

What gets in the way of an ordinary plan?

A 45-minute lesson about accessibility using Witek Adventures

TIME	AGE	FORMAT	GAME
45 minutes	Grade 6 and above	Student pairs	Demo and later stories

About the lesson

Students complete a short introductory level, then continue into later stories. After playing, they choose one later situation and examine Witek's goal, the source of the difficulty, the effects of decisions, and possible changes. Comparing stories keeps the lesson from reducing accessibility to physical space alone.

Do not look for one approved answer. Ask students to explain what made the goal harder, what the consequences were, and what could change.

Learning objectives

- describe Witek's goal and the difficulty in a chosen story;
- identify whether the difficulty came from the space, technology, rules, or another person's action;
- explain effects on safety, time, independence, privacy, or relationships;
- compare different kinds of difficulty shown in the game;
- distinguish a workaround from a change that prevents the problem from returning;
- propose a specific improvement and identify who could put it into practice.

What you need

- one computer or tablet with a current browser for each pair;
- a stable internet connection;
- a projector or large display;
- one student worksheet for each pair;
- the educator page with the gameplay video and game link.

Before the lesson

1. Open the educator page and check the current gameplay video.
2. Launch the game on the school network. Test the first conversation that uses generative AI.
3. Remember that stories unlock in order. The first level is a short introduction, not the sole basis of the lesson.
4. Review Unexpected Alarm. It concerns war and immediate danger. Decide before class whether students may play it.
5. Print the worksheets or ask students to record answers in a notebook.
6. Choose a place where devices can be set aside during the class discussion.

AI and privacy

Important before you begin

Some conversations let players type their own words. Generative AI interprets the text within the limits of the scenario. Students should write only about the game and should not enter personal information. The browser version uses Firebase Analytics. See the privacy policy for details.

Lesson sequence

Time	Stage	What happens
0-5 min	Opening	Show the lesson title. Ask: What can make an ordinary plan harder to carry out? Play 20-30 seconds of the current gameplay video without showing the solution. Explain that a difficulty can come from space, technology, rules, or people's decisions.
5-25 min	Play in pairs	Students quickly complete the introductory Hair Stylist Appointment level, then continue. One student may control the game while the other tracks decisions and consequences. Roles are optional. Each pair chooses one later situation to analyse. They do not need to finish every story.
25-30 min	Notes	Each pair completes the worksheet using a chosen later story. If a pair did not unlock another level, they may use the demo. Ask for a specific goal, source of the difficulty, decision, and effect.
30-40 min	Compare stories	Collect examples from at least three levels on the board. Compare space, technology, procedures, and people's actions. Ask whether each solution removed the cause or only allowed Witek to complete the immediate plan.
40-45 min	Close	Each student writes or says: One change that would make this situation easier for the next person is...

Instructions for students

- Start with the short Hair Stylist Appointment level, then continue into later stories.
- You have 20 minutes. You do not need to finish every story.
- Watch what changes after each decision.
- Choose one situation from a later level for the worksheet.
- Keep typed conversations related to the game.
- Do not enter names, addresses, or other personal information.

Discussion questions and teacher notes

1. What was Witek trying to do in the chosen story, and what made it harder?

Teacher note: Begin with the goal, not a diagnosis. Examples include confirming an identity, buying a ring, calling for help, or attending a concert. Ask for the specific moment when an ordinary plan became harder.

2. Where did the difficulty come from?

Teacher note: An answer may combine several sources. Revault Verification concerns technology and procedure, A Ring for Her also concerns shop design and service, and Fire Park Concert concerns event organisation and required documents. Do not frame the wheelchair itself as the problem.

3. What could happen after the available choices?

Teacher note: Compare safety, time, independence, privacy, and relationships. Asking Witek's mother for help with verification may complete the task, for example, but it affects privacy and independence.

4. Did the solution remove the problem or only get around it?

Teacher note: A phone stand, service outside a shop, or another person's help may let Witek finish the task without making the service accessible on the next visit. Distinguish help in the moment from a lasting change.

5. What was different across the stories, and what did they have in common? What should change, and who can change it?

Teacher note: Look for a shared pattern: goal, difficulty, decision, effect, and responsibility for change. Responsibility may sit with app developers, a property owner, an event organiser, a designer, an institution, or a person making an everyday decision.

Checking learning

- The student can state Witek's goal and the source of the difficulty in a chosen story.
- The student identifies at least one consequence of a choice in the game.
- The student compares at least two kinds of difficulty shown in the game.
- The student distinguishes immediate help from a change that prevents repetition.
- The student proposes a specific improvement and explains who could act on it.

Accessible participation

- Do not require students to swap roles when the controls or pace make that unhelpful.

- Allow one student to read, another to control the game, and a third to take notes if a pair needs support.
- Use interface scaling, high contrast, reduced motion, and persistent interaction markers when helpful.
- Read questions aloud when needed. A spoken response can replace a written one.
- Do not run disability simulations such as using a borrowed wheelchair or covering students' eyes. Examine the design of the place and the effects of decisions instead.

Other levels

Hair Stylist Appointment is a short demo. The main analysis should use at least one later story. Pairs may reach different points within 20 minutes, giving the class examples of different kinds of difficulty to compare.

Revault Verification: An inaccessible identity check, privacy, and reliance on another person's help.

A Ring for Her: An inaccessible shop, safe customer service, and the risks of informal workarounds.

Before the Sirens: Calling for emergency help with a flat phone, time pressure, and responsibility for another person.

Fire Park Concert: Booking an accessible place, providing extra documents, and the way an event is organised.

Unexpected Alarm: Stairs into a shelter, reliance on strangers, and leaving a wheelchair outside. This level concerns war and immediate danger, so the teacher should review it before use.

Follow-up ideas

- Choose one area in the school and describe a specific change that would help different people use it.
- Compare the workaround found by Witek with a change that removes the source of the problem.
- Write to the person responsible for a chosen place. State the problem, its effect, and a possible change without blaming an individual.

Links

Game: <https://witekadventures.com/play>

Teaching materials: <https://witekadventures.com/for-educators>

Privacy policy: <https://witekadventures.com/privacy>

Accessibility guide: <https://witekadventures.com/accessibility>