3. Making Materials Accessible to Learners With Specific Learning Difficulties (SLDs)

Support Pedagogical Materials

Aim / Learning Objectives

This document is meant to support educators and youth workers in delivering inclusive, story-based environmental education ensuring meaningful participation for learners with Specific Learning Difficulties (SLDs) and diverse age groups (16-26). It is one of three Support Pedagogical Materials, providing operational instructions and ready-to-use modules (using the book „The Influencer's Dilemma“ as an example), adaptable to formal and informal contexts.

This section provides practical guidance to adapt sessions, facilitate inclusive dialogue, and promote environmental citizenship through accessible pedagogy.

By using this material, educators and youth workers will be able to:

- Identify potential barriers faced by learners with SLDs and how to mitigate them.
- Apply accessibility principles in story-based environmental education.
- Adapt activities for different age groups (16-20, 21-26, mixed groups).
- Facilitate inclusive discussions around digital influence and climate responsibility.
- Design action-oriented learning experiences that empower all participants.

Introduction

Story-driven environmental education fosters emotional engagement, critical thinking, and active citizenship. However, complex narratives, abstract ethical dilemmas, and group-based discussions can create barriers for learners with Specific Learning Difficulties (SLDs). Inclusivity is not an additional adaptation, it is a foundational principle of equitable education.

This section provides:

- Practical inclusivity methods
- Concrete strategies for educators
- Three adaptable session models using „The Influencer's Dilemma"

Differentiated approaches for age groups 16-20, 21-26, and mixed groups including SLD learners.

- Learner-centred
- Multimodal
- Inquiry-based
- Action-oriented
- Emotionally safe

Pedagogical Materials sections

Section 1: Inclusivity Methods

Provide guidelines and practical strategies for educators and youth workers to ensure all learning materials, activities, and workshops are accessible and inclusive for learners with Specific Learning Difficulties (SLDs).

1. Key Principles for Accessibility

The following section provides general guidelines for accessibility. More detailed information can be found in Tutorial 6: Adapting the stories for different learning styles & age groups (16–26 years) and in Sequence 14: Adapting the story for accessibility and SLD learners

1. **Clear and Simple Language**
    - Short sentences, one idea at a time
    - Avoid jargon, metaphors, and idioms unless explained
    - Use headings, bullet points, and lists for structure
    - Highlight keywords and provide a mini-glossary of complex environmental terms (e.g. greenwashing, branding, ecological footprint)

2. **Visual Support**
    - Use icons, diagrams, colour coding, or images to reinforce understanding
    - Include step-by-step illustrations for activities or instructions
    - Create concept maps

3. **Consistent Layout and Design**
    - Keep worksheets, slides, or digital interfaces consistent
    - Use predictable navigation and clear sectioning
    - Use legible fonts (e.g. Arial, Verdana), minimum size 12-14 pt, increased line spacing and high text/background contrast. Avoid justified text, decorative backgrounds, excessive graphics and overly long blocks of text

4. **Multiple Ways of Engaging**
    - Allow learners to respond in writing, drawing, oral explanations, or digital formats
    - Provide alternatives for reading, listening, and hands-on activities
    - Always provide at least two modes of expression for each activity

5. **Manage Cognitive Load**
    - Break tasks into smaller, sequential steps
    - Avoid unnecessary distractions (animations, sounds, flashing elements)
    - Repeat instructions and check understanding
    - Include structured breaks after each narrative turning point or important decision

6. **Active Reflection and Participation**
    - Use visual prompts, guided questions, or mind maps
    - Encourage learners to express difficulties or solutions in their preferred format

2. Practical Strategies for Educators & Youth Workers

Strategy	How to Apply	Notes / Examples
Preview Materials	Review worksheets, slides, or digital tools before the session with previous principles in mind	Identify complex language, long instructions, or unclear tasks
Provide Scaffolds	Create simplified instructions, checklists, or templates	Offer sentence starters, diagrams, or visual cues
Flexible Grouping	Pair or group learners strategically	Reduces pressure and provides peer support

Multi-Modal Instruction	Explain orally, show visually, and allow hands-on practice	Supports different learning styles and SLD needs
Check for Understanding	Ask learners to summarise instructions or repeat steps	Can be verbal, written, or illustrated
Iterate & Adapt	Collect feedback and adjust materials	Use observation, simple feedback forms, or learner reflections

3. Integrating positive perspectives and models for action

In working on environmental issues, it is important to address the critical aspects and problematic consequences of climate crises. However, effective education is not limited to analysing problems. To prevent young people from developing feelings of helplessness or anxiety, it is useful to integrate examples of positive actions, virtuous initiatives and models of concrete change into activities.

In the context of social media, for example, creators, communicators and activists use digital platforms to promote sustainable lifestyles, share scientific knowledge and mobilise communities. Presenting these cases as food for thought helps young people recognise that change is possible and that they can use digital tools responsibly.

Including moments dedicated to “good practices” helps balance critical analysis with a perspective oriented toward hope and action, strengthening self-efficacy and motivation to get involved.

Section 2: Sample Modules

1. Adaptability of modules to different environmental topics

The following three session proposals use the story ‘The Influencer's Dilemma’ as an example. This choice shows, in a concrete way, how to work with an Adventure Book. However, the structure of the modules is not linked to a single theme; it has been designed to be applied to all Green Saga books, regardless of the environmental topic covered.

Whether the topic is flooding, deforestation, fires, pollution or climate migration, the educational logic remains the same. Each module starts with a narrative situation that presents a conflict or dilemma; it continues with guided reading and moments of clarification; it stimulates analysis through structured questions; it encourages personal and collective reflection; and it concludes with a call to concrete action.

What changes from one book to another is not the structure, but the type of conflict. In a story centred on digital communication, the dilemma may concern media responsibility and authenticity. In a book about flooding, the focus may shift to emergency management, prevention, or solidarity. In a story about deforestation, the conflict may emerge between economic interests, local communities' rights, and ecosystem protection.

To adapt the modules to a new environmental topic, follow three simple steps: clearly identify the story's central dilemma; reformulate the guiding questions to align with that conflict; and connect the final action phase to realistic, meaningful behaviours related to the topic.

This maintains methodological coherence across all Adventure Books while offering flexibility for educators and youth workers to adjust activities and reflections to the context, the group's age, and the complexity of the environmental issue being explored.

Sample session 1 - Using the book The Influencer’s Dilemma with a group of participants aged between 16 and 20 years old.

1. Warm-Up (15 minutes)

Activity: “What Would You Post?”

- Show 3 fictional social media scenarios related to environmental crises. This document provides the following examples; however, a real, recent example from your country could be even better!
- Learners vote anonymously (cards or digital poll).
- Brief pair discussion: Why did you choose that option?

Example Scenario 1 – Posting About a Natural Disaster

An influencer travels to an area recently affected by wildfires. They film dramatic footage and post emotional videos, gaining many followers. However, they do not donate money or share verified support links.

Question: Is this raising awareness or exploiting tragedy?

Example Scenario 2 – Greenwashing Product Review

A beauty influencer promotes a product labelled “eco-friendly.” Later, followers discover the packaging is recyclable, but the ingredients are environmentally harmful. The influencer says: “I trusted the brand’s claims.”

Question: Who is responsible for checking environmental information?

Example Scenario 3: The Luxury Eco-Trip

A sustainability-focused influencer is invited on an all-expenses-paid luxury trip to promote an eco-resort in another country. The resort claims to be environmentally friendly, but the trip requires a long-haul flight and high-carbon travel. The influencer says: “At least I’m promoting a green business.”

Question: Is promoting sustainable tourism worth the environmental

2. Guided Reading (20–25 minutes)

Form groups of up to 4 participants and have them read The Influencer's Dilemma. Encourage fair participation within the group.

3. Reflection (15 minutes)

At the end of the book, there are questions to answer. Depending on the time, have each group answer every question or divide them. Then regroup as a whole, and each group should present their input orally.

4. Environmental Action Extension (30 minutes)

Reform the groups and ask them to imagine a social media entry (any form: photo, video, mini podcast…) to design a mini "eco-awareness post" for their community (depending on whether they are in school or another setting), inspired by what they learned from the group.

You can use Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges.

Sample session 2 - Using the book The Influencer's Dilemma with a group of participants aged 21 to 26.

1. Contextual Framing (15 minutes)

Discussion prompt: "Is climate activism compatible with influencer culture?"

- If small group, encourage open discussion/ debate
- If bigger group, encourage discussion/ debate in pairs or trios

Write main reflections on a Post-it note.

2. Analytical Reading (30 minutes)

Form groups of up to 4 participants and have them read The Influencer's Dilemma. Encourage fair participation within the group.

Participants analyse:

- Power dynamics
- Audience manipulation
- Authenticity vs branding

- Environmental messaging strategies

Use guiding framework:

- What is the core dilemma?
- Who benefits?
- Who is harmed?
- What systemic pressures exist?

Reconvene as a whole group and discuss the answers. Come back to the post-it and see if the first question echoes the analysis.

3. Identity & Responsibility Exercise (25 minutes)

Individually, each participant has a moment of reflection and completes the following:

- My current environmental stance:
- My digital presence:
- My responsibility as a communicator:
- One contradiction I recognise:

Make sure this activity does not come across as judgment or guilt, but as individual recognition. Create a safe environment within the room for sharing struggles and paradoxes. Do not force participants to share their answers.

4. Action Planning (45 minutes)

In groups, participants can design a “Sustainable Influencer Charter”

- What makes environmental communication authentic?
- What greenwashing behaviours should be avoided?
- How can influencers reduce their environmental footprint?
- What responsibility comes with digital visibility?

Each group creates a visual or structured chart including:

1. Core Principles
2. Content Guidelines
3. Behavioural Commitments
4. Community Engagement Practices

Additionally, participants design: “A Responsible Digital Campaign”

Include:

- Core message
- Target audience
- Ethical safeguards
- Sustainable safeguards

This activity aims to develop their imagination as to what could be done. Encourage participants not to limit themselves, even if they come across structural barriers.

4. Gallery Walk (20 minutes)

Groups present their outputs. Peers leave feedback using:

- 1 Strength
- 1 Question
- 1 Suggestion

Feedback can be given through Post-it, digital forms like a Kahoot, emojis…

You can use Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges.

Sample session 3 - Using the book The Influencer's Dilemma with a Mixed Group (16–26) + SLD Learners.

1. Visual Story Introduction (15 minutes)

Instead of starting with reading:

- Show character map and conflict visually (you can create those using Activity 1&2 of Sequence 3: Creation of the protagonist "The Climate Hero")
- Ask: "What do you think this story is about?"

Predictive engagement reduces anxiety.

2. Shared Reading with Pause Points (25 minutes)

Project the book and read it as a whole class. Participants can take turns reading aloud, but do not make it mandatory. For choices, do a quick raise-of-hands vote. Pause to clarify, and at each chapter change, have the group summarise the actions together.

3. Inclusive Group Project (40 minutes)

Activity: “Design a Responsible Influencer” (you can use Sequence 3: Creation of the protagonist “The Climate Hero”)

Form groups, ensuring age and different strengths are represented and distributed in each group.

Each group creates:

- Profile
- Values
- Environmental stance
- Communication strategy

Output options:

- Poster
- Short performance
- Audio pitch
- Digital mock-up

Group Roles:

Each participant should contribute content and ideas, but roles can be assigned based on skills and strengths. For example: visual designer, presenter, note taker

4. Gallery Walk (20 minutes)

Groups present their outputs.

Peers leave feedback using:

- 1 Strength
- 1 Question
- 1 Suggestion

Feedback can be given through Post-it notes, a digital form like Kahoot, emojis…

5. Collective Reflection (20 minutes)

Finally, as a closing activity, a collective debate/ discussion can be done using the following prompts:

- What makes influence responsible?

- What pressures shape digital behaviour?
- What environmental action is realistic for us?

Participants may: speak, write, draw…

You can use Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges.

Expected Outcomes / Conclusion

Through these inclusive session models, educators will:

- Confidently adapt story-based materials for diverse learners.
- Facilitate ethical discussions around digital influence and climate responsibility.
- Integrate accessibility principles without stigmatising learners.
- Foster collaborative, reflective, and action-oriented learning environments.

Learners will:

- Develop critical media literacy.
- Understand the environmental implications of digital culture.
- Feel included and valued regardless of learning profile.
- Move from reflection to concrete environmental action.

Inclusivity strengthens environmental education. When learning is accessible, participation becomes meaningful, and environmental citizenship becomes attainable for all.

Resources & recommendations

- Green Influencers (English):

  Patrick Vernuccio (@thefrenchiegardener)

  Patrick Vernuccio is a French urban gardening creator who shares practical tips on growing food in small spaces and promotes permaculture, biodiversity and sustainable living.

  Instagram: @thefrenchiegardener

  Gittemarie Johansen (@gittemary)

  Gittemarie Johansen is a Danish sustainability advocate and zero waste creator. She shares practical tips on reducing waste, sustainable living, plant-based food and more conscious consumption. She is also an author and sustainability lecturer.

  Instagram: @gittemary

  Laura Young (@lesswastelaura)

  Laura Young is a Scottish environmental advocate and zero waste creator. Through Less Waste Laura, she shares practical advice on reducing waste, avoiding single use plastics and adopting more sustainable everyday habits.

  Instagram: @lesswastelaura

- Sequence 14: Adapting the story for accessibility and SLD learners
- Tutorial 6: Adapting the stories for different learning styles & age groups (16–26 years)
- Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges
- AccessibleEU Centre, *A General Approach to Cognitive Accessibility*, European Union, 26 September 2025, https://accessible-eu-centre.ec.europa.eu/general-approach-cognitive-accessibility_en

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