

Introduction

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In an increasingly interconnected world, understanding and valuing **the diverse situations of people is essential**. Through a playful, immersive resource, the **digital game “The Great Accessibility Board”** offers students an **interactive, inclusive, dynamic, and participatory learning experience**.

Students have the opportunity to **explore and simulate the challenges and perspectives associated with different disabilities**. Through dynamic, participatory challenges, the game **aims to promote a deeper understanding of disability, reduce prejudice and stigma, and contribute to building a more inclusive, empathetic, and respectful society**.

A) Projection of the game

Project, on the classroom computer or on the whiteboard, the digital resource so that students can interact with gamified activities, applying support tools for students with visual disabilities when necessary.

It is an extremely flexible tool that allows participants to play **in collaborative mode**, including the entire **class**.

In this mode, **you play the role of game moderator and encourage student participation**: organise teams, roll the dice, move the pieces across the squares, and encourage classwide engagement and active listening.

If you prefer to play on **another type of device**, your students can be divided **into pairs or teams**, taking turns to move around the board, alternating **turns**.

The game is designed for classroom use, with challenge squares that are completed in class and others to be carried out at home with family.

B) Flexible and varied

You choose the duration of the game to suit your classroom:

- **Minimum game** 20 minutes
- **Medium game** 30 minutes
- **Maximum game** 45 minutes

The game is programmed and features a **challenge repository**, so it can be played as often as you like, always providing new learning opportunities.

Each participation category has a **board tailored to the educational stage:** Primary, Secondary, and Special Education.

C) Squares and challenges

“The Great Accessibility Board” game board consists of **squares**, with **five different types of challenges**, a die (you can use an accessible one for students with visual disabilities), and team tokens to advance.

Each square contains an **experiential challenge**, adapted for **easy implementation in the classroom** or outside it, which will put students **in the shoes of people facing different types of barriers in their daily lives**.

Some challenges require **classroom materials** (pencil cases, backpacks, pencils, etc.) to carry them out.

The squares will also display on-screen **real examples of accessible products** that address barriers faced by people with disabilities, to inspire students and show them how **imagination and creativity are the cornerstones of innovation**.



- **Purple:** Squares with challenges related to **visual** disability
- **Blue:** Squares with challenges related to **hearing** disability
- **Red:** Squares with challenges related to **physical** disability
- **Green:** Squares with challenges related to **intellectual** disability
- **Yellow:** Squares with challenges about **everyday barriers** that highlight **other forms of exclusion or difficulty** (allergies, ADHD, Specific Language Impairment, learning difficulties, dyslexia, sensory hypersensitivity, linguistic barriers, as well as mental health issues such as agoraphobia, anorexia, anxiety, depression, etc.)
- **Multicolour:** Monthly challenges with a prize: one challenge for each disability

Monthly challenges

Each month, the board will feature an **activated special square for participating in the monthly challenge**, which will focus on each disability: visual, hearing, physical, and intellectual.

To take part, you can upload a **video with a maximum duration of 90 seconds** from the private teacher area, which **shows a barrier related to the disability** (visual, hearing, physical, or intellectual) and the **solution devised to make life easier for people with that disability**.

The structure of the video should include three moments:

- **Barrier Analysis:**

Illustrates or presents the challenge or difficulty through an everyday situation. It demonstrates an understanding of the difficulties and challenges faced by people with disabilities.

- **Focus and Empathy:**

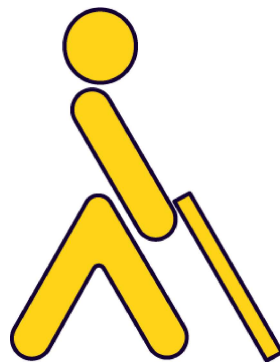
Presents the situation or challenge, showing the ability to put oneself in others' shoes, highlighting how people with disabilities feel and what they face, and what we can do to facilitate their inclusion in society.

- **Solution Proposal:**

Illustrates the idea-solution and its impact on improving the lives of people with disabilities, serving as proof of imagination, creativity, and innovation applied to the solution. It adopts a critical reflection approach aimed at achieving a fairer, more participative, and inclusive society for people with disabilities.

D) Learning achievements

At the end of each square, **some reflections are shown on-screen about the learning gained from completing the challenge**.



Visual Impairment

Empathy and Awareness: Understand the difficulties and challenges faced by people with visual disabilities in their daily lives. It encourages the ability to put oneself in another's shoes and to develop an attitude of respect and understanding. It reflects on the importance of touch in the absence of vision, the use of sound as a guide during exploration, and the significance of organisation.



Hearing Impairment

Empathy and Awareness: Experience the communication difficulties faced by people with hearing disabilities firsthand. Understand how frustrating it can be not to comprehend what is said, not to be able to participate in a conversation, or not to hear a warning. This fosters empathy, respect, and an appreciation of differences. It reflects the importance of lip-reading and learning sign language to communicate with people with hearing disabilities, as well as the use of images and signage as complements to auditory signals.



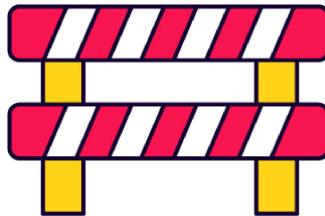
Physical disability

Empathy and Awareness: Experience the physical difficulties faced by people with limited mobility in their daily lives. Understand how challenging it is to move, reach objects, participate in games, or perform everyday tasks when the body does not respond as expected. This fosters a deep understanding and genuine respect, as well as validation of different alternatives to carry out these tasks.



Intellectual disability

Empathy and Awareness: By experiencing activities that require more time, repetition, sequencing, simple language, pictograms, clear instructions, or a different approach, children can begin to understand that not everyone learns or processes information at the same pace or in the same way. This fosters greater understanding and patience towards those who need more support.



Other barriers to learning and participation due to exclusion or difficulty

Empathy and Awareness: Children discover that everyday barriers also exist related to allergies, mental health, cultural or linguistic differences, among others, which can cause exclusion or difficulty. By understanding these situations, they develop greater empathy and sensitivity towards others' safety and well-being needs.