OPEN EDUCATIONAL RESSOURCE

"Diversity Escape Room: Physical Diversity and Disability"

VELLA 23: Collaboration New Zealand - Germany

Escape Room about Diversity created by Helen Schnabel and Anna Grob: Students complete six quests filled with information and questions about disability and diversity to escape the room.

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Inhalt

1. Short summary

Our Escape Room was designed during an online exchange project with a group of students from Auckland University in New Zealand, PH Ludwigsburg and University of Leipzig in Germany. I worked together with Helen S., a student from New Zealand. We decided on the topic of "diversity and disability" together. Our Escape Room was created with the website/ app "genial.ly" and consists of six different quests. Each quest consists of about two to five tasks and the escape room presents 17 different tasks in total. Basically, the content presents information and questions about diversity in general and about different kinds of disabilities.

2. Link

Here is the link you can use to get to our project/ escape room:

https://view.genial.ly/645a317c8a134b0011b46ed9/interactive-content-diversity-and-disability

3. Overview

For our escape room, we chose the topic of "diversity and disability". There are different aspects of diversity which we found all very interesting, like gender, pride, culture, racism, body images, body positivity and so on and so forth. We chose "disability" as our main focus for the escape room because I study "Sonderpädagogik" which means I want to become a teacher for students with special needs one day. Helen already had taken quite a few pictures related to "diversity and disability" at the point where we had to choose the topic, so the decision concerning our topic was very easy. Nevertheless, we thought it would be nice to not only focus on one topic but to also add some information about diversity in general which is why we provided information and questions about other aspects like period poverty for example.

The aim of the escape room is to create awareness of different kinds of disability and the challenges people with disabilities encounter in everyday life. We want the students to gather information about the topic and therefore created a fun way for the students to learn something about disability and diversity. Furthermore, we want students from different countries to work together in groups to exchange opinions and thoughts about the topic. What was very interesting for us, the creators of the escape room, were for example the different aspects of disability present at our universities. We found very different aspects and also different factors of barrier-free studying. Exchange and

encounter of other cultures and people are very important if one wants to be open-minded and is interested in other views about certain aspects of life.

The level at which the escape room is designed is suited for students at the age of 13 to 16. They should be advanced speakers in both German and English which means the escape room is not made for total beginners in the respective language.

The time slot for the project should be at least three school lessons with 45 minutes. One would need the first lesson to introduce the topic "disability" and take a look at the existing knowledge of the students. The second lesson is to explain the way the escape room works and for the students to do and complete the escape room. The students will need about 25 to 35 minutes to complete the escape room. In the last of the three lessons the students should reflect on the things they learned together with their teacher and the other groups. They should take a look at the results and reflect on the experience of the escape room. Additionally, the teacher should ask the students to comment on the escape room and how they dealt with the different tasks. The feedback can than be collected and used for improvement of the escape room.

It would be great for us if those who use the escape room would send a few words, hints, experiences or feedback in general after having used the escape room in English or German lessons or in an exchange setting. We have only tested the escape room ourselves and a few of the other members of the project submitted feedback but it would be great to improve the escape room based on the experience of actual students. The feedback should be submitted to the following e-mail address: anna.grob@stud.ph-ludwigsburg.de

The website where we created our escape room is called "genial.ly". It is a website used specifically to create different kinds of escape room activities. You can work together on the escape room as co-hosts but unfortunately, it is not possible to work on the escape room at the same time. It is easy to create the quests once you have familiarized yourself with the tool. The website offers lots of different interactive elements. Lots of our quests and questions consist of true/ false respectively right/ wrong questions. Other quests ask the students to sort things like in a drag and drop exercise. In some tasks they have to choose the right answer out of two to four possibilities or select the right date for the happening of an event. Other tasks ask the students to choose the correct explanation for an abbreviation or to select pictures according to the question or topic.

4. Background information

As it was already said, I study "Sonderpädagogik" which is why I wanted to do an activity that evolves around the topic of "disability". My exchange partner was also interested in this topic and very supportive, so we agreed on the topic pretty quickly.

As the teachers that use the escape room should be familiar with the topic to answer the occurring questions of the students it is important to have at least basic knowledge about the topic "disability".

Disability results from the interaction between individuals with a health condition with personal and environmental factors such as negative attitudes, inaccessible transportation or buildings and limited social support.[1] There are many different kinds of disabilities that affect a person, including impairment of vision, hearing or movement. Furthermore, there are disabilities that affect the thinking, remembering, learning or communicating. Disabilities that are not immediately in someone's mind when the term "disability" is mentioned are disabilities concerning mental health or social relationships.[2] Disability can be related to conditions that are present at birth and may affect body functions later in life (like cognition, mobility, hearing, vision…) but can also be associated with developmental conditions that become apparent during childhood. Also, disability can be related to different kinds of injuries or associated with a longstanding condition (e.g. diabetes). Disabilities can be progressive or stative, as well as intermittent.[3] This means that when we speak of "people with disabilities" as one group we are actually talking about a very wide range of different people and groups. Therefore, people with different kinds of disabilities also need different kinds of aids. A sidewalk for example can be a barrier for a person using a wheelchair whereas for a person with visual impairment the sidewalk can be helpful as a guidance system for orientation. According to the World Health Organization (WHO), an estimated 1.3 billion people (which is about 16% of the global population) experience significant disability.[4] Nevertheless, many people are not aware of the challenges people with different kinds of disabilities have to face in everyday life. Therefore, we wanted to introduce different kinds of disabilities during the challenges of our escape room. Addressed in the escape room are people who use wheelchairs but also people

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[1] https://www.who.int/health-topics/disability#tab=tab_1 (06.06.23)
[2] https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html (07.06.23)
[3] ibid.
[4] https://www.who.int/health-topics/disability#tab=tab_1 (06.06.23)

with visual or hearing impairment. For example, there was an exercise about ACC (Augmentative and Alternative Communication) respectively sign language that is used by people with hearing impairment but sometimes also by people with an intellectual disability. Furthermore, we presented different kinds of body images and the idea of overcoming the concept of the duality of gender. We included exercises that dealt with the government of each of the two countries and laws/ efforts towards disability. Also, we discussed the accessibility of the two universities where we study at the moment. We provided a definition for the term "ableism" and distinguished the terms "integration" and "inclusion".

5. Didactic consideration

We chose a bilingual approach for our escape room. That means that the students have to work together in groups of two or four people (depending on the number of class members) consisting of an equal number of students from both Germany and New Zealand (or any other English-speaking country of that matter). The students should try to solve the tasks in their target language fist which is why we created an escape room with both questions in English and German. If they need help the native speaker can provide or offer tips/ help. Nevertheless, it is important for us that the students are challenged to speak in their target language so that is something that the teacher should emphasize and also pay attention to while the students work on the escape room.

The students need technical devices to do the escape room so the teacher/ school has to provide either laptops or tablets because we would not want the students to use their own mobile phone. That is because then there would be the possibility that the students would use the phone for other stuff like looking into social media or playing games on their phone. The laptop/ tablet should have an updated version of the internet browser they are using at school and the teacher has to provide the link via e-mail or via a platform. The question that remains is to what extend the exchange would take place. Because of the fact that there are questions in both German and English and that the escape room is designed for a bilingual group it would be great to do the escape room with a group of both students of English and German. There is the possibility of working together in an online setting where one person shares the screen and then they work together to solve the quest. Another possibility would be to have an actual exchange where the students from both countries are sitting together in one

classroom and can be divided into groups by the teacher in the school. It would not be ideal to be in only one classroom because the questions should be discussed in between the students as one aim is to get the students to talk to each other and discuss the topic with other students. Therefore, it would be great to have at least two to three rooms where they can discuss the information and questions of the escape room. The role of the teacher is not as important as in other settings of learning as the students work on the escape room by themselves but nevertheless, it is important for the teacher to be present and be prepared to answer questions and give additional information if needed or necessary.

6. Materials

The escape room is carried out on only one website after clicking on the link we provided at the top of this abstract. The students have to answer a question correctly or click on a small icon with an arrow on it to get to the next question or information slide. In some cases, there is additional information provided on other platforms such as Youtube or the website of the German government to give the students something to gather information outside the escape room. Sometimes there are pictures included which are taken by us, the creators of the escape room, in our home town or the town where we study. Those are the ones without additional references.

To help the teachers that want to use this escape room understand the way it works, the different kinds of tasks and quests are presented in the following:

After clicking on the link for the escape room, the first slide of the escape room pops up, welcomes the student to the room and offers the possibility to start with the challenge immediately:
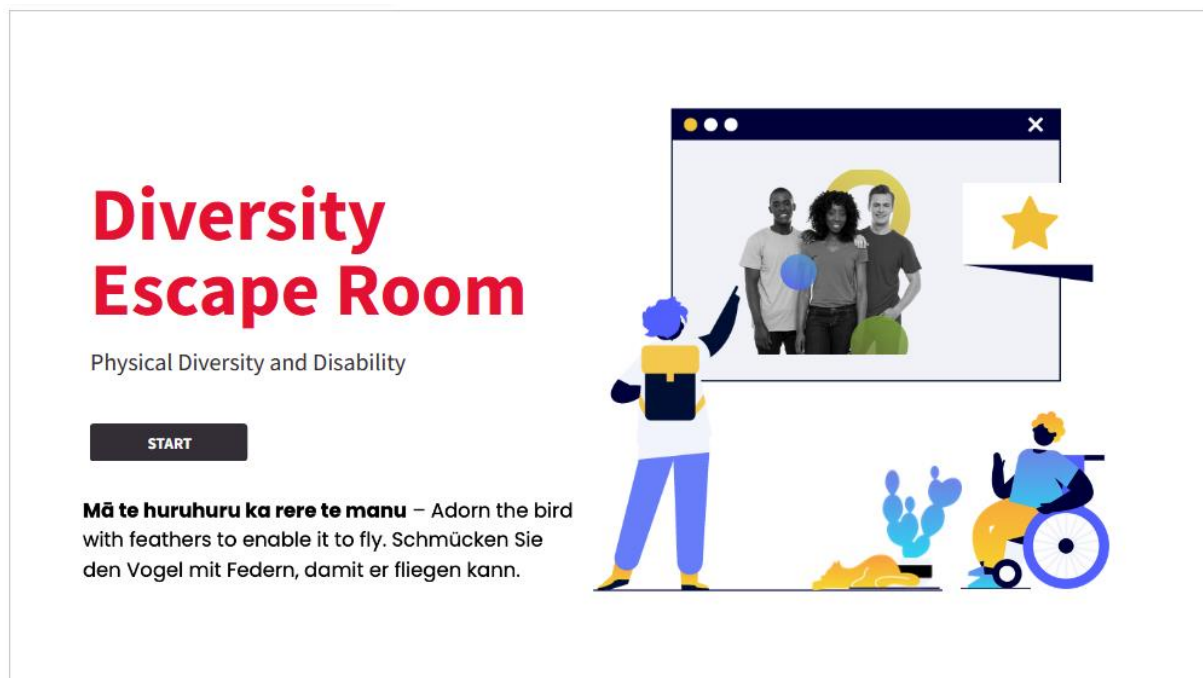
After starting the escape room, first of all, there is a short introduction of how the escape room works and what groups they have to build to complete the escape room successfully. That information should have already been provided by the teacher!

After the Introduction, there is a short information slide about the topic of "diversity and disability" to give the students a short overview before getting started. The following slide shows the amount of quests they have to complete to finish the escape room successfully. This slide appears continually after every completed quest. By clicking on the next one that was unlocked the students move forward.
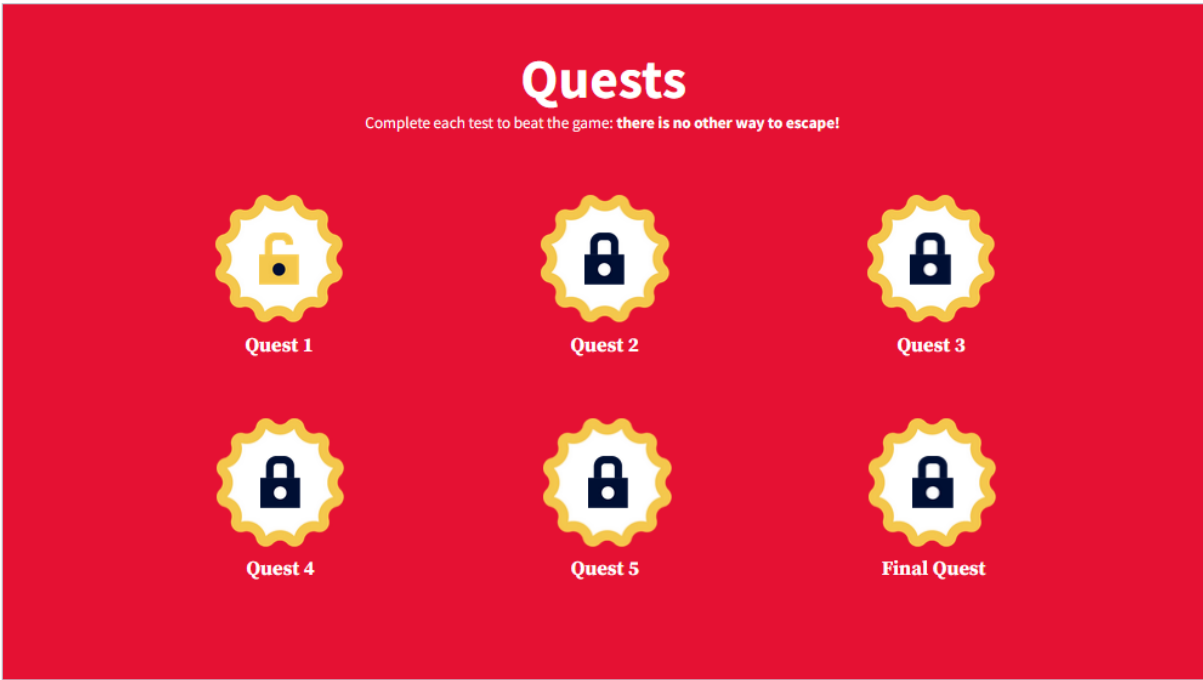
Oftentimes, there is one slide for the students to gather information that they need to answer the following questions. The two following slides give you an idea how that can look:

Information slide:

Question slide:

Sometimes, the students have to select the right date for the happening of an event which you can see in the following slide. They also have to read an article first to answer the question.

The green tick is not to be seen in the version of the students. This is the editing version that only the two Hosts can see. When clicking on the icon with the "eye" on it, the following article opens up in a separate tab:

Relevant for the students to answer the question is only one paragraph of the article:

Das Personenbeförderungsgesetz (PBefG) enthält das von den Ländern umzusetzende Ziel, für die Nutzung des ÖPNV bis zum 01.01.2022 eine vollständige Barrierefreiheit zu erreichen. Die Nahverkehrspläne der Aufgabenträger haben die Belange der in ihrer Mobilität oder sensorisch eingeschränkten Menschen mit diesem Ziel zu berücksichtigen.

One aspect of the project we were working at was to take and collect pictures that represent different aspects of diversity. Those pictures partly appear in the escape room as well. The following ones are taken in the area around "Stuttgart main station" which is divided in the upper part where the trains arrive and depart and the lower part where the underground station and the suburban railway network are located. The shortest way to get from the upper one to the underground station or the other way around takes about 15 minutes if you walk. Therefore, it takes assistance for people with disabilities to go from one to the other by themselves. Those aids are presented in the following slide:

Public transport and disability

Those are all pictures taken on the way from the upper train station in Stuttgart main station to the underground part.

The students have to look at the pictures carefully and remember the aspects to answer the question presented on the next slide. The students have to drag and drop the aspects to the corresponding category. By clicking on the button "solution" they can see if they sorted the aspects into the correct category.

Test 4

3/4

What assistance/ aid is there for people with disabilities when using public transport in Stuttgart (main station)?

available

not (yet) available

1. Auditive signals for blind people
2. transport from underground to main station at any time
3. a website with information for barrier-free travel
4. iconic directions to barrier-free entrance
5. information in DGS = Deutsche Gebärdensprache
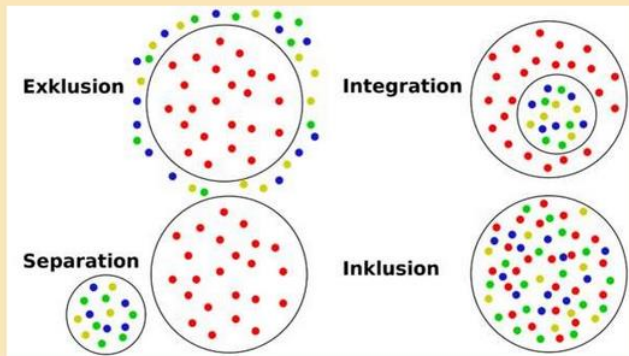6. guidance system for blind people

SOLUTION   CONTINUE

Another platform that is used to gather information outside the escape room is "Youtube". In this case, the information slide already offers the basic information that is needed to answer the question on the following slide after that. Nevertheless, it is important for the students to watch the explanatory video to get additional information.

By clicking on the magnifier icon, the Youtube video pops up for the students to watch:

Inklusion - Integration - Exklusion

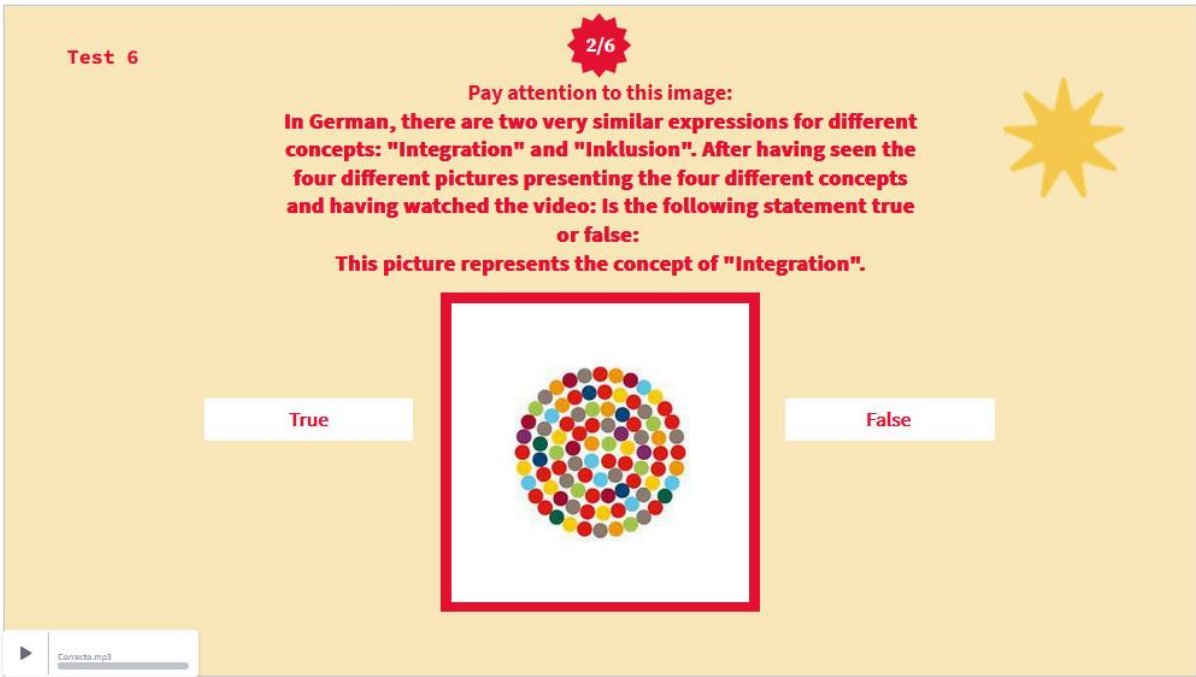**Diversity Campus**
83 Abonnenten   Abonnieren

👍 7   👎   ↗ Teilen   ☰+ Speichern   ···

The video helps the students to understand the difference between "integration" and "inclusion". The question however is linked to the images that were introduced on the information slide:

If one answer during the escape room is answered incorrect, there is a slide that pops up to tell the students that they have put the wrong answer. The slide also offers the possibility to go back to the question and try to answer it again (in the right way hopefully):
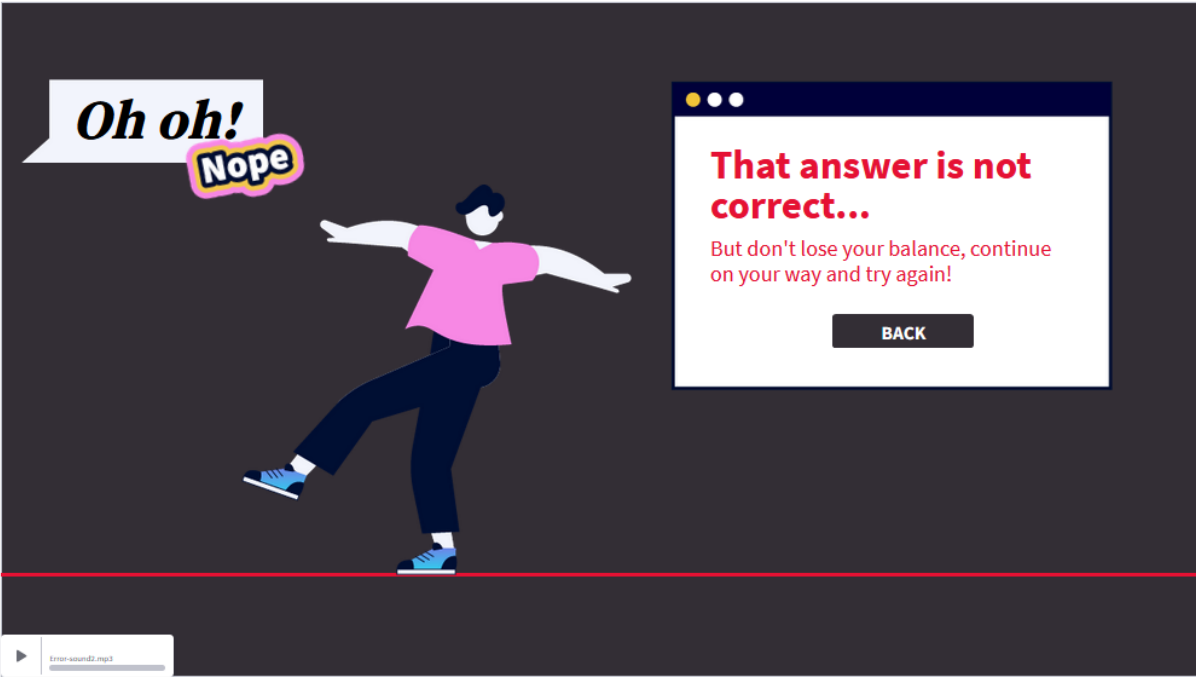
After having answered all of the questions correctly and having read trough all of the information the students manage to get to the end of the escape room:
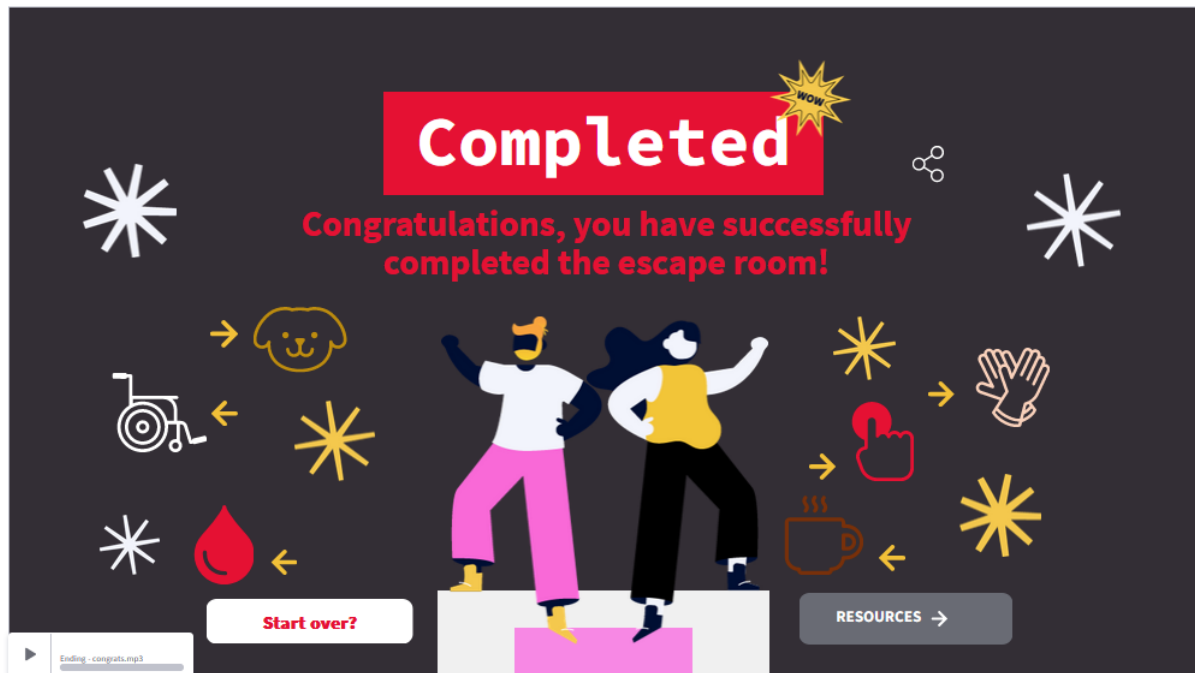
After that they should report back to their teacher. The reflection of the escape room is to be happening in the next lesson but if there is time left after completing the escape room until the lesson is finished the teacher can ask the students to write down some of their thoughts concerning the escape room.

For the feedback, the teacher can provide a questionnaire to answer the following questions:

- What new things did you learn while working on the escape room?
- Are there aspects of disability that you now look at differently/ were completely new for you?
- How did you like the escape room in general?
- Was the escape room easy/ just right/ too difficult to deal with?
- Do you have something to add?

The escape room is a fun way to introduce the topic of "disability and diversity" to the students. We recommend for the teachers to try out the escape room as well before introducing it to the students to get to know the types of questions and the content. This way it will be easier to answer any questions the students might have during their way through the escape room.

We hope you enjoy working on it together!

Sources

Information on "disability":

https://www.who.int/health-topics/disability#tab=tab_1 (06.06.23)

https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html (07.06.23)

Escape Room pictures:

https://app.genial.ly/editor/645a317c8a134b0011b46ed9 (editor version)

https://view.genial.ly/645a317c8a134b0011b46ed9/interactive-content-diversity-and-disability (game version)

Source picture on first page:

http://www.visualisetrainingandconsultancy.com/wp-content/uploads/2018/05/Disability-symbol.jpg