



FIX THE STYLE!

ACTIVITY SPECIFICS:

Tool type: Words/Sentences Activity

Our inspiration: Decode This!

Format: Online, Offline and Hybrid

Time needed: 20 - 60 min

SET-UP

- A laptop;
- TV or Projector to screen the sentences;
- Internet (if the activity is played online or in hybrid format);
- Zoom, Teams, Google Meet link (if the activity is played online or in hybrid format);
- Ready texts to show to the participants.

Number of participants: 5 - 20

Focus (SLD topic)

Phonological awareness;
Reading comprehension;
Dyslexia awareness.

ACTIVITY OVERVIEW

Fix the Style! is an interactive group activity designed to build empathy and understanding of reading challenges faced by young people with Specific Learning Disorders (SLD), particularly dyslexia. The activity can be implemented in different formats – online, offline, or hybrid, making it highly adaptable to various learning environments.

Participants collaboratively improve an intentionally inaccessible piece of text by suggesting practical formatting changes. Through this process, they develop phonological awareness, reading comprehension, and dyslexia awareness, while learning how small design choices can significantly enhance readability and inclusion.



FIX THE STYLE!

INSTRUCTIONS / STEPS

1. Setup

- Seat participants facing a screen connected to a computer;
- Ensure only the facilitator controls the screen;
- Display a deliberately hard-to-read text (e.g., small font, poor spacing, complex font style).

2. Introduction

- Briefly explain that the text simulates reading difficulties often experienced by individuals with dyslexia;
- Clarify the goal: improve the text's readability through simple adjustments.

3. Round 1 – Suggestions

- Invite each participant (or volunteers) to suggest one change to improve the text (e.g., larger font, better spacing, clearer font style);
- The facilitator applies each suggestion in real time.

4. Round 2 – Refinement

- Conduct a second round of suggestions to further improve accessibility;
- Alternatively, stop earlier if the text becomes sufficiently readable.

5. Reflection & Discussion

Facilitate a group discussion using questions such as:

- Which changes made the biggest difference?
- How did the original text feel to read?
- What does this tell us about accessibility for people with SLD?

Highlight how small adjustments can create more inclusive learning environments.

