**Universal Design for Learning Lesson Plan Explanation Learning Task**

Group Assignment Confirmation Form:I confirm that I am aware of the entire contents of this group assignment and that I have reviewed all group members’ contributions to the assignment. I also acknowledge that each group member will be awarded the same mark for this group assignment.

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| **Group Member Names** | **Laboratory Instructor Name, Section Number, and D2L Group Number** |
| Stuart Harden | **Elizabeth McNeilly, Section B10, Group 7** |
| Younghoon Lee |
| Matthew Curry |

**Explanation**

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| **Explain how this lesson plan meets or could be changed to meet the needs of the students in your classroom scenario?** |
| The modified lesson plan incorporates aspects of the UDL framework. The goal-setting worksheet provides multiple means of engagement. Students can choose goals according to their own interests and/or areas of development. Additionally, instruction and learning resources will have multiple means of representation. The group posters will be supplemented with visual symbols; students can provide input in written text and/or visual representations. The group work nature of the lesson will foster peer cooperation. Additionally, the activity promotes “executive functioning” and organization (Meyer et. al, 2014, p. 103). Students can also use assistive technology and/or translation software.  **IPP**  **Nelly** has a visual disability. Ensure that Nelly is sitting in an area with appropriate lighting and provide access to assistive reading tools.  **Liam** suffers from an autoimmune disorder that causes him to miss school. Ensure that learning materials are online and provide him a flexible deadline.  **Quinn** has been diagnosed with epilepsy. Although Quinn hasn’t been symptomatic at school, monitor him for signs of seizures and ensure his peers can recognize those signs.  **Serin** has been diagnosed with Social Anxiety Disorder. Making group work optional and allowing her to step outside the class can alleviate anxiety. The completion/effort assessment will alleviate anxieties surrounding schoolwork.  **Dayne** has a learning disability that affects his writing. Extra in-class time to focus on his writing and checking his progress would be helpful. Dayne can supplement his expression with visual illustrations.  **Aiden and Jordon** have both been diagnosed with ADHD and struggle to maintain attention. Allowing access to a quiet area to work will help them focus as they complete their worksheets. Provide clear instructions for activities and physical breaks to promote attention retention.  **Carise** has a communication disorder and a reading and writing learning disability. Provide access to speech-to-text software. Carise can express herself using visual symbols for group work. The teacher can also help Carise fill out the goals worksheet.  **Kayden** and **Leanna** are gifted learners. The nature of the goal assignment means they can work at their own pace and choose goals that accord with their interests/areas of development. Monitor Kayden’s behavior in social settings and remind him to be respectful of others if necessary.  **ELL**  **Salma, Abhay** and **Sophia** are ELLs who require continuing support. They will be given translation software and/or dictionaries and will be offered extra time to complete them. The teacher will offer additional support to ELLs by proofreading their goal setting worksheets before students share them in groups.  **LSP**  **Ahmed** has fine motor and gross motor developmental difficulties. Provide an option for completing the worksheet online using a keyboard.  Minimize movement during group work if necessary.  **Nadine** is being monitored for anxiety. Her anxiety over academic performance will be relieved by the nature of this task’s assessment (marked for completion/effort).  **Amir** has been having trouble complying with the in class tasks and has trouble with maintaining focus and reading. He will benefit from the same supports as Aiden and Jordon (clear instructions, access to quiet spaces, physical breaks). Provide Amir with access to text-to-speech software.  **Karlie** has the tendency to get upset and engages in negative self-talk due to a lack of friendships. In sharing group goals, put Karlie in a group where she can make friends. If she gets upset, allow access for her to step outside to relax.  **Others**  **Abbey** sometimes comes to class tired due to band practice. It would be beneficial for her to have the option to complete the assignment at home and submit it online or at a later date.  **Samar, Avery, Andrew, and Maya** don’t require supplemental supports. The goal-setting activity will help them nonetheless.  **Eric, Violet, Thomas and Ayo** are performing well but require assurance and appear to be reserved when responding in class. Provide formative assessment and guidance; it is important to validate their ideas. |

**Needs and Supports Table**

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| **Students’ Needs** | | **Strategies & Supports** | | |
| **Who needs the most support?** | | **UDL Support**  (Good for ALL) | **Targeted Support**  (CHOICE for ALL) | **Essential Support** (Good for ONE) |
| Language/communication | **ELL:** Salma, Abhay, and Sophia | - During group poster work, students will be allowed to express themselves through conversation, writing, and illustration (CAST 2018 UDL Expression 5.1).  - Give instruction in a variety of ways - orally, written, visual. | - The teacher will offer additional support to ELLs by proofreading their goal setting worksheets before students share them in groups (UDL Expression 5.3). | - Allow for more time to be given to complete goal-setting worksheet.  - ELL learners can use translation software/dictionaries  - Use assistive technologies. |
| Anxiety | **IPP:** Serin **LSP:** Nadine  **Other**: Eric, Violet, Thomas, and Ayo | - Clear worksheet instructions and exemplar given.  - Assessment task is marked for completion and effort rather than performance. This will relieve stress for students who demonstrate anxiety over school performance (UDL Engagement 7).  - Teacher offer suggestions and guidance, providing insight into student strengths as needed (UDL Engagement 9.1).  -Incorporate physical movement | - Students can request to step outside.  - There will be a quiet place to work. | -Assist students in integrating relaxation strategies (deep breaths). |
| Attention | Jordon, Aiden, | -Students can choose their own goals according to their own interests and areas of development (UDL Engagement 7.2)  -Provide frequent, descriptive feedback.  -Incorporate movement into group work. | -Students can use headphones during individual work time.  -There will be a quiet place to work | -Sitting near teacher can aid with attention retention.  -Incorporate movement breaks.  -Provide timers in relevant cases. |
| Physical disabilities/difficulties | Nelly, Quinn, Ahmed | -Ensure that the classroom is comfortable and safe to move around in.  -Ensure adequate lighting. | -Ensure access to assistive reading technologies. | -Ensure that physical accommodations are in place.  -Limit superfluous movement in relevant cases. |
| Social difficulties | Kayden, Karlie, Serin | - Before engaging in group work, all students will be reminded that “respect is a must” (UDL 7.1).  - Incorporate group work - “when carefully structured, such peer cooperation can significantly increase the available support for sustained engagement” (UDL Engagement 8.3). | - The extent that a student engages in group work is up to the student. | -Monitor for appropriate behavior. |
| **Who needs the most challenge?** Leanna, Kayden | | The goal-setting activity ensures that they can move at their own pace. They can create goals that align with their interests/areas of development. | | |

**Lesson Plan Title – Welcome the New Year and Looking Beyond**

(Adapted from “Welcome 2021 with One Sentence”)

**Subject:** CALM

**Grade Level:** 10

**Unit:** Personal Development

**General Outcome: Career & Life Choices**

Students will develop and apply processes for managing personal, lifelong career development.

**Specific Outcome:**

Students will design a plan for turning life goals and aspirations into reality.

- Students will explore career paths.

- Students will identify short-term and long-term goals.

- Identify actions steps for students to move towards to achieve goals.

**Materials**

- Paper/pens/pencils

- Goal setting worksheet (https://www.wisegoals.com/goal-setting-worksheets.html)

- New Year’s Decorations

- Poster paper for group work

**Prior Learning Connections**

This unit has already:

- Asked students to research a role model and what made them successful.

- Facilitated a class discussion of future ambitions of students.

- Established that all work, opinions, and points of view are valued and respected.

**Assessment**

              Formative Assessment

  - Teacher will provide formative feedback as students think about goals and action      steps.

              Summative Assessment

  - Students will hand in worksheets and mark for completion/effort. This is a growth exercise and an opportunity to reflect on their life and set goals, and this should be the focus.

**(Procedure begins on next page)**

**Procedure**

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| **Before the lesson/Introduction** | - Before the students arrive create a fun atmosphere of celebrations by  - Decorating the classroom with some New Year décor.  - Printing “Happy 2021” colourfully on the board.  - Playing happy or celebratory music.  - Possibly sharing a small treat.  - Have the posters for the group work set aside to use later in the lesson. |
| **During the lesson** | - After the students have entered and caught the theme of celebrating the New Year, have them settle into their desks  - Ask students if they have ever made a New Year’s Resolution. Share some personal successes and struggles with goal setting. Give time for sharing experiences. Keep the conversation realistic but positive.  - Next have the class move into 6 groups of 6. Make sure desks are situated so students can move between groups. Remind students that respect is a must and then give each group a poster board with 2020 written in the middle and one of these titles. 1. Highlights 2. Lowlights 3. Favourite Movie 4. Favourite Songs 5. Worst Trend 6. Something learned.  - Have each group collaborate to write 3-4 answers on the poster and then rotate. Teacher will wander and monitor the intensity, respect and sincerity of the answers. When students have been to all the groups have them quickly rearrange the desks back into position for individual work.  - Review the answer students have written on the posters with the class. Transition from sharing memories of the past year to future goals.  - Introduce the goal setting worksheet. Give an exemplar and explain how to fill it out.  - 15-20 mins: Students fill out the worksheet on their own. The teacher will move between students to give guidance and support in goal creation/writing.  - After filling out the worksheet, the teacher will put students in groups of 3-4 to share goals. |
| **After the lesson** | The goal worksheets will be kept and reviewed at the end of term. |

**Differentiation/Accommodations**

* The ELL students with level 3 competency (Sophia) and level 2 competency (Salma and Abhay) will be paired with a group that will support comprehension, reading and writing skills. For individual work, students will formulate their own ideas for their sentence but the teacher will proofread it before it is transferred to the final poster.
* Students with learning and medical disabilities (IPP: Dayne, Jordon, Aiden, Carise) and concerns (LSP: Amir, Nadine) may struggle with the critical thinking skills that will help them look towards the future. They will be allowed extra time to complete posters and worksheets. The teacher will coach and offer suggestions and guidance, providing insight into student strengths as needed. For the posters, these students will also be placed into dynamic groupings that will promote their success.
* Students diagnosed with ADHD (Aiden and Jordon) will be allowed access to a quiet area to work to aid focus. The teacher will provide clear instructions for activities and physical breaks to promote attention retention.
* Ensure that students likely to miss classes can view and submit work online (Liam), also helpful for students with onerous extracurricular commitments (Abbey and Nelly).
* IPP students with Social Anxiety Disorder (Serin) and students who have experienced difficulty socializing (Kayden and Karlie) would be encouraged to participate in group work but allowed to contribute to the New Year’s posters on their own if preferred. They will be encouraged to move to a quiet area or take a break outside the classroom if they become overwhelmed.
* Ensure access to text-to-speech software for learning materials and adequate lighting for reading (Nelly, Amir, Carise).

**Special Concerns**

* The class is very large and group work involving movement of all students in a small classroom space could be difficult for all students, but especially those who have language, learning and emotional struggles. Students can step outside to relax (Karlie, Nadine, Serin). This would be good for all students.
* Provide a quiet space to work. This would benefit students who are easily distracted and the students in general.
* The non-binary student may choose to create a sentence that is relevant to their gender identity, or they may choose to focus on different areas of their life. Either choice is valued and supported. Other students (particularly Abbey and Nelly) will also be encouraged to create sentences relevant to their interests/areas of development
* In poster work, encourage students to express themselves in the medium they feel comfortable e.g. written text, illustration.
* The group work requires the students to work collaboratively and this could be a potential struggle for the ELL students (Sophia, Salma, and Abhay) and those with educational codes. Teacher will watch this closely and intervene as needed.

References

CAST (2018). *Universal Design for Learning Guidelines version 2.2.* Retrieved from http://udlguidelines.cast.org

Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. Wakefield, MA: CAST. Retrieved from <https://ebookcentral-proquest-> com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679