

## How to Develop an Activity Plan

The Activity Plan details a (small or large) group oriented activity focused on the concepts, skills and knowledge we want all students to learn in the general education curriculum.

**To begin, ask yourself three basic questions:**

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they've arrived?

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide you during each stage.

### **I. Goals/Purpose**

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate activity goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition. The goals are typically written as broad educational or unit goals adhering to State or National curriculum standards.

1. What are the broader objectives, aims, or goals of the unit plan/curriculum?
2. What are your goals for this activity?
3. What do you expect students to be able to do by the end of activity?

The Goals/Purpose should be directly related to the standards for general education (i.e., Washington Early Learning and Development Benchmarks).

### **II. Prerequisites**

Prerequisites can be useful when considering the readiness state of your students. Prerequisites allow you to factor in necessary prep activities to make sure that students can meet the activity objectives. These factors may also provide you with information about needed modifications of accommodations for students with special needs.

1. What must students already be able to do before this activity?
2. What concepts have to be mastered in advance to accomplish the activity objectives?

### **III. Materials**

This section has two functions: it helps other teachers quickly determine (a) how much preparation time, resources, and management will be involved in carrying out this plan and (b) what materials, books, equipment, and resources they will need to have ready.

1. What materials will be needed?
2. What needs to be prepared in advance?

### **IV. Activity Description**

This section provides a step-by-step description of how to replicate the activity and achieve activity plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the activity plan. It also focuses on what the teacher should have students do during the activity. This section is basically divided into several components: an introduction, a sequence of activity events, and closure.

## **A. Introduction**

- How will you introduce the ideas and objectives of this activity?
- How will you get students' attention and motivate them in order to hold their attention?
- How can you tie activity objectives with student interests and past classroom activities?
- What will be expected of students?
- How will you make the activity social in nature?

## **B. Main Activity**

- What is the focus of the activity?
- How would you describe the flow of the activity to another teacher who will replicate it?
- What does the teacher do to facilitate learning and manage the various activities?
- How can this material be presented to ensure each student will benefit from the learning experience?

## **C. Closure/Conclusion**

- What will you use to draw the ideas together for students at the end?
- How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

## **V. Ideas for Social Engagement**

This section focuses on ensuring that the activity remains group focused. Many times teachers will focus on individual students and IFSP/IEP objectives first. In some cases, this leads to teacher working only with children with special needs, rather than the entire group.

## **VI. Assessment/Evaluation**

This section focuses on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did.

1. How will you evaluate the goals that were identified?
2. Have students practiced what you are asking them to do for evaluation?

## **VII. Modifications and Adaptations**

This section focuses on modifications and adaptations needed in order for all students to participate.

Curriculum Modifications are:

- A change to the ongoing classroom activity or materials in order to facilitate or maximize the child's participation
- Easy to implement
- Require thought and planning, but should not require additional resources

Curriculum modification should be used when:

- Most effective when your observations tell you that the child is interested in the ongoing activities but is not able to fully participate
  - The child may watch other children and may try to participate without success
  - The child may not stay with the activity long enough to take full advantage of the learning opportunity

## **VIII. Embedded Instruction**

While The Activity Plan is focused on the concepts, skills and knowledge we want all students to learn in the general education curriculum, the Embedded Learning Plan targets students' individual objectives. In this part of the planning process you will focus on ways in which you can target individual objectives from the student's IFSP/IEP within the activity.

Embedded Instruction is a planned procedure that:

- Gives opportunities to practice skills
- Happens during a typical activity
- Expands activity while remaining interesting
- Instruction that is deliberately inserted into the regular activities or routines of a child's day.

Use Embedded Instruction when

- The child shows interest in ongoing activity
- There is a good match between activity or routine and child's learning objective

Steps

- Identify the target skill (observable behavior from the child's objective)
- Explain what the adult will do to elicit the behavior or set up an opportunity for practice
- Identify the correct response from the child (observable behavior)
- Describe the procedure for the adult if the child responds correctly
- Describe the procedure for the adult if the child responds incorrectly

## **General tips for writing activity plans**

Your plan should be detailed and complete enough so that another teacher knowledgeable in your subject matter could deliver the activity without needing to contact you for further clarifications.

### **Provide flexibility and variety in:**

- how information is presented (e.g., say and show)
- how students express what they know (e.g., written responses, oral responses)
- the use of techniques designed to create interest and maintain engagement

## **USE CRITICAL TEACHING AND MANAGEMENT SKILLS**

### **1. Focus Student Attention**

- Plan openings that generate interest in activities.
- Use active participation strategies to keep students engaged and learning.
- Supplement presentations with visual supports.
- Conclude activities with meaningful closings.

### **2. Monitor Student Progress**

- Check for student understanding early and often.
- Evaluate student progress in relation to learning objectives.

### **3. Manage Student Behavior**

- Use signals to gain attention.
- Clearly communicate behavior expectations.
- Acknowledge appropriate behaviors.

## Group Activity Plan SAMPLE

**Activity Title:** Birth Day Party

**Time or Part of the Schedule:** Dramatic Play

**Goal/Purpose:** Sustains interactions by cooperating, helping, sharing and suggesting new play ideas (WA Benchmark: Domain 2: Interactions with Peers) **AND** Takes on pretend roles and situations, using appropriate language, tone, and movements (WA Benchmarks: Domain 4: Representational Thought)

**Prerequisites:**

**Materials:** Pretend Birth Day Cake, Play Food, Plates and Play Utensils, Party Hats, Noise Makers, Packages, Wrapping Paper, Scissors, Boxes, Masking Tape, Markers, Invitations, Paper (party gift) Bags, Plain Paper, Mirror, Table and Chairs

<b>Description of Activity</b>			
<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>● Entice children to join by singing happy birthday</li> </ul> <p><b>MAIN</b></p> <ul style="list-style-type: none"> <li>● Options for next steps:                             <ul style="list-style-type: none"> <li>○ Eat birthday cake</li> <li>○ Make cards for the birthday boy/girl</li> <li>○ Wrap presents</li> <li>○ Unwrap presents</li> </ul> </li> </ul> <p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>● Have students make or put together party bags and take them to their cubby to close activity</li> </ul>			
<b>Ideas for Social Engagement</b>			
<ul style="list-style-type: none"> <li>● Have children help set the table</li> <li>● Have children share or pass out birthday cake and plates</li> <li>● Take turns being the birthday boy or girl</li> <li>● Have students fill out invitations and give them to students in other areas to invite them to play birthday party</li> </ul>			
<b>Assessment &amp; Evaluation</b>			
<ul style="list-style-type: none"> <li>●</li> </ul>			
<b>Curriculum Modifications/Adaptations</b>			
Name: John	Name: Lindsey	Name: Billy	Name:
Modified scissors	Play Script	Instruments for Billy to participate in songs	

### Embedded Objectives

Name: John	Name: Lindsey	Name:
<p>Targeted skills</p> <ul style="list-style-type: none"> <li>● Will snip with scissors</li> </ul>	<p>Targeted skills</p> <ul style="list-style-type: none"> <li>● Will complete a three step play sequence</li> </ul>	<p>Targeted skills</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>What are you going to do?</p> <ul style="list-style-type: none"> <li>● Set up the scissors and paper</li> <li>● Adult helps position John's fingers</li> <li>● Give the direction: "Cut the paper"</li> </ul>	<p>What are you going to do?</p> <ul style="list-style-type: none"> <li>● Provide a play script for the dramatic play area</li> <li>● Give the direction: "Time to play" and place the script in the child's hand</li> <li>● Point to the first step and say "First..."</li> </ul>	<p>What are you going to do?</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>What is the child going to do?</p> <ul style="list-style-type: none"> <li>● Open and close scissors in order to snip the paper</li> </ul>	<p>What is the child going to do?</p> <ul style="list-style-type: none"> <li>● The child will complete the three steps on the play script</li> </ul>	<p>What is the child going to do?</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>How will you respond if he get's it right?</p> <ul style="list-style-type: none"> <li>● Provide specific praise "Great job cutting the paper John!"</li> </ul>	<p>How will you respond if he get's it right?</p> <ul style="list-style-type: none"> <li>● Provide specific praise "You did it! You...[review the steps while pointing to the play script]"</li> </ul>	<p>How will you respond if he get's it right?</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>How will you respond if he get's it wrong?</p> <ul style="list-style-type: none"> <li>● Provide physical support to snip the paper</li> </ul>	<p>How will you respond if he get's it wrong?</p> <ul style="list-style-type: none"> <li>● Start the sequence from the beginning providing more support (physical assistance)</li> </ul>	<p>How will you respond if he get's it wrong?</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>How will data be collected?</p> <ul style="list-style-type: none"> <li>● Keep samples for OT</li> </ul>	<p>How will data be collected?</p> <ul style="list-style-type: none"> <li>● Record success on completing all 3 steps on data sheet</li> </ul>	<p>How will data be collected?</p> <ul style="list-style-type: none"> <li>●</li> </ul>

## Group Activity Plan SAMPLE

**Activity Title:** Create a Snowman

**Time or Part of the Schedule:** Small Group

**Goal/Purpose:** For students to construct a snowman comprised of three parts ranging in size from small, medium, and large. This activity will provide students with the learning opportunity of identifying shapes, size, color, while using fine motor skills for cutting and writing their names.

**Prerequisites:** Students must have the ability to independently interact appropriately with small group or with minimal assistance.

**Materials:** Blue construction paper, three circles traced ready for students to cut, crayons and glue sticks.

Description of Activity			
<ul style="list-style-type: none"><li>• At small group table students will construct a snowman comprised of three parts.</li><li>• Activity Steps:<ul style="list-style-type: none"><li>• Students write name</li><li>• Cut out three circles (varying depending on ability)</li><li>• Construct snowman by size</li><li>• Glue snowman together</li><li>• Color snowman</li></ul></li></ul>			
Ideas for Social Engagement			
<ul style="list-style-type: none"><li>• Kids will be responsible for different small group materials creating an opportunity for requesting.</li><li>• Kids can name their snowmen and share their names with their friends.</li></ul>			
Assessment & Evaluation			
<ul style="list-style-type: none"><li>• Did the students construct the snowman in the correct order?</li><li>• This project will serve as a permanent product to assess students cutting and name writing abilities.</li></ul>			
Curriculum Modifications/Adaptations			
Name: M.D.	Name: K.B.	Name: J.M.	Name: F.Y.
Student will match snowman pieces and only have to cut out one circle.	Student will have two of the circles cut and glued to paper leaving one circle for them to cut and glue.	Each circle will be half-way cut for the student leaving half for them.	Student's circles will be highlighted in yellow.

## Group Activity Plan - SAMPLE

**Activity:** Number Songs

**Goal/Purpose:** Imitation of a familiar song/rhyme that incorporates counting.

**Prerequisites:** Sitting down and attending to an ongoing activity.

**Materials:** Five plastic ducks, five monkeys, five frogs (felt board)

**Environmental Arrangements:** Book area: push the couch back so more kids can sit in the area comfortably.

Description of Activity
<p>Introduction:</p> <ul style="list-style-type: none"><li>• Prior to the start of the activity, take around one of the counting objects and show the kids, giving a 1-2 minute warning. (Billy, look, in one minute we are going to sing the duck song!)</li><li>• Tell the target kids that its time to come and sing, help them to come and sit down in the book area</li></ul>
<p>Sequence of Events:</p> <ul style="list-style-type: none"><li>• Once the kids sit down, place the counting items in front of the children</li><li>• Start by counting the items before starting the song "Let's count the X"</li><li>• Sing part of the song, take one of the items away and give it to the child to hold</li><li>• Recount the items (Lets count how X we have!)</li><li>• Sing the next part of the song and repeat recount of items</li></ul> <p>Repeat the last step until there are no more items left over!</p>
<p>Closing:</p> <ul style="list-style-type: none"><li>• Praise the kids for sitting with their friends and singing</li><li>• Give the kids a stamp on the hand</li></ul>