

## FLIPPED CLASSROOM LESSON PLAN

LESSON PLAN Ref:

COURSE Ref:

Course: **Digital Accessibility Manager/ Digital Accessibility Tester/  
Web developer with expertise in Digital Accessibility/  
Web designer with expertise in Digital Accessibility**

Unit / Module: **Introduction to Digital Accessibility**

Lesson Title: **Common barriers for PWDs**

Level:

### Lesson Duration

Pre-Class Activities: 60 minutes

In-Class Activities: 30 minutes

Post-Class Activities: 30 minutes

**Total: 2,0 hours (120 minutes)**

### Lesson Objectives

Acquainting with the barriers (especially digital barriers) that people with disabilities and the elderly face in their everyday lives.

#### Outline:

1. The most common barriers for people with various types of disabilities and older people.
2. The effects of digital barriers in current life.
3. The solutions for removing digital barriers for PWDs and older people in country/ society/ work.

### Pre-Class Activities

Student Learning Resources at Home:

- [International Classification of Functioning, Disability and Health](#)
- [Common Barriers to Participation Experienced by People with Disabilities](#)
- [The Everyday Barriers for People with Disabilities](#)
- [Diverse Abilities and Barriers](#)
- [Digital Accessibility as a Business Practice in a Digital Education Strategy, The Chang School](#)

Student Learning Activities at Home

Students have to study the resources mentioned above and try to answer the following questions:

1. What are the most common barriers for people with various types of disabilities and older people.
2. What are the effects of digital barriers in current life.
3. What are the solutions for removing digital barriers for PWDs and older people in country/ society/ work.

### In-Class Activities

**Note: the trainer chooses any 1 exercise out of the 2 provided on Moodle.**

**0-15 minutes:** Students work in small groups in order to identify the groups of people without disabilities who also benefit from Web accessibility:

- people using mobile phones, smart watches, and other devices with small screens,

- older people with changing abilities due to ageing,
- people with “temporary disabilities” such as a broken arm or lost glasses,
- people with “situational limitations” such as in bright sunlight or in an environment where they cannot listen to audio,
- people using a slow Internet connection, or who have limited or expensive bandwidth.

**0-15 minutes:** Students work in subgroups or individually in order to explain how the barriers listed below impede the integration of people with disabilities.

- Attitudinal
- Communication
- Physical
- Policy
- Programmatic
- Social
- Transportation
- Digital

**15-30 minutes:** Groups present the results of their work.

### Post-class Activities

Students take the online test about the overcoming specific common and digital barriers for selected disabilities in their common life, society and work.

### Assessment

Final test. In order to successfully pass the unit, the student has to pass the online quiz.

### Materials / Equipment

- Flipchart/whiteboard and markers
- Projector and screen
- Laptop
- PowerPoint slides

### References

- [Older people spoke about barriers to participating in their communities](#)
- [Disabled facing technology barriers using common gadgets](#)
- [Making the Web Accessible, Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities. W3C](#)