



Personify a Word with Social Media Lesson Plan



Lesson title: Personify a Word with Social Media

Subject and topic:

ELA, Digital Citizenship

Grade level:

9

Duration:

45 minutes (2 class periods)

1st class period: Students work in groups and complete their boards

2nd class period: Student groups present and discuss boards

Lesson summary:

Students will research concepts related to disability and then create a physical Pinterest board in groups. Each group will present and discuss their concept in a gallery walk style. This lesson highlights the social model of disability as well as introducing disability topics.

Standards:

- **CC.1.5.9-10.A** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.

Objectives:

SWBAT

- identify and apply 4 key concepts underlying their vocabulary word by researching and using social media.
- accurately define the social model of disability by participating in the group research project.



Essential Questions:

- EQ1: How can I apply vocabulary in my social media posts?
- EQ2: Describe the social model of disability.

Vocabulary:

- Disability
- Social model
- Medical model

Lesson procedures

Procedure Day 1

Introduction: Today you will create a Pinterest board based on a word. I'll hand out the words at random and each of you will work with a partner with the same word.

Split students into 4 groups by asking them to count and each number will pair up.

Hand each student the helpful websites list (or you can email it or display it on a smartboard or projector), poster board and markers.

Activity Directions:

- Once you find your partner(s) discuss the word. Ask groups to discuss these questions:
 - Have you heard this word or concept before?
 - What are your initial thoughts?
 - Why do you think we are addressing these words in class today?
 - Do you know what the social model of disability is?

It is important to ensure students understand the concept before moving to the rest of the project. The social model of disability is caused by the way society is organized, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people.
 - Discuss for **10 minutes**



- o With the discussion and the social model in mind continue on.
- **Pinterest**
- **Board directions:**
 - o Start by putting your word into Google. See what pops up initially.
 - o Using what you just learned on Google and the websites on the reference list. Identify 4 main concepts for your word and create a physical Pinterest board as a group.
 - Items to include: Hashtags, celebrities, main concepts, politics, fashion, architecture (buildings), info graphics, and memes.
 - For example, you could use “accessibility fails” as one main concept for the accessibility vocab word. **If necessary, show students the accessibility fails Pinterest board linked below.**
 - Another example is “invisible disability” for the word disability.
 - Make your board look loosely like a board.
 - You are welcome to print, glue and draw on the board.
- When looking at your board, we should have a well-rounded view of your word.
- There will be crossover between the words.
- Guidelines for students:
 - o Do not use any inspirational quotes or memes (think of the Social model)
 - o Think about disability in terms of access and identity
 - o If you need help, ask.
 - o Everyone in the group must add something to the poster.

Choice of words: accessibility, disability, disability rights, disability pride

2nd Class period: The Gallery Walk

- Once students get settled, ask them to count off in 4's. Ask students to stand with their group at a poster.



- In each group there will be one student who worked on a particular poster. That student will describe and explain the poster to the other members in the group. The other members in the group will ask questions and discuss the poster and this poster relates to their respective posters.
- Facilitate this activity by visiting each group and observing their discussion.
- Gallery Walk Description: [Gallery Walk](#)
- Once all groups have seen all posters ask the group to come back together for the closing discussion.

Closing Discussion:

- How did it feel to participate in this whole activity?
- What did you notice? Did anything surprise you?
- How did the posters show the social model of disability?
- Ask students to go around in the circle and describe what will you take away from today?

Related materials:

See below

Evaluation:

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

Did this lesson help you understand the social model 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.





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Helpful Websites

https://en.wikipedia.org/wiki/Social_model_of_disability

[Pinterest: Disabled Fashion](#)

[Pinterest: Accessibility Fails](#)

[Pinterest: Universal Design](#)

[Pinterest: Disability Pride](#)

[Pinterest: Hospital Glam](#)

[Pinterest: Disability Rights](#)

[Pinterest: Disability Activism](#)

<http://wordsiwheelby.com/writing-around-web/>

<http://adaptmuseum.net/gallery/>

