

Teaching Activities

Storytelling based on a picture

The activity was carried out with **6th grade Primary Education students**, a group with a high level of functional diversity. The class includes students with **Attention Deficit Hyperactivity Disorder (ADHD)**, students with **Mild Intellectual Disability**, and others with **Autism Spectrum Disorders (ASD)**. Due to the comorbidity among their various disorders and disabilities, they all share significant difficulties in reading and writing skills. In addition, a considerable number of students in these grades present specific learning difficulties such as **dyslexia and dysorthography**. This reality creates a classroom environment that requires adapted, flexible, and highly individualized educational strategies to effectively meet the needs of all learners.

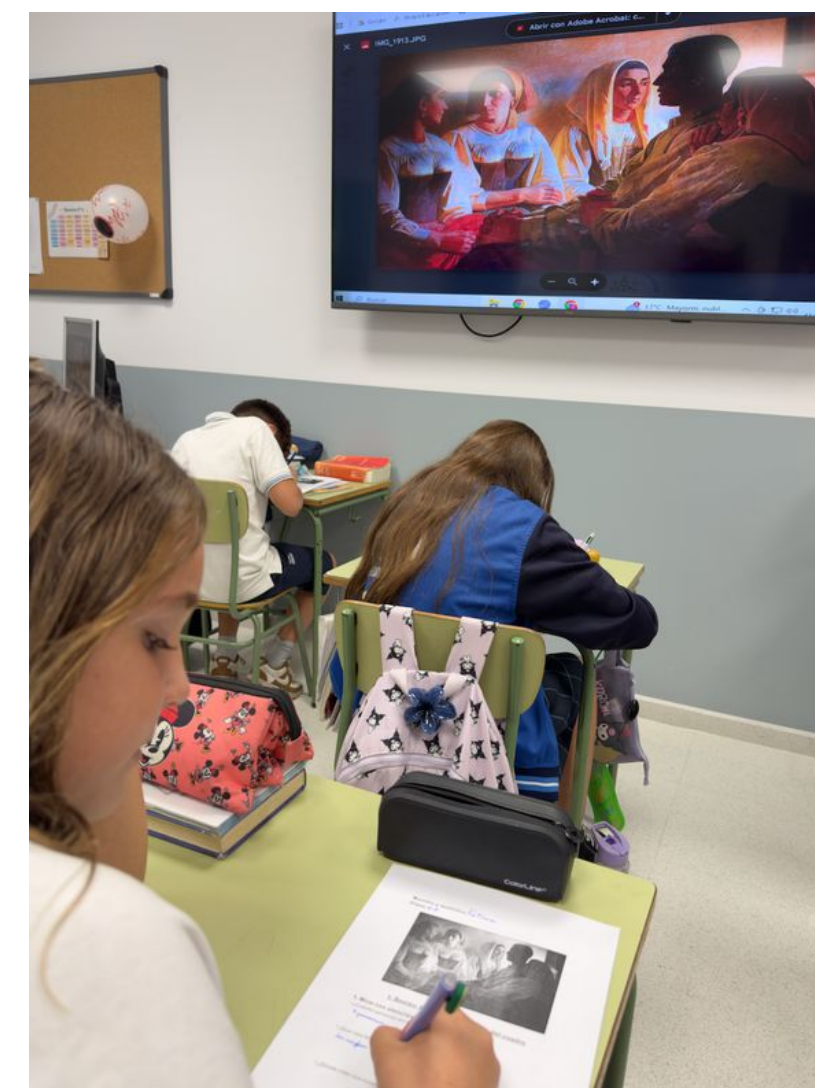


Teaching Activities

Storytelling based on a picture - Description of the activity

- **Session 1: Observation and interpretation of the painting**

First, the painting was projected on the digital board, and students were asked to complete a worksheet based on careful observation. The worksheet was divided into three sections: attention, interpretation, and imagination. After that, a brainstorming activity was conducted to gather everything the students imagined was happening—or could be happening—inside the painting. From this activity, the main ideas were extracted to serve as the foundation for the creation of the story.

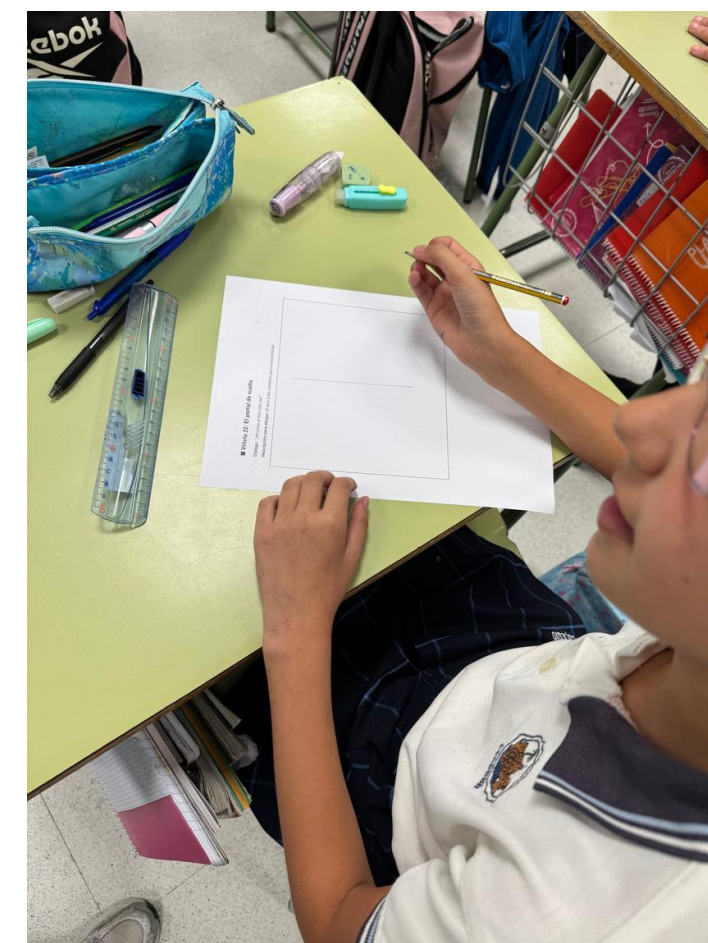


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- **Session 2: Creating the story with the support of Artificial Intelligence**

During this session, the story was developed using all the ideas contributed by the students. With the help of Artificial Intelligence tools, the content was organized and structured to obtain a coherent version of the narrative. Once the story was completed, each student created an illustration in the form of a comic panel, representing the part of the story assigned to them.



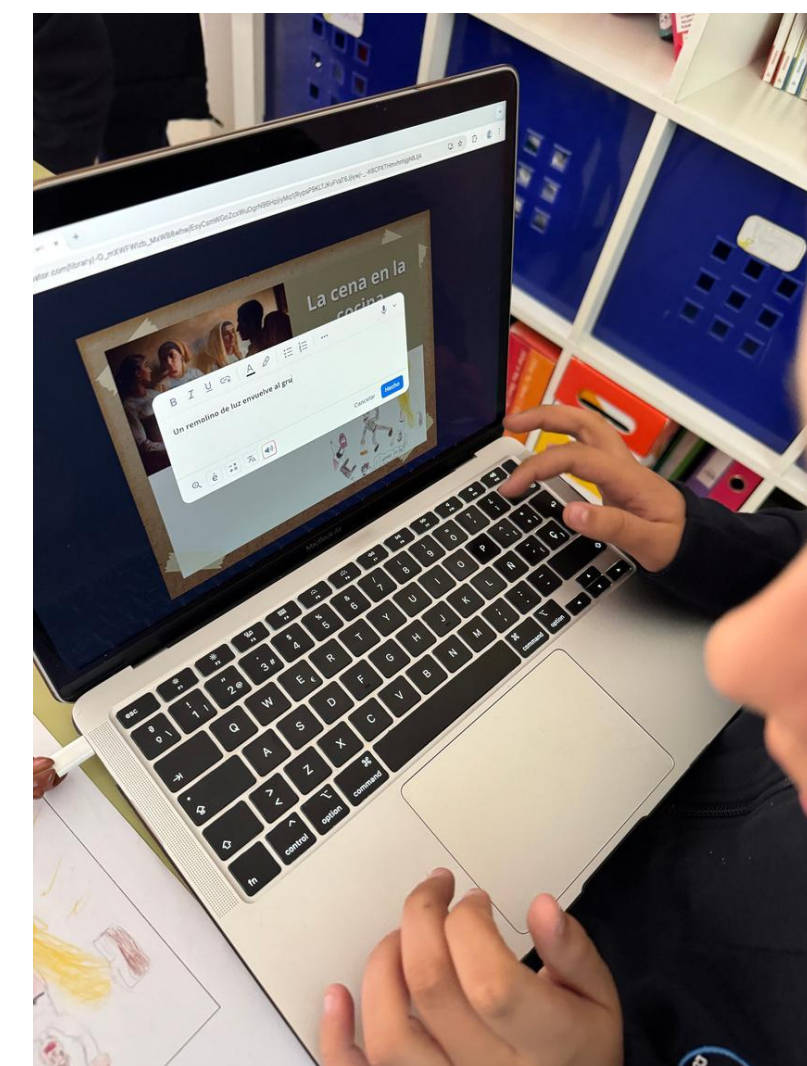
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- **Session 5: Adaptation to the Universal Design for Learning (UDL)**

During this session, pictograms were added and the content was adapted to simple, accessible language, with the aim of addressing the diversity in the classroom and promoting the Universal Design for Learning, ensuring accessibility in the final product.

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- **Session 6: Presentation of the final work**

In the final session, the completed project was presented to the group, allowing students to share the result of the entire creative process and reinforcing their motivation.



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