

Accessibility Features in Presentations

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.4

WHAT THIS LESSON DOES

In this lesson you will discover how to make presentations accessible by checking alt text, captions, transcripts, colour contrast and minimum font sizes. You will create a class checklist, audit one of your portfolio artifacts against these criteria, and apply at least one Fix.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.4	Develop awareness of accessibility features and the principles of universal design.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Audit one portfolio artifact against five accessibility criteria and record honest Pass, Fix or N/A notes
- Explain why accessibility is part of good design, not an add-on
- Apply at least one accessibility Fix on a real file and note the before-and-after change

BEFORE THE BELL

- Prepare a board or screen area to capture the class-built accessibility checklist.
- Nothing to save into student folders: a student without a findable slide deck or design audits a planning page they already made in Project_Portfolio/09_specialism/sm2/ (for example sm2_format_decision).
- Nothing to share for the audit: students paste the blank five-row audit table printed on the Portfolio Build card into a new document named sm2_accessibility_audit. Print a few copies of that table for anyone who works better on paper.
- Review each student's VET interview format decision so you can link checks to their chosen format.
- Have one sample slide or short clip ready to demo alt text and weak contrast. Students need access to their Project_Portfolio.
- Have the sample slide ready for the live alt text and contrast demo. Project the key-concepts table as a cheat-sheet.
- Open the list-builder on the classroom screen. Be ready to type agreed wording live. Default to one starter per heading unless students improve it. Hard-cap at 12 minutes.
- No prep needed beyond the sample slide for the demo.
- Confirm each student can open Project_Portfolio/09_specialism/sm2/. Nothing to place or share: students paste the blank audit table from their card, and anyone without an artifact audits a planning page already in sm2. Plan the minute-12 Fix checkpoint aloud.

Accessibility Features in Presentations

HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
12 min	activity	Build our accessibility checklist
4 min	content	Common issues
23 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Demonstrate bad alt text (image1) against a content-focused sentence, then one contrast fix, in under three minutes before independent work begins.
- Take Key concepts one criterion at a time aloud and leave the table on screen as a reference during the audit rather than asking students to read it cold. Captions and transcripts stay as the one-sentence N/A-or-simple-Fix rule.
- In the checklist activity, adopt one suggested check under each heading by minute 4, take one rewrite pass only, and photograph the agreed list by minute 12; use the optional discussion prompts only if you are ahead of time.
- In Portfolio Build, start everyone from the blank audit table on their card rather than a blank page, ask them to keep the audit and the source file open in two tabs, and have them apply the Fix in the source file first and then write the before-and-after note in the audit. Call the minute-12 checkpoint aloud so that everyone applies a Fix rather than polishing the grid.
- Collect strong Fix examples from the pair share only once audits are saved in the portfolio folder.

WHAT TO WATCH FOR

- Students mark contrast N/A with no photo present: direct attention to text on background checks.
- Difficulty finding alt text location: use the Common issues table (Canva: More menu, Alternative text).
- Building the four-column table from scratch slowly: point them to the blank audit table on their card, which pastes in one go.
- Fix only written in the audit, not applied in the source file: insist on the two-tab sequence and a saved source or noted app plus filename.

DIFFERENTIATION

- Support: Offer a printed copy of the five-row audit table, and point students without an artifact to a planning page they already made in sm2.
- Extension: Apply a second Fix, or use AI to draft alt text then ask what a screen-reader user would still miss and rewrite.
- Support: Pair students for the checklist building activity to encourage collaboration.