Game'Lusive

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Result-1

GAMIFIED SPECIAL EDUCATION CURRICULUM

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RESULT-1
GAMIFIED SPECIAL EDUCATION CURRICULUM

2. MODULE

No	Name of the Sub-Module	Plans
1	Interactive Activities and Games	10
2	Adaptive Learning	3
3	Collaborative Learning	5
		TOTAL: 18

2. 1. DETAILS ABOUT THE CONTENT

The sub-module titled "Interactive Activities and Games" provides the following lesson plans/resources:

1. Animals
2. Good or bad - tell me what you think.
3. In the shop
4. Sentences Builder
5. The Trip to School
6. Virtual Shopping
7. Digital Kitchen
8. Digital Household Budget
9. Daily Life Simulation
10. Virtual City

The sub-module titled "Adaptive Learning" provides the following lesson plans/resources:

1. Recognizing My Emotions
2. Social Etiquette in the Community
3. Self-Esteem and Self-Acceptance

The sub-module titled "Collaborative Learning" provides the following lesson plans/resources:

1. Story Builders
2. World Adventure
3. Emotion Quest
4. Cooking Challenge
5. Calm Down Camp

3. LESSON PLANS ELABORATION

SECTION	DETAILS
Lesson Title	• Animals
Grade Level/Subject	• Primary education / Language learning, learning about nature
Duration/Number of hours	• 1 Hour
Learning Objectives	• By learning the names of animals, discussing how they move and where they live, they will expand their vocabulary with new words and deepen their knowledge about nature.
Materials Needed	• Pictures or cards with pictures and names of animals. • Cards with images and names of baby animals. • Cards with names of movements. • Poster with different habitats (forest, desert, farm, ocean, etc.).
Introduction	• Start with a discussion about animals: what animals do children know? Show pictures of animals and discuss their names. Explain that today you are all going to play a game together to learn more about animals and their habitat.
Instruction	Level 1: Match the pictures of the animals with their names. Level 2: Match the pictures of the animals with the pictures and names of their babies. Level 3: Group the animals into two categories: domestic and wild. Level 4: Group animals into groups according to the way they move: walking (running, jumping), flying, crawling (creeping), swimming. Level 5: Group animals according to where they live.
Gamification Elements	• Levels: Each level offers a new challenge. • Rewards: Children can get virtual "stars" or stickers for correct answers. • Time limits: An additional challenge is to complete the task within a certain time limit. • Physical activity: children imitate the animals' movements (jumping like a frog, flying like a bird). • Achievements: After each level, children can open an 'achievement card' showing their progress.

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1st Sub-Module
Interactive Activities and Games

1st Plan: Animals

SECTION	DETAILS
Methods	• Interactivity: children are actively involved in the tasks. • Vocabulary activity: New words are taught through play. • Grouping: Grouping activities help to understand categories and concepts. • Matching and categorizing helps to familiarize students with the living nature and the surrounding environment.
Activities	• Matching the cards: match the names of the animals with the pictures. • Discussion about baby animals and where they live. • Physical activity: children imitate the movements of animals (jumping like a frog, flying like a bird).
Assessment	• Observation: the teacher watches the children completing the tasks and records their progress. • Feedback: Positive feedback is given for correct answers and notes on mistakes. • The results at each level are used to plan further learning.
Reflection	Discuss with the children how many new names they have learnt, what new things they have learnt about animals, which animal they found most interesting.
Homework/Extension	Propose children to draw an animal they like, create a riddle or a quatrain, or encode the name of the animal in symbols.
Evaluation	Children's learning progress is measured by their ability to identify and group animals and to answer questions about their movements and where they live. Individual progress is compared between the first and last level.

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1st Sub-Module
Interactive Activities and Games

2nd Plan: Good or bad - tell me what you think?

SECTION	DETAILS
Lesson Title	• Good or bad - Tell me what you think?
Grade Level/Subject	• Primary education / Social Emotional Education
Duration/Number of hours	• 10 minutes to solve 1 situation/ till 90 min.
Learning Objectives	Students will be able to: • Improving Social Awareness; • Developing Problem-Solving Skills; • Enhancing Sequencing and Logical Thinking; • By rewarding correct solutions, the game reinforces positive behavior and builds confidence in students' decision-making abilities.
Materials Needed	• 50 Situation Cards • Reward system
Introduction	A game for children with special needs to develop social skills and understanding of appropriate and inappropriate communication in different everyday situations. During the game, pupils will have the opportunity to analyse 10 different communication situations by putting the cards in the correct sequence and choosing one of two possible solutions to the problem - appropriate or inappropriate. The correct solution is rewarded with stickers, stamps or other incentives to encourage motivation and participation. The game also provides an opportunity to discuss communication challenges, developing children's ability to solve social problems and strengthening their independence and cooperation skills. The activity can be carried out individually, in pairs or in small groups, allowing it to adapt to the needs of each pupil.
Instruction	The game will present 10 situations of appropriate and inappropriate communication. 1 situation is on 5 cards. The player has to place 3 cards in the order of the situation. Cards 4 and 5 give the opportunity to choose one of the solutions to the problem: 1 solution is appropriate, the other is inappropriate. The player receives a reward (it can be a sticker, a stamp, a praise or other) for solving the situation correctly. If necessary, the situation is discussed in class. The game can be played individually, in pairs or in small groups (students with special needs).
Gamification Elements	• Badges and Achievements • Cards game

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Interactive Activities and Games

2nd Plan: Good or bad - tell me what you think?

SECTION	DETAILS
Methods	Situational analysis and synthesis; Problem solving.
Activities	Each situation is divided into 5 cards: • Cards 1-3: Show parts of the scenario (students need to place these in the correct order). • Cards 4-5: Present two possible solutions to the scenario (one is appropriate, and one is inappropriate). The player must: 1. Order cards 1-3 to correctly reflect the situation. 2. Choose either card 4 or 5 to solve the situation. 3. Discuss with the group why the chosen solution is appropriate or inappropriate if necessary.
Assessment	The knowledge and skills acquired are measured by the form of incentive chosen. In the case of an incorrect choice, the player does not receive a reward, but the teacher explains the correct solution to the situation.
Reflection	Discussion about the situation on the cards - questions about whether the student has been in a similar situation, how it was solved, how he/she felt after the solution.
Evaluation	The knowledge gained from the game can be used in everyday situations. The game can be played in language classes, ethics classes, life skills classes, sessions with psychologists, social pedagogues and special educators.

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Interactive Activities and Games

3rd Plan: In the shop

SECTION	DETAILS
Lesson Title	• In The Shop
Grade Level/Subject	• Primary Education / Native (Lithuanian) language
Duration/Number of hours	• 2 academic hours (first session 1 hour, second session 1 hour)
Learning Objectives	Students will be able to: • Name products in a shop, group products and summarise; • Comprehend a reading text; • Understand social situations and their role in them; • Plan purchases.
Materials Needed	• Store product cards with pictures and names. • Illustrations of store departments. • Recipes for dishes. • Shopping list form or shopping basket. • Healthy food pyramid.
Introduction	The game "In the Shop" is designed to develop students' linguistic, social and cognitive skills; communicative, cognitive, digital, social, emotional and healthy living competences.
Instruction	The game has 4 levels: • In the first level, students learn how to link the product and its name cards. • In the second level, players group the cards and put them in the 'Vegetables and Fruit', • 'Meat and Fish', 'Milk', 'Flour Products', 'Drinks' sections of the shop. • At level 3, students read a recipe for a dish and assemble a shopping basket. • In Level 4, the players receive the shopping basket and, after reading its contents, write the name of the dish.
Gamification Elements	• Role play.

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3rd Plan: In The Shop

SECTION	DETAILS
Activities	"In the Shop" is a role-playing game where students take on the role of a shopper by learning the names of products, choosing a shopping basket and thinking about what kind of food to make. By grouping goods and placing them in the compartments of the shop, the children transform themselves into shopkeepers. This also serves to create social stories about going to the shop, choosing the goods, paying for them and learning to cook.
Methods	Narrative play and learning, reading, situational analysis.
Assessment	The knowledge and skills acquired are assessed at each level. If a player has not completed one level, he/she cannot progress to the next. Depending on the development and abilities of children with SUP, a classmate, teacher or assistant is provided to help them progress step by step to the next level. The number of levels each child will go through is decided by the teacher in charge of the game.
Reflection	Based on the individual needs of the children, the teacher offers: make a list of the foods to be eaten at dinner. Explain in which section to look for the products used for the meal. write a recipe for the dish they ate.
Homework/Extension	The knowledge acquired through the game can be deepened in mathematics, science, ethics, life skills and technology lessons by talking about the price of goods, the origin of goods, the pyramid of healthy eating, healthy lifestyles, and the aesthetics of the shelves and the plate.
Evaluation	During the reflection, students share their impressions of the names of the products they have learnt, the opportunity to choose their own items for their meals, and use the Healthy Food Pyramid to discuss which products are healthy and which should be limited.

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Interactive Activities and Games

4th Lesson Plan: Sentences Builder

SECTION	DETAILS
Lesson Title	• Sentences Builder
Grade Level/Subject	• Primary Education/ Languages
Duration/Number of hours	• 1 Hour
Learning Objectives	• Vocabulary development: Children will learn to recognise and use a variety of words (verbs, pronouns, complements and descriptors) that are necessary to make a sentence. • Understanding sentence structure: Children will gain an understanding of the main components of a sentence sentence.
Materials Needed	• Brick cards (physical or virtual) • Physical or virtual tower base • Word bank cards • Rewards/motivational elements • Exercise sheets or workbooks (optional)
Introduction	Explain that the aim of the game is to learn how to make correct sentences and build towers with words. Introduce the game to the children by saying: "Today we are going to build sentence towers! Just as a building is made of bricks, a sentence is made of words. We will start with two simple bricks and add one more at each step to make our sentences longer, more complex and more interesting. Are you ready to become real sentence builders?"
Instruction	Step 1: Start with simple sentences. Start by starting with simple sentences. For example, "The child" and "is running". The children have to put these bricks together and read the sentence aloud. Step 2: At each stage, add a new "brick" that extends the sentence (e.g. "Where?", "When?", "How?", "What/What?"). Children have to choose a suitable brick from the suggested words or phrases. Step 3: Each time a new brick is put together, everyone reads aloud the new, longer sentence.

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4th Lesson Plan: Sentences Builder

SECTION	DETAILS
Gamification Elements	Levels: The game has several levels. Each level adds more and more sentence elements, and the children move up, building longer and longer sentences. Achievement system: Each child receives symbolic rewards for each level - stickers, stars or virtual points. Teamwork: Children can play in pairs or in teams, building sentences together to develop cooperation skills. Winning: You can add a winning mechanism where children receive prizes for creativity, longest sentence or best sentence structure.
Methods	• Interpretation • Demonstration • Gamification
Activities	• Sentence building: children choose bricks with words and place them in a tower to create a meaningful sentence. Each sentence must become more complex by adding new elements (what? who? what? who? what? what? how? where? when? etc.). • Team Tower: A group activity where the team has to build the highest possible tower of sentences within a given time limit. The team with the most meaningful sentences wins. • Sentence recognition: Mixed sentence elements are presented. The children have to put them in the correct order to make a meaningful sentence.
Assessment	**Observation:** The teacher watches the children construct sentences and pay attention to whether they put the elements of the sentence together correctly and whether they understand their meaning. **Sentence correctness:** The teacher assesses whether the sentences make sense and follow the rules of grammar. **Vocabulary:** Observes how children add new words and phrases to their sentences. **Teamwork:** Children's ability to work together, share ideas and cooperate is assessed.
Reflection	At the end of the game, the children are asked to compare the initial sentence of the two bricks with the last sentence, to discuss which one is more beautiful, imaginative and informative.
Homework/Extension	Sentence completion: Children are given 2-3 unfinished sentences to complete. For example, "The cat is sleeping...", "The child is playing...", "The bird is flying..." They have to add complements: where? when? how? why?
Evaluation	Formal assessment: you can use criteria such as how often the children form correct sentences, how well they manage sentence structure and whether they understand the parts of the sentence. Progress: Assess each child's progress - have they started with simple sentences and successfully moved

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5th Lesson Plan: The Trip to School

SECTION	DETAILS
Lesson Title	• The Trip To School
Grade Level/Subject	• Primary Education / Social Skills
Duration/Number of hours	• 1 Hour
Learning Objectives	• To develop children's ability to recognise everyday situations related to school and the social environment. • To develop the ability to make appropriate decisions in everyday situations that may involve safety, behaviour and responsibilities. • Strengthen problem-solving skills through interactive learning. • Increase children's social awareness and ability to respond to environmental signals (e.g. traffic lights, crossing rules). • Encourage cooperation and patience by facilitating team play and learning through play.
Materials Needed	• A game board with boxes (situations and places a child might encounter in the school environment: traffic lights, crosswalks, recess, schoolyard, etc.). • Game pieces (one piece per player). • A die (to decide how many boxes to roll). • Cards with questions and answer choices corresponding to the situation in each box. • Game rules.
Introduction	• This game will help us to learn how to deal with some everyday situations that you might encounter when you go to or stay at school. • You will choose an answer from the given options and the correct answer will move you forward.
Instruction	• Players take turns to roll the dice and move through the boxes on the game board according to the points rolled. Each box represents a situation. A player stopping on a situation box receives a question and answer options. If the answer is correct, the player can move one additional box forward. If the answer is incorrect, the player remains standing, but the situation is discussed with all the players.
Gamification Elements	• The roll of the dice adds an element of chance. • The extra step for a correct answer encourages the child to strive for correct solutions. • Situation boxes with challenges and solutions make the game interactive and educational. • Game pieces (or avatars) and a colourful board ensure visual appeal and encourage engagement. • A possible time limit for answering the questions can add an element of competition.

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5th Lesson Plan: The Trip to School

SECTION	DETAILS
Methods	• **Interactive learning** - children learn through direct participation in situations where they can recognise elements of everyday life. • **Group play** - encourages cooperation, discussion between children and the development of social skills. • **Scenario analysis** - in each box, children are confronted with scenarios in which they need to identify appropriate behaviour.
Activities	• Roll the dice and move through the boxes. • Making decisions based on situations in the boxes. • Group discussions about the answers so that children can share their ideas and learn from others.
Assessment	During the game: The teacher observes how the children solve the situations, assesses their ability to identify the right answers and evaluates their progress as the game progresses. Feedback: The teacher can discuss with the children their solutions, help them understand mistakes and explain the correct answers.
Reflection	After the game, take time to reflect: "What was easy? What was difficult? What did you learn?" "What situations do you encounter on your way to school?" Discuss the situations that were difficult and why.
Evaluation	Number of correct answers: the number of correct answers given by the child is monitored during the game. Behavioural observation: how the child behaved during the game - was he/she patient, cooperative with others. Learning progress: This is measured by how well the child remembers and applies knowledge in other situations. This game is a great way for children to develop everyday skills in a playful way.

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6th Lesson Plan: Virtual Shopping

SECTION	DETAILS
Lesson Title	• Scenario 1: Simulation: Virtual Shopping
Grade Level/Subject	• Secondary School Students
Duration/Number of hours	• 2 hours (1st session: 1 hour ;2nd session: 1 hour)
Learning Objectives	• Students will learn how to behave in a store, developing communication skills and appropriate behavior in social situations. • They will develop the ability to use appropriate phrases when shopping. • Computer with access to a shopping simulation
Materials Needed	• Computer with access to a shopping simulation
Introduction	• The teacher demonstrates how to use the simulation, explaining how to shop and use appropriate phrases.
Instruction	• The teacher demonstrates how to use the simulation, explaining how to shop and use appropriate phrases. • Uses different variants and simulates different situations.
Gamification Elements	• Creating a sense of choice, creating a sense of progress with a specific answer, the ability to move on to a more complex level of action, a specific goal, mission

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6th Lesson Plan: Virtual Shopping

SECTION	DETAILS
Methods	• Simulation method (computer game) • Activation method
Activities	• Students work individually or in pairs, going through different shopping scenarios in the game, while the teacher observes and assists.
Assessment	• The teacher discusses the students' experiences with the game and checks if they correctly used shopping-related phrases.
Reflection	• Consider which answers shorten the time needed to complete the activity
Evaluation	• Assess how students handled communication and whether they understood social situations in the game.

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7th Lesson Plan: Digital Kitchen

SECTION	DETAILS
Lesson Title	• Life Skills - "Digital Kitchen"
Grade Level/Subject	• Secondary School Students
Duration/Number of hours	• 2 hours (1st session: 1 hour ;2nd session: 1 hour)
Learning Objectives	• Students will learn to recognize basic food items and their names. • Students will learn basic activities related to meal preparation.
Materials Needed	• Computer/tablet with access to an educational cooking game • Projector for displaying the game to the whole group
Introduction	• The teacher asks students about their favorite dishes and the ingredients they know. The teacher explains that today they will learn to cook using a computer game.
Instruction	• The teacher demonstrates how to use the game, showing how to choose products and perform different kitchen activities.
Gamification Elements	• Creating a sense of choice, creating a sense of agency, creating a sense of progress, the ability to move to a more complex level of action, a specific goal, a mission, elements of reward or unpredictability,

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7th Lesson Plan: Digital Kitchen

SECTION	DETAILS
Methods	• Simulation method (computer game) • Practical method (learning through action in the game)
Activities	• Students work individually or in pairs, preparing dishes in the computer game. The teacher helps when necessary and explains the names of ingredients and activities.
Assessment	• At the end of the lesson, the teacher assesses whether students could correctly identify the products and perform cooking-related tasks.
Reflection	• Consider which answers shorten the time needed to complete the activity
Evaluation	• Evaluate if students showed an understanding of the cooking process and whether the computer game helped them learn culinary skills.

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Interactive Activities and Games

8th Lesson Plan: Digital Household Budget

SECTION	DETAILS
Lesson Title	• **Digital Household Budget**
Grade Level/Subject	• Secondary School Students / Life Skills
Duration/Number of hours	• 2 hours (1st session: 1 hour ;2nd session: 1 hour)
Learning Objectives	• Students will learn how to plan a household budget. They will develop financial decision-making skills.
Materials Needed	• Computer/tablet with access to a budget management game • Projector for group game play
Introduction	• The teacher asks students about their spending habits and explains that today they will learn about managing a budget through a computer game.
Instruction	• The teacher demonstrates how to use the game, planning expenses and making purchasing decisions.
Gamification Elements	• Creating a sense of choice, creating a sense of agency, creating a sense of progress, the ability to move to a more complex level of action, a specific goal, a mission, elements of reward or unpredictability.

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1st Sub-Module

Interactive Activities and Games

8th Lesson Plan: Digital Household Budget

SECTION	DETAILS
Methods	• Simulation method (computer game) • Problem-solving method (solving financial problems)
Activities	• Students work individually or in pairs, making financial decisions in the game and trying to balance a household budget. The teacher monitors progress.
Assessment	• At the end of the lesson, the teacher checks if students managed their budgets correctly and if they understand the basics of finance.
Reflection	• Consider how I can manage my budget more effectively so that I have as much money as possible at the end.
Evaluation	• Assess whether students could make responsible financial decisions and whether the computer game helped them understand the topic.

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1st Sub-Module
Interactive Activities and Games

9th Lesson Plan: Daily Life Simulation

SECTION	DETAILS
Lesson Title	• **Daily Life Simulation**
Grade Level/Subject	• Secondary School Students / Life Skills
Duration/Number of hours	• 2 hours (1st session: 1 hour ;2nd session: 1 hour)
Learning Objectives	• Students will learn how to plan daily activities such as eating, personal hygiene, cleaning, and relationships with others. • Students will understand how to manage their time and budget in a simulated environment. •
Materials Needed	• Computer with an installed game • Projector for game presentation
Introduction	• The teacher discusses students' daily activities and asks how they manage their time in their lives. The teacher explains that they will simulate daily life in the game and learn to make decisions.
Instruction	• The teacher shows how to control the characters in the game, choose activities, and manage the budget. The teacher points out that students need to take care of their "Sim's" needs, such as eating, sleeping, hygiene, and work.
Gamification Elements	• Creating a sense of choice, creating a sense of agency, creating a sense of progress, the ability to move to a more complex level of action, a specific goal, a mission, elements of reward or unpredictability.

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9th Lesson Plan: Daily Life Simulation

SECTION	DETAILS
Methods	• Simulation method (computer game) • Problem-solving method (solving life challenges in the game)
Activities	• Students take on the role of characters in the game, take care of their needs, manage daily tasks, and make decisions about finances, time, and social relationships.
Assessment	• The teacher helps students understand the consequences of their decisions.
Reflection	• At the end of the lesson, the teacher discusses with students how they handled time management, budgeting, and taking care of their character's needs.
Homework/Extension	• Consider how the same problems can be solved differently with the same result.
Evaluation	• Assess if students could make appropriate decisions and if they understood how to manage different aspects of life.

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Interactive Activities and Games

10th Lesson Plan: Virtual City

SECTION	DETAILS
Lesson Title	• Virtual City
Grade Level/Subject	• Secondary School Students / Life Skills
Duration/Number of hours	• 2 hours (1st session: 1 hour ;2nd session: 1 hour)
Learning Objectives	• Developing reading, listening, and speaking skills in English. • Learning vocabulary related to the city, such as "bakery," "police station," "hospital," "park," etc. • Practicing communication in everyday situations, e.g., shopping, asking for directions.
Materials Needed	• Computer with an installed game
Introduction	• The teacher introduces the "Virtual City" to students and explains that they will navigate the city to perform various tasks in English. Basic vocabulary to be used during the game is discussed.
Instruction	• The teacher explains the game rules: students will navigate the city, collect items, talk to characters in the game, and solve tasks that require knowledge of English.
Gamification Elements	• Creating a sense of choice, creating a sense of agency, creating a sense of progress, the ability to move to a more complex level of action, a specific goal, a mission, elements of reward or unpredictability.

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10th Lesson Plan: Daily Life Simulation

SECTION	DETAILS
Methods	• Simulation method (computer game) • Problem-solving method (solving life challenges in the game)
Activities	• Students start the game and receive various tasks, such as finding the way to the bakery and buying bread, asking a character about store opening hours, delivering a package to the library, etc. They must use English for communication and understanding instructions.
Assessment	• The teacher notes what to watch out for or how to navigate a new city.
Reflection	• The teacher monitors students' progress, noting how well they handle tasks and communicate in English. They are assessed based on the number of completed tasks and language accuracy.
Homework/Extension	• Think about how you can move around the city you know and arrange a route for other students.
Evaluation	• Assess whether students understood the tasks and could communicate in English. Consider which elements of the game were the most challenging for them and whether they managed to overcome language barriers.

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2nd Sub-Module
Adaptive Learning

1st Plan:
Recognizing My Emotions

SECTION	DETAILS
Lesson Title	• Recognizing My Emotions
Grade Level/Subject	• Middle school students with SEN
Duration/Number of hours	• 1 hour
Learning Objectives	Students will be able to: • Identify and name basic emotions such as happiness, sadness, anger, and fear. • Describe situations where they experience these emotions. • Demonstrate basic coping strategies to manage overwhelming emotions.
Materials Needed	• Emotion Cards: Cards with different facial expressions representing various emotions. • Reflective Exercises: Questions and images prompting students to think about situations they have experienced or observed. • Mindfulness Apps: Digital apps for breathing exercises and relaxation techniques (e.g., Calm, Headspace). • Colored Markers and Papers: To allow students to visualize their emotions.
Introduction	**Introduction (5-10 minutes):** • Begin by introducing the concept of emotions and why it is important to understand them. • Show a few emotion cards and ask students to guess what the emotion is. Engage them by asking, "When do you feel this way?"
Instruction and Activities:	**A. Emotion Cards Activity (10-15 minutes):** • Step 1: Show each emotion card one by one, and ask students to identify the emotion (e.g., happy, sad, angry). Step 2: Once the emotion is identified, ask students to share a situation • where they felt this emotion. If students struggle to answer verbally, they can draw or write the situation down. Adaptation for SEN: For non-verbal students, they can point to a card that • represents their feelings or use assistive communication devices. **B. Mindfulness Practice (10 minutes):** • Guide the students through a simple breathing exercise using the Mindfulness App. • Encourage them to close their eyes and focus on their breathing to help them calm down. Explain how they can use this technique when they are feeling stressed or overwhelmed. **C. Reflective Exercise (10-15 minutes):** • Distribute reflection worksheets and ask students to draw a picture or write a sentence about a time they felt one of the emotions discussed. • Discuss as a group if students feel comfortable sharing, or allow them to reflect privately if they prefer.

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2nd Sub-Module
Adaptive Learning

1st Plan:
Recognizing My Emotions

SECTION	DETAILS
Gamification Elements	• **Emotion Points:** Award points for identifying emotions and sharing situations. This gamified element will motivate students to participate and engage more. • **Calmness Badge:** After completing the mindfulness exercise, students receive a "Calmness Badge" to recognize their ability to use the breathing technique effectively.
Methods	**1.Emotion Cards Activity:** • Starter Activity: The teacher shows emotion cards, and students identify the emotion represented. They can connect this emotion to a personal story or experience. • Emotion Discussion: Each student shares when and why they felt a particular emotion. This encourages empathy and emotional awareness within the group. **2.Digital Mindfulness Exercise:** • Relaxation Techniques: A brief breathing exercise is conducted with the students. Using a mindfulness app, students learn different breathing and relaxation techniques. • Personalized Techniques: Students try out different techniques until they find one that works best for them. The apps help them explore which method they find most effective. **3.One-on-One Discussions and Guidance:** • Individual Discussions: Students are given an opportunity for one-on-one conversations with the teacher, where they can explore their emotions in more depth. The goal is to help them understand their emotional states and develop suitable coping strategies. • Small Group Work: Students work in small groups to understand each other's emotions and find collective solutions to emotional challenges.
Assessment	• **Observation**: The teacher will observe how students respond to the activities. Pay attention to whether they can identify emotions correctly and if they engage with the mindfulness exercise. • **Reflection Worksheet:** Use the student's worksheets as a tool to assess their understanding of emotions and situations that trigger them. • **Individual Feedback:** Provide students with individual feedback, acknowledging their effort and progress in understanding their emotions.
Reflection	• End the class by asking students to think about how they can use what they learned in their daily lives. "When you feel upset or angry, what can you do?"
Homework/Extension	• **Home Practice:** Students can be given a guide for practicing relaxation techniques at home, such as dedicating a few minutes each day to breathing exercises. • **Parental Involvement:** Students' families are informed about their children's emotional awareness progress and are provided with suggestions on how they can support emotional development at home.
Evaluation	• **Teacher's Notes:** Keep a log of each student's progress in identifying emotions and using relaxation techniques. • **Self-Evaluation:** Students can fill out a simple smiley-face chart at the end of the week to show how often they practiced managing their emotions.

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Adaptive Learning

1st Plan:
Recognizing My Emotions

SECTION	DETAILS
Resources	• Facial emotion cards: https://www.teacherspayteachers.com/Product/Emotion-and-Feelings-Face-Cards-for-Preschoolers-with-Real-Life-Photos-9068628 • CASEL (Collaborative for Academic, Social, and Emotional Learning) | Website: https://casel.org/ • Lowenstein, A., & Sterna, M. (2022). The social emotional classroom: A new way to nurture students and understand the brain. Norton Professional Books. • Calm: A mindfulness app that offers relaxation and breathing exercises specifically designed for children. It can be used with students to help them develop emotional regulation skills (App Store: Calm App)

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2nd Sub-Module
Adaptive Learning

2nd Plan: Social Etiquette in the Community

SECTION	DETAILS
Lesson Title	• **Social Etiquette in the Community**
Grade Level/Subject	• Middle school students (SEN)
Duration/Number of hours	• 1 hour
Learning Objectives	• Students will learn basic social etiquette (e.g., waiting in line, saying thank you, speaking politely). • Students will practice proper social interactions. • Students will develop skills to act independently in social situations.
Materials Needed	• **Visual Guides**: Posters that show the steps for waiting in line, saying thank you, and speaking politely. • **Role-Playing Materials:** Items for role-playing social situations (e.g., pretend items for shopping). • **Scenario Cards**: Cards that describe different social situations (e.g., “A friend lends you a pencil; what do you do?”). • **Checklist:** A simple checklist for the teacher to track whether students demonstrate key social behaviors (e.g., waiting in line, saying thank you, speaking politely).
Introduction	Introduction (5-10 minutes): • Introduce the Topic: Start by asking, “What are social rules?” Explain why social etiquette is important in everyday life. Discuss the importance of behaviors such as waiting in line, saying thank you, and speaking politely in social interactions.
Main Activity and Methods	**A. Waiting in Line Activity (10-15 minutes):** • Step 1: Show students a poster with the steps for waiting in line (e.g., standing behind others, respecting personal space). • Step 2: Create a small line in the classroom, and have students practice waiting their turn to “buy” an item. Each student takes turns getting an item and pretending to pay while waiting in line. • SEN Adaptations: Smaller groups or individual support can be provided for students who need extra help. **B. Saying Thank You and Speaking Politely Activity (15 minutes):** • Step 1: Explain how to say thank you properly and the importance of using positive body language (e.g., making eye contact, smiling). • Step 2: Have students pair up and practice thanking each other and engaging in polite conversations. • Extra Support: Visual and verbal reminders can be used for students who need additional assistance.

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2nd Plan: Social Etiquette in the Community

SECTION	DETAILS
Main Activity and Methods	**C. Role-Playing Social Situations (15-20 minutes):** • Step 1: Distribute scenario cards to the students, each with a social situation they might encounter (e.g., “A friend helps you; how do you respond?”). • Step 2: Students act out the scenarios, practicing the social skills they’ve learned, such as waiting in line, saying thank you, and speaking kindly. • Group Work: Small groups can role-play different social interactions to reinforce social etiquette.
Gamification Elements	**1.Etiquette Points:** • Each time a student successfully follows a social rule (e.g., waiting patiently, saying thank you, or speaking politely), they earn "Etiquette Points." • At the end of the lesson, students can tally their points and aim for a personal best in future lessons. **2.Badges:** • Create different badges or stickers for specific social behaviors. For example: ◦ Patience Badge for waiting in line. ◦ Politeness Badge for using kind words. ◦ Thank You Badge for expressing gratitude. • Students can collect these badges as they master each behavior and proudly display them on a “Social Skills Board” in the classroom. **3.Leaderboard:** • Although individual comparison isn’t always helpful for SEN students, you can have a personal progress leaderboard where students can see their own advancement over time. • The leaderboard can be used to show how many points each student has accumulated or how many badges they’ve earned across multiple lessons. **4.Mystery Scenarios:** • Introduce a "Mystery Scenario" game, where students are presented with an unexpected social situation at the end of the lesson. If they respond correctly (using what they’ve learned), they unlock a bonus reward, like extra points or a special badge. • This keeps the lesson dynamic and encourages students to stay alert and apply their skills spontaneously. **5.Social Star of the Day:** • At the end of the lesson, award a “Social Star of the Day” certificate or prize to the student who demonstrated the best overall social etiquette. This can be a rotating award to motivate all students to do their best.
Assessment	• Observation: Throughout the lesson, the teacher observes how well students apply social rules. • Individual Feedback: Each student receives individual feedback on how well they handled the social situations. • Evaluation through Role-Playing: During the role-play activity, students are assessed on their ability to follow social rules.

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2nd Plan: Social Etiquette in the Community

SECTION	DETAILS
Reflection	Reflection and Closing (5 minutes): • Question and Answer: Ask students, “What social rules did we learn today?” to reinforce key points. • Home Practice: Encourage students to practice these social behaviors at home and in the community.
Evaluation	Evaluation: 1. **Observation:** ◦ Throughout the activities, the teacher will observe how each student follows the social rules. Specifically, the teacher will assess: ▪ Whether the student waits patiently in line without interrupting others. ▪ The student’s ability to say thank you and use polite language in different situations. ▪ The student’s body language (e.g., maintaining eye contact, using appropriate gestures like smiling). 2. **Checklist for Social Behaviors:** ◦ The teacher can use a simple checklist to record whether students successfully demonstrate key social behaviors: ▪ Waiting in line: Did the student respect personal space and wait their turn? ▪ Saying thank you: Did the student say thank you appropriately? ▪ Polite speech: Did the student speak kindly and respectfully to others? 3. **Individual Feedback:** ◦ At the end of the lesson, each student will receive verbal feedback from the teacher. The teacher can highlight: ▪ The positive behaviors the student demonstrated (e.g., “You did a great job waiting patiently in line!”). ▪ Suggestions for improvement (e.g., “Next time, remember to make eye contact when you say thank you.”). 4. **Self-Reflection:** ◦ The students can participate in a quick reflection activity. For example, they could be asked: ▪ “How did you feel when you waited in line?” ▪ “Was it easy or hard to remember to say thank you?” ▪ This helps students recognize their own progress in social behaviors. 5. **Role-Play Review**: ◦ During the role-playing activity, the teacher will evaluate each student's understanding of the social etiquette rules by assessing their performance in the scenarios: ▪ Did the student appropriately respond to the given social situation? ▪ How did the student handle interactions with peers during role-play? 6. **Follow-Up:** ◦ After the lesson, the teacher can plan a follow-up assessment in future lessons to track how well students apply these social behaviors outside the classroom, during group activities, or in other real-life situations.
Additional Resources	• Visual Posters: Simple and clear visual materials that explain social rules. • Apps and Games: Use tools like “Emotions with Zeely” that teach social scenarios and emotion management.

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2nd Sub-Module
Adaptive Learning

3rd Plan: Self-Esteem and Self-Acceptance

SECTION	DETAILS
Lesson Title	• Self-Esteem and Self-Acceptance
Grade Level/Subject	• Middle school students (SEN)
Duration/Number of hours	• 1 Hour
Learning Objectives	• Students will learn to recognize their positive traits and strengths. • Students will develop strategies for building self-esteem. • Students will explore self-acceptance and how to feel confident in who they are.
Materials Needed	• Reflection Worksheets: Simple worksheets where students list their strengths and positive qualities. • Self-Esteem Cards: Cards with affirmations or positive self-statements. • Mirrors: Small mirrors for students to use during the self-affirmation activity. • Badges/Stars: To reward students for completing tasks related to self-esteem. • Gamification Points Chart: A chart to track students' progress through self-esteem building tasks
Introduction	Introduction (5-10 minutes): • Discussion Starter: Begin by asking students what it means to feel good about themselves. Ask, "What are some things you like about yourself?" • Introduce the Topic: Explain that self-esteem is about recognizing the good things about ourselves and feeling confident in who we are, even when things are difficult.
Main Activities and Methods	**A. My Positive Qualities Activity (10-15 minutes):** • Step 1: Give each student a reflection worksheet and ask them to write down or draw three things they like about themselves. For example, "I am kind," "I am good at drawing," or "I am a good friend." • Step 2: Once completed, ask students to share one of their positive traits with the class (if they feel comfortable). • Gamification: Each student earns Self-Esteem Points for listing their positive traits. They can also earn a "Confidence Star" for sharing with the group. **B. Mirror Self-Affirmation Exercise (10 minutes):** • Step 1: Provide each student with a small mirror and a set of Self-Esteem Cards with positive affirmations like, "I am enough," "I can handle challenges," and "I am proud of myself." • Step 2: Encourage students to look at themselves in the mirror and say one of the affirmations out loud. • SEN Adaptations: For students who may struggle with verbal communication, they can point to the affirmation card that best represents how they want to feel. • Gamification: Students earn Affirmation Badges for completing the mirror exercise.

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3rd Plan: Self-Esteem and Self-Acceptance

SECTION	DETAILS
Main Activities and Methods	**C. Self-Esteem Challenge Scenarios (15-20 minutes):** • Step 1: Present students with different scenarios where they may feel challenged or unsure of themselves (e.g., “You didn’t win a game; how can you feel proud of your effort?”). • Step 2: Ask students to work in pairs or small groups to discuss how they would respond positively to these situations. Encourage them to think of how they can use self-affirmation and positive thinking in each scenario. • Group Discussion: After the group work, come together as a class and discuss their responses. Reinforce the idea that self-worth is not tied to success but to effort and self-acceptance. • Gamification: Students earn Resilience Points for participating in the challenge scenarios and coming up with positive responses.
Gamification Elements	• **Self-Esteem Points:** Students earn points for identifying their positive traits, sharing affirmations, and successfully navigating self-esteem challenges. • **Badges and Stars:** Award students Confidence Stars and Affirmation Badges when they complete tasks like sharing affirmations or responding positively to challenging scenarios. • **Levels of Confidence:** Create levels of self-esteem where students can “level up” as they accumulate points and badges. For example: Level 1: "Self-Esteem Starter" Level 2: "Confidence Builder" Level 3: "Self-Acceptance Champion"
Assessment	• Observation: The teacher observes how students engage with the self-esteem activities, noting their willingness to participate and their responses to the scenarios. • Reflection Worksheet: At the end of the lesson, students complete a short reflection on how they felt during the activities. They can answer questions like, “What did you learn about yourself today?” and “How will you use positive thinking in your life?” • Self-Esteem Tracker: Track students’ progress with the points and badges they accumulate throughout the lesson.
Reflection	Reflection and Closing (5 minutes): • Closing Discussion: Ask students to share one positive thing they learned about themselves today. Reinforce the importance of self-acceptance and how they can practice these skills daily. • Home Practice: Encourage students to practice saying a self-affirmation at home every day for a week and share their experiences in the next class
Evaluation	1.**Observation:** • Throughout the activities, the teacher will observe how actively students participate in discussions, mirror exercises, and challenge scenarios. 2.**Focus on:** • How well students are able to identify their positive traits. • Their comfort level with self-affirmations (e.g., whether they confidently engage in the mirror exercise). • How they respond to self-esteem challenges and demonstrate resilience.

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SECTION	DETAILS
Evaluation	3.Checklist for Engagement: • Use a simple checklist to track each student's participation: • Positive Traits Identified: Did the student successfully identify at least 3 positive traits? • Self-Affirmation Participation: Did the student complete the mirror affirmation activity? • Challenge Scenarios: Did the student offer constructive responses to the scenarios presented? 4.**Gamification Progress:** • Track the points, badges, and stars that students earn throughout the lesson: • Self-Esteem Points: Awarded for identifying positive traits, completing the self-affirmation exercise, and participating in the challenge scenarios. • Confidence Stars and Affirmation Badges: Awarded for completing specific tasks like sharing affirmations or offering positive responses in role-play. 5.**Self-Reflection:** • At the end of the lesson, students complete a reflection worksheet. They will answer questions like: • "What did I learn about myself today?" • "How do I feel after saying positive affirmations?" • "How can I use what I learned to feel confident in difficult situations?" • This helps them to internalize the skills they've learned and think critically about their own self-esteem development. 6.**Self-Esteem Tracker:** • Create a Self-Esteem Tracker to monitor each student's progress throughout the lesson or over multiple lessons. This tracker can show how many points or badges they've earned, helping them visualize their progress in building confidence. 7.**Teacher's Notes:** • After the lesson, take notes on individual students' progress in self-esteem and self-acceptance. This can include: • How each student responded to the activities. • Areas where they demonstrated growth. • Any challenges or areas that need further support.
Additional Resources	• Self-Esteem Books: Provide a list of books or online resources for students to explore self-esteem further (e.g., "I Like Myself" by Karen Beaumont). • Mindfulness Apps: Use mindfulness or positive thinking apps that have self-esteem building exercises for students to try at home.

3. LESSON PLANS ELABORATION

SECTION	DETAILS
Lesson Title	• **Story Builders**
Grade Level/Subject	• Primary and secondary school students with special educational needs (SEN)
Duration/Number of hours	• 1 Hour
Learning Objectives	Students will be able to: • Use new vocabulary words in sentences. • Work collaboratively to build a coherent narrative. • Practice listening and speaking skills. • Enhance creativity by contributing unique ideas to the story.
Materials Needed	• **Vocabulary cards:** These cards feature images andcorresponding vocabulary words. They should include a mix of nouns, verbs, and adjectives relevant to the students' languagelevel. • **Digital story-building app (optional):** Apps like "Book Creator"or "Storybird" allow students to collaboratively create digitalstories. Alternatively, use Google Slides or PowerPoint. • Whiteboards/markers or notebooks/pens: For each group to write down their story. • **Theme cards:** Printed or projected cards with a specific theme or setting, such as "a day at the beach" or "a trip to space." • **Timer**: A visible timer to keep the rounds within the set time (e.g., 5 minutes per round)
Introduction	• “Story Builders" is a collaborative game where students work together to create a narrative using specific vocabulary. • The game helps develop language skills, encourages teamwork, and enhances creativity. Students must actively listen to their peers and build on each other's ideas, reinforcing language in a social and supportive setting.
Instruction	1. **Setup**: Divide students into groups and distribute the vocabulary and theme cards. Each group selects or is assigned a theme to base their story on. 2. **Game Play:** In each round, one student starts the story by using one of the vocabulary words to form a sentence. The next student must build on that sentence by adding their own, using another vocabulary word. 3. **Rounds:** Continue for a set number of rounds (e.g., 5 sentences per group). The teacher moderates and keeps time. 4. **Scoring:** Points are awarded for creativity, correct grammar, and the inclusion of assigned vocabulary words. Bonus points can be earned for particularly imaginative or complex sentences.

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1st Lesson Plan: Story Builders

SECTION	DETAILS
Gamification Elements	**Points System:** Students earn points for each contribution to the story, creativity, and correct use of vocabulary. **Badges**: Award badges for participation, teamwork, or creative storytelling (e.g., “Creative Thinker,” “Team Player”). **Leaderboard (Optional):** Display a leaderboard to motivate students. **Theme Challenges:** Randomly select themes or vocabulary words to include in the story for extra points. **Timer:** Set time limits for each round to add excitement and encourage quick thinking.
• **Methods**	• Collaborative Learning: Encourage students to work together in groups to build the story. • Scaffolding: Provide support by giving hints or helping with sentence structure as needed. • Differentiated Instruction: Adapt vocabulary and support based on students’ language abilities. • Peer Feedback: Allow students to share stories with each other and give constructive feedback.
• **Activities**	Introduction (10 minutes): • Introduce the vocabulary cards and explain the activity. • Show example stories and set expectations. • Story Building (30 minutes): • Divide students into small groups and give them vocabulary and theme cards. • Set the timer for 5-minute rounds where each student adds a sentence to the story. • After each round, review the story and add new vocabulary words. • Presentation (10 minutes): • Each group presents their story to the class. • Award points and badges for creativity, vocabulary use, and storytelling.
Assessment	**Formative Assessment:** • Monitor students’ participation and language use during the activity. • Provide feedback on vocabulary usage and sentence structure. **Summative Assessment:** • Evaluate the final stories based on a rubric that considers vocabulary use, creativity, collaboration, and coherence.
Reflection	Group Discussion: • Ask students what they enjoyed about the activity and what they found challenging. • Reflect on how the stories could be improved. Self-Assessment: • Encourage students to rate their own participation and creativity.
Homework/Extension	Story Revision: • Have students revise their group's story at home, adding more details or correcting mistakes. Creative Writing Prompt: • Provide a writing prompt related to the day’s theme for individual practice. Digital Extension: • Use an online platform to allow students to publish their stories and share them with family members.
Evaluation	Teacher Observation: Note student engagement levels, collaboration, and language improvement. Feedback from Students: Gather student feedback on the activity’s enjoyment and perceived learning. Post-Activity Assessment: Compare pre-activity and post-activity vocabulary tests to measure improvement.

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2nd Plan: World Adventure

SECTION	DETAILS
Lesson Title	• **World Adventure**
Grade Level/Subject	• Primary and secondary school students with special educational needs (SEN)
Duration/Number of hours	• 1 Hour
Learning Objectives	Students will be able to: • Expand their vocabulary by learning new words in context. • Improve language skills through engaging and interactive activities. • Practice using new words in sentences and conversations. • Develop confidence in speaking and expressing ideas in the target language.
Materials Needed	• Word Adventure Map: A visual board or digital platform with different "regions" that represent various themes (e.g., "Animal Forest," "Food Valley," "Sport Mountain"). • Word Flashcards: Cards with words and pictures related to each region on the map. • Writing Materials: Notebooks, pencils, or digital tools for note-taking and drawing. • Reward System: Stickers, badges, or tokens for completing word challenges and using new words correctly.
Introduction	• Begin by welcoming students and explaining that today's lesson is about exploring different regions in a "Word Adventure" game. • Describe how each region has a different theme (e.g., animals, food, sports) and that students will learn new words related to these themes. • Explain that they will earn rewards by completing challenges and using the new words they learn. • Discuss the importance of expanding vocabulary and how learning new words can help them express themselves better in everyday situations.
Instruction	Setup: • Divide students into small groups and assign each group a starting region on the Word Adventure map. • Give each group a set of word flashcards related to their assigned region, along with writing materials. • Explain that they will be taking turns choosing a word card, identifying the word, and using it in a sentence. Game Play: • Allow groups to take turns selecting a card from their region's set of word flashcards. • When a word is chosen, one student must say the word aloud, explain what it means, and use it in a sentence. • If the student successfully completes the task, the group earns a reward and moves to the next region on the map. Challenges: • Introduce optional challenges to keep students engaged, such as unscrambling the letters of a word or identifying words that rhyme with a given word. • Students who complete these bonus challenges can earn additional rewards. Assessment: • After completing the adventure, gather students to discuss what they learned and which new words were the most interesting. • Provide feedback and give out rewards for participation and teamwork.

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2nd Plan: World Adventure

SECTION	DETAILS
Gamification Elements	• Leveling Up: Students "travel" through different regions on the map by completing word challenges related to each area. • Task-Based Rewards: Earn points or stickers for successfully using words in sentences or identifying words in a matching game. • Word Puzzles: Add word-based puzzles or riddles as optional bonus challenges. • Progress Tracking: Keep track of each student's progress on the map as they complete various language tasks.
Methods	• Visual Learning: Use images, flashcards, and maps to support understanding of new words. • Collaborative Learning: Encourage peer learning through group activities and games. • Scaffolding: Start with simpler words, then gradually introduce more complex vocabulary. • Differentiation: Adapt tasks for different levels of language proficiency.
Activities	Introduction (5 minutes): • Introduce the Word Adventure map and explain that students will travel through different regions to learn new words. • Explain the reward system and how they can earn points or stickers for completing language tasks. Exploring Regions (25 minutes): • Divide the class into groups and assign each group to a starting region on the map. • Each region has a set of word flashcards associated with the theme (e.g., animal names for "Animal Forest"). • Students take turns selecting a card, identifying the word, and using it in a sentence. If they succeed, they earn a reward and can move to the next region. Word Puzzles (15 minutes): • Introduce word-based puzzles or riddles for additional rewards. For example, students may have to unscramble letters to form a word or find words that rhyme with a given word. • The puzzles can be completed individually or in groups, with extra rewards for solving them correctly. Reflection (10 minutes): • Gather the students for a discussion about the new words they learned. • Ask them to share sentences they created and what they enjoyed most about the Word Adventure.
Assessment	• Formative Assessment: Monitor students' ability to identify words and use them correctly in sentences. Provide immediate feedback and encouragement. • Summative Assessment: Use a checklist to evaluate each student's vocabularyacquisition and language skills throughout the activity.
Reflection	Group Discussion: • Discuss what words were easy or difficult to remember, and why. • Ask students how they can use these new words in their daily lives. Self-Assessment: • Encourage students to rate their confidence in using the new vocabulary from 1 to 5 and share ways to improve.
Homework/Extension	Word Journal: • Ask students to write down two new words they learned and draw a picture for each word. Family Involvement: • Suggest that students teach the new words to a family member.

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2nd Plan: World Adventure

SECTION	DETAILS
Evaluation	Teacher Observation: • Assess students' engagement, vocabulary use, and participation in the activities. Student Feedback: • Collect feedback on what aspects of the Word Adventure were most helpful for learning. Post-Activity Quiz: • Give a simple quiz or matching activity to see if students can recall the words learned.

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3rd Lesson Plan: Emotion Quest

SECTION	DETAILS
Lesson Title	• Emotion Quest
Grade Level/Subject	• Primary and secondary school students with special educational needs (SEN)
Duration/Number of hours	• 1 hour
Learning Objectives	Students will be able to: • Identify different emotions and recognize how they manifest in facial expressions and scenarios. • Develop strategies for managing various emotions. • Collaborate with peers to solve emotional challenges. • Reflect on their emotional experiences and how they can apply these skills in real-life situations.
Materials Needed	**Emotion World maps:** These are themed adventure maps with different emotional territories (e.g., "Anger Island," "Happy Valley," "Calm City"). These can be digital (in a game app) or printed large-format posters. **Emotion flashcards:** Cards with images of facial expressions and scenarios that depict different emotions. **Reward tokens:** Use badges, stickers, or digital rewards for completing tasks and quests. **Digital platform or worksheets:** A tool for tracking emotions and responses, such as Google Forms, emotional reflection apps, or printed journals.
Introduction	"Emotion Quest" takes students on an emotional adventure, helping them to navigate and manage their feelings through teamwork. The collaborative nature of the game encourages peer support, emotional literacy, and social-emotional learning. Students must rely on one another to solve emotional puzzles and progress through the various worlds.
Instruction	**1. Setup:** Students select a "hero" avatar to guide through the different emotion worlds. The group collectively navigates the map by completing challenges related to identifying and managing emotions. **2. Challenges:** Each world contains challenges that involve identifying emotions from the flashcards, role-playing scenarios, or discussing how they would handle emotional situations (e.g., "How would you calm down if you were feeling very angry?"). **3. Progression:** Groups must work together to solve the emotional puzzles and advance through the map. Every successful challenge earns a reward token. **4. Reflection:** After completing each world, the group reflects on the emotions they encountered and how they managed them. They document this in their digital or printed emotional journal.

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3rd Lesson Plan: Emotion Quest

SECTION	DETAILS
Gamification Elements	**Avatars:** Students select a hero character to represent them on their emotional journey, adding a personalized touch. **Reward Tokens:** Tokens are awarded for completing emotional challenges, incentivizing progress. **Progress Tracking:** Use a visual map to mark the group's journey through different emotional territories, showing progress and achievements. **Quests and Challenges:** Each "world" represents a different emotional challenge that students must solve to move forward. **Leaderboards (Optional):** Keep track of groups' progress for added competition or cooperative teamwork dynamics.
Methods	• **Role-Playing:** Students act out scenarios to practice emotional responses and management strategies. • **Collaborative Learning:** Students work together in groups to solve emotional challenges, promoting peer • support. • **Differentiated Instruction:** Adapt challenges based on individual students' emotional literacy levels. • Scaffolding: Provide guidance and prompts as needed to help students navigate challenging emotions.
	Introduction (5 minutes): • Explain the concept of "Emotion Quest" and how students will explore different emotional worlds. • Discuss the rules and how to earn reward tokens. **Setup (10 minutes):** • Have each student choose an avatar to represent their hero. • Show the "Emotion World Map" and introduce the first emotional territory (e.g., "Happy Valley"). **Challenges (30 minutes):** • Guide the students through different emotional worlds, where they complete challenges such as: Identifying emotions: Match emotion flashcards to scenarios. Role-playing: Act out how they would respond to different emotional situations (e.g., calming down when angry). **Group discussion:** Talk about the best strategies for managing each emotion. • For each completed challenge, award a reward token and mark progress on the map. **Reflection (10 minutes):** • After each world, engage the students in a reflection activity. • Ask them how they felt during the challenges and how they managed those emotions. • Document reflections in emotional journals (digital or printed).
Assessment	Formative Assessment: • Monitor students' participation in identifying emotions, role-playing, and group discussions. • Provide feedback on their strategies for managing emotions. Summative Assessment: • Review the completed emotional journals, focusing on students' ability to recognize emotions and reflect on their emotional management. • Use a rubric to assess understanding, participation, and application of emotional strategies.
Reflection	Group Discussion: • Discuss what students learned about managing emotions and if they found any strategies particularly helpful. Self-Assessment: • Have students reflect on their progress, noting any emotional challenges they overcame during the lesson.

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3rd Lesson Plan: Emotion Quest

SECTION	DETAILS
Homework/Extension	Emotion Diary: • Encourage students to keep an emotion diary for a week, noting any significant emotions they experienced and how they managed them. Family Activity: • Ask students to share the "Emotion Quest" game with a family member and discuss different emotions they experience at home. Digital Extension: • Provide access to an online platform or app where students can continue practicing emotional identification and management games.
Evaluation	Teacher Observation: • Assess engagement, collaboration, and ability to apply emotional strategies. Student Feedback: • Gather feedback on the enjoyment and helpfulness of the activity. Post-Activity Review: • Compare students' initial understanding of emotions with their progress as noted in their emotional journals and reflections.

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4th Plan: Cooking Challenge

SECTION	DETAILS
Lesson Title	• Cooking Challenge
Grade Level/Subject	• Primary and secondary school students with special educational needs (SEN)
Duration/Number of hours	• 1 Hour
Learning Objectives	Students will be able to: • Follow visual and written instructions to complete a cooking task. • Develop practical life skills related to planning, food preparation, and problem-solving. • Work collaboratively with peers, demonstrating effective communication and teamwork. • Adapt to changes and challenges in the cooking process.
Materials Needed	• **Recipe cards:** Visual recipe cards with step-by-step instructions, including images and simplified text (real or simulated recipes, depending on the setup). • **Mock kitchen setup:** This can be a play kitchen, a set of printed food and utensil cards, or a digital kitchen simulation app. If possible, use actualkitchen tools andingredients in a supervised setting. • **Timer:** A clock or timer to manage time-sensitive tasks, like cooking or preparing ingredients. • **Reward system:** Stickers badges, or certificates for successful completion of tasks, demonstratingteamwork, or solving problems.
Introduction	Teach practical life skills such as planning, communication, and teamwork in a simulated cooking environment. Cooking Challenge" is a life skills game that teaches students practical skills related to food preparation, planning, and problem-solving. The activity fosters collaboration as students must work together to complete the cooking task. The game promotes independence, social skills, and the ability to adapt to real-life challenges.
Instruction	1.Setup: Each group receives a recipe card with tasks divided among them (e.g., one student gathers ingredients, another reads the instructions, another measures the items). 2.Game Play: Groups must complete the cooking task by following the instructions and managing time effectively. The teacher supervises and provides assistance as needed, but the group is responsible for dividing tasks and problem-solving. 3.Challenges: Introduce challenges like missing ingredients or recipe changes that require students to adapt. For example, they may need to find a substitute for a key ingredient. 4.Assessment: Once the task is complete, the group discusses what went well and how they managed any challenges. They receive rewards based on their performance in teamwork, communication, and task completion.

ID: 2023-1-LT01-KA220-SCH-000151145

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Collaborative Learning

4th Plan: Cooking Challenge

SECTION	DETAILS
Gamification Elements	**Task-Based Rewards:** Award points, stickers, or certificates for successful completion of tasks, effective teamwork, and creativity in problem-solving. **Timed Challenges:** Use a timer to add urgency to specific tasks, motivating students to work efficiently. **Surprise Challenges:** Introduce unexpected obstacles like missing ingredients or last-minute recipe changes to encourage adaptability. **Progress Tracking:** Track each group's progress on a visual board to show which steps they have completed. **Level Up:** Offer bonus tasks for extra rewards, such as decorating a dish or preparing a creative presentation of the food.
Methods	**Hands-On Learning:** Allow students to engage in practical tasks, such as measuring ingredients or mixing, to develop life skills. **Collaborative Learning:** Students work together in groups, dividing tasks and helping each other. **Scaffolding:** Provide step-by-step guidance initially, then gradually encourage more independence. **Differentiation:** Adjust the complexity of tasks or provide additional support depending on the students' needs.
Activities	**Introduction (5 minutes):** Explain the goal of the Cooking Challenge and what students will learn. Demonstrate how to use the recipe cards and set up the kitchen area. **Setup (10 minutes):** Divide students into small groups and provide each group with a recipe card. Assign roles within the group (e.g., ingredient gatherer, instruction reader, utensil handler). **Game Play (30 minutes):** Each group follows the recipe card to complete their cooking task. Introduce challenges along the way, such as missing ingredients or changing recipes. Use the timer to add urgency to certain tasks. The teacher supervises, offering support when needed but encouraging students to solve problems independently. **Reflection (10 minutes):** Once the cooking task is complete, gather students for a group discussion. Discuss what went well, what challenges they faced, and how they adapted to those challenges. Award stickers, badges, or certificates based on teamwork, task completion, and problem-solving skills.
Assessment	Formative Assessment: • Observe students during the activity to assess their ability to follow instructions, collaborate with peers, and adapt to changes. • Provide immediate feedback on their performance and suggest improvements. Summative Assessment: • Evaluate the completed tasks based on a rubric that considers the quality of work, teamwork, problem- • solving, and communication. • Assess the group discussion reflections to gauge understanding of what was learned.
Reflection	Group Discussion: • Ask students how they felt during the cooking challenge and what strategies helped them succeed. • Reflect on how they can apply these skills in real-life situations, such as helping at home or in other life skills tasks. Self-Assessment: • Have students rate their own contributions and identify areas where they could improve.

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Collaborative Learning

4th Plan: Cooking Challenge

SECTION	DETAILS
Homework/Extension	Home Cooking Task: • Assign a simple recipe for students to try at home with their families, and have them report back on how it went. Food Journal: • Encourage students to keep a food journal where they note down what they cooked, the steps they took, and what they learned. Digital Extension: • Use a cooking simulation app for students to practice additional recipes and tasks.
Evaluation	Teacher Observation: Assess the students' ability to follow instructions, work as a team, and respond to challenges. Student Feedback: Collect feedback from students about the activity, asking what they enjoyed and what could be improved. Post-Activity Review: Compare students' initial life skills and confidence with their progress as demonstrated in the activity and reflections.

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5th Plan: Calm Down Camp

SECTION	DETAILS
Lesson Title	• **Calm Down Camp**
Grade Level/Subject	• Primary and secondary school students with special educational needs (SEN)
Duration/Number of hours	• 1 Hour
Learning Objectives	Students will be able to: • Recognize signs of stress and anxiety in themselves. • Learn and practice calming techniques to manage emotions. • Develop self-regulation skills for stressful situations. • Reflect on their feelings and identify strategies that help them relax.
Materials Needed	Calm Down Stations: Different areas set up with calming activities (e.g., breathing exercises, sensory items, coloring station). Emotion Cards: Cards depicting various emotions for discussion. Relaxation Tools: Items such as stress balls, calming jars, or fidget toys. Calm Down Checklist: A worksheet or digital tool for tracking which calming strategies work best for each student. Reward System: Stickers, badges, or certificates for participating in calming activities and sharing reflections.
Introduction	• Welcome students and explain that they will be participating in "Calm Down Camp" today. • Talk briefly about what stress and anxiety are, and how it's normal to feel these emotions sometimes. • Explain that Calm Down Camp is a place where they can learn different techniques to help them feel calm • and manage their emotions better. • Discuss the importance of recognizing emotions and using strategies to feel better when they are stressed or • upset.
Instruction	**1.Setup:** Set up different calm-down stations around the classroom, each with a different calming activity (e.g., deep breathing, sensory items, drawing). Introduce the students to the stations and explain what each one is for and how it can help them relax. **2.Calm Down Stations:** Allow students to choose which station they would like to start at. Encourage them to try at least two or three different activities during the session. Ask students to use an emotion card to express how they feel before and after each activity. **3.Relaxation Bingo:** Explain the Relaxation Bingo game, where students can mark off activities they complete. Give rewards for completing a row of activities or for trying different kinds of calming techniques. **4.Assessment:** At the end of the session, ask students to share which activities helped them feel the calmest and why. Use this discussion to provide feedback and suggest additional strategies they can try in the future.

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5th Plan: Calm Down Camp

SECTION	DETAILS
Gamification Elements	• Calm Down Quest: Students earn points by completing activities at the calm-down stations. • Rewards for Calmness: Provide rewards for participating and effectively using calming techniques. • Relaxation Bingo: Use a bingo card to keep track of activities completed during the Calm Down Camp. • Progress Tracking: Track each student's participation and self-regulation development.
Methods	Experiential Learning: Students engage directly in calming activities, experiencing different relaxation techniques firsthand. Discussion-Based Learning: Students share their feelings and discuss which techniques work best for them. Visual Learning: Use of emotion cards, visual aids, and relaxation tools helps students understand concepts related to emotions. Gamification: Incorporate game elements, such as Relaxation Bingo and reward systems, to encourage participation and engagement.
Activities	Emotion Check-In: Students choose an emotion card to express how they feel at the start of the lesson. Calm Down Stations: Students rotate through different calming activities, such as breathing exercises, using sensory tools, coloring, or listening to calming music. Relaxation Bingo: Students complete a Bingo card by trying different relaxation techniques. Emotion Check-Out: Students use an emotion card again to indicate how they feel after participating in the activities. Group Reflection: Discuss as a group which activities helped the most and how students can use these techniques in everyday situations.
Assessment	• Participation: Monitor students' engagement in each calm-down station and Relaxation Bingo activities. • Emotion Check-In/Out: Compare students' selected emotions before and after the activities to assess any changes in their emotional state. • Observation: Note how students interact with the activities and their peers, looking for signs of relaxation or stress reduction. • Feedback: Provide verbal feedback during and after the activities, praising effort and participation.
Reflection	Group Discussion: Ask students to share which activities they enjoyed most and why. Personal Reflection: Encourage students to think about which calming techniques worked best for them. Use prompts like, "What helped you feel calmer?" or "How can you use these techniques at home or school?". Emotional Journaling (Optional): If possible, have students write or draw in an emotional journal about their experiences at Calm Down Camp.
Homework/Extension	• Calm Down Techniques at Home: Assign students a calming technique to try at home (e.g., deep breathing before bed or listening to calming music). • Create a Calm Kit: Ask students to create a small "calm kit" with items that help them relax, such as a favorite toy, a picture, or a stress ball. • Family Involvement: Encourage students to teach a calming technique to a family member and discuss how it helped them feel.

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5th Plan: Calm Down Camp

SECTION	DETAILS
Evaluation	Effectiveness of Techniques: Evaluate which techniques seemed most effective for the majority of students, based on observations and feedback. Student Feedback: Use student reflections to assess whether the lesson met its objectives (e.g., recognizing signs of stress, learning calming techniques). Teacher Observations: Reflect on student engagement and adapt future sessions to incorporate preferred techniques or address any difficulties observed during the activities. Emotional Growth: Look for improvements in how students express their emotions and use calming strategies over multiple sessions.