

Challenge ‘cards’

Use challenge cards when you want:

- Depth and focus
- Critical thinking
- To highlight specific inclusion issues
- More structured outputs

It’s a way of stretching yourself to apply UDL under specific constraints

1. Cells

Compare plant and animal cells

Challenge:

Teach this concept to a mixed attainment class where two students have significant literacy difficulties.

- You cannot use extended text or dense worksheets
- Comparison between cell types must still be clear

2. Forces and motion

Explain Newton's laws.

Challenge:

Redesign this explanation so it is accessible to a student who struggles to stay engaged.

- You must include student choice
- Include at least one real-life application pathway

3. Energy transfer

Complete the worksheet on energy transfers

Challenge:

You are not allowed to use a worksheet.

- Design an alternative way for students to explore and demonstrate understanding
- Must include at least two different output options

4. Chemical reactions

Follow the method and record results for this experiment

Challenge:

Adapt this practical for a student with fine motor difficulties.

Ensure meaningful participation

Consider roles, equipment, and recording methods

5. Ecosystems/climate change

Explain human impact on ecosystems

Challenge:

Plan this lesson with no single 'correct' outcome or response format.

- Build in choice of context and expression
- Ensure all routes still meet the learning goal

6. Particles

Explain the particle model

Challenge:

Explain this abstract concept to learners who struggle with visualising the unseen.

- You must include at least one analogy and one physical model
- Avoid purely symbolic explanations

7. Acids and alkalis

Using cabbage/VI indicator

Challenge:

Design this lesson so that pupils can self-assess their understanding without teacher feedback.

- Include built-in checks for understanding
- Must be accessible to all attainment levels

8. Genetics (KS4)

Challenge:

Teach this topic where some students feel it is irrelevant or uninteresting.

- You must include at least two different contexts to choose from
- Each must link clearly to the core concept

9. Electric circuits

Challenge:

Adapt this lesson so it works in a classroom with limited equipment/resources.

- All students must still engage with the key ideas
- Avoid reliance on full practical setups

10. Rates of Reaction (KS4)

Challenge:

Plan this learning without using traditional note-taking.

- Students must still develop a clear, usable understanding
- Include at least two alternative ways to record/organise thinking