Grade 11 Understanding Canadian Law, University/College Preparation (CLU3M) Understanding Canadian Law in Everyday Life, Workplace Preparation (CLU3E) Politics in Action: Making Change, Open (CPC3O) Grade 12 World Issues: A Geographic Analysis, University Prep. (CGW4U) World Issues: A Geographic Analysis, College Prep (CGW4C) Canadian and International Law, University Preparation (CLN4U) Legal Studies, College Preparation (CLN4C) Canadian and International Politics, University Preparation (CPW4U)	The <i>Creating An Inclusive World</i> lesson package addresses the goals for Canadian and World Studies in the Ontario curriculum, specifically: <ul style="list-style-type: none">- Develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life- Use appropriate technology as a tool to help them gather and analyse information, solve problems, and communicate The <i>Creating An Inclusive World</i> lesson package particularly supports the development of an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario

Science (2008)

Grade 9
Science, Academic (SNC1D)

Science, Applied (SNC1P)

Grade 10
Science, Academic (SNC2D)

Science, Applied (SNC2P)

Grade 11
Physics, University Preparation, (SPH3U)

Grade 12
Science, University/College Preparation (SNC4M)

Science, Workplace Preparation (SNC4E)

Physics, University Preparation (SPH4U)

Physics, College Preparation (SPH4C)

The *Creating An Inclusive World* lesson package can help address the goals for Science in the Ontario curriculum, specifically:

- To relate science to technology, society, and the environment.
- To develop the skills, strategies, and habits of mind required for scientific inquiry.

The *Creating An Inclusive World* lesson package addresses the specific expectation for Science in the Ontario curriculum of relating science to technology, society, and the environment.

Technological Education (2009)

Grade 9
Exploring Technologies, open (TJ1O)

Grade 10
Manufacturing Technology, open (TMJ2O)

Technical Design, open (TDJ2O)

Grade 11
Manufacturing Engineering Technology,
University/College Preparation (TMJ3M)

Manufacturing Technology, College Preparation (TMJ3C)

Manufacturing Technology, Workplace Preparation (TMJ3E)

Technological Design, University/College Preparation (TDJ3M)

Technological Design and the Environment, Open (TDJ3O)

Grade 12
Manufacturing Engineering Technology, University/College
Preparation (TMJ4M)

Manufacturing Technology, College Preparation (TMJ4C)

Manufacturing Technology, Workplace Preparation (TMJ4E)

Technological Design, University/College Preparation (TDJ4M)

Technological Design in the Twenty-first Century, Open (TDJ4O)

The *Creating An Inclusive World* lesson package addresses the goal of the Ontario Technological Education curriculum to have students develop a creative and flexible approach to problem solving that will help them address challenges in various areas throughout their lives.

The *Creating An Inclusive World* lesson package addresses a fundamental concept of the Ontario Technological Education curriculum that students will understand the design of a product, process, or service in a way that takes the user's well-being with respect to its use or delivery into account – that is, in a way that

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
English Language Arts	The <i>Creating An Inclusive World</i> lesson package addresses the aim of the Saskatchewan English Language Arts curriculum to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.
Grade 9 English Language Arts	The <i>Creating An Inclusive World</i> lesson package addresses the common essential learning of the Saskatchewan English Language Arts curriculum by developing social responsibility. Students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed world.
Grade 10 English Language Arts 10	
Grade 11 English Language Arts 20	
Communication Studies 20	
Grade 12 English Language Arts 30	
Social Science	The <i>Creating An Inclusive World</i> lesson package addresses the aim of the Saskatchewan Social Sciences curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.
Grade 9 Social Studies 9	The <i>Creating An Inclusive World</i> lesson package addresses the goal of the Saskatchewan Social Sciences curriculum, to examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.
Grade 10 Social Studies 10	
Grade 11 Social Studies 20, World Issues	
Grade 12 Law 30	
Science(2016)	The <i>Creating An Inclusive World</i> lesson package addresses the aim of the Saskatchewan Science curriculum to enable all students to develop scientific literacy.
Grade 9 Science 9	The <i>Creating An Inclusive World</i> lesson package addresses the goal of the Saskatchewan Science Curriculum, to have students learn and develop scientific and technological skills, and understand the nature of science and technology, their interrelationships, and their social and environmental contexts.
Grade 10 Science 10	
Practical and Applied Arts	The <i>Creating An Inclusive World</i> lesson package addresses the aim of the Saskatchewan Practical and Applied Arts curriculum to provide important learning opportunities for all students to apply technical knowledge and to improve technology, planning, personal, and teamwork skills.
Grade 10 Design Studies 10	The <i>Creating An Inclusive World</i> lesson package addresses the goal of the Saskatchewan Practical and Applied Arts curriculum to apply and enhance knowledge, skills and principles developed through a multi-disciplinary approach to education.
Grade 11 Design Studies 20	

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Student Names	Learning Outcomes		

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Appendix 3: Microsoft Technology in the Classroom

Microsoft Sway

Sway makes it quick and easy to create and share interactive reports, presentations and personal stories with a simple drag and drop interface. It allows the user to create online content, publish and share, regardless of digital literacy levels. Students can create classroom research projects that can easily be shared with the world or embedded directly into websites. Sway has the capability to import content from a variety of sources.

Sway in the classroom creates:

- Engaging interactive classroom materials
- Educational toolkits for other teachers
- Supplemental materials for student performance
- Flipped learning tools
- Field trip study guides
- Classroom lessons

Sway for Education, www.sway.com/education/?WT.mc_id=WEDUNAVSEDU_WEB_Persistent

Video: What is Sway: Office Sway Vision Video, www.youtube.com/watch?v=Jw-g6luBVJE&feature=youtu.be (1:51)

Microsoft OneNote

Schoolwork includes a lot of information. OneNote helps you and your students capture it all on all of your devices so you can stay organized, share lessons, work together and even spark student creativity. The software allows for the creation of classroom workbooks and a personal workspace for every student. Each workbook can contain a content library for handouts and a collaboration space for lessons and creative activities. Each lesson or lecture can be differentiated and scaffolded for student learning directly through OneNote, allowing the teacher to be more present in the classroom.

Examples of uses for Microsoft OneNote in the classroom:

- Create and organize interactive lesson plans and course content in searchable digital notebooks.
- Distribute and collect student homework and in-class activities.
- Enable real-time class collaboration between you and your student or between students.
- Use Learning Tools for OneNote to help with class reading and writing activities and proficiency.

Overview of OneNote in Education, www.microsoft.com/en-us/education/products/onenote/default.aspx

Video: Special OneNote site with additional resources and training for teachers, www.onenoteforteachers.com/

Minecraft: The Education Edition

Minecraft is an open world game in which students are able to develop a space designed to their wants and needs. Minecraft: The Education Edition encourages student-centred learning, collaboration and problem-solving. It is a collaborative and versatile platform that educators can use across subjects to encourage 21st century learning.

Examples of uses for Minecraft: The Education Edition:

- For the WE Are One curriculum, students can design and build their own accessible and inclusive learning environments and communities in Minecraft.
- Spatial thinking and pixel art create an excellent opportunity for students to work in mathematics and visual art.
- Pixel art is a medium that is already engaging to students and allows educators to facilitate learning without being an expert in the game.
- Create and plan existing lessons on pixel art or grid paper. Design a Minecraft world set up as a blank canvas for students to engage in creative thinking and expression.
- Students are able to screenshot their Minecraft creation and grid diagram from their plans for assessment. The educator has the opportunity to include questions about scale and ratio and individualise them based on the student creation.
- Students open up a Minecraft world to use as their canvas. Their pixel art creations range from portraits to landscapes to patterns and language. Students take care to transfer their plans to the immersive space.

Minecraft: The Education Edition, education.minecraft.net, and Minecraft: The Education Edition in the Classroom, education.minecraft.net/how-it-works/in-the-classroom/

Skype in the Classroom

Skype in the Classroom is an online community that enables thousands of teachers to inspire the next generation of global citizens through transformative learning over Skype. This software allows students to be immersed in a variety of global cultures and experience learning from another perspective.

Examples for using Skype in the classroom:

- Skype Lessons—Learn more about a particular topic or subject from an expert or collaborate with another class around the world.
- Mystery Skype—Global guessing game that gets students learning about geography, culture and the similarities and differences of how children learn all over the world.
- Virtual Field Trip—Take your students for an adventure without leaving the classroom and visit experts out in the field all over the world.
- Guest Speakers—Invite experts in the field into your classroom through Skype. They can offer lessons to your class using their knowledge.

Skype in the Classroom, education.microsoft.com/skype-in-the-classroom/overview

Inclusive: A Microsoft Design Toolkit

A simple primer on seeing disability differently and an approach to design that opens up products and experiences to more people with a wider range of abilities.

Microsoft Inclusive Design Toolkit, www.microsoft.com/en-us/design/inclusive

Meeting the Needs of Diverse Learners

Learn more about how you can help students with diverse needs, including learning disabilities and students learning a second language, using Microsoft tools. Includes videos and how-to guides.

Meeting the needs of diverse learners, www.education.microsoft.com/gettrained/mic-diverse-learners

Types of Assistive Technology Products

An article that describes some commonly used assistive technologies to help people of different abilities use technology successfully.

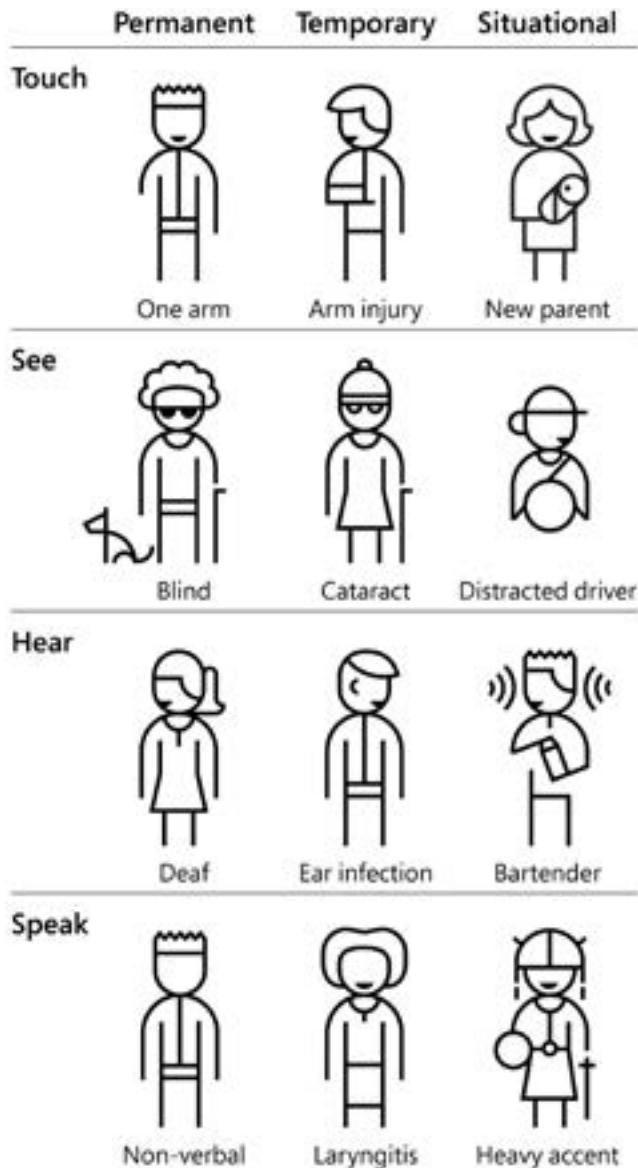
Microsoft Accessibility, www.microsoft.com/enable/at/types.aspx

Microsoft Accessibility Website

Learn more about accessibility features of Microsoft products, how to make shared content more accessible, as well as news and updates on policy issues affecting accessibility.

Microsoft Accessibility, www.microsoft.com/en-us/accessibility

Blackline Master 1: Microsoft Inclusive Design Toolkit — The Persona Spectrum



The Persona Spectrum

We use the Persona Spectrum to understand related mismatches and motivations across a spectrum of permanent, temporary, and situational scenarios. It's a quick tool to help foster empathy and to show how a solution scales to a broader audience.

Source: Inclusive Design Toolkit—Microsoft, www.microsoft.com/en-us/design/practice.

Blackline Master 2: Old and New “International Symbol for Access”



Traditional ISA



Modified ISA

Source: Accessible Icon Project, www.theenablist.blogspot.ca/2013/05/access-icon-project-humanizing.html

Blackline Master 3: Disability Statistics Small Group Activity

1. An estimated (A) _____ adult Canadians reported being limited in their daily activities due to a disability in 2012. This represents (B) _____ of the adult population.
2. Over (C) _____ of Canadian adults experienced one of the three most prevalent disabilities types: pain, mobility and flexibility.
3. More than (D) _____ of those who reported experiencing one of the three most prevalent disability types experiences all three.
4. Women have a higher prevalence of disability in almost all age groups. The proportion of those reporting a disability among adult women is (E) _____ compared to (F) _____ for men.
5. In 2012, (G) _____ of persons with disabilities reported using some kind of aid or assistive device.

Answer key can be found on page 8.

Sources: StatCan—Disability in Canada, www.statcan.gc.ca/pub/89-654-x/89-654-x2013002-eng.htm
(Accessed Nov 21 2016)

Blackline Master 4:

The Eight Principles of Inclusive Design

- 1.** Inclusive—so everyone can use them safely, easily and with dignity
- 2.** Responsive—taking into account what people say that they need and want
- 3.** Flexible—so different people can use them in different ways
- 4.** Convenient—so everyone can use them without too much effort or separation
- 5.** Accommodating—for all people regardless of their age, gender, ability, ethnicity or circumstances
- 6.** Welcoming—with no barriers that might exclude some people
- 7.** Realistic—offering more than one solution to help balance everyone's needs and recognizing that one solution may not work for all
- 8.** Understandable—everyone knows where they are and can locate their destination

Source: CABE The Principles of Inclusive Design,
webarchive.nationalarchives.gov.uk/20110118095356/http://www.cabe.org.uk/files/the-principles-of-inclusive-design.pdf

Blackline Master 5: Inclusive Design Audit

Photo Source: WE Archives.

	Inclusive: Everyone can use them safely, easily and with dignity		
			
			
			
			
			

Accommodating: For all people regardless of their age, gender, mobility, ethnicity or circumstances			
Welcoming: No disabling barriers that might exclude some people	Realistic: Offering more than one solution to help balance everyone's needs and recognizing that one solution may not work for all	Understandable: Everyone knows where they are and can locate their destination	

KEY:



Yes, the experience or space meets the criteria.



No, the experience or space does not meet the criteria.



Unsure. The picture is inconclusive. (Indicate what else you would need to know to better understand if it meets the criteria or not.)

Blackline Master 6: Inclusive Design Audit Worksheet

Eight Principles of Inclusive Design	Description of Image for Audit
Inclusive: Everyone can experience them safely, easily and with dignity.	
Responsive: Talking into account what people say that they need and want.	
Flexible: Different people can experience them in different ways.	
Convenient: Everyone can experience them without too much effort or separation	
Accomodating: For all people regardless of their age, gender, ability, ethnicity or circumstances	
Welcoming: No barriers that might exclude some people.	
Realistic: Offering more than one solution to help balance everyone's needs and recognizing that one solution may not work for all	
Understandable: Everyone know where they are and can locate their destination	

Blackline Master 7: S.M.A.R.T Goals

Specific	Measurable
Agreed Upon	Relevant
Time Specific	