



Inclusion 101 Application Activity

Description:

This activity will give you another perspective on inclusive education from Dr. Shelley Moore, Canadian researcher and consultant. As you engage with her message, “Students are not broken”, you will be asked to reflect on inclusive education in your own context: whether it be your classroom, your school, or your country.

This Application Activity Connects to the Following Module Objectives:

1. Identify the key features and concepts of inclusive education
3. Analyze barriers to inclusion (systemic, attitudinal, instructional, cultural)
4. Reflect on the Models of Disability
5. Explore practical and inclusive strategies that work in various contexts, inside and outside of the classroom

Purpose:

The purpose of this activity is to support your understanding of inclusive education and to help you rethink what inclusive education could look like in your own context. Throughout this module, you have learned many important concepts that may have challenged your way of thinking. It is important not just to learn about inclusion, but to apply what you have learned. In this way, you can support real change in your own context.

Steps:

1. Watch this short video by Dr. Shelley Moore, “[Reducing the Barriers: Planning for ALL!](#)”
2. Consider how Dr. Moore’s message connects with the content you learned in the Inclusive Education 101 Module Video. What are the similarities in the key features and concepts of inclusive education?
3. Answer the following questions to reflect on your own educational context:
 - a. What does Dr. Moore mean by shifting from the medical model to the social model of support?
 - b. What are some examples of “barriers” in your context that might prevent students from being included in your educational setting? These barriers could be instructional, systemic, or cultural.
 - c. Write down 3 inclusive strategies you have learned that can help you to overcome these barriers.

Expectations of the Practice

Rubric Area	Developing	Beginner	Proficient
I can identify the key features and concepts of inclusive education. (Objective 1)	Shows minimal or no understanding of inclusive education concepts.	Identifies one or two features of inclusive education.	Clearly identifies multiple key features of inclusive education.
I can identify barriers to inclusion in my own context or setting. (Objective 3)	Provides generic example(s) of barriers that do not connect to the learner's own context.	Lists one example of a barrier in the learner's own context that has a direct impact on their context or setting.	Lists many thoughtful examples of barriers in the learner's context and can explain their impact on inclusive education.
I can describe the shift from the Medical Model to the Social Model of disability. (Objective 4)	Provides an unclear or inaccurate explanation of the models.	Partially explains the differences between these models, but answers lack clarity or depth.	Clearly provides accurate understanding of these models and may include examples from the video or personal experience.
I can propose inclusive strategies to overcome barriers. (Objective 5)	Struggles to list relevant strategies to overcome barriers to inclusive education in their context.	Can list one or two strategies that are somewhat relevant, but lack detail or connection to their identified barriers.	Can list multiple practical strategies that align with the identified barriers and promote inclusion in their context.