

NEW YORK STATE

Lesson Plan: Parking Pass

Objective: Students will be able to understand the importance of laws to regulate society's treatment of people with disabilities.

Materials: Parking Pass Template
Art supplies
Newsprint or blank transparency
Website pages

Vocabulary:

blind	liberation	telecommunication
disadvantages	mental hygiene	violated
discrimination	reform	visually impaired
institutionalized	self-advocacy	vocational

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State
SS Standard 5: Civics, Citizenship, and Government
Arts Standard 4: Understanding the Cultural Contributions of the Arts

Procedure:

1. The teacher should view the New York Timeline section of the New York State wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Hold up a handicapped parking pass, known as, the Symbol of Access, and ask the class what this means or symbolizes.
4. Ask students if they know of anyone who has this pass and the reason they have it.
5. Why would a person need a handicapped parking pass? Elicit answers from class members and write these answers on the board.
6. Ask students if they know of any other symbols for people with disabilities. Students may view the New York State section of the Society wing of the website or they will receive copies of these sections from the teacher. Students should list all symbols for people with disabilities from the website. Teacher will ask students what symbols they found and discuss their importance.
7. Break the class into four groups depending on the size of the class. Tell them their assignment is to come up their own parking pass for people with disabilities. This is their job:
 - Brainstorm and decide on their own symbol for a parking pass
 - Draw this pass
 - Color the pass
 - They must draw a copy of their pass on newsprint, a blank transparency or place it on a Power Point slide. Then each group will present their findings to the class describing their pass by explaining their symbols and colors.

Closure/Ticket out the door: What would you do if you saw a person who was not disabled, park in a space designated for people with disabilities?

Name: _____



PARKING PASS

Directions: Create a new parking pass for people with disabilities. For this new pass:

- Brainstorm and decide on a symbol for a parking pass
- Draw this pass
- Color the pass

A large, empty rectangular box with a thick black border, intended for the student to draw and color their own parking pass.