



YoungArchers

Lesson Plan 3

Accessible Digital Storytelling



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Disclaimer

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Title of Lesson: Learning about Accessibility through the History of Built Heritage



Description

This activity acts as a tool for students to understand concepts of accessibility through the history of built heritage. With this activity the students will build on their knowledge of the concept of built heritage (see Lesson 1), as well as historical research (see Lesson 2) in order to learn about accessibility through digital storytelling for built heritage. Following a short introductory lecture to accessibility in built heritage, the students will be asked to produce a digital storyboard related to accessibility in built heritage. This will also help them enhance their digital competences.



Learning Objectives

Students will be able to:

- Identify/Explain the history of built heritage.
- Discuss about accessibility topics, including accessibility in built heritage and digital accessibility.
- Demonstrate their digital competences for creating an accessible digital story.



Related curricular subject(s)

- Primary: History, ICTs
- Other topics: Architecture, Technology, the built environment, accessibility

Age of students

- Primary school students (9 to 12 years old)

Duration

- 90 minutes (can be divided into 2 to 3 educational sessions)

Level of difficulty

- Moderate to hard

Sequence format

- Lesson 3 to be delivered after Lessons 1 and 2

Prerequisites and preparatory actions for teachers

- Teachers familiarise themselves with digital tools for education. Teachers can use Module 3 of the Young Archers Educational Toolkit for this purpose.

Prerequisites and preparatory actions for students

- Students should be familiar with the history of one building (Lesson 2)

Step-by-step description of the tasks

- Step 1: The teacher introduces the students to the definition of disability and the concepts of accessibility (See Module 3) (20 mins).
- Step 2: The teacher introduces the students to the task and gives instructions to the students on how to use the digital tool for the storyboard (5 mins).
- Step 3: The students are divided into groups and they are asked to develop a storyboard. The overarching **topic is accessibility in built heritage** (30 mins).



- Step 4: Each group presents their storyboard to the rest of the classroom (10 mins per group).
- Step 5: Open discussion. Students share their opinion about the storyboards of the other groups, what they liked, what they have learned and if they have any other questions.

Evaluation and Feedback

- As the students develop their storyboards, the teacher observes the extent to which the students use the digital tool with ease and intervenes where necessary to strengthen their digital competence.
- During the presentation of the storyboards, the teacher checks that the students covered three main elements: 1) built heritage, 2) disability and 3) accessibility.
- If the above were not thoroughly met, the teacher addresses these topics during the discussion and asks targeted questions to ensure their understanding.



Digital Tools (if applicable)

- <https://www.generationunified.org/games/inclusion-game-page-1/>
- [Storyboard That](#)

Other materials needed (if applicable)

- None



Advice for accessibility and inclusion

- Any digital tools used for educational activities should meet basic digital accessibility criteria.

Resources

- Special Olympics Unified Champion Schools. (n.d.). *Inclusion Tiles: The Inclusion Revolution and You!* Generation Unified. Retrieved March 1, 2023, from <https://www.generationunified.org/games/inclusion-game-page-1/>