

DIGITAL TOOLKIT

A practical collection of resources for inclusive and digitally supported learning

The **Access4All Digital Toolkit** has been developed as a practical collection of educational resources created and used throughout the project. It brings together lesson plans, learning activities, presentations and other supporting materials prepared by the six partner organisations. The aim is to provide teachers and educators with practical examples that can be adapted to different classroom contexts and used to promote more inclusive, accessible and digitally supported learning.

What you will find in the Toolkit

WP2 Innovating Education through Assistive Technologies

Resources introducing assistive technologies and their use in creating more accessible learning environments.

WP3 Digital Literacy for Inclusive Learning

Lesson plans and activities supporting digital competences, inclusive digital learning and responsible use of digital tools.

WP4 Empowerment Through Collaborative Learning

Activities promoting teamwork, peer learning, student participation and collaborative use of digital tools.

WP5 Sustainable Education in a Digital World

Resources addressing environmental awareness, sustainability and responsible use of technology.

The materials reflect the practical experiences of the partnership and were developed with the needs of students and educators in mind. The Toolkit is not intended to be a fixed programme. Instead, it is a **flexible resource** that teachers can select, adapt and reuse according to their learners, subjects and educational context.

"We hope these materials continue to support teachers and students beyond the lifetime of Access4All, encouraging inclusive education, digital confidence, collaboration and sustainable learning practices."

The Access4All Partnership



France



Italy



Türkiye



Greece



Poland



North Macedonia

Access4All – Transforming Education through Digital Inclusion
Inclusive education • Digital transformation • Collaboration • Sustainability



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LESSON PLANS AND MATERIALS

NORTH MACEDONIA

Lesson Plan

Lesson Title: Building an Inclusive Classroom with the Inclusive Toolkit

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP5 – Sustainable Education in a Digital World

Prepared by: Association myMobility, North Macedonia

Based on educational resources developed during the Italy mobility

Target Group: Students aged 11–14

Duration: 45 minutes

Learning Objectives

By the end of the lesson, students will be able to:

- Explain the meaning of inclusion, diversity, equity and accessibility.
- Identify examples of assistive technologies that support inclusive learning.
- Describe the basic principles of Universal Design for Learning (UDL).
- Demonstrate empathy and respect for people with different abilities and backgrounds.
- Suggest practical ways to create a more inclusive classroom.

Materials

- Computer and projector
- Inclusive Toolkit presentation
- Scenario cards
- Student worksheet
- Whiteboard and markers

Lesson Flow (45 Minutes)

1. Introduction – What Is an Inclusive Classroom? (5 min)

The teacher asks:

"How can every student feel welcomed, respected and supported at school?"

Students share ideas about inclusion and equal opportunities before introducing the Inclusive Toolkit.

2. Exploring the Inclusive Toolkit (10 min)

The teacher presents the goals of the Inclusive Toolkit, explaining how it promotes diversity, equity and inclusion by reducing barriers, respecting differences and encouraging equal participation. Students discuss why empathy and respect are important in everyday school life.

3. Assistive Technologies in Action (10 min)

Students explore examples of assistive technologies, including screen readers, speech-to-text tools, text-to-speech applications, sign language and inclusive communication platforms. The teacher explains how these technologies help learners participate more independently.

4. Practical Scenario Challenge (15 min)

Students work in small groups and receive different classroom scenarios involving inclusion challenges. Using the principles of the Inclusive Toolkit and UDL, each group discusses possible solutions that encourage participation, accessibility and teamwork. Groups present their ideas to the class.

5. Reflection and Exit Ticket (5 min)

Students reflect individually by answering one question:

"What is one action I can take to help everyone feel included in my classroom?"

Assessment

- Active participation
- Collaboration during group work
- Understanding of inclusion and accessibility
- Ability to propose inclusive solutions
- Reflection and respectful communication

Expected Learning Outcomes

Students will:

- Understand the principles of inclusion, diversity and accessibility. • Recognise the value of assistive technologies in education.
- Explain how Universal Design for Learning supports different learners.
- Demonstrate empathy and inclusive attitudes.
- Identify practical actions that promote equal participation in school.

“What is an Inclusive Toolkit?”



NAZMIJE ZEJNELI-TEAM LEADER

BUJAR ZIBERI-

19.05.2025

1 BORA ADEMI

2. VLORA REXHA

3.EDA MUAREMI

4. NORA MAMUDI



Introduction



- Purpose of the session
“Today, we’ll explore inclusive tools and strategies that empower all learners.”
- *Students have diverse needs, abilities, learning styles, and backgrounds.*
- *Inclusive tools help personalize learning so **all students can access and engage with content effectively.***

What is the Inclusive Toolkit?



- **Definition:** The Inclusive Toolkit is a collection of guidelines, tools, and resources that support the intentional creation of inclusive spaces, systems, and practices, ensuring equal access and opportunity for all individuals..

What is the Inclusive Toolkit?



- Goal: The main goal is to **eliminate barriers** and promote **diversity, equity, and inclusion (DEI)** by:
- Encouraging **empathy-driven design and decision-making**
- Addressing **bias, discrimination, and underrepresentation**
- Supporting **accessibility** for people with different abilities
- Ensuring **cultural sensitivity** and **respect for all identities**
- Fostering **belonging and participation** across diverse groups

Assistive tools examples-natural reader



- Screen readers
- Speech-to text tools
- Text-to-speech tools (read and write)
- Sign language
- Inclusive communications platforms (Microsoft teams/Zoom)

Inclusive strategies-UDL, visual aids, flexible grouping



- In an inclusive classroom, **flexible grouping can support learners** by allowing them to work together in ways that maximize their strengths.
- The role of Universal Design for Learning (UDL) in inclusive education, focusing on accelerating learning for diverse students. UDL, rooted in inclusivity, offers a framework for removing educational barriers and promoting individualized learning.

Our contribution-What we added to the toolkit



- We can contribute and encourage them through difficult moments.
- develop policies and training for cross-cultural awareness
- encourage everyone to have a more inclusive attitude



TË JESH NDRYSHE
ËSHTË NJË DHURATË
JO NJË PENGESË

je dhe gjithë me
jami. bachi

Të jesh ndryshe
është një dhuratë
jo një pengesë

Ne jemi të
gjithë njëri
dhe do të
ndryshojmë gjithë
të

Të jesh ndryshe
është një dhuratë
jo një pengesë

NUK JEMI
NDRYSHE

JEMI
TË
BARABARIE

Në të gjithë
është njëri dhe
është njëri dhe
është njëri dhe

Do të jemi
për gjithë
😊

Të jesh ndryshe
është një dhuratë
jo një pengesë



Impact and reflection



- How did you feel when your voice and actions were limited?
- How did it feel when others made space you to participate?
- What surprised you about your experience today?





DISSEMINATION STRATEGY: SHARING OUR IMPACT

How we communicate results and inspire change

DISSEMINATION STRATEGY: SHARING OUR IMPACT

- Welcome to our presentation on our **Dissemination Strategy**, where we explore how we plan to share the results, experiences, and impact of our project.



WHAT IS DISSEMINATION? – DEFINITION AND IMPORTANCE

- **Dissemination** means spreading information, ideas, results and experiences from a project to as many relevant people as possible.
- It's about making sure that what we've done doesn't stay hidden and it reaches those who can benefit from it.
- **This process is crucial because it:**
 - Helps others apply what we've discovered
 - Builds credibility for our work
 - Attracts new supporters and collaborators

OUR GOALS AND AUDIENCES – WHAT WE WANT TO ACHIEVE AND FOR WHOM

- The main goal of our dissemination strategy is **to maximize the reach and influence of our project**. We want our work to matter to students, educators and communities.
- With this project we aim **to spread awareness of our goals and achievements, inspire similar initiatives in other schools or communities, encourage feedback and collaboration** and so much more.
- **Our key audiences include:**
 - Fellow students and teachers within our school
 - Other schools locally and nationally
 - International partners in education
 - Each group needs different messages and we tailor our communication accordingly.

LOCAL ACTIVITIES – INSIDE OUR SCHOOL AND COMMUNITY

- Dissemination starts at home, within our school and local community.
- **We've organized a variety of activities to make our work visible and accessible:**
- Workshops and presentations in our school, where we showcased what we did and what we learned.
- Classroom discussions to encourage reflection and student involvement.
- Printed materials such as posters that were distributed around the school.

DIGITAL TOOLS – ONLINE SHARING, VISUALS AND PLATFORMS

- To reach a broader audience, we used a variety of digital tools such as:
- **Social media** platforms like Instagram and Facebook to post updates, photos and short videos
- **Infographics and videos** to visually represent our data and impact in an engaging way.
- **Emails newsletters** sent to teachers, parents, and partners to keep them informed.
- These tools helped us stay connected with our audiences and made our project more accessible and shareable.

WIDER DISSEMINATION – NATIONAL/INTERNATIONAL ACTIONS

- Beyond our school and community, we've taken steps to share our work on a larger scale:
- We connected with **educational institutions in other regions or countries.**
- Participated in **conferences, seminars or online forums** to present our project.
- Shared our materials and experiences with **educational networks.**
- These efforts help us ensure our project has a wider impact and contributes to global conversations.

MONITORING & SUSTAINABILITY – HOW WE KEEP RESULTS ALIVE

- Dissemination isn't just about sharing, it's about making sure our work continues to matter. That's why we have a plan to monitor and sustain our results.
- We've created **clear documentation and resources so others can use or adapt our ideas.**
- Teachers and students are encouraged to **integrate project themes into future work.**
- We'll continue to **collect data and feedback** to measure ongoing impact.
- The project will remain visible through **permanent displays, digital archives and regular follow-ups.**
- By doing this, we aim to keep the momentum going long after the project is officially over.

CONCLUSION – SUMMARY AND CALL TO ACTION

- **In conclusion**, dissemination helps us extend the life and value of our project. Through local engagement, digital outreach, and national/international collaboration, we are ensuring that our efforts create real and lasting change.
- **Our call to action:**
- We invite everyone, students, educators, community members, and partners to continue the conversation. Share your ideas, spread the word, and **let's keep building on this work together!**



Lesson Title: Smart Glasses: Assistive Technology for People with Visual Impairments

Project: Access4All: Transforming Education through Digital Inclusion – TEDI

Work Package: WP2 – Innovating Education through Assistive Technologies

Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

By the end of the lesson, students will be able to:

- Understand the main challenges faced by people with visual impairments.
- Explain how assistive technologies improve accessibility and personal independence.
- Explore the main features of AI-powered Smart Glasses.
- Identify the benefits of wearable assistive technologies in everyday life.
- Understand the role of Artificial Intelligence in promoting inclusion.
- Develop empathy towards people with visual disabilities.
- Reflect on future innovations in assistive technology.

Materials

- Projector
- Computer
- PowerPoint presentation
- Internet connection
- Smartphone or tablet
- Short demonstration video
- Images of Smart Glasses
- Sticky notes
- Student worksheet

Lesson Flow (45 Minutes)

1. Access4All Mission & Icebreaker (5 min)

The teacher introduces the topic by asking:

"How would you move around your school if you suddenly lost your eyesight?"

Students share their ideas and reflect on the daily challenges faced by people with visual impairments.

2. Understanding Visual Impairment (10 min)

Using a PowerPoint presentation, the teacher explains:

- The different types of visual impairment.
- The main challenges encountered in everyday life.
- The importance of accessibility.
- The concept of assistive technology and its role in promoting inclusion.

Students participate in a guided classroom discussion.

3. Discovering Smart Glasses (10 min)

The teacher introduces **AI-powered Smart Glasses** and explains their main features.

Students learn how these devices can:

- Recognise people's faces.
- Read printed text aloud.
- Identify objects and obstacles.
- Provide voice-guided navigation.
- Recognise colours and banknotes.
- Connect to smartphones to provide real-time information.

Students then watch a short demonstration video.

4. Interactive Activity – Accessibility Challenge (15 min)

Students work in small groups.

Each group receives a real-life scenario, such as:

- Crossing a busy street.
- Shopping in a supermarket.
- Reading a restaurant menu.
- Finding a classroom in a new school.

Students discuss how Smart Glasses could help in each situation and present their solutions to the class.

5. Reflection & Exit Ticket (5 min)

Students complete the sentence:

"Today I learned that assistive technology can improve people's lives by..."

The lesson concludes with a discussion about accessibility, inclusion and equal opportunities.

Expected Learning Outcomes

By the end of the lesson, students will:

- Understand the importance of assistive technologies for people with visual impairments.
- Explain how Smart Glasses use Artificial Intelligence to improve personal independence.
- Recognise the benefits of wearable assistive technologies.
- Develop greater empathy towards people with disabilities.
- Appreciate the value of technological innovation in creating a more inclusive society.
- Increase their awareness of accessibility and digital inclusion.

Lesson Plan - Exploring Local Environmental Issues with Digital Tools

Access4All: Transforming Education through Digital Inclusion

Work Package

WP3 – Digital Literacy for Inclusive Learning

Target Group

Primary school students (ages 11–14)

Duration

45 minutes

Learning Objectives

Students will:

- Identify environmental issues in their local community.
- Explain the importance of protecting natural resources.
- Conduct basic online research using reliable sources.
- Create digital maps, posters, infographics, or educational presentations using digital applications.
- Develop teamwork, digital literacy, and presentation skills.

Materials

- Computers, tablets or smartphones (1 per pair/group)
- Internet connection
- Google Earth or Google My Maps
- Canva, Genially or Piktochart
- Projector or interactive whiteboard
- Student worksheet (optional)

Lesson Flow (45 Minutes)

1. Introduction – Caring for Our Local Environment (5 minutes)

Begin by asking students:

- What environmental problems can you see in our town or village?

- Why is it important to protect local natural resources?
- What actions can young people take to improve the environment?

Introduce examples of local environmental topics such as:

- **Waste separation and recycling**
- **Water conservation**
- **Renewable energy**
- **Air pollution**
- **Green spaces and parks**
- **Rivers, forests and protected areas**

Explain that students will investigate one local environmental issue and present their findings using digital tools.

2. Discover the Digital Tools (10 minutes)

Introduce the applications.

Google Earth / Google My Maps

Demonstrate how students can

- locate important environmental protection sites,
- create custom maps,
- add markers and descriptions,
- include photographs and links.

Canva, Genially or Piktochart

Demonstrate how to:

- choose a template,
- create an infographic or poster,
- add icons, images and charts,
- present environmental information in a clear and engaging way.

Mention that students may also create a short educational presentation or video if time allows.

3. Local Eco-Research Challenge (20 minutes)

Students work in groups of 3–4.

Each group selects one topic, for example:

- Recycling in our community
- Saving water at school and home
- Renewable energy sources in our region
- Local parks and protected areas
- Air quality

- Biodiversity and wildlife

Using reliable online sources, students:

- gather information,
- identify important locations,
- create a digital product using one of the following:

Option A

A digital map in **Google Earth** or **Google My Maps** showing environmentally important locations.

Option B

An infographic or poster using **Canva**, **Genially**, or **Piktochart**.

Students should include:

- the environmental issue,
- why it is important,
- possible solutions,
- actions people can take.

4. Presentation and Discussion (8 minutes)

Each group briefly presents its digital project.

Discuss:

- Which environmental issue seems most important?
- Which solutions are realistic?
- How can digital technologies help protect the environment?
- What actions can students take in everyday life?

Encourage students to compare the different digital tools they used.

5. Exit Ticket (2 minutes)

Students complete one sentence:

- *Today I learned that...*
- *One thing I can do to help my local environment is...*
- *The digital tool I found most useful was... because...*

Assessment

The teacher assesses:

- Participation in group work
- Quality and accuracy of research
- Effective use of digital tools

- Creativity of the final product
- Presentation and communication skills
- Understanding of environmental issues

Expected Learning Outcomes

Students will:

- Recognise important environmental issues in their local community.
- Understand the value of protecting natural resources.
- Conduct simple online research using reliable information.
- Create digital maps, infographics, or presentations using educational applications.
- Develop digital, communication and collaboration skills.
- Become more responsible and environmentally aware citizens.

Connection to TEDI

TEDI Objective	Lesson Contribution
Digital Literacy	Students use Google Earth/My Maps, Canva, Genially or Piktochart to create digital content.
Inclusive Education	All students contribute according to their abilities through collaborative activities.
Collaboration	Students research, discuss and create projects together.
Digital Creativity	Students design maps, posters and infographics using modern digital tools.
Environmental Awareness	Students investigate local environmental issues and propose practical solutions.
Global Citizenship	Students understand that local actions contribute to protecting the global environment.

Toolkit implementation in school



Szkoła Podstawowa Nr 10
z Oddziałami Integracyjnymi
w Zamościu



Workshop Objectives :

Participants will:

- **Explore digital tools that support students with diverse needs.**
- **Create inclusive learning materials using apps.**
 - **Get ideas for engaging inclusive classroom activities.**

<https://www.mentimeter.com/app/presentation/aljuq25sj5m794befwdzuehccnt5wyuz/edit?comment=true&question=vp6y7xrtc2q5>

What are the advantages
of using different tool kits
on lessons?



Working with Apps

They support the implementation of teaching goals

They increase student engagement

They enable individualized teaching

They introduce current topics and modern methods

Pair discussion

Teachers : **What apps do you already use and why?**

Students: **How do apps that you use impact (or influence) your lesson?**

Making Crosswords

<https://puzzel.org/en>



<https://www.crossword-generator.com/pl>

Learning Apps



Learning Apps



Learning Apps



Genially

Wheel

Canva

WordArt

<https://wordart.com/create>

www.freewordcloudgenerator.pl

Wordwall

ChatGPT

Kahoot

WordArt

LearningApps

Genially

Canva

Access4All – WP2 Lesson Plan

Assistive Technologies for Inclusive Learning

Work Package	WP2 – Innovating Education through Assistive Technologies
Duration	45 minutes
Target group	Secondary school students / adaptable to different age groups
Methodology	Interactive, collaborative, student-centred
Main focus	Understanding assistive technologies and their role in creating inclusive learning environments

Learning Objectives

- Explain in simple words what assistive technology is.
- Identify different learning barriers that students may experience.
- Recognise how digital and assistive tools can help overcome these barriers.
- Work collaboratively to suggest an appropriate technology-based solution.
- Understand that inclusive technology can benefit different learners in different ways.

45-Minute Lesson Structure

Time	Activity	Description
0–5 min	Warm-up: “What Would You Do?”	Imagine you have difficulty reading the text on the board. What could help? Students quickly suggest solutions.
5–10 min	What is Assistive Technology?	Short teacher explanation supported by the project presentation. Students identify examples such as magnifiers, text-to-speech, speech-to-text and accessibility features.
10–18 min	Barrier Hunt	In small groups, students identify a learning barrier and discuss what could help.
18–30 min	Technology Challenge	Groups choose or design a suitable assistive technology solution and answer: What is the problem? Which technology could help? How would it make learning easier?
30–37 min	Mini Presentations	Each group presents its solution in about one minute. Other students may ask one short question or suggest another solution.
37–42 min	“Technology for Everyone” Discussion	Discuss: Are assistive technologies only useful for students with disabilities? Students give examples that can help many learners.
42–45 min	Exit Ticket	Students complete: Today I learned... / One technology that can help is... / Inclusive technology is

		important because...
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Interactive Group Challenge

Give each group one classroom situation. Students identify the barrier first and then propose a technology-based solution.

Situation A – Reading: A student has difficulty reading small text from a screen.

Situation B – Listening: A student has difficulty hearing the teacher clearly.

Situation C – Writing: A student has ideas but finds it difficult to write them quickly.

Situation D – Communication: A student has difficulty communicating their ideas verbally.

Situation E – Concentration: A student finds it difficult to concentrate when there are many distractions.

Students should not simply name a technology. They should explain how it removes or reduces the learning barrier.

Teacher's Role

The teacher acts mainly as a facilitator rather than a lecturer. We encourage students to think about barriers first and technologies second. We also remind them that the same technology may help different learners in different ways.

- What is the learning problem?
- Who might experience this problem?
- What technology could help?
- How would it help?
- Could another student benefit from the same tool?

Assessment

Assessment is mainly formative and based on:

- Participation in group activities.
- Ability to identify a learning barrier.
- Appropriateness of the proposed technology.
- Explanation of how the technology supports learning.
- Collaboration and communication within the group.
- Responses in the final Exit Ticket.

Expected Result

By the end of the 45-minute activity, students should understand that assistive technologies can help remove barriers to learning and support more inclusive classrooms. They should begin to see technology not simply as a collection of digital tools, but as a way of helping different learners participate more equally.

Access4All Connection

This lesson directly supports WP2's objectives of improving understanding of assistive technologies, developing awareness of inclusive education strategies and encouraging the practical application of accessible digital solutions.











Lesson Title: **Assistive Technologies**

Project: Access4All: Transforming Education through Digital Inclusion -

TEDI Work Package: WP2 – Innovating Education through Assistive

Technologies Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

- Define assistive technology.
- Identify different assistive technologies.
- Explain who benefits from them.
- Recognise that accessibility benefits everyone.
- Collaborate to solve real-life challenges.
- Develop empathy for people with disabilities.

Materials

- Projector
- Smartphone or tablet
- Pictures of assistive technologies
- QR codes to videos
- Sticky notes
- Student worksheet

Lesson Flow (45 Minutes)

1. Access4All Mission & Icebreaker (5 min)

Introduce students as 'Accessibility Detectives'. Discuss everyday situations where technology can help people overcome barriers.

2. Technology Detective Activity (10 min)

Groups identify assistive technologies from pictures and discuss who uses them and how they help.

3. Interactive Mini Presentation (10 min)

Explain assistive technologies using student responses and demonstrate examples such as

- Braille books for the blind
- Voice-to-text software
- Smart home devices
- Screen magnifiers for low vision
- Hearing aids and cochlear implants
- Wheelchairs and mobility scooters
- Special keyboards or mouse for people with limited hand movement
- Text-to-speech software
- Assistive technologies in education
- Assistive technologies in Physical Education - PE classes

4. Challenge – Match the Challenge (15 min)

Groups match real-life scenarios with the most appropriate assistive technology and present their reasoning.

5. Reflection & Exit Ticket (7 min)

Students discuss what surprised them and complete the sentence 'Today I learned...'

Assessment

- Participation
- Collaboration
- Problem solving
- Understanding of assistive technologies
- Empathy

Expected Learning Outcomes

- Understand assistive technologies.
- Identify technologies for different needs.
- Appreciate accessibility and inclusion.
- Work collaboratively.
- Develop empathy and digital awareness.



INTRODUCTION TO ASSISTIVE TECHNOLOGIES

Helping People with Disabilities

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WHAT ARE ASSISTIVE TECHNOLOGIES?

- Tools or devices that help people with disabilities
- Can be simple or high-tech
- Used at home, school, or work



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WHY ARE THEY IMPORTANT?

- Help people be more independent
- Make life easier and safer
- Allow people to learn, work, and communicate



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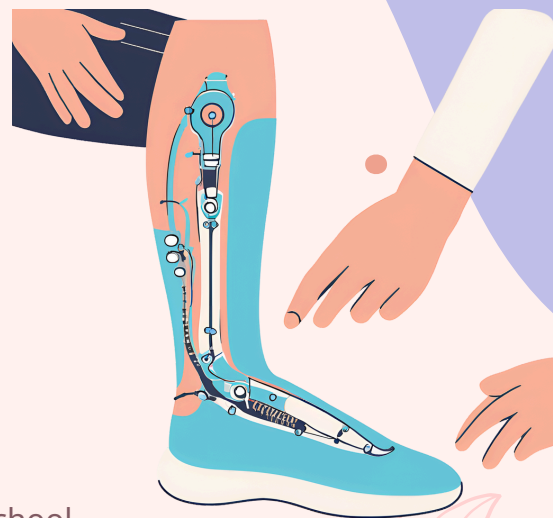
TYPES OF ASSISTIVE TECHNOLOGIES

- Mobility aids (wheelchairs, walkers)
- Communication tools (speech apps)
- Prosthetic devices
- Hearing aids
- Screen readers
- Braille Alphabet

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EXAMPLES IN DAILY LIFE

- Braille books for the blind
- Voice-to-text software
- Smart home devices
- Screen magnifiers for low vision
- Hearing aids and cochlear implants
- Wheelchairs and mobility scooters
- Special keyboards or mouse for people with limited hand movement
- Text-to-speech software



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WHO USES ASSISTIVE TECH?

- People with physical disabilities
- People with learning or vision problems
- Older adults



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BENEFITS OF ASSISTIVE TECHNOLOGIES

- More freedom and confidence
- Better learning and communication
- Improved quality of life

These technologies make a big difference.
They help people feel confident, stay
connected, and live better lives.



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CHALLENGES AND THE FUTURE

- Some tools are expensive
- Not available in every country
- New technologies are being developed

There are some problems too. Some tools cost a lot or are hard to get. But new inventions are coming to help more people.

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ACCESSIBILITY TOOLS IN EDUCATION

Making Learning Easier for Everyone

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WHAT IS ACCESSIBILITY?

- **Accessibility means everyone can learn, no matter their ability.**
- **It helps students with disabilities.**
- **Fair education for all is very important.**

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WHO NEEDS ACCESSIBILITY TOOLS?

Students who have:

- Vision problems
- Hearing loss
- Trouble reading or writing
- Physical challenges
- Speaking difficulties

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EXAMPLES OF TOOLS

- Text-to-Speech: reads text aloud
- Speech-to-Text: types what you say
- Screen readers: help blind students
- Captions: for hearing problems
- Special keyboards and mice



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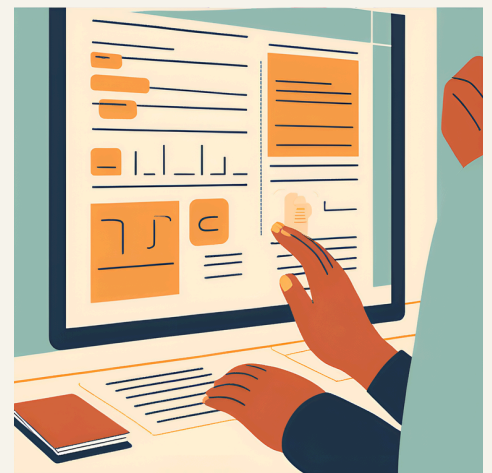


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WHY THESE TOOLS HELP

- Students learn better and faster
- They feel included
- They can study by themselves
- Helps teachers teach everyone



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PROBLEM

But schools have some problems.
Some teachers don't know how to use the tools. They need training.

Problems

- Some teachers don't know the tools
- Not enough money or devices
- Not all students get support
- Tools need to work with school systems

WHAT CAN SCHOOLS DO?

- Train teachers
- Ask students what they need
- Use simple, helpful tools
- Make all learning accessible for all



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CONCLUSION

- **Accessibility tools make learning fair**
- **Every student deserves a chance to learn well**
- **With the right tools, all students can succeed**

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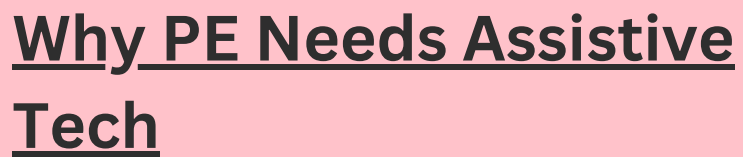
Assistive Technology in Physical Education

Empowering Inclusive Physical Activity

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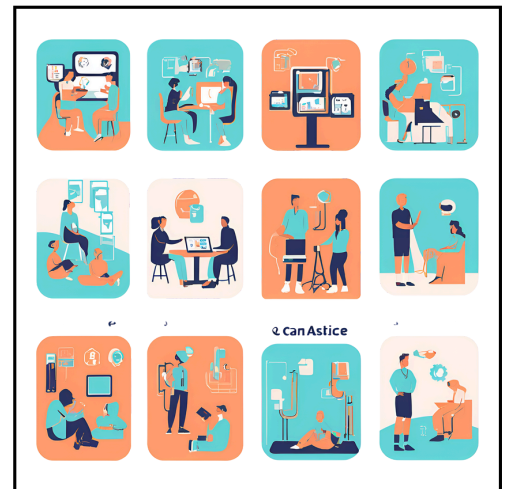
- Physical education should be inclusive
- Students with disabilities face barriers in PE
- Assistive tech helps bridge the gap

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TYPES OF ASSISTIVE TECH IN PE

- Mobility aids (e.g., sport wheelchairs, walkers)
- Sensory aids (e.g., beeping balls, tactile markers)
- Communication devices
- Adaptive sports equipment



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Real-World Examples

- Beep baseball for visually impaired students
- Wii Fit or Kinect for motor skill practice
- Adapted yoga with props for physical limitations



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Benefits of Assistive Tech in PE

- Increases inclusion and participation
- Enhances motor development
- Builds confidence and self-esteem
- Encourages social interaction



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- Cost of equipment
- Lack of teacher training
- Maintenance and accessibility
- Limited awareness





Role of PE Teachers

- Adapting activities and goals
- Learning about available tools
- Advocating for resources
- Collaborating with specialists

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Future of Assistive Tech in PE

- Smart wearables for real-time feedback
- Virtual and augmented reality training
- AI-powered movement tracking
- More personalized adaptations



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Conclusion

- Assistive tech makes inclusive PE possible
- Still room for growth and support
- Empowerment through participation



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Work Package n 3 - Digital Literacy for Inclusive Learning

LESSON PLANS AND MATERIALS

NORTH MACEDONIA

Lesson Plan

Lesson Title: Seeing AI, Exploring Assistive Technology for Inclusive Learning

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP5, Sustainable Education in a Digital World

Prepared by: Association myMobility, North Macedonia

Based on educational resources developed during the Greece mobility

Target Group: Students aged 11-14

Duration: 45 minutes

Learning Objectives

- Explain the purpose of assistive technology in everyday life.
- Describe the main functions of the Seeing AI application.
- Recognize how artificial intelligence supports people with visual impairments.
- Develop empathy towards people with disabilities.
- Promote inclusive attitudes and responsible use of digital technologies.

Materials

- Smartphone or tablet with Seeing AI installed
- Projector
- Printed text, books or classroom objects
- Product packaging with barcodes
- Student worksheet
- Whiteboard and markers

Lesson Flow (45 Minutes)

Introduction, Why Accessibility Matters (5 min)

The teacher asks students how a person with a visual impairment reads a book, identifies products or recognises objects. Students share their ideas before introducing the concept of assistive technology.

Presentation, Discovering Seeing AI (10 min)

The teacher presents the Seeing AI application and explains its main features, including text recognition, object identification, barcode scanning, scene description, colour recognition and currency identification. Students discuss how these functions improve independence for visually impaired users.

Practical Demonstration (15 min)

Students work in small groups using Seeing AI to read printed text, identify classroom objects or scan product barcodes. They observe how artificial intelligence converts visual information into spoken feedback and discuss which features are most useful.

Group Discussion (10 min)

Each group reflects on the experience and discusses how assistive technologies support inclusion in schools and everyday life. Students identify situations where Seeing AI could help people participate more independently.

Reflection and Exit Ticket (5 min)

Students complete the sentence:

"One thing I learned today about accessibility is..."

Assessment

- Active participation
- Collaboration during group activities
- Correct use of the Seeing AI application
- Understanding of assistive technology
- Reflection on inclusion and accessibility

Expected Learning Outcomes

- Students understand the purpose of assistive technologies.
- Students describe the main functions of Seeing AI.

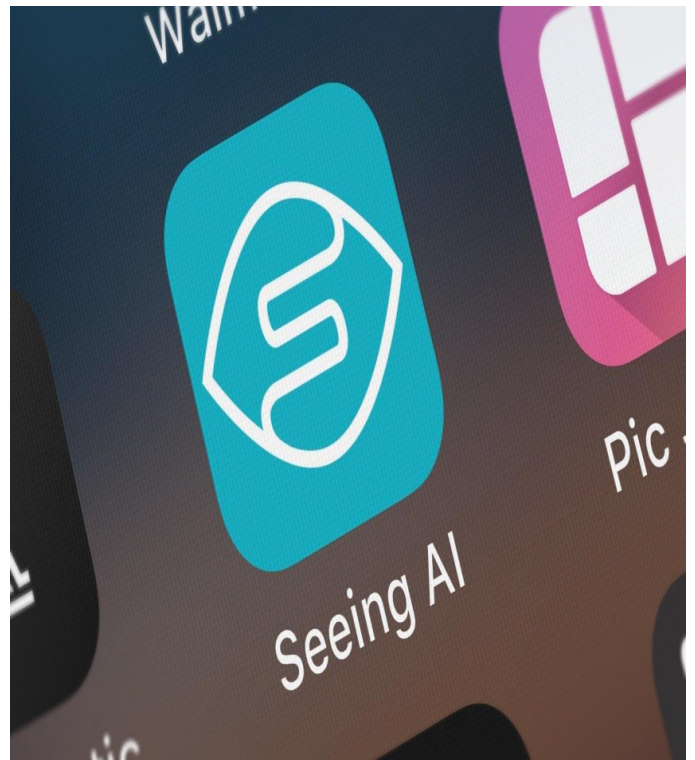
- Students recognise how artificial intelligence improves accessibility.
- Students develop empathy towards people with visual impairments.
- Students appreciate the importance of inclusive education and equal opportunities.



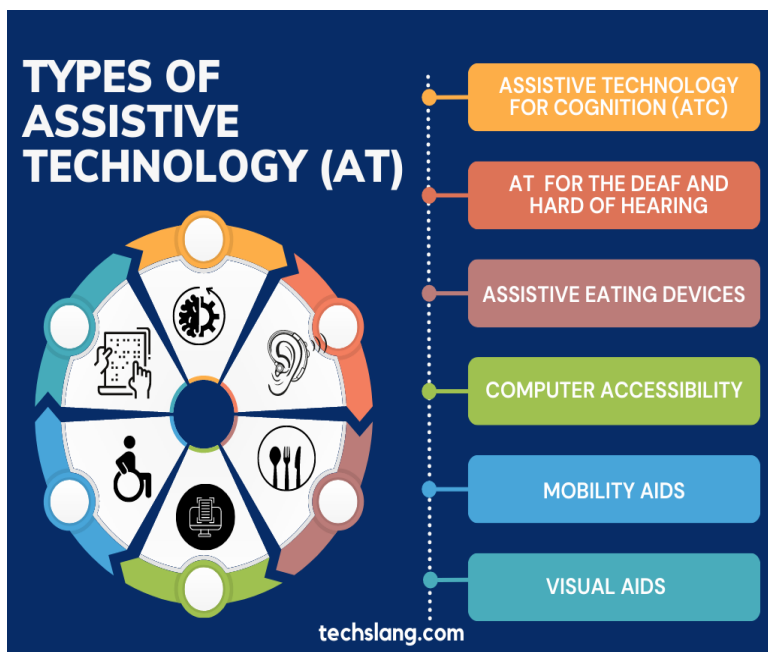
Seeing AI

What Seeing AI is

- Seeing AI is a free mobile app created by Microsoft that uses artificial intelligence to assist people who are blind or have low vision. By using the smartphone's camera, the app can recognize and describe the world around the user in real time through audio. It can read printed and handwritten text, scan documents, identify products using barcodes, and recognize faces while describing age, gender, and facial expressions.
- In addition, Seeing AI can describe entire scenes, helping users understand their surroundings, whether they are indoors or outside. It can also identify colors, detect light levels, and recognize currency, making everyday activities like shopping or handling money easier. The app supports multiple languages and continues to improve as AI technology advances.



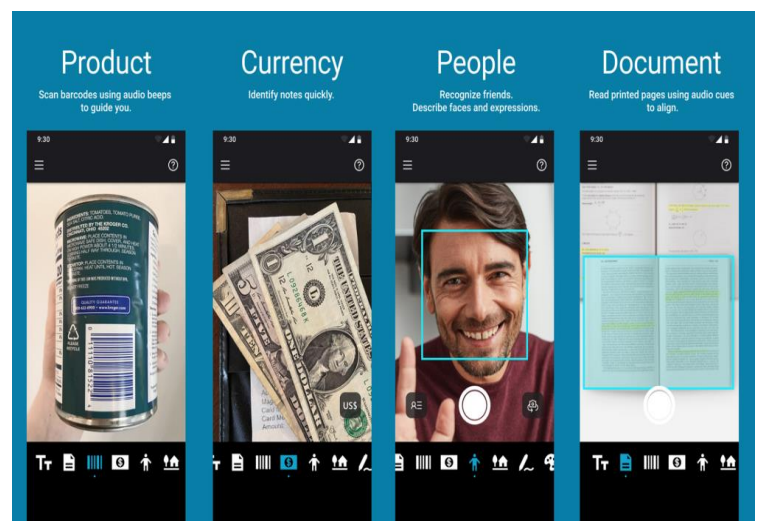
Assistive Technology



- Assistive technology supports inclusive education by enabling all students, including those with disabilities, to access learning in ways that meet their individual needs. Tools such as screen readers, hearing aids, communication devices, and text-to-speech software help remove physical, sensory, and cognitive barriers in the classroom. This not only allows students to understand lessons more easily but also encourages active participation in discussions and group activities. By promoting independence, assistive technology reduces the need for constant support and builds students' confidence and motivation. It also benefits diverse learners by offering multiple ways to engage with content, making teaching more flexible and effective.

Main Function of Application

- The main function of the Seeing AI application is to help people who are blind or have low vision understand and interact with their surroundings by using artificial intelligence to describe the world through sound. It uses a smartphone camera to recognize text, objects, people, and scenes, and then reads or explains this information aloud to the user. In addition, the app can scan and read documents, identify currency, detect colors, and even describe photos. These features allow users to perform everyday tasks more independently, such as shopping, reading, and navigating unfamiliar places. Overall, Seeing AI turns visual information into spoken feedback, making daily life more accessible and inclusive.



Assistive Tools for Visually Impaired Users



- Assistive tools for visually impaired users are designed to help individuals access information, navigate their surroundings, and perform everyday tasks more independently. One popular example is Seeing AI, which uses a smartphone camera and artificial intelligence to read text aloud, recognize objects, and describe scenes. Another widely used tool is VoiceOver, a built-in screen reader that allows users to interact with smartphones through audio feedback and gestures. Similarly, JAWS (Job Access With Speech) helps users navigate computers by converting text on the screen into speech. For reading physical text, tools like NVDA provide free and accessible options. Additionally, braille displays and magnification software assist users who prefer tactile or enlarged visual input. Together, these assistive tools play a crucial role in promoting independence, accessibility, and inclusion for visually impaired individuals in education, work, and daily life.

Acces4All: Transforming Education through Digital Inclusion



What is *digital inclusion* and why is it important in education?

- Digital inclusion refers to ensuring all individuals have access to and can effectively use digital technologies. It encompasses the availability of devices, internet connectivity, and the necessary skills to engage with digital content confidently.
- Digital inclusion is important in education because it ensures that all students, regardless of their background, location, or abilities, have equal access to learning opportunities.



Current State of Education in North Macedonia

- **Traditional Teaching Methods Still Dominant**
Despite the growing presence of digital technologies globally, many schools in North Macedonia still rely on traditional teaching methods. Lessons are primarily delivered using chalkboards, printed textbooks, and face-to-face instruction. The integration of computers, smartboards, or online learning platforms in everyday teaching remains limited. Many teachers are not adequately trained or encouraged to use digital tools, which keeps the system dependent on older methods of education.



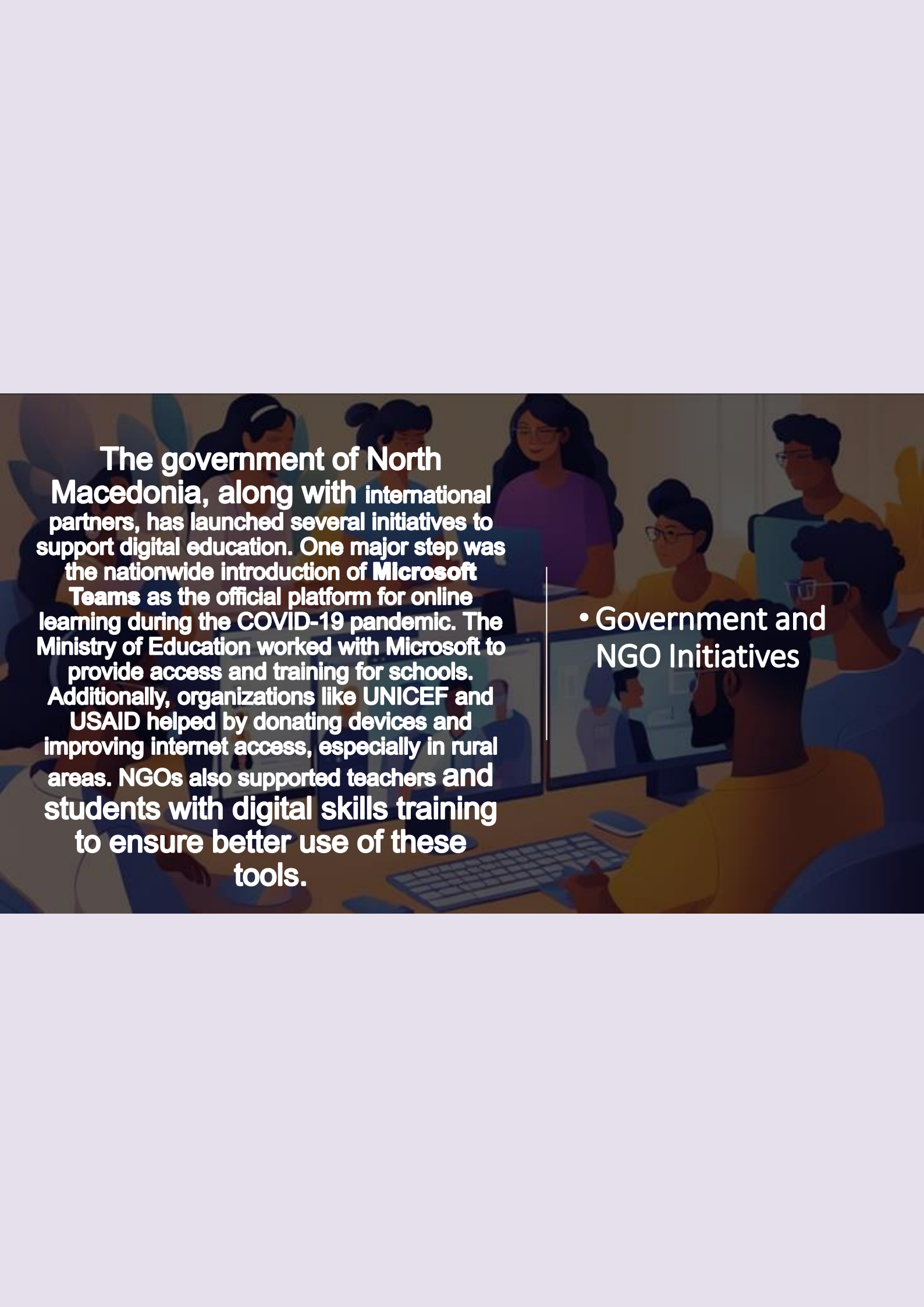
- **Urban Areas**

- Urban schools in North Macedonia usually have better digital infrastructure, including internet access, computer labs, and trained teachers. Students often have personal devices at home, making it easier to participate in digital learning and online classes.

- **Rural Areas**

- Rural schools often lack internet, updated equipment, and trained staff. Many students do not have devices at home, making it difficult to access digital education and widening the gap with urban schools.





The government of North Macedonia, along with international partners, has launched several initiatives to support digital education. One major step was the nationwide introduction of Microsoft Teams as the official platform for online learning during the COVID-19 pandemic. The Ministry of Education worked with Microsoft to provide access and training for schools. Additionally, organizations like UNICEF and USAID helped by donating devices and improving internet access, especially in rural areas. NGOs also supported teachers and students with digital skills training to ensure better use of these tools.

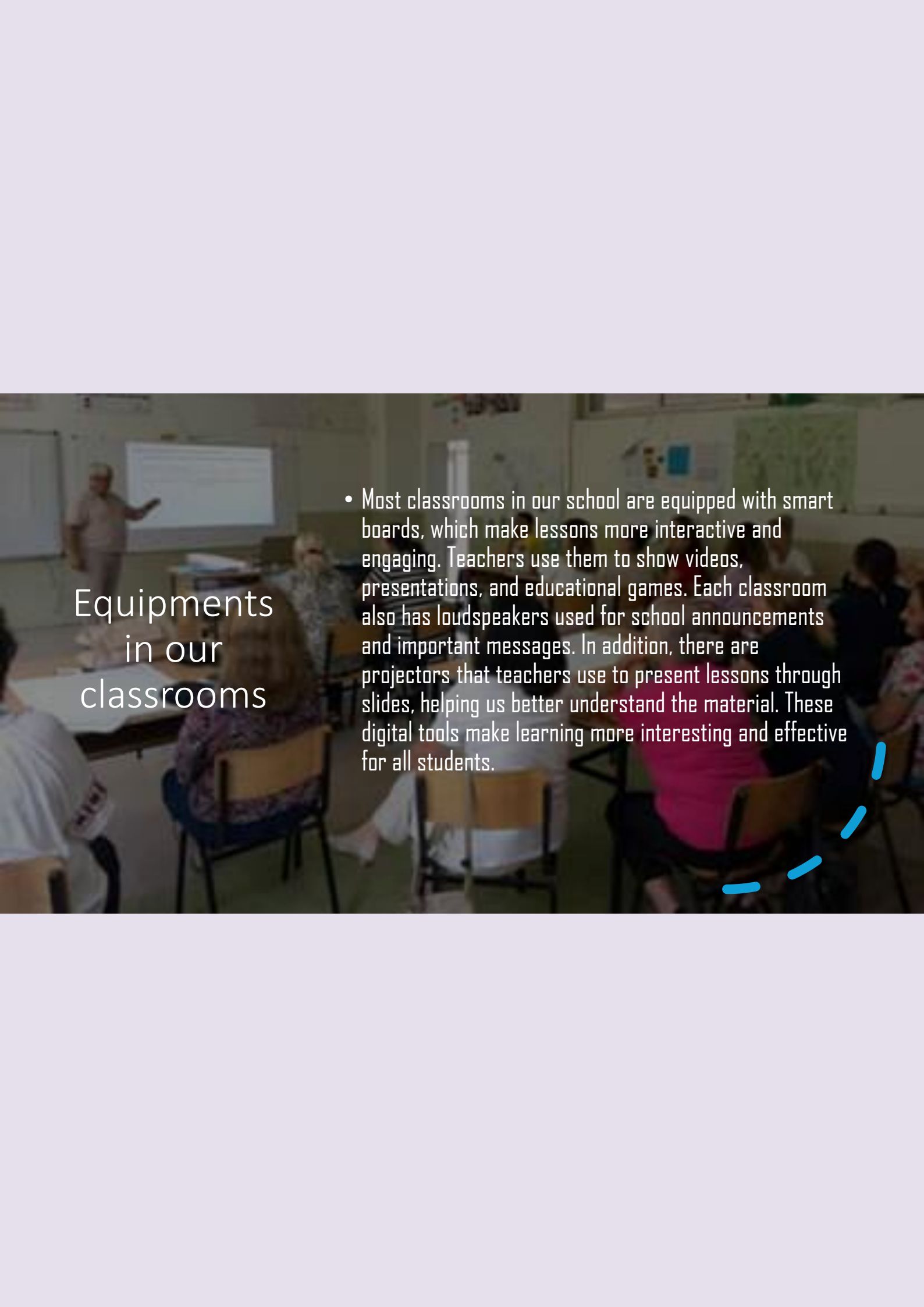
- **Government and NGO Initiatives**

- Our school has a well-equipped computer lab where students learn about information technology. The lab has many computers with internet access, which allow us to practice different programs and improve our digital skills. It is a great place for learning coding, researching online, and working on school projects. The computer lab helps us prepare for the digital world of the future.



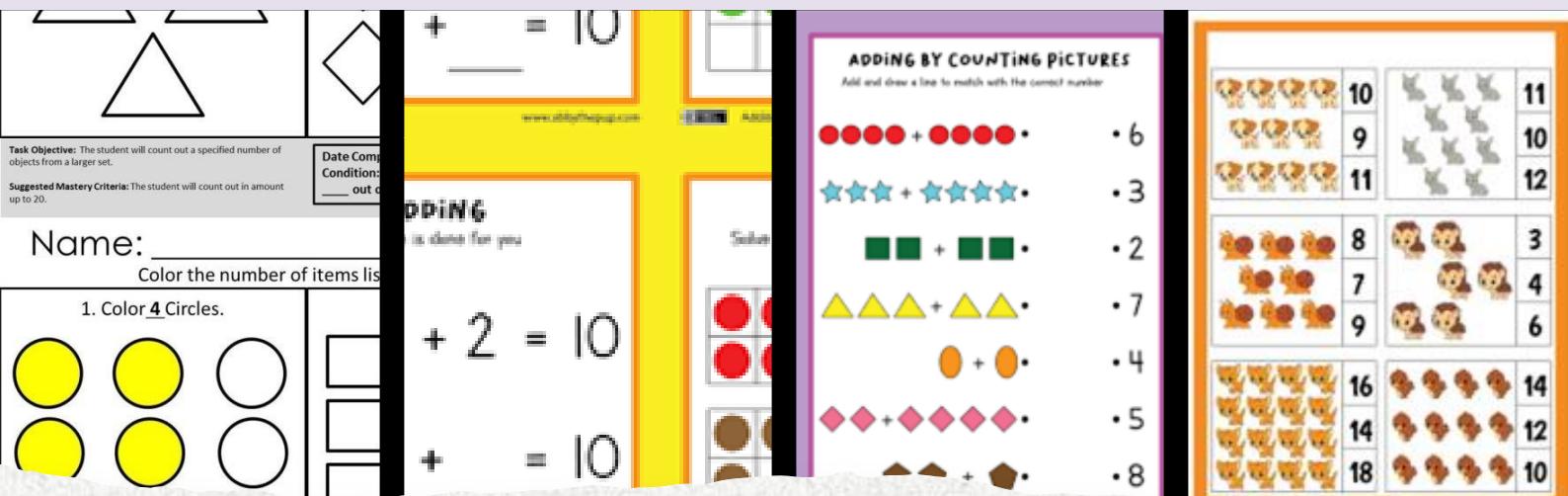
grafi.com





Equipments in our classrooms

- Most classrooms in our school are equipped with smart boards, which make lessons more interactive and engaging. Teachers use them to show videos, presentations, and educational games. Each classroom also has loudspeakers used for school announcements and important messages. In addition, there are projectors that teachers use to present lessons through slides, helping us better understand the material. These digital tools make learning more interesting and effective for all students.



Tests for people with disabilities

Assistive technologies-Tools that help individuals with disabilities engage fully

- Screen readers: voiceover
- Speech to-speech tools: Naturally speaking, Microsoft dictate
- Text-to-speech tools: Naturaly reader, Read&write
- Alternative input devices: Adaptive keyboards, eye tracking software
- Portable computer

Policy support for inclusive education in North Macedonia

- In 2019 Law on primary school Education in North Macedonia underscores the country's commitment to inclusive education.
- Policy briefs highlight the importance of integrating inclusive practices and technologies to support diverse learners effectively.
- Through collaborative efforts, innovative tools, and supportive policies, the country strives to ensure that every student has opportunity to succeed.
- Collaborations between organizations such as UNICEF and Telekom Foundation for Macedonia focus on developing digital solutions to enhance educational access for children with disabilities.

What is inclusive technology toolkit?

- In North Macedonia the term “inclusive technology toolkit” refers to a collection of digital tools, resources, and strategies to support inclusive education. These toolkits aim to ensure that all students, regardless of their abilities or backgrounds, have equitable access to quality education.
- Some schools in our country have employed creative assistive technologies to support students with visual impairments. These efforts demonstrate how innovative, low cost solutions can effectively promote inclusion, even in resource-constrained settings.



Thank you for your attention!
We hope you enjoyed our
presentation.

Macedonian: Ви благодарам

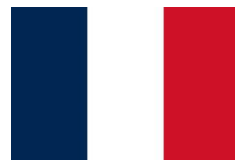
French: *Je vous remercie*

Italian: *La ringrazio*

Turkish: *Size teşekkür ederim*

Polish: *Dziękuję Panu / Pani*

Greek: Σας ευχαριστώ (Sas efharistó)



Lesson plan for “ROGERVOICES”

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP3 – Digital Literacy for Inclusive Learning

Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

- Understand the communication barriers experienced by people with hearing disabilities.
- Explain the importance of digital accessibility and inclusive communication.
- Identify assistive technologies that support people with hearing loss.
- Understand how Rogervoice uses Artificial Intelligence.
- Recognise the social impact of accessible digital technologies.
- Develop empathy towards people with disabilities.
- Reflect on future developments of AI for accessibility.

Materials

- Projector
- Computer
- PowerPoint presentation
- Smartphone or tablet
- Rogervoice demonstration video
- Internet connection
- Sticky notes
- Student worksheet

Lesson Flow (45 Minutes)

1. Access4All Mission & Icebreaker (5 min)

Introduce the lesson by asking students:

"How would you communicate during a phone call if you could not hear the other person's voice?"

Students briefly discuss communication barriers and the importance of accessibility in everyday life.

2. Understanding Hearing Disabilities (10 min)

Using the PowerPoint presentation, explain:

- Hearing loss in the global context.
- Communication barriers faced by deaf people.

- Why traditional phone calls are difficult.
- The need for inclusive communication technologies.

Students participate by sharing ideas and discussing real-life situations.

3. Discovering Rogervoice (10 min)

Present the Rogervoice application and explain:

- How it converts speech into real-time text.
- Automatic Speech Recognition (ASR).
- Natural Language Processing (NLP).
- Text-to-Speech technologies.
- Main assistive technologies for hearing loss.

Show the demonstration video prepared by the students.

4. Interactive Activity – Digital Inclusion Challenge (15 min)

Students work in small groups.

Each group analyses one real-life communication scenario (school, hospital, workplace, public services or family communication).

Students discuss:

- Which communication barriers are present.
- How Rogervoice could solve the problem.
- Which AI technologies are involved.
- Why digital accessibility is important.

Groups present their ideas to the class.

5. Reflection & Exit Ticket (5 min)

Students complete the sentence:

"Today I learned that Artificial Intelligence can make communication more accessible by..."

The lesson concludes with a reflection on inclusion, empathy and equal opportunities.

Assessment

- Participation
- Collaboration
- Understanding of digital accessibility
- Ability to explain how Rogervoice works
- Problem solving
- Awareness of inclusion and assistive technologies

Expected Learning Outcomes

- Understand communication barriers experienced by people with hearing disabilities.
- Explain how Rogervoice improves accessible communication.
- Identify the role of Artificial Intelligence in assistive technologies.
- Appreciate the importance of digital inclusion.
- Work collaboratively to solve real-life accessibility challenges.
- Develop empathy, digital awareness and inclusive attitudes.



ACCESS4ALL



**Project Title:
ACCESS4ALL**



Co-funded by the
Erasmus+ Programme
of the European Union

ROGERVOICES



Communication is essential for social interaction, but people with hearing disabilities face significant barriers. Technologies like AI have created new solutions, such as Rogervoice, which enables accessible phone communication.



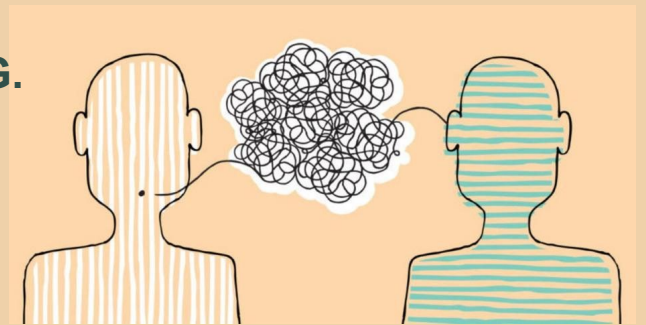
Hearing disability in the global context

HEARING LOSS AFFECTS HUNDREDS OF MILLIONS WORLDWIDE AND IS INCREASING DUE TO AGING POPULATIONS. THIS HIGHLIGHTS THE NEED FOR INCLUSIVE COMMUNICATION TECHNOLOGIES.



Communication barriers for deaf people

DEAF INDIVIDUALS FACE MAJOR CHALLENGES, ESPECIALLY WITH PHONE CALLS, WHICH RELY ENTIRELY ON SOUND AND LACK VISUAL SUPPORT LIKE LIP READING.



Assistive Technologies for Hearing Loss

Tools such as hearing aids, cochlear implants, and speech-to-text apps help overcome communication barriers. AI has improved real-time transcription significantly.

With advancements in artificial intelligence, real-time transcription has become more accurate and accessible, making it easier for individuals with hearing impairments to engage in conversations seamlessly. These tools not only enhance communication but also empower individuals to participate fully in various aspects of life





The rogervoice application

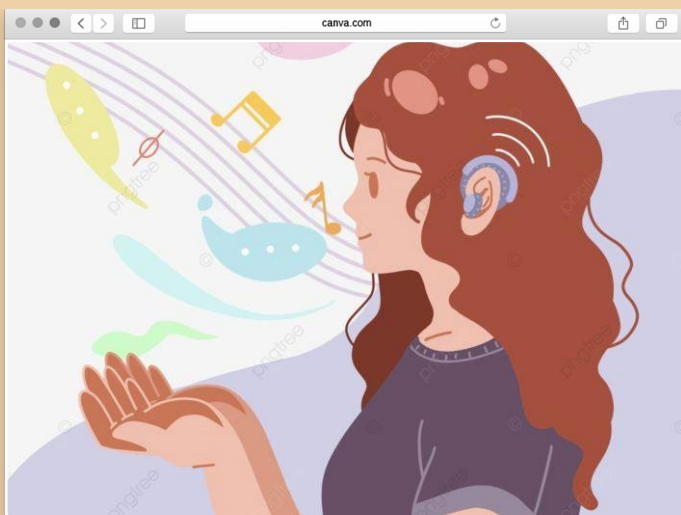
Rogervoice converts speech into real-time text during phone calls, making communication accessible for deaf users.

This innovative technology ensures that everyone can stay connected, breaking down barriers and fostering inclusivity. By providing a seamless and intuitive interface, Rogervoice empowers users to engage in conversations effortlessly, whether for personal or professional purposes.

Technological Architecture

The functioning of Rogervoice relies on several advanced technologies including automatic speech recognition, natural language processing, and text-to-speech synthesis.

Speech recognition algorithms analyze audio signals and convert them into written text. Machine learning models improve transcription accuracy by learning from large datasets of spoken language.



MAIN FEATURES AND SERVICES

Key features of Rogervoice include real-time call captioning, voice message transcription, multilingual translation, and customizable interface settings.

These features allow users to adapt the application to their specific communication needs.



SOCIAL IMPACT AND DIGITAL INCLUSION

Accessible communication technologies play an essential role in promoting social inclusion. Tools such as Rogervoice help reduce isolation and empower individuals with hearing disabilities to communicate independently.





FUTURE DEVELOPMENTS

Future innovations in artificial intelligence will likely improve the accuracy of speech recognition systems and expand the capabilities of accessible communication technologies.

Potential developments include multilingual real-time translation, integration with video conferencing platforms, and augmented reality captioning systems.

CONCLUSION

Rogervoice represents a powerful example of how digital innovation can enhance accessibility and inclusion. By transforming spoken language into text, the application enables deaf individuals to participate more fully in modern communication systems.

video edit by
us 

Lesson Plan for "WheelMate"

Lesson Title:

Accessible Cities: Exploring the WheelMate Application

Project:

Access4All: Transforming Education through Digital Inclusion

Work Package:

WP3 – Digital Literacy for Inclusive Learning

Target Group:

Students aged 13–17

Duration:

45 minutes

Learning Objectives

Students will:

Explain the importance of accessibility in public spaces.

Describe the main functions of the WheelMate application.

Use the application to locate accessible toilets and parking spaces.

Understand how digital tools support independent mobility for people with physical disabilities.

Work collaboratively to solve real-life accessibility challenges.

Materials

Smartphones or tablets (1 per group)

WheelMate application (installed or accessed online)

Projector/interactive whiteboard

Internet connection

Student worksheet

Map of the local area (optional)

Lesson Flow (45 Minutes)

1. Introduction – What Makes a Place Accessible? (5 minutes)

Begin by showing photographs of different public places (school, shopping centre, park, railway station).

Ask students:

Could everyone use these places equally?

What barriers might a wheelchair user face?

What kinds of information would help before visiting a new place?

Introduce the concept of accessibility and explain that digital technologies can support independent mobility.

2. Discover the App (10 minutes)

Introduce the WheelMate application.

Demonstrate how to:

search for accessible toilets,

locate wheelchair-accessible parking spaces,

view locations on the map,

obtain directions,

contribute information by adding or updating accessible locations.

Discuss who benefits from the application and why reliable accessibility information is important.

3. Accessibility Explorer Challenge (20 minutes)

Students work in groups of 3–4.

Each group receives a scenario, for example:

A wheelchair user is visiting the city centre.

A family is travelling with a person using a wheelchair.

Someone needs to find the nearest accessible toilet during a trip.

Using WheelMate, students:

locate suitable accessible facilities,

identify the best route,

discuss possible obstacles,

complete a worksheet describing:

which accessibility features were found,

how the application helped,

what additional information could improve accessibility.

4. Reflection and Discussion (8 minutes)

Groups present their findings.

Discuss:

Which features of WheelMate were the most useful?

How can technology increase independence?

What accessibility improvements could be made in your local community?

How could students contribute to making accessibility information more complete?

5. Exit Ticket (2 minutes)

Students complete one sentence:

"Today I learned that..."

"One thing I will remember about accessibility is..."

"Digital tools can improve inclusion because..."

Assessment

Teacher observes:

Participation in discussion

Collaboration within groups

Correct use of the WheelMate application

Understanding of accessibility and inclusive design

Expected Learning Outcomes

Students will:

Understand the role of accessibility in everyday life.

Use WheelMate confidently to search for accessible facilities.

Recognise how assistive digital tools support independent living.

Develop empathy towards people with mobility impairments.

Strengthen teamwork and problem-solving skills

Connection to TEDI

TEDI Objective

Lesson Contribution

Digital Literacy

Students learn to use a practical accessibility application.

Inclusive Education

Students understand barriers faced by people with mobility disabilities.

Assistive Technologies

Students explore a real digital tool supporting accessibility.

Collaboration

Students complete practical tasks in teams.

Accessibility

Students learn how technology removes barriers and promotes inclusion.

„**Access4All.**

*Transforming education through
digital inclusion”*

Greece, 23.03.2-26 – 27.03.2026



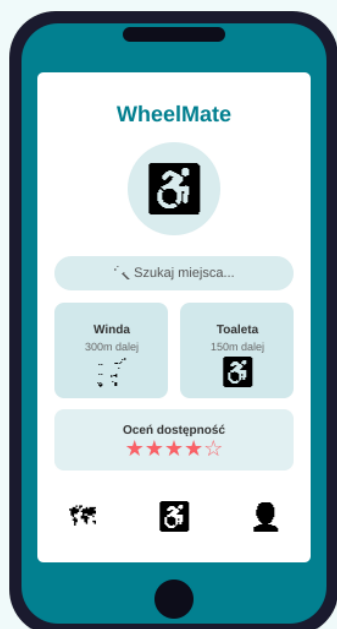
WheelMate

Accessibility App Workshop

Erasmus+ | Greece | 2026

Together we create an accessible world  

What is WheelMate?



WheelMate is a free mobile app helping people with disabilities navigate the city freely.



Map of accessible places – ramps, elevators, restrooms



Navigation without architectural barriers



User ratings and reviews of places



Community – anyone can add a new place

App History & Mission

2015

The app was founded in the Netherlands by people with disabilities

2018

Available in 25 countries – over 100,000 active users

2020

Integration with Google Maps and public transport systems

2026

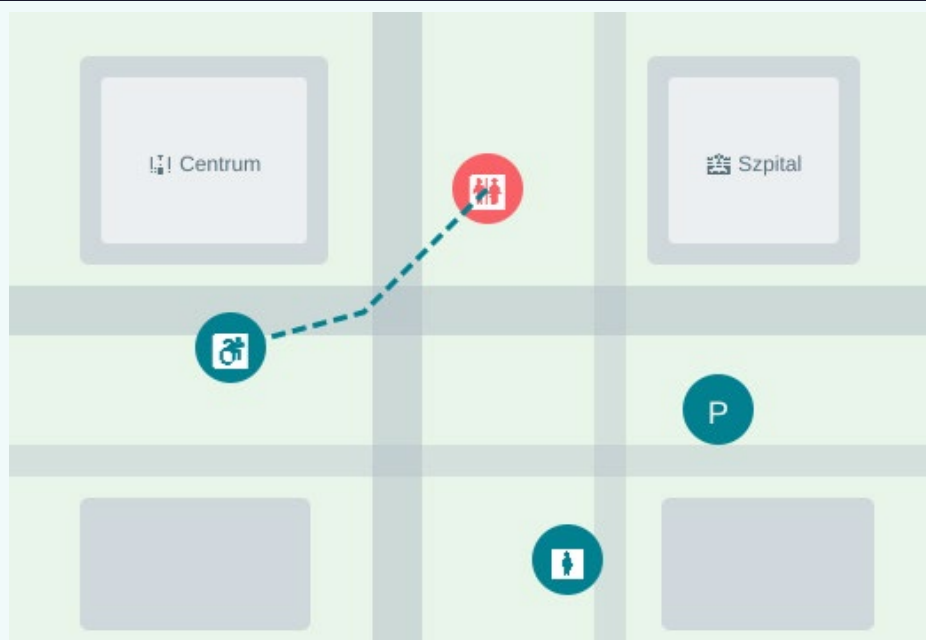
Over 1,000,000 marked locations worldwide!

Mission: for everyone to freely explore the world! 🌟





Accessibility Map



Ramps and driveways



Elevators and stairlifts



Barrier-free routes



Filter by needs



Who is WheelMate for?



Wheelchair



Elevator



Restroom



Parking



Ramp

Wheelchair users

Routes with ramps, wide passages, accessible restrooms nearby

Visually impaired

Audio descriptions, screen reader, high color contrast

Hearing impaired

Visual notifications, text instructions without sound

Seniors and parents

Simple navigation, large buttons, strollers welcome too!



How to download and install?

1

Open the store

App Store
(iPhone)
or Google Play
(Android)

2

Search for the app

Type WheelMate
in the search bar

3

Download for free

Click Download –
the app is 100%
free!

4

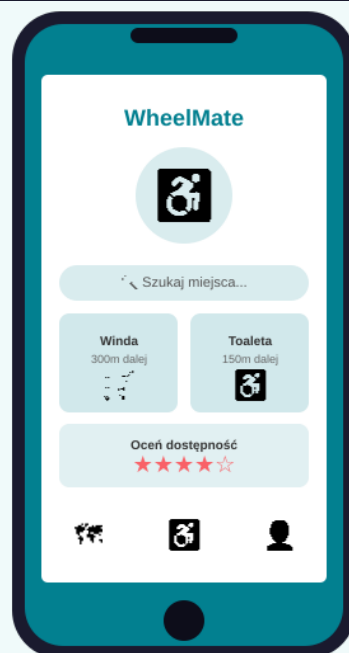
Sign up

Create an
account or sign in
via Google /
Facebook





App Interface – Overview



 Main map with pins

 Search bar

 Place ratings and reviews

 Add a new place

 Filter accessibility

 User profile



How to search for accessible places?



Step 1:

Open the app – make sure GPS is enabled



Step 2:

You will see colored pins – each represents a different feature



Step 3:

Select a filter: ramp, elevator, parking, restroom...



Step 4:

Tap a pin to see details and photos



Step 5:

Set a route – the app will suggest accessible paths!



How to add a new place?

1

Find a place

Go to the place or
mark it on the map

2

Press "+"

Button in the bottom right
corner of the screen

3

Choose a category

Ramp, elevator,
restroom, parking...

4

Take a photo

Helps others verify the
place

5

Rate and save

Scale 1–5 and done!



Place Ratings and Reviews



1–5 star rating system

Every place can be rated and reviewed – opinions help other users!

★★★★★ Excellent

★★★★☆ Good

★★★☆☆ Average



Great ramp at the entrance – wide and well-maintained!

– Agnieszka, wheelchair user



Elevator available 24h, staff friendly and helpful 😊

– Marek, regular visitor



The Power of the WheelMate Community

1M+

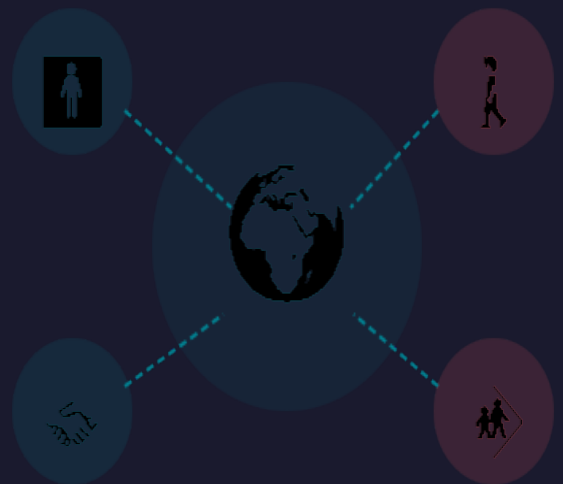
Marked locations

150+

Countries on the map

500K+

Active users



Anyone can be a hero – add a place and help others! 🧑



Practical Exercise – Workshop



Task 1 (5 min)

Download the WheelMate app and create a free account



Task 2 (10 min)

Find 3 accessible places near the school on the map



Task 3 (10 min)

Add a new place – e.g. the school entrance with a ramp



Task 4 (5 min)

Rate one of the places and write a comment in English



Quiz – Test Your Knowledge!

1. What does the blue pin on the WheelMate map mean?

a) Restaurant

b) Accessible entrance 

c) Hotel

2. Who can add places to WheelMate?

a) Only disabled users

b) Only admins

c) Any user

3. In how many countries does the WheelMate app operate?

a) 10 countries

b) 50 countries

c) Over 150 countries

4. What is the main goal of the app?

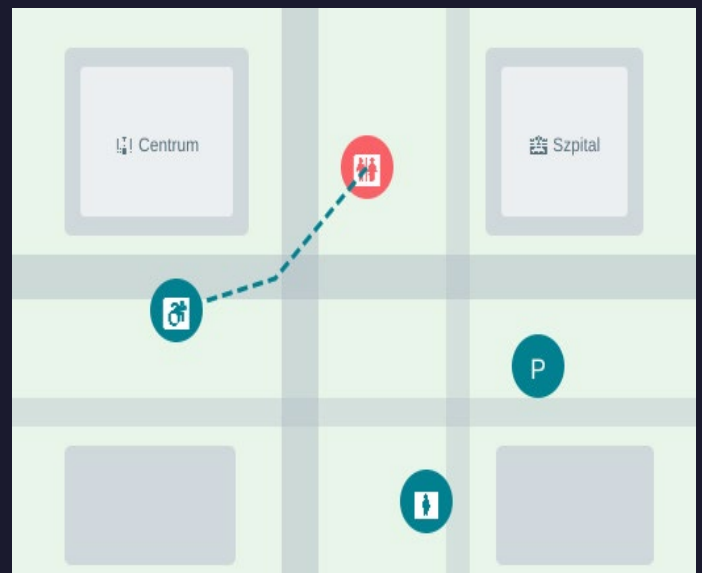
a) Ordering food

b) Navigating freely

c) Online games

GR WheelMate on Erasmus in Greece

- 🏛️ Discover accessible landmarks – Acropolis, National Museum
- 🚗 Check the accessibility of the metro and buses
- 📷 Find restaurants with accessible entrances
- 📷 Document it – you are helping other tourists!
- 💛 Share your discoveries with the community



Greece is beautiful – let it be accessible to everyone! 🌞

Summary



WheelMate helps people with disabilities navigate the city



Map of accessible places – ramps, elevators, restrooms, and parking



The community builds the map together – everyone can add and rate a place



The app is 100% free – iOS and Android



Use WheelMate during Erasmus – discover accessible Greece!

Thank you for your attention! 🙌



WheelMate

Together we create an accessible world

wheelmate.eu | iOS & Android |  Free

Prepared for Erasmus+ | Accessibility Project 2026



Access4All – WP3 Lesson Plan

Digital Aids for People with Special Needs: EVA Facial Mouse

Work Package	WP3 – Digital Literacy for Inclusive Learning
Duration	45 minutes
Topic	Digital aids for people with special needs
Application	EVA Facial Mouse
Methodology	Interactive, student-centred, discussion, demonstration and group work
Materials	EVA Facial Mouse presentation, introductory video, computer/projector, optional smartphone/tablet

Learning Objectives

- Explain what an assistive digital tool is.
- Describe the basic purpose of the EVA Facial Mouse application.
- Understand how facial/head movements can be used to interact with a digital device.
- Identify situations in which such technology can support people with physical disabilities.
- Discuss the importance of accessibility and equal participation in digital life.
- Propose ideas for making digital technology easier to access.

45-Minute Lesson Structure

Time	Activity	Description
0–5 min	Starter: “Imagine You Cannot Use a Mouse”	Imagine you cannot move your hands to use a computer mouse. How could you control the computer? Students brainstorm in pairs and share.
5–10 min	What Is Assistive Technology?	Brief explanation of digital aids. Students give examples they know. Introduce: “Can we control a computer without using our hands?”
10–15 min	EVA Facial Mouse Video	Show the introductory video. Students identify how the person controls the computer and which movements are used.
15–20 min	Think–Pair–Share	Pairs discuss who could benefit, what problem the application solves and what could be difficult. They then share ideas.
20–30 min	Interactive Demonstration	Demonstrate the application if available. Students observe facial/head movement control and predict what will happen before actions.
30–37 min	Accessibility Challenge	Groups receive a situation involving limited hand movement and design a simple solution using EVA Facial Mouse or another digital aid.
37–42 min	One-Minute Solutions	Each group presents its idea in about

		one minute. Others may ask a question or suggest an alternative.
42–45 min	Exit Ticket: “One Change”	Students complete: One thing I learned... / One person who could benefit... / One thing I would change to make technology more accessible...

Interactive Challenge Cards

Card 1 – Online Learning: A student has very limited hand movement but wants to participate in an online lesson. How could EVA Facial Mouse help?

Card 2 – Communication: A person cannot comfortably use a traditional mouse or keyboard but needs to communicate online. What digital solution could support them?

Card 3 – Everyday Technology: A person wants to browse the internet independently but cannot easily use a conventional mouse. How could assistive technology increase independence?

Card 4 – Accessibility Designer: Imagine you are designing a new computer. What other features would you add to make it easier for people with physical disabilities to use?

“Guess What Happens?” Activity

During the demonstration, pause before each action and ask students to predict what will happen. Try moving left, right, up/down, selecting an item, opening an application and moving the cursor. This keeps students actively involved.

Teacher’s Role

The teacher acts as a facilitator and encourages students to think about the person’s needs before the technology.

- What barrier is this technology trying to remove?
- Who might benefit from it?
- How could this change someone’s daily life?
- Would the application work equally well for everyone? Why?
- What other assistive technologies could we use?
- How can technology help people become more independent?

Assessment

Assessment is formative and based on:

- Participation in discussions.
- Understanding of the purpose of EVA Facial Mouse.
- Ability to identify an accessibility barrier.
- Ability to connect a technology with a user’s needs.
- Contribution to group work.
- Responses during the final Exit Ticket.

Expected Learning Outcome

By the end of the lesson, students should understand that assistive technology can remove barriers and give people greater independence in accessing digital environments. Through the EVA Facial Mouse example, students see how controlling a computer can become possible through an alternative method of interaction.

Access4All / WP3 Connection

This lesson directly supports WP2's objectives of improving understanding of assistive technologies, developing awareness of accessible digital content and promoting inclusive education strategies. It uses a concrete digital application to help students understand how technology can respond to different physical needs and support more equal participation in education and everyday digital life.

[Link to the introductive video about EVA FACIAL MOUSE](#)

Lesson Plan for “Supervision Magnifier”

Lesson Title: Seeing More Clearly: Exploring the SuperVision Magnifier Application

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP3 – Digital Literacy for Inclusive Learning

Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

- Explain the purpose of assistive technologies.
- Describe the main functions of the SuperVision Magnifier application.
- Use the application to complete simple everyday tasks.
- Explain how digital tools improve accessibility for people with visual impairments.
- Work collaboratively in small groups.

Materials

- Smartphones/tablets (1 per group)
- SuperVision Magnifier application
- Projector
- Medicine labels, food packages, newspapers or menus with small print
- Student worksheet

Lesson Flow (45 Minutes)

1. Introduction – Why Accessibility Matters (5 min)

Show a medicine label or food package with very small text. Ask: 'Can everyone read this easily?', 'What challenges might a person with low vision experience?' and 'How could technology help?'. Introduce accessibility.

2. Discover the App (10 min)

Explain the purpose of SuperVision Magnifier and demonstrate zoom, freeze image, brightness, contrast, colour filters and flashlight.

3. Accessibility Detective Challenge (20 min)

Students work in groups of 3–4. Using the app they read small text, compare colour filters and discuss which features help most. They complete a worksheet describing who would benefit from the application and where it could be used.

4. Reflection and Discussion (8 min)

Groups share their findings and discuss how assistive technologies support inclusion and everyday life.

5. Exit Ticket (2 min)

Students complete one sentence: "Today I learned that..." or "One thing I will remember about accessibility is..."

Assessment

- Participation
- Collaboration
- Correct use of the application
- Understanding of accessibility

Expected Learning Outcomes

- Understand the purpose of assistive technologies.
- Confidently use the basic features of SuperVision Magnifier.
- Recognise how digital tools reduce barriers.
- Develop empathy and inclusive thinking.
- Collaborate effectively.

Connection to TEDI

TEDI Objective	Lesson Contribution
Digital Literacy	Students learn to use a real assistive application.
Inclusive Education	Students understand accessibility.
Assistive Technologies	Students explore a practical assistive tool.
Collaboration	Students complete tasks in teams.
Accessibility	Students experience how technology removes barriers.



SUPERVISION+ MAGNIFIER



Presented By The Turkish Team

WHATS THE PURPOSE OF THIS APPLICATION?

By Tolga



Supervision+ Magnifier mainly designed for the Visually impaired people

Because this app allows you to magnify objects, words or landscapes just like a real magnifier while using your phone camera with a lot of usefull feature.



Supervision+ Magnifier only available on App Store. But we have a lot of different versions for android Like:



WeZoom Magnify Glass From loviapps

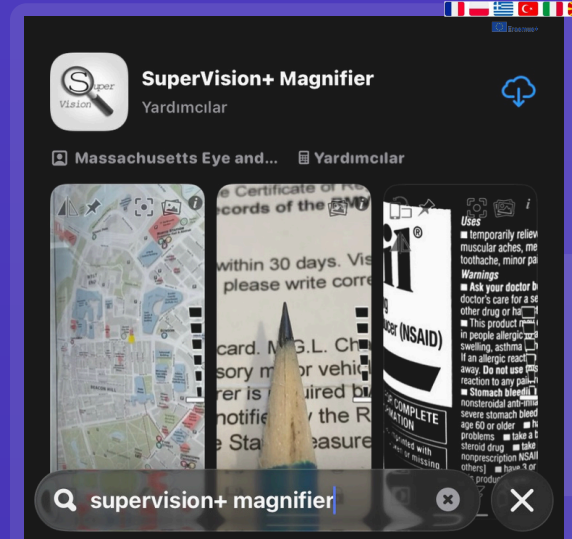


Magnifier + Flashlight From App2U



How can I Download it on App Store?

- Go to App Store
- Make search for the SuperVision+ Magnifier
- Click To download button
- Application Will appear on your main screen



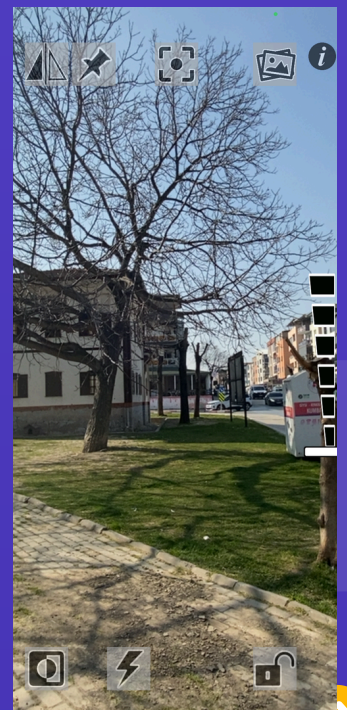
After opening the app, it will ask for permission for location, camera, and notifications.

None of the permissions are important except camera but you must give permission for camera to use app properly





*Here is the app's
interface
With some Pictures*



SUPERVISION+ MAGNIFIER

By Doruk

A Digital eye for everyone.
Smart, Simple, Stable.

FEATURES



INTERFACE & BUTTONS

- Look at these **Large Buttons**. They are big and easy to see. You don't need to struggle to find the flashlight or focus. Everything is right there, simple and clear for everyone."

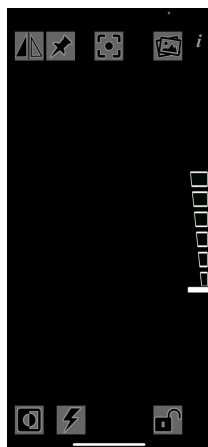
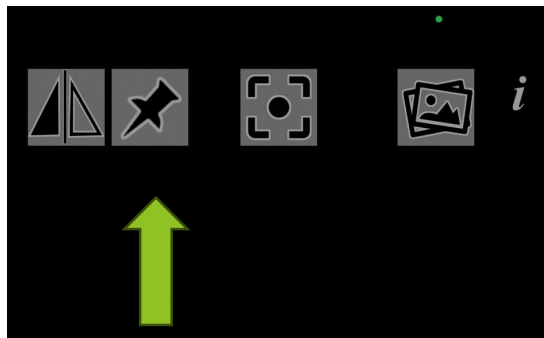


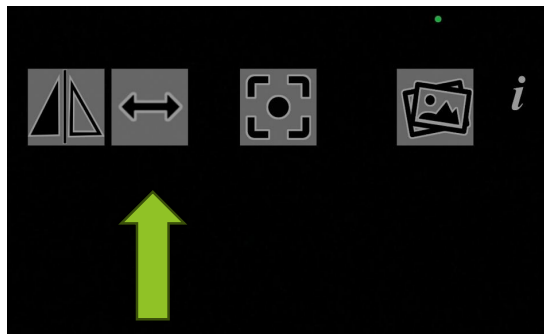
IMAGE STABILIZATION

- First, let's look at **Image Stabilization**. When you zoom in a lot, the picture shakes. By holding this button, the app fixes the image. It makes the view steady and clear."



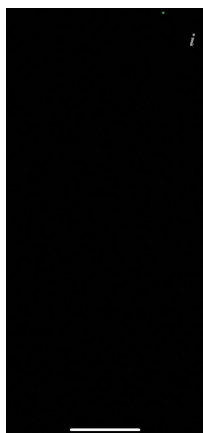
VERTICAL STABILIZATION

- Next is **Vertical Stabilization**. If you are reading a book, click this icon. It locks the screen vertically. This way, you can follow the lines easily without losing your place.



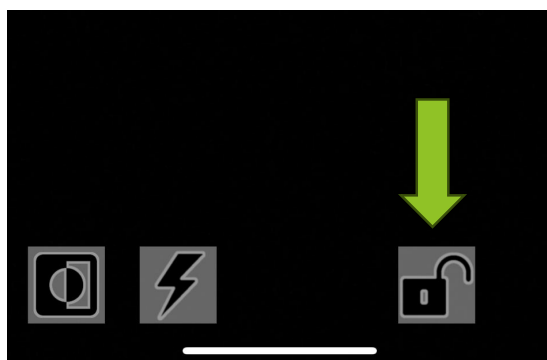
FULL-SCREEN MODE

- If the buttons distract you, use **Full-Screen Mode**. Just **double tap** anywhere on the screen. The buttons disappear, and you get a clean, huge view of your object."



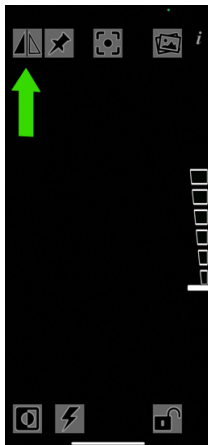
FREEZE IMAGE

- This is the **Freeze Option**. Click the lock icon to freeze the image. Now it's like a photo. You can zoom in or move around the Picture without moving your hand. It's perfect for small details."



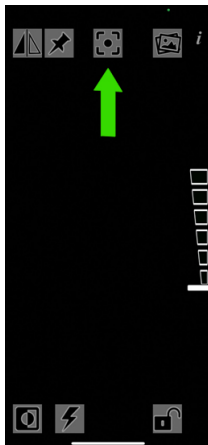
Mirror Effect

- It's a simple Mirror Effect. The image is flipped horizontally so that everything on the left moves to the right



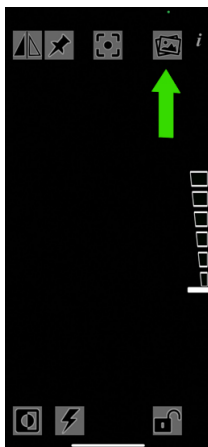
Auto Focus

- It is a feature that adjusts the camera lens to make the image clear. You don't need to manually change the settings; the app finds the best focus for you instantly.



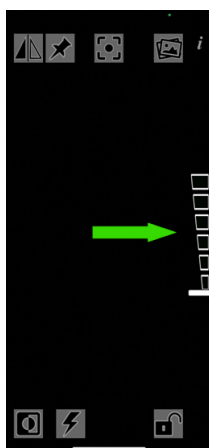
Saved Images

- This icon opens the gallery where all your frozen pictures are collected. You can check your saved pictures here quickly.



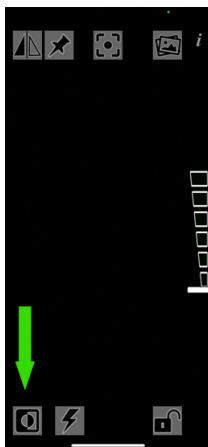
Magnification Scale

- This is a zoom level adjuster. You can use this scale to zoom in or out.



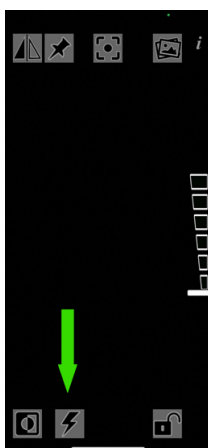
Negative Mode

- This icon changes the view to negative mode like an X-ray.



Flashlight

- This icon lights up the view.





By Özüm

HOW TO USE THE APPLICATION

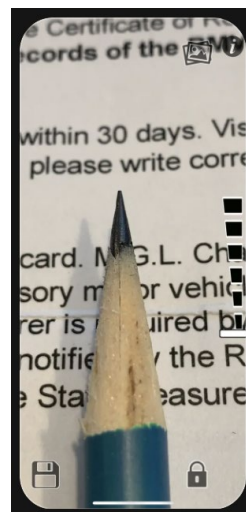
I. **LAUNCH** THE APPLICATION

- **Unlock your smartphone**
- **Find the SuperVision app icon**
- **Tap the icon to open the application**
- **The camera starts automatically**
- **Point the phone at the object you want to see**



2. USE THE PHONE CAMERA TO MAGNIFY OBJECTS

- Open the camera in the app
- Point the camera at the object
- Use two fingers to zoom in
- Move the phone closer if needed
- Read small text more clearly



3.ACTIVATE STABILIZATION BY PRESSING THE SCREEN

- Hold the phone steady
- Press the screen to activate stabilization
- The image becomes more stable
- It reduces shaking
- This helps when reading text



4. USE THE FLASHLIGHT IF NEEDED

- Turn on the flashlight in the app
- The phone light turns on
- The area becomes brighter
- Objects are easier to see
- Useful in dark environments



5. LOCK FOCUS ON AN OBJECT

- **Point the camera at the object**
- **Tap the screen to focus**
- **Lock the focus on the object**
- **The image stays clear**
- **Easier to read or observe details**

6. SAVE SNAPSHOTS

- Press the capture button
- Take a snapshot of the screen
- The image is saved in the gallery
- You can open it later
- Zoom or share the image if needed

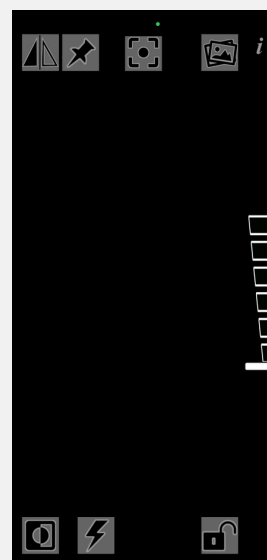
Evaluation and Conclusion of SuperVision+

By Duygu

Advantages of SuperVision+



- **Helps people with visual difficulties**
- **Easy and simple to use**
- **Stabilized magnification**
- **Useful for reading small text**



ERASMUS+



Additional Benefits



→ **Helpful for elderly people**

→ **Makes reading labels and menus easier**

→ **Useful in daily life**

→ **Improves accessibility**



ERASMUS+

Possible Limitations



01

• Depends on phone camera quality

02

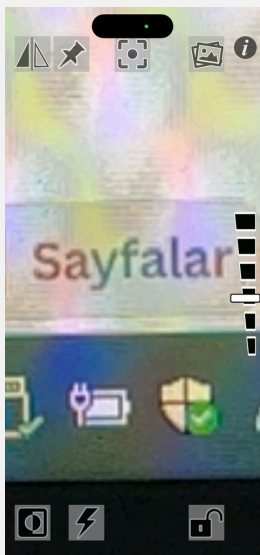
• Requires a smartphone

03

• Flashlight may consume battery

ERASMUS+

Who Should Use This App?



People who need help reading small text

Visually impaired people

Elderly users

ERASMUS+

Real Life Example



Imagine an elderly person trying to read a medicine instructions. With SuperVision+, they can magnify the text and read it easily.

or

Someone who is traveling and needs to read the departure information on a train ticket machine. The screen text is very small and difficult to see from a distance. He uses the magnifier app to zoom in on the screen, freezes the image to avoid shaking, and checks the details such as the platform number and departure time

ERASMUS+

Conclusion



SuperVision+ is a helpful and practical application

It helps people read small text and improves daily life.

**We
recommend
this
application**



ERASMUS+

LESSON PLANS AND MATERIALS

NORTH MACEDONIA

Lesson Plan

Lesson Title: From Paper to Digital: Organising Educational Resources

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP5 – Sustainable Education in a Digital World

Prepared by: Association myMobility, North Macedonia

Based on educational resources developed during the Poland mobility.

Target Group: Students aged 11–14

Duration: 45 minutes

Learning Objectives

By the end of the lesson, students will be able to:

- Explain what digitalization means in education.
- Identify the advantages of storing educational materials digitally.
- Understand the importance of organising digital files safely.
- Recognise how digital technologies reduce paper consumption and support environmental sustainability.
- Work collaboratively to organise educational resources using a logical digital structure.

Materials

- Computer and projector
- Sample paper documents and digital files
- Student worksheet
- Whiteboard and markers

- Internet connection (optional)

Lesson Flow (45 Minutes)

1. Introduction – Why Do We Need Digital Resources? (5 min)

The teacher asks students:

“Have you ever lost an important worksheet or notebook?”

Students discuss the advantages and disadvantages of paper and digital materials.

2. Presentation – From Paper to Digital (10 min)

The teacher explains the concept of digitalisation and archiving of educational materials.

Students learn how schools organise lesson plans, presentations, worksheets, photographs and videos using secure digital platforms such as OneDrive, Microsoft Teams and learning management systems.

3. Digital Organisation Challenge (15 min)

Students work in groups and receive different educational materials, including worksheets, photographs, presentations and attendance records. Their task is to organise these resources into logical digital folders and explain why they selected their folder structure.

4. Discussion – Why Is Digital Organisation Important? (10 min)

Groups present their folder structures and discuss how digital organisation helps teachers and students find information more quickly, reduces paper use and protects important educational resources for future use.

5. Reflection and Exit Ticket (5 min)

Students complete the sentence:

“One benefit of digitalising educational materials is...”

Assessment

- Active participation

- Collaboration during group work
- Logical organisation of digital resources
- Understanding of digitalisation and sustainability
- Reflection and communication

Expected Learning Outcomes

Students will:

- Understand the purpose of digitalisation in education.
- Explain the benefits of digital archiving.
- Organise educational resources using a logical digital structure.
- Recognise the environmental benefits of reducing paper use.
- Appreciate the importance of responsible digital resource management.



Acces4all: Transforming
Education Through digital
Inclusion





What is digital inclusion and why is it important in education?

Digital inclusion refers to ensuring all individuals have access to and can effectively use digital technologies. It encompasses the availability of devices, internet connectivity, and the necessary skills to engage with digital content confidently.

Digital inclusion is important in education because it ensures that all students, regardless of their background, location, or abilities, have equal access to learning opportunities.

Our objectives

Through collaborative efforts, innovative tools, and supportive policies, we empower teachers and students to ensure that every student has opportunity to succeed.

Policy briefs highlight the importance of integrating digital tools to support students effectively, and creating a fair society where everyone has equal opportunities, no matter their background, gender or race.

Promoting sustainability and citizenship education helps, and encourages them to respect all forms of life and contribute positively to society.





Challenges we address

Schools and communities should provide equal access to technology to all learners, and everyone should have the same opportunity to use technology, and this can create a gap between students who have access to digital tools and those who do not.

Some people do not have the skills to use technology, but improving digital literacy helps them to communicate better, access education and being part of today's digital world.

Using technology affects the environment in several ways, like producing devices consumes natural resources. To reduce this impact we should recycle devices, and be mindful of our digital habits.



Poland & North Macedonia Collaboration

In North Macedonia the term “inclusive technology toolkit” refers to a collection of digital tools, resources, and strategies to support inclusive education. These toolkits aim to ensure that all students, regardless of their abilities or backgrounds, have equitable access to quality education.

Some schools in our country have employed creative assistive technologies to support students with visual impairments. These efforts demonstrate how innovative, low cost solutions can effectively promote inclusion, even in resource-constrained settings.



What are we creating?

When we talk about shared digital awareness we mean the resources created to help people use technology safely and responsibly, like videos that teach about online safety, privacy, posters and responsible use of devices.

Classroom resources: books, worksheets, videos, presentations are also tools that help teachers and students to make learning more engaging and practice new concepts effectively.



Assistive technologies-Tools that help individuals with disabilities engage fully

Screen readers: voiceover

Speech to-speech tools: Naturally speaking, Microsoft dictate

Text-to-speech tools: Naturally reader,

Read&write

Alternative input devices:

Adaptive keyboards, eye tracking software

Portable computer

Expected results

- Strong digital communication skills involve clarity, conciseness, and professionalism when using digital tools like email, chat, and videos.
- . Developing these skills also involves being respectful, empathetic, and responsive, while being mindful of how your message may be interpreted without in-person cues.
- Understanding the environmental impact of our digital lives and making conscious choices to minimize harm and promote sustainability is awareness of eco-digital responsibility.
- “Technology is powerful when it includes everyone.”



Acknowledgments

- We would like to thank the Erasmus + Programme of European Union for supporting this opportunity.
- We hope that through these collaboration between us (partners) would help us to develop our knowledge by exchanging ideas and experiences.

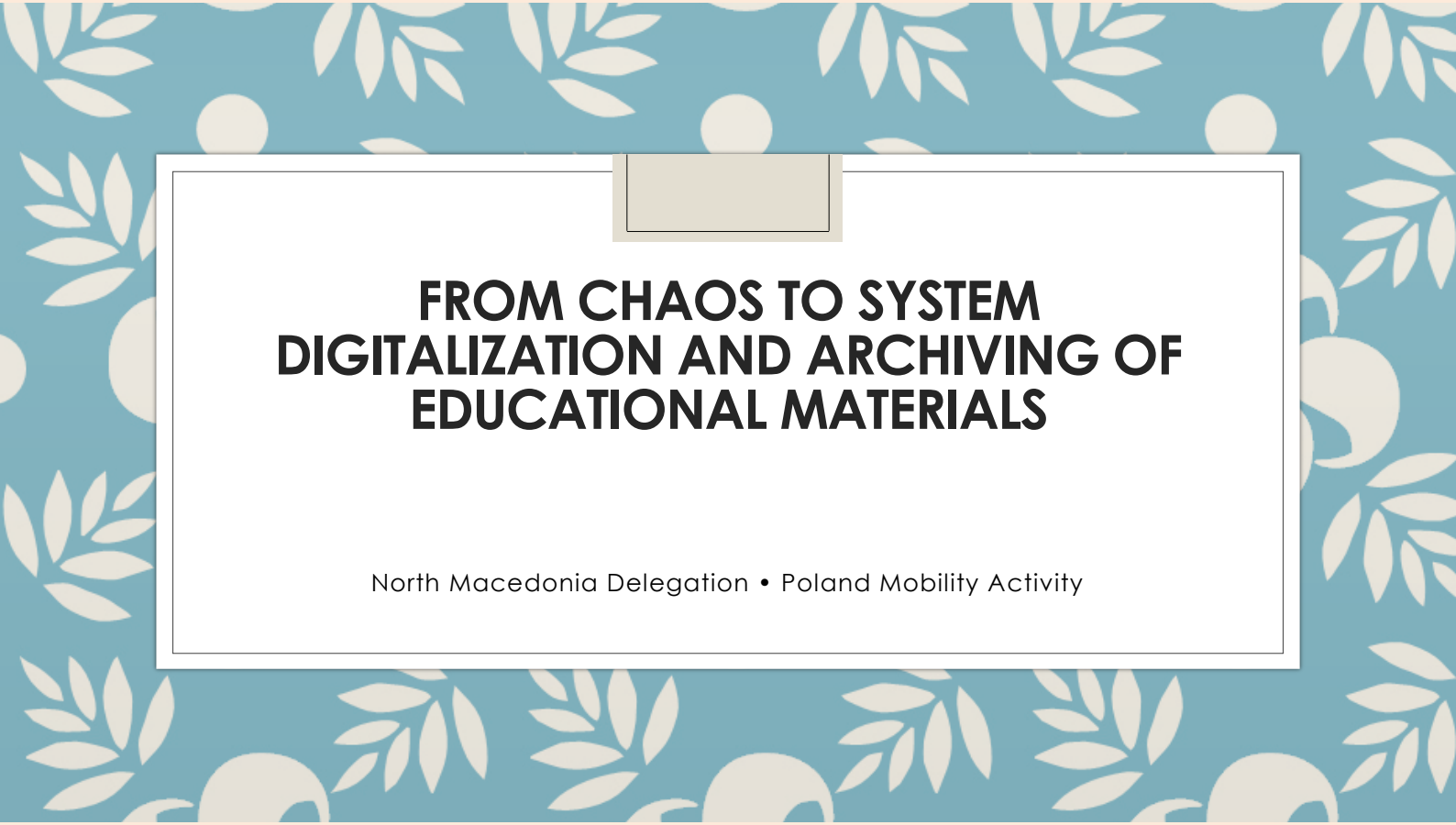




Thank you for your time and interest.
Your support drives the vision of digital inclusion for all.

Acces4all: Transforming Education Through digital Inclusion





FROM CHAOS TO SYSTEM DIGITALIZATION AND ARCHIVING OF EDUCATIONAL MATERIALS

North Macedonia Delegation • Poland Mobility Activity

A simple introduction about Digitization and Archiving of Educational Materials in North Macedonia

- The rapid development of information technology has transformed the education sector worldwide.
- Digitization in North Macedonia schools has happened in several phases over the last two decades.
- 1986-Informatics was first introduced as a subject in the country's schools.
- 2021-2022-The Ministry of Education initiated a phased, six-year digital transformation strategy. This included replacing traditional print copies with digital and interactive materials, starting with the fourth grade.

Everyday Digitalization Practice

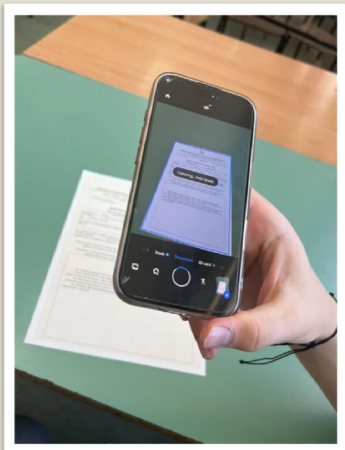
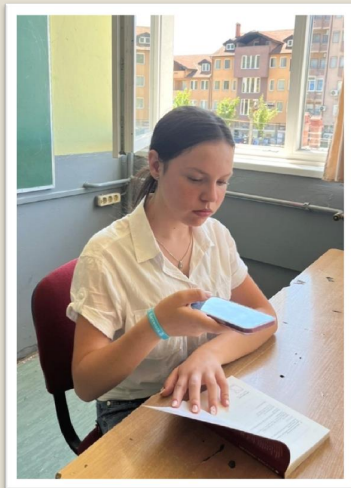
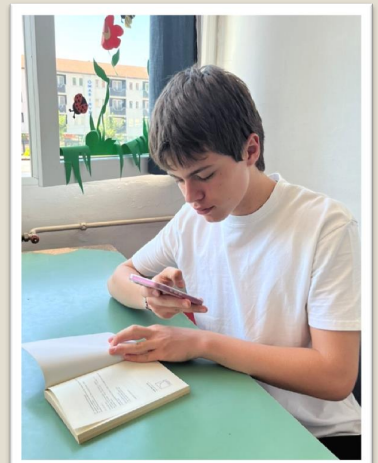
Operational Transformation

- Digitalization in daily schooling is not simply about scanning sheets to PDF. It represents a systematic shift of manual workflows, assets, and lesson delivery into an active, cloud-accessible network.
- This guarantees files are interactive, collaborative, and immediately searchable rather than gathering dust in local physical repositories.

Why Leave Paper Behind?

- **Physical Asset**
Preservation: Paper notes break down, get lost, and lock valuable educational content within single classrooms.
- **Footprint**
Optimization: Eliminating paper archives reduces physical document storage by up to 80%, allowing offices to turn into modern student labs

Scanning documents



The Modern Digital Tool Stack

Microsoft 365

- **OneDrive & Teams:** Secured, corporate-grade architecture for school databases, live communications, and structured folders

LMS & TEDI

- **Moodle & TEDI Platform:** Purpose-built educational environments hosting module assessments and structured training pathways

Defining Digital Resources

- Educational institutions design and handle wide media ecosystems. Categorizing these into structural blocks is the initial step toward organizational order.
- **Pedagogical Material:** Digital lesson structures, interactive slideshow presentations, and digital student workbooks.
- **Administrative Core:** Evaluation records, student attendance registers, and compliance reports.
- **Activity Archives:** High-resolution activity pictures and video logs for project evidence and public outreach.



The Impact of Administrative Order

- **Eliminating Administrative Friction**
- Studies reveal that administrative teams waste countless hours weekly searching through messy folders, lost USB drives, and past email threads for important files.
- Setting up systematic cloud directories eliminates search bottlenecks, blocks accidental file deletion, and keeps folders ready for immediate use across years.

Expected Results

- Easier access to educational resources.
- Reduce paper consumption.
- Long-term preservation of educational materials.
- Improved learning opportunities for students.
- Better resource sharing among educational institutions.

From search to shelf: Finding
a book with digitalization



Lesson Title: “ UNICA: Our Digital Learning Platform for Erasmus+”

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP4 – Digital Literacy for Inclusive Learning

Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

By the end of the lesson, students will be able to:

- Understand the role of digital learning platforms in modern education.
- Explore the main features and functions of the UNICA platform.
- Explain how UNICA supports daily learning, communication and collaboration.
- Recognise the importance of digital organisation and responsibility.
- Understand how digital platforms facilitate participation in Erasmus+ projects.
- Develop awareness of digital citizenship and responsible online behaviour.
- Reflect on the benefits of technology for inclusive and international education.

Materials

- Projector
- Computer
- PowerPoint presentation
- Internet connection
- Smartphone or tablet
- Whiteboard
- Sticky notes
- Student worksheet

Lesson Flow (45 Minutes)

1. *Access4All Mission & Icebreaker (5 min)*

The teacher introduces the lesson by asking:

"How do digital platforms make learning easier and more organised?"

Students briefly discuss their experience with digital learning environments before introducing UNICA as the school's digital platform.

2. *Discovering UNICA (10 min)*

Using the PowerPoint presentation, the teacher explains:

- What UNICA is.
- How students access curriculum materials.
- Assignment submission.
- Communication with teachers and tutors.
- Progress tracking.

Students discuss how these tools support their daily learning experience.

3. Using UNICA in Everyday Learning (10 min)

The teacher presents how students use UNICA to:

- Access lesson materials.
- Submit homework and projects.
- Receive grades and teacher feedback.
- Upload creative work and build digital portfolios.
- Organise learning resources effectively.

Examples from the presentation are discussed with the class.

4. Collaboration and Erasmus+ Activities (15 min)

Students work in small groups.

Each group discusses how UNICA supports:

- Group projects.
- Communication with teachers and tutors.
- Collaboration among classmates.
- Preparation for Erasmus+ mobility activities.
- Language learning.
- Digital citizenship.
- International cooperation with partner schools.

Each group presents its ideas to the class.

5. Reflection & Exit Ticket (5 min)

Students complete the sentence:

"Today I learned that a digital learning platform can help students by..."

The lesson concludes with a discussion about how digital technologies improve learning, collaboration and international educational experiences.

Expected Learning Outcomes

- Understand the purpose and benefits of digital learning platforms.
- Explain the main features of the UNICA platform.
- Recognise how UNICA supports communication, collaboration and organisation.
- Understand the role of digital platforms in Erasmus+ activities.
- Develop responsible digital citizenship skills.
- Appreciate the value of technology in promoting inclusive and international education.

Lesson Plan for "Green Future – Our Planet in Our Hands" Lesson Title

Green Future – Our Planet in Our Hands: Creating Environmental Campaigns with Padlet and Canva

Work Package

WP3 – Digital Literacy for Inclusive Learning

Target Group - Students (ages 13–15)

Duration

45 minutes

Learning Objectives

Students will:

- Explain the importance of protecting the environment.
- Identify everyday actions that help reduce pollution and protect nature.
- Use **Padlet** to collaborate and share ideas.
- Use **Canva** to create digital posters or infographics.
- Develop digital, communication and teamwork skills through international collaboration.

Materials

- Computers, tablets or smartphones (1 per pair/group)
- Internet connection
- Padlet board
- Canva (free education version or web application)
- Projector or interactive whiteboard
- Student worksheet (optional)

Lesson Flow (45 Minutes)

1. Introduction – Why Should We Protect Our Planet? (5 minutes)

Show pictures of forests, oceans, wildlife, recycling bins and polluted environments.

Ask students:

- What environmental problems can you see?
- How can children help protect the Earth?

- Why is it important to work together to solve environmental problems?

Introduce the project "**Green Future – Our Planet in Our Hands.**"

2. Discover the Digital Tools (10 minutes)

Present the two applications.

Padlet

Demonstrate how students can:

- post ideas,
- upload pictures,
- comment on classmates' work,
- collaborate with students from other European countries.

Canva

Demonstrate how to:

- choose a template,
- add text and images,
- use icons and graphics,
- create an attractive environmental poster or infographic.

3. Green Challenge – Create an Environmental Campaign (20 minutes)

Students work in pairs or small groups.

Each group chooses one topic, for example:

- Recycling
- Saving Water
- Reducing Plastic Waste
- Protecting Forests
- Climate Action
- Saving Energy
- Protecting Animals

Using **Canva**, students design:

- a digital poster **or**
- an infographic encouraging people to care for the environment.

After finishing, they upload their work to the shared **Padlet** board and view posters created by classmates and project partners

Students leave one positive comment on another group's work.

5. Exit Ticket (2 minutes)

Students complete one sentence:

- "Today I learned that..."
- "One thing I can do to protect the Earth is..."
- "Working with students from other countries helps because..."

Assessment

The teacher assesses:

- Participation in discussions
- Teamwork and collaboration
- Creative use of Canva
- Active participation on Padlet
- Understanding of environmental protection

Expected Learning Outcomes

Students will:

- Understand basic environmental challenges.
- Identify practical ways to protect the environment.
- Use Padlet and Canva confidently.
- Create a digital environmental campaign.
- Collaborate respectfully with classmates and international partners.
- Develop digital creativity and communication skills.

Connection to TEDI

• TEDI Objective	• Lesson Contribution
• Digital Literacy	• Students use Padlet and Canva to create and share digital content.
• Inclusive Education	• Every student contributes to collaborative learning activities.
• Collaboration	• Students work in teams and exchange ideas with international partners.

- Creativity

- Students design original posters and infographics.

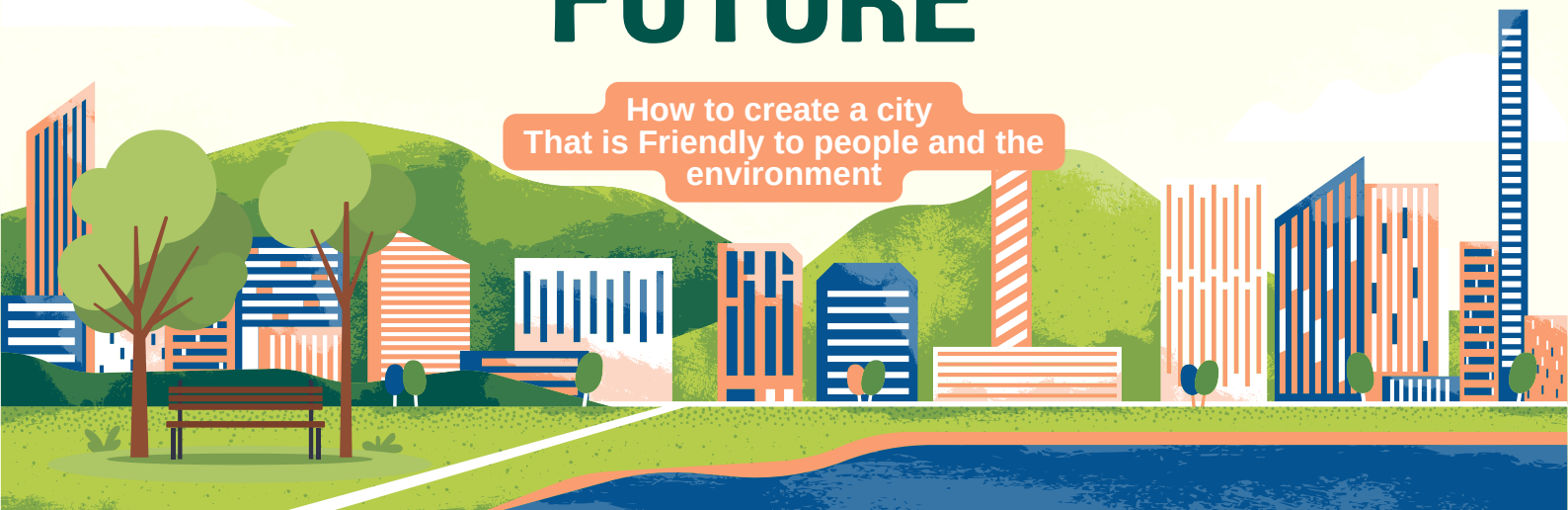
- Global Citizenship

- Students understand that protecting the environment is a shared international responsibility.

THE GREEN CITY OF THE FUTURE



How to create a city
That is Friendly to people and the
environment





GREEN SPACE

Green Spaces improve air quality because trees and plants absorb carbon dioxide, release oxygen, and trap pollutants such as dust and smoke.

A green city improves air quality by planting more trees, reducing vehicle emissions, using clean energy, and controlling pollution.

Create a pitch on why a green city is the better option

THE URBAN CHALLENGE

An example of what a green innovation looks like

Solar-Powered Street Light

- Daytime: The solar panel absorbs sunlight and converts it into electricity.
- Storage: The electricity is stored in a rechargeable battery.
- Nighttime: The battery powers the LED light automatically.
- Benefit: It saves energy and reduces electricity costs.



WHAT MAKES A CITY GREEN?

How green spaces work

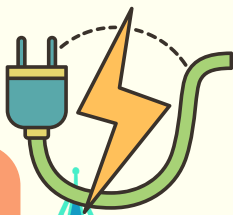
Task: create an invention that could improve a green city

How They Work

- Plants absorb air pollutants and reduce dust.
- Trees provide shade and help cool the city.

Benefits

- Cleaner air
- Lower temperatures
- Healthier environment



THE ART OF GREEN

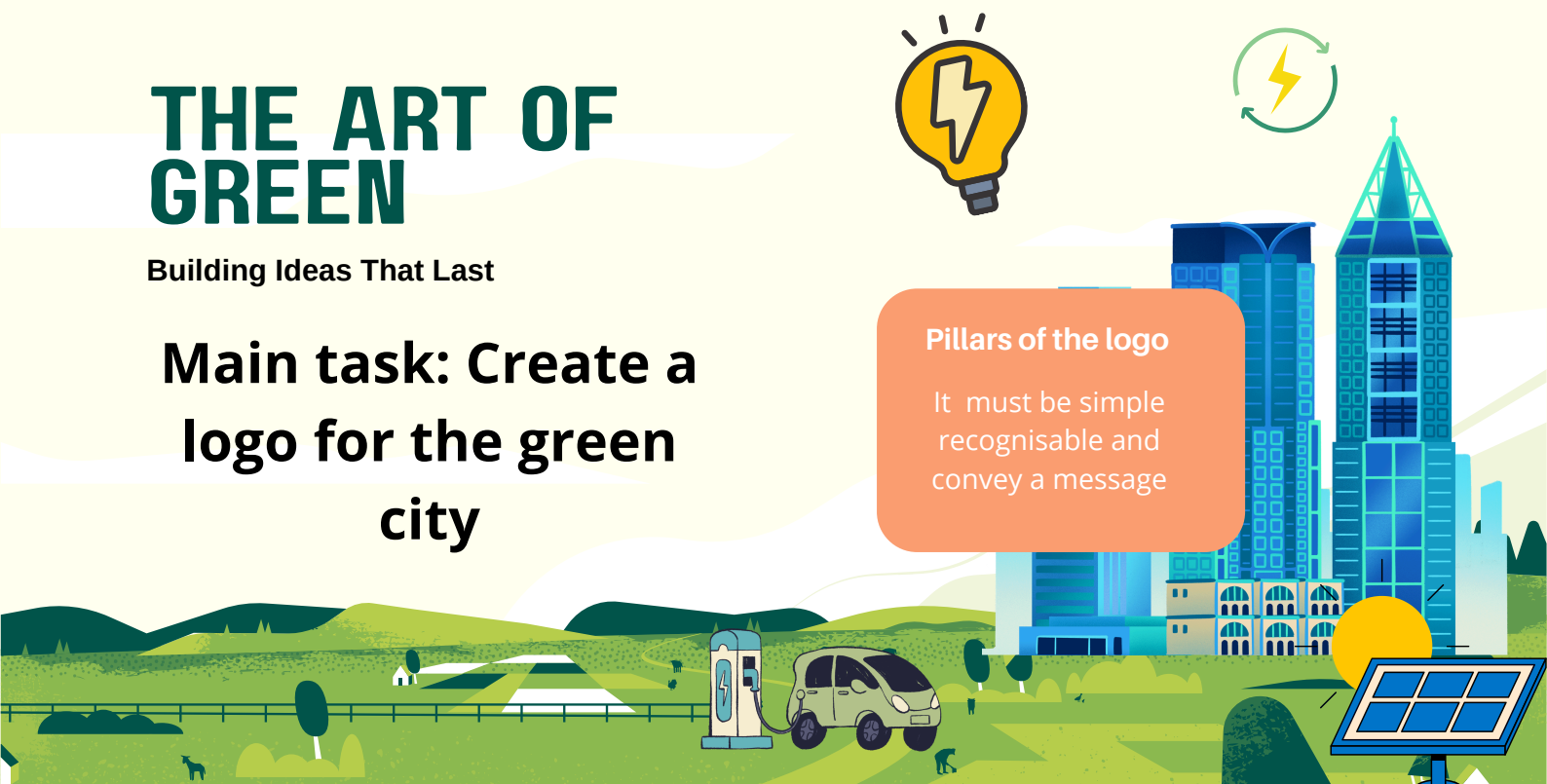
Building Ideas That Last

Main task: Create a logo for the green city



Pillars of the logo

It must be simple
recognisable and
convey a message



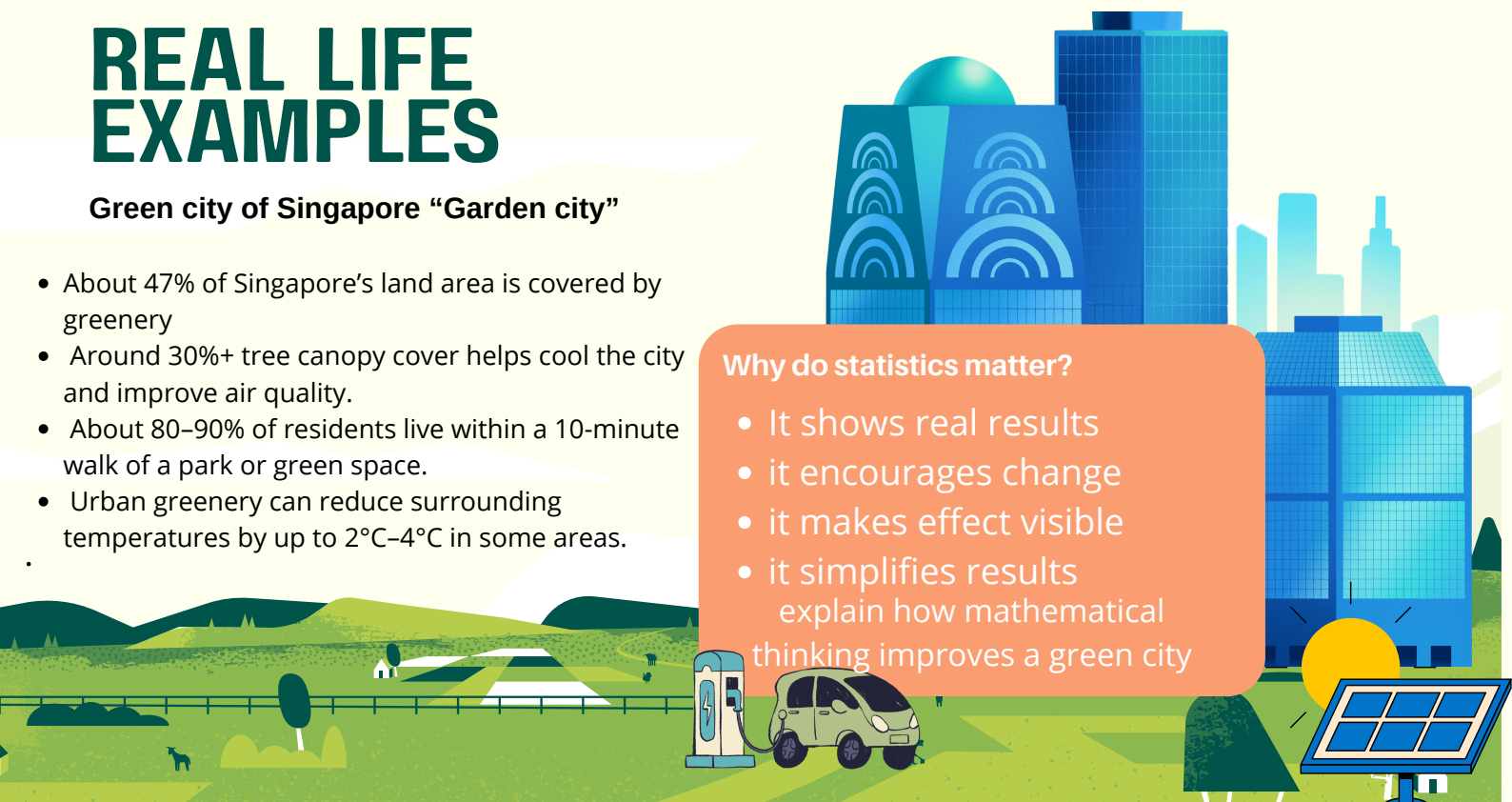
REAL LIFE EXAMPLES

Green city of Singapore “Garden city”

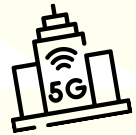
- About 47% of Singapore’s land area is covered by greenery
- Around 30%+ tree canopy cover helps cool the city and improve air quality.
- About 80–90% of residents live within a 10-minute walk of a park or green space.
- Urban greenery can reduce surrounding temperatures by up to 2°C–4°C in some areas.

Why do statistics matter?

- It shows real results
 - it encourages change
 - it makes effect visible
 - it simplifies results
- explain how mathematical thinking improves a green city



THANK YOU SO MUCH!



Designing the Future of Urban Living

Designer : Lena Thomas
Presenter : Blin Pajaziti
Researcher : Nicola Lucchetta
Idea: Uygar Kuyubakan
Content creator: Kamil Bondyra, Thanos
Maroudas



WP4 (Participating Actively)- Poland

Participating Actively

Interactive Lesson Plan

Duration	45 minutes
Target Group	Students
Topic	Participating Actively
Methodology	Interactive learning, discussion, group work and creative problem-solving
Materials	Presentation, projector, board, paper, pens/markers, optional smartphones

Learning Objectives

- To understand the concepts of the "active" and "passive" learner, as well as their positive and negative outcomes.
- Suggest practical actions for transitioning from a passive to an active learner.
- Collaborate to create conditions for active learning.

Lesson Procedure

Time	Activity	Procedure	Interaction / Output
5 min	1. Warm-up – What Is Participating Actively?	Ask: "What do passive and active learning mean?" Students engage in dialogue with one another and exchange ideas about the transition.	Whole-class discussion.
7 min	2. A significant learning problem or not?	Present the problems arising from passive learning and the solutions offered by active learning.	Quick responses and short explanations.
15 min	3. Group Challenge – passive and active learning.	Form mixed groups of individuals; each group will assume the role of either passive or active learners.	Group work. Roles: Coordinator, Idea Maker, Recorder/Designer, Presenter.
10 min	4. Learning campaigns aimed at active learning.	Each group presents: "the problem of passive learning and the solution of active learning."	Short presentations and peer responses.
5 min	5. Reflection – Moving towards active learning.	The students describe ways to transition from passive to active learning.	Individual reflection and class display.
3 min	6. Closing – One Word	The students find a word that describes passive and active learning.	One-word responses.

Assessment

- Active participation in discussions and activities.
- Ability to identify environmental problems and suggest realistic solutions.
- Listening to and respecting other group members.
- Sharing responsibilities within the group.
- Clear communication of ideas.

Expected Outcome

At the end of the 45-minute session, each group will have created a short campaign about the importance of transitioning from passive to active learning.

Link with the Attached Presentation

The lesson focuses on highlighting the difference between passive and active learning. It also employs mixed groups of four students and utilizes the "main idea – slogan – image – video" approach for student group work.



From Passive Learners to Active Participants

Engaging Students with the TEDI Platform

*Tell me and I forget
Teach me and I remember
Involve me and I learn.*

Benjamin Franklin

The term "TEDI" in collaborative learning refers to the

TEDI-supported Erasmus+ project

(Teamwork-based Education and Digitalization as an Approach for Interdisciplinary).



- Digital Workspaces:**

Partner universities (such as Rzeszów University of Technology, Kaunas University of Technology, and the University of Oviedo) utilize localized Moodle platforms for synchronous and asynchronous e-learning.

- Content Authoring:** Instructors rely on authoring suites like iSpring to create interactive course materials that are then deployed to their Moodle LMS.

- Collaboration Focus:** Through these platforms, the TEDI methodology encourages peer-to-peer knowledge sharing, letting international student cohorts tackle real-world engineering challenges together

Objective:

To help educators understand how to increase student engagement and motivation by using interactive and collaborative features of the **TEDI** platform.



Part 1 – Understanding Student Engagement

What Is Student Engagement?

Student engagement refers to the level of **attention**, **curiosity**, **participation**, and **motivation** students show during the learning process.

Example

A teacher asks students to work in pairs to create a short video explaining a science concept.



Students actively discuss ideas, share responsibilities, and present their work to the class.



This shows high engagement because students are participating, collaborating, and thinking creatively.

Types of Engagement

Type	Description
Behavioral Engagement	Participation in activities, discussions, and tasks
Emotional Engagement	Interest, enjoyment, and sense of belonging
Cognitive Engagement	Critical thinking, problem-solving, and reflection

What Kills Engagement?

- Passive learning environments
- One-way communication
- Lack of interaction or feedback
- Repetitive activities
- Unclear expectations
- Fear of making mistakes
- Limited collaboration opportunities
- Activities with no real-world relevance

**DON'T
BLAME THE
DISTRACTIONS.
IMPROVE
YOUR FOCUS.**



Part 2 – Strategies for Engaging Students

Effective Engagement Strategies - Encourage Active Participation

- Ask open-ended questions
- Use discussion-based learning
- Include student choice

Example

Instead of asking students to memorize facts, the teacher asks:

“How would you solve this problem differently?”

Students discuss multiple solutions and defend their ideas



Part 2 – Strategies for Engaging Students

Create Collaborative Experiences

- Use pair or group activities
- Assign shared projects
- Encourage peer feedback

Example

Students work together to create a digital poster about healthy lifestyles and review each other's work before submission.



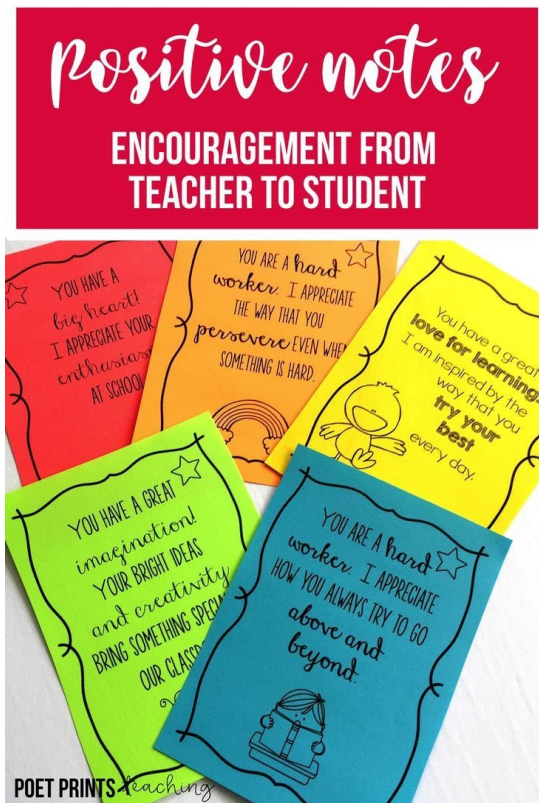
Part 2 – Strategies for Engaging Students

Provide Timely Feedback

- Recognize effort and progress
- Offer constructive comments
- Use feedback loops regularly

Example

A teacher comments on student assignments weekly, encouraging improvement and highlighting progress made over time.



Part 2 – Strategies for Engaging Students

Connect Learning to Real Life

- Use authentic problems and scenarios
- Encourage practical application
- Include student interests and experiences

Example

Students design a campaign to reduce plastic waste in their local community and present their ideas to classmates.

Promote Reflection

- Ask students to reflect on their learning
- Encourage self-assessment
- Use journals or discussion prompts

Example

At the end of a lesson, students write a short reflection about what they learned and what they still find challenging.

TEDI Features Supporting Interaction

1. Comments and Discussion Threads

Supports:

- Peer interaction
- Reflection
- Question sharing
- Ongoing dialogue

Example

Students read an article about sea pollution and post their opinions in the ***TEDI*** discussion area. They respond to classmates' ideas and ask follow-up questions.

2. Co-Creation Tools

Supports:

- Group work
- Collaborative content creation
- Shared ownership of learning

Example

A group of students collaborates on a shared presentation about sea pollution, with each student contributing one section.

TEDI Features Supporting Interaction

3. Feedback Features

Supports:

- Continuous improvement
- Motivation through recognition
- Personalized guidance

Example

After submitting an assignment, students receive comments from the teacher highlighting strengths and giving suggestions for improvement.

4. Teamwork and Group Spaces

Supports:

- Collaboration
- Communication skills
- Problem-solving

Example

Students work in teams to solve a real-world business problem and share their solutions in a collaborative group space.

TEDI Features Supporting Interaction

5. Multimedia Sharing

Supports:

- Creativity
- Student voice
- Diverse learning styles

Example

Students upload short videos, images, or podcasts to explain what they learned during a history lesson.

TEDI PROPECT

Sea pollution



Sea pollution
primarily caused by human activities,
poses significant threats to
marine ecosystems, wildlife, and human health

What is Sea Pollution?

- **Sea pollution refers to the introduction of harmful substances into the ocean, resulting in detrimental effects on marine life and ecosystems.**
- **It encompasses various types of pollutants, including chemicals, plastics, and organic waste, which can originate from both land-based and ocean-based sources.**



sea pollution plastic - Αναζήτηση Εικόνες

Causes of Sea Pollution

- 1.Land-Based Sources:** Approximately **80% of marine pollution** comes from land-based activities. This includes agricultural runoff containing fertilizers and pesticides, industrial discharges, and untreated sewage that flow into rivers and eventually reach the ocean
- 2.Marine Transportation:** Ships contribute to pollution through oil spills, ballast water discharge, and waste disposal
- 3.Plastic Waste:** A significant portion of marine debris consists of plastics, which can take hundreds of years to decompose. Common items include plastic bags, bottles, and fishing gear
- 4.Nutrient Pollution:** Excessive nutrients, particularly nitrogen and phosphorus from fertilizers, can lead to harmful algal blooms (eutrophication), which deplete oxygen in the water and create dead zones where marine life cannot survive

Effects of Sea Pollution

- **Impact on Marine Life:** Pollutants can be ingested by marine organisms, leading to health issues and death. For example, plastic debris can entangle marine animals or be mistaken for food, causing internal injuries or starvation
- **Ecosystem Damage:** Pollution disrupts the balance of marine ecosystems, leading to loss of biodiversity and degradation of habitats such as coral reefs
- **Human Health Risks:** Contaminated seafood can pose health risks to humans, including exposure to toxic substances and pathogens
- **Economic Consequences:** The fishing and tourism industries suffer due to the decline in marine health and the aesthetic degradation of coastal areas



Sea pollution

Students task

- ***Students will get a T-shirt***
- ***They will draw on the T-shirt whatever they like with the theme of **Marine pollution*****

So let's engage.....



students, sea, plastic, fish -

Be active.....



Students, Sea, plastic, fish -

Access4All-TEDI Lesson Plan

Lesson Title: Effective Student Collaboration: Working Together for Success

Project: Access4All: Transforming Education through Digital Inclusion- TEDI

Work Package: WP4 – Digital Literacy for Inclusive Learning

Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

- Explain why collaboration is essential in project work.
- Identify team roles, tasks and responsibilities.
- Organise tasks and communicate effectively within a team.
- Apply basic project management techniques.
- Reflect on the importance of inclusion, teamwork and shared responsibility.

Materials

- TEDI presentation
- Projector
- Sticky notes
- Flipchart paper
- Coloured markers
- Task cards
- Team Planning Worksheet

Lesson Flow (45 Minutes)

1. Icebreaker – The Impossible Challenge (5 min)

Students work in small groups to build the tallest paper tower using only three sheets of paper in one minute. A short discussion follows about communication, planning and teamwork.

2. Interactive Presentation (10 min)

Use the the presentation. Pause after each section to ask questions about teamwork, roles, communication, planning and progress monitoring. Invite students to share personal experiences.

3. TEDI Team Challenge – Plan Our Mini Project (20 min)

Groups imagine that their school is organising a 'Digital Inclusion Week'. They assign team roles (Leader, Time Manager, Designer and Presenter), complete a simple project planning worksheet, identify possible challenges and prepare a one-minute presentation.

4. Reflection and Discussion (8 min)

Students discuss what worked well, the challenges they experienced, how they solved problems and why communication is important in teamwork.

5. Closure (2 min)

Students complete one sentence: "Today I discovered that..." or "The best teamwork happens when..."

Assessment

- ✓ Participation
- ✓ Communication
- ✓ Teamwork
- ✓ Planning and organisation
- ✓ Problem-solving
- ✓ Creativity

Expected Learning Outcomes

- ✓ Students understand the value of collaboration.
- ✓ Students organise tasks and responsibilities effectively.
- ✓ Students communicate respectfully and solve problems together.
- ✓ Students apply simple project management principles.
- ✓ Students recognise the importance of inclusive teamwork.

Inclusion Strategies

- ✓ Mixed-ability groups
- ✓ Peer support
- ✓ Flexible team roles
- ✓ Visual instructions
- ✓ Equal participation
- ✓ Teacher facilitation

Digital Tools

- ✓ TEDI Collaborative Learning Platform
- ✓ Canva (optional)
- ✓ Google Forms (reflection)

Connection with TEDI

TEDI Objective	Lesson Contribution
Digital Literacy	Students use collaborative digital tools and project planning methods.
Collaboration	Students organise and manage a project together.
Inclusive Education	Every student has a meaningful role within the team.
Communication	Students practise respectful discussion and shared decision-making.
Digital Inclusion	Students experience technology as a tool for cooperation and participation.

Optional Extension

Conclude the lesson with 'Team Awards'. Each team nominates another team for Best Communication, Best Leadership, Best Planning, Best Creativity or Best Team Spirit. Teams cannot vote for themselves.



Effective Student Collaboration

Project Management on the TEDI Platform

TEDI – Access4All: Transforming Education Through Digital Inclusion

"Working effectively together in digital learning environments."



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The Worst Team!

Have you ever thought of a group project that went really badly? **What went wrong?**

Miscommunication

No one shared information with each other.

Unclear Tasks

It wasn't clear who was supposed to do what.

One-Person Burden

One person ended up doing all the work.

Lost Files

Deadlines were missed, and files were lost.



Main Message: Good teamwork does not happen on its own. It requires planning, communication, and responsibility.



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Why Teamwork?

Modern projects require diverse skills, shared responsibility, and common goals. The **TEDI project** is a great example — schools and organizations from different countries work together for a shared purpose.



Different Skills

Each member brings a different strength.



Creativity

Shared ideas lead to richer outcomes.



Problem Solving

Challenges are overcome faster together.



Communication

Clear communication strengthens the process.



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The Three Pillars of Successful Collaboration

Every successful team must apply these three elements together. If one is missing, the whole structure weakens.



Roles

Who does what? Responsibilities are defined

Communication

How do we stay connected? Clear, regular information flow

Tracking

How do we monitor progress? Measurements and feedback

These three pillars support one another: when roles are clear, communication becomes easier, and when communication is strong, progress is easier to track.



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Team Roles: Who Does What?

Clear roles make division of labor easier and make everyone's contribution visible.

1

Team Leader

Coordinates activities, manages the process.

2

Researcher

Gathers information, compiles sources.

3

Content Creator

Writes the text, creates the content.

4

Designer

Prepares visuals, shapes the presentation.

5

Presenter

Shares the results, represents the team.



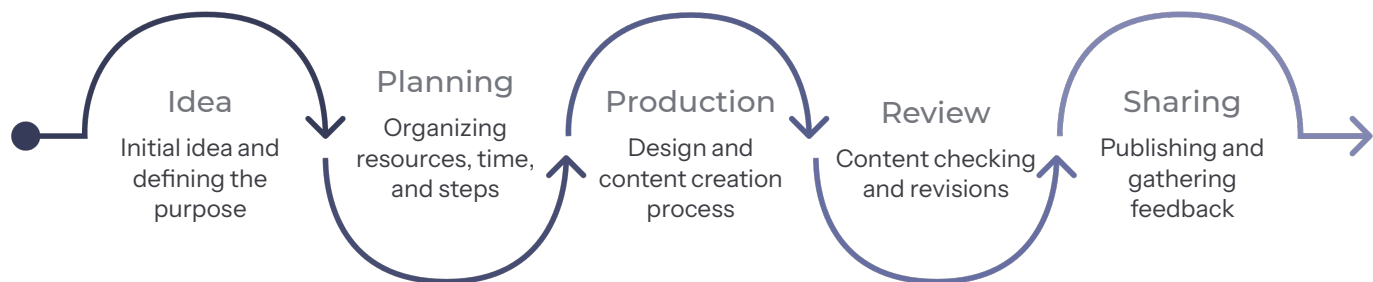
Discussion Question: Which role suits you best? Why?



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Project Process: From Idea to Result

Every project follows a process. By following these steps, you can work in a more organized and effective way.



Example: Prepare a poster on **Digital Inclusion** — gather information, design it, review it, and publish it.



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Tracking Progress



Simple Progress Table

Status	Meaning
 To Do	Not started yet
 In Progress	Being worked on
 Completed	Task finished

- Clear responsibilities
- Better due dates
- Less confusion



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Effective Communication

Communication is the most critical element of teamwork — and often the biggest challenge.

✓ Good Communication

- Respectful and constructive
- Clear and easy to understand
- Timely
- Supportive

✗ Poor Communication

- Ignoring messages
- Blaming others
- Last-minute updates
- Not sharing information

❓ **Discussion:** Why is communication often the biggest challenge in teamwork?



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TEDI Platform: Collaboration Hub

The TEDI platform enables students working from different locations to come together in one place.



File Sharing

Share documents, visuals, and resources centrally.



Task Assignment

Clarify who is responsible for what.



Communication

Stay connected with messages and updates.



Progress Tracking

Track completed activities and progress.



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Workshop Instructions

1

Create Your Team

Assign roles:

- Leader
- Researcher
- Content Creator
- Designer
- Presenter

2

Plan Your Project

Decide

- What will you create?
- Who does what?
- What are the deadlines?

3

Use TEDI Logic

Think how you would:

- Share files
- Communicate
- Monitor progress

You have 30 minutes.



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What Did We Learn Today?

Reflect on the key takeaways from our workshop:

Which role was most important?

What challenge did your team face?

How can digital platforms improve teamwork?

Technology supports collaboration, but people create success.

Key takeaway: Successful teams communicate, plan, and work together toward a shared goal.

Thank You!

Access4All: Transforming Education through Digital Inclusion
- TEDI -



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Workshop Activity: Your Task!

Now it's time to put things into practice. Create a **Mini Learning Project** and bring what you've learned to life.

Choose a Topic:

 Digital Inclusion

 Online Safety

 Digital Wellbeing

 Assistive Technologies

 Responsible Social Media

 **Remember:** Assign roles, plan the process, use TEDI, and learn how to succeed together!



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Workshop Activity: Your Task!

Groups must produce:

1. Campaign Slogan

Examples:

- Technology for Everyone
- Inclusion Starts Online
- Every Student Connected

2. Campaign Poster Sketch

A simple drawing is enough.

Include:

- Title
- Visual concept
- Main message

3. Social Media Post

Maximum 50 words.

Example:

Everyone deserves equal access to digital learning. Let's build a future where technology includes, not excludes. #TEDI #DigitalInclusion

You have 30 minutes.



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Work Package n 5 - Sustainable Education in a Digital World

LESSON PLANS AND MATERIALS

NORTH MACEDONIA

Lesson Plan

Digital Ethical Use Becoming a Responsible Digital Citizen

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP5, Sustainable Education in a Digital World

Prepared by: Association my Mobility, North Macedonia

Target Group: Students aged 11-14

Duration: 45 minutes

Learning Objectives

By the end of the lesson, students will be able to:

- Explain the meaning of digital ethics and responsible online behaviour.
- Identify ethical and unethical behaviour in digital environments.
- Apply basic principles of digital citizenship, privacy and online safety.
- Recognise the importance of respecting others in online communication.
- Reflect on how ethical behaviour contributes to a safe and inclusive digital community.

Materials

- Computer and projector
- Internet connection
- PowerPoint presentation “Digital Ethical Use”
- Kahoot Quiz: Digital Ethical Use
- Student worksheet
- Whiteboard and markers

Lesson Flow (45 Minutes)

1. Introduction: What is Digital Ethics? (5 min)

The teacher introduces the concept of digital ethics by asking students:

“What does it mean to behave responsibly online?”

Students briefly share examples from their own experiences.

2. Presentation: Digital Ethical Use (10 min)

The teacher presents the main principles of digital ethics, including:

- Respectful online communication
- Privacy and personal data protection
- Copyright and giving credit
- Cyberbullying prevention
- Responsible use of digital technologies

Students discuss real-life examples.

3. Kahoot Challenge (15 min)

Students complete the interactive “Digital Ethical Use” Kahoot Quiz individually or in small teams.

After each question, the teacher discusses the correct answer and encourages reflection.

4. Group Discussion (10 min)

Students work in small groups and analyse short digital scenarios.

Examples include:

- Sharing someone’s photo without permission.
- Copying information without citing the source.
- Responding to cyberbullying.

Each group presents the most ethical solution.

5. Reflection and Exit Ticket (5 min)

Students complete the sentence:

“One thing I will do to become a responsible digital citizen is...”

Assessment

- Active participation
- Collaboration during discussions
- Kahoot Quiz results
- Understanding of digital ethics
- Reflection and critical thinking

Expected Learning Outcomes

Students will:

- Understand the principles of digital ethics.
- Demonstrate responsible online behaviour.
- Recognise ethical challenges in digital environments.
- Respect privacy, diversity and digital rights.
- Develop digital citizenship skills.



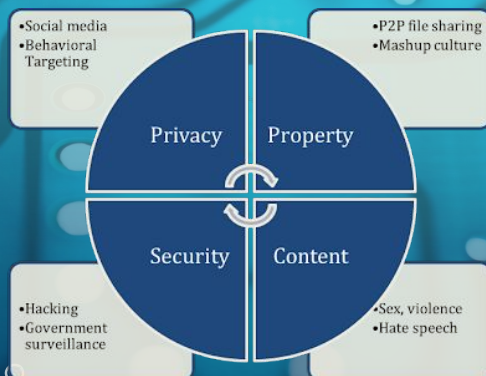
DIGITAL ETHICAL USE

ECO & NET HEROES

The slide features a blue gradient background with white circuit-like lines in the corners. The lines are composed of small circles connected by straight lines, resembling a network or data flow diagram.

KEY PRINCIPLES OF DIGITAL ETHICS

- RESPECT FOR OTHERS
- Treat people online like you'd treat them face-to-face with kindness and respect. This means avoiding cyberbullying, trolling, hate speech, or spreading hurtful messages . And before you share someone elses photo, or personal story, always ask for their permission first.

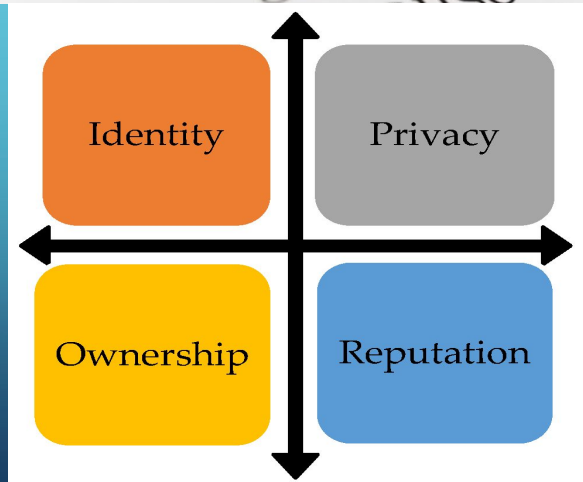


WHAT IS DIGITAL ETHICAL USE

- Digital ethical use is about using thechnology, the internet, and digital tools in ways that are responsible ,respectful,honest,and fair.
- Think of it as bringing your real world values into the online space making thoughtful choices about how you interact with others, handle information, and use digital resources.

COMMON ETHICAL ISSUES ONLINE

- Cyberbullying and harassment
- Spreading false or misleading information
- Copying content without credit
- Invasion of privacy and data misuse



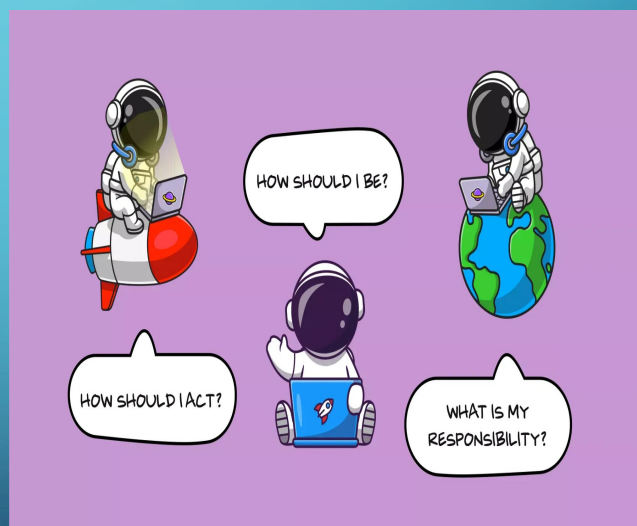
HOW TO USE TECHNOLOGY ETHICALLY

- Ask permission before sharing someone's photo or data.
- Use secure passwords and respect online privacy settings.
- Always credit original creators of content.
- Report harmful or unethical online behavior.



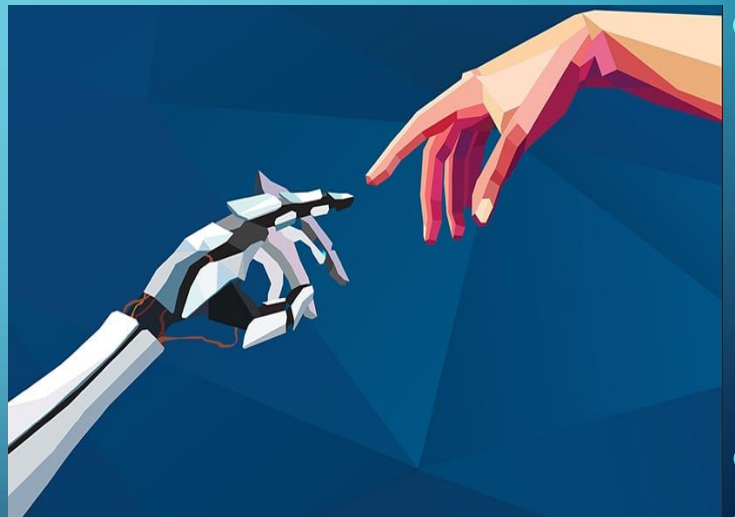
WHY DIGITAL ETHICS MATTERS

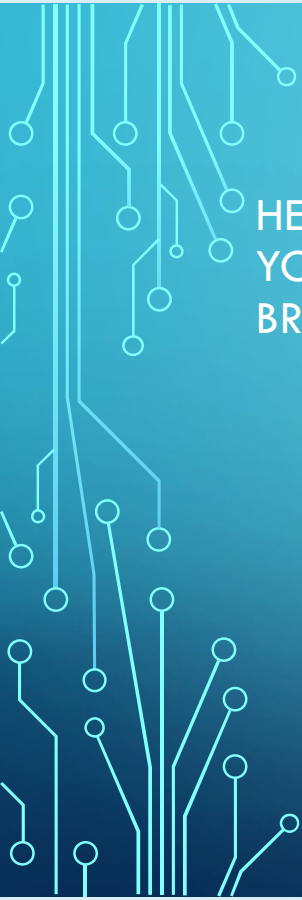
- Builds a positive digital reputation.
- Encourages trust and cooperation online.
- Helps create a safer, fairer digital world for everyone.
- Remember: Ethical choices online reflect who you are offline.



THE FUTURE OF DIGITAL ETHICS

- As technology continues to grow, ethical use becomes even more important. We must think carefully about how digital tools affect others. Learning and teaching digital ethics helps create a responsible and respectful online culture. The future of technology depends on the ethical choices we make today.





HERE WE HAVE MADE A QUIZ ABOUT OUR PROJECT.
YOU SHOULD OPEN YOUR KAHOOT ON YOUR
BROWSER AND WE WILL TELL YOU THE CODE

<https://create.kahoot.it/details/digital-ethical-use/4d4a1e2c-cae0-4d64-8072-7642c686a36c>

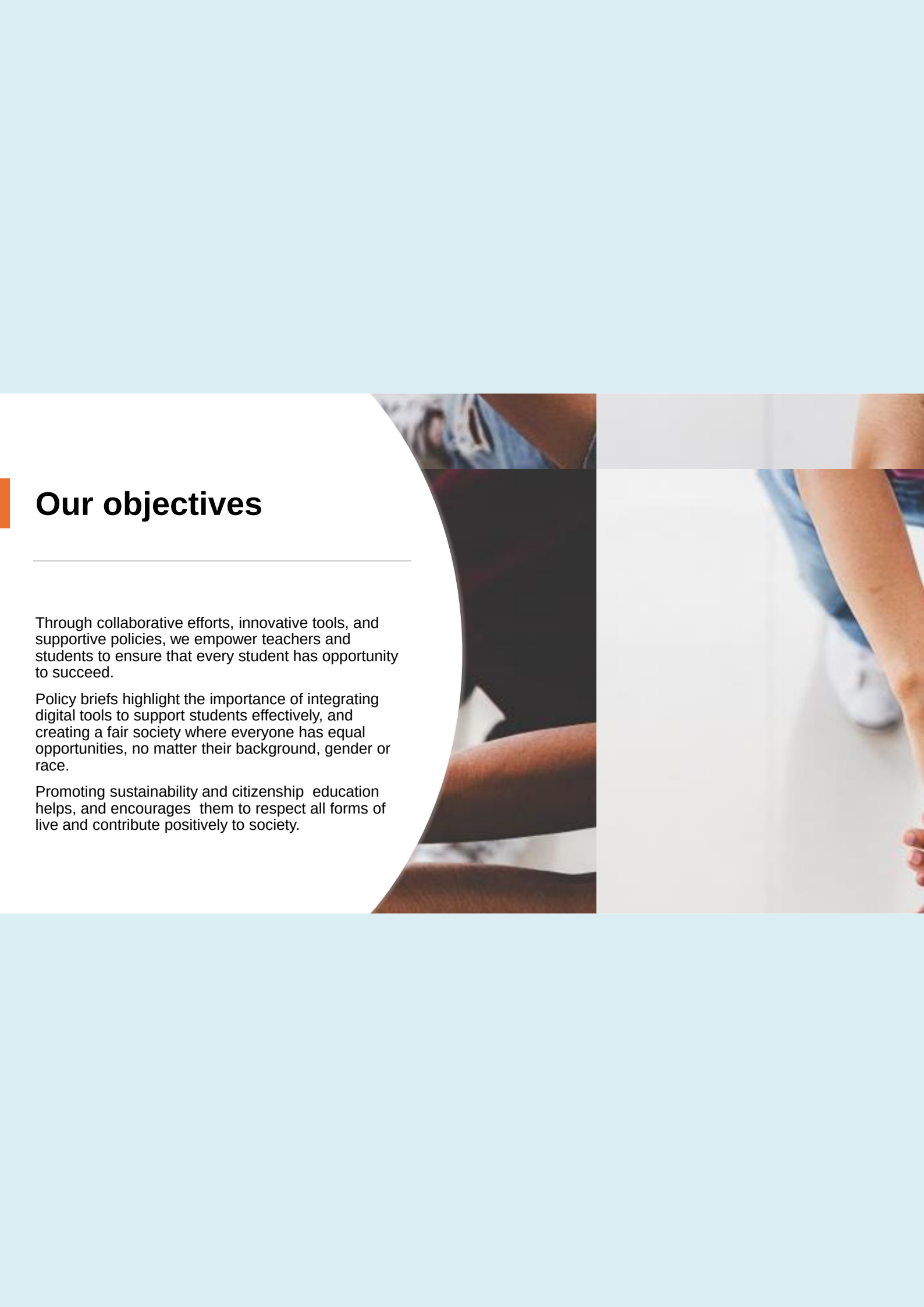




What is digital inclusion and why is it important in education?

Digital inclusion refers to ensuring all individuals have access to and can effectively use digital technologies. It encompasses the availability of devices, internet connectivity, and the necessary skills to engage with digital content confidently.

Digital inclusion is important in education because it ensures that all students, regardless of their background, location, or abilities, have equal access to learning opportunities.



Our objectives

Through collaborative efforts, innovative tools, and supportive policies, we empower teachers and students to ensure that every student has opportunity to succeed.

Policy briefs highlight the importance of integrating digital tools to support students effectively, and creating a fair society where everyone has equal opportunities, no matter their background, gender or race.

Promoting sustainability and citizenship education helps, and encourages them to respect all forms of life and contribute positively to society.



Challenges we address

Schools and communities should provide equal access to technology to all learners, and everyone should have the same opportunity to use technology, and this can create a gap between students who have access to digital tools and those who do not.

Some people do not have the skills to use technology, but improving digital literacy helps them to communicate better, access education and being part of today's digital world.

Using technology affects the environment in several ways, like producing devices consumes natural resources. To reduce this impact we should recycle devices, and be mindful of our digital habits.



What are we creating?

When we talk about shared digital awareness we mean the resources created to help people use technology safely and responsibly, like videos that teach about online safety, privacy, posters and responsible use of devices.

Classroom resources: books, worksheets, videos, presentations are also tools that help teachers and students to make learning more engaging and practice new concepts effectively.



Assistive technologies-Tools that help individuals with disabilities engage fully

Screen readers: voiceover

Speech-to-speech tools: Naturally speaking, Microsoft dictate

Text-to-speech tools: Naturally reader,

Read&write

Alternative input devices:

Adaptive keyboards, eye tracking software

Portable computer

Acknowledgments

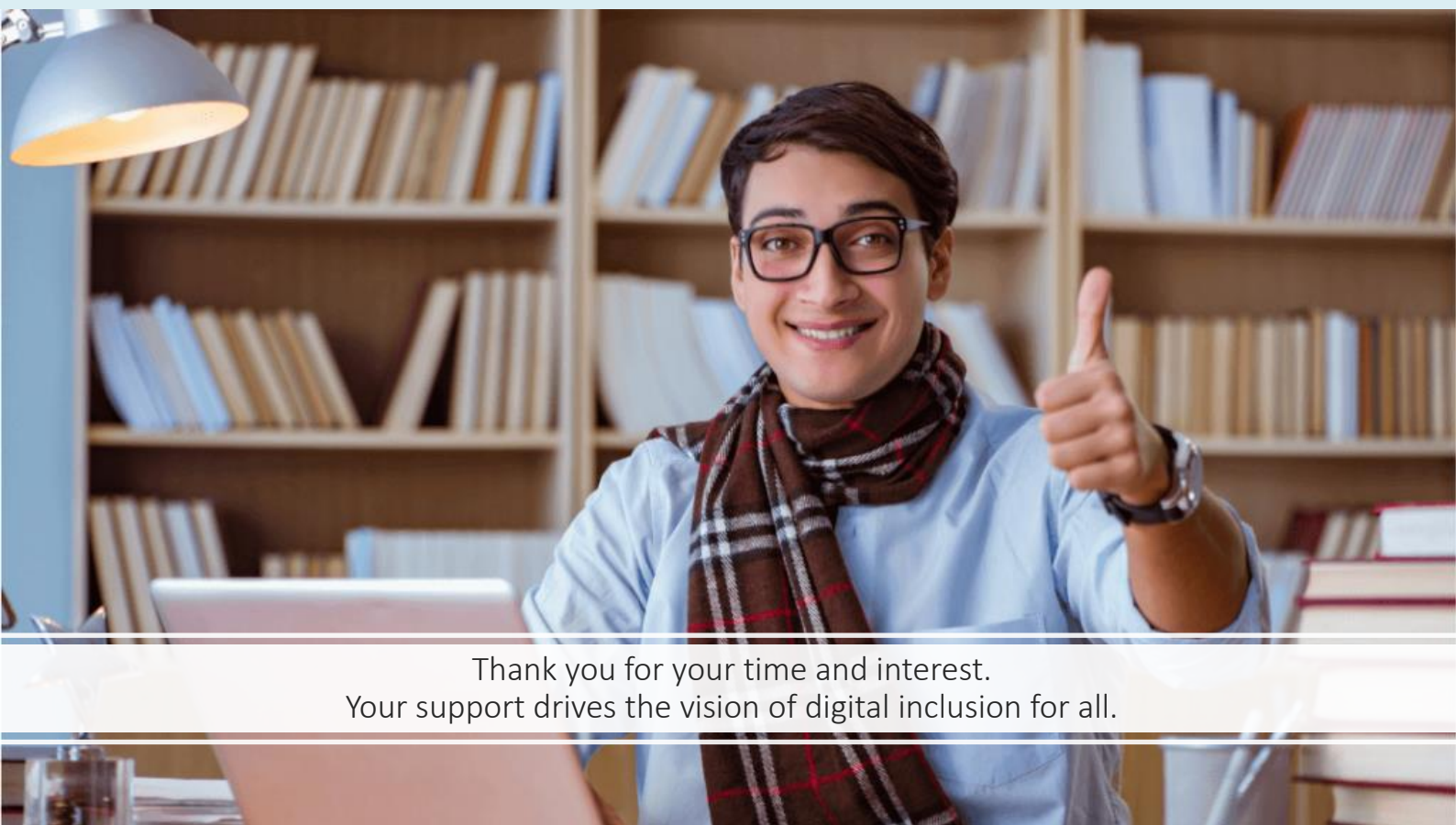
- We would like to thank the Erasmus + Programme of European Union for supporting this opportunity.
- We hope that through these collaboration between us (partners) would help us to develop our knowledge by exchanging ideas and experiences.



Expected results

- Strong digital communication skills involve clarity, conciseness, and professionalism when using digital tools like email, chat, and videos.
- . Developing these skills also involves being respectful, empathetic, and responsive, while being mindful of how your message may be interpreted without in-person cues.
- Understanding the environmental impact of our digital lives and making conscious choices to minimize harm and promote sustainability is awareness of eco-digital responsibility.
- “Technology is powerful when it includes everyone.”





Thank you for your time and interest.
Your support drives the vision of digital inclusion for all.

Lesson Title “No Food Waste Day: Sustainable Solutions to Reduce Food Waste”

Project: Access4All: Transforming Education through Digital Inclusion

Work Package: WP5 – Sustainable Education in a Digital World

Target Group: Students aged 13–17

Duration: 45 minutes

Learning Objectives

By the end of the lesson, students will be able to:

- Understand the environmental, economic and social consequences of food waste.
- Identify sustainable strategies to reduce food waste.
- Apply responsible food management practices in their daily lives.
- Develop collaboration and problem-solving skills.
- Increase awareness of sustainable lifestyles.
- Use digital learning tools to strengthen their knowledge of environmental sustainability.

Materials

- Projector
- Computer
- PowerPoint presentation
- Internet connection
- Smartphones or tablets
- Kahoot Quiz
- Educaplay Crossword Puzzle: "**Mission Zero Waste – The Food Waste Crossword**"
- Whiteboard
- Student worksheet

Lesson Flow (45 Minutes)

1. Introduction & Brainstorming (5 min)

The teacher introduces the topic by asking:

"How much food do you think is wasted every day in our homes?"

Students share their ideas and reflect on their daily habits before starting the presentation.

2. Interactive Presentation (10 min)

Using the PowerPoint presentation, students explore:

- The global issue of food waste.
- The environmental impact of food waste.
- Greenhouse gas emissions.
- Sustainable food management.
- Community benefits.
- Innovative solutions for a more sustainable future.

Throughout the presentation, the teacher encourages students to participate through questions and short discussions.

3. Kahoot Challenge (10 min)

Students participate in an interactive **Kahoot Quiz** based on the content of the presentation.

The quiz includes questions about:

- Causes of food waste.
- Sustainable habits.
- Proper food preservation.
- Environmental protection.
- Individual responsibility in reducing food waste.

The activity promotes learning through **gamification**, increasing students' motivation and engagement.

4. Mission Zero Waste – Educaplay Crossword Puzzle (15 min)

Students work individually or in pairs to complete the interactive **Educaplay Crossword Puzzle** entitled:

"Mission Zero Waste: The Food Waste Crossword."

The crossword includes clues related to:

- Sustainability.
- Recycling.
- Composting.
- Food preservation.
- Climate change.
- Responsible consumption.

After completing the activity, students compare their answers and discuss the correct solutions together.

5. Reflection & Personal Commitment (5 min)

Each student completes the sentence:

"From today, I will help reduce food waste by..."

Students are invited to share their personal commitments with the class, creating a collective **"Zero Food Waste Promise"** as a symbol of their commitment to a more sustainable lifestyle.

Expected Learning Outcomes

By the end of the lesson, students will:

- Understand the main causes and consequences of food waste.
- Recognise effective strategies to reduce food waste.
- Use digital learning tools such as **Kahoot** and **Educaplay** to reinforce their knowledge.
- Demonstrate greater environmental awareness and responsibility.
- Collaborate with classmates to identify sustainable solutions.
- Adopt practical behaviours that reduce food waste and promote a more sustainable lifestyle.

PROJECT TITLE: “*ACCES4ALL : TRANSFORMING EDUCATION THROUGH
DIGITAL INCLUSION*”



Cyber Heroes: Digital Citizenship & Cybersecurity



Welcome to the world of digital citizens!
Let's explore how to stay safe, smart, and responsible online.



What is Digital Citizenship?

Digital citizenship means using technology and the Internet in a safe, respectful, and responsible way.

It's about how we communicate, learn, and share in the digital world.

- 💬 What does being a good digital citizen mean to you?

Level 1: Strong Passwords

Your password is your first line of defense.
Weak passwords make you an easy target.

- ✓ Use at least 12 characters
- ✓ Mix upper/lowercase, numbers, symbols
- ✓ Never reuse the same password

Mini quiz:

Which password is the strongest?

- A) password123
- B) CatLover2020
- C) \$tR0ng!Pa55_24

Level 2: Phishing

Phishing is when someone tries to trick you into giving personal information.

How to recognize it:

- Check the sender's email
- Don't click strange links
- Real companies never ask for passwords by email

 Activity: Spot the fake email!

Level 3: Privacy & Social Media

Once something is online, it's hard to remove.
Protect your digital footprint!

Tips:

- Review your privacy settings
- Think before posting
- Respect others' privacy too

 Would you share your phone number on social media?

Level 4: Fake News

Not everything online is true.
Fake news spreads quickly!

How to detect it:

- Check the source
- Compare with other sites
- Avoid sensational headlines

 **True or False:**

You can trust every post shared by friends? (False!)

Be a Cyber Hero

Every click counts. Think before you share, post, or download.
Together, we can make the Internet safer for everyone.

 Join the Cyber Hero Academy and protect the digital world!



Thank you for being
our Cyber Heroes!

PROJECT TITLE:

ACCES4ALL : TRANSFORMING EDUCATION THROUGH DIGITAL INCLUSION





Co-funded by the
Erasmus+ Programme
of the European Union

Sustainable Solutions to Reduce Food

Let's find out together how to fight food waste with practical and
sustainable solutions





How to Reduce Food Waste

1 Why is it important

Tons of food are wasted globally every year, with devastating impacts on the environment and the economy. Reducing food waste not only saves money at home, but also helps reduce the carbon footprint and preserve our planet's natural resources. Adopting sustainable practices in food management is a fundamental step towards a more equitable and environmentally friendly future..

2 Plan your meals

Create a detailed weekly menu, taking into account the ingredients already present in the house and the preferences of all family members. Use a precise and updated shopping list, avoiding impulse purchases. Organizing the meals of the week not only helps you buy only what you need, but also simplifies food preparation and reduces the risk of waste.

3 Reuse leftovers

Get creative with leftovers and turn them into new and tasty dishes. Leftover chicken can be made into a tasty salad, a nutritious soup, or a filling for tasty tortillas. Freeze excess food in individual or family.

Environmental impact of food waste

1 LOSS OF NATURAL RESOURCES

Food waste leads to inefficient use of natural resources, such as water and soil, contributing to ecological problems such as deforestation and the decline of biodiversity.

2 GREENHOUSE GAS EMISSIONS

Wasted food, decomposing in landfill, releases methane, a powerful greenhouse gas, worsening climate change and making it urgent to reduce food waste.

Community Benefits

Greater food safety

Reducing food waste means better distributing resources, helping those most in need and fighting hunger.

Greener economy

Local initiatives against food waste boost the economy, creating jobs and supporting local producers and farmers..

More respect for the environment

Teaching children to reduce food waste helps protect the environment and combat climate change.



Sustainability and Future



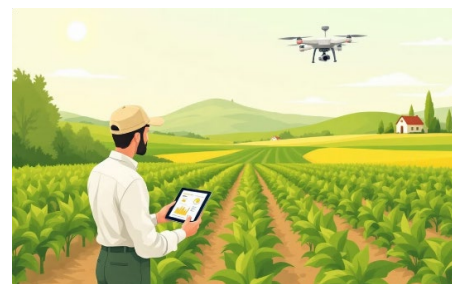
Shared commitment

Collaboration between individuals, companies and governments for sustainable solutions.



Awareness

Education and awareness for responsible behavior and reduction of environmental impact.

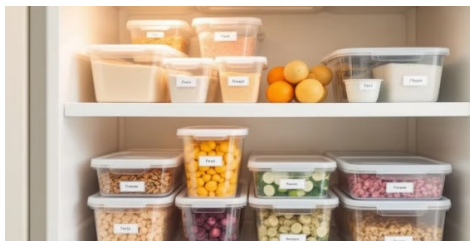


Innovation

Innovative technologies to optimize the use of resources and ensure fairness and respect for the environment.

Advanced Anti -Waste Strategies

Implement these advanced strategies to further reduce food waste, adopting a more conscious and sustainable approach



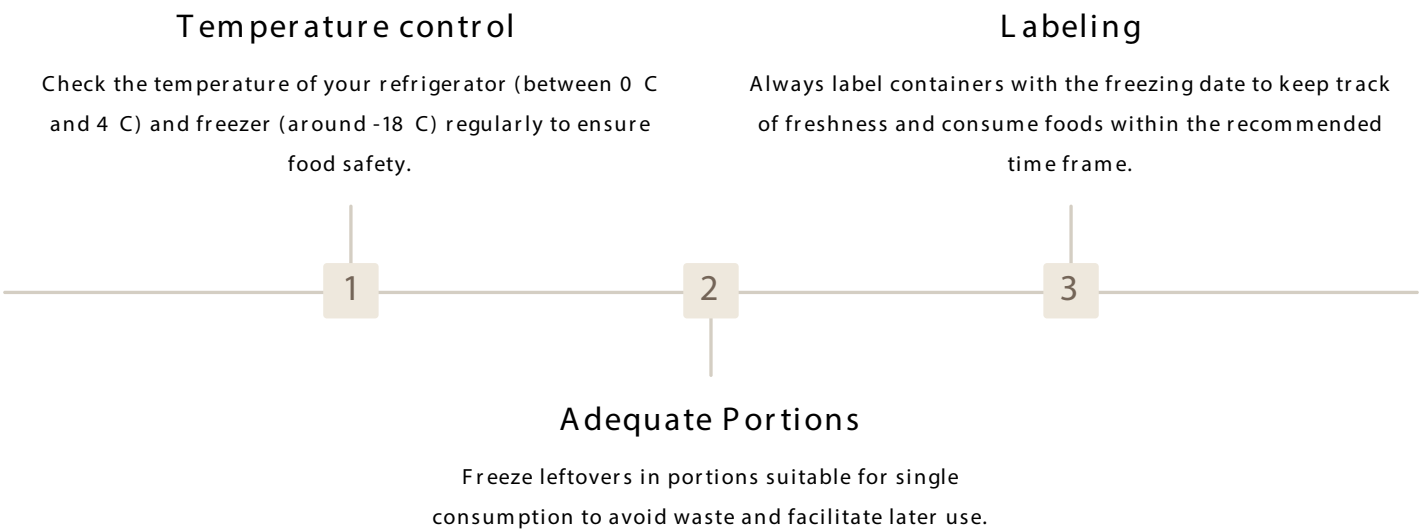
Turn Scraps into Vegetable Stock : Use vegetable scraps like carrots, celery, and onions to make a homemade vegetable stock that's packed with flavor and nutrients. Strain the stock and refrigerate or freeze for later use in soups, risottos, and sauces.

Organize your freezer for better storage: Divide the food into portions that suit your needs and freeze them in containers or bags labeled with the date. This way, you can easily identify and use the food before it spoils, avoiding waste.

Start Composting: Create a composting corner in your garden or use an indoor composter to turn food scraps, such as fruit and vegetable peels, coffee grounds and tea filters, into a natural, nutrient-rich fertilizer for your plants.

Grow herbs to reduce shopping: Create a small herb garden on your balcony or in your kitchen. This way, you will always have fresh herbs such as basil, parsley, rosemary and thyme available, reducing the need to buy them at the supermarket and preventing them from withering in the refrigerator.

Optimal Food Preservation



Sustainable Habits to Adopt

Small daily changes can make a big difference.

Plan Your Meals

Organize weekly menus to avoid impulse purchases and waste

Buy Consciously

Prefer loose products or products with minimal and recyclable packaging

Cook Creatively

Transform leftovers into new recipes, giving new life to ingredients.



Future Without Waste: Let's Act Now

Every action we take counts towards a more sustainable future. Reducing waste is a duty towards the planet.

Let's start making a difference today with small daily gestures.

1 Adopt Mindful Habits

Plan meals, shop smart, and cook creatively.

2 Involve the Community

Share your knowledge and encourage others to reduce waste.

3 Support Anti-Waste Initiatives

Support companies and organizations committed to fighting food waste





THANK YOU

Your commitment makes a difference. Together we can build a sustainable future.



Project and presentation by:

Sara Fidah

Mariagrazia Pesce

and Michele Todaro

POLAND



2024-1-FR01-KA220-SCH-000257061

DIGITAL TOOLS IN COLLABORATIVE PROJECTS



Szkoła Podstawowa Nr 10
z Oddziałami Integracyjnymi
w Zamościu



A primary school has a wide range of experiences using digital tools in collaborative projects, especially if it has participated in programs such as eTwinning, Erasmus+, OSE (National Education Network), or national digital initiatives.

Here are examples of
experiences the school
develops



1. Using digital tools for inter-school collaboration

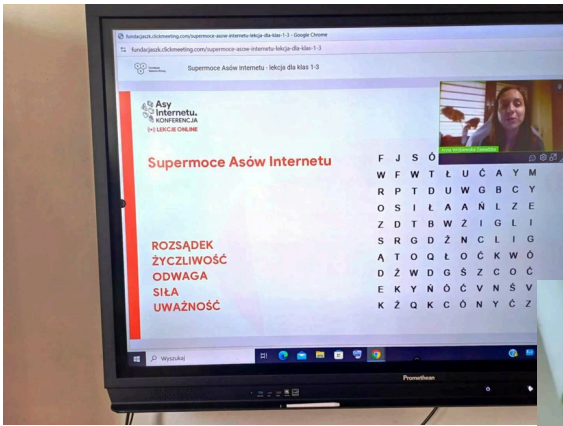
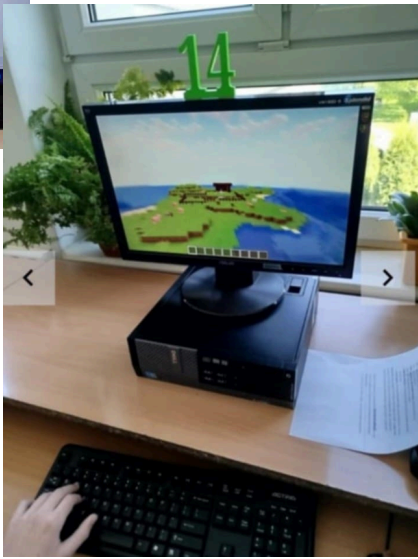
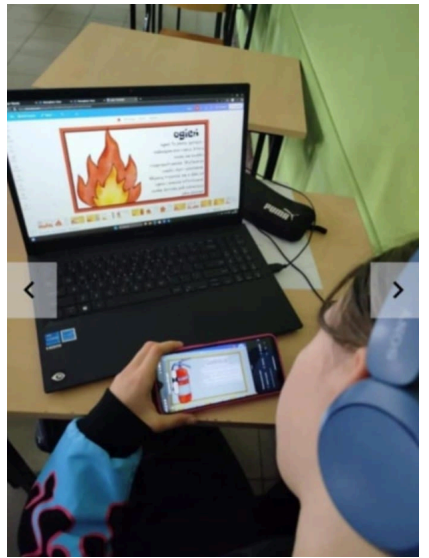
eTwinning platforms, Microsoft Teams, Google Workspace, Padlet, Trello – for planning and implementing projects with partners from other schools (e.g., from other countries).

TwinSpace (eTwinning) – as a safe online collaboration environment where students can exchange materials, photos, presentations, and create content together.



Example:

The "Green Future – Our Planet in Our Hands" project, using Padlet and Canva, allowed students to create posters and infographics about environmental protection with partners from other EU countries.



2. Sustainability Projects

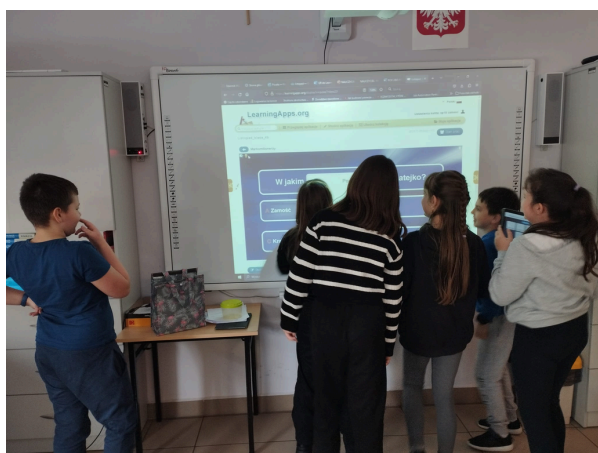
Students research local environmental issues (e.g., waste separation, water conservation, renewable energy) and then share their findings online.

Create digital maps, reports, or educational videos on ecology using:

Google Earth / Google My Maps – maps showing locations of important environmental protection sites;

Canva, Genially, Piktochart – infographics and posters;

Flip (Microsoft), Wakelet, WeVideo – presentations and short videos about student activities.



3. Inter-School Communication and Cultural Exchange

Online meetings with partners (e.g., via Zoom, Meet) dedicated to discussions about ecology, climate and biodiversity.

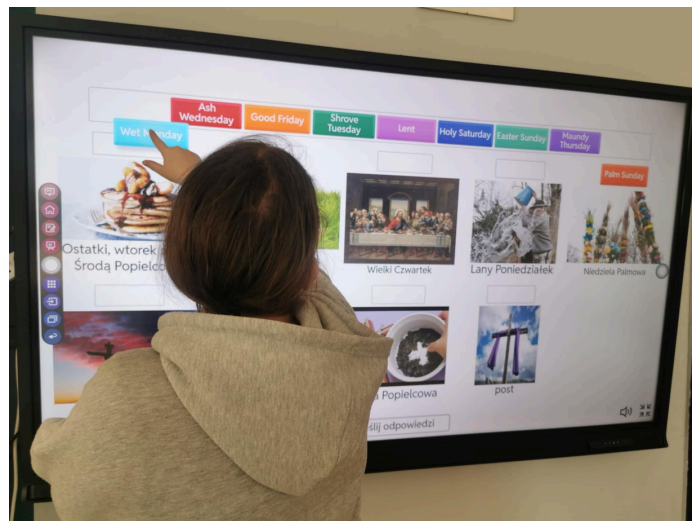
Exchange of experiences on local environmental initiatives – e.g., comparing how schools from different countries prioritize recycling, energy conservation, and cycling.



4. Developing students' digital and civic competences

Students learn to use the internet safely and critically, and to find reliable sources of information about climate and the environment.

Projects teach online collaboration, planning, communication, and creativity.



5. Examples of such outcomes:

Collaborative digital publications (e.g., an e-book in Book Creator, a digital magazine about ecology);

Interactive presentations and online exhibitions;

Participation in eTwinning/Erasmus+ competitions and international events;

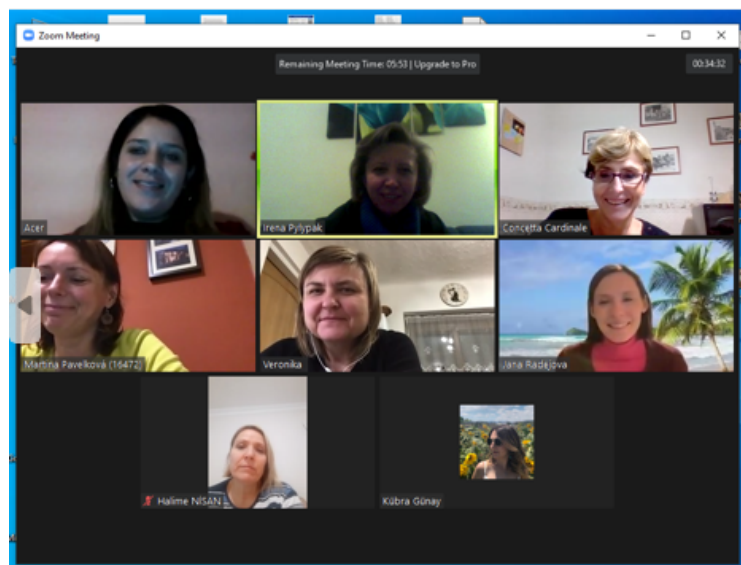
Developing students' environmental awareness and pro-social attitudes.

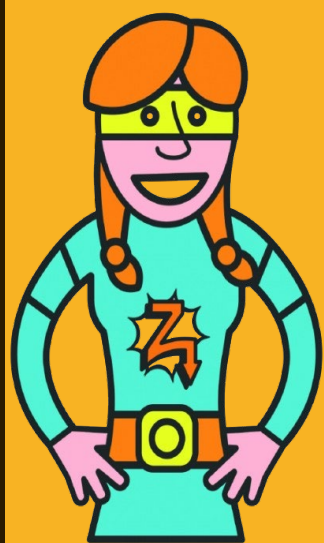
Quizlet / Kahoot



<https://create.kahoot.it/details/7b904b00-dbe0-48cf-bc50-f2bb9694d2ec>

Quizlet logo and a grid of colored squares (purple, blue, red, yellow, green) with a circular arrow icon.





SUPPORTING ALL STUDENTS IN SCHOOL AND EDUCATION

INCLUSIVE STRATEGIES FOR TEACHERS AND SCHOOLS

HOW SCHOOLS CAN HELP

- Create an inclusive environment where every child feels safe and

SUPPORTING ALL STUDENTS IN SCHOOL AND **EDUCATION**

- Provide accessible materials (audio books, enlarged text, digital tools).
- Offer flexible learning paths and personalized goals.
- Encourage peer support and teamwork.
- Work closely with special educators, therapists, and parents.



HOW TEACHERS CAN HELP



- Use differentiated instruction adapted to students' abilities.
- Give extra time or alternative formats for tests.
- Focus on progress, not perfection; celebrate small successes.
- Use positive reinforcement instead of punishment.
- Encourage self-expression through art, storytelling, or technology.
- Maintain open communication with students and families.

AFTER A CHILD FAILS A TEST – KEEP LEARNING ALIVE

- Discuss what was difficult and turn mistakes into learning opportunities.
- Allow a retest or creative project on the same topic.
- Set small, achievable goals to build confidence.
- Emphasize that effort matters more than grades.



LETS SEE WHAT YOU GUYS LEARNED!

We will play an interactive kahoot checking how much you guys were paying attention ;)

Join by going to <https://kahoot.it/> and put in the game pin the host will provide

<https://create.kahoot.it/share/inclusive-learning-erasmus-kahoot/6cfd30b-22a4-4327-baa1-d44df15831e3>



2024 - 1 FR01 KA220 - SCH- 000257061

CASE STUDIES – "Collaborative Learning Platform"



Szkoła Podstawowa Nr 10
z Oddziałami Integracyjnymi
w Zamościu



Case Study 1: "Digital Guardians of the Planet"

Topic: Climate Change and Local Action

Level: Grades 4–6

Description:

Students from two partner schools (Poland and Portugal) are conducting a joint project on the impact of daily habits on the climate.

Using digital tools (Google Forms, Excel Online, Canva), they are conducting a survey on energy consumption and transportation, analyzing the data, and then creating a digital awareness campaign titled "Small Steps – Big Change "

Digital Tools Used:

Google Forms – survey data collection

Canva / Genially – infographic and poster creation

Padlet – results publication and collaborative discussion

Meet / Zoom – meetings and results presentations



Outcomes:

Development of digital competencies: data analysis, visualization,
online communication

Increased environmental awareness and social responsibility

Intercultural collaboration skills

Case Study 2: "Water is Life"

Topic: Sustainable water resource management

Level: Grades 1–3

Description:

Younger children learn about the importance of water by performing simple experiments and observations at home or at school.

They then create short videos or photos, which they then publish on a collaborative platform.

Partners from other schools compare their activities and collaborate on

Digital tools used:

Book Creator / StoryJumper – creating a digital book

Flip / WeVideo – recording educational videos

Wakelet – collecting and organizing materials

Outcomes:

Developing creativity and digital expression

Introducing young children to the topic of sustainable development

Case Study 3: "EcoMap of My Neighbourhood"

Topic: Responsibility for the Local Environment

Level: Grades 7-8

Description:

Students create an interactive ecological map of their town, marking places related to nature conservation (e.g., green spaces, recycling points, zero-waste school). The project is carried out in collaboration with partners from other countries – each group creates a section of the map of their region and then combines the data into a single,

Digital tools used:

Google My Maps / ArcGIS Online – map creation

Padlet / Jamboard – brainstorming and planning

Canva / Piktochart – digital report development

TwinSpace (eTwinning) – communication between

Outcomes:

Development of digital skills: geolocation, data visualization, teamwork

Development of civic and environmentally conscious attitudes

Deepening knowledge about sustainable development at the local and global levels





SUGGESTED CONTENT

FOR THE "COLLABORATIVE LEARNING PLATFORM"

Module 1: Digital Collaborative Tools in Education for Sustainable Development

Interactive tutorials: "How to Use Padlet," "Creating Collaborative Maps in Google My Maps"

Online teamwork exercises (project planning team roles online safety)

Module 2: Education for Sustainable Development in Practice School

Thematic materials on the SDGs (Sustainable Development Goals)

Lesson plans and ideas for mini-digital projects (e.g., student carbon footprint, recycling at school)

Forum for exchanging good practices between teachers



Program szkolenia

- O sztucznej inteligencji 01
- Szanse i zagrożenia 02
- Prompty i Chat GPT 03
- Magic School 04
- Scribble Diffusion 05
- Eksperymenty Google 06
- Canva 07



Agnieszka Heloka

OKNO AV

CZAT

A. - 16:08
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S. G. - 16:08
nieadekwatne zdjęcia

S. - 16:15
podpowiadają

A. - 16:15
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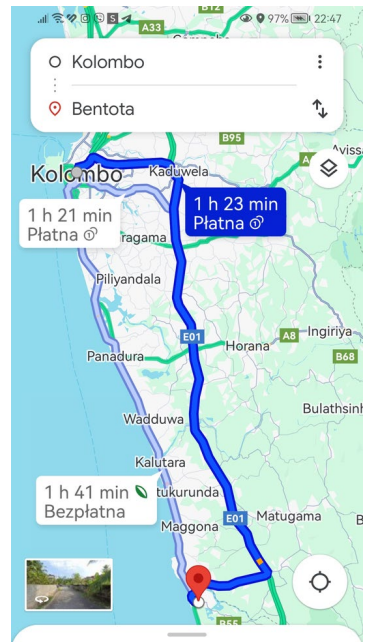
Wpisz wiadomość

Module 3: Inter-school and intercultural collaboration

Teacher guide: how to find project partners and collaborate online

Materials on intercultural communication and digital empathy

Examples of good practices from eTwinning / Erasmus+ projects



Module 4: Evaluation and reflection

Tools for self-assessing students' digital competences

Reflection cards on pro-environmental attitudes

Collaborative creation of an e-project portfolio

Structure of each module:



Module Name



Module Purpose



Digital Tools



Link to the Sustainable Development Goals



Teacher Activities



Student Activities



Evaluation/Reflection

WP5 (Sustainable Education in a Digital World)- Reunion

RECYCLE – SAVE ENERGY

Interactive Lesson Plan

Duration	45 minutes
Target Group	Students
Topic	RECYCLE – SAVE ENERGY
Methodology	Interactive learning, discussion, group work and creative problem-solving
Materials	Presentation, projector, board, paper, pens/markers, optional smartphones

Learning Objectives

- Identify environmental problems affecting their community and the wider world.
- Understand how everyday choices can affect the environment.
- Suggest practical actions for more sustainable living.
- Work collaboratively to create a simple environmental awareness campaign. Recycle & Save
- Communicate an environmental message using a slogan and creative ideas.

Lesson Procedure

Time	Activity	Procedure	Interaction / Output
5 min	1. Warm-up – What Is Recycle & Save?	Ask: “What does it mean to be a good citizen of the environment?” Students think briefly and share ideas. Write key words such as Protect, Reduce, Reuse, Save, Respect and Act.	Whole-class discussion.
7 min	2. Environmental Problem or Not? Proposals for resolving the problem	Present everyday situations such as wasting food, leaving lights on, using public transport, recycling e-waste, planting trees or leaving plastic in nature. Students decide Positive or Negative and explain why.	Quick responses and short explanations.
15 min	3. Group Challenge – Save Our Environment recycling useless objects	Create mixed groups of four. Each group chooses an issue: food waste, plastic pollution, e-waste, energy saving, climate change, green transportation, biodiversity, deforestation, ocean protection or sustainable cities. Create a mini campaign with a	Group work. Roles: Coordinator, Idea Maker, Recorder/Designer, Presenter.

		main idea, slogan/motto, three practical actions and a visual/poster/video idea. Recycling useless objects	
10 min	4. One-Minute Environmental Campaigns	Each group presents: "Our problem is... Our slogan is... Three things' students can do are..." Groups may show a quick visual or explain their video idea. Ask: "Would this action be realistic in our school?"	Short presentations and peer responses.
5 min	5. Reflection – My Environmental Promise	Students write ONE realistic action they can take in daily life to help the environment. Notes are placed on a board under "We Are Environmental Citizens!"	Individual reflection and class display.
3 min	6. Closing – One Word	Students give one word describing what environmental citizenship means to them. Close with: "Environmental citizenship is not only about knowing what is happening to our planet. It is also about what we choose to do."	One-word responses.

Assessment

- Active participation in discussions and activities.
- Ability to identify environmental problems and suggest realistic solutions.
- Listening to and respecting other group members.
- Sharing responsibilities within the group.
- Clear communication of ideas.
- Connection between environmental issues and everyday actions.

Expected Outcome

By the end of the 45-minute session, each group will have produced a small environmental awareness campaign including an environmental problem, slogan, practical actions and a creative visual/video idea. The activity can also provide a starting point for later student photo/video production, editing and dissemination.

Link with the Attached Presentation

The lesson follows the presentation's focus on environmental issues and sustainability, including resource management and consumption, energy and climate, ecosystems and biodiversity, sustainable living and social impact, and digital/innovation-oriented topics. It also uses the suggested mixed groups of four and the main idea–slogan–image/video structure for student group work.



RECYCLE – SAVE ENERGY.

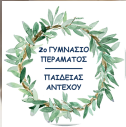
Become an Environmental Citizen!

Access4All – Transforming Education through Digital
Inclusion
WP5 – Sustainable Education in a Digital World | Réunion

Greek Team Presents



P.01



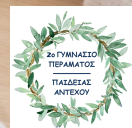


TODAY'S MISSION 🌍.

What can WE do to protect our planet?

- ♻️ Recycle
- 💡 Save Energy
- 🌱 Protect Nature
- 🤝 Act Together

Think → Discuss → Create → Act





WHAT DOES IT MEAN TO BE AN ENVIRONMENTAL CITIZEN?

**A good environmental citizen is
someone who...?**

**PROTECT – REDUCE – REUSE – SAVE –
RESPECT – ACT**



HERO OR PROBLEM?.

Explain why these actions are POSITIVE 👍 or NEGATIVE 🗑️.

- Leaving lights on 💡
- Recycling bottles ♻️
- Wasting food 🍎
- Planting trees 🌳
- Leaving plastic in nature 🗑️
- Using public transport 🚊
- Recycling e-waste 💻



WHAT WOULD YOU DO?.

1. You leave the classroom and the lights are still on.

2. You have an old mobile phone that no longer works.

3. You see plastic waste in a park.

ENVIRONMENTAL PROBLEMS?.

Which problem is most visible in YOUR community?

 **Climate Change**

 **Waste**

 **Plastic Pollution**

 **E-Waste**

 **Energy Consumption**

 **Deforestation**

 **Biodiversity Loss**



SAVE OUR ENVIRONMENT!



WORK IN GROUPS OF 4.

Choose one: Food waste, Plastic, E-waste, Energy, Climate, Transport, Biodiversity, Deforestation, Oceans, or Sustainable cities.



CREATE YOUR MINI CAMPAIGN.

- 1 MAIN IDEA: What is the problem?
- 2 SLOGAN: Make it short and memorable!
- 3 THREE ACTIONS: What can students do?
- 4 CREATIVE IDEA: Poster? Photo? Video?



EVERYONE HAS A ROLE 🤝 .

COORDINATOR

Keeps the group organised.

IDEA MAKER

Develops the campaign idea.

RECORDER / DESIGNER

Writes and creates visuals.

PRESENTER

Presents the campaign.

Work together – everyone's idea matters!





CAN YOU GIVE IT A NEW LIFE?.

Transform one of these into something useful:

- Plastic bottle
- Cardboard box
- Old newspaper
- Tin can
- Old electronic object
- Plastic container





YOUR TURN!

ONE MINUTE CAMPAIGN:

"Our problem is..."

"Our slogan is..."

"Three things students can do..."

"Our creative idea is..."

60s





WOULD IT REALLY WORK? 🤔.

Is this action realistic for our school?



Yes!

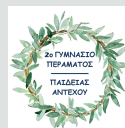
This is ready to go.



**Maybe
Needs a small
change.**



**Idea!
We have another
way.**





MY PROMISE .

From today, I will...

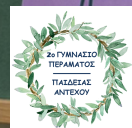
-  Turn off unnecessary lights
-  Recycle more
-  Save water
-  Avoid unnecessary plastic
-  Walk or cycle when possible
-  Reduce food waste





WE ARE ENVIRONMENTAL CITIZENS! 🌍

Small actions + many people =
BIG CHANGE.



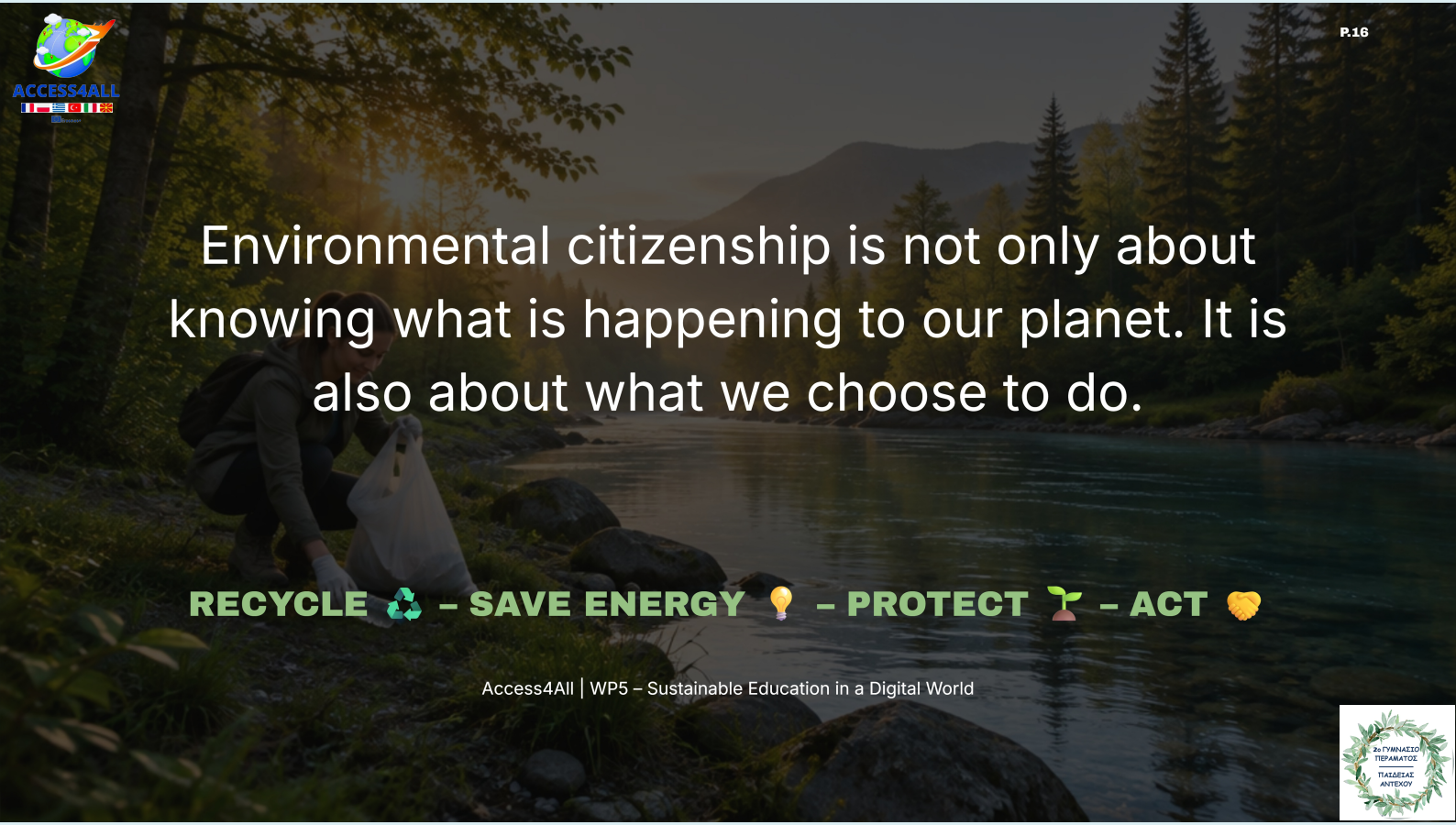


CITIZENSHIP TO YOU?

ONE WORD.

**CARE – ACTION – RESPECT – FUTURE – NATURE – RESPONSIBILITY – CHANGE –
COMMUNITY**





Environmental citizenship is not only about knowing what is happening to our planet. It is also about what we choose to do.

RECYCLE ♻️ – **SAVE ENERGY** 💡 – **PROTECT** 🌱 – **ACT** 🍏

Environmental Citizenship Lesson Plan

Duration	45 minutes
Target Group	Students
Topic	Environmental Citizenship
Methodology	Interactive learning, discussion, group work and creative problem-solving
Materials	Presentation, projector, board, paper, pens/markers, optional smartphones

Learning Objectives

- Identify environmental problems affecting their community and the wider world.
- Understand how everyday choices can affect the environment.
- Suggest practical actions for more sustainable living.
- Work collaboratively to create a simple environmental awareness campaign.
- Communicate an environmental message using a slogan and creative ideas.

Lesson Procedure

Time	Activity	Procedure	Interaction / Output
5 min	1. Warm-up – What Is Environmental Citizenship?	Ask: “What does it mean to be a good citizen of the environment?” Students think briefly and share ideas. Write key words such as Protect, Reduce, Reuse, Save, Respect and Act.	Whole-class discussion.
7 min	2. Environmental Problem or Not?	Present everyday situations such as wasting food, leaving lights on, using public transport, recycling e-waste, planting trees or leaving plastic in nature. Students decide Positive or Negative and explain why.	Quick responses and short explanations.
15 min	3. Group Challenge – Save Our Environment!	Create mixed groups of four. Each group chooses an issue: food waste, plastic pollution, e-waste, energy saving, climate change, green transportation, biodiversity, deforestation, ocean protection or sustainable cities. Create a mini campaign with a	Group work. Roles: Coordinator, Idea Maker, Recorder/Designer, Presenter.

		main idea, slogan/motto, three practical actions and a visual/poster/video idea.	
10 min	4. One-Minute Environmental Campaigns	Each group presents: "Our problem is... Our slogan is... Three things students can do are..." Groups may show a quick visual or explain their video idea. Ask: "Would this action be realistic in our school?"	Short presentations and peer responses.
5 min	5. Reflection – My Environmental Promise	Students write ONE realistic action they can take in daily life to help the environment. Notes are placed on a board under "We Are Environmental Citizens!"	Individual reflection and class display.
3 min	6. Closing – One Word	Students give one word describing what environmental citizenship means to them. Close with: "Environmental citizenship is not only about knowing what is happening to our planet. It is also about what we choose to do."	One-word responses.

Assessment

- Active participation in discussions and activities.
- Ability to identify environmental problems and suggest realistic solutions.
- Listening to and respecting other group members.
- Sharing responsibilities within the group.
- Clear communication of ideas.
- Connection between environmental issues and everyday actions.

Expected Outcome

By the end of the 45-minute session, each group will have produced a small environmental awareness campaign including an environmental problem, slogan, practical actions and a creative visual/video idea. The activity can also provide a starting point for later student photo/video production, editing and dissemination.

Link with the Attached Presentation

The lesson follows the presentation's focus on environmental issues and sustainability, including resource management and consumption, energy and climate, ecosystems and biodiversity, sustainable living and social impact, and digital/innovation-oriented topics. It also uses the suggested mixed groups of four and the main idea–slogan–image/video structure for student group work.

Empowering Environmental Citizenship through Technology Session

Environmental Issues

Global warming



Environmental Issues

Disasters



Species extinction



Environmental Sustainability

How can we support the environment to live healthy and sustainability



Environmental Sustainability

Resource Management & Consumption

- Food Waste Reduction
- Circular Economy
- Sustainable Fashion
- E-waste Management
- Plastic-Free Lifestyle



Environmental Sustainability

🌻 Energy & Climate

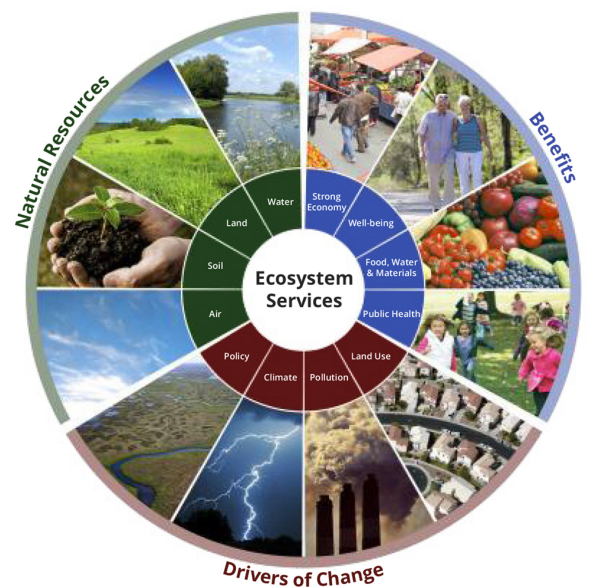
- Renewable Energy Sources
- Energy Efficiency at Home/School
- Climate Change Awareness
- Green Transportation



Environmental Sustainability

Ecosystems & Biodiversity

- Urban Green Spaces
- Pollinator Protection
- Deforestation & Reforestation
- Ocean Conservation



Environmental Sustainability

Sustainable Living & Social Impact

- Sustainable Cities
- Eco-tourism
- Sustainable Agriculture
- Environmental Justice
- Green Entrepreneurship



Environmental Sustainability

Digital & Innovation-Oriented Topics

- Smart Recycling Systems
- Carbon Tracking Apps
- Sustainable Design Thinking
- Gamifying Sustainability



Group Work

Student groups in four members mixed randomly

Group Work

- Watching Sample Reels

Group Work

Students create a scenario including:

1. Main Idea
2. Slogan/Motto
3. Image
4. Video
5. Streaming plan

Groups photo and video capturing

- Duration 45-60 minutes
- Students are free to choose the setting

Students Training Session

Capcut, Canva video or an equeal video editing application

Duration: 30 minutes

Finalising students' work

Editing session (fotages, voice and music)

Duration: 1 hour

Dissemination

- Sharing the productions of students on social media
- Instagram, X, facebook etc

Environmental Sustainability: Extended Topic List

Core topics already selected: Water Footprint, Carbon Footprint, and Recycling.
Below are additional suggested topics grouped by thematic areas to support student learning and project development.

Resource Management & Consumption

- Food Waste Reduction – how much food we waste and how to prevent it.
- Circular Economy – designing products that can be reused, repaired, or recycled.
- Sustainable Fashion – fast fashion vs. eco-friendly materials and practices.
- E-waste Management – reusing and recycling electronic devices responsibly.
- Plastic-Free Lifestyle – alternatives to single-use plastics.

Energy & Climate

- Renewable Energy Sources – solar, wind, hydro, and their local applications.
- Energy Efficiency at Home/School – small actions that reduce energy use.
- Climate Change Awareness – causes, effects, and local adaptation solutions.
- Green Transportation – bicycles, electric vehicles, and public transport options.

Ecosystems & Biodiversity

- Urban Green Spaces – how city parks and gardens support biodiversity.
- Pollinator Protection – importance of bees and how to create pollinator gardens.
- Deforestation & Reforestation – human impact on forests and solutions.
- Ocean Conservation – plastic pollution, coral reefs, and marine life protection.

Sustainable Living & Social Impact

- Sustainable Cities – smart cities, green buildings, and eco-architecture.
- Eco-tourism – traveling responsibly and protecting local nature.
- Sustainable Agriculture – organic farming, permaculture, and local food systems.
- Environmental Justice – how pollution and climate change affect communities differently.
- Green Entrepreneurship – developing eco-friendly products and business ideas.

Digital & Innovation-Oriented Topics

- Smart Recycling Systems – AI or apps that improve waste sorting and recycling.
- Carbon Tracking Apps – using technology to monitor and reduce personal carbon footprint.
- Sustainable Design Thinking – innovating solutions for everyday environmental problems.
- Gamifying Sustainability – using games or challenges to teach eco-friendly habits.

1. Main Idea: Food Waste Reduction – how much food we waste and how to prevent it.

2. Slogan/Motto: Maintain food and save the planet.

3. Image:



4. Video: Capturing video.....

<https://www.tiktok.com/@lottiedalziel/video/7558400236692000018>

5. Streaming plan: Whole video plan.....



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