

University of Education Ludwigsburg

**Seminar: Teaching Diversity and Multilingualism across
the Globe - A Virtual Exchange project**

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Module: Advanced Language Pedagogy (1.3)

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**Teacher's manual:
Escape Room about Inclusion**

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1. Summary

The Escape Game about inclusion was developed by two TEFL students in an online exchange project about diversity. In the process of talking about diversity and finding examples of it in the daily life, the idea of doing an activity about inclusion of disabled people arose. Therefore, many images that are part of the escape game were found in the cities of Ludwigsburg (Germany) and Auckland (New Zealand), where the TEFL students currently live. The activity covers many aspects of inclusion – the different kinds of disabilities, the barriers that disabled people face in their daily lives, and also the tools that support people with disabilities. After this basic information, the activity shows big achievements of disabled people on the one hand, and the difficulties and risks of poverty on the other hand. In the last tests the escape game deals with the main goals of inclusion, and how the society can include disabled people.

The goal of the escape game is to solve all the tasks about inclusion and eventually escape an old house. The game is divided into six tests (rooms) that contain different interactive tasks. Many tests include pictures or videos, not only to visualize the content but also to motivate the students. Most of the tests are structured in the way that they contain one or two questions followed by a reflection task, in which the students think more deeply and personally about the topics.

2. Overview

Topic	What does it mean to include people with disabilities in our society?
Aims	<p>The general goal of the online escape game is to expand the students' knowledge about the topic of inclusion of disabled people.</p> <p>There are also several subobjectives:</p> <ul style="list-style-type: none">• The students learn more about the different kinds of disabilities.• The students gain information about different tools for people with disabilities.• The students are made aware of the importance of accessibility.• The students get to know the barriers disabled people face in their daily life.• The students are made aware of the difficulties created by discrimination.• The students make experiences of being hindered/disabled in some way.• The students recognize that all people are same and different at the same time.

	<ul style="list-style-type: none"> The students reflect on the aspect of “being special” and thus develop their critical thinking. <p>To sum it up, the aim of the escape game is not only to gain and revise the knowledge about inclusion, but also to reflect on the students’ habits and perspectives on it.</p>
Level	Grade 8-10
Time	1-1,5 hours
Apps and Materials	<ul style="list-style-type: none"> Genial.ly: https://view.genial.ly/645a4bb95db7d8001291681f/interactive-content-escape-room-about-inclusion Learningapps: https://learningapps.org/display?v=pcw5j2smt23 https://learningapps.org/display?v=pq5y6j0i223 Youtube: We’re the Superhumans: https://www.youtube.com/watch?v=IocLkk3aYlk Understanding Disabilities: https://www.youtube.com/watch?v=wIAh-SeVpQsU&t=14s Charts: see 5. Materials

3. Background Information

3.1 Inclusion

As mentioned above, the topic of the exchange project is diversity. The subtopic chosen for this activity is inclusion of disabled people. According to Merriam-Webster, disability is “a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions” (Merriam-Webster (n.d.)). In the context of inclusion, the Convention on the Rights of Persons with Disabilities plays an important role. In Article 1 it is declared, that “the purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity” (UN General Assembly, 2006, p. 4f). By implementing inclusion, many principles have to be considered, for example accessibility, equality of opportunity, non-discrimination and full and effective participation.

If you need more information about the principles and obligations, you may read the Convention on the Rights of Persons with Disabilities:

https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf.

There is also an easy read version with short sentences and many images, that could be used in

the classroom: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/345108/easy-read-un-convention.pdf.

3.2 Genial.ly

Genial.ly is a digital tool that can be used for various online activities.

First, you need to register with a username and an email address. After that you have access to many templates, and you can start editing your own activities. Genial.ly contains a variety of activities: presentations, infographics, gamification, interactive images, videos, guides and training materials. Every category contains different kind of activities, for example the category gamification contains quizzes, games, and escape games. In every category you can find many templates to reuse. In the editing process you can see your slides on one side and the possible elements next to it. So, you can choose to integrate texts, images, audios, and videos. Moreover, you can use resources like charts and symbols as well as interactive tasks like multiple choice questions. On the dashboard you have an overview about all your own creations, and you can edit them. There is also the possibility to invite someone to collaborate with you in your activity. After you finished the activity, you need to upload it in public in order to use it with your students. Only in the premium version it's possible to use it in private without sharing the link to the world wide web.

The escape room about inclusion can be found under the following link: <https://view.genial.ly/645a4bb95db7d8001291681f/interactive-content-escape-room-about-inclusion>.

4. Didactic considerations

4.1 How to embed the activity in the classroom

The target groups for this activity are students in grade 7 to 10 in secondary schools in Germany. The escape game could be used in a teaching unit about diversity with one subtopic about inclusion of disabled people.

The activity acquires some pre-knowledge. Therefore, you should have at least one introduction lesson and two other lessons about people with diversity and inclusion beforehand. So, you can use the escape game either to provide more information about the topic or as a post-task to evaluate the students' knowledge and reflection capacity.

Moreover, it is possible to carry out the activity either in-class or out-of-class. For the first one mentioned, it is necessary to have access to computers or tablets for all students. An idea for an in-class activity is to let the children work in pairs, so that they need to solve the questions as a team and discuss the reflection tasks together. The second option is to let the students do the

activity as a homework to revise the content of the prior lessons. As there is no possibility to include “open answers” in Genial.ly (without a premium account), you need to think about the way, you can collect the students’ answers on the reflection tasks. It might be necessary to ask them to write down some bullet points so that you can have a discussion in class afterwards. If the learners must do the tasks in a written form, you could also collect them after the activity.

4.2 Support

There are many possibilities to adapt the activity on the learner’s level and/or to support them during the game. For some students it may be difficult to read and understand all of the tasks, especially the reflection tasks. Therefore, you could include audios with the explanation of the tasks so that the students can focus on the meaning.

Plus, it could be helpful to include a vocabulary support on each slide where important words are explained.

Another idea is to provide tips to solve the tasks. You might give reference to worksheets or links where the students can find the needed information. Regarding the reflection tasks, it might be necessary to specify the assignments given. You might add for example, that the students do them in a written form or exchange their ideas orally with their partner. You may let them use other ways of recording the reflection tasks, like doing audios or creating mind maps. Moreover, it could be helpful to specify the questions and to give some examples.

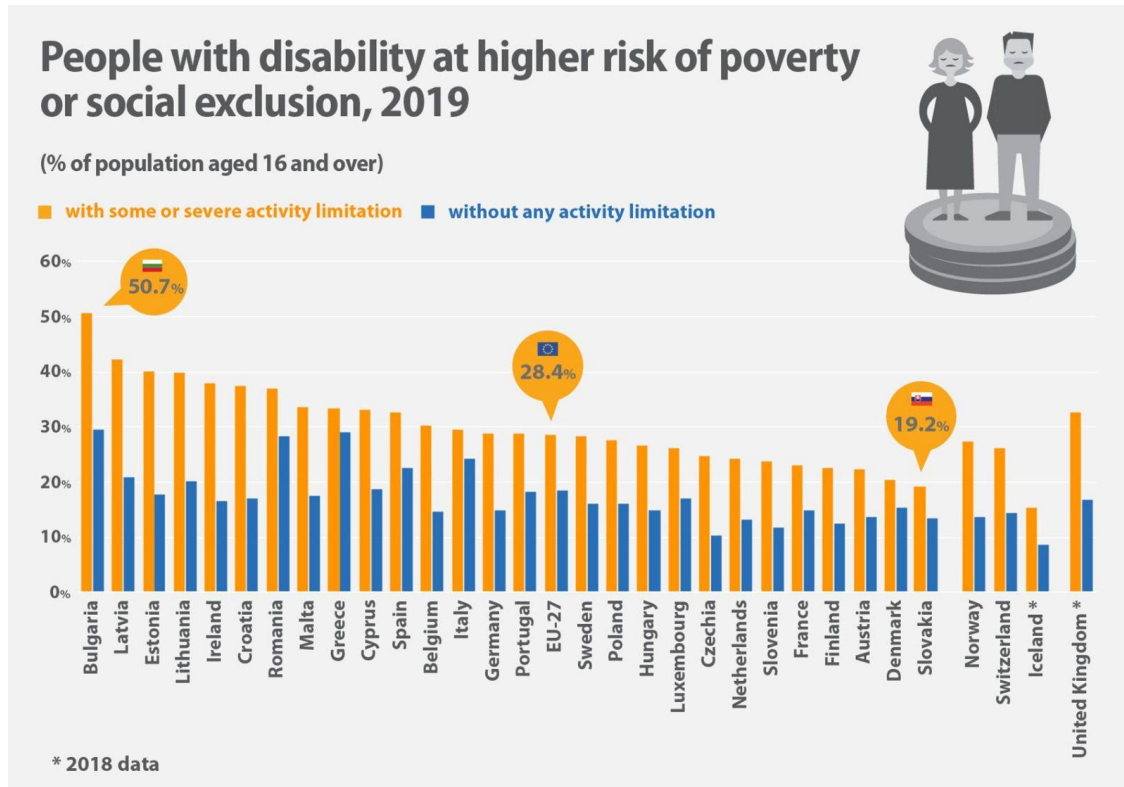
4.3 Reference to the education plan for EFL

The education plan (*German: Bildungsplan*) describes the central ideas of teaching English as a Foreign language (EFL). It can be read: “Damit unterstützt der Fremdsprachenunterricht in besonderem Maße die Entwicklung von Toleranz und Akzeptanz von Vielfalt“ (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2016, p.3). This means, that one of the goals of teaching EFL is to support the students in developing tolerance and acceptance of diversity. This also includes the topic of the escape game – inclusion of disabled people. One central part in teaching EFL in grade 7-10 is the socio-cultural knowledge. It includes the reflection of the individuals’ roles in social groups, for example reflecting the forms of living together or participation (see Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2016, p.34). As the escape game is about disabled people, the learners reflect on this specific group in the society and their own perspectives and habits.

5. Materials

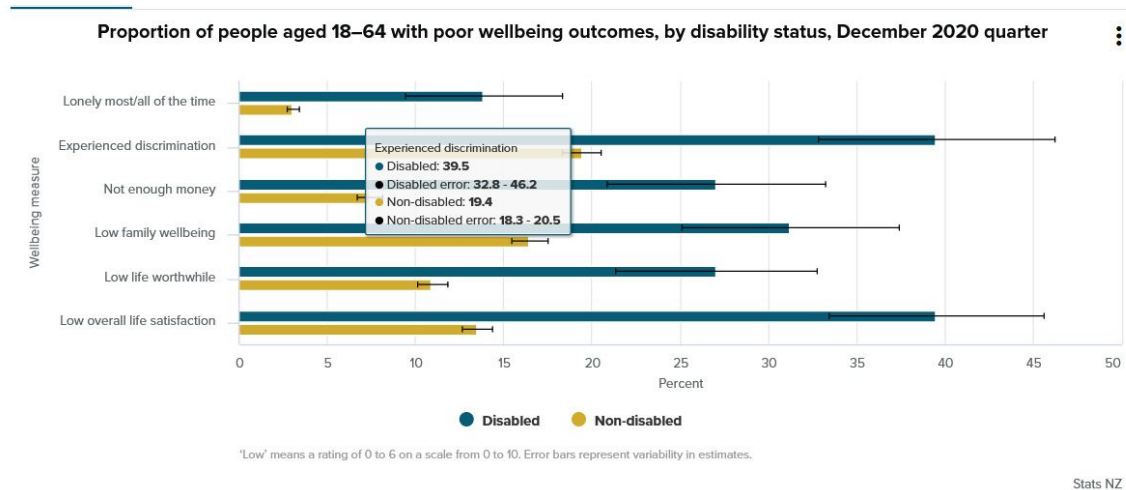
Here are the links of the images and videos from the Internet that are used in the activity:

Test 5:



ec.europa.eu/eurostat

Source: <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20210208-1>. Accessed June 6, 2023.



Source: <https://www.stats.govt.nz/news/disabled-people-still-faring-worse-than-non-disabled-people/>. Accessed June 6, 2023.

6. References

Bildungsplan der Sekundarstufe 1, Ministerium für Kultus, Jugend und Sport Baden-Württemberg (Hrsg.), 2016.

“Convention on the Rights of Persons with Disabilities: resolution / adopted by the General Assembly.” 24 January 2007. A/RES/61/106. UN General Assembly, <https://www.refworld.org/docid/45f973632.html>. Accessed 1 Jun. 2023.

“Disability.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/disability>. Accessed 1 Jun. 2023.