FIGHTING FOR OUR RIGHTS

FFR4
Researching Disability & Inclusion Campaigns using the Internet

Subject/theme:
ICT

Year Group:
Year 6

Cross curricular links:
PSHE

Learning Objectives:

We are learning about campaigning for the rights of disabled people. We are learning to research about different disability campaigns using the internet.

Resources:
- PowerPoint of pictures the teacher will put together to encourage visual stimuli in relation to barriers to inclusion for disabled people
- Campaign videos
- http://worldofinclusion.com/?s=CAMPAIGN
- https://youngminds.org.uk/get-involved/campaign-with-us/
- IPads - 1 shared between 4 pupils

NC Ref:
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Success Criteria:
- I will use my IPad appropriately.
- I will be able to share ideas.
- I will be able to extract important information from different pieces of texts.
- I am able to use the internet to aid my learning.

Strategies for pupils with specific learning difficulties and disabilities:
- Ensure children are always taking turns and being fair
- Ensure children are in mixed ability groups and learning from each other

Implications from previous learning:
- Progression made by increasing children's knowledge and empathy, disability rights and accessibility for children with disabilities
- Link to FFR2 and FFR3

Role of other adults:

TA to support those who need support. Ensure both more and less experienced children are being supported and have a clear understanding.

Standards Related Professional Development Focus
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils

LESSON OUTLINE	TIME
Starter • Teacher discusses what websites are reliable and which ones are not. Explain which websites are not reliable, such as Wikipedia. For example, it can be accessed and changed by anyone. • Teacher can demonstrate what to search on google. E.g. How to make buildings/school accessible. Discuss what websites to choose from what has appeared. Discuss which ones are better/more reliable than others. • Tell the children that they will be using their IPads to do the research. As the children to go into groups of 4 and that they choose responsibly	10 minutes
Main Activity • Teacher introduces what they will be doing in the lesson. Say that they will be researching about different campaigns for disability rights as well as how buildings can be made more accessible. Give examples, such as lifts, stair lifts, ramps, disabled toilets, widened doorways and automatic doorways. • Assign a place to each group to research; library - supermarket - school - train - cinema - theme park • Explain to children that they need to extract important information and that they need to write this down on paper. Give example if necessary. Explain that this information will be used later on in the English task • Ask the children to work independently	30 minutes
Plenary • Share research with class as a group • Highlight most appropriate information which will support them for the English session	10 minutes

OPPORTUNITIES FOR AFL

Starter:

- The teacher would use thumbs up and thumbs down approach to see whether the children fully understand what websites to choose
- Pay close attention to the children with less experience and ask them targeted questions to ensure that they understand
- If children don't work well together, then intervene and swap partners

Main activity:

- Make sure everyone is included in discussion. Highlight at least 1 important point from every group
- Ask targeted questions to specific children to ensure that they understand
- The teacher would use thumbs up and thumbs down approach to see whether the children fully understand what has been learnt

Disabled campaigners in Kingston
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