SPOTLIGHT
Activity Sequence and Choice

WHAT IS IT?	WHAT DOES IT LOOK LIKE?	WHY?	HOW?	TIPS?
Activity sequencing refers to the way in which activities are organised and presented to students throughout the school day to promote learning and encourage expected behaviours. Choice involves giving students the opportunity to make decisions about their own learning and behaviour within defined parameters.	Teachers plan and organise activities in a predictable and clear sequence, giving students a sense of what to expect. Intentionally planning for providing options to students such as a choice of activities, materials etc.	• Carefully planning and structuring the flow of activities within a lesson minimises disruptions and maximises student engagement. • Empowering students increases student engagement and personal motivation. When students have some control over their environment, they are more likely to be engaged and motivated. • For students who can do the work but choose not to do it, activity sequencing and choice strategies may be helpful to support motivation. • Helps build positive adult-student relationships.	Think about and alter the way instructional tasks, activities or requests are ordered. This could be done in two ways: • Task interspersal: intermixing easier tasks among more difficult tasks. • Behaviour momentum: using simple instructions to precede more difficult instructions, i.e., "Bill, can you help me hand out the books?" "Now do questions 1-3 in your book". Choice could involve students selecting: • order of task completion, • mode of the task, • materials used to complete a task, • whom they work with, • where they will work, • what they can do once the task is complete. Activity sequencing and choice can be used class wide or with individual students.	• Implement offering choice and activity sequencing prior to problem behaviour occurring. • Easier tasks that are interspersed in between harder tasks should be at mastery level. • Intersperse in a ratio of 1:3. That is one mastered task to every three new items, with the aim of gradually increasing the number of newly learned items. • Reinforce the student after they successfully complete each request. • Provide choices that are appropriate for the developmental level of the students and that align with the learning objectives. • Ensure choices are not delivered as an ultimatum, i.e., Would you like to do your work now or during morning tea? • The Universal Design for Learning guidelines could be used to assist teachers to include choice whilst planning lessons.

POSITIVE PRACTICES CLASSROOM MANAGEMENT