Universal Design for Learning

Module I

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Module I

UNIVERSAL DESIGN FOR LEARNING

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Illustrated by Damián Vásquez

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# Module I: Universal Design for Learning

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TRAINING MATERIALS YOU WILL NEED

- Newspaper
- Poster board
- Construction paper
UNIVERSAL DESIGN FOR LEARNING (UDL)

WHAT IS UDL?
UDL is an approach to designing lessons that makes content and information available to all learners. It is useful for everyone, regardless of their abilities.

WHY IS UDL IMPORTANT?
• Everyone learns differently. Some people learn by listening, others learn by reading, and others learn best by interacting with objects or hands-on activities.
• Our goal is to take advantage of learners’ strengths and interests while working to meet their individual needs.
• UDL works by presenting content in multiple ways, engaging learners in different ways, and allowing them to show what they know in the best way for them.

MULTIPLE INTELLIGENCES
One reason UDL is important is because there are many different intelligences. Students may demonstrate strength in specific areas of intelligence. These represent their unique capabilities. When planning lessons, consider these individual strengths by asking yourself ways in which individual students excel and what they enjoy.

For example, which students:
• Like to move around?
• Are good with words?
• Enjoy music?
• Are good at art?
• Enjoy reading?
• Like to write?
• Are good at math?

How can you create lessons that integrate different strengths?
THREE UNDERLYING PRINCIPLES OF UDL

UDL builds on the idea of multiple intelligences by promoting learning in multiple ways. By doing this, we can tap into the individual strengths of children.

➢ Present the same information in multiple, different ways. For example, when we use both pictures and words to give the daily schedule, it means that a child who can’t read can still understand the schedule.

➢ Provide different ways for learners to show you what they know. For example, children who have difficulty with writing might express what they know by drawing a picture or acting out a story.

➢ Motivate children by using different ways they can engage in learning. For example, one child might learn best by working alone; another might learn best when they are working with a partner or in a group. Children can also learn by playing a game.

Understanding these three principles gives us ideas for planning and implementing lessons for all children.
CREATING LESSONS TO PROMOTE LEARNING IN DIFFERENT WAYS

FIND DIFFERENT WAYS TO SHOW THEM

- Present information and content in different ways.
  - Lectures and explanations
  - Computer presentations
  - Stories
  - Songs
  - Games
  - Projects
  - Activities
  - Crafts
  - Demonstrations

In this example, the teacher explains multiplication, both by writing the numbers down, and by showing concrete, physical examples of two groups of three balls and four groups of two balls.

The teacher could also give a lecture, make up a song, create a game, or design activities on the computer that require children to use these skills.

For any specific lesson, we should use several different strategies to help students understand the material. By doing this, all children have the opportunity to learn the material. For example, if a child cannot hear, we can find visual ways to communicate (e.g., communication boards or sign language).

We can also use this principle in daily routines. For example, the daily schedule (see example on page 8) not only helps us manage children’s behavior (as described in Module II of this series) but uses multiple ways of providing information (words and pictures) to help children understand what is going on each day.
2:00          Sit down/Welcome

2:10          Play a game

2:45          Read

3:30          Use the computer

4:30          Go home
GIVE THEM DIFFERENT WAYS TO BE INVOLVED – HOW THEY LEARN

• **Stimulate interest and motivation by making learning active, relevant, and fun.** Have students do something that helps them learn - for example, they can play games or do projects that require them to use academic skills such as reading, writing, math, science, etc.

• **Give them choice and independence.** Giving students opportunities to choose activities or materials helps keep them engaged in what they are doing. Remember to give choices that are consistent with what they are learning.

• **Group children in various ways for learning**
  - Independently
  - In pairs
  - In small groups

*Boy chooses to use the microscope and work alone.*

*A volunteer leads the whole group in an activity.*
GIVE THEM DIFFERENT WAYS TO SHOW YOU WHAT THEY KNOW

Let the students show you what they know by using their individual strengths, interests, and capabilities. For example, if they are good at art, let them show you what they know about a topic by creating a relevant art project.

- Make a presentation on a computer
- Make a collage
- Write a paper or poem
- Draw a picture
- Make a poster
- Sing a song
- Act it out
- Perform a dance
- Have an academic fair

Boy creating a poster about mammals.

Preschoolers showing what they have learned about vowel sounds by performing a song and dance.
REFERENCES


APPENDIX A: ACTIVITIES

MULTIPLE INTELLIGENCE GAME

**Purpose:** This game is an example of Multiple Means of Engagement and Expression. It allows participants to be out of their seats, moving around, and collaborating with each other as they share why they made their choice. It also allows learners to respond to a prompt without writing an answer or verbally responding to the given prompt.

**Materials needed:**
- Paper/Poster board with symbols/word (one per intelligence)

**How to play:**
1. Create symbols/words that represent the different intelligences.
2. Place these around the room in different areas on the floor.
3. Ask participants to think about their own strengths (e.g., are they good at music, computers, art, sports, etc.).
4. Ask participants to stand on the symbol/word that represents their own strengths.
5. Optional: Participants may share details of their strengths and/or why they chose one intelligence over another.
BRIDGE GAME

**Purpose:** The purpose of this game is to emphasize the importance of communication. Learners must figure out different ways to express what they know. How can they accomplish a task if they cannot speak? What other ways can they communicate?

**Materials needed:**
- Newspaper (one page per player)

**How to play:**
1. Give each person a page from a newspaper.
2. Ask the participants to put their newspaper on the ground in a straight line.
3. Tell them the newspaper is now a bridge. They can only step on the bridge because there are crocodiles in the water off the bridge.
4. Ask them to put themselves in order by their birth date. Trick! They cannot talk AND one pre-selected person cannot use their hands. Participants must find other ways to communicate.
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FIRA
Universal Design for Learning

Module I provides individuals working in low and middle-income countries with basic information about Universal Design for Learning (UDL). The toolkit includes a training manual, activities that can be used during trainings, a PowerPoint presentation that can be adapted to various circumstances, and a video example that illustrate key concepts for environments that have few resources and minimal access to technology.

DIFFERENT CAPABILITIES
SAME HEARTS