



Teaching Diverse Learners

INSTRUCTOR / EDUCATOR PROGRAM - Unit 10

Applies to: Instructor / Educator

Suggested time: 3 hours (theory and application)

How to use this plan: The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

Learning Objectives

By the end of this lesson, students will be able to:

- Create an inclusive classroom for all learners.
- Provide reasonable accommodations.
- Adapt for language, cultural, and ability differences.
- Reach every learner fairly without lowering standards.

Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- Inclusion handout and an accommodation-planning worksheet
- Student-educator workbook

Key Terms

diversity, inclusion, accommodation, reasonable adjustment, equal access, cultural awareness, language differences, learning differences, equity.

Lesson Sequence

1. Opening Hook - 10 min

Teaching move: Every learner deserves a way in.

SAY (read aloud):

Your classroom will hold every kind of learner - different backgrounds, languages, abilities, and life situations. A great educator does not teach to the 'average' student; they make sure every learner has a way in. Inclusion is not lowering the bar - it is opening more doors to reach it. Today we learn to teach everyone.

- **Students:** name one way learners in a class can differ.

2. Inclusion and Equity - 25 min

Teaching move: Equal access, same standard.

SAY (read aloud):

Inclusion means every student has equal access to learning and feels they belong. Equity is giving each learner what they need to succeed - which is not always the same thing. A clear example: extra time for a documented need gives equal access without lowering the standard. Everyone still meets the same objective; you just remove unfair barriers.



- **Students:** explain the difference between treating everyone identically and giving equal access.

3. Accommodations - 20 min

Teaching move: Reasonable adjustments.

SAY (read aloud):

An accommodation is a reasonable adjustment for a documented need - extra time, materials in a different format, a quieter space. You follow your school's policy and provide them without singling the student out. Accommodations are required, not optional, and they help a capable learner show what they can do. They never lower the standard everyone meets.

- **Students:** name one accommodation that gives equal access.

4. Language, Culture, and Ability - 20 min

Teaching move: Adapt with respect.

SAY (read aloud):

Adapt for your learners. For language differences, you speak clearly, use visuals and demonstrations, and check understanding. For cultural differences, you stay respectful and curious. For learning differences, you vary methods and offer support. You hold every student to the same high standard while meeting them where they are - that is the heart of equitable teaching.

- **Students:** name one way to support a learner who speaks English as a second language.

5. Activity, Check, and Recap - 25 min

Teaching move: Plan and recall.

SAY (read aloud):

On the worksheet, plan accommodations and adaptations for a diverse class. Quick check: do accommodations lower the standard? *[Pause.]* No - they give equal access. Are they optional? *[Pause.]* No - required. To recap: build an inclusive classroom, provide reasonable accommodations, adapt for language, culture, and ability, and hold everyone to the same standard.

- **Students:** complete the accommodation-planning worksheet.

Assessment

- Written: quiz on inclusion, equity, and accommodations.
- Performance: an accommodation-planning worksheet.
- Verbal: participation in the discussion.

Assignment

Read Teaching Diverse Learners and complete the workbook. Plan two adaptations to reach diverse learners in a lesson.

Instructor Notes and Safety

Reinforce: accommodations give equal access, never lower the standard.

Connect to accommodations in the building blocks.