Planning Classroom Activities Using Universal Design for Learning Worksheet

**Choose a Classroom Activity**

Write a short description of one specific activity:

# **Activity Goal:**

What is the goal(s) of this activity? What do you expect students to gain from participating in it? Write at least one goal below.

**Break Down the Parts:**

## **Actions**

To be successful in this activity, what are each of the component actions that students would need to take? (e.g., speaking to the instructor, listening to group members, writing notes, moving from one chair to another, navigating Microsoft Excel…) List them in the left column of the table below.

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| --- | --- | --- |
| **Actions** | **Barriers** | **Methods for Adding Support and Flexibility** |
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## **Barriers:**

For each action, who might face additional barriers and challenges? Try to describe the barriers that some of your students might be facing in the middle column of the table.

## **Universal Design for Learning:**

Finally, consider how you might add flexibility or additional supports to remove or lessen the barriers for students. As you do, keep in mind the main learning goal(s) for the activity.

# **Peer Feedback:**

After you’ve filled out some of the table on your own, find a partner! They can help you think of actions, barriers, or creative supports that you had a difficult time seeing on your own.

# **Individual Reflection:**

Complete your planning process by choosing 1-2 of the questions below to reflect on.You can write about it in the space below or just take some time to think.

1. Inclusive teaching is a lifelong process of gradual improvements to teaching. Choose just one way that you can provide additional flexibility and support to your students this semester, and one strategy you can try next semester.
2. What is one insight that you will take away from this activity?
3. What are some of the challenges that might appear as you add flexibility and support to your activities or assignments?