# Step 2: Selecting Activities

Now that you have your preliminary logistics established, it’s time for some fun! **Let your imagination and your knowledge of your students, school, and available resources be your guides.** What do you want the instruction for your Day of Code event to look like?

## Points to Consider

### Number of Activities

* How many activities would you like to offer?
* Will you offer simultaneous activities, or only 1 activity at a time?
  + Simultaneous activities will create smaller groupings of students. However, you will need more assistance with leading instruction and multiple activity locations or stations.

### Types of Activities

* What do you want your overall focus for the Day of Code to be?
  + What are your desired student outcomes?
  + What do you want students to learn or to experience during this event?
* What types of activities will you include to support your focus?
* Will the activities be plugged (i.e., screen-based), or unplugged (non-electronic)? Will there be some combination of these?

### Materials

* Can you create any materials needed for the activity with items you already have access to?
* Will the activities need any specialized materials?
  + If you are choosing activities that require specific materials, ensure that you are able to place an order that will deliver the materials well in advance of your event.

### Participation and Inclusion

* Will you have activities that address all ability and developmental levels, or will your target audience be a more homogenous group of students?
* Are there opportunities for differentiated learning?
* Can you adapt a basic-knowledge activity so that it is more advanced for students who are quickly ready to move to the next step of complexity?

### Leadership and Instruction

* Who will you assign to each activity?
* Will there be an activity lead, co-teachers, support staff, and/or volunteers?
* How many staff members will you need per activity or group?
  + What do you anticipate will be your optimal adult to student ratio?
  + Will this vary from group to group if you have simultaneous activities or differentiated ability levels between/within student groups?
* How will you arrange for back-up staff in case someone is sick or otherwise unavailable?
* **Be sure to provide opportunities prior to the event for all instructors to discuss and troubleshoot lesson plans and activities so that everyone is ready on the day of the event!**
* A “Day of Code Schedule Template” is included in this toolkit. You can use the template to insert instructor information and to record plans for your Day of Code event.

## Curriculum Resources

**You can use these resources to find and to spark ideas of activities you want to offer on your Day of Code.**

1. California School for the Blind’s Computer Science Curriculum webpage at <https://www.csb-cde.ca.gov/instruction/assistivetech/computersciencecurriculum.aspx>: A series of both plugged and unplugged lesson plans introducing students of all levels to computer science concepts.
2. APH Rode to Code at <https://www.aph.org/aphs-road-to-code/>: An overview of how to introduce computer science concepts using popular APH products that are often available via quota funds.
3. New York Public Library Screen Reader Web Development Course at <https://cleezyitp.github.io/Screen_Reader_Web_Development_Workshop_2_NYC/>: Guided tutorials on how to build a website using HTML (hypertext markup language), CSS (cascading style sheets), and Java script.
4. Introduction to Python at <https://tech.aph.org/python-lessons/>: Learn the python coding language through building games.
5. Classic CS Unplugged at <https://classic.csunplugged.org/activities/>: Ideas for small group instruction to teach concepts that do not require a screen.
6. Your own brainstorming: After reviewing these resources (or even before), you may have an amazing idea you’d like to implement at your event. Have fun with it! **Share it with us and your other colleagues across the region!**

## To Do Checklist: Selecting Activities

* Review available resources and make decisions regarding an overall focus for your event and the kinds of activities you would like to offer
* Identify the number of topics for activities you will include
* Order/procure any necessary materials or manipulatives
* Identify the number of students who can participate in each activity
* Consider needs for differentiation, including basic instruction paired with opportunities for advancement through more challenging concepts or performance levels
* Assign staff to lead and support each activity
* Establish any backup staff members or plans needed to ensure your event will be successful
* Request lesson plans from lead instructors that can be shared internally with administrators and staff who are supporting the event.
* Schedule 1-2 opportunities for lead and supporting instructors to review lesson plans and activities, so that on the day of the event everyone feels comfortable and confident in their assignment.

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