



Concentric Circles Introducing Disabilities Lesson Plan



Lesson title: Concentric Circles

Subject and topic:

Introductory disabilities, social studies

Grade level:

11th-12th

Duration:

45 minutes

Lesson summary:

In this lesson students will contemplate how they perceive disability and explore stereotypes and misconceptions of disability through a circle discussion activity. This lesson is intended as an introductory activity on disability. Students are just beginning the discussion on disability.

Standards:

- **CC.1.5.11-12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.1.4.11-12.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.



Objectives:

SWBAT

- Illustrate their own views on disability
- Decipher and debunk disability stereotypes

Essential Questions:

- EQ1: Describe how your views on disability benefit or impede your interactions in the community.
- EQ2: Describe common stereotypes and explain how they can be rebuked.

Vocabulary:

- Disability
- Ableism

Lesson procedures:

Review the group agreements listed at the end of this lesson (**2 minutes**).

Introduction lesson: Today you will discuss various topics. Explore the topics and if you aren't familiar with the topic, see if your partner knows. This is all about having collaborative discussions. I will be walking around and offering help and guidance when needed. All I ask is you respect and support each other in these discussions.

Have students discuss each topic for **5 minutes for a total of 20 minutes of discussion**. After each topic students in the outside circle will rotate to the right.

Discussion Topics:

1. What is a disability? What makes a disability and who decides what a disability is? (Hint, think broadly govt., family, individual identity, etc.)



2. Person with disability or disabled person? What is disability language and why is it important?
3. Disability is an inspiration, yes or no? Discuss? Can you think of any TV characters with disabilities? Are they inspirational?
4. What is ableism?

Personal Reflection: On a blank sheet of paper ask students to write a diary entry on their experience by answering these questions:

- Have you ever talked about or thought about disability before today?
- Did any part of the conversation make you feel uncomfortable? Why?
- Did you learn something new?

This won't be shared with anyone, it is just for students to take a minute and process the discussions. **(10 minutes)**

Final Class discussion: Facilitate a large class discussion on the topics discussed and ask students to share their discussions. Try to ensure every student has a chance to respond and contribute to the conversation.

How did it feel to have these discussions?

Were there times when you disagreed with your partner?

Did any part feel uncomfortable or illuminating/surprising?

Related materials:

none

Evaluation:

Ask your students this question related to this lesson to gauge how much they learned.



Did this lesson change your perception of disability?

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.

