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# Toolkit for planning and carrying out training activities

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## Games Without Barriers

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Games Without Barriers  
Game-based learning in initial VET for Accessible Tourism

Document Identification Sheet

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<b>Abstract</b>	<p>This document provides teachers of entry-level students of catering and hospitality with suggestions for planning and carrying out planned activities related to accessible tourism, following an "edutainment" approach.</p> <p>It contains recommendations on how to make learning <b>engaging and exciting</b> for students, by adding to more traditional lessons delivery (which will have to be reduced as much as possible) experiential learning activities and game-like activities, such as simulations, role-plays, location-based games, etc.</p> <p>The document contains suggestions to perform teaching activities both in presence and remote learning.</p> <p>Special attention is paid to accessibility, with reference both to the correct way of teaching students with specific access requirements and to the correct terminology to adopt when talking about accessible tourism.</p>
<b>Keywords:</b>	<b>training, edutainment, gamification, accessibility, face-to-face and online learning</b>



## TABLE OF CONTENTS

<b>Introduction</b> .....	<b>3</b>
<b>Accessible Communications: Tools and Tips</b> .....	<b>4</b>
<b>Tools and Methodologies</b> .....	<b>6</b>
<b>Guidance for teachers</b> .....	<b>12</b>
<b>Teaching Tools: checklist and suggestions</b> .....	<b>12</b>
<b>Terminology</b> .....	<b>13</b>
<b>Sources and useful links</b> .....	<b>15</b>
<b>ANNEXE - Add-on to the Toolkit</b> .....	<b>16</b>



# Introduction

## Teaching Objective

Provide the students with in-depth knowledge about Accessible Tourism for all and, specifically, customers with access requirements. The modules contents will regard both hard and soft skills. The program will be carried on with innovative training and learning practices, which will largely rely on digital platform and interactive tools. Therefore, students shall be engaged and familiarize with edutainment dynamics.

## Learning Approaches

The methodology is largely based on interaction and digital tools, with the application of edutainment principles, combining learning with entertaining activities. The main concern and focus of all our training path is accessibility, for the widest range of users with specific access requirements. That is why we try to take that into account in every proposed tool and methodology. This toolkit highlights how to make the learning environment and processes accessible for specific target groups. It provides assessments of certain teaching tools and their possible limitations with regard to users with different disabilities and points out any possible improvements or modifications to make.

## Edutainment

The word *edutainment* is a neologism that combines the two terms "education" and "entertainment" and refers to any educational content realised in a form that entertains. That is, in fact, the common thread of all the project. The **game-based web app** will support students in their studies, and it is structured with this approach, to make learning more engaging and fun. All the proposed activities and tools are based on **learning by doing, group work, active participations and hands-on training**, both in presence or while performing remote learning.

## Location-based learning

Location-based education is an immersive learning approach that takes advantage of geography to create meaningful and engaging personalized learning for students. It fosters students' connection to place and can create effective partnerships between schools and communities: location-based approach expects students and school staff to be **involved and employed in solving local tourism problems**. Location-based activities can boost students achievements in terms of environmental, social, and economic vitality.

**Games Without Barriers** fit this learning paradigm because it will give students the tools and knowledge to design and implement better and more accessible solutions for their local communities. Furthermore, the program gives students the chance to apply their knowledge in an immersive scenario (as presented in the game-based web app) and allows schools and teacher to forecast and implement knowledge with **experiential and project-based learning**.

## Immersive learning

**Immersive learning** is a methodology where students are inserted in an artificial or simulated environment, where the context enables the learners to get an interactive experience. Combined with **the learning by doing approach**, immersive learning enables the student to abstract the notions from real (or simulated) life situations.

	<p>That is one of the core principles of <b>Games Without Barriers Game-Based Web App</b>, where <b>scenario-based learning</b> and <b>storytelling</b> help the students to gain knowledge and to develop their soft skills. In immersive learning, the environment students are immersed in could be virtual or real: the first is the case of our web-app for instance, the second one could be put in place with role playing.</p>
<p><b>Experiential Learning</b></p>	<p><b>Experiential learning</b> is an approach that expects students' curriculum to be enriched with project-based learning, internships, extra-scholastic activities where students directly witness the relevance of academic content and simultaneously develop critical thinking, communication, collaboration, and creativity.</p> <p>In <b>Games Without Barriers</b>, both the game-based web app and the Learning Units are constructed on the experiential learning approach, to provide students with effective solutions for real-life situations and problems they might face.</p>

### Accessible Communications: Tools and Tips

Here we suggest some “tools and tips” for teachers on how to teach students with different sensory or motor disabilities and/or learning difficulties or neurodiversity.

The goal should be to enable all students, including those with disabilities, to participate in active learning experiences to the greatest extent possible. Teaching tools can include the use of tablets and specialised software tools, visual aids and assistive technology devices but there are also “low tech” solutions to support learning. Of course, in some situations, individual support for students can also be given by a teaching assistant or other helper with appropriate skills.

**For students with visual impairments and/or reading difficulties:**

Consider the design, colour scheme, layout and lighting of the classroom. Use contrasting colours and avoid sharp edges. Place students' equipment at a height where it is easy to reach and use.

Avoid clutter and arrange furniture to allow easy and safe movement.

- Always use a visually impaired students' first name when addressing them.
- Give a verbal description of images, e.g. when presenting PowerPoint slides
- Do not rely on non-verbal communication, gestures, etc.
- Use large text fonts for presentations.
- Write on boards or cards with large letters when using felt pens.
- Do not write with BLOCK CAPITALS as this gives word shapes that can be difficult for some people to read – Just use a capital letter at the beginning of a sentence..
- Make sure to use strong, contrasting colours.
- Use colour combinations that suit students who are colour-blind, if there are any.
- For students who are blind or have very poor sight, it may be necessary to have a sighted person describe to them what is happening. This “audio description” can be done by whispering if they are close together, or by using a microphone for the speaker and earphones for the student(s).
- Consider having the student(s) close to the teacher and teaching aids.
- Include tactile models and allow students to handle objects, when possible.
- Use smell and taste where possible in your teaching.
- Use bodily movement, e.g. clapping and rhythm games as part of your teaching
- Provide printed copies of slide presentations, for study afterwards.

**Some useful resources:** (You may also find more in your own language)

<https://www.teachingvisuallyimpaired.com/>

<https://www.education.udel.edu/wp-content/uploads/2013/01/VisuallyImpairments.pdf>

<https://www.weareteachers.com/teaching-blind-students-visually-impaired/>

**For students with hearing and speech impairments and /or difficulty in understanding (or not knowing the teaching language very well):**

- Consider ways to reduce outside noise.
- Ensure the classroom is quiet. Turn off machines that may disturb, if possible.
- Place the student(s) close to the teacher and teaching aids.
- Have good lighting so the teacher and fellow students can be seen easily.
- Face the students and use clear speech at all times to enable lip-reading.
- Maintain eye contact.
- Use short sentences.
- Use plain language (- as you would when making an “Easy Reading” text).
- Use a whiteboard, slide projector or paper and large felt pens to write key points.
- Show captioned videos and videos with sign language if possible.
- Use a hearing enhancement system with microphone and loudspeaker or microphone and hearing loop system for students who use hearing aids.
- Have pencil and paper available for the student(s) to communicate if they cannot speak or have dysarthric speech
- Teachers may consider learning sign language.

**Some useful resources:** (You may also find more in your own language)

[https://deafunity.org/article\\_interview/7-teaching-strategies-to-empower-deaf-students/](https://deafunity.org/article_interview/7-teaching-strategies-to-empower-deaf-students/)

Classroom accessibility for Students who are Deaf or Hard of Hearing

[https://www.chs.ca/sites/default/files/mhg\\_images/CHS003\\_AccessibilityGuide\\_EN\\_APPROVED.PDF](https://www.chs.ca/sites/default/files/mhg_images/CHS003_AccessibilityGuide_EN_APPROVED.PDF)

**For students on the autism spectrum or with neurodiversity**

Consider the design, colour scheme, layout and lighting of the classroom. Use a contrasting colour scheme but without many colours. Avoid sharp edges. Place students' equipment at a height where it is easy to reach and use. Avoid clutter and arrange furniture to allow easy and safe movement.

- Before the class begins, give an outline/introduction, explain what will take place, breaking the session into clear and simple steps and tell how long it will take.
- If the session is in unfamiliar surroundings, take a while to explain the place and also any equipment that will be used in the lesson.
- Be aware of sensory disturbances – bright or flashing lights, strong smells, noise, echoes... and reduce this as much as possible.
- Use visual aids.
- Use direct language, do not rely on non-verbal cues.
- Keep instructions simple and follow simple steps. After each step, say what will happen next.
- Take breaks for drinks, toilet and snacks – and to reduce stress and fatigue.

**Some useful resources:** (You may also find more in your own language)

<https://autismpoint.com/tips-teaching-autism/>

<https://suelarkey.com.au/tip-sheet/>

<https://www.valueablenetwork.eu/video-gallery/> (These are training videos, developed by an ERASMUS+ project Questi sono video di formazione, sviluppati da un progetto ERASMUS+).

## Tools and Methodologies

### Group-work activities

There are several activities which will be carried on by splitting the class in small groups, to promote collaboration, communication, and critical thinking development.

You can also apply gamified elements to group work activities, for example by promoting competition among the groups or by making them vote the best output and provide a ranking.

### Brainstorming

Creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Brainstorming can be performed with the help of various tools such as post-it, canvas, markers, blackboard, power point slides...

#### How to perform brainstorming in class?

**Estimated time: 1h**

- **Divide the students in groups** (4/5 people in each group).
- **Pose a question/problem to the students' attention.** Such as "How can we make sure we are promoting an accessible environment?"
- **Set a timer.** Brainstorming works best when people know they have a time limit to respect.
- **Let students express their relevant thoughts, proposals, ideas.** You can help them here by supporting the expression of their ideas with some tools, such as canvas and post-it (when you are in class) or interactive platform such as Mentimeter.com
- Remind them of the **4 rules of brainstorming:**
  - 1) **There are no dumb ideas or wrong answers.** Withhold criticism: students should be encouraged to share their thoughts and ideas.
  - 2) **Quantity over quality.** The goal here is to get the best from all the proposals to get a new perspective
  - 3) **Build on other people's ideas.** The key is to adopt an "add-on" approach.
  - 4) **Have fun!** The more you enjoy the process, the more creative the solution will be
- Once you have given the students enough time to express themselves, you can **moderate the brainstorming to help them to get solutions.** You might categorize/classify the students' answers once the brainstorm is done and help them get useful suggestions and solutions.

### Role play activities

Role-play activities are really helpful to develop students' soft skills and critical thinking. This kind of exercise requires students to assume the role of a person or act out a given situation. Roles can be performed by individual students, in pairs, or in groups.

Role playing relies on immersive learning and it will enhance students' engagement and participation.

#### How to perform role-play activities in class (example)

**Estimated time: 1.30 h**

- Look for a text in which a story of a situation where accessibility requirements were not respected
- **Divide the students in groups** (4/5 people in each group).

	<ul style="list-style-type: none"> <li>- Give a printed copy of the text to each <b>group</b>. Ask them to read it carefully.</li> <li>- <b>Assign a role</b> from the story to each group.</li> <li>- Students shall <b>re-create the situation</b>, spotting the wrong behaviour and correcting it. This way, they will not only recognise what's wrong in the story: their comprehension level will go deeper, because they will internalize the norm and empathise with the customer.</li> </ul>
<p><b>Case study group work/open discussion</b></p>	<p>To give students some practical knowledge on how to behave with customers with accessibility requirements, you can provide them with actual case studies or stories to analyse. This way they will apply what they are learning and spot immediately the added value of their training.</p> <p><b>How to perform case study group work in class (with example)</b>  <b>Estimated time: 2h.</b></p> <ul style="list-style-type: none"> <li>- <b>Divide the students in groups</b> (4/5 people in each group).</li> <li>- Give a printed copy of a <b>paper/case study/article to each group</b>. Ask them to read it carefully.</li> <li>- Ask some <b>general questions</b> about it (to verify their text comprehension)</li> <li>- Assign a character/side of the story to each group.</li> <li>- Ask them to <b>re-write</b> the story changing the behaviour of the subject they were assigned. The objective is to <b>provide a better ending</b>.</li> <li>- Once they have completed the task, ask each group to nominate a speaker and prepare a pitch presentation to present to the class. This allows students to perform and enhance also their public speaking skills.</li> </ul>
	<p><b>Gamification</b></p> <p>Gamification means the application of typical elements of game playing to other areas of activity. The most common elements are points, badges, rewards and timed goals. A classic example is to be found in learning apps and platforms. Duolingo, for instance, is a language education app fully based on gamification mechanics, which underlines giving a lot of importance to the visual aspects. (See: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a> )</p> <p>How to create a <b>gamified learning experience</b> for your class?          People often think that gamification must include the use of videogames or web-based apps. Often it is true (as in the case of the game-based web app we created for this path), since media languages are better suited for the gamified experiences. But there are so many techniques and tools to use to create an immersive and engaging environment also in your class.</p>
<p><b>Points and badges</b></p>	<ul style="list-style-type: none"> <li>• <b>Set up a points system.</b></li> </ul> <p>Earning points motivates people and helps them feel rewarded for their efforts. You can transform testing moments in entertaining moments: at the end of each class, set a moment to test and verify students' knowledge with some interactive tools such as Mentimeter or Kahoot. (See Interactive Tools, below).</p> <p><b>...How to?</b></p> <ul style="list-style-type: none"> <li>• Divide the class in <b>groups/teams</b></li> <li>• Propose <b>4/5 sentences/questions</b>. Students have to determine whether they are true or false</li> <li>• <b>Keep their</b> score and select the winning team.</li> <li>• <b>Assign participation badge</b></li> </ul> <p>Beside points and scores, you can reward students' achievements by creating badges for specific activities and skills. Assigning badges for participation,</p>

	<p>communicative skills or other reasons will help you to create a more <b>inclusive</b> environment, where everyone is rewarded for his/her specific accomplishments.</p> <ul style="list-style-type: none"> <li>• <b>Forecast rewards</b></li> </ul> <p>Furthermore, you can create some rewards for the students to reach at the end of various courses. For example, different prizes for the students who reach the podium.</p>
<b>Timed goals</b>	<p>Timed goals make the learning experience more engaging. Goal setting helps students be accountable for their actions and timing their progress will increase their management skills.</p> <p><i>...How to?</i></p> <ul style="list-style-type: none"> <li>• <b>Set a timer</b> for in class and group activities (make sure the students can access it)</li> <li>• <b>Set a reasonable time for completing the assigned tasks.</b> For example, it is possible that to prepare a presentation pitch, they might require more than 10 minutes.</li> <li>• To promote inclusive learning, make the students aware <b>that timing does not affect evaluation.</b> Timed goals are mainly used to engage students and foster their participation.</li> </ul>
<b>Create missions</b>	<p>Challenges and missions increase motivation. You can easily integrate them in your course, transforming your learning objective into missions and creating a storyline (for instance, following the division of topics presented in the game-based web app).</p>
<p><b>Interactive tools and platforms</b></p> <p>Interactive tools and platforms are great tools to enhance participation and to make gamified learning possible. Tech and cloud-based tools, such as Mentimeter or Quizlet, can be used both in presence and in distance learning, making all the students feel connected and in the same place.</p>	
<b>Mentimeter</b>	<p><b>Mentimeter</b> is an interactive presentation platform that allows you to create quiz, games, surveys. It can be used to enable gamified experience in your class.</p> <p><i>When to use it?</i></p> <ul style="list-style-type: none"> <li>- <b>In class</b>, to check students' progress and test their knowledge by creating engaging and participative quiz</li> <li>- <b>While performing group work activities:</b> you can create quiz and test on the platform, divide the students in teams and have them compete together, in real time</li> <li>- <b>To enable brainstorming.</b> When markers and post it are not an option, you can use the "<b>Tag Cloud</b>" or "<b>Open Question</b>" function to collect students' opinions and ideas.</li> </ul> <p><b>Pro:</b> It allows you to have real time feedback and foster an engaging environment. Also, several functions are available in the free version</p> <p><b>Cons:</b> There is only an English version</p> <p>Link: <a href="https://www.mentimeter.com">https://www.mentimeter.com</a> Mentimeter accessibility statement: <a href="https://www.mentimeter.com/accessibility">https://www.mentimeter.com/accessibility</a></p>
<b>Kahoot</b>	<p><b>Kahoot</b> is an online collaborative platform for developing learning games for school pupils, trainees and workplaces. It can be used for brainstorming at virtual</p>

	<p>or in-person meetings, sorting, ranking and voting ideas, and making interactive presentations.</p> <p><b>When to use it?</b></p> <ul style="list-style-type: none"> <li>- To enable brainstorming. To carry out interactive polling and make interactive presentations, for remote learning or in-presence.</li> </ul> <p><b>Pro:</b> It has several features and it's particularly user-friendly  <b>Cons:</b> Frequent improvement and update might create unpredictability and confusion</p> <p>Link: <a href="https://kahoot.com/">https://kahoot.com/</a>          "Accessibility aims" statement: <a href="https://kahoot.com/accessibility-policy/">https://kahoot.com/accessibility-policy/</a>          Website states: " We aim to be compliant with the Web Content Accessibility Guidelines (WCAG) version 2.1 (<a href="https://www.w3.org/TR/2018/REC-WCAG21-20180605/">https://www.w3.org/TR/2018/REC-WCAG21-20180605/</a>), to an AA conformance level" – but there is no test result or accreditation.</p>
<p><b>Mural</b></p>	<p><b>Mural</b> is an online tool for collaboration and sharing ideas.</p> <p><b>When to use it?</b></p> <ul style="list-style-type: none"> <li>- To enable brainstorming. You can use the canvas proposed on Mural directly in the app or you can download them to use them in presence brainstorming activities.</li> </ul> <p><b>Pro:</b> It allows you to facilitate brainstorming and give you practical suggestions and ideas  <b>Cons:</b> the free version does not include many features</p> <p>Link: <a href="https://www.mural.co/">https://www.mural.co/</a>          Mural accessibility statement  <a href="https://support.mural.co/en/articles/4831483-accessibility-statement">https://support.mural.co/en/articles/4831483-accessibility-statement</a></p>
<p><b>Quizlet</b></p>	<p><b>Quizlet</b> provides a platform for students and teachers to create and share their own learning materials, including flashcards and diagrams.</p> <p><b>When to use it?</b></p> <ul style="list-style-type: none"> <li>• <b>In class</b>, to create gamified learning experiences for your students</li> <li>• <b>At home</b>, as a tool to support and enable students to study together with flashcards</li> </ul> <p><b>Pro:</b> it is a suitable tool both for students' individual study and for teacher to engage the class with gamified experience  <b>Cons:</b> the free version does not allow you to experience a lot of functions          Link: <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a>          Currently there is no accessibility statement on the Quizlet website. ENAT assessed the Help Page of Quizlet using an automatic web accessibility checking tool, which showed the website does not meet the WCAG level 2.1 AA guidelines: <a href="https://ace.accessibe.com/?website=https://help.quizlet.com">https://ace.accessibe.com/?website=https://help.quizlet.com</a></p>
<p><b>Padlet</b></p>	<p><b>Padlet</b> is a digital tool that can help teachers and students in the classroom and beyond by offering a unique place for a bulletin board. This in its most basic form.</p>

	<p><b>When to use it?</b></p> <ul style="list-style-type: none"> <li>To present images, links, videos and documents, all placed on a bulletin board that can be made public or private.</li> <li>To facilitate brainstorming, in the classroom or remotely</li> <li>As a tool for self-study</li> </ul> <p><b>Pro:</b> very simple to use  <b>Cons:</b> the free version only allows you to create a maximum of 3 cards</p> <p>Link: <a href="http://padlet.com">http://padlet.com</a></p>
<p><b>Google Jamboard</b></p>	<p><b>Google Jamboard</b> allows teachers to interact with students with a whiteboard-style experience, like Padlet. It is essentially a giant digital whiteboard that can be used by any teacher for any subject, making it a great tool for schools</p> <p><b>When to use it?</b></p> <ul style="list-style-type: none"> <li>To present images, links, videos and documents during remote lessons or when using an interactive whiteboard (like IWB)</li> <li>To facilitate brainstorming, in class or remotely</li> </ul> <p>Link: <a href="https://jamboard.google.com">https://jamboard.google.com</a></p>
<p><b>Wordwall</b></p>	<p><b>Wordwall</b> can be used to create both interactive and printable activities. Interactives are played on any web-enabled device, like a computer, tablet, phone or interactive whiteboard. They can be played individually by students, or be teacher-led with students taking turns at the front of the class.</p> <p><b>When to use it?</b></p> <ul style="list-style-type: none"> <li>To prepare activities for individual study and homework</li> <li>To prepare printed documents that can be used as a companion to the interactive or as stand-alone activities.</li> <li>To create interactive activities, reproduced on any device connected to the web, such as a computer, tablet, phone or interactive whiteboard.</li> </ul> <p>Link: <a href="https://wordwall.net/">https://wordwall.net/</a></p>
<p><b>Presentation tools</b></p> <p>Presentation tools are useful to support your teaching with some visual examples and pre-made handouts. They can be used in class (with the help of a projector or digital board), in distance learning or as a resource for students' individual study.</p> <p>There is a wide choice of presentation tools to use – even more now that distance learning activities have been adopted widely due to the COVID-19 pandemic.</p> <ul style="list-style-type: none"> <li><b>How to choose the tool that best fit your needs?</b></li> </ul> <p><i>Some suggestions:</i></p> <ul style="list-style-type: none"> <li>Look for app that makes <b>pre-built-templates</b> available.</li> <li>Check if they allow <b>sharing and collaboration options</b>. Several presentation tools are connected to remote collaboration platform (such as, for example, Google Classroom), to allow people to co-edit the document.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Consider the importance of <b>media support</b>: most of the tools support a variety of media files (YouTube clips, images, audio...)</li> <li>- Be aware of the importance of <b>presentation options</b>: presenter mode should be standard on Power Point, but you might also find presentation tools that allow you to insert surveys and to check analytics.</li> </ul>
<b>Power Point</b>	<p><b>Power Point</b> is a widely-known presentation tool to produce slideshows which may contain text, graphics, sound, movies, hyperlinks, and other objects. It also enables users to add animation and effects to slideshow elements.</p> <p>Link: <a href="https://www.microsoft.com/en-us/microsoft-365/powerpoint">https://www.microsoft.com/en-us/microsoft-365/powerpoint</a></p> <p>Microsoft Office 2016 PowerPoint has built-in accessibility tools that can ensure accessibility of a saved PDF version of slides (e.g. allowing functional links, descriptions of images and readable text).</p>
<b>Sway</b>	<p><b>Sway</b> is a digital storytelling app. It is web based and can be used to create interactive reports, presentations, newsletters or digital handouts.</p> <p>Link: <a href="https://sway.office.com/">https://sway.office.com/</a></p>
<b>Canva</b>	<p><b>Canva</b> is a drag-and-drop presentation tool that allows you to create elaborated presentations starting with pre-made layouts. It also gives you the access to a wide stock of images and media content.</p> <p>Link: <a href="https://www.canva.com/en_gb/">https://www.canva.com/en_gb/</a></p> <p>The Canvas platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and the US <a href="#">Section 508</a> (Web accessibility) guidelines.</p> <p>View more information about the <a href="#">Canvas Voluntary Product Accessibility Template</a>.</p> <p>You can read more about the most recent accessibility and feature enhancements in the <a href="#">Canvas Product Release Notes</a>.</p>

Guidance for teachers			
Goal	Effective techniques	Suggested tools/methods in presence	Suggested tools/methods – online
Have <b>students engaged and participative</b>	Use a variety of approaches and methodologies	Group-work activities Hands-on workshop	<a href="#">Mural</a> <a href="#">Mentimeter</a> <a href="#">Kahoot</a> Whiteboard
<b>Transfer knowledge</b> in effective way	Keep it short and simple, with clear instructions on how to perform the proposed exercise and activities Rely on a presentation with fundamental concepts, that students can use for their handouts	Power Point PDF Sway	
<b>Give practical training</b>	Prepare case histories and example in advance, asking the students to analyze them as an activity	Printed articles/case study to share with the students in class Video-case history	Articles to share with the students before class Video-case history
<b>Media language acquisition</b>	Promote the use of digital tools for students to present their output	PowerPoint Mentimeter Canva	
Be sure to <b>settle the main concepts</b>	Repetition and recap at the end of every class Leave students time to ask questions at the end of every module	“Recap” Slide Blackboard Question “parking lot”	Recap Slide Mentimeter

Teaching Tools: checklist and suggestions	
<b>Tools</b>	<p><b><i>In presence teaching</i></b></p> <p><u>Presentation tools</u>, such as PowerPoint or Sway, to help the students memorise the concepts better and provide ready-to-use handouts</p> <ul style="list-style-type: none"> <li>- <u>Collaboration tools</u>, to promote and carry on group work activities. What we suggest is to divide the class in small groups (not more than 4/5 people per group) and organise hands-on activities supported using canvas, post it, markers. Anything that can promote brainstorming is well accepted!</li> </ul>

### ***Distance learning***

Collaborative platform: with the pandemic, almost every school adopted a distance-learning platform. Be sure to know all the features included in yours: Can you share the screen? Is there a chat or any virtual space where the students can place their questions and comments? Can you create multiple rooms to allow students to work in groups?

- **Presentation tools:** you can have the same presentation tools used for in-presence teaching. Just be sure that you are able to share the screen and to present contents to your audience.
- **Collaborative tools:** distance learning does not mean that you cannot have interaction in class (and, in some cases, digital platforms can also help us in creating more interactive edutainment dynamics). Some tools we will suggest are Mentimeter, Mural, Quizlet.

## Terminology

List of terms to be used in training materials, Web content, etc.

### **1. General – in relation to disabilities and impairments**

**Persons with Disabilities** is the general term to use when we are referring to the population of persons with any kind of impairments. (We use “people first” language)

In general, we refer to:

Persons with x (where x is the name of the impairment or health condition).

When referring to all people who have any kind of access requirements (including persons with disabilities) we use the phrase:

Persons with disabilities and/or other specific access requirements

### **2. Terms/phrases to use for persons with sensory disabilities**

#### Seeing functions

- **persons who are blind OR blind person/people**
- **persons with visual impairments, (also we may use: persons who are partially sighted OR partially sighted persons)**
- **persons who are colour blind**

#### Hearing functions

- **persons who are deaf OR deaf person/people**
- **persons with hearing impairments**

### Touch functions

- **persons with impaired touch functions**

### Taste and smell

- **persons with impaired taste and smell functions**

### Voice/speaking functions

- **persons with impaired speech**

### **3. Allergies and hypersensitivity**

- **persons with allergies**
- **persons who have allergic reactions or hypersensitivities**

### **4. Food intolerances**

- **persons with food intolerance(s)**
- **persons requiring a special diet**

### **5. Physical impairments**

- **persons with walking difficulties**
- **persons using a wheelchair**
- **persons using mobility devices (may include persons using a wheelchair but also other users, e.g. persons using strollers/rollator, using crutches, parents with pushchairs)**
- **persons with reduced dexterity, strength, stamina, or balance problems**
- **persons of short or tall stature**
- **persons with obesity OR obese persons**
- **persons with an assistance dog OR persons with an assistance animal**

**NOTE: Persons with Reduced Mobility (PRMs)** – is used specifically in the passenger transport sector: air/rail/ferry/bus and coach – but we do **not** use it as a general rule as it is not clear which groups/impairments it refers to. (The PRMs are defined according to IATA codes but even these are very general).

### 6. Cognitive abilities

#### — persons with cognitive impairments

or more specifically, where necessary:

- persons on the autism spectrum OR persons with neurodiversity
  - persons with dementia
  - persons with short-term memory loss
  - persons with dyslexia
- persons who do not understand the local language

### 7. Mental ill health

- persons with mental ill health

### 8. Older people OR Seniors

**Older people or seniors** are always included when referring to accessibility as they may have acquired long-term health conditions that limit their functional abilities.

“Older” may be defined variously in different societies e.g. 55 years and above, 65+ or the national statutory retirement age.

We do not use the term, “the elderly”.

Note: “Elders” may be used specifically in some societies, such as Australia, New Zealand and Canada, to refer to the older generations of traditional or indigenous ethnic groups. This does not refer to accessibility.

## Sources and useful links

- “Brainstorming in the classroom”, <https://www.thoughtco.com/brainstorm-in-the-classroom-3111340>
- “What is Place-based Education and Why does it matter” <https://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf>
- Presentation tools and Power Point Alternatives <https://zapier.com/blog/best-powerpoint-alternatives/>
- “Gamifying Learning Experience: Practical Implication and Outcomes” [https://www.researchgate.net/publication/256194365\\_Gamifying\\_Learning\\_Experiences\\_Practical\\_Implications\\_and\\_Outcomes](https://www.researchgate.net/publication/256194365_Gamifying_Learning_Experiences_Practical_Implications_and_Outcomes)
- “Addressing the needs of modern students: how gamification can improve learning experience” <https://www.exposit.com/blog/addressing-needs-modern-students-how-gamification-can-improve-learning-experience/>



## ANNEXE - Add-on to the Toolkit





**IO5 - Toolkit, programmes and reports of the short-term exchanges of groups of pupils/ pilot training actions**



**ADD-ON to Toolkit for planning and carrying out training activities**



**Games Without Barriers project** Co-funded by the Erasmus+ Programme of the European Union G.A. n. 2019-1-IT01- KA202-007450 - CUP code G95G19000500006  
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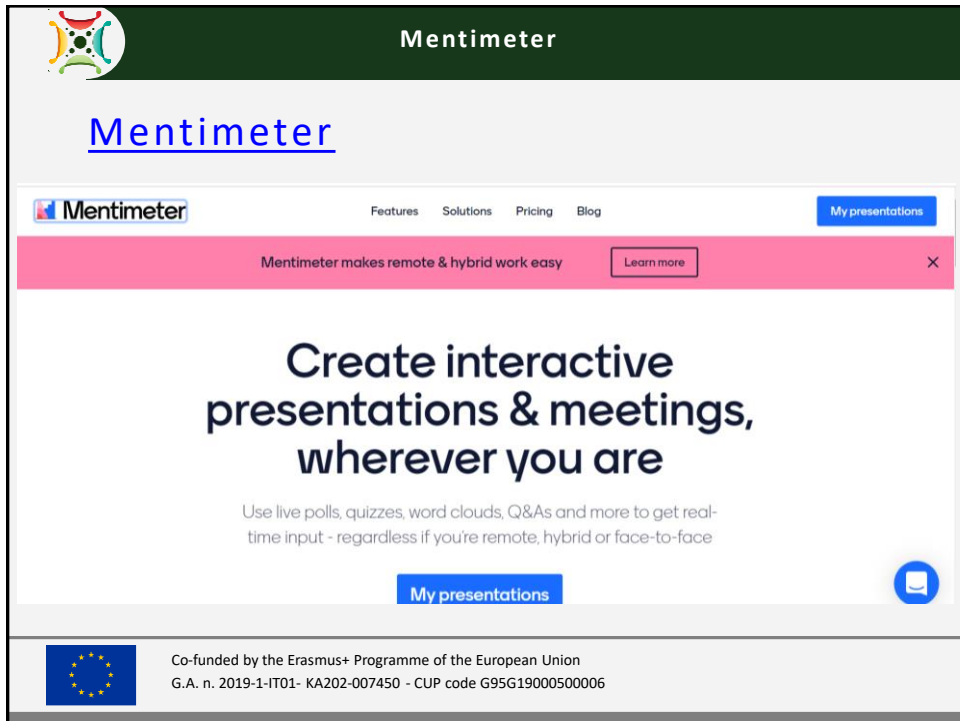


This document contains practical explanations and examples on how to use the apps and tools in the Toolkit for planning and carrying out training activities

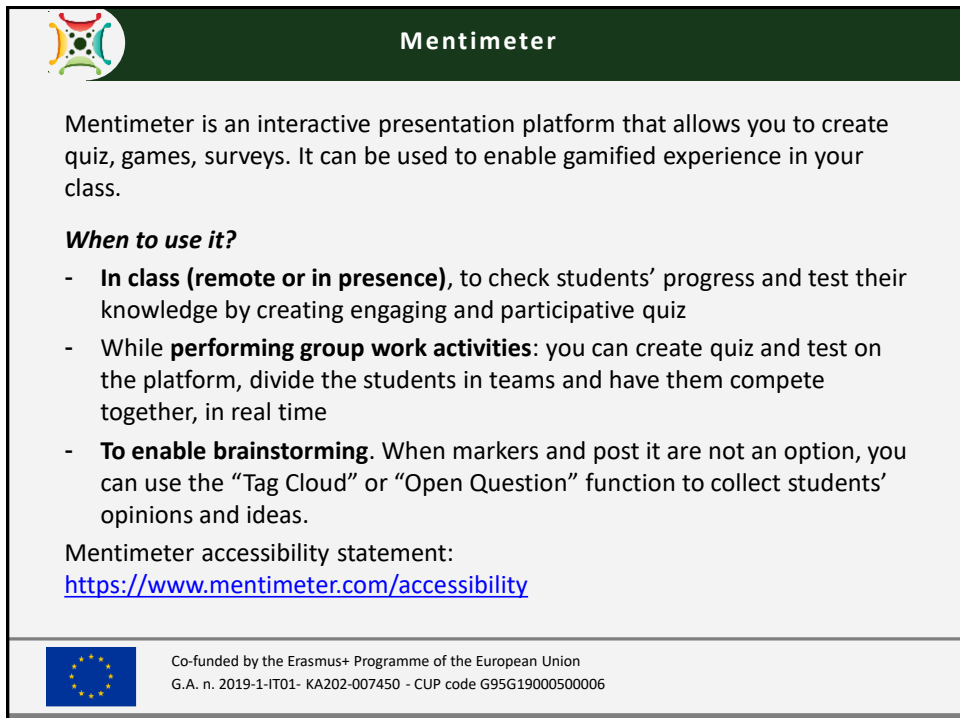


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The screenshot shows the Mentimeter website homepage. At the top, there is a dark green header with the Mentimeter logo and the word "Mentimeter" in white. Below the header, the word "Mentimeter" is written in a large, blue, underlined font. A navigation bar contains links for "Features", "Solutions", "Pricing", and "Blog", along with a "My presentations" button. A pink banner below the navigation bar reads "Mentimeter makes remote & hybrid work easy" with a "Learn more" button and a close icon. The main content area features the headline "Create interactive presentations & meetings, wherever you are" in a large, bold, dark blue font. Below the headline, a sub-headline reads "Use live polls, quizzes, word clouds, Q&As and more to get real-time input - regardless if you're remote, hybrid or face-to-face". A "My presentations" button and a chat icon are positioned below the sub-headline. At the bottom of the page, there is a footer with the European Union flag and the text: "Co-funded by the Erasmus+ Programme of the European Union G.A. n. 2019-1-IT01- KA202-007450 - CUP code G95G19000500006".



The slide features a dark green header with the Mentimeter logo and the word "Mentimeter" in white. The main content area contains the following text:

Mentimeter is an interactive presentation platform that allows you to create quiz, games, surveys. It can be used to enable gamified experience in your class.

**When to use it?**

- **In class (remote or in presence)**, to check students' progress and test their knowledge by creating engaging and participative quiz
- While **performing group work activities**: you can create quiz and test on the platform, divide the students in teams and have them compete together, in real time
- **To enable brainstorming**. When markers and post it are not an option, you can use the "Tag Cloud" or "Open Question" function to collect students' opinions and ideas.

Mentimeter accessibility statement:  
<https://www.mentimeter.com/accessibility>

At the bottom of the slide, there is a footer with the European Union flag and the text: "Co-funded by the Erasmus+ Programme of the European Union G.A. n. 2019-1-IT01- KA202-007450 - CUP code G95G19000500006".

## How to - Mentimeter

### How to subscribe?

- Click on the button on the right side of your screen and **register for free**. If you want, you can add some personalization feature to your account by subscribing with a monthly fee with the educator program

#### Boost engagement in the classroom with the plan that's right for you

Not a teacher or student? See [Mentimeter for Professionals](#)


<p><b>Free</b></p> <p style="font-size: x-small;">Try out Mentimeter to engage your audience.</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">\$0</p> <p style="font-size: x-small;">No credit card needed</p> <p style="text-align: center; background-color: #ccc; padding: 2px 5px;">Get started</p> <ul style="list-style-type: none"> <li>+ Unlimited audience</li> <li>+ Unlimited presentations</li> <li>+ Up to 2 question slides</li> <li>+ Up to 5 quiz slides</li> </ul>	<p><b>Basic</b></p> <p style="font-size: x-small;">The essentials for engaging your students.</p> <p style="font-size: x-small;">\$9.95/month <span style="font-size: xx-small; color: green;">30% DISCOUNT</span></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">\$6<sup>99</sup>/month</p> <p style="font-size: x-small;">Billed annually, incl. tax. Price per presenter</p> <p style="text-align: center; background-color: #ccc; padding: 2px 5px;">Buy Basic</p> <p style="font-size: x-small;">All Free features, plus</p> <ul style="list-style-type: none"> <li>+ Unlimited questions</li> <li>+ Import presentations</li> <li>+ Export results to Excel</li> </ul>	<p><b>Pro</b> <span style="font-size: x-small; color: blue; border: 1px solid blue; padding: 1px;">Recommended</span></p> <p style="font-size: x-small;">All the power to customize your presentations.</p> <p style="font-size: x-small;">\$24.95/month <span style="font-size: xx-small; color: green;">40% DISCOUNT</span></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">\$14<sup>99</sup>/month</p> <p style="font-size: x-small;">Billed annually, incl. tax. Price per presenter</p> <p style="text-align: center; background-color: #007bff; color: white; padding: 2px 5px;">Buy Pro</p> <p style="font-size: x-small;">All Basic features, plus</p> <ul style="list-style-type: none"> <li>+ Moderate the Q&amp;A</li> <li>+ Add your custom design</li> <li>+ Collect audience details</li> </ul>	<p><b>Campus</b></p> <p style="font-size: x-small;">An Enterprise solution tailored to your educational organization.</p> <p><b>Custom</b></p> <p style="text-align: center; background-color: #ccc; padding: 2px 5px;">Learn more</p> <p style="font-size: x-small;">All Pro features, plus</p> <ul style="list-style-type: none"> <li>+ Single Sign-On</li> <li>+ Shared templates</li> <li>+ Success manager</li> </ul>
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## How to - Mentimeter

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## How to - Mentimeter



How to personalize your presentation?

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## How to - Mentimeter

- You can choose among different type of **question slides**:
- **Multiple choice**: participants have to choose one correct answer among three or more
- **Word cloud**: each participants enter maximum 3 word connected to a common subject. The answers given will compose a «tag cloud»
- **Open ended**: each participants can answer the given question with a few lines
- **Scales**: participant have to vote in a likert-scale like way
- **Ranking**: participants should grade the answers by ranking them
- **Q&A**: simple question to be answered with a short sentence

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## How to - Mentimeter

- To foster competition and game-based learning in the class, you can use **competition quiz slides**, where participant can either select or type the correct answers. **The faster to type will gain extra points.**



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## How to - Mentimeter

- To get inspiration, take a look the the «example slides»: a set of suggested usage of quiz and question slides

Example slides

Search among 196+ inspirational slides in our library

Search...

Please rate the following:

How is the room temperature?

What type of organization do you represent?

Check the audience's background

Perpetual bonds are...

What is the Roman numeral for 1000?

Purpose

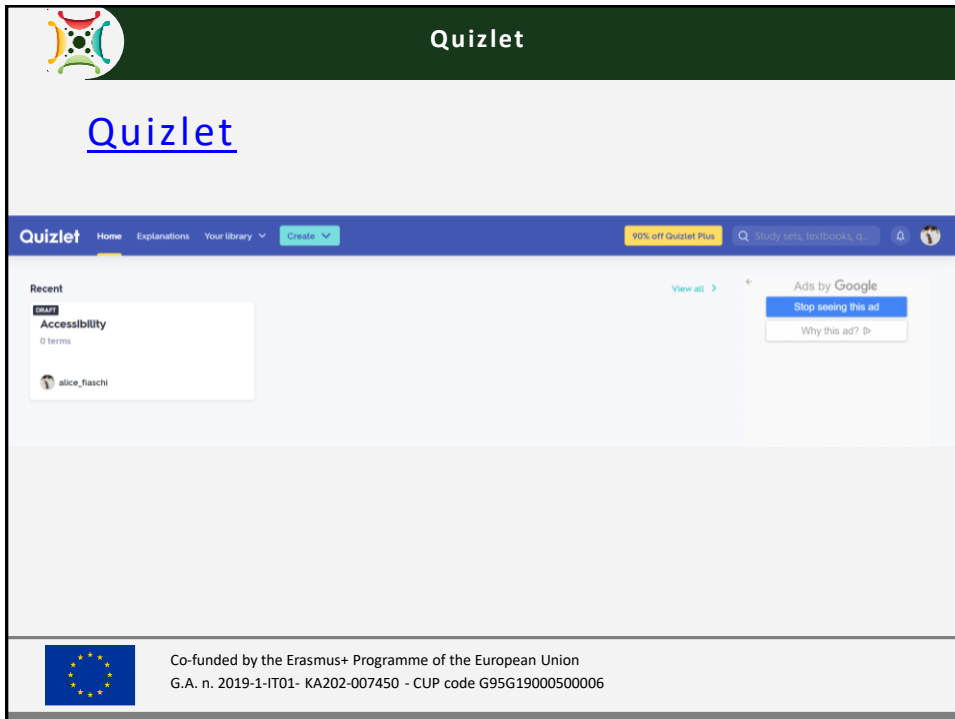
- Training
- Education
- Icebreaker
- Prioritize
- Brainstorm
- Just for Fun
- Evaluation
- Check-in
- Facilitate decisions
- Create discussion
- Leadership

Type of input

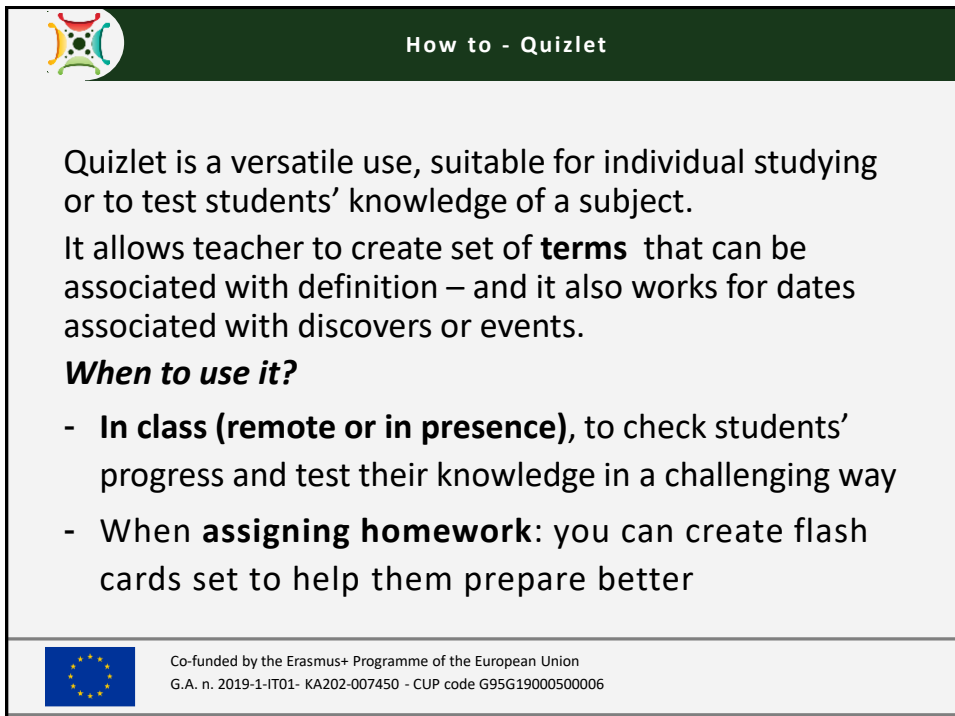
- Select option(s)
- Free-text response
- Quiz competition
- Rating
- Eurovision



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The screenshot shows the Quizlet website. At the top, there is a dark green header with the Quizlet logo and the word "Quizlet" in white. Below the header, the word "Quizlet" is written in a large, blue, serif font. The main navigation bar is blue and contains links for "Home", "Explanations", "Your library", and "Create". There is also a search bar with the text "Study sets, textbooks, q...". A yellow banner for "90% off Quizlet Plus" is visible. On the left, there is a "Recent" section showing a flashcard for "Accessibility" by user "alice\_fiaschi". On the right, there is an "Ads by Google" section with a "Stop seeing this ad" button and a "Why this ad?" link. At the bottom, there is a footer with the European Union flag and the text: "Co-funded by the Erasmus+ Programme of the European Union G.A. n. 2019-1-IT01- KA202-007450 - CUP code G95G19000500006".



The screenshot shows a page titled "How to - Quizlet". At the top, there is a dark green header with the Quizlet logo and the text "How to - Quizlet". The main content area is white and contains the following text:

Quizlet is a versatile use, suitable for individual studying or to test students' knowledge of a subject. It allows teacher to create set of **terms** that can be associated with definition – and it also works for dates associated with discovers or events.

***When to use it?***

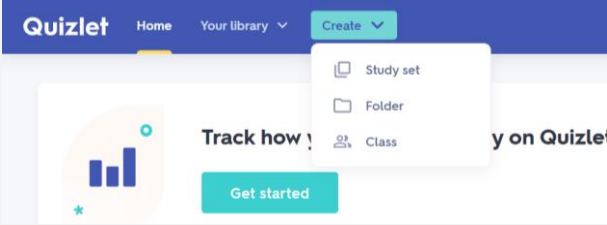
- **In class (remote or in presence)**, to check students' progress and test their knowledge in a challenging way
- When **assigning homework**: you can create flash cards set to help them prepare better

At the bottom, there is a footer with the European Union flag and the text: "Co-funded by the Erasmus+ Programme of the European Union G.A. n. 2019-1-IT01- KA202-007450 - CUP code G95G19000500006".

## How to - Quizlet

### How to subscribe?

- Click on the button on the upper right side of your screen and **register for free**. If you want, you can add some personalization feature to your account by subscribing with an educator program
- After registering, you can start creating your study set by clicking on the «Get started» or «Create» button



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## How to - Quizlet

### Create a new study set

Enter a title, like "Biology - Chapter 22: Evolution"

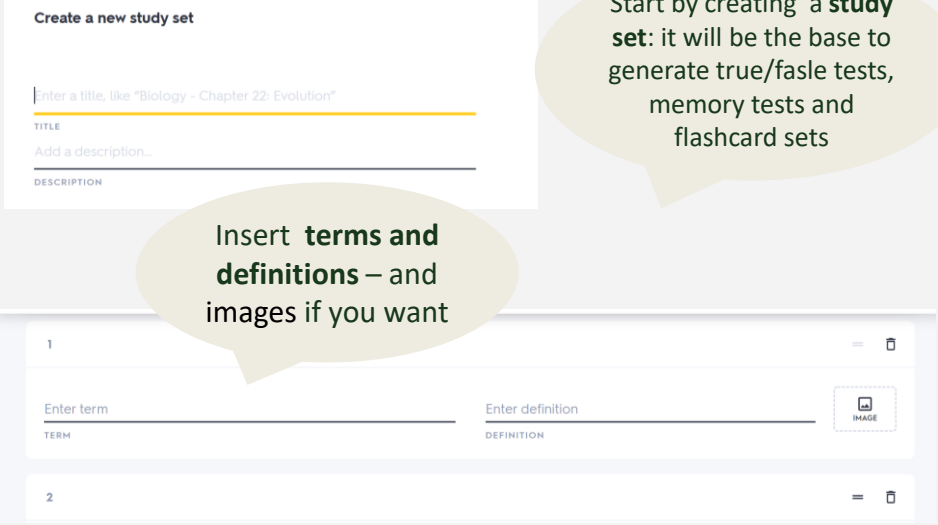
TITLE

Add a description...

DESCRIPTION

Start by creating a **study set**: it will be the base to generate true/false tests, memory tests and flashcard sets

Insert **terms and definitions** – and images if you want



1

Enter term

TERM

Enter definition

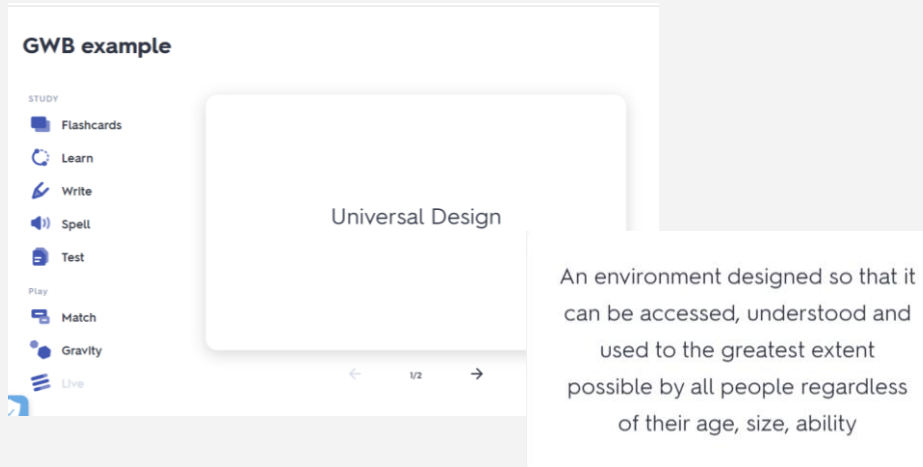
DEFINITION

2

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## How to - Quizlet

### 1. Use flashcards to study



**GWB example**

STUDY

- Flashcards
- Learn
- Write
- Spell
- Test

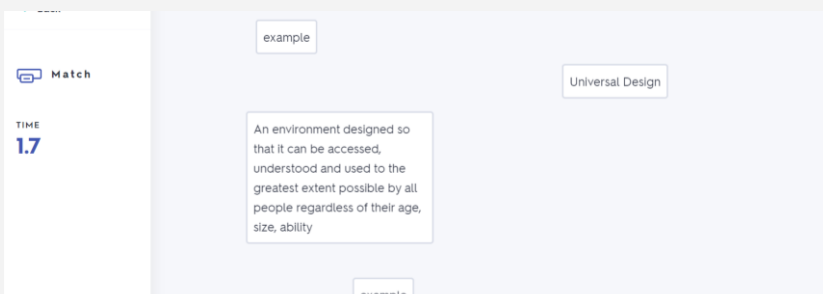
Play

- Match
- Gravity
- Live

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## How to - Quizlet

### 2. Play with the matching options



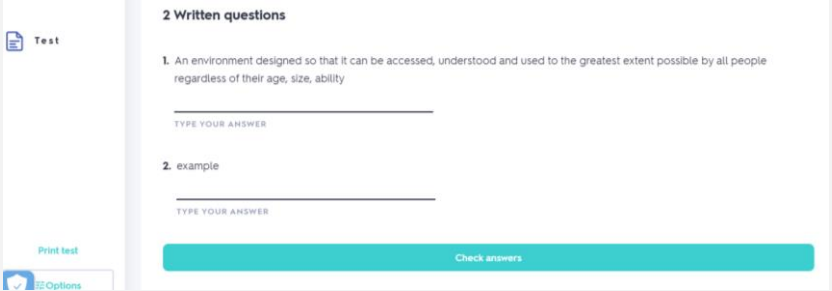
If you click on «**Match**», the system will automatically create a set of memory/matching cards for you, starting from the study set you created. You can give the link to your students to engage them in a different kind of learning activity.

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## How to - Quizlet


### 3. Create your tests



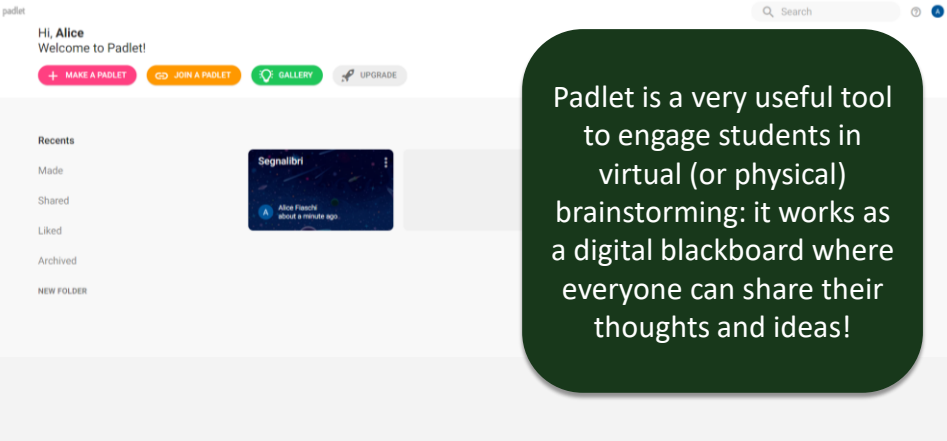
If you click on «**Test**», the system will automatically create one for you, starting from the study set you created




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## Padlet



Padlet is a very useful tool to engage students in virtual (or physical) brainstorming: it works as a digital blackboard where everyone can share their thoughts and ideas!



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## How to - Padlet

### How to subscribe?

- You can register for free and create up to 3 padlets , or have an unlimited number of padlets if you subscribe with a montly fee. Once you register, in your area you have the chance to create **up to 3 padlets** (or you can share one with your colleagues and friends!)

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## How to - Padlet

Start with a blank ...

**Wall** PREVIEW

Pack content in a brick-like layout.

SELECT

**Stream** PREVIEW

Streamline content in an easy to read, top-to-bottom feed.

SELECT

**Grid** PREVIEW

Arrange content in rows of boxes.

SELECT

**Shelf** PREVIEW

Stack content in a series of columns.

SELECT

**Backchannel** PREVIEW

Communicate in a chat like environment.

SELECT

**Map** PREVIEW

Add content to points on a map.

SELECT

**Canvas** PREVIEW

Scatter, group, & content in any way.

SELECT

Start by creating a template by clicking on «**Make a Padlet**»: you will be introduced to a huge set where you can pick the set!

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## How to - Padlet

You can choose among different type of **canva**:

- **Wall**: your content will be packed in a brick-like layout.
- **Stream**: the contents will be displayed in an easy to read, top-to-bottom feed.
- **Grid**: the text will be inserted in boxes
- **Shelf**: you can create columns of contents with titles, participants will add their contribution under the specific column
- **Map**: contents will be added on the map points
- **Canvas**: the owner of the padlet can scatter, group, and connect content in any way.
- **Timeline**: create a timeline where you can place contents



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