

UDL Lesson Plan

Susan Kuz 5718128, PDAL 0150 Diversity and Accommodation, Assignment #3, Part 3

<p>Lesson Objectives: to educate Manitoba workers on the health precautions of COVID-19 for their place of employment as they re-open for business, especially the workflow processes</p>			
<p>Assessments: written or oral quiz, pictures optional</p>			
<p>Materials/Resources: workbook, videos, whiteboard, representative toys, MB health website, MB government website for businesses https://www.gov.mb.ca/covid19/restoring/guidance.html https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/risk-informed-decision-making-workplaces-businesses-covid-19-pandemic.html</p>			
<p>Pre-Planning Activities: student in-take questionnaires to get a sense of who is taking training, set up work station mock ups, learn about learner cultures</p>			
Lesson Element	Procedure for Teacher	Potential Barriers for Learning	UDL Multiple Means of... Representation Engagement Expression
Lesson Opening	Present the background for COVID health guidelines for this business. Why it is important. Implications for not adhering to these guidelines.	Language of new comers Potential Hearing loss Self-confidence of participants	Videos with new comers included, closed caption
Teacher Input	Teacher can show basic business set ups on video with closed caption (video shows toy mock up)	Cultural differences in ways of handling the mock-up situation	Written notes to follow with diagrams

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	After video is done, teacher can review the set up and ask for questions and clarity		
Guided Practice	<p>How to set up a room in COVID times. Use representative toys for students to mock up their business situations as a way to communicate what they would do.</p> <p>Students can optionally draw in a workbook to represent the same business situation</p>	<p>Language and ease of expressing what they are trying to do with the toys</p> <p>Dexterity problems</p> <p>Potential hearing problems</p>	<p>Video demonstrations so everyone in the classroom can see</p> <p>May want to move chairs or desks around so they can see.</p> <p>Describe what you are doing while you are demonstrating</p>
Independent Practice	Give students several more situations to set up for their business and have them practice on their own.	<p>Dexterity problems.</p> <p>Students may be bored.</p> <p>Students may have performance anxiety</p>	Offer option of whiteboard use for solo work, or working with teams or two so participants can get the concepts across if they have language or dexterity challenges with using the toys
Closure	<p>Assessment with basic words, pictures to aid in expression</p> <p>Offer workbook with pictures or website with similar content for referral</p>	Cultural or positional shyness in giving feedback	<p>Offer various forms of providing feedback</p> <p>Offer follow-up options if students have questions</p>

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	Offer phone or email access for questions after they leave		
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UDL template adapted from <https://www.pinterest.ca/pin/144607838012643734/>

Analysis of my lesson plan:

I have offered several ways to learn business re-opening COVID risk factors and set up. My group includes a few who don't speak English as well so I have created the lesson using basic English so all can understand what I am saying. I will also use pictures to help get information across and direct examples of mock ups with the toys.

All videos have closed captioning so student from Philippines, and Germany, as well as mid-aged students who may have partial hearing impairments can understand the videos.

Using toys, whiteboards or working in teams offers options for students with dexterity problems or physical disabilities. Plus, it adds variety for students who might otherwise get bored. It's an element of novelty that engages the students and keeps their interest. They can have fun while learning.

The students are relational and many are introverts so I will have students work together on projects in small groups (2 or 3) so they can help each other learn the concepts. This will be especially useful for those who may not understand the language as well as others, and allow them to learn from each other, and avoid public speaking in front of the whole group.

Students have options for providing feedback that aligns with their preferences, whether it be verbal or written.

Offering various follow-up options gives ways for students get guidance after the lesson, especially for introverts who may think of questions a day to two later.

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Students selected:

Michael Capistrano <https://pdal.xtensio.com/44x0d0gx>

Melissa Grabowsky <https://mrg2020.xtensio.com/q2qknt2c>

Dolores <https://dolores.xtensio.com/utnfnr8m>

Tara <https://pdal0150.xtensio.com/1sv00rmp>

Darci <https://darci.xtensio.com/8r0quq1p>

Overview

The group of students I chose includes the following personality preference types: INFJ, ESTJ, ISFJ, INFP, INFP. Although knowing their types does not tell you everything about a person (far from it!), it can provide with some initial starting points as to their communication preferences.

Strengths

The student team has many strengths that complement each other. They enjoy challenges, are eager to learn, have a combination of direct leadership skills as well as many relational leadership skills. There is an amount of creativity in the group and an eagerness to accomplish.

This group has a strength of putting relationships before task. This provides a solid foundation for developing the team environment in a class setting and for any group interaction and assignments.

This group benefits with a variety of backgrounds, ages, cultural experiences, skills and expertise. They have the opportunity to learn from each other and because they are a relational group, this is a huge benefit to taking advantage of the diversity of the group.

Weaknesses (challenges)

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This group is highly people focussed when it comes to decision making and less logic focussed. There is the possibility that the odd one out (the ESTJ personality) will be ostracised from the rest at times. The group overall looks for more praise and encouragement which is less a strength of mine. They can perhaps get this from each other. Something to consider in my design.

Half of the group are Perceivers so they can leave work to the last minute which can cause challenges in a group setting. Build in some step by step decision making to talk them through the path of completing their work.

Four of the five are Introverts so they will be less engaging in class discussions initially, but good listeners. Ideally, I will give them the agenda or pre-work ahead of time so they can have some time to engage in the content and be prepared to participate in class discussions.

I will remind myself to remember the Introvert pause and listen for their response. The one Extrovert in the group who self-identified as being less patient will have to be able to tolerate the very different personality types on the group. For the Introverts, I will also follow up with anything additional 1 or 2 days later as they tend to do their best thinking up to 48 hours afterwards.

Needs and Preferences

Verbal praise and personal growth are high motivators for this group. The group has four Introvert/Feelers so this is a highly relational group as they self-identified. They are likely to put the feelings of others at the top of the list, ahead of logic when making decisions. There is one personality ESTJ who has a different approach so this has to be planned for as well. This person may be the louder voice in the group so I will need to gauge the feelings and thoughts of the rest of the group when discussions arise. Because the rest of the group are introvert feelers they may be unlikely to say if they've been offended in any way. For this reason it would be prudent of me to check in with the others and be sure to have open communications with all students during the program.

Some students have indicated some insecurities or areas of self-doubt so this is something to also keep in mind when designing exercises. This may be an area where I need to offer some options for the students so they can show their best work and their strengths.

Students have indicated that they like a challenge so simply just lecturing with this group will not meet their needs. They are looking for more of an interactive experience.

Family situations and ages vary among the group with a single mom, to pre-retirement to millennials. They students are in different life stages so I will keep in mind their possible challenges around time and work/life balance.

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Tools and strategies I will utilize to be more effective for my learners

This group is highly relational so I would focus on the ice-breaker phase of the program to facilitate them getting to know each other and get off to a strong start. I would encourage them to give positive feedback to each other as this would likely be motivating to them as we move through the program.

Public speaking and English as a second language is a challenge for this group so I would avoid having them do presentations. Instead they can hand in individual assignments where, in addition to my comments, they can each do some peer evaluating with some Grow and Glow points. Students can learn much from evaluating others but learning how to see through a critical but positive lens, while at the same time, learning how to give and receive feedback.

To help students stay on task I will provide agendas and lesson plans up front (for the Judgers) and help the Perceivers keep on task by having step by step milestones that they need to meet and ways to help them make decisions along the way. Judger types are more time sensitive while Perceiver types are more last minute and like to keep things open. This is supported by some of the comments students made in their profiles when they talked of being organized or time challenged. In a team learning situation Judger types can often get frustrated with Perceiver types when it comes to leaving work until the last minute. Given the strong number of Feeler types in the group, keeping this in mind will help them have a better learning experience.

The group has four Introverts and one Extroverts. I will encourage Introverts to engage in the conversations earlier while saving the Extrovert for last, except where you need to grease the wheel with the and get the conversation started. The ESTJ individual may have challenged with being impatient for Introvert/Perceiver combinations to contribute to conversation and any group activities.

Note: I am aware that my own style (INTJ) is more direct and logical in my communication style than most of my learners. I will need to be careful to approach my students with a relational approach to keep the communications open and learners engaged.