



## Case Study- Making an assignment which is accessible to all learners

### Target Group

Early school leavers or students with basic skills returning to education; students whose mother tongue is not Dutch.

### Objective

To think about poverty: definition, reasons, vulnerable groups, why it still exists nowadays, ways to reduce the risk of poverty.

### Overview

This lesson starts with a small discussion about poverty. Then students watch a short movie about it, for example:

- <https://www.youtube.com/watch?v=U5qig9HIJ7k>
- <https://www.youtube.com/watch?v=7IFwTDdL0aQ> (from 18'15'' until 14'15'' - Dutch movie about a television programme where 2 famous people live in poverty for one month and visit a lady living in poverty)

After that they can select which assignment they want to do. Possible options are:

- an essay about poverty
- making a movie about poverty themselves
- research into relevant organisations trying to fight poverty
- create a photo collection about poverty
- create a Wordle or mind map about poverty
- create an advertisement campaign to make people aware of poverty

The assignment is presented this way as it is based on the principles of UDL: if students have the choice of working on a topic based on their personal preference, then their enthusiasm or intrinsic motivation to learn is much higher. Students who have a more

visual way of learning might opt for the photo collection while students who are verbally stronger than other students might opt for making their own movie about poverty.

In order to evaluate students working on the topic ‘poverty’, you as a teacher can create a ‘rubric’. This tool is very handy for students to check in advance what is expected from them. This makes the learning process more transparent to them. Later on they receive feedback on their assignment through that rubric or you could ask them to fill in the rubric themselves (self-evaluation). If you are interested in this way of giving feedback, here’s a list of possible tools you could use to create your own rubric:

- [www.quickrubric.com](http://www.quickrubric.com)
- Moodle
- <http://rubistar.4teachers.org/index.php>
- iRubric (<https://itunes.apple.com/us/app/irubric/id862299674?mt=8>)

Here are three examples of rubrics on poverty:

- <http://www.rcampus.com/rubricshowc.cfm?code=C2226X&sp=yes&>
- <http://www.rcampus.com/rubricshowc.cfm?code=MX64C3X&sp=true>
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	<b>Excellent</b>	<b>Almost there!</b>	<b>Still some work to do</b>
<b>Definition of poverty</b>	A definition is included together with a concrete example.	Definition with a source but no concrete example provided.	No definition provided; only a reference to the concept of poverty.
<b>Vulnerable groups</b>	2 to 3 vulnerable groups are described.	1 vulnerable group is described.	No vulnerable groups are described.
<b>Consequences/features of poverty</b>	Enumeration of 3 consequences and/or features of poverty, together with concrete examples and sources are provided.	1 consequence or feature of poverty, together with a concrete example and sources provided.	An unclear reference to consequences and/or features of poverty was made. No examples or sources provided.

## Step by Step Guide

### Preparation

#### ***Preparing a 'good assignment'***

Think about possible questions you could ask your students during the classroom discussion at the start of the lesson.

Select a relevant movie about poverty. Make sure it is connected with the interests of your students. Try to think about an activity based on this movie. Let students, for example, write down all the different reasons for poverty they hear in the movie.

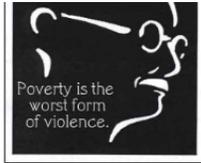
Make sure there are clear instructions for students:

- What to do? Students get a choice of different assignments. When developing this exercise think about the different learning styles of your students and start from there to develop the different options.
- Think about why students should complete this assignment and include this information in the assignment (is it linked to their daily life, is it to achieve a certain learning goal?).
- How can students hand in their assignments?
- How much time do students get for this assignment?
- Can students work in groups or do they do this assignment by themselves?
- Evaluation: will the assignment be evaluated and which criteria are being used? If you are using a rubric, create this in advance.

When you are presenting this exercise in a virtual learning environment, take the following guidelines into account based on UDL:

- Start with a picture or something visual to present the topic of the assignment.
- First present the materials or background information they need to complete the assignment, then present the assignment.
- When adding links, movies or documents, describe what these sources are about instead of just providing the source.

Example:



Bron: <http://bit.ly/2ggYoTd>

## 1. Armoede

Inleiding armoede\_ppt

Stellingen armoede

Mika voelt zich niet arm en niet rijk, ze hebben een dak boven het hoofd, eten goed, 10 knuffels per dag,

Armoede in Vlaanderen\_Panorama

In deze documentaire worden 5 gezinnen gevolgd die in armoede leven.

Werkbladen\_programma\_armoede

### Opdrachten armoede: M\_cursisten

M-cursisten: Zet hier opdracht 1 rond armoede

Deel hier links en websites met hulporganisaties

M-cursisten: Zet hier opdracht 2 rond armoede

### Materiaal nodig voor de opdrachten

Opdracht 1 en 2\_armoede\_M\_cursisten

Link naar artikel met mogelijke hulporganisaties

## Activity

As a teacher, lead the discussion about poverty at the start of the lesson. Use pre-prepared questions. Also ask questions about the movie you are showing.

Go through the assignment with your students, even though everything is well-explained in the written instructions. Answer any questions they might have.

Let students work independently on this assignment. As a teacher, walk around and give relevant feedback to all students.

If they are finished their assignment, students can evaluate their assignment based on the rubric you have provided.