

## Universal Design Principles

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.4

### WHAT THIS LESSON DOES

Learn how Universal Design helps create presentations that work for the widest audience from the beginning. Connect the seven principles to digital choices and apply two to your VET interview presentation.

### CURRICULUM OUTCOMES

| Outcome        | What the specification asks for                                                     |
|----------------|-------------------------------------------------------------------------------------|
| <b>M2.U1.4</b> | Develop awareness of accessibility features and the principles of universal design. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Name the seven principles of Universal Design at classroom level
- Map each principle to digital presentation choices
- Select two principles to apply in the VET presentation

### BEFORE THE BELL

- Nothing to print: all seven principles, each with a short gloss and a VET example, are on the Key concepts step (the four starred in the table, the three sort-only in the box under it).
- Have the overview image ready for the introduction so the poster and on-page name strip are both visible.
- Board the warm-up stems and the independent-practice sentence frame.
- Have the overview image ready on screen; board the two warm-up stems; keep one clear classroom example of a presentation that works for many users versus one that only works for the presenter
- Nothing to print: the seven principles and their glosses are on the student page; be ready to read the sample check, the vague→concrete pair, and two starred principles aloud
- Open the drag-sort on the classroom screen in challenge mode before the lesson; plan name-stick rotation for principle + why before each place. Optional: print the seven principle names as wall anchors for a no-tech talk-through first
- Have one deliberately vague bad line ready to rewrite on the board
- Students need cloud access to Project\_Portfolio/09\_specialism/sm2 and a word-processor login; demo the three-step open sequence on the board before timers
- Have name sticks or a quick name list ready
- Spot-check that Universal Design Check files landed in sm2/; keep one simple one-slide Work Experience sample ready for the extension alternate

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### HOW THE LESSON RUNS

|               |              |                                                     |
|---------------|--------------|-----------------------------------------------------|
| <b>5 min</b>  | introduction | Introduction                                        |
| <b>6 min</b>  | content      | Key concepts                                        |
| <b>15 min</b> | activity     | Match design choices to Universal Design principles |
| <b>4 min</b>  | content      | Common issues                                       |
| <b>20 min</b> | activity     | Independent practice                                |
| <b>5 min</b>  | content      | Reflection                                          |
| <b>5 min</b>  | summary      | Lesson summary                                      |

### TEACHING MOVES

- Read cards aloud with name-stick principle + why before anyone places; one volunteer places, class confirms
- Read the sample check and vague→concrete pair aloud; only fully voice two starred principles, then point to the rest on the page
- Before independent practice timers: live-rewrite one vague line and leave the stem on screen
- Lead the three-step folder → create → name sequence as a class every time
- Circulate during independent practice with the examiner coaching question
- Keep the reflection as a spoken discussion with name sticks and a 20-second limit

### WHAT TO WATCH FOR

- Confusing equitable use with perceptible information: same useful experience versus multiple senses or channels
- Writing vague promises instead of specific design decisions: ask for concrete changes like font size or colour contrast
- Selecting principles without linking to the VET presentation: prompt with the examiner audience in mind
- Inventing near-synonym titles instead of copying the official principle wording

### DIFFERENTIATION

- Support: the principle glosses on the Key concepts step plus the fill-in stem already in the task
- Support: allow starting with one starred principle if choice feels overwhelming, then add the second
- Extension: only after the check file is banked, traffic-light all seven principles on an existing artifact, a teacher one-slide sample, or the planned five-slide outline