

NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



SHELLEY MOORE



@tweetsomemoore



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www.fivemooreminutes.com

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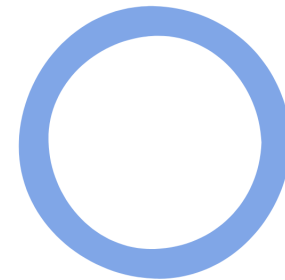
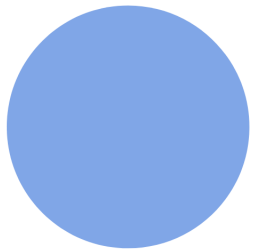


The Chat Box – Waterfall

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

Waterfall!

What stands out from
last session?

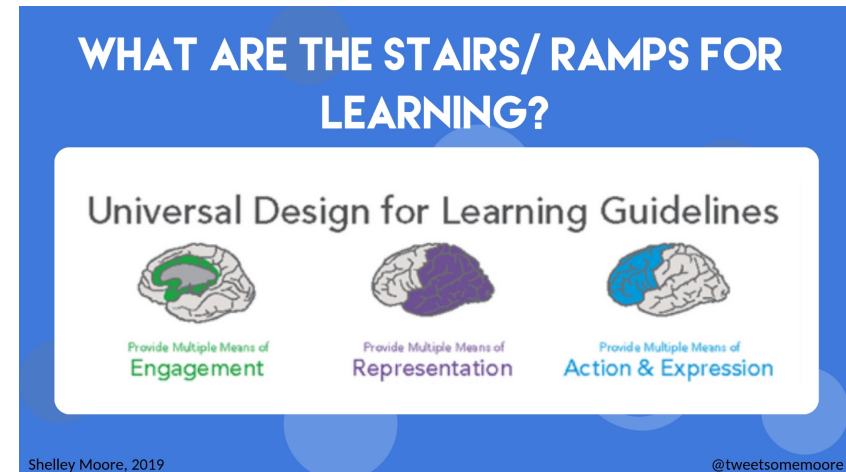


Popcorn

What questions are
coming up for you?

Reducing Learning Barriers: UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
 - How students are engaged in learning
 - How new learning/information is shared with/to them
 - How student share their learning
- Targets chosen based on the needs of a learning community



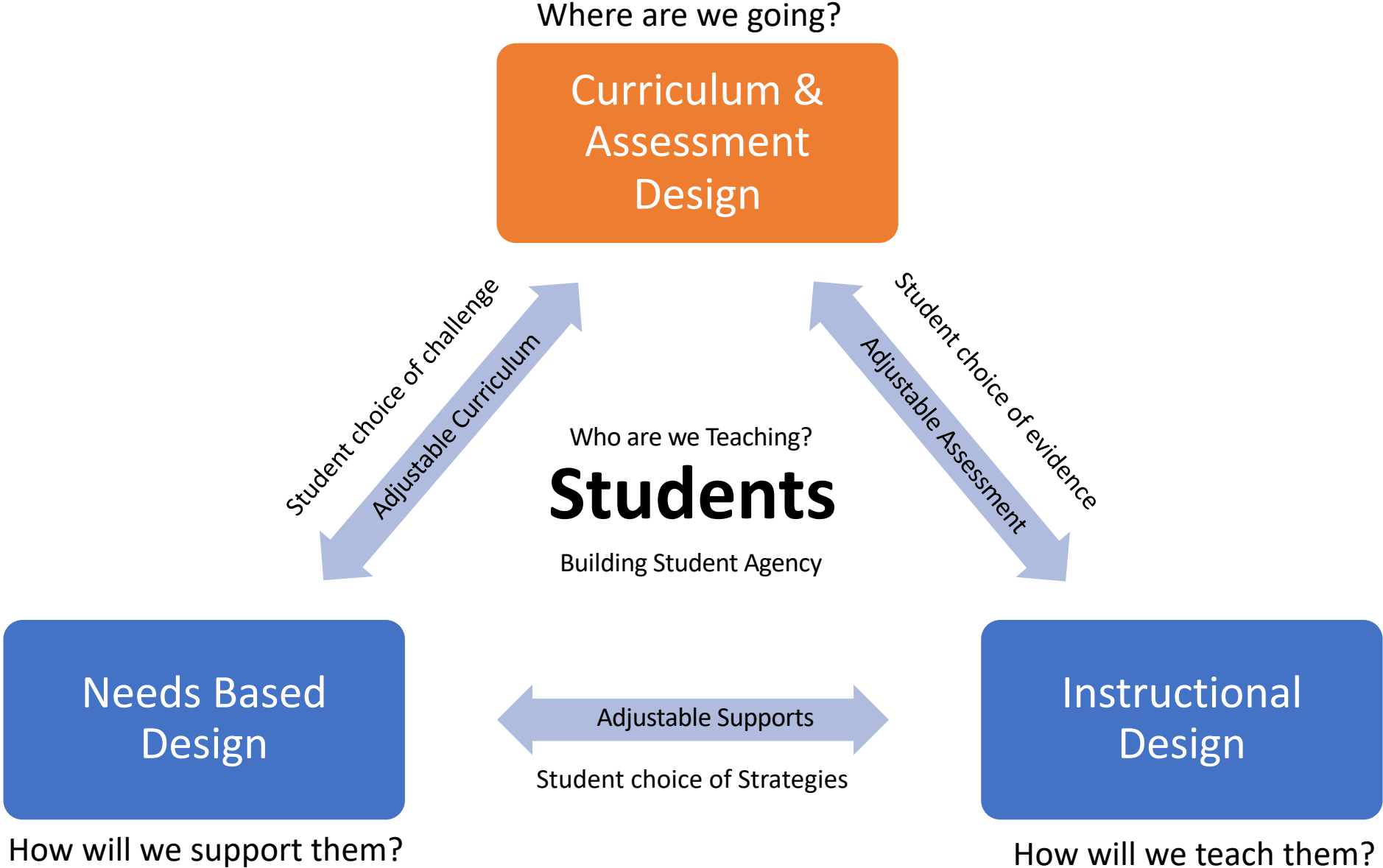
www.CAST.org

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	<ul style="list-style-type: none"> Optimizing individual choice and autonomy 	Objective	<ul style="list-style-type: none"> giving students choice and control over what they are learning about (e.g. content, examples used) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<ul style="list-style-type: none"> Optimizing relevance, value & authenticity 	Objective	<ul style="list-style-type: none"> making learning relevant to the student's lives and connecting it to real world problems that are important to the students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<ul style="list-style-type: none"> Minimize threats & distractions 	Objective	<ul style="list-style-type: none"> reducing distractions in the classroom and building a safe place for students to take risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Providing options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	<ul style="list-style-type: none"> Heighten Salience of goals and objectives 	Objective	<ul style="list-style-type: none"> clearly communicating learning goals/ intentions and why tasks and activities matter 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> Vary demands and resources to optimize challenge 	Objective	<ul style="list-style-type: none"> scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> Foster collaboration and community 	Objective	<ul style="list-style-type: none"> building a community where learners work together by teaching collaboration and group work skills 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> Increase mastery-oriented feedback 	Objective	<ul style="list-style-type: none"> providing ongoing formative feedback that is relevant, clear, accessible and timely 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation 	Objective	<ul style="list-style-type: none"> helping students set learning goals that build confidence and help them take ownership of their learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<ul style="list-style-type: none"> Facilitate personal coping skills and strategies 	Objective	<ul style="list-style-type: none"> teaching how to manage emotional responses & about healthy emotional responses and interactions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<ul style="list-style-type: none"> Develop self-assessment and reflection 	Objective	<ul style="list-style-type: none"> by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our UDL Team Target Goal is:						

UDL Language: Representation		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Representation	Goal Area	Sharing "what" students are learning			
1	Provide options for perception	Goal	We can present new information to students so that they understand it by:	We can do this!	We want to keep working on this!	This is our next step!
1.1	<ul style="list-style-type: none"> Offer ways of customizing the display of information 	Objective	<ul style="list-style-type: none"> Sharing information in formats that are flexible 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<ul style="list-style-type: none"> Offer alternatives for auditory information 	Objective	<ul style="list-style-type: none"> Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<ul style="list-style-type: none"> Offer alternatives for visual information 	Objective	<ul style="list-style-type: none"> Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Providing options for language and symbols	Goal	We can share different options/ examples of language and symbols to support student understanding by:	We can do this!	We want to keep working on this!	This is our next step!
2.1	<ul style="list-style-type: none"> Clarify vocabulary and symbols 	Objective	<ul style="list-style-type: none"> Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<ul style="list-style-type: none"> Clarify syntax and structure 	Objective	<ul style="list-style-type: none"> Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<ul style="list-style-type: none"> Support decoding of text, mathematical notation and symbols 	Objective	<ul style="list-style-type: none"> Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<ul style="list-style-type: none"> Promote understanding across languages 	Objective	<ul style="list-style-type: none"> Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<ul style="list-style-type: none"> Illustrate through multi media 	Objective	<ul style="list-style-type: none"> Using multi-media to support understanding (videos, graphics, activities) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UDL Language: Expression		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Action & Expression	Goal Area	Sharing and representing new information for student learning			
4	Providing options for physical action	Goal	We can provide options for students to communicate using tools and assistive technology by:	We can do this!	We want to keep working on this!	This is our next step!
4.1	<ul style="list-style-type: none"> Vary the methods for response and navigation 	Objective	<ul style="list-style-type: none"> providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<ul style="list-style-type: none"> Optimize access to tools and assistive technologies 	Objective	<ul style="list-style-type: none"> providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6.1	<ul style="list-style-type: none"> Guide appropriate goals setting 	Objective	<ul style="list-style-type: none"> guiding students through reflection, self-assessment and goal setting with curricular and core competencies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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How can we change the system? Designing with Equity in Mind



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3	Provide options comprehension	Goal	We can provide options to help students understand new information by:	We can do this!	We want to keep working on this!	This is our next step!
3.1	<ul style="list-style-type: none"> activate or supply background knowledge 	Objective	<ul style="list-style-type: none"> building prior knowledge before teaching new information 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	<ul style="list-style-type: none"> Highlight patterns, critical features, big ideas and relationships 	Objective	<ul style="list-style-type: none"> Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	<ul style="list-style-type: none"> Guide information processing and visualization 	Objective	<ul style="list-style-type: none"> Including learning tasks that allow students to process new information (e.g. summarizing, categorizing, prioritizing) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	<ul style="list-style-type: none"> Maximize transfer and generalization 	Objective	<ul style="list-style-type: none"> Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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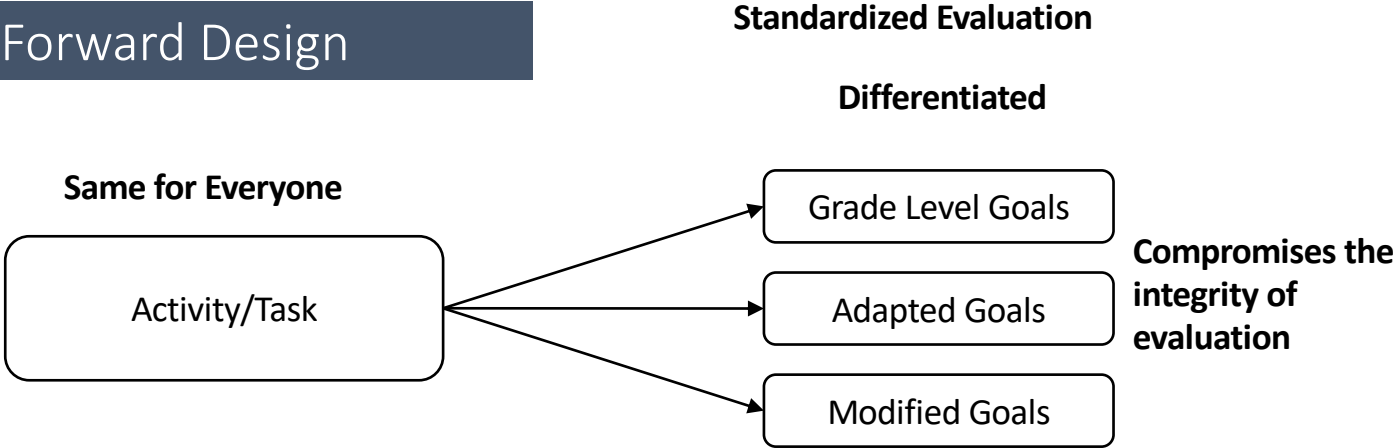
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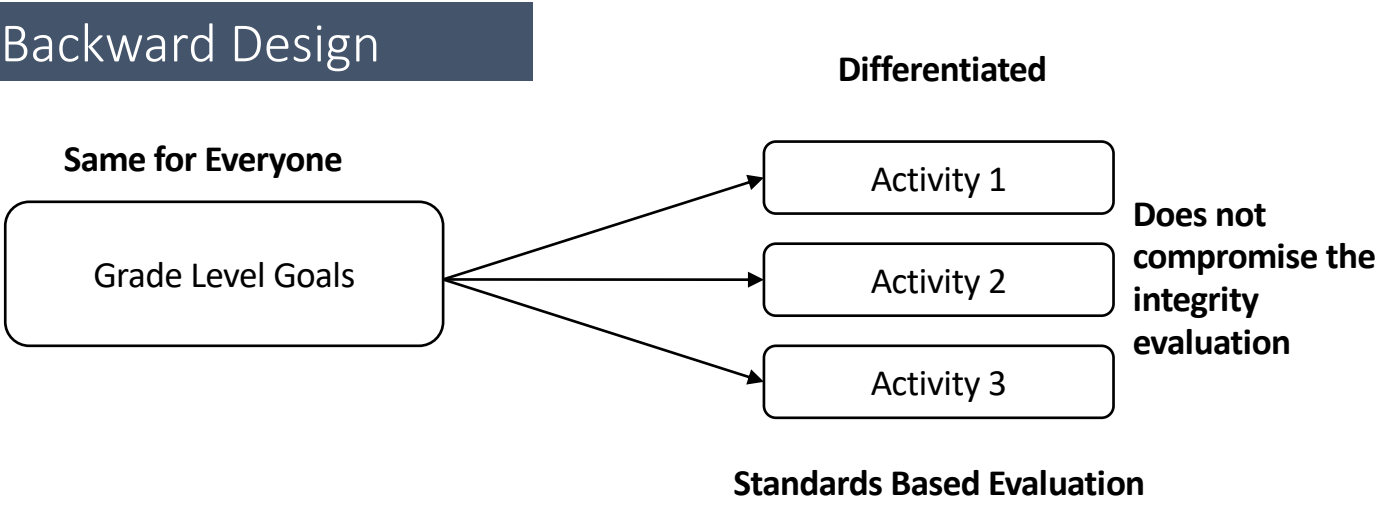
BACKWARDS DESIGN



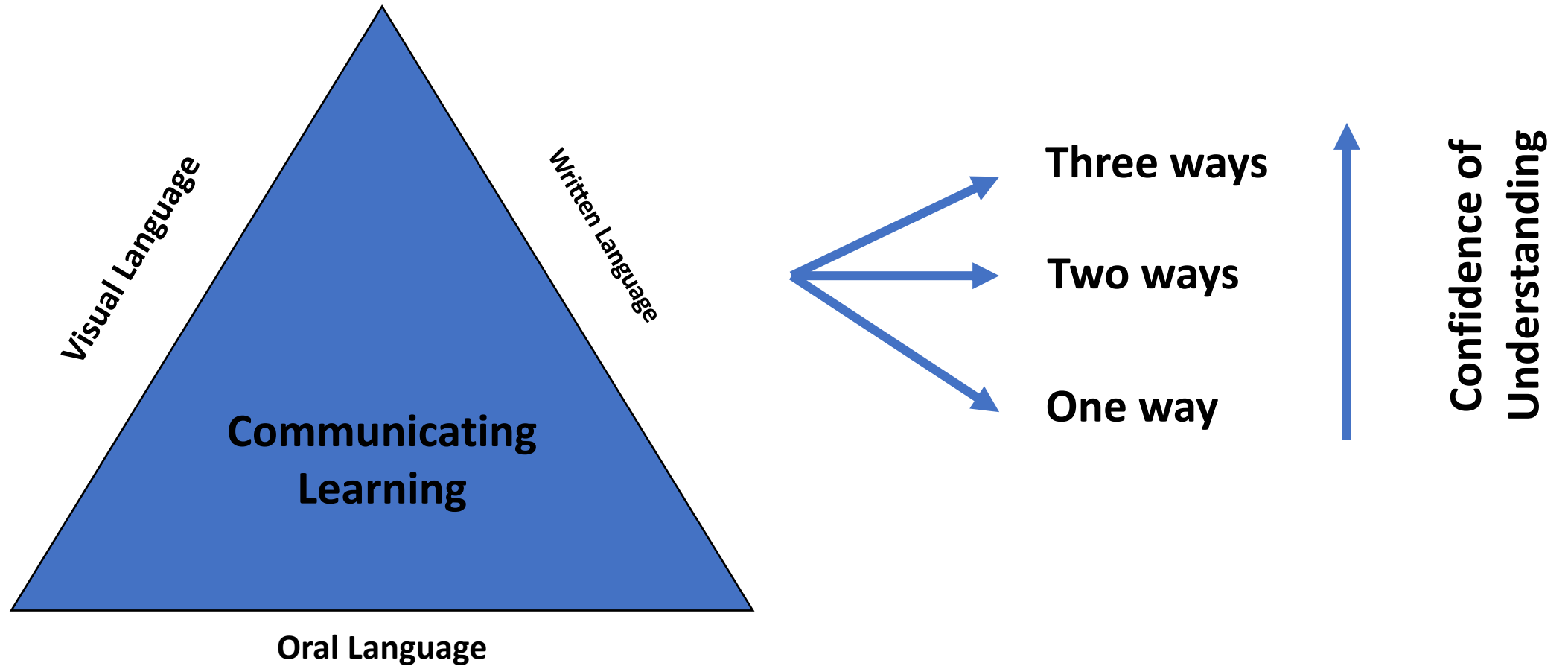
Forward Design



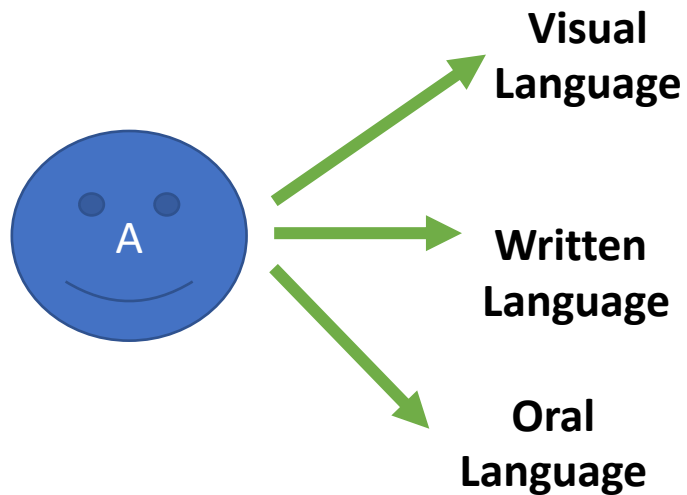
Backward Design



How do students show what they know?



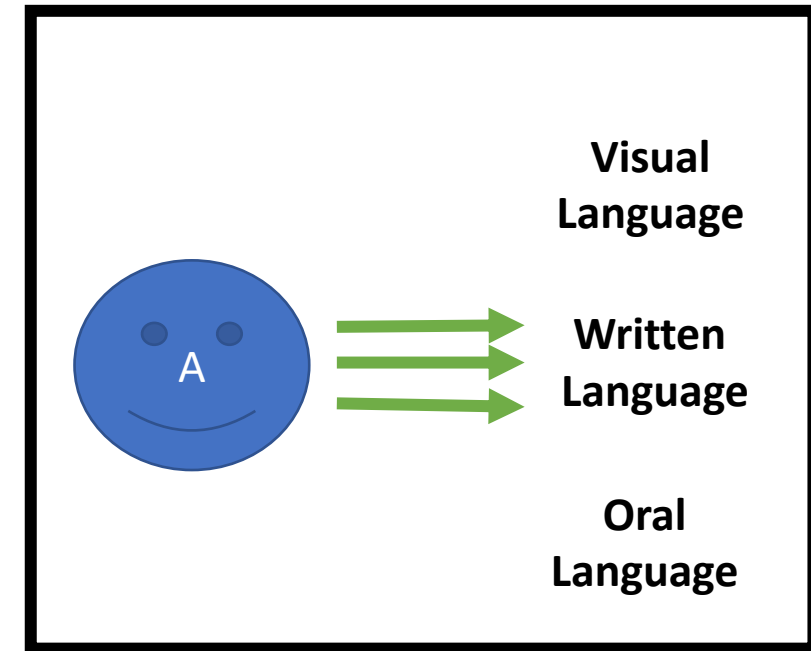
All Languages (in literacy) are Treated Equal!



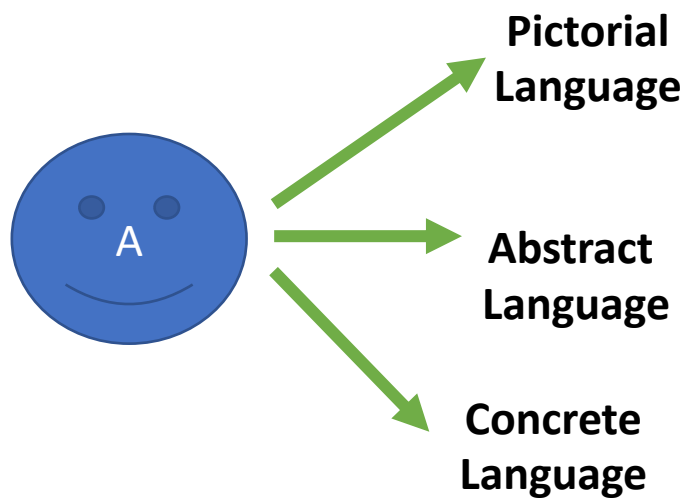
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



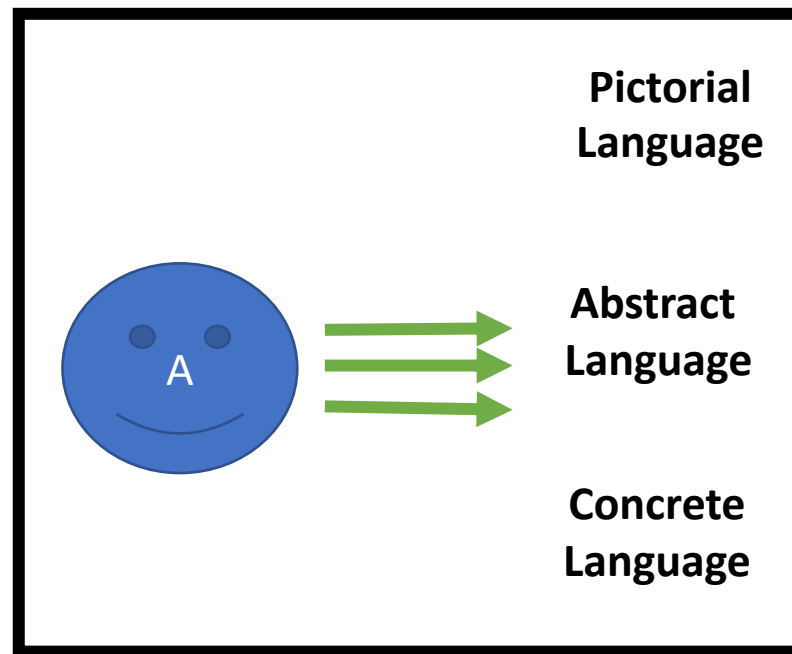
All Languages (in numeracy) are Treated Equal!



The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

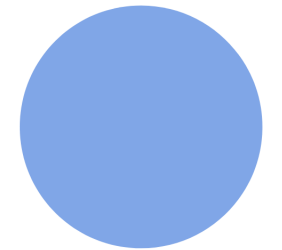
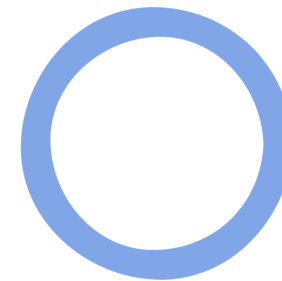
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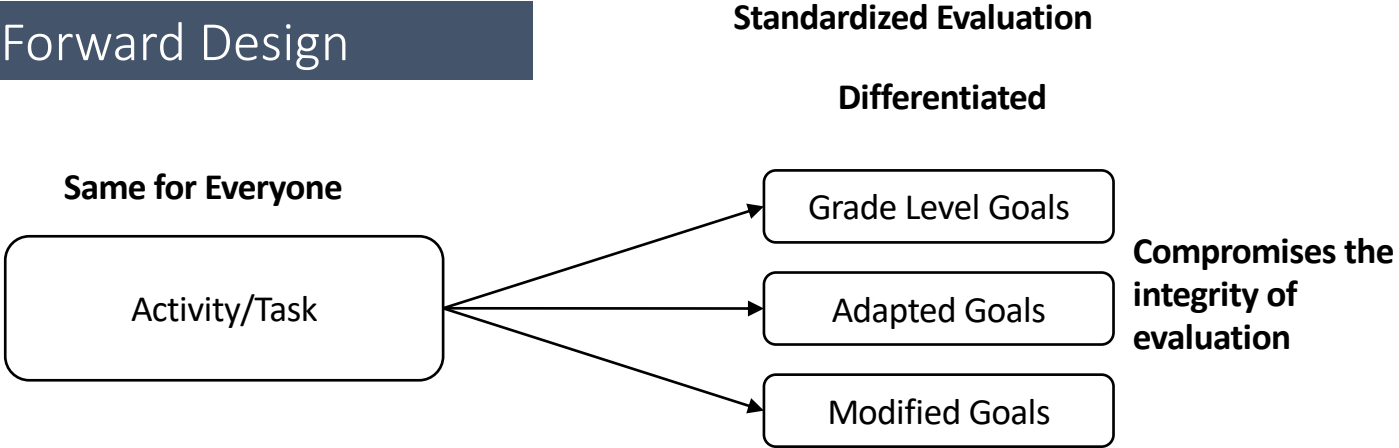
Popcorn

What are you
connecting to?

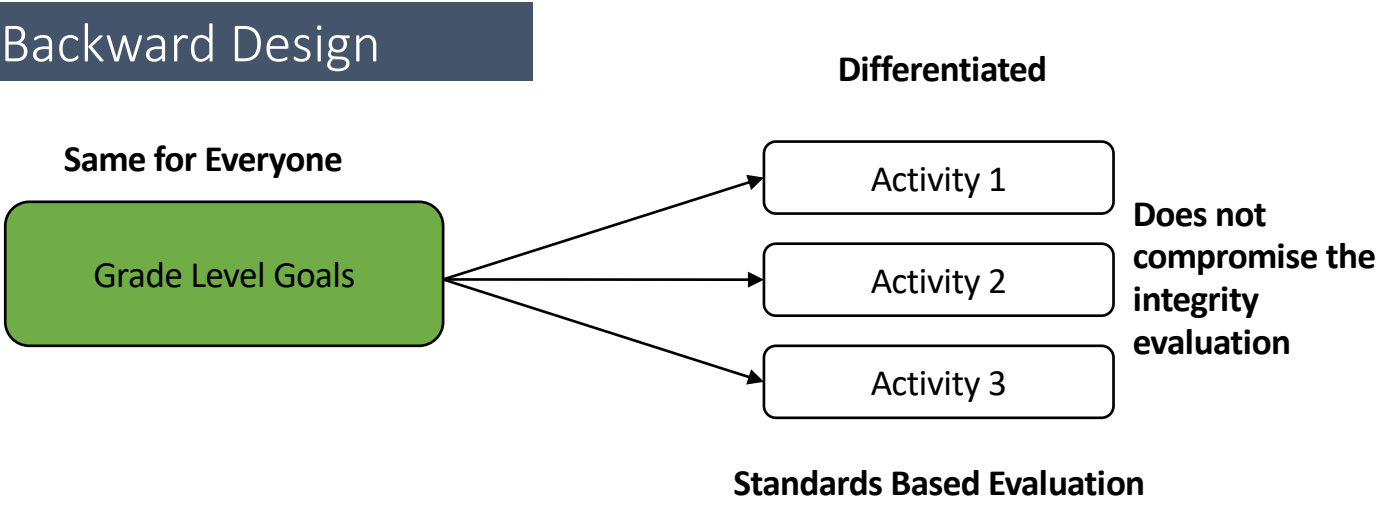


@tweetsomemoore

Forward Design



Backward Design



Backwards Design

What do we need to **UNDERSTAND**?

What do we need to **KNOW**?

What do we need to **DO**?

Who do we need to **BECOME**?

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Curricular Language	Student Friendly Language
Learning Standard		I know
Learning Standard		I can
Learning Standard		I can
Learning Standard		I can
Attitudes and Competencies	I can become/ I am...	

Grade: Math 10C		Topic: Measurement	Planning Team:
Big Idea(s): What do I need to Understand? Students understand spatial sense and proportional reasoning		Unit Guiding Question(s): What is spatial sense? What is proportional reasoning? How are they connected?	
Key Vocabulary:			
	Curricular Language	Student Friendly Language	
What do students need to know? Knowledge goals		I know SI units I know Imperial Unite I know measurement strategies and how to use them to solve problems I know what 3D objects are and different types of 3D objects I know sine, cosign & tangent are trigonometric ratios and how to use them to solve problems	
What do students need to do? Skills/Process Goals	Solve problems that involve linear measurement, using: <ul style="list-style-type: none"> • SI and imperial units of measure • estimation strategies • measurement strategies. 	I can solve problems by: <ul style="list-style-type: none"> - Using different units of measure - Estimating - Using measurement strategies 	
What do students need to do? Skills/Process Goals	Apply proportional reasoning to problems that involve conversions between SI and imperial units of measure.	I can convert between SI and Imperial units of measure	
What do students need to do? Skills/Process Goals	Solve problems, using SI and imperial units, that involve the surface area and volume of 3-D objects, including: <ul style="list-style-type: none"> • right cones • right cylinders • right prisms • right pyramids • spheres. 	I can find the surface area and volume of 3D objects including: <ul style="list-style-type: none"> - Right cones - Right cylinders - Right prisms - Right pyramids - spheres 	
What do students need to do? Skills/Process Goals	Develop and apply the primary trigonometric ratios (sine, cosine, tangent) to solve problems that involve right triangles	I can use trigonometric ratios to solve problems that have a right triangle	
What subject specific competencies do students need to develop?	I am/can _____ to help me understand. ME, PS, CN, R, V , C, T	I can use mental math strategies and estimation I am a problem solver I can make connections I can reason I can visualize I can use technology	

Name:	Date:	Unit Topic: Measurement
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General Learning Outcome/ Unit Guiding questions:
What is spatial sense? What is proportional reasoning? How are they connected?

I still need support	I can do this!	I need some challenge						
	<ul style="list-style-type: none"> • I know know SI units • I know Imperial Unite • I know measurement strategies and how to use them to solve problems • I know what 3D objects are and different types of 3D objects • I know sine, cosign & tangent are trigonomic ratios and how to use them to solve problems 							
	<p>1. I can solve problems by:</p> <ul style="list-style-type: none"> • Using different units of measure • Estimating • Using measurement strategies 							
	<p>2. I can find the surface area and volume of 3D objects including:</p> <ul style="list-style-type: none"> • Right cones • Right cylinders • Right prism • Right pyramids • Spheres 							
	<p>3. I can convert between SI and Imperial units of measure</p>							
	<p>4. I can use trigonomic ratios to solve problems that have a right triangle</p>							
	I can ...							
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">use mental math strategies and estimation</td> <td style="width: 16.6%;">solve problems</td> <td style="width: 16.6%;">make connections</td> <td style="width: 16.6%;">reason</td> <td style="width: 16.6%;">visualize</td> <td style="width: 16.6%;">use technology</td> </tr> </table>	use mental math strategies and estimation	solve problems	make connections	reason	visualize	use technology	
use mental math strategies and estimation	solve problems	make connections	reason	visualize	use technology			
	...to help me understand							

Biology 20-1: Energy and Matter Exchange in the Biosphere

<p>Our Unit Questions</p> <ul style="list-style-type: none"> • How are carbon, oxygen, <u>nitrogen</u> and phosphorus cycled in the biosphere? • How is the flow of energy balanced in the biosphere? • How have human activities and technological advances affected the balance of energy and matter in the biosphere?
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General Learning Outcome: Students will understand the constant flow of energy through the biosphere and ecosystems.		
Unit Goals: Curricular Language	Student Friendly Language	
Knowledge 20–A1.1k Students will: explain, in general terms, the one-way flow of energy through the biosphere and how stored energy in the biosphere , as a system, is eventually “lost” as heat 20–A1.2k Students will: explain how energy in the biosphere can be perceived as a balance between both photosynthetic and chemosynthetic activities and cellular respiratory activities 20–A1.3k Students will explain the structure of ecosystem trophic levels, using models such as food chains and food webs 20–A1.4k Students will explain, quantitatively, the flow of energy and the exchange of matter in aquatic and terrestrial ecosystems, using models such as pyramids of numbers, <u>biomass</u> and energy	Knowledge I know how energy is used in a biosphere (stored, transferred, lost) I know that energy in different biospheres is balanced and cycles I know how biospheres are interconnected I know what an ecosystem is and how it is organized I know how energy moves in an ecosystem I know how to represent the movement of energy in ecosystems using a model	
	STS 20–A1.1sts Students will: explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts	STS I can connect what I am learning about biospheres to real life examples and events
	Specific Outcomes for Skills Initiating and Planning 20–A1.1s Students will: formulate questions about observed relationships and plan investigations of questions, ideas, problems, and issues Performing and Recording 20–A1.2s Students will: conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information perform an experiment Analyzing and Interpreting 20–A1.3s Students will: analyze data and apply mathematical and conceptual models to develop and assess possible solutions	Specific Outcomes for Skills I can initiate and plan by: <ul style="list-style-type: none"> • by asking questions about what I observe in my environment • by making predicting based on what I observe I can investigate and record my observations by: <ul style="list-style-type: none"> • using different tools and techniques to gather data • complete an experiment I can analyze and interpret by: <ul style="list-style-type: none"> • looking for patterns in my data to help me understand what is happening • connecting my data to other scenarios and contexts • coming up with some possible solutions or explanations for what is happening • organizing and displaying my data in ways that make sense to me
	Communication 20–A1.4s Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results	I can communicate my findings by: <ul style="list-style-type: none"> • using SI units and Sig Digs • presenting my findings so it makes sense to others (modes representation)

Backward Design Unit Planning Template: Building the Curricular Air Plane

Class: Ms. P Gr. 2/3	Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
Big Idea(s): <ul style="list-style-type: none"> • Forces influence the motion of an object. (Science) • Everyone has a unique story to share. (Language Arts) 		Unit Guiding Question(s): Who are our monsters? What are their stories ? How can we use forces to help us catch them?
Unit Goals	Curricular Language	Student friendly language
Content Goal: Science (2)	types of forces	I know different types of forces
Content goal: Language Arts (2/3)	Story/text: elements of a story	I know what makes a story
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others	I can make something for a purpose
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions	I can make a plan and try out my ideas
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences	I can create a story for an audience
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts	I can create many things using different art tools and materials
Core Competency Goal: (Profile 1/2)	Creative Thinking: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)	We are creative thinkers because we get new ideas! I get new ideas by: (Students choose): <ul style="list-style-type: none"> • using my senses to explore • changing what I am doing • trying something new • solving a problem in a new way

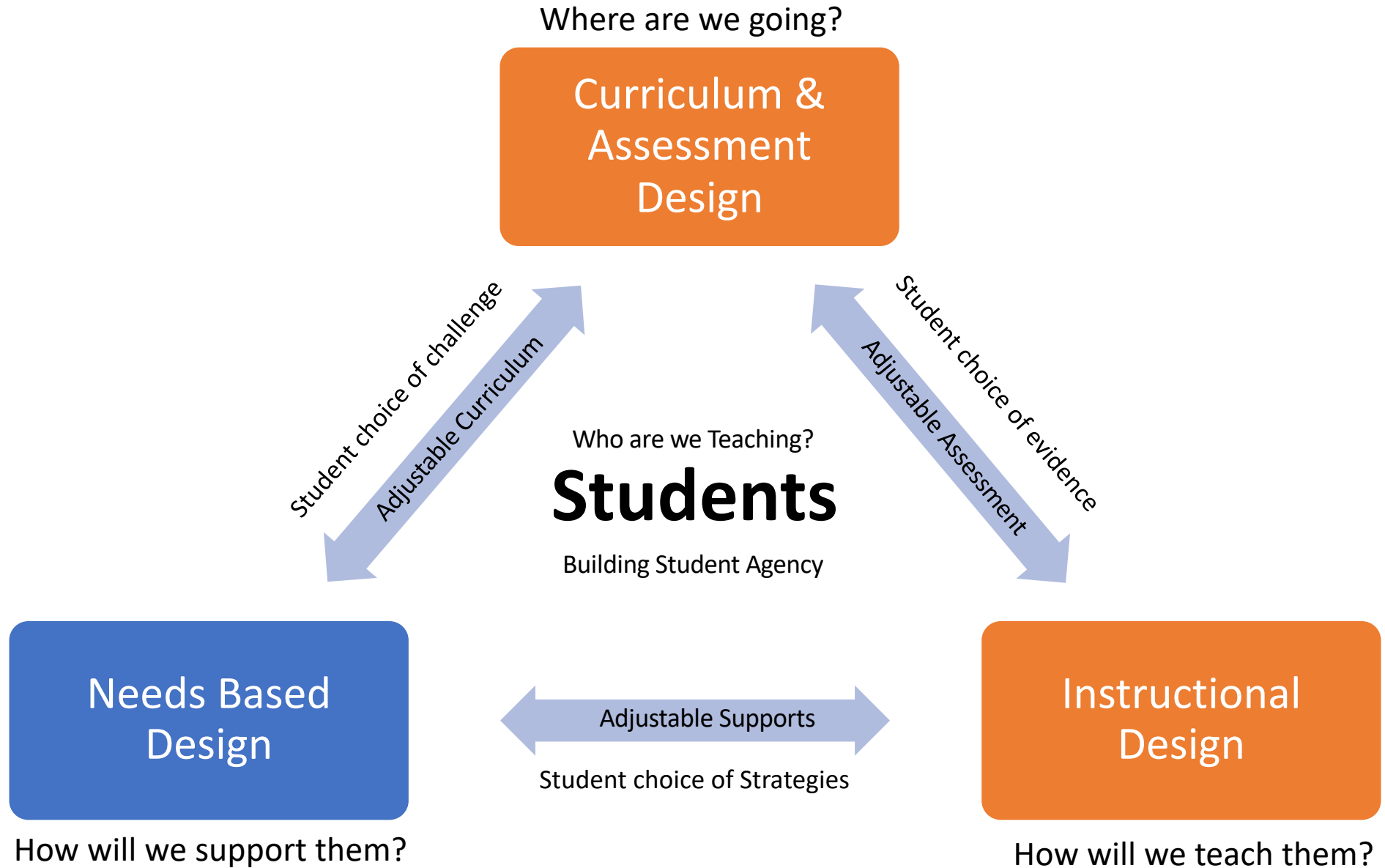
**Who are our monsters? What are their stories?
How can we use forces to help us catch them?**

Name:		Date:	
I'm still working on it...	My goals	I got it!	How do I know? What is my evidence?
	<ul style="list-style-type: none"> I know different types of forces 		
	<ul style="list-style-type: none"> I know what makes a story 		
	<ul style="list-style-type: none"> I can make something for a purpose 		
	<ul style="list-style-type: none"> I can make a plan and try out my ideas 		
	<ul style="list-style-type: none"> I can create a story for an audience 		
	<ul style="list-style-type: none"> I can create many things using different art tools and materials 		

Grade: 4/5	Subject Area: Math	Planning Team: Kelset Team
Big Ideas:	Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?	
Content Goal:	addition and subtraction to 10 000	I know how to add and subtract numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to add and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use mental math to understand “how much/how many?”
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different strategies
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can connect what I am learning in math to me and my life

Grade: Kindergarten		Subject Areas: Science, Socials, Art, Math	Planning Team: Eva, Regan, Shelley
Big Ideas: What do students need to understand? <ul style="list-style-type: none"> Humans interact with matter every day through familiar materials (science) Objects have attributes that can be described, measured, and compared (Math) Engagement in the arts creates opportunities for inquiry through purposeful play (Art) Stories and other texts help us learn about ourselves and our families (LA) Stories and traditions about ourselves and our families reflect who we are and where we are from (SS) 		Unit Guiding Questions: <ul style="list-style-type: none"> How do I interact with different materials and objects? How can I describe different materials and objects? How can I be curious about, learn, and play using different materials and objects? How can I use different materials and objects to share stories about myself and my family? How can I choose specific materials and objects to represent my family? 	
Types of Goal	Curricular Language	Student Friendly Language	
Content (Science)	<ul style="list-style-type: none"> properties of familiar materials (sci) local First Peoples uses of plants (sci) 	<ul style="list-style-type: none"> I know how to interact with objects and materials by using my senses I know different ways that First Peoples use objects and materials (e.g., plants) 	
Content (Math)	<ul style="list-style-type: none"> single attributes of 2D shapes and 3D objects (math) concrete or pictorial graphs as a visual tool (math) 	<ul style="list-style-type: none"> I know what makes materials, objects (3D) and shapes (2D) different from each other I know how to show "how many" using objects and pictures 	
Content (Art)	<ul style="list-style-type: none"> processes, materials, movements, technologies, tools and techniques to support arts activities (art) traditional and contemporary Aboriginal arts and arts-making processes (art) 	<ul style="list-style-type: none"> I know how to use materials and objects to create art I know how First Peoples use materials and objects to make art 	
Content (Language Arts)	<ul style="list-style-type: none"> Story structure of story (LA) 	<ul style="list-style-type: none"> I know how to use materials and objects to show, tell and write a story 	
Content (Social Studies)	<ul style="list-style-type: none"> ways in which individuals and families differ and are the same people, places, and events in the local community, and in local First Peoples communities 	<ul style="list-style-type: none"> I know what makes my family unique I know what makes families different from each other I know how to use materials and objects to show: <ul style="list-style-type: none"> Who my family is Where my family is from What events or traditions are special to my family What events or traditions are special to my community 	
Curricular Competency (Science)	<ul style="list-style-type: none"> Planning and conducting <ul style="list-style-type: none"> effects of pushes/pulls on movement Make exploratory observations using their senses Questioning and predicting <ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world Processing and analyzing data and information <ul style="list-style-type: none"> Discuss observations Represent observations and ideas by drawing charts and simple pictographs 	<ul style="list-style-type: none"> I can show what happens to different objects when they are pushed or pulled I can share what happens to objects when they are pushed or pulled on different materials I can share what happened by using my senses I can be curious by asking questions about different materials, shapes and objects I can talk to others about what I see I can show that I understand by making graphs and drawings of my learning I can talk about what I am learning 	

How can we change the system? Designing with Equity in Mind



Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	<ul style="list-style-type: none"> Optimizing individual choice and autonomy 	Objective	<ul style="list-style-type: none"> giving students choice and control over what they are learning about (e.g. content, examples used) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<ul style="list-style-type: none"> Optimizing relevance, value & authenticity 	Objective	<ul style="list-style-type: none"> making learning relevant to the student's lives and connecting it to real world problems that are important to the students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<ul style="list-style-type: none"> Minimize threats & distractions 	Objective	<ul style="list-style-type: none"> reducing distractions in the classroom and building a safe place for students to take risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Provide options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	<ul style="list-style-type: none"> Heighten Salience of goals and objectives 	Objective	<ul style="list-style-type: none"> clearly communicating learning goals/ intentions and why tasks and activities matter 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> Vary demands and resources to optimize challenge 	Objective	<ul style="list-style-type: none"> scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> Foster collaboration and community 	Objective	<ul style="list-style-type: none"> building a community where learners work together by teaching collaboration and group work skills 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> Increase mastery-oriented feedback 	Objective	<ul style="list-style-type: none"> providing ongoing formative feedback that is relevant, clear, accessible and timely 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation 	Objective	<ul style="list-style-type: none"> helping students set learning goals that build confidence and help them take ownership of their learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<ul style="list-style-type: none"> Facilitate personal coping skills and strategies 	Objective	<ul style="list-style-type: none"> teaching how to manage emotional responses & about healthy emotional responses and interactions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<ul style="list-style-type: none"> Develop self-assessment and reflection 	Objective	<ul style="list-style-type: none"> by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our UDL Team Target Goal is:						

UDL Language: Representation		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Representation	Goal Area	Sharing "what" students are learning			
1	Provide options for perception	Goal	We can present new information to students so that they understand it by:	We can do this!	We want to keep working on this!	This is our next step!
1.1	<ul style="list-style-type: none"> Offer ways of customizing the display of information 	Objective	<ul style="list-style-type: none"> Sharing information in formats that are flexible 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<ul style="list-style-type: none"> Offer alternatives for auditory information 	Objective	<ul style="list-style-type: none"> Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<ul style="list-style-type: none"> Offer alternatives for visual information 	Objective	<ul style="list-style-type: none"> Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Providing options for language and symbols	Goal	We can share different options/ examples of language and symbols to support student understanding by:	We can do this!	We want to keep working on this!	This is our next step!
2.1	<ul style="list-style-type: none"> Clarify vocabulary and symbols 	Objective	<ul style="list-style-type: none"> Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<ul style="list-style-type: none"> Clarify syntax and structure 	Objective	<ul style="list-style-type: none"> Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<ul style="list-style-type: none"> Support decoding of text, mathematical notation and symbols 	Objective	<ul style="list-style-type: none"> Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<ul style="list-style-type: none"> Promote understanding across languages 	Objective	<ul style="list-style-type: none"> Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<ul style="list-style-type: none"> Illustrate through multi media 	Objective	<ul style="list-style-type: none"> Using multi-media to support understanding (videos, graphics, activities) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3	Provide options comprehension	Goal	We can provide options to help students understand new information by:	We can do this!	We want to keep working on this!	This is our next step!
3.1	<ul style="list-style-type: none"> activate or supply background knowledge 	Objective	<ul style="list-style-type: none"> building prior knowledge before teaching new information 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	<ul style="list-style-type: none"> Highlight patterns, critical features, big ideas and relationships 	Objective	<ul style="list-style-type: none"> Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	<ul style="list-style-type: none"> Guide information processing and visualization 	Objective	<ul style="list-style-type: none"> Including learning tasks that allow students to process new information (e.g. summarizing, categorizing, prioritizing) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	<ul style="list-style-type: none"> Maximize transfer and generalization 	Objective	<ul style="list-style-type: none"> Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our UDL Team Target Goal is:

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UDL Language: Expression		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Action & Expression	Goal Area	Sharing and representing new information for student learning			
4	Providing options for physical action	Goal	We can provide options for students to communicate using tools and assistive technology by:	We can do this!	We want to keep working on this!	This is our next step!
4.1	<ul style="list-style-type: none"> Vary the methods for response and navigation 	Objective	<ul style="list-style-type: none"> providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<ul style="list-style-type: none"> Optimize access to tools and assistive technologies 	Objective	<ul style="list-style-type: none"> providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Provide options for expression and communication	Goal	We can provide options for students to show what they know & communicate their learning by:	We can do this!	We want to keep working on this!	This is our next step!
5.1	<ul style="list-style-type: none"> Use multi-media for communication 	Objective	<ul style="list-style-type: none"> teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<ul style="list-style-type: none"> Use media tools for construction and composition 	Objective	<ul style="list-style-type: none"> offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<ul style="list-style-type: none"> Build fluencies with graduated levels of support of support for practice and performance 	Objective	<ul style="list-style-type: none"> supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provide options for executive functions	Goal	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:	We can do this!	We want to keep working on this!	This is our next step!
6.1	<ul style="list-style-type: none"> Guide appropriate goals setting 	Objective	<ul style="list-style-type: none"> guiding students through reflection, self-assessment and goal setting with curricular and core competencies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<ul style="list-style-type: none"> Support planning and strategy development 	Objective	<ul style="list-style-type: none"> modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<ul style="list-style-type: none"> Enhance managing information and resources 	Objective	<ul style="list-style-type: none"> teaching students to organize their evidence of learning and determine their best examples of learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<ul style="list-style-type: none"> Enhance capacity for monitoring progress 	Objective	<ul style="list-style-type: none"> using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our UDL Team Target Goal is:						

Guiding Unit Question:

Lesson Goal(s):

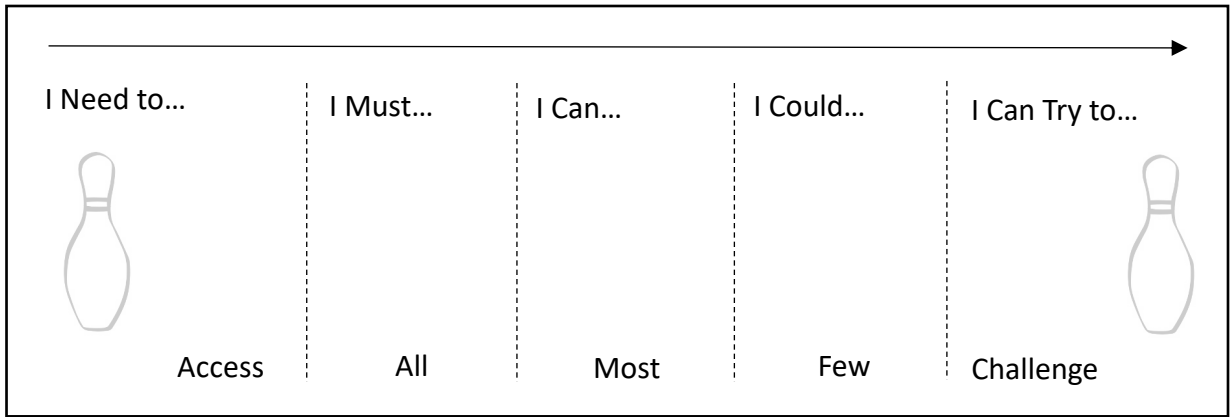
Date

Connecting Activity:

Supports & strategies needed

Mini Lesson:

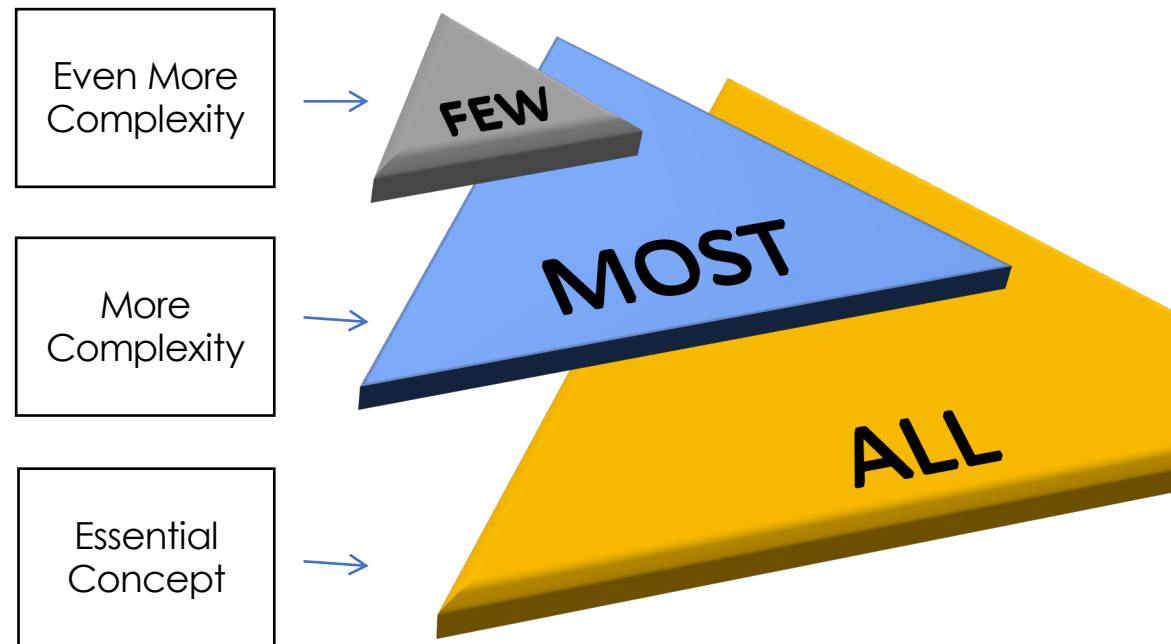
Processing Task:



Transforming & Personalizing Activity:

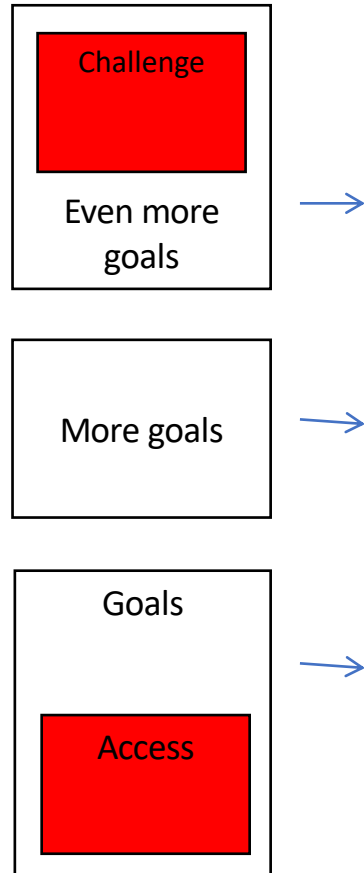


The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

Creating Access AND Challenge



Science Grade 2

Example Unit & Lesson Plan

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)	
Our Guiding Unit Question: How does water impact living things in the environment?		Kid Friendly: What is water ? Why is water important to living things ?	
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.		Kid friendly goals: I can investigate water I know that water is important to living things and the environment	
Competency: We can be cultural and global citizens Numeracy: We can collect data Numeracy: We can communicate our learning Literacy: We can use strategies to help us understand text			
Important vocabulary to know and use:			
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text	

Guiding Unit Question: **How does water impact living things in the environment?**

Lesson Goal(s):

I can investigate water

I know that water is important to living things and the environment

Date:

Supports

Connecting Activity: picture// word sort - vocabulary

Mini Lesson: building mind maps

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Find the water on a picture of the Earth	Label the 2 different kinds of water	Organize examples of bodies of water - Fresh - salt	Choose a habitat - Add examples of living things that live in there	Choose a different habitat - Add examples of living things that live in there
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity:
Connect 1/Connect 2



How does **water** impact **living things**?



Our Goal Today!

I can learn about **water**

Important Words

wetlands

stream

underground water

Indian Ocean

glacier

salt water

Arctic Ocean

river

dug out/ pond

Pacific Ocean

Earth

fresh water

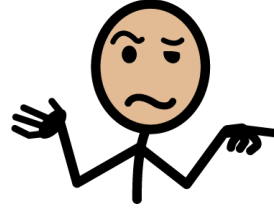
lake

Atlantic Ocean

Southern Ocean



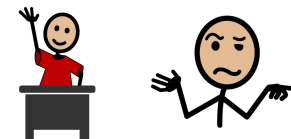
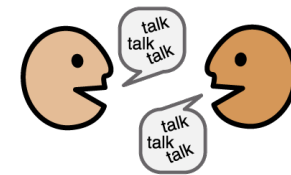
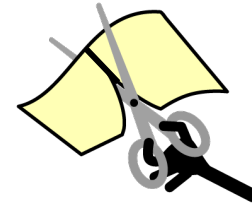
I know these words!

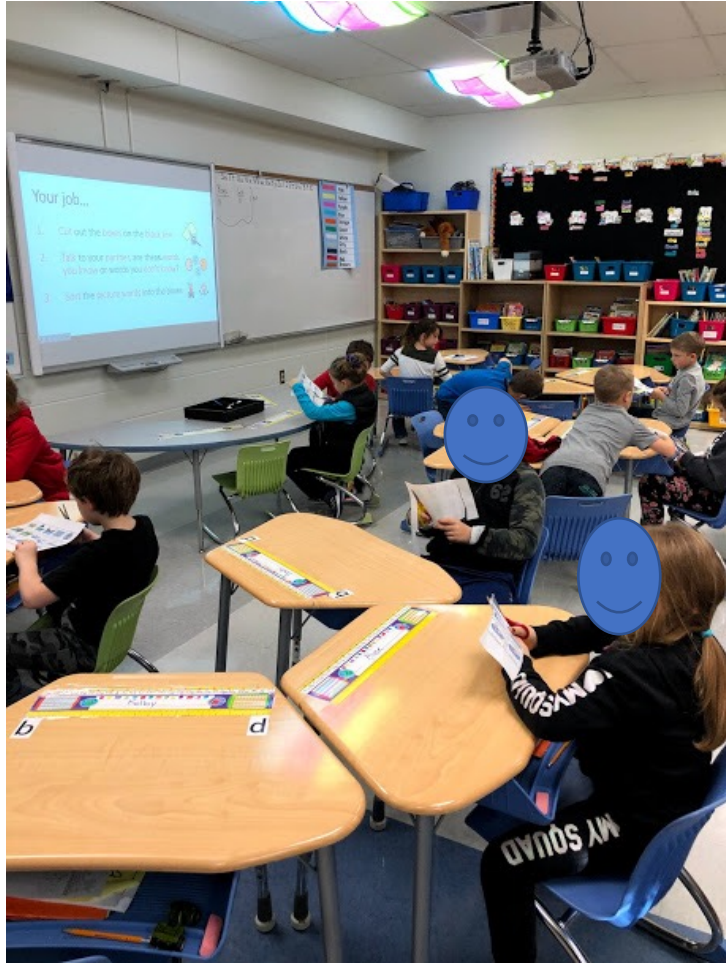
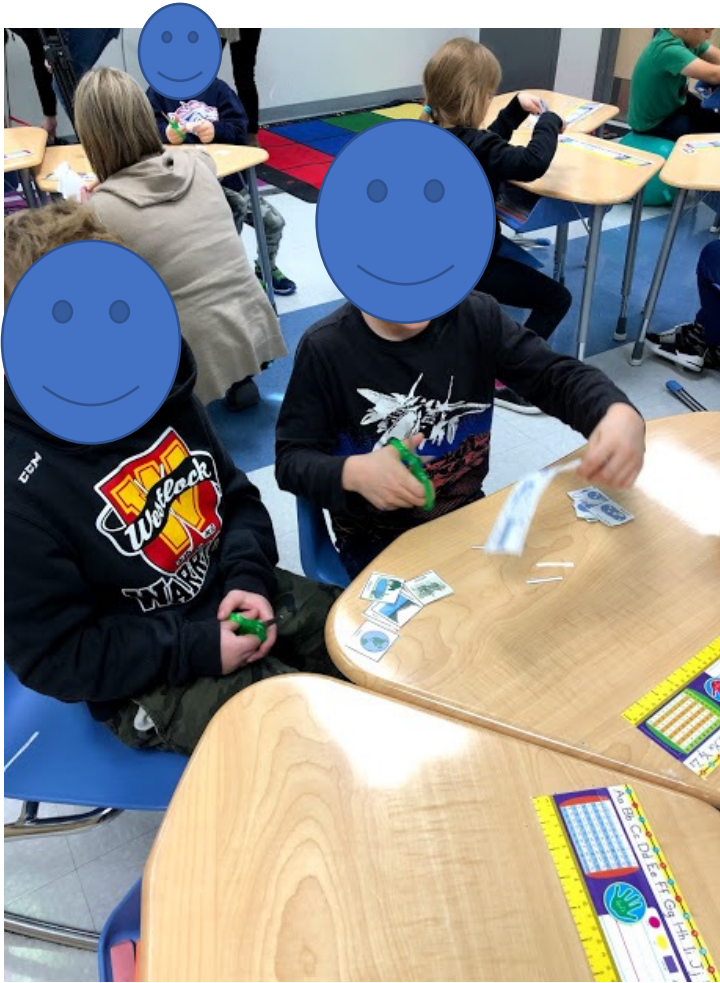


I'm not sure about these words.

Your job...

1. Cut out the boxes on the black line
2. Talk to your partner, are these words you know or words you don't know?
3. Sort the picture words into the boxes





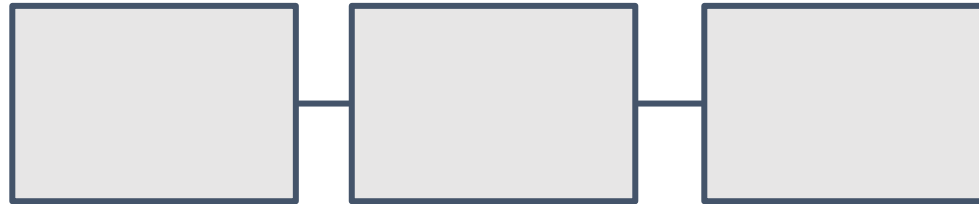


What can we learn about
water?

Video

What can we learn about water?

Names: _____



Learning Target: I can learn about **water**

Start Together

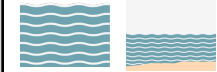
NEED

Choose the picture that shows the **BIG IDEA**



MUST

Choose the pictures that show the **different kinds of water on the Earth**



CAN

Choose the pictures that show **examples of water on the Earth**



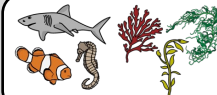
COULD

Sort the pictures into **fresh water** and **salt water** examples



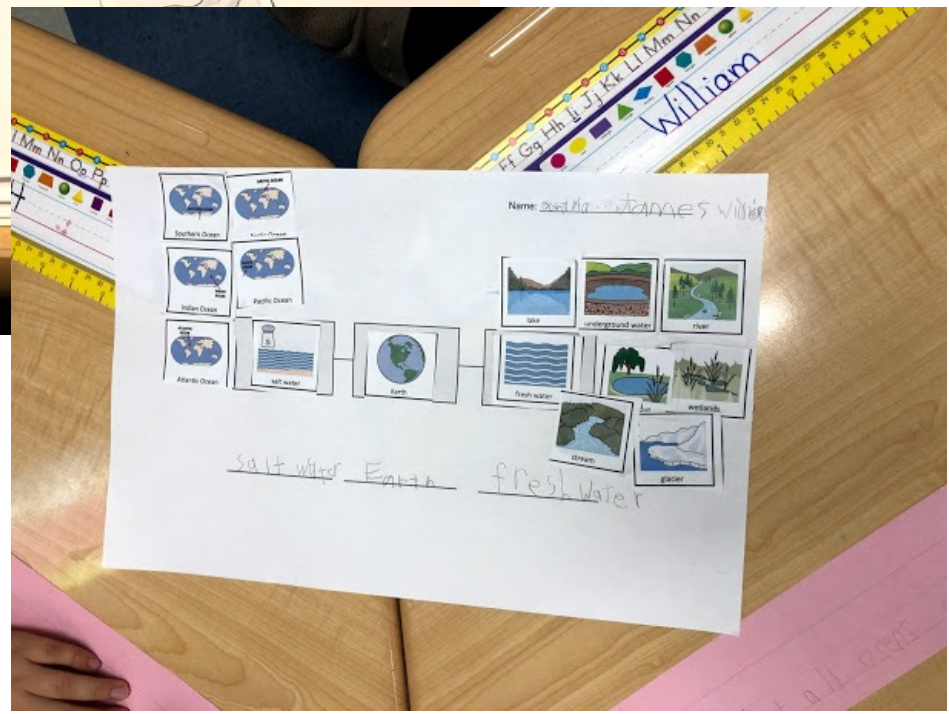
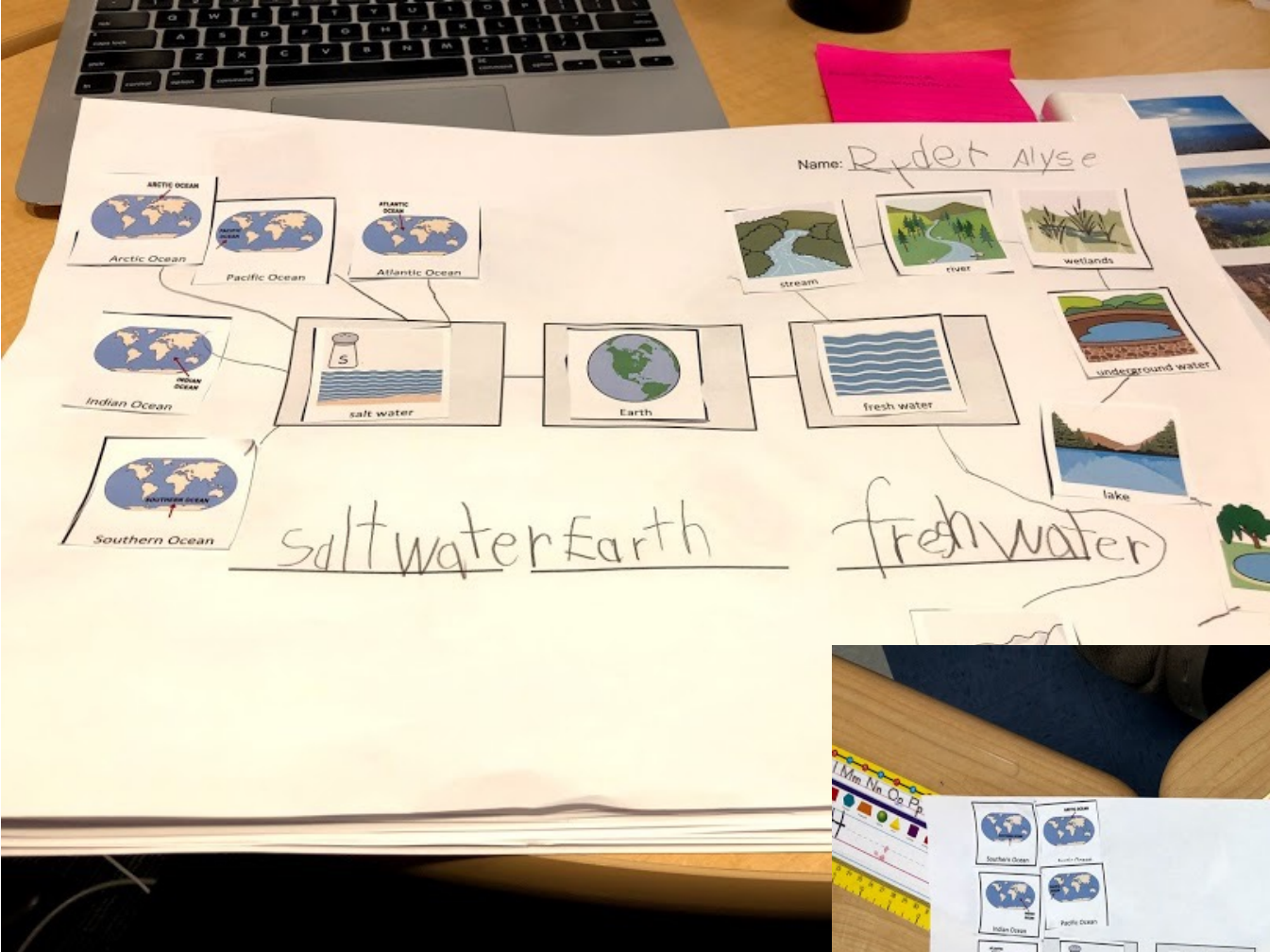
TRY

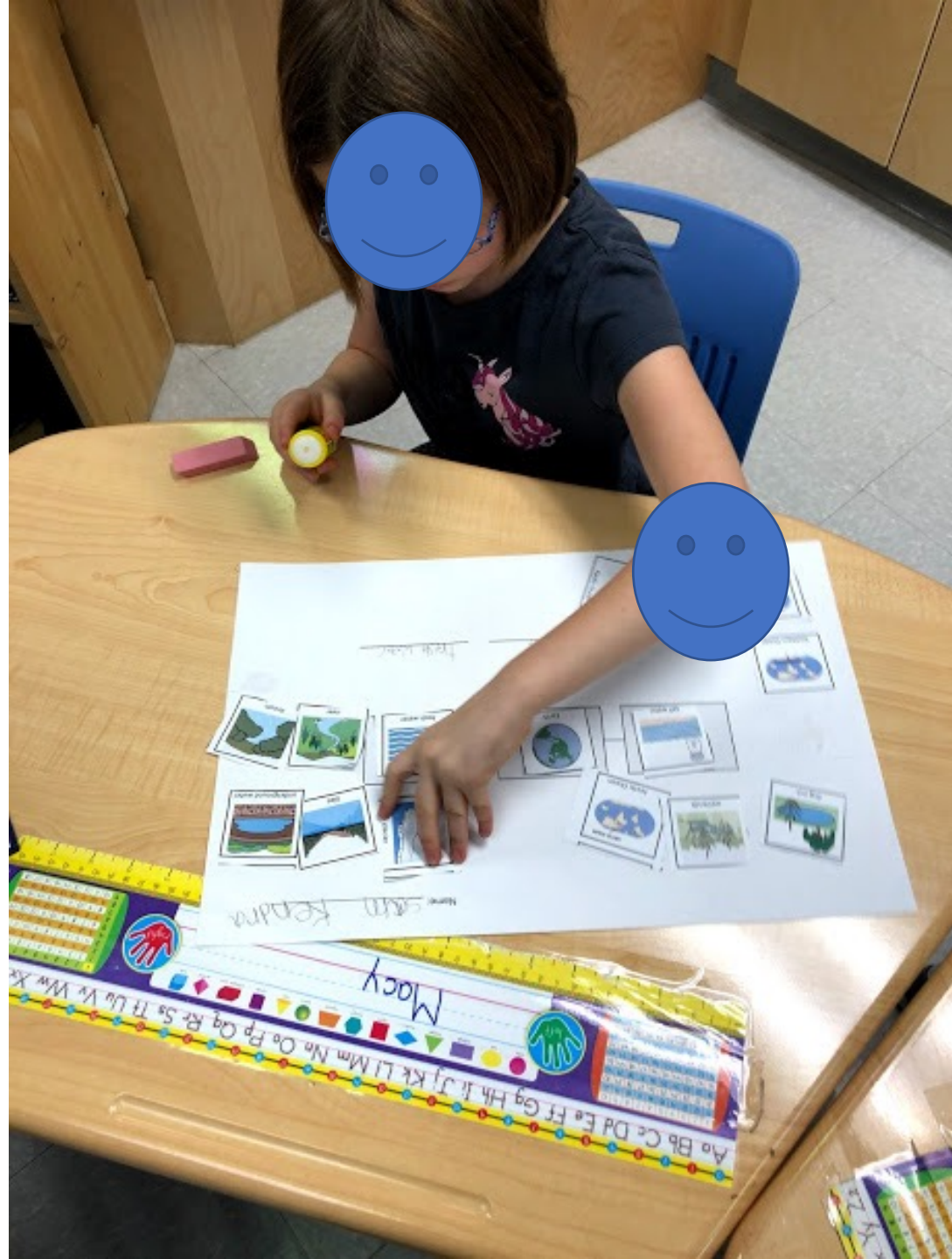
Find **examples** of things that live in fresh and salt **water habitats**



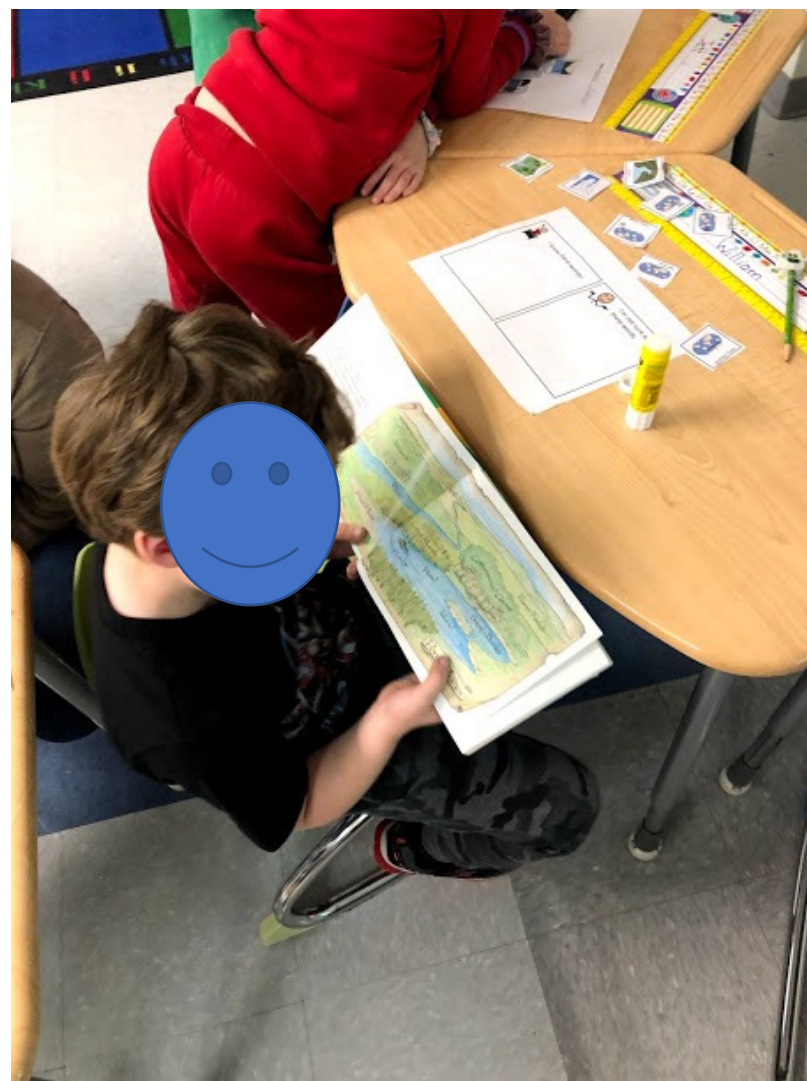
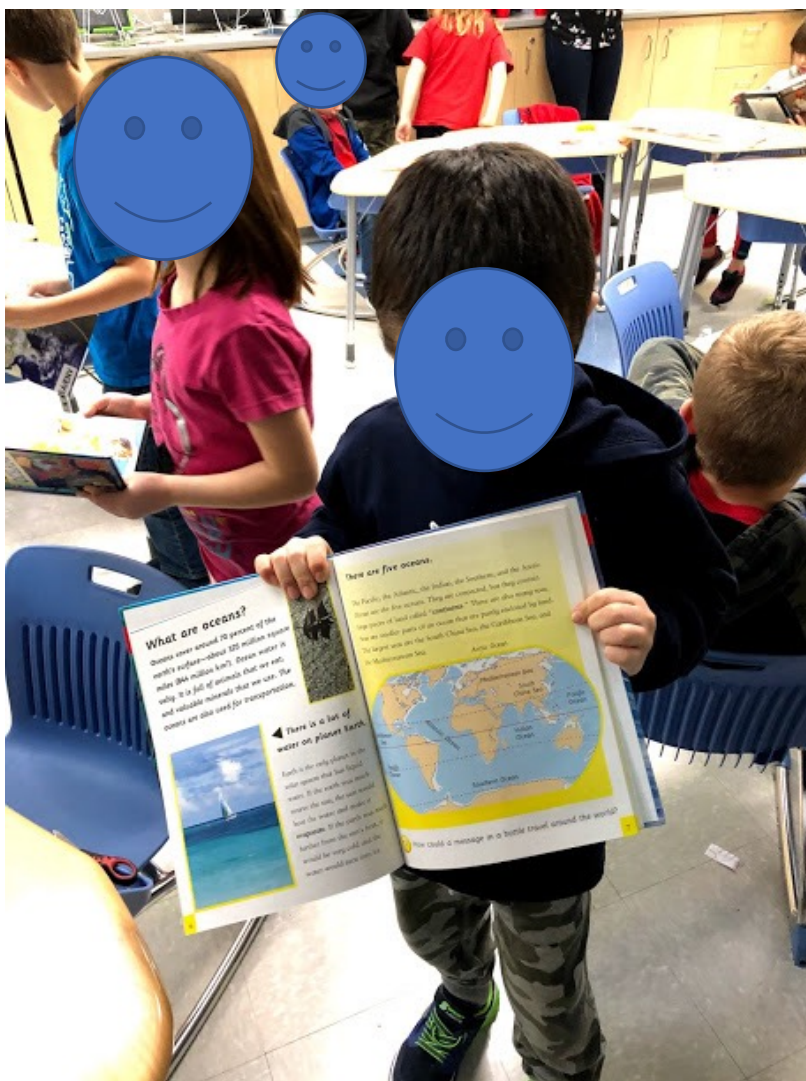
Go as far as you can!











Learning Target: I can learn about water

Start Together

- SHOULD**
- MUST**
- CAN**
- COULD**
- WOULD**

Go as far as you can!

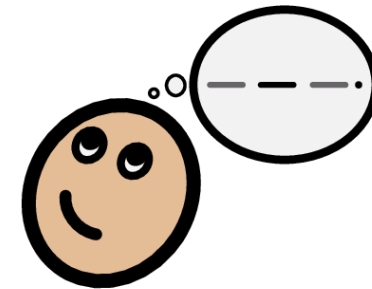
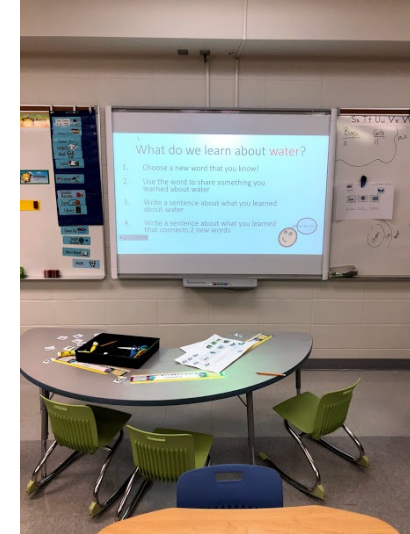
- Choose the picture that shows the **BIG IDEA**
- Choose the pictures that show the **different kinds of water** on the Earth
- Choose the pictures that show **examples of water** on the Earth
- Sort the pictures into **fresh water** and **salt water** examples
- Find **examples** of things that live in **fresh** and **salt water habitats**

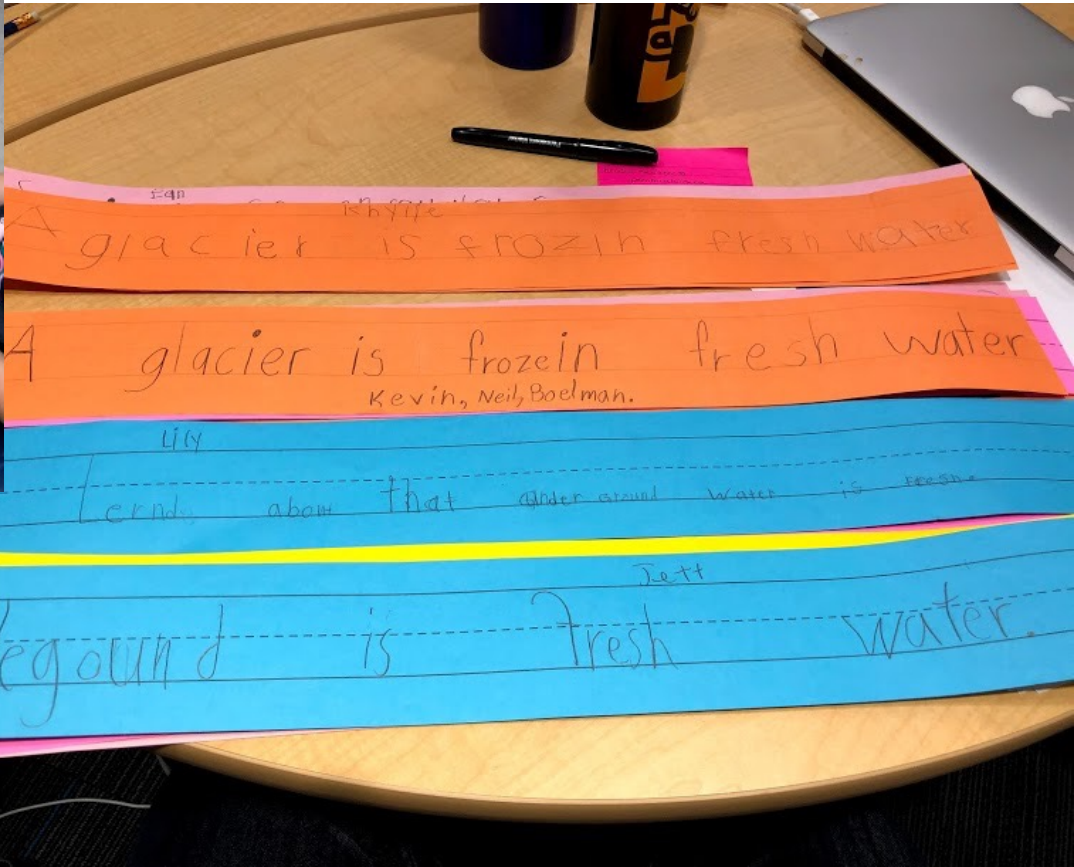
www.ck12.org



What did we learn about water?

1. Choose a new word that you know!
2. Use the word to share something you learned about water
3. Write a sentence about what you learned about water
4. Write a sentence about what you learned that connects 2 new words





What is a takeaway
from this example?

What other UDL
principles are you
noticing?

English Grade 8

Example Unit & Lesson Plan

Backward Design Unit Planning Template: Building the Curricular Plane

Grade:	Subject Area(s):	Planning Team:
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Content Goal	I know oral language features and strategies I know elements of visual and graphic texts	
Curricular Competency Goal	I can construct meaningful connections between self, text and world	
Curricular Competency Goal	I can synthesize ideas from a variety of sources to build understanding	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
Curricular Competency Goal	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

Guiding Unit Question: How can I be active citizen? How can I use a TED Talk to share a message that is important to me?

Guiding Unit Question: How can I be active citizen? How can I use a TED Talk to share a message that is important to me?

Lesson Goal(s): I know oral language features and strategies
I know elements of visual and graphic texts

Date

Connecting Activity: What is an active citizen (look/sounds), review vocabulary

Supports

- Proximity to N, scribe, strategic group members, check in, reassurance, redirection to prompts, task break down,
- Strategic locations, groups of 2 or 3, translated videos,
- Visuals, vocab review,
- Modeling, interesting ted talk,
- Pre teach vocabulary
- power point/ document camera
- Interesting ted talks
- Youth speakers
- Not too long videos
- About relevant issues

Mini Lesson: What makes a POWERFUL TED talk?

Model task with first 5 minutes of a Ted Talk

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose a Ted Talk and watch it. Figure out what the the speaker's message is	Make a list about what the speaker does to keep you engaged. What does it look like, sound like feel like? What makes it powerful	Choose a differnt Ted talk - Follow the same process	Give feedback to the speaker on what they do well, and one thing that you think they could improve on	Respond to the ted talk with a connection, a question or an opinion about their message
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Exit slip – If you were going to make a POWERFUL Ted Talk, what are something you would do? What would be a topic you would talk about?

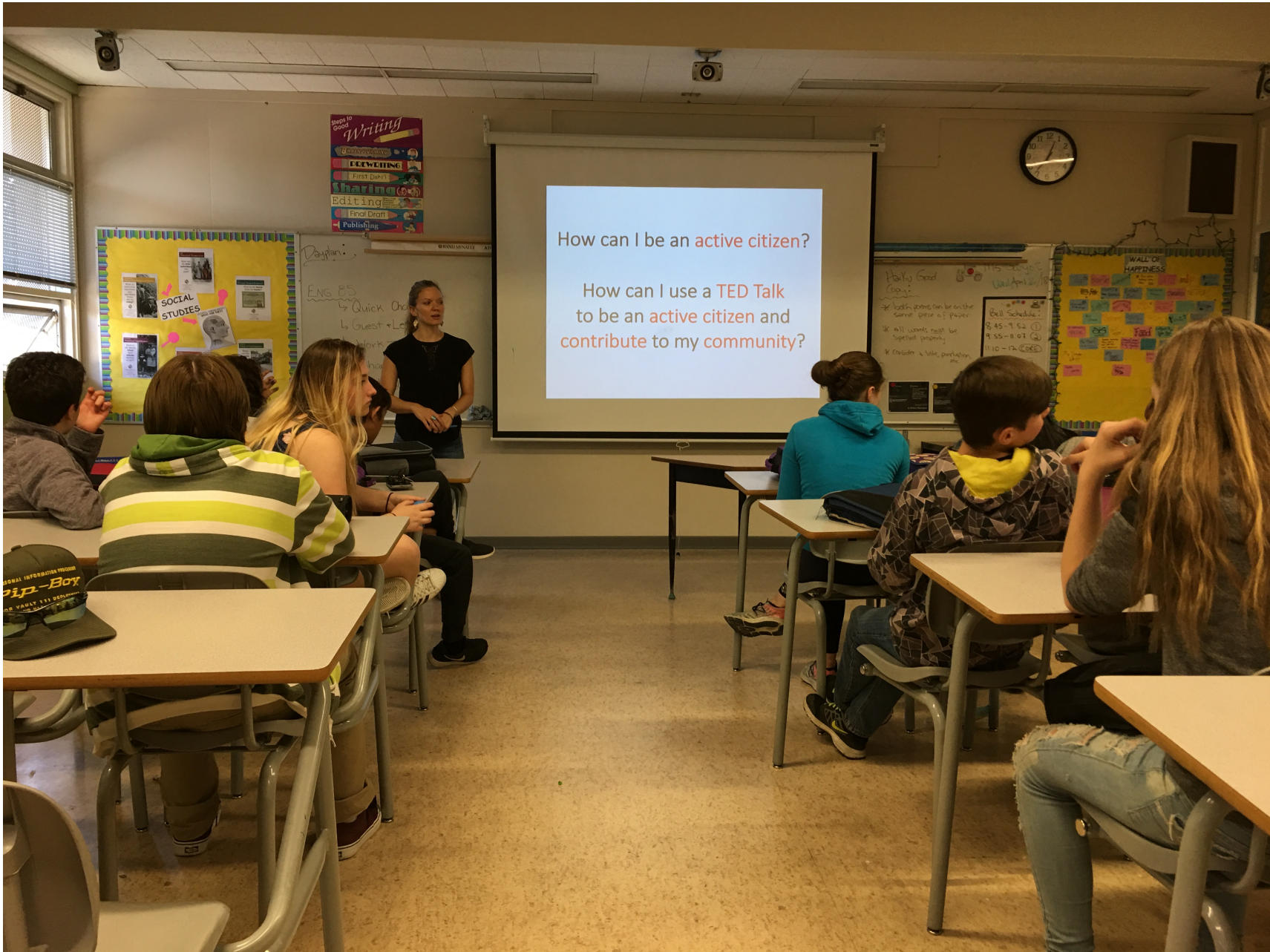
Lesson

How can I be an **active citizen**?

How can I use a **TED Talk**
to be an **active citizen** and
contribute to my **community**?

- **active citizen**
- **TED Talk**
- **contribute**
- **community**

What do you think we
are going to learn
about today?



Goals: I know what
makes a powerful TED
talk

What makes a POWERFUL TED talk?

Start here!

Go as far as you can

I NEED to

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

I MUST

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

I CAN

- analyze another QR code

I COULD



- make a connection, question or opinion about the Ted Talk

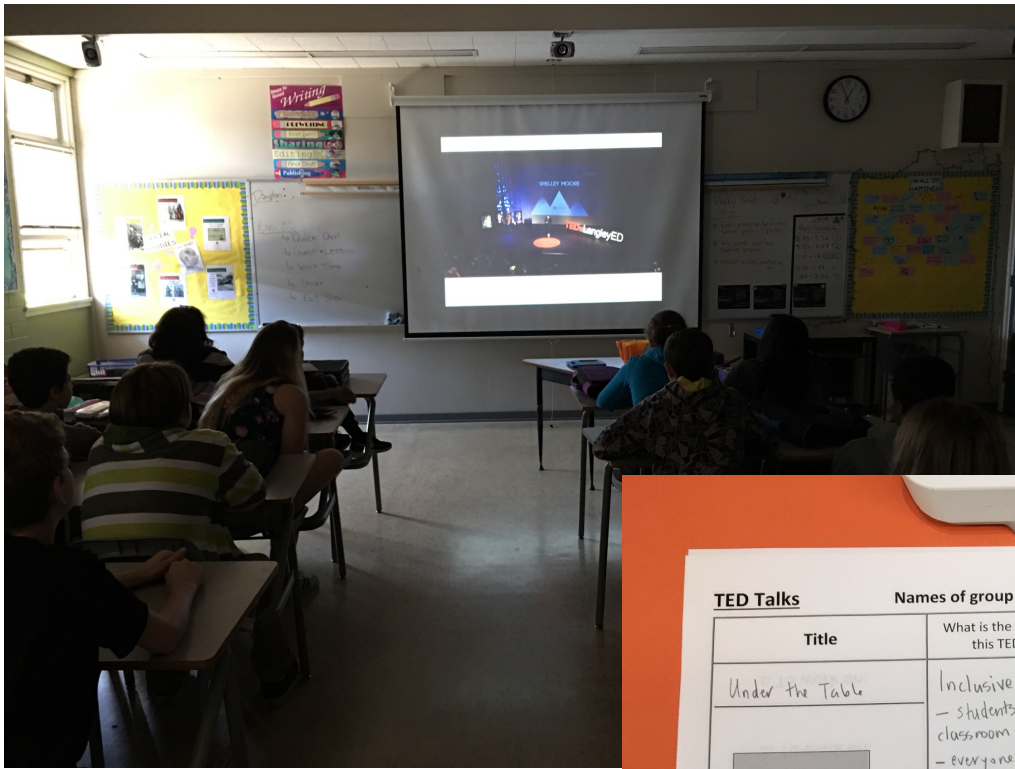
I CAN TRY TO

- offer some feedback to make the TED talk better

TED Talks

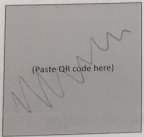
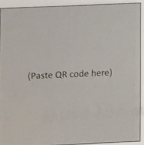
Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
Under the Table 				
 (Paste QR code here)				



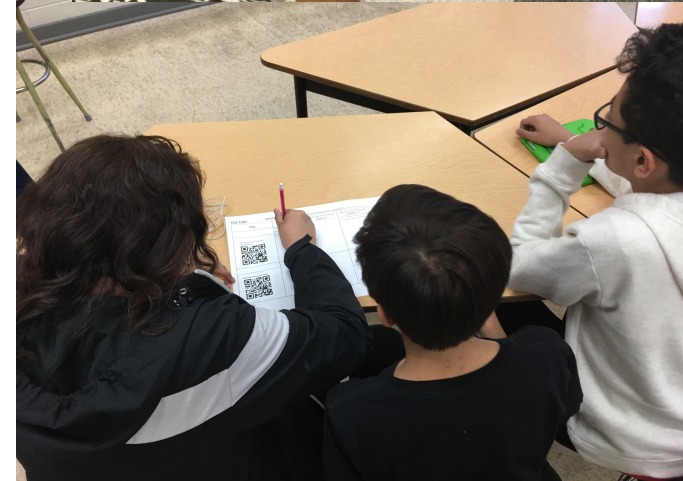
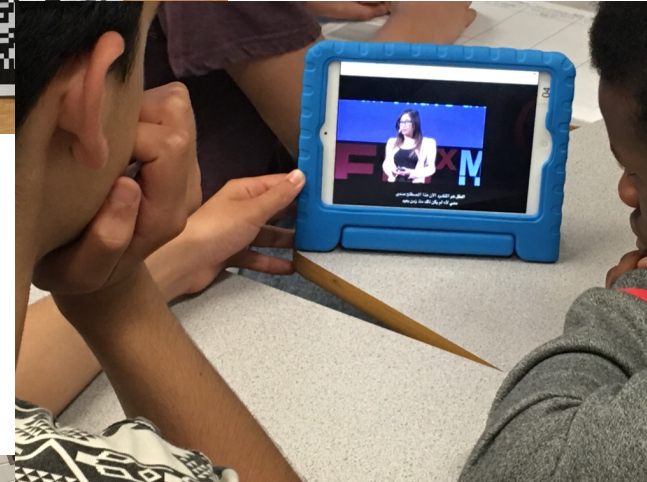
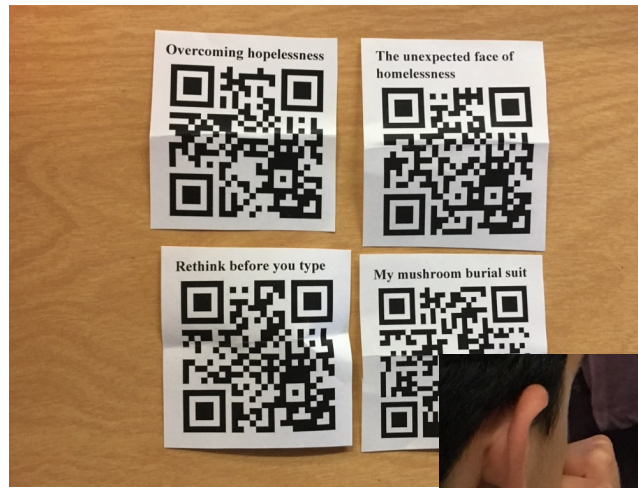
TED Talks

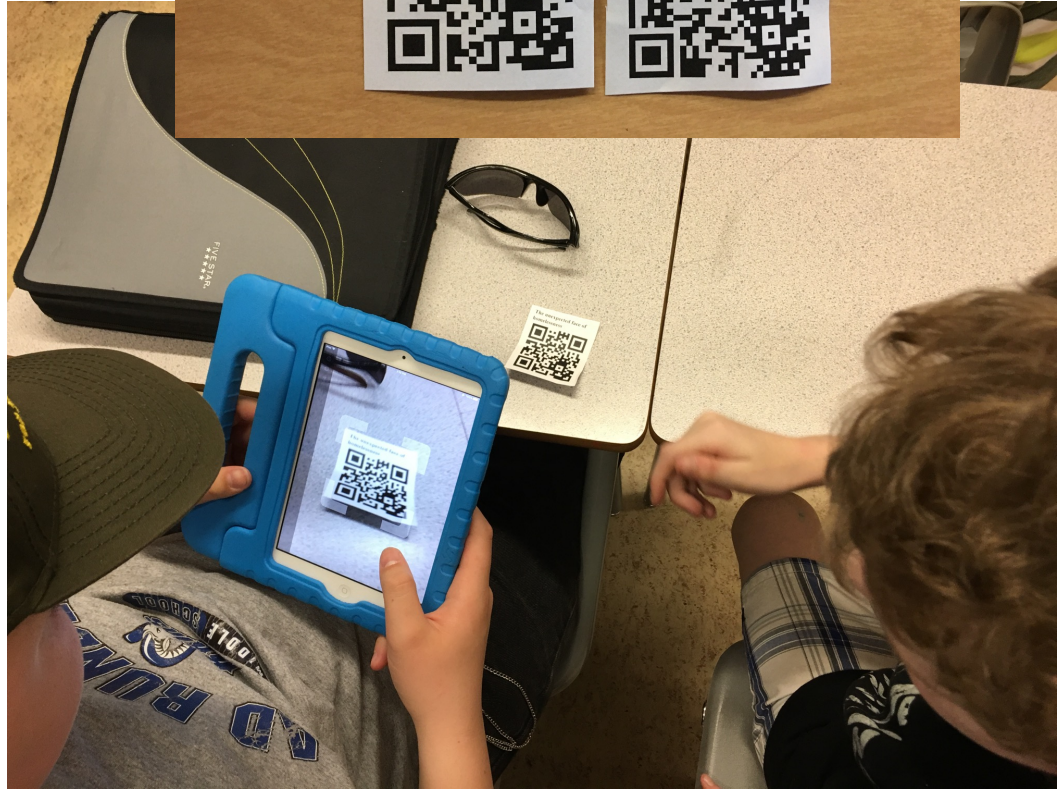
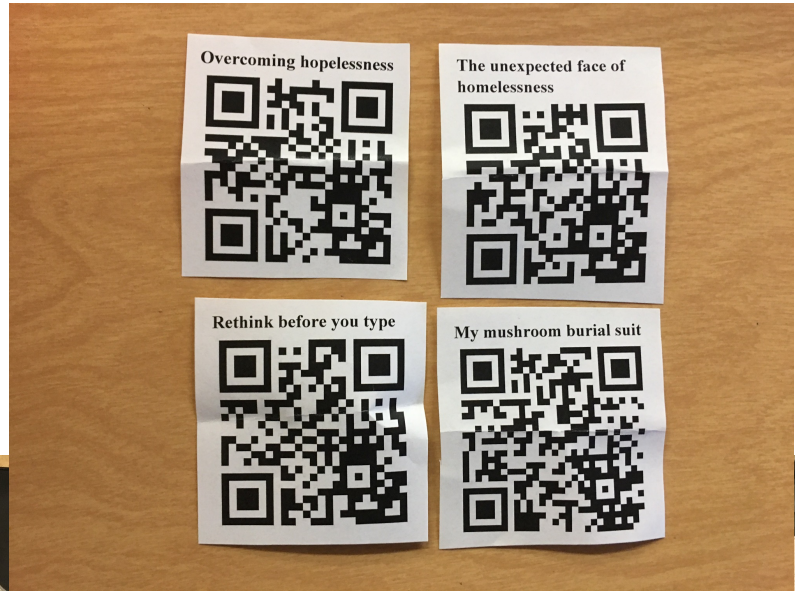
Names of group members: _____

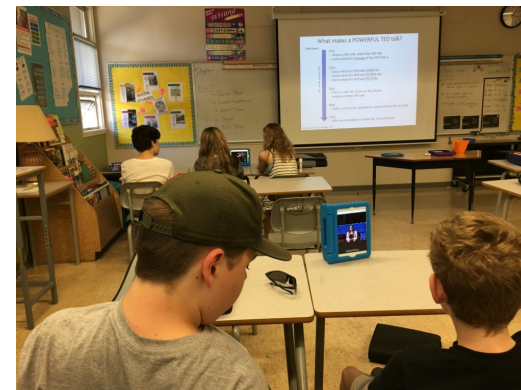
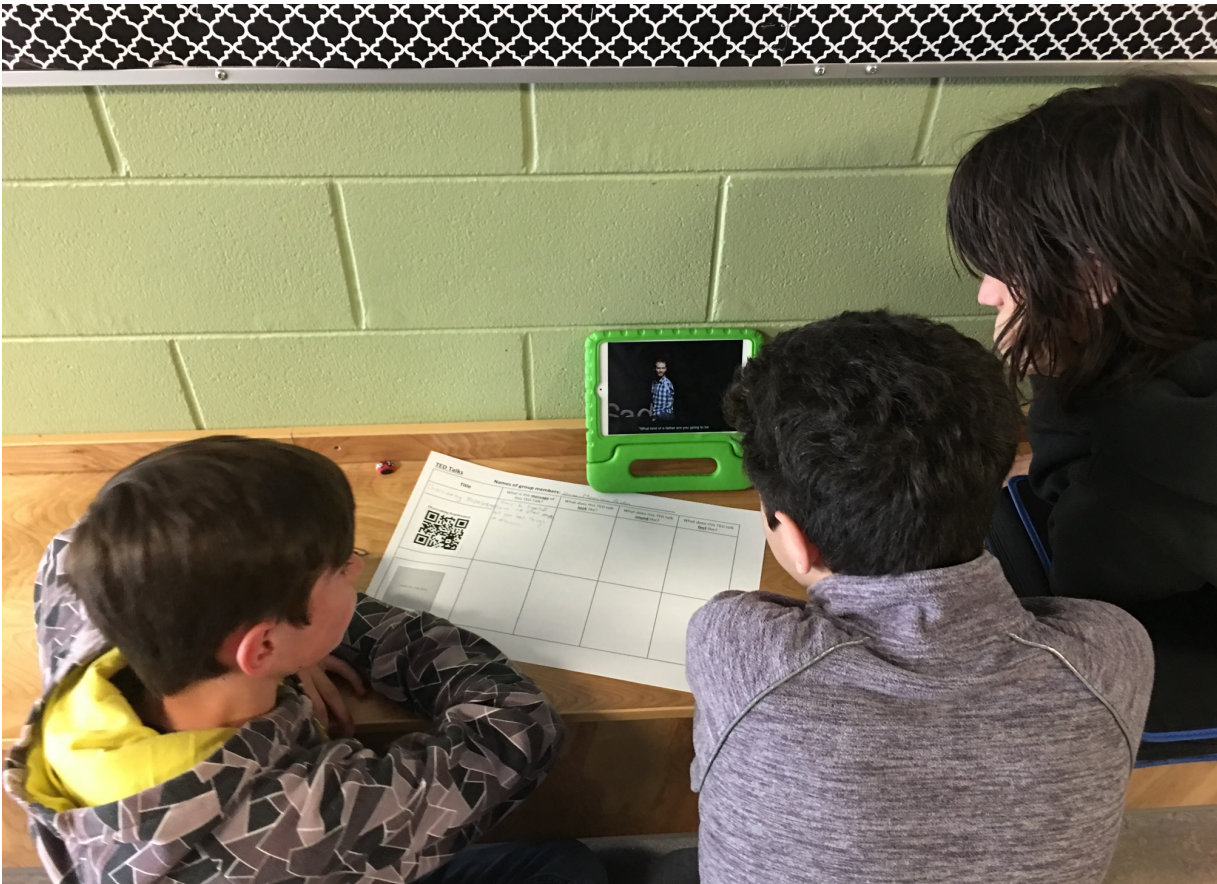
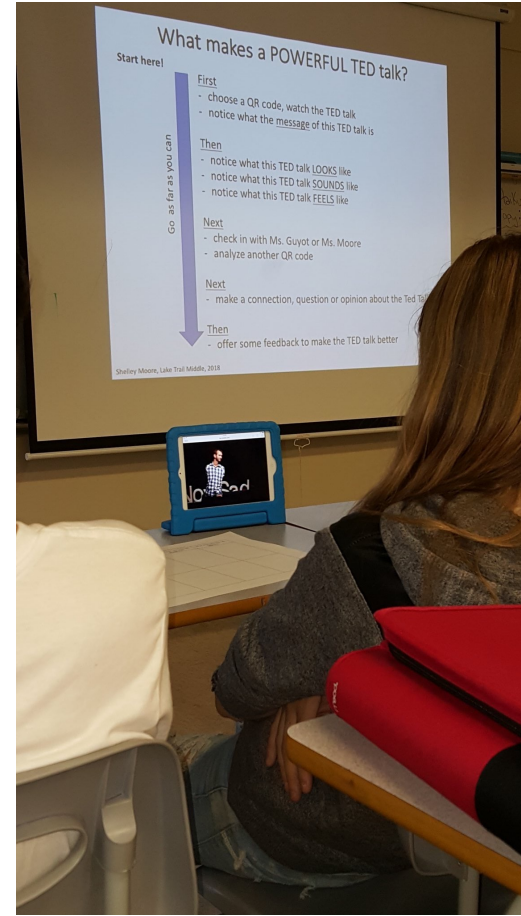
Title	What is the message of this TED Talk?	What does this TED talk look like?	What does this TED talk sound like?	What does this TED talk feel like?
Under the Table 	Inclusive Education - students in all classrooms - everyone can learn	Red dot → stay in one place pressed up formal-stage lighting - but room was dark gestures pictures/visuals colours - red not a script	funny jokes not just read conversational natural some "umms" are ok story	passionate inspiring knowledgeable connected
				

Supports

- Group work
- iPads
- QR codes
- Subtitles/translations
- Someone can be the recorder
- Someone can be a drawer

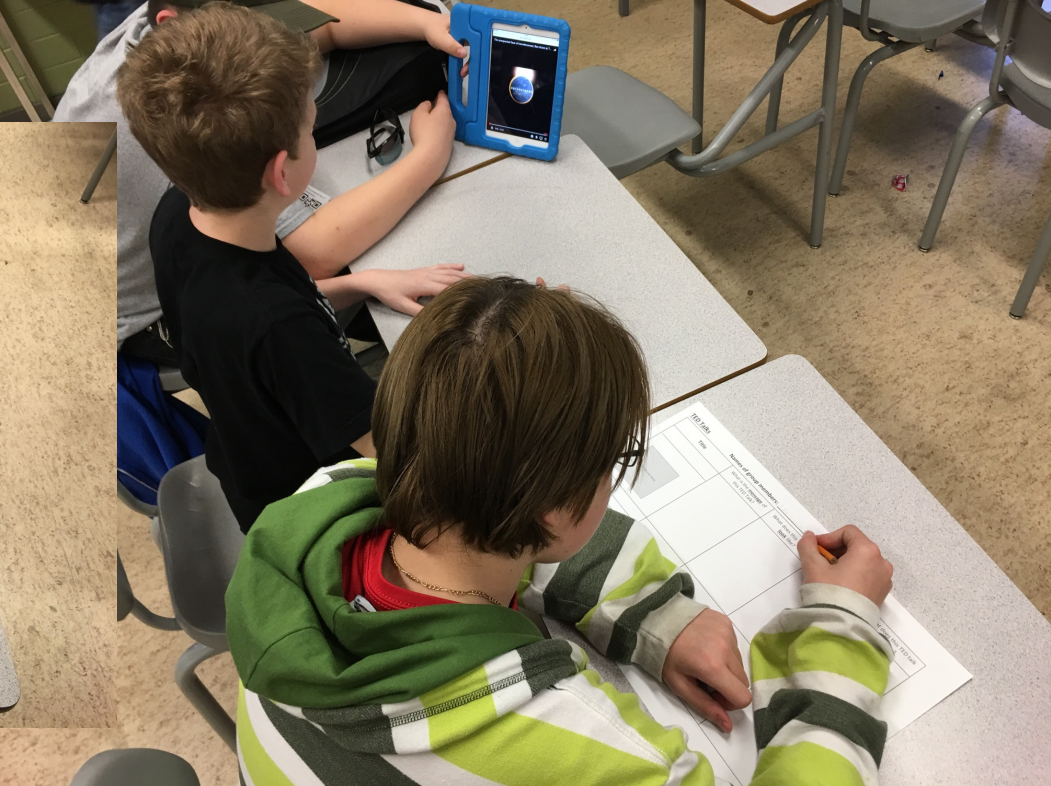
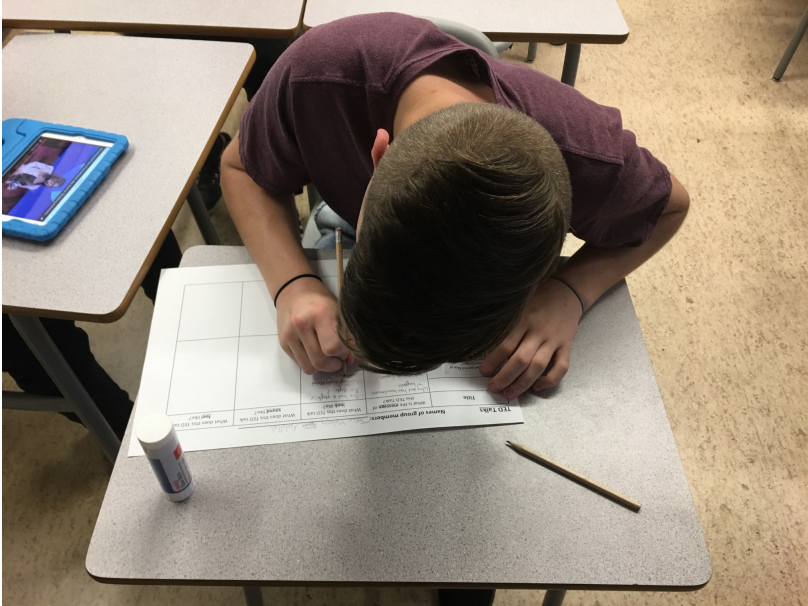






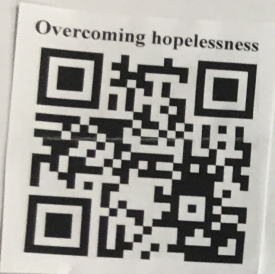
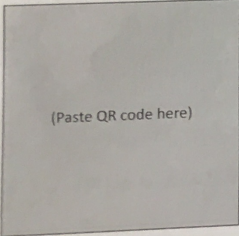
senza, Gibert

his TED talk like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
	-she sounds really confident to what shes talking	





TED Talks

Names of group members: Eugene A, Savannah, Nyah

Title	What is the message of this TED Talk?	What does this TED talk look like?	What does this TED talk sound like?	What does this TED talk feel like?
<p>Overcoming hopelessness</p> 	<p>- Everyone Matters and life special</p>	<p>- No Arms & legs</p>	<p>- Sad</p>	<p>- Depressed</p>
 <p>(Paste QR code here)</p>				

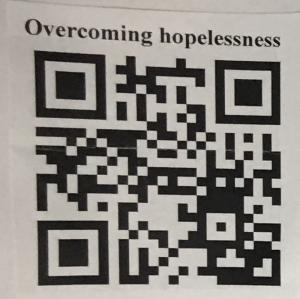
TED Talks

Names of group members: Adrian, Lasenza, Gibert

Title	What is the message of this TED Talk?	What does this TED talk look like?	What does this TED talk sound like?	What does this TED talk feel like?
<p>The unexpected face of homelessness</p> 	<p>-She bought the homeless guy a shoes and she didn't know the homeless stole the shoes" - she talked about how homeless she was and she didn't have many friends. -Never judge people by there cover</p>	<p>-The screen in the back was quite says "I bought him those shoes because he didn't have any" -Showing a bunch picture</p>	<p>-She sounds really confident to what shes talking - it's sounds like she knows what she's doing</p>	<p>-She makes you feel so inspired -it made you somewhat emotional -never judge people by there cover</p>
<p>Rethink before you type</p> 				


TED Talks

Names of group members: Quinn, Morrison, Aiden

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Overcoming Hopelessness</p> 	<p>- Always be hopeful - Even if other people tell you bad things or discouraging things - Everyone has value</p>	<p>- Dark - On a table - no limbs - screen behind him</p>	<p>- Inspiring - emotional - Powerful - Brave - Loud - strong - alone</p>	<p>- Inspiring - emotional - Powerful - Sad - like you are the only one there</p>
<p>(Paste QR code here)</p>				


TED Talks

Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Rethink before you type</p> 	<p>Rethink about what you say</p> <p>How we need to think what we say, what we do, or post</p>	<p>visuats young relavant red dot</p> <p>Presentable</p> <p>Dark room</p> <p>easy to focus</p>	<p>young</p> <p>Smart</p> <p>calming</p> <p>Clapping</p> <p>Cheering</p> <p>clearly speaking</p>	<p>inspiring</p> <p>astonishing</p> <p>life changing</p> <p>upsetting</p>
<p>(Paste QR code here)</p>				


TED Talks

Names of group members: Chris, Owen, Patrick

Title	What is the message of this TED Talk?	What does this TED talk look like?	What does this TED talk sound like?	What does this TED talk feel like?
<p>The unexpected face of homelessness</p> 	<p>The message of this TED talk is that if we keep imagining the stereotypical homeless person how many youths will reach out with this problem. you are more than what you own. home and family is important. have a home.</p>	<p>Rough living</p> <ul style="list-style-type: none"> - Logo - pictures - colourful - successful - fancy, professional - confident - the 	<ul style="list-style-type: none"> - she has an accent - clear - confident 	<ul style="list-style-type: none"> - feels - believed in herself - stage fright - nervous - tired
<p>(Paste QR code here)</p>				

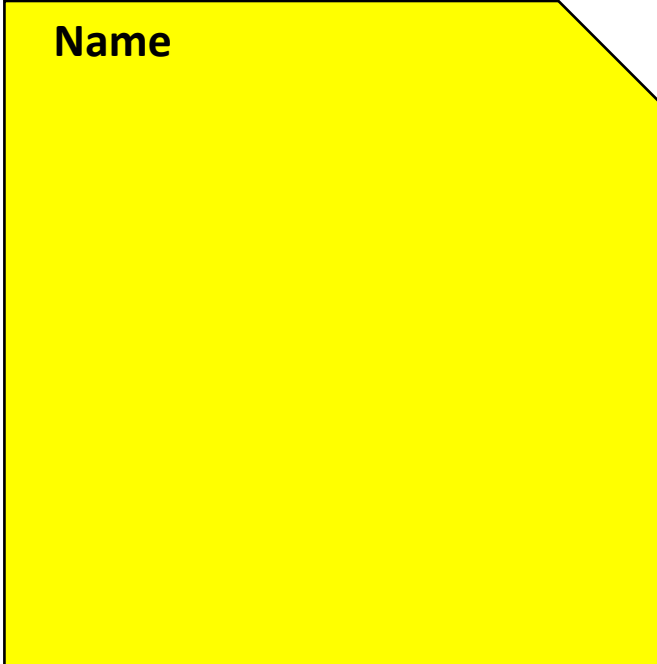
TED Talks

Names of group members: Rylee, Lane, Dart.

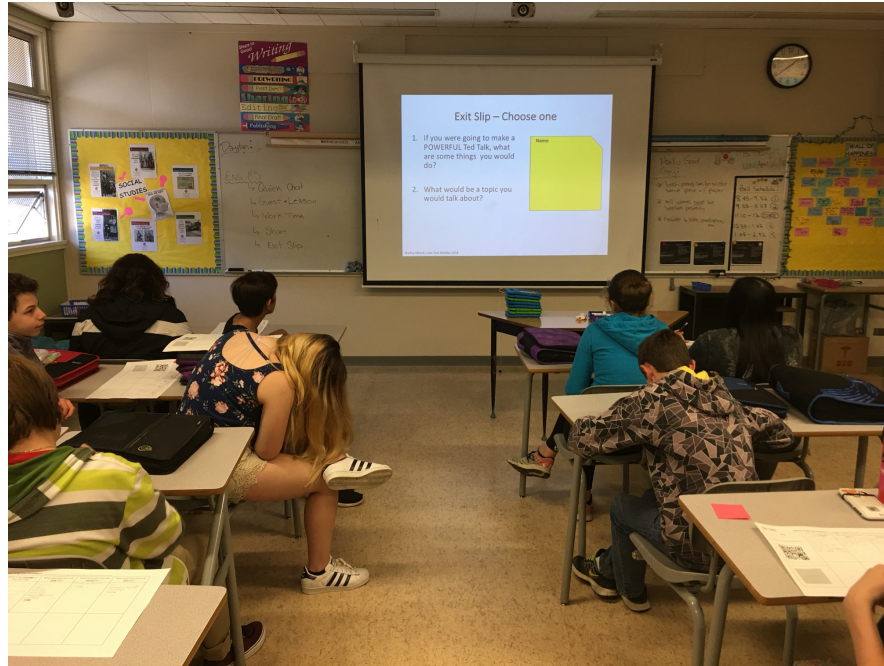
Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p><u>Overcoming Hopelessness</u></p> 	<ul style="list-style-type: none">• Don't look down on yourself.• Stay hopeful.• Don't let your looks discourage you.• There are no limits, even if you're different looking, cultured or gender.	<p>A 29 yr old with no limbs. He leaved and walked around. Dark settings. He was on a table.</p>	<p>Australian He sounded like Thor A Focused/quiet audience.</p>	<p>Hopeful Deep/heartfelt He has the background, experience/knowledge.</p>
<p>(Paste QR code here)</p>				

Exit Slip – Choose one

1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?
2. What would be a topic you would talk about?



Name



umms are ok

Calleigha:
 1. I would make it so I know all my facts, that I make clear points, make people interested
 2. My topic would be about bullying and my experiences

Patrick
 - to make people think about the topic
 - be relatable
 - teach new things

② I would make a talk similar to "Overcoming Hopelessness" about limits and being different. Whether its genders, health related differences etc.
 ① I would use words steady so they could sink in. Or change tones.

Chris
 I would be clear, loud, Enjoyable/Funny.
 A topic I would talk about is video games

My topic would be not to be sad all the time and to give people advice and to tell them to stay strong and talking about saying you're not alone and to be yourself and do thing that make you happy

1. Topic
2. Detail

Luke B.
Some things I would do would be, talk clearly, and use hand motions
my topic would be, about the effect littering has.

~~Cats, Dogs, Shark attacks~~
Meme's

My topic would be coming out because this year a lot of people is against LGBT but were still human and coming out is really scary cause it feels like theres a elephant in your chest and if you did some people can really judge you.

Owen
made you think
Hockey

I would start

You don't need a boyfriend or girlfriend to be happy

classroom
Tom
- Idea new clothes
- grab their attention
- talk clearly so they can hear me
- I would talk about a big thing that has happened in my life and how much it affect people.

Pressed up
Gilbert
- tell stories (Personal stories)
- my topic is about making mistake, telling them it's okay to make mistakes and I would tell about things I did to get over it.

metachy
Grab there attention, talk about something that they don't think about alot
Talk about something that is important
What I would I talk about
growing up I guess

Engage line
2
I would talk about how life matters and looks doesn't.
Live your life to the fullest.

2.

I'll wear good.

2. My topic would be about bullying and my experiences

- teach new things

try to relate to everyone if they feel they under stands
- who the world is being destroyed by us

Quinn Mussell
- Get a good topic
- write a powerful script
- Use powerful words and sentences
- Do lots of hand gestures to grab their attention
- Tell jokes
- Bullying

I would make a title similar to "Overcoming Hopelessness" about limits and being different. Whether its genders health related differences etc.

I would use words slowly so they could sink in or change tones.

Chris
I would be clear, loud, Enjoyable/Funny.
A topic I would talk about is video games

my topic would be not to be sad all the time and to give people advice and to tell them to stay strong and talking about saying you're not alone and to be your self and do thing that make you happy

What is a takeaway
from this example?

What other UDL
principles are you
noticing?

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

