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Real Scenarios Workshop: Inclusion - Students with needs

Objectives:

- Recognise and address the diverse needs of students in inclusive educational settings.
- Develop strategies to support students with specific learning requirements, ensuring equal opportunities for participation.
- Foster empathy and understanding through effective communication and inclusive teaching practices.

Key Components:

- Problem-Solving
- Collaboration
- Empathy
- Adaptative
- Accessible

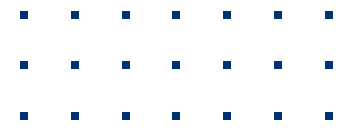
Duration:

1 hour



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Workshop Overview

This workshop equips participants with the skills to foster inclusivity and accessibility for students with diverse needs. Through interactive exercises and discussions, participants will develop strategies to create supportive learning environments, enhance empathy, and implement practical solutions for inclusivity in educational and professional settings.

1. Icebreaker: What is Accessibility? (10 minutes)

Participants will share an experience or observation related to accessibility challenges in education. This activity promotes awareness and encourages open discussion about the importance of inclusive practices.

2. Exercise 1: Barriers and Solutions (20 minutes)

Participants will be divided into small groups and assigned real-life scenarios involving students with different needs (e.g., physical, sensory, or learning disabilities). Groups will identify potential barriers and propose inclusive strategies to support these students effectively. A group debrief will follow, highlighting empathy, collaboration, and ethical decision-making.

3. Exercise 2: Designing Inclusive Strategies (20 minutes)

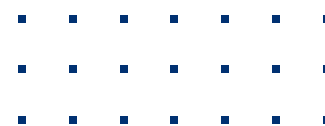
Working in teams, participants will brainstorm and develop actionable strategies for creating an accessible learning environment. Each group will present their ideas, focusing on practical implementation and long-term impact.

4. Wrap-Up and Reflection (10 minutes)

A guided discussion will encourage participants to reflect on key takeaways, including the importance of accessibility, empathy, and inclusive communication. Participants will be invited to share one concrete action they will take to support students with diverse needs in their daily interactions.

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Icebreaker: What is Accessibility?

To set the stage for the session, participants will begin with a short sharing activity focused on accessibility in education. Each person will be invited to share an experience, observation, or challenge they have encountered related to accessibility for students with specific needs. This could be a personal experience, something they have witnessed in an educational setting, or even a broader societal example.

The purpose of this activity is to create an open and reflective environment where participants can begin considering the ways in which inclusion impacts different individuals.

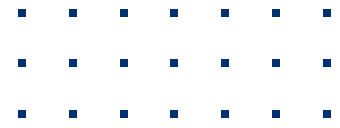
As participants share their thoughts, the facilitator will encourage active listening and engagement by prompting follow-up questions such as, *"How did this situation make you feel?"* or *"What changes could have improved the experience?"* These guided questions will help to frame the discussion around the importance of awareness and the need for proactive inclusivity.

By the end of this activity, the group will have a stronger understanding of how diverse accessibility challenges can be and how they affect students in different ways.



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Barriers and Solutions



In this activity, participants will be divided into small groups and presented with real-life scenarios that illustrate challenges faced by students with different needs. Each group will be assigned a specific scenario, such as a student with a hearing impairment struggling to follow a lecture, a student with dyslexia facing difficulties with written assessments, or a student with mobility limitations navigating an inaccessible classroom.

The objective is for participants to step into these perspectives, identify the obstacles present in the scenario, and discuss potential solutions to ensure inclusivity.

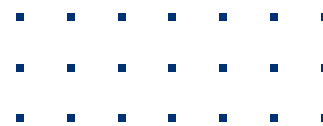
After analysing their scenarios, each group will outline practical strategies that could be implemented to improve accessibility. These solutions may involve modifications in communication methods, adjustments in classroom layout, or the integration of assistive technologies.

A debriefing session will follow, where each group presents their scenario and proposed solutions.

This exercise reinforces the idea that inclusion is not just about compliance with regulations but about fostering an environment where all students feel valued, respected, and supported in their educational journey.

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Designing Inclusive Strategies

Building on the insights gained from the previous activity, participants will now work in teams to brainstorm and design actionable strategies for creating more accessible learning environments.

Each group will focus on a specific aspect of inclusivity, such as improving classroom accessibility, enhancing digital learning tools for students with disabilities, or fostering a more inclusive school culture. This activity challenges participants to move beyond theoretical discussions and develop realistic, practical approaches that could be implemented in educational settings.

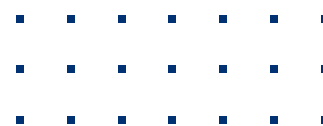
Once the brainstorming phase is complete, each team will present their strategies to the larger group.

By the end of this activity, participants will have developed a clearer understanding of the role they can play in advocating for and implementing inclusive practices within their own educational or professional environments.



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Conclusion

The final part of the workshop will provide an opportunity for participants to reflect on what they have learned and how they can apply it in their own lives.

The session will conclude with closing remarks from the facilitator, thanking participants for their engagement and encouraging them to continue learning about and advocating for inclusivity in education.

By the end of the workshop, participants will leave with a deeper awareness of accessibility challenges, practical strategies to promote inclusion, and a renewed sense of responsibility in creating equitable learning spaces for all students.





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Instructions for Teachers

- **Objective:** Foster empathy and understanding of the challenges faced by students with diverse needs. Develop effective communication strategies to support an inclusive and accessible learning environment. Encourage participants to create and implement inclusive solutions in real-life educational scenarios.
- **Duration:** 1 hour
- **Materials Needed:** Printed scenario cards featuring accessibility and inclusion challenges for students with diverse needs. Markers, sticky notes, and flip charts for brainstorming activities. A whiteboard or projector for group discussions and presentations.

Workshop step by step

Activity 1. Icebreaker: What is Accessibility? (10 minutes)

Setup:

- Arrange participants in a circle or small groups to encourage discussion.
- No materials required, but optional visual prompts (e.g., images of accessible classrooms, assistive technology, inclusive learning environments) can be displayed.

Activity:

- Ask each participant to share an experience, observation, or thought related to accessibility in education.
- Use guiding questions to prompt discussion:
- *"Have you ever noticed a barrier that made learning more difficult for someone?"*
- *"What adjustments or support could have made a difference?"*



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- Encourage participants to think beyond physical accessibility and consider learning materials, communication styles, and social inclusion.

Discussion:

- Reflect on the diversity of responses, highlighting the different ways students may experience accessibility challenges.
- Emphasise that accessibility is about removing barriers so all students can participate and thrive.
- Reinforce that awareness is the first step towards creating a more inclusive environment.

Activity 2. Barriers and Solutions (20 minutes)

Setup:

- Divide participants into small groups of 3–4.
- Provide each group with a scenario card describing a real-life accessibility challenge faced by a student with specific needs.

Examples of Scenarios:

- A student with dyslexia struggles with written assignments and avoids reading aloud in class.
- A student using a wheelchair cannot access certain areas of the school due to stairs or narrow hallways.
- A classmate with ADHD has difficulty focusing during long lectures and often fidgets, leading to frustration from teachers and peers.

Roles: Assign each group member a role (e.g., the student facing the challenge, a peer, a teacher, a school administrator).

Activity:

- Groups discuss the scenario and identify key barriers preventing the student from fully participating.
- They explore the emotional, social, and academic impact of these barriers.
- Collaboratively, they propose practical and inclusive strategies to address the issue and support the student effectively.

Debrief:

- Each group presents their scenario and proposed solutions.
- Facilitator highlights key themes, such as the importance of empathy, communication, and institutional support.
- Discuss how small adjustments, like flexible teaching methods or assistive technology, can have a significant impact on accessibility.



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Activity 3. Inclusive Solutions Brainstorm (20 minutes)

Setup:

Assign each group a specific area of accessibility to focus on, such as:

1. Physical Accessibility (e.g., classroom layout, transport, infrastructure).
2. Learning Materials (e.g., digital accessibility, alternative formats, assistive tools).
3. Communication and Social Inclusion (e.g., inclusive language, peer support, classroom engagement).
4. Provide flip charts, sticky notes, and markers for brainstorming.

Activity:

- Groups brainstorm and develop actionable strategies to improve accessibility in their assigned area.
- They should consider:
 - Immediate, small changes that can make a difference.
 - Long-term strategies that could be implemented in schools or workplaces.
- The role of different stakeholders (students, teachers, administrators).
- Each group prepares a short presentation outlining their solutions.

Sharing:

- Groups share their ideas with the larger group.
- Facilitator leads a discussion on how these strategies could be realistically implemented.

Debrief:

- Highlight the importance of proactive approaches in fostering inclusion.
- Discuss how small actions can have a significant impact on creating a respectful community.
- Encourage participants to think about their own schools or workplaces and how they can apply these solutions.



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Activity 4. Wrap-Up and Reflection (10 minutes)

Setup:

Arrange participants in a semi-circle to facilitate an open conversation.

Activity:

- Lead a guided reflection using the following questions:
- “What was the most eye-opening part of this workshop for you?”
- “What is one action you can take to make your learning or work environment more inclusive?”
- “How can we ensure that accessibility remains a priority in education and beyond?”
- Encourage participants to commit to one small action they will take to support accessibility in their daily interactions.

Discussion:

- Reinforce that inclusion is an ongoing effort that requires continuous awareness, empathy, and action.
- Thank participants for their engagement and remind them that even small changes can create a more accessible and supportive environment.



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Tips for teachers:

- **Creating a Safe and Inclusive Space:** Establish clear guidelines for respectful and supportive discussions, ensuring all students feel valued and heard. Emphasise that accessibility is not about limitations but about ensuring equal opportunities for all learners.
- **Encouraging Open Participation:** Provide multiple ways for students to engage in discussions, such as verbal sharing, written contributions, or group brainstorming. Be attentive to students who may be hesitant to participate and offer alternative ways to express their thoughts, like drawing or using assistive communication tools.
- **Being Inclusive and Adaptive:** Recognise that accessibility needs vary widely and may not always be visible. Be open to adjusting activities to ensure all students can fully participate. Adapt scenarios and discussions to be relevant to students' real-life experiences, ensuring inclusivity across different needs (e.g., physical, sensory, cognitive, and emotional).
- **Guiding, Not Leading:** Facilitate discussions by asking open-ended questions that encourage critical thinking and problem-solving. Allow students to explore accessibility challenges and solutions at their own pace, guiding them toward practical strategies without dictating responses.

Follow-Up Activity at Home:

- **Personal Reflection Journal:** Ask students to reflect on a situation where they noticed an accessibility barrier in education or daily life. Have them write about how they responded at the time and how they could now apply what they've learned to create a more inclusive environment.
- **Accessibility Research Assignment:** Encourage students to research a specific accessibility tool, assistive technology, or inclusive teaching method. They can prepare a short presentation, infographic, or written reflection on how this innovation supports students with diverse needs.



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Assessment:

Participation and Engagement: Observe students' involvement in discussions, group exercises, and role-playing activities to assess their understanding of accessibility and inclusion. Encourage collaborative learning and assess how well students engage with different perspectives.

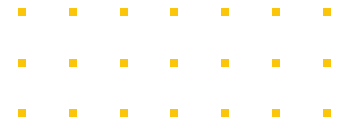
Group Reflections: Use exit tickets or a quick written reflection where students share one key takeaway and one strategy they will apply to foster inclusion. Facilitate a closing discussion where students express what they've learned and how they plan to implement accessibility practices in their daily interactions.

Scenario Responses: Evaluate how thoughtfully students analyse and propose solutions to accessibility challenges during group activities. Assess their ability to identify barriers, empathise with different perspectives, and develop practical, inclusive strategies.

Final Notes:

- **Be Mindful of Sensitive Topics:** Some discussions may touch on personal experiences. Remind students that participation is voluntary, and they can opt out of certain activities if they feel uncomfortable.
- **Adapt for Different Groups:** Modify scenarios and discussions to align with the age, background, and specific needs of your students.
- **Encourage Continuous Learning:** Promote ongoing conversations about accessibility and inclusion beyond the workshop.

TOOLS



PADLET



A virtual bulletin board that allows students to post text, images, videos, and links in real-time. It's great for brainstorming ideas or collecting student responses during group discussions.

[LINK](#)

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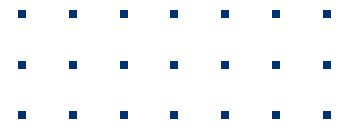


A sticky note-based virtual board where students can add their thoughts, ideas, and answers. It's great for collaborative tasks and brainstorming during workshops.

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