WeTeach_AI

Social Media, You, and A.I.

Instructional Considerations

This document provides a list of potential accommodations and modifications for students with 504 plans and various educational needs during the "Social Media, You and A.I." lesson. Adapt these strategies based on individual student needs and IEP/504 goals.

1. Presentation and Content Modifications

- **Provide a Hard Copy of the Presentation:** Give students a printed version of the key slides and questions from the presentation. This helps with note-taking and provides a visual anchor.
- **Pre-Teach Vocabulary:** Before the lesson begins, provide a brief list of key terms (e.g., "microblogging," "cyberbullying," "FOMO," "A.I. language model") with simple definitions. This front-loads important information and reduces cognitive load during the presentation.
- **Highlight Key Information:** Use a highlighter or digital annotation to point out the most critical phrases and concepts on slides and the worksheet.
- **Use Visuals and Graphics:** The lesson plan already includes a few images. Emphasize their connection to the content and use them as a visual cue to help students connect with the material.

2. Worksheet and Task Modifications

- **Provide a Modified Worksheet:**
  - **Reduce the number of questions:** For students who struggle with writing or processing speed, simplify the worksheet to focus on a few core questions.
  - **Provide Sentence Stems/Sentence Starters:** For students who have difficulty with open-ended responses, offer sentences like, "I think social media works better for..." or "A negative effect is..."
  - **Word Bank:** Provide a word bank with relevant vocabulary to help with brainstorming the positive and negative effects.
- **Allow Alternative Response Formats:** Instead of writing, allow students to:
  - Draw or create a visual representation of a concept.
  - Record their answers using a voice recorder.
  - Use a digital device to type their responses.
- **Break Down the Assignment:** For students with organizational or attention challenges, break the worksheet into smaller, manageable chunks. Provide a checklist for each part to help them track their progress.
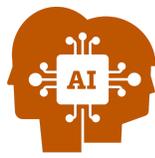
3. Instructional and Group Support

- **Strategic Grouping:** Place students in groups with strong peer models who can provide support and keep the group on task.
- **Assign Specific Roles:** Give each student in a group a specific role (e.g., "Writer," "Reader," "Speaker," "Timekeeper"). This ensures active participation and reduces anxiety about the unknown.
- **Check-ins and Proximity:** Frequently check in with students who need support. Use proximity (standing near their desk) as a non-verbal cue to help them stay focused.
- **Provide a "Quiet Space" Option:** For students with sensory sensitivities, offer the option to work on the task in a designated, quieter space within the classroom, if available.
- **Extended Time:** Be flexible with the time breakdown. Allow students to have extra time to complete the worksheet if they need it.

4. Assessment and Follow-Up

- **Focus on Participation, not Perfection:** Assess students based on their effort and active participation in the group discussion and completion of the worksheet, rather than the "correctness" of their answers.
- **One-on-One Debrief:** After the lesson, check in individually with students to review their work and ensure understanding. This can be a less intimidating alternative to sharing in front of the whole class.
- **Provide Positive Reinforcement:** Recognize and praise students' efforts and contributions, no matter how small. This builds confidence and encourages continued engagement.