





# Pre planning with a UDL lens

**Purpose:** Universally design a course framework guided by the UDL thinking cycle.



## Design and Visual Communication: Local Park Seating

	Refining questions	How should you plan for this? Brainstorm of ideas
<p><b>Student Brief:</b>                      A local park has a rich and diverse Māori history, as well as connections to other cultures. The local council wants to build new seating in areas where people can take in the natural environment. As a designer, you will generate a range of seat design ideas for the park that draw on the characteristics of the source materials of:</p> <ul style="list-style-type: none"> <li>• te ao Māori design influence</li> <li>• another design influence that is relevant to you as a designer.</li> </ul> <p>Even though you're designing seating, we'll start this process by researching artefacts and images from different and unexpected places. This is so that the seating you design has unique and exciting characteristics that no one has thought of before.</p>		
 <p>Who are the people and what do we know?</p>	<ul style="list-style-type: none"> <li>• What's on top for ākonga that could have an impact on learning and wellbeing?</li> <li>• What do we know about prior learning?</li> <li>• What community connections and relationships do we have?</li> <li>• Cultures, languages and identities</li> <li>• Ākonga strengths</li> <li>• Prior knowledge and experience</li> <li>• Specific needs and preferences</li> </ul>	
 <p>What is the purpose and goal?</p>	<ul style="list-style-type: none"> <li>• What is the purpose and goal of the course?</li> <li>• How will we share the purpose and goal of the activity?</li> <li>• Can we create an opportunity where the goal/purpose is designed with ākonga?</li> <li>• How would you re-frame the brief to be more inclusive? Open ended?</li> </ul>	
 <p>What barriers (in the way <b>we</b> do things) could get in the way for people?</p>	<p>What in our design or the way we teach and communicate could create inequity and discrimination or get in the way of learning?</p> <ul style="list-style-type: none"> <li>• What could get in the way of the engagement and motivation of ākonga or create anxiety?</li> <li>• What could create confusion or get in the way of people connecting to new ideas?</li> <li>• What could stop ākonga fully participating, collaborating, and sharing their thinking?</li> <li>• What hasn't worked so well in the past?</li> </ul>	
 <p>What can we build into the activity and offer to everyone?</p>	<ul style="list-style-type: none"> <li>• What kinds of approaches, resources, tools, experiences would ākonga find valuable?</li> <li>• What options could we include that ākonga have found helpful in the past?</li> </ul>	

**Student process of design process:**  
**Part 1: Research and Gather Images:** *Collect a number of images of two artefacts from two different cultures*  
**Part 2: Generating Forms:** *Using the images you gathered as inspiration, generate a range of forms that respond to the characteristics of the artefacts you've chosen.*  
**Part 3: Generating and Experimenting with Seat Design Ideas:** *Use the forms you generated as inspiration to develop seat design ideas that combine the different elements, features in creative ways.*  
**Part 4: Extending Seat Design Ideas:** *Summarise your design thinking with a concluding set of design drawings that reflect on public use and the environment.*

 <p>Make a plan</p>	<p>With the above design process in mind, how can you offer a universal design for learning approach for ākonga?</p> <p>Keep in mind you are designing the course for Sam, Alex, Tam and Anaru</p> <p>Brainstorm supports for each 'part' of the brief.</p>	
<p>Refine plan to increase support for engagement</p> 	<p>What options and design decisions could we include to:</p> <ul style="list-style-type: none"> <li>• connect with the culture, language, identity, ability, strengths and interests of ākonga?</li> <li>• Ensure the design is actively inclusive of diverse perspectives and experiences and free from discrimination</li> <li>• Give equal status to Mātauranga Māori</li> <li>• Offer choice and support autonomy</li> <li>• Foster collaboration and community</li> <li>• Make connections to the world beyond school</li> <li>• Sustain motivation?</li> </ul>	
<p>Refine plan to increase support for access &amp; understanding</p> 	<p>What options could we use to:</p> <ul style="list-style-type: none"> <li>• support communication of key concepts and new or important key concepts, imagery and vocabulary?</li> <li>• Ensure the materials or resources we offer are available in multiple media</li> <li>• Support understanding across our different cultures and languages</li> </ul>	

**Student Process of Assessment:**  
**Part 5: How to present your learning:** *Present your concluding seat design idea/s*

<p>Refine plan to increase support for participation and expression</p> 	<p>What options can we include to:</p> <ul style="list-style-type: none"> <li>• Access activities materials, tools and learning environments</li> <li>• Demonstrate understanding in multiple ways, what does this look like?</li> <li>• Build their goal setting, planning and self – management skills?</li> <li>• What will success look like?</li> </ul>	
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