



Expanding Activities

To better accommodate students with disabilities, use the Expanding Activities tool to plan out how you might modify existing activities. Activities can be made more accessible by thinking about the target underlying skills the activity will develop, considering possible alterations to the activity or components of the activity while still targeting those skills, and controlling for possible external interference. The tool offers a sample activity to help you identify possibilities in each of these areas through a series of questions. It also offers a blank worksheet to modify your own program activities.

Sample Expanding Activity Chart

Expanding Activities Example	
Activity Name:	Design the Future
Activity Description:	Participants will learn about how architects design buildings. In groups, students will design a model skyscraper and build that model to scale.
Activity Goal(s):	-Calculate dimensions, area, square footage of building -Calculate and build a scale model of their skyscraper
Grade-Level or Band:	5 th and 6 th grade

Underlying Skills	
What skills are listed in the activity goal?	Multiplication, division, fractions
How is this skill linked to previous learning?	The activity is a real-world application of math skills previously taught during the school day. This is the first time the skills will be reviewed in the afterschool program.
How is this skill linked to skills learned in younger grades?	This activity requires numbers sense as well as the ability to read and understand texts.
What other skills must a student know about or use to learn this skill?	Critical reading, collaboration, decision making and material manipulation.
Are any social skills required to participate in the activity?	The activity involves group work. Students will need to: <ul style="list-style-type: none"> • Actively listen • Ask questions • Integrate multiple ideas



Expanding Activities

Consider Alterations	
Is changing the reading level of text or providing access to an audiobook feasible?	Students will conduct internet research. They can access articles at a variety of reading levels from a suggested list.
How are students asked to respond to questions or share their thoughts/ideas?	<ul style="list-style-type: none">• Students will use graphing paper for their calculations. Calculations will be posted for reference.• Students will complete a daily written journal reflection. Or, they could choose to vlog their reflection.
Can students respond in alternative formats? (For example, can they draw first then answer a question?)	Students can complete calculations on whiteboards first to increase the ease of revisions.

External Elements That May Impact Activity	
Will the noise level in the activity location support the learning?	This project involves group work, so it may be noisy. The goal will be to keep noise at a manageable level. If any student makes the request or staff senses they are uncomfortable, they can move to the Chill Zone for a bit. Better yet, offer noise-canceling headphones and keep them engaged if possible.
Is the space layout conducive to the amount of movement planned?	Students will work at group tables where they have space to spread out materials, but are not tightly packed together or needing to move around the room.
How will timing affect students' engagement? (For example, will hunger, thirst or sleepiness impact engagement?)	<ul style="list-style-type: none">• Students can use the restroom as needed.• Snack occurs directly before the club.• Students can use the water fountain as needed.• Students are invited to voice any physical needs as they arise.



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Review your answers above. Use the information to make decisions around how you will alter the activity.

Activity Moderation Decisions		
<i>How will you support students with the required underlying skills?</i>	<i>What alterations will you make to the activity or activity elements?</i>	<i>What changes will be made to the environment?</i>
<ul style="list-style-type: none"> • Students who have not mastered basic fractions will only be asked to practice multiplication and division of who numbers. • Before each group session, the facilitator will name the social skill, looking each other in the eye, using someone’s name, or listening when someone else is speaking, before the activity begins. Students will then describe what the social skill looks like/sounds like. 	<ul style="list-style-type: none"> • Provide checklist of activities, to guide students through the activity process. • Pre-assign students to laptops and then set the internet browser to the need reading-level range. 	<ul style="list-style-type: none"> • Schedule stretch-breaks to further chunk the work. In addition to breaks, these can be used to check-in with group progress. • Students have the option to work while standing or sitting on the floor, if those positions are more comfortable.





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Blank Expanding Activity Chart

Expanding Activities Example	
Activity Name:	
Activity Description:	
Activity Goal(s):	
Grade-Level or Band:	

Underlying Skills	
What skills are listed in the activity goal?	
How is this skill linked to previous learning?	
How is this skill linked to skills learned in younger grades?	
What other skills must a student know about or use to learn this skill?	
Are any social skills required to participate in the activity?	



Expanding Activities

Consider Alterations	
Is changing the reading level of text or providing access to an audiobook feasible?	
How are students asked to respond to questions or share their thoughts/ideas?	
Can students respond in alternative formats? (For example, can they draw first then answer a question?)	

External Elements That May Impact Activity	
Will the noise level in the activity location support the learning?	
Is the space layout conducive to the amount of movement planned?	
How will timing affect students' engagement? (For example, will hunger, thirst or sleepiness impact engagement?)	



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Review your answers above. Use the information to make decisions around how you will alter the activity.

Activity Moderation Decisions		
<i>How will you support students with the required underlying skills?</i>	<i>What alterations will you make to the activity or activity elements?</i>	<i>What changes will be made to the environment?</i>
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•