Guiding Questions for Assignments/Activity Planning

Step 1: Logistics

Reflect on your identified course objectives and intentions for student learning, and make a plan for how each will be represented across the assignments, readings, and activities you assign. Some things to consider when planning:

1. What level of knowledge do you expect students to have around each objective? Do you expect them to be able to apply that knowledge, and if so how?
2. Do you have assignments, readings and activities that link to your objectives that allow you to measure and give feedback to students on their knowledge and application of desired skills?
3. What materials and resources will you need to find and provide to students to support them in making progress on objectives and goals?
4. How do students practice skills you have identified in your goals and objectives? How do you know they're making progress? How do you offer feedback along the way?

Step 2: Consider the content

After planning for how and when the course objectives and student learning goals will be addressed through your readings, activities, and assignments, consider where those resources and materials come from, and if and how they reflect diverse voices, opinions, and experiences. Some points to reflect on while making and refining your assignment plans include:

1. In your course, who is not at the table?
    a. What other adult voices might help you reach your course objectives?
    b. Do you have a plan to bring in family voices? If so, through what means?

   c. Are there adult professionals that could benefit your students? What are their job titles and what types of questions would you pose to them?
2. Representation is of utmost importance, but what does representation look like? Consider your readings, videos and materials and how more apt representation would ideally align with the student goals and objectives you have
   a. Who is currently included and reflected in the course?
   b. In what way are they included, that is, through what means?
   c. Who is not included in the course? How might they be included?
3. In recent years, there has been more representation of people with disabilities in the media (e.g. Crip Camp and Love on the Spectrum).
   a. How might students benefit from watching this type of content?
   b. What type of assignments could you create for students after having them watch Crip Camp, for example?
   c. What can we do in EC spaces to help set the framework to foster bravery, resilience and initiative in our young children with disabilities?