



STAIRS- SEN EDUCATION MANUAL OF GOOD PRACTICES

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source: <https://emile-education.com/wp-content/uploads/2019/05/SEN-numeracy-catch-up.jpg>

PROJECT:

Raising Effectiveness of Learning in SEN Students through Inclusion and Reverse- Inclusion Activities - "STAIRS"

COORDINATOR:





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OGEF Familial du val d'Erdre- FRANCE

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WHAT IS INCLUSIVE EDUCATION?





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Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.

What is the aim of Inclusive Education?

The main objectives of inclusive education are to identify and enroll children with disabilities in regular schools and to provide them with effective academic support. All children should be given an equal chance to learn to the best of their abilities.



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source:

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.linkedin.com%2Fpulse%2Fimpact-inclusive-education-community-kwizera-uwimana-losue&psig=AOvYaw0e0c97mziFQJWbydKlUkU&ust=1710359725373000&source=images&cd=vfe&opi=89978449&ved=0CBMQIRxqFwoTCJii19DA74QDFQAAAAADAAABAABAW>

What are the 3 types of Inclusive Education?

The three main models for including students with disabilities in mainstream classrooms are **full inclusion**, **partial inclusion**, and **mainstreaming**. Other ways





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to increase inclusivity for all students include using inclusive language and promoting cooperative learning.

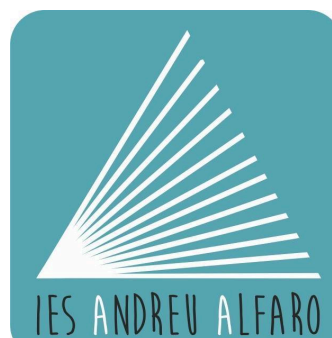
Model 1: Full Inclusion

Full inclusion is an educational model that advocates for all students, including those with disabilities, to be placed in mainstream classrooms where they learn alongside their peers. However, this approach can pose challenges in accommodating diverse needs and abilities within the classroom. To ensure the success of a full-inclusion model, it's essential to:

Monitor the development and progress of all students closely and use assessment results to assess the suitability of the learning environment for students with varying needs.

Carefully evaluate the feasibility and appropriateness of lessons, homework, and **intervention plans** for all students in the class. Ensure that alternative options are available, such as adaptations for students with physical disabilities.

Consider using a content library with ready-to-use lessons and interventions to find the most suitable teaching materials for diverse learners.



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Model 2: Partial Inclusion

Partial inclusion is an alternative model that promotes the idea that all students should learn in mainstream classrooms. However, in this model, students with disabilities or special needs may also spend some time away from the mainstream classroom to receive specialized support. When implementing a partial inclusion plan, it's essential to:

Prioritize the needs of all students, strategically planning lessons and determining when and why students will learn in the mainstream classroom or specialized settings.

Be flexible in adapting to changing needs and circumstances, as the level of support required for students with special needs may change over time.

Model 3: Mainstreaming

Mainstreaming is a model where children with disabilities begin their educational journey in a separate classroom from the mainstream one. Here, they receive targeted support tailored to their specific needs. If they progress, they can gradually





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transition into the mainstream classroom. When implementing mainstreaming as an inclusive education strategy, consider the following:

Communicate the mainstreaming plan to the student's caregivers and specialized support staff, ensuring everyone is informed and has a say in when the student is ready for integration.

Integrate the student into the mainstream classroom at a pace that suits their readiness without rushing the process. The integration can occur gradually, even for just a day or lesson per week, in alignment with the student's development and comfort.

These three models offer different approaches to inclusive education, each with its considerations to ensure that the diverse needs of all students are met.

How to improve inclusivity in my school?

Enhancing school inclusivity involves addressing barriers at multiple levels. This includes teacher training to support diverse student needs, redesigning facilities for accessibility, combating community stigma, and enacting supportive state and national policies. The great news is that there are active steps school districts can





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take in the right direction right now. Here are some of the quickest ways schools can increase their inclusivity.

Inclusive education means that all children, regardless of any unique feature or circumstance, should receive equal access to education.



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source: <https://neuronup.us/cognitive-stimulation-news/testimonials/guidelines-to-implement-inclusive-education-and-how-to-use-neuronup-for-this-purpose/>

MANUAL OF GOOD PRACTICES ON SEN EDUCATION IN SCHOOLS

1- From manipulation to abstraction

Name of the good practice	From manipulation to abstraction FRANCE
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Source (Organization, country)	Jerome BRUNER (American psychologist) Stella BARUK (mathematics teacher)
Area of the good practice	In class In a workshop with a small workforce. Homogeneous need
Description and supporting evidence	Manipulate, verbalize, abstract In mathematics: Number and the number system are fragile concepts for our students. They need to manipulate - Count a large number of traffic jams - Represent a number with numbering materials - Manipulate to add, subtract In French Students manipulate word labels to create sentences, to sort, categorize words, to create noun groups by marking agreement....



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	Students explain their strategies.
Steps for implementation / reproduction	A diagnostic evaluation is necessary 1) Manipulate: to learn, the student needs to manipulate, to use his senses. 2) Verbalize: transformation of the action into a mental image (without making the equipment available) 3) Abstraction: Transition from the mental image to abstract representation.
Benefits for teachers and students	Manipulating is motivating for students. They give more meaning to learning For the teacher and students, it is easier to reverse mistakes.
Additional information	Manipulation, for students needing support to move towards abstraction, can be implemented in all disciplines.



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Additional links and resources	
English translation (if needed)	

2-Cooperate to write: Use your successes to compensate for the needs of another student

Name of the good practice	Cooperate to write Use your successes to compensate for the needs of another student.
Source (Organization, country)	Sylvain CONNAC (pédagogue français) FRANCE



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Area of the good practice	In class, in pairs with heterogeneous needs. One-off activity Educational differentiation through modalities
Description and supporting evidence	Objective: Write an adventure The two students have different needs. One has access to the imagination and needs compensation to access the written word (neuro-developmental disorders-dyslexia-) His friend is good at writing and needs support to imagine a story and make it coherent. Through cooperation, the two students will draw on their talents and support each other. Ability to use a computer
Steps for implementation / reproduction	Diagnostic assessment in order to know the support points and the needs of the students. Work on social skills related to cooperation
Benefits for teachers and students	Social recognition by peers. Self-esteem: Access to success from a complex task. The feeling of competence emerges;



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	Frees up time for the teacher who may be more available for other pairs.
Additional information	Other coping tools may be helpful.
Additional links and resources	
English translation (if needed)	

3- Adapt to read successfully

Name of the good practice	Adapt to read successfully
Source (Organization, country)	FRANCE , Collège St Michel
Area of the good practice	Reading and understanding for dyslexic students Individual activities



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Description and supporting evidence	Tool N°1: The text is printed wider (Arial 14) and we leave more space between the lines (1.5 or 2). Choose clear fonts like Arial. Tool N°2: Give a hint of the place where students could find the answer so they don't have to read all the text again. Tool N°3: Give the audio version of a book you study so the student can read and listen at the same time.
Steps for implementation / reproduction	Tool N°1: You can do it for all the text you give to the students. You just have to be careful to adapt the indication of lines numbers. Tool N°2: You can give the same text as the other students. You just have to add the hint on the copy and indicate the lines. You can also underline the paragraphs on different colors. Tool N°3: There is a law exception on copyrights for handicapped students. So you can record the books and share it with your students legally. I use to share it by a USB key. You can also by some audio version of the book and get the agreement to share it. For the classics the publishing houses usually agree.



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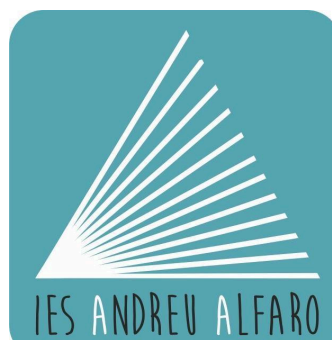
Benefits for teachers and students	<u>Benefit for students:</u> The aim is to adapt the format of the text so the students won't have to spend all their energy in decipher the words and as the consequence will be able to concentrate more on understanding. <u>Benefit for teachers:</u> Evaluation will be more fair as the teacher is able to see the level of understanding more clearly. The students don't need more time to finish so that's really convenient because all the students follow the same schedule. Tool N°3: As the aim of reading a book is to understand the story, the student can concentrate on this task and not on deciphering the words. It's easier for him to memorise and by the way access to the meaning
Additional information	
Additional links and resources	
English translation (if needed)	



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4- Adjusted evaluations for dyslexics

Name of the good practice	Adjusted evaluations for dyslexics
Source (Organization, country)	FRANCE
Area of the good practice	Writing Individual tasks
Description and supporting evidence	Don't evaluate orthography for the writing tasks. Dictations will be adjusted as the students with dyslexia can't remember the lexical orthography we will only examine their grammatical orthography. The dictations can have different appearances.
Steps for implementation / reproduction	If it's not the goal or the task you shouldn't evaluate the orthography. Before starting the dictation you give the adjusted exercise. Then the student do the exercise like the other students and complete is sheet.



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Benefits for teachers and students

The benefit for students is that they don't get blocked in the writing tasks so they can show their creativity and learn to express themselves.

The benefit for teachers is that they can evaluate the expression despite the students' difficulties. The evaluation of orthography is fair.

J8 / Ceux – Ce - Se sont de petits carrés de papier, **misérables - misérable**. Des feuilles mal **venues – venu - venue, imprimé - imprimée - imprimées** ou **tapée - tapées - tapé à la diable**. [...] On fabrique comme on **peut – peu**. [...] Mais le journal paraît. Les articles suivent des routes souterraines. Quelqu'un les **rassemble – rassembles - rassemblent**, quelqu'un les **agence – agences - agencent** en secret.

J9 / Des équipes furtives en page. Les policiers, les mouchards, les espions, les dénonciateurs s'agit....., cherch....., fouin....., flair..... Le journal sur les chemins de **France - France**.

J10/ Il n'est pas grand, il n'a pas **bels - bel - belle** aspect. Il gonfle des valises Mais chacune de **ses – ces – c'est** lignes est comme rayon d'or. Un rayon de la pensée libre.

Joseph Kessel, *L'Armée des ombres*, 1943.



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Additional information	The dictations should but adjusted considering the language.
Additional links and resources	
English translation (if needed)	

5- Art Activities: Play-Doh / homemade dough

Name of the good practice	Art Activities: Play-Doh / homemade dough
Source (Organization, country)	Mareşal Mustafa Kemal Ortaokulu TÜRKİYE
Area of the good practice	Sensory activities



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Description and supporting evidence	 Art activities are very helpful in the development of fine motor skills. Also proven to be very therapeutic and help to enhance language and communication.
Steps for implementation / reproduction	• Rolling • Pulling • Squeezing • Pinching • Encourage your child to help you to make some homemade dough Adding a scent such as mint or lavender helps to create a very inviting sensory activity
Benefits for teachers and students	• Develops fine motor skill • Calming for children • Encourages creativity • Enhances hand-eye coordination • Improves social skills



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	• supports literacy and numeracy • Promotes playtime
Additional information	If you needed convincing, it's clear now that play dough is worth the trouble of cleaning up. This classic toy has been around for decades, and it's clear why—with this great toy at home, your kids will have [fun and develop necessary skills for life.
Additional links and resources	
English translation (if needed)	

6- Respect to the Elderly

Name of the good practice	Respect to the Elderly
Source (Organization, country)	ORTAHIŞAR ÖMER BURAK TERZİ ÖZEL EĞİTİM ANAOKULU TÜRKİYE



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Area of the good practice	Matching Conception and objective Cards Antonyms, opposite meanings Recognizing Generalizing Getting aware of With students with autism disorder, in this activity, there will be a special workshop - at the same time- to celebrate the World Elderly Day. For scientific and academical study, first antonyms(old/ young) will be given With my students with autism spectrum disorder, I chose the Week of the Elderly from the activities we do in and out of school every month, including specific days and weeks. As cognitive and academic work with my students, we first studied the opposite concepts of old and young. After the steps of matching, concept and object cards, noticing, distinguishing and generalizing, we prepared puppets of the elderly for the psychomotor areas with my students who learned the concepts. Since my students could not speak, I made the drama about the elderly and we portrayed the elderly with their gestures and mimics. We did a rounding and gluing art activity. At school, I asked them to embroider our love for the elders with a foam plate with thread and needle and complete the plate we sent home. Thus, a communication bond was established between them and their elders. Both in-school and out-of-school activities were effective in helping students and parents spend more quality time together and communicate with each other. With modeling, direct 5 teaching method, physical clues and verbal instructions, the achievement objectives of this week, which is one of the specific days and weeks, were realized within pre-school special education.
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We presented some of the gifts we prepared at school to the elders of our students, and the rest of the gifts we presented to the elderly in Trabzon Nursing Home Elderly Care and Rehabilitation Center Directorate with a partner school and its students during the Elderly Week. I integrated imitation skills with modeling and verbal instructions, multi-sensory teaching, play skills with different methods and techniques after the physical assistance stage, taking into account that he had acquired prerequisite skills suitable for his performance. With interdisciplinary education, I did activities that require hand-eye coordination in our handicraft activities with fine motor skills and provided a transition between skills by giving gifts in terms of communication and social skills. It contributed to the social, communication and receptive language aspects of our students with autism. With opportunity teaching, we also laid the foundations for the child to attempt communication. The fact that the activities they did at school were not only limited to school, but also sustainable at home with their elders and family strengthened the bond between them, and thus I realized the last stage of the achievements, which is independence and generalization. The variety of our activities, the fact that they were based on practice with our grandmother, directing them to research and production, values education, contributed to their self-development in terms of skills.



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Description and supporting evidence

18-24 mart

Yaşlılara saygı haftası ♥

Sevgi ve saygı en güzel iletişimdir.





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Steps for implementation / reproduction	
Benefits for teachers and students	Young people will experience: • Teamwork • Leadership • Developing a business focused mindset • Working professionally • Ownership and creativity • Communication and listening skills • Self-directed learning • Money and time saving tips in the kitchen • Ways to reduce food waste • Budgeting through drama activity.
Additional information	



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Additional links and resources	https://drive.google.com/open?id=1a8nBRluOHuTaglhblFmJl2L7balq1ztH
English translation (if needed)	

7- DYSLEXIA REVERSALS WORKSHEETS

Name of the good practice	DYSLEXIA REVERSALS WORKSHEETS
Source (Organization, country)	MindTree NORWAY
Area of the good practice	Students with special educational needs- Dyslexia
Description and supporting evidence	Dyslexia worksheets are specialised educational tools designed to help students with dyslexia overcome specific learning challenges related to reading, writing, and spelling. These worksheets are tailored to address the unique needs of dyslexic learners, focusing on areas where they commonly face difficulties.



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Steps for implementation / reproduction

1. Choose or design worksheets that are tailored to the needs identified in the assessment. These worksheets should focus on common reversals (like b/d, p/q), phonemic awareness, and word recognition exercises.
2. Introduce the worksheets to students in a structured manner. Begin with simpler exercises and gradually increase complexity as the student's skills improve.
3. Incorporate these worksheets into the student's regular learning routine. Consistent practice is key in helping students with dyslexia overcome challenges related to reversals and reading difficulties.

Follow b's!

⇒

b	b	b	☆	q	d	q	p	d	☆	p	q	d	p	q
☆	q	b	b	q	q	☆	b	b	b	b	b	☆	q	
d	d	☆	b	p	d	b	b	d	p	☆	p	b	p	d
q	p	b	b	☆	q	b	p	q	q	q	p	b	p	☆
d	b	b	d	p	d	b	q	☆	b	b	b	b	p	d
q	b	q	p	q	☆	b	d	d	b	d	d	☆	p	q
b	b	☆	p	b	b	b	p	d	b	☆	p	d	d	p
b	☆	d	q	b	p	d	q	☆	b	b	b	b	b	b
b	b	b	b	b	☆	q	p	d	p	d	p	☆	p	b

←

rd by Mind Tree



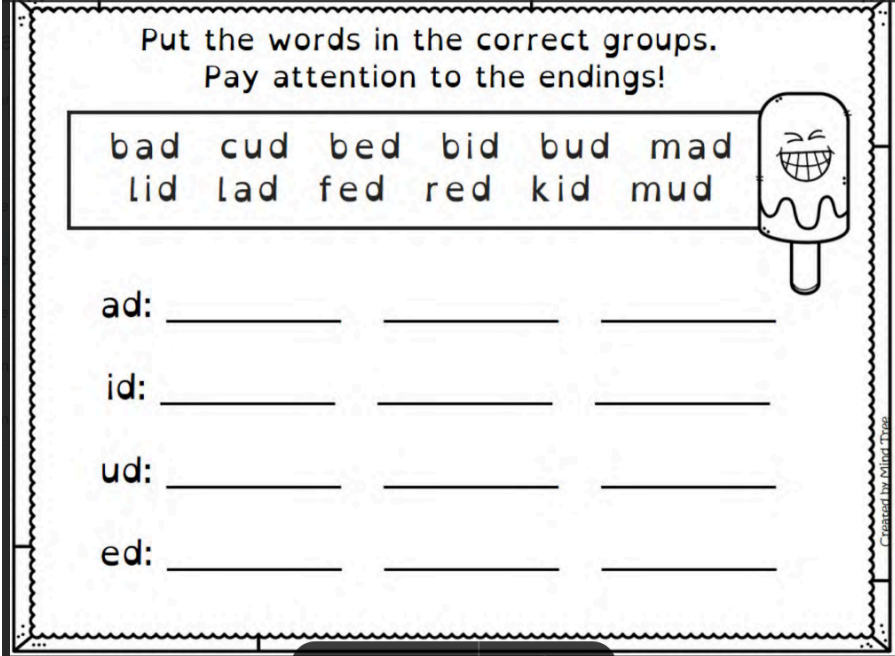
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Word parts (beginning b-p)		
bunny	pond	pink
play	bay	brave
boom	pack	pit
pea	prawn	ball
_ oom	_ ea	_ rawn
_ it	_ all	_ ack
_ ond	_ lay	_ ay
_ unny	_ rave	_ ink

Created by Mind Tree



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Benefits for teachers and students	TEACHERS: Dyslexia worksheets provide teachers with a resource specifically designed to address the learning needs of students with dyslexia, making their teaching more effective and efficient. Teachers can use these worksheets to track the progress of their students, identify areas where they are improving, and where further support is needed. STUDENTS:



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	Dyslexia worksheets focus specifically on the areas where dyslexic students typically struggle, such as letter and word reversals, phonemic awareness, and spelling. This targeted approach can lead to more effective learning outcomes. Regular practice with these worksheets helps students improve their reading and writing abilities, including better word recognition, spelling accuracy, and reading fluency.
Additional information	
Additional links and resources	
English translation (if needed)	

8- Self-management MEMO game

Name of the good practice	Self-management MEMO game NORWAY
Source (Organization, country)	Coconut Counselor
Area of the good practice	All students, especially those with behavioural problems (ADHD, social-emotional problems)

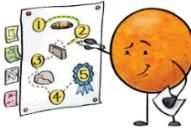
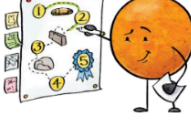


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Description and supporting evidence	The Self-regulation MEMO game is an educational and interactive tool designed to help students, particularly those with special needs or those working on emotional and behavioural regulation, improve their self-regulation skills. This game combines the fun of a traditional memory matching game with the learning objectives of self-regulation.
Steps for implementation / reproduction	How to prep: 1. Print double-sided 2. Laminate for long-term use 3. Cut out all cards How to play: 1. Shuffle cards 2. Place cards face down. 3. Each players picks two cards each turn to try to find a match. The game continues until all of the cards are gone. Matching Game Self-Management  I find ways to calm down

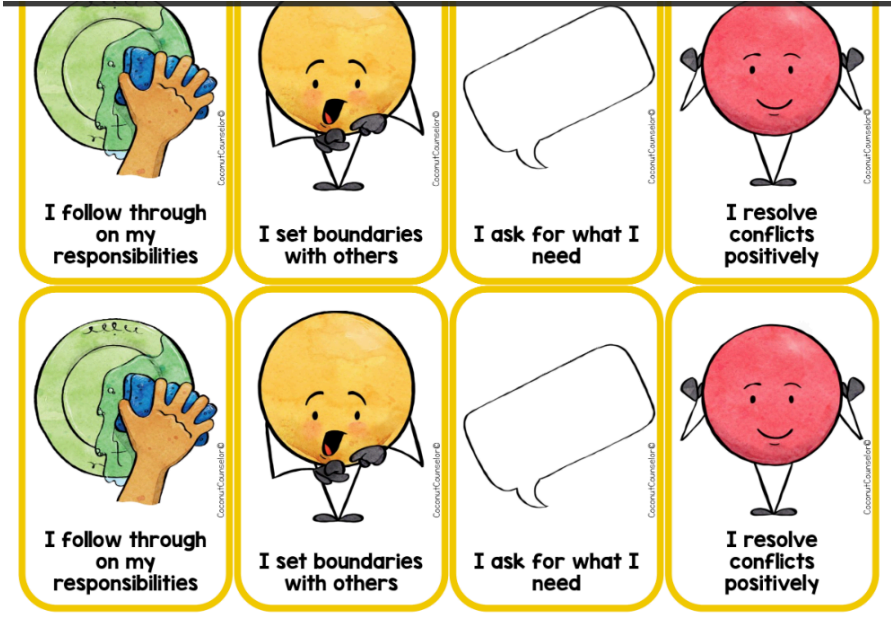


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 I find ways to calm down	 I tell the truth	 I set goals	 I set steps to reach a goal
 I find ways to calm down	 I tell the truth	 I set goals	 I set steps to reach a goal



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	 I follow through on my responsibilities I set boundaries with others I ask for what I need I resolve conflicts positively I follow through on my responsibilities I set boundaries with others I ask for what I need I resolve conflicts positively
Benefits for teachers and students	TEACHERS: The MEMO game is an effective tool for teaching self-regulation and emotional management in an interactive and engaging manner. By helping students learn self-regulation skills, the game can lead to a more harmonious and focused classroom environment with fewer behavioural issues. Teachers can gain insights into their students' emotional understanding and self-regulation capabilities through observation and interaction during the game. STUDENTS: The game helps students learn and practise self-regulation strategies in a fun and interactive way. By matching emotions with appropriate



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	coping strategies, students better understand how to manage their feelings and behaviours. As a memory game, it naturally enhances cognitive skills such as short-term memory and concentration, which are beneficial for academic learning. The game encourages students to recognize and understand various emotions, an important aspect of emotional intelligence.
Additional information	
Additional links and resources	
English translation (if needed)	

9- Self-management motivational sheets

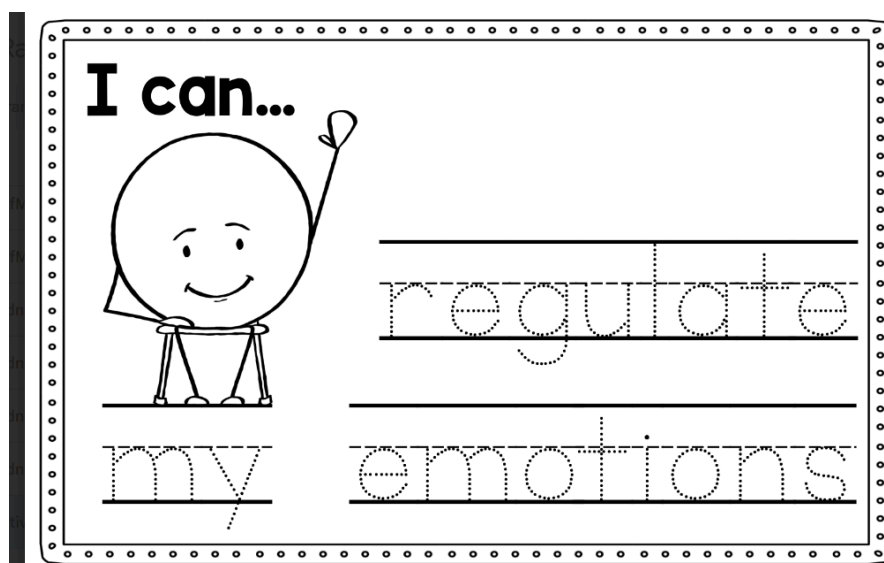
Name of the good practice	Self-management motivational sheets, NORWAY
Source (Organization, country)	
Area of the good practice	All students, but specially for those with behavioural issues



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Description and supporting evidence

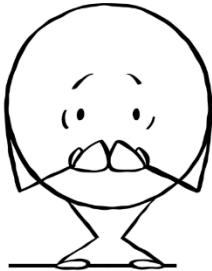
Self-regulation motivational sheets are tools designed to encourage and assist individuals, particularly children and adolescents, in developing and maintaining self-regulation skills. These sheets typically combine visual elements with written prompts or activities to motivate and guide users in managing their emotions, behaviours, and thoughts.





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I can...



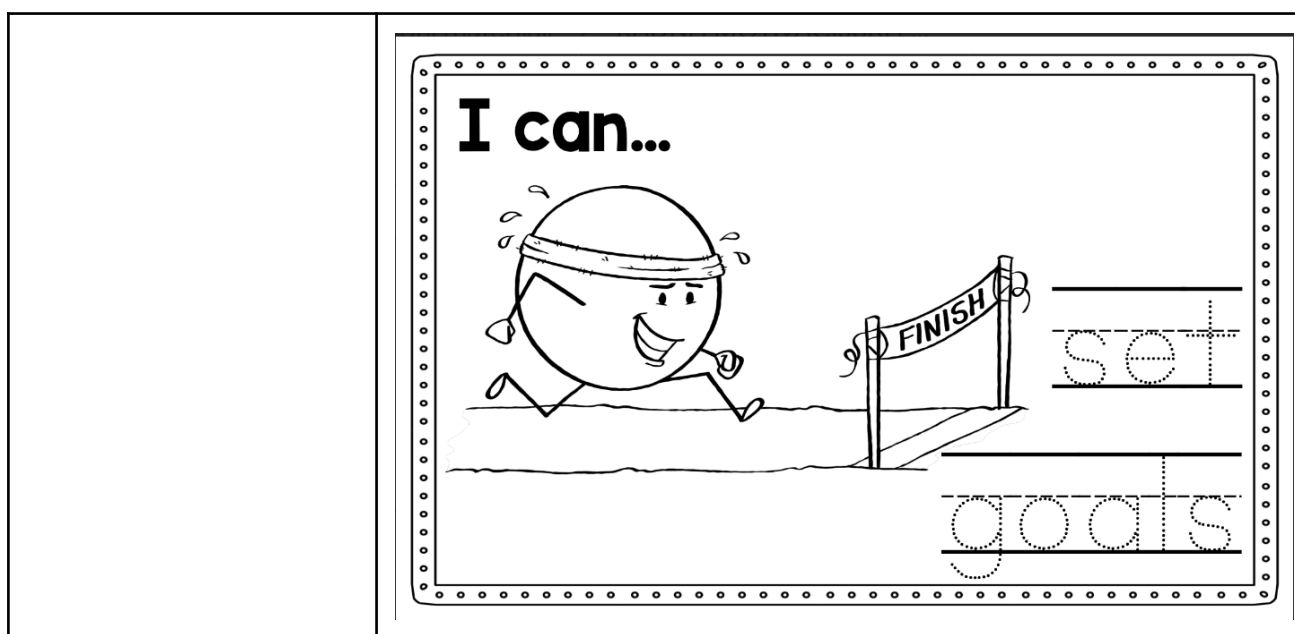
control

my

impulses



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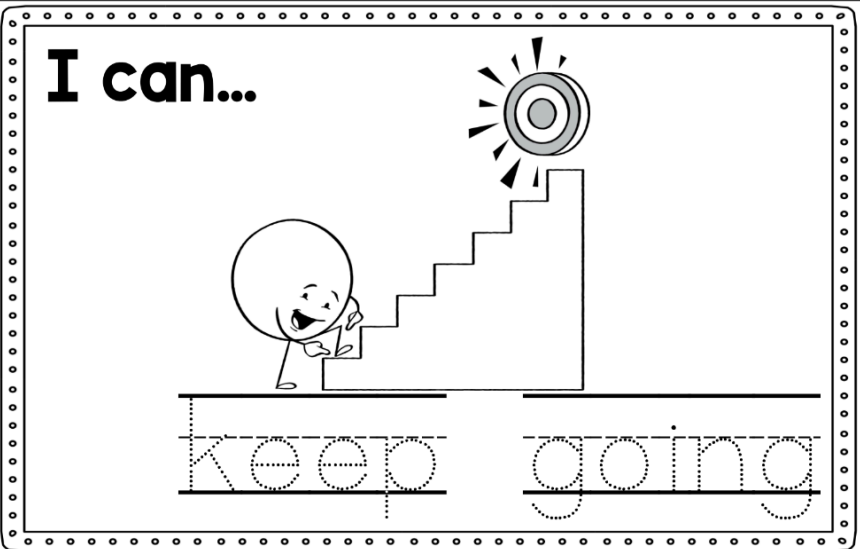


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	I can...  _____ manage _____ my stress
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Steps for implementation / reproduction	1. Start by identifying the specific self-regulation skills you aim to develop in your students, such as managing emotions, focusing attention, controlling impulses, or handling stress 2. Choose or create motivational sheets that align with your self-regulation goals. Ensure the sheets are age-appropriate, visually appealing, and include activities or prompts that are relevant to the skills you're focusing on. 3. Explain the purpose of self-regulation motivational sheets to your students. Discuss the importance of self-regulation and how these sheets can help them develop these skills.
Benefits for teachers and students	STUDENTS: These sheets provide structured activities and prompts that help students develop and practise self-regulation skills such as emotional control, impulse management, attention focusing, and stress



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	management. By engaging with these sheets, students become more aware of their emotions, thoughts, and behaviours, leading to better self-understanding and emotional intelligence. As students learn to manage their emotions and behaviours, they become more independent and capable of handling challenges without constant adult intervention. TEACHERS: When students have better self-regulation skills, classrooms tend to be more orderly and focused, leading to a more conducive learning environment. Teachers can focus more on teaching and less on managing behavioural disruptions when students are better at regulating their emotions and actions.
Additional information	
Additional links and resources	
English translation (if needed)	

10- ICE-BREAKERS and TEAM BUILDING GAMES

Name of the good practice	ICE-BREAKERS and TEAM BUILDING GAMES NORWAY
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Source (Organization, country)	Christine Statzel
Area of the good practice	Ice-breakers are great tools for all students, especially those who are excluded from easily making “friendship” or have difficulties with “fit in into the classroom.” This is mostly the case with SEND students.
Description and supporting evidence	Ice-breakers are easy-to implement activities which teachers can use: a) At the beginning of the school year b) At the beginning of activities and learning tasks c) For development of social and emotional competences within students
Steps for implementation / reproduction	Use the following templates:



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Question & Answer Hands

Have students work in pairs to trace one of each other's hands. When the hands are traced, have them write one of the questions below on each finger of the hand (or you may have students make up their own questions)



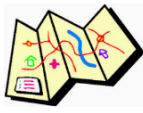
- * what is your favorite sport?
- * what is your favorite book?
- * what do you want to be when you grow up?
- * what is your favorite subject?
- * what is your favorite place?



When they are finished, have them write their answer next to their questions. When they have finished their hands, give each student an opportunity to introduce themselves to their classmates by sharing the information they have written on their hands. With older students, have them explain the why behind their responses. Hand the hand up in the classroom!



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Maps



Materials: United States Map or World Map, Sticky Notes

Have each student write their name on a small sticky note. Display a map of the United States or of the world. Have students take turns coming up to the map and telling the class what their name is and where they were born. If they were born in another country, find that country's location on the world map.



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	 Building Together  Materials: Deck of Cards, Tape, glue, stapler Arrange students into groups of 3 or 4. Give each group a deck of cards. Explain to each group that they will use the cards to build a house. They can use whatever supplies they can find (tape, glue, staples, etc). Students may also rip, fold, bend, or alter the cards in any way to create their house. There is one important thing!! Students are not allowed to talk to anyone in their group during the building process! They will need to find other ways to communicate to each other. Set a time limit . After houses are built, each group gets to share their house and how they learned to communicate. This is a great team-building activity!
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	 If I Were An Animal Sit in a circle. Students will go around the circle introducing themselves. demonstrate for your students. My name is _____ and if I were an animal I'd be a _____ because..... Give students a little time to think about what animal they'd like to be and why. Encourage them to be creative, different, and unique. 
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	Stringing Conversation Materials: string or Yarn  Cut string or Yarn into pieces of different lengths. Each piece should have a matching piece of the same length. Have enough pieces so that each student will have one. Give each student one piece of string. Ask each student to go around the room to find the other student who has a string of the same length. After students find their matches they can take turns introducing themselves to one another. Extension: Have each student introduce his/her partner to the class.
Benefits for teachers and students	TEACHERS: Ice-breakers help in establishing a friendly and welcoming learning environment. Provides insights into students' personalities, interests, and learning styles. Helps in developing a stronger teacher-student relationship, which is crucial for effective teaching and classroom management. A relaxed environment makes students more open to participating in discussions and activities. STUDENTS:



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	Helps in reducing feelings of shyness or anxiety in new groups or settings. Assists in building social skills and reducing feelings of isolation among peers. Provides opportunities to get to know classmates, fostering a sense of community and friendship. Improves both verbal and nonverbal communication abilities through interaction. Fun activities can lessen the stress related to new environments or academic challenges.
Additional information	
Additional links and resources	
English translation (if needed)	

11- ANGER MANAGEMENT WORKSHEETS

Name of the good practice	ANGER MANAGEMENT WORKSHEETS
Source (Organization, country)	Counselor Chelsea NORWAY
Area of the good practice	All students, but especially for those with problems of managing anger (ADHD)



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Description and supporting evidence	Easy to use, learner centred sheets in forms of questionnaires. These worksheets can be used together as a unit or workbook. They can also be used individually to address specific needs. These worksheets can be used in individual, small group or classroom lessons. These worksheets can be used as stand-alone activities or as a supplement to other activities, books or lessons.
Steps for implementation / reproduction	Print worksheets and give them to students. Keep a track of their replies.



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All About My Anger					
The more you know about your anger, The easier is to make a plan To better control it! Respond to the prompts below to help you learn about your anger.					
<u>I feel angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>I make poor choices when I'm angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>When I geT angry, I know why I'm angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>I can name 3 Things ThaT make me angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>When I get angry, I can feel myself starting to get angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>I know what to do when I get angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>I can name two people I can talk to when I get angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	
<u>I know how to respond when others are angry:</u>					
All the Time	Most of The Time	SomeTimes	Rarely	Never	



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Name: _____

ReCognizing My Anger

Being able to recognize your anger is important because it helps you to be able to calm down before your anger gets out of control. The earlier you can identify that you are angry, the easier it is to use your coping skills! To help you recognize your anger, consider how your body looks, how it feels, and the things you say and do when you are angry.

When I'm angry, this is how my body looks:	When I'm angry, this is how my body feels:
When I'm angry, this is what I say:	When I'm angry, this is what I do:



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Name: _____

What To Do When Others Are Angry

When we know that other people are angry, we can use our actions to help them. In this activity, you will decide which things are helpful to do, and which things aren't. Cut out the words/sayings on the next page and sort them into the correct category.

Things I **Can** Do When Someone Else is Angry:

Things I **Should Not** Do When Someone Else is Angry:



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Benefits for teachers and students	TEACHERS: By teaching students how to effectively manage their anger, teachers can reduce disruptive behaviour, creating a more conducive learning environment. These worksheets help students understand and regulate their emotions, contributing to their emotional development and maturity. When students are better at managing their emotions, the overall atmosphere in the classroom becomes more positive and supportive. STUDENTS: These worksheets help students understand their own triggers and responses to anger, increasing their self-awareness. Students gain practical strategies to manage their emotions, especially in challenging or stressful situations. Better anger management leads to improved interactions with peers, enhancing social relationships and reducing conflicts. Students who can effectively manage their emotions are more likely to focus and perform better academically.
Additional information	
Additional links and resources	
English translation (if needed)	



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12- ENERGIZERS

Name of the good practice	ENERGIZERS
Source (Organization, country)	NORWAY
Area of the good practice	All students
Description and supporting evidence	When students look sleepy or tired, energisers can be used to get students moving and to give them more enthusiasm. Other games can be used to help students think through issues and can help to address problems that students may encounter when they are working together. Students can also help people to think creatively and laterally.
Steps for implementation / reproduction	Teacher/headteacher reads instructions and implement games with students.



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10 WHO ARE YOU?

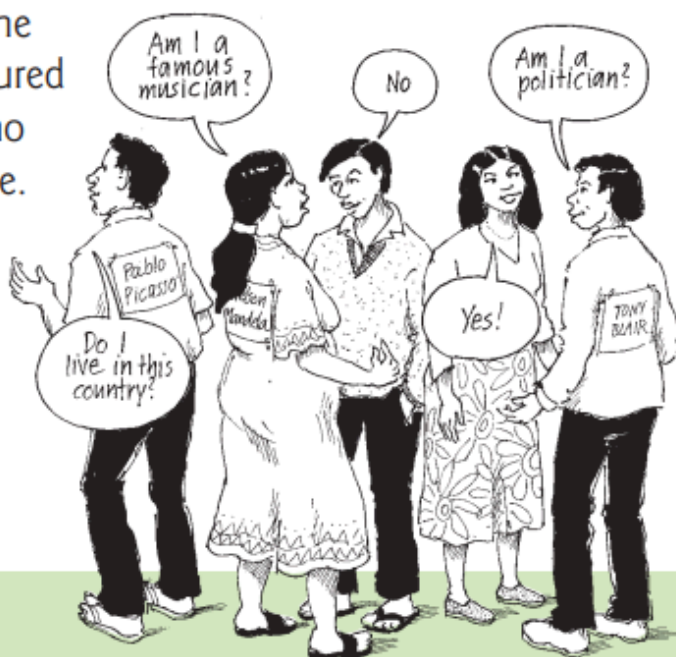
Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver, or a fisherman. When the volunteer returns, the rest of the participants mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.



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18 WHO AM I?

Pin the name of a different famous person to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered by "yes" or "no". The game continues until everyone has figured out who they are.



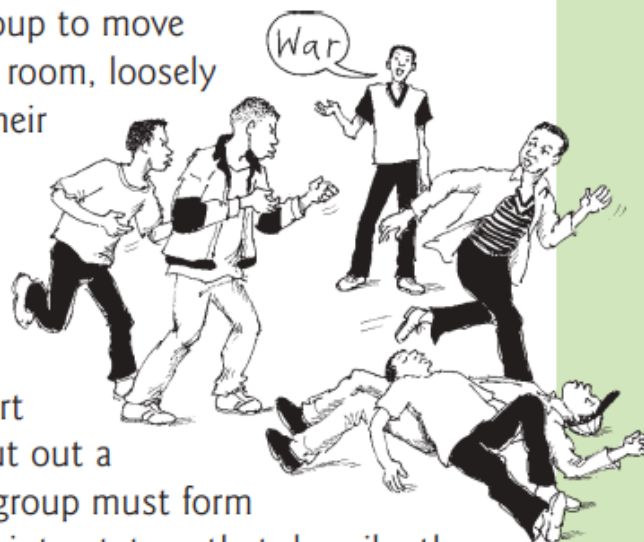


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20 GROUP STATUES

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks.

After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "peace". All the participants have to instantly adopt, without talking, poses that show what 'peace' means to them. Repeat the exercise several times.





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	74 AN ORCHESTRA WITHOUT INSTRUMENTS Explain to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.
Benefits for teachers and students	TEACHERS: Energizers help to wake up and energize students, especially during long periods of instruction or at times of the day when



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	energy levels typically drop. These activities can rekindle students' interest and focus, making them more receptive to learning. Energizers can foster a positive classroom atmosphere, encouraging collaboration, teamwork, and a sense of community among students. By breaking up academic content with physical or mental activities, teachers can help improve students' concentration and memory retention. STUDENTS: Energizers help refresh and refocus students' minds, making them more alert and ready to engage in learning activities. Many energizers involve physical movement, which can contribute to better overall physical health and fitness. Physical activity and fun games can reduce stress and anxiety, creating a more relaxed and positive classroom atmosphere.
Additional information	
Additional links and resources	
English translation (if needed)	



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13- Write like a boss (cooperative writing)

Name of the good practice	Write like a boss (cooperative writing) 
Source (Organization, country)	IES Andreu Alfaro SPAIN
Area of the good practice	English as a Foreign Language.
Description and supporting evidence	This activity involves students learning to write about a day when they had a good time. Students need to have the necessary strategies and tools to explain in 110 words and three paragraphs who, how, when, where, and why they chose this day.



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Steps for implementation / reproduction	<u>A. Group analysis</u> These are students with many deficiencies in vocabulary and grammar needed to carry out the task successfully. However, there are also advanced students with a good level of English. <u>B. Steps to follow</u> 1. Explanation of the activity's objective: "write together a model of a fun day in English." 2. The teacher prepares a graphic organizer and a script to review the basic structure of sentences and narrative texts. With drawings and other visual elements, students have a guide to follow for creating sentences and, based on these,



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	paragraphs. The graphic organizer simulates a traffic light where each color represents a part of speech (subjects, verbs, and complements). In white, there will be other time or place expressions. - Students receive cards (red/pink, yellow, and green) with examples of these parts. - With the help of the teacher and the beginning of some sentences, students stick a card of each color on the board (first red/pink, then yellow, and finally green; some students have white cards with time expressions or connectors to sequence events) so that they can create the sentences together. - Next, they organize it into paragraphs, following a script. <u>C. Evaluation:</u> Formative assessment is carried out to identify areas where students may need more support, especially if they struggle to make sentences or choose the appropriate cards.
Benefits for teachers and students	- All students participate: each has a role in the activity, promoting the participation of all and preventing some from feeling excluded. - Students can make personal connections because what we work on (a fun day) reminds them of something they have seen or heard in their personal lives, forcing them to recall information and draw from their knowledge.

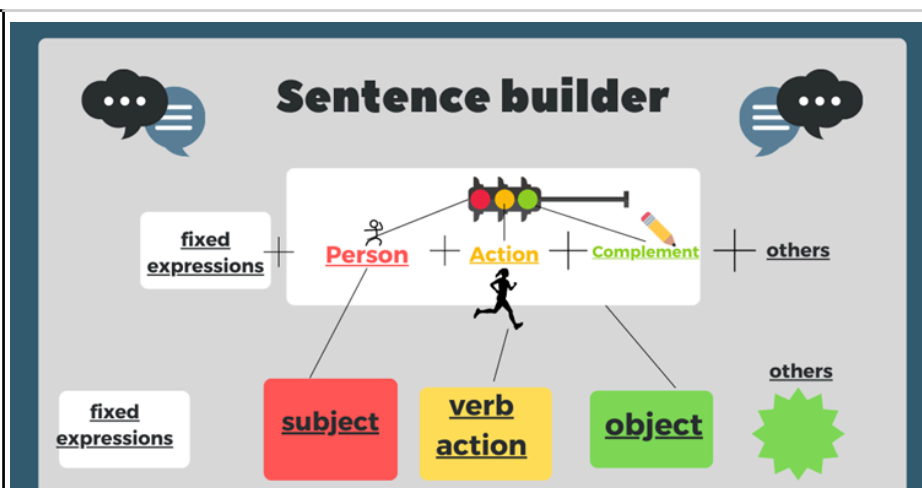


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	• Students feel motivated: learning becomes more engaging and participatory. • For teachers, it is an opportunity for formative assessment to identify areas where students may need more practice. • It is a flexible activity: it can be adapted to different levels of difficulty and topics, making it versatile and suitable for different contexts or textual typologies.
Additional information	To carry out the activity, students should preferably be distributed in three rows of two. It is ideal for a group of about 16 students at the 2nd-year level of ESO, where they have difficulties in English written expression at a satisfactory level. Each row receives cards of a colour as follows: -the first row gets red/pink cards (subject) (some more advanced students have white cards, representing temporal connectors). -the second row has yellow cards (verbs) -the third row receives green ones (complements).
Additional links and resources	As students have very different starting levels, we will use <i>scaffolding</i> tools and educational support (auxiliary material), specifically: 1. Graphic organizer



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2. **Writing guide:**

Paragraph 1: Who are you writing to? Say hi.

Why are you writing to them? Hi, ... I'm writing to ...

Paragraph 2: What did you do in the first part of the day? How did you feel?

I was so excited / bored ... First of all, ...

Paragraph 3: What did you do in the next part of the day? What did you do at the end of the day? Why did you have a good / bad time? After that, ... Next, ... Finally, ...

Paragraph 4: Finish your message. Ask your friend about a day out they had.



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	Have you had ... Best wishes, ... <i>3. Use of personal notes for learning to learn</i>
English translation (if needed)	

14- Our poets (Poetry Project for 1st ESO)

Name of the good practice	Our poets (Poetry Project for 1st ESO)
Source (Organization, country)	IES Andreu Alfaro SPAIN
Area of the good practice	Linguistic and social area 1st year ESO
Description and supporting evidence	We work in groups on compilations of different poets and poetesses in Catalan, so that 1st year pupils can get to know their poems and biography.
Steps for implementation / reproduction	- First, the students will be divided into multilevel groups and the students' tasks will be divided into groups according to their skills and level of responsibility. Each member will have a task: to coordinate the group, to maintain order and tone of voice, to make



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	sure that everyone carries the material and to act as a spokesperson to raise doubts with the teachers. - Each group will work on one of the poetry books in the collection Vago de Versos. We will work on the biography, by reading it aloud and writing an auca, and his poems with a more exhaustive work in which one or two poems are analysed. - Finally, 3 items will be assessed: 1) Reading aloud of the author's biography (more individual work, with prior preparation. Each student will read an excerpt, of an average length, assigned by the teacher). 2) Analysis of a poem, chosen by the group: form, rhetorical figures, pictorial representation, etc. 3) Creation of an illustrated biography: creation of verses based on the biography and drawings to accompany each set of verses.
Benefits for teachers and students	-To work on poetry in a more dynamic way. -Work on different elements of a poem from different perspectives and depths. -Feedback from classmates' comments. -Appreciation of students' different skills (artistic, organisational, linguistic, etc.). -Improvement of expressiveness, vocalisation and reading aloud.



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Additional information	This project is proposed to work on the readings of the 2nd evaluation in a more dynamic and simple way for the students. Poetry is a literary genre that tends to be less liked at first and more difficult to understand. With this group work, they approach the poetry book of an author directly and, together with their classmates, they work on it in depth.
Additional links and resources	
English translation (if needed)	

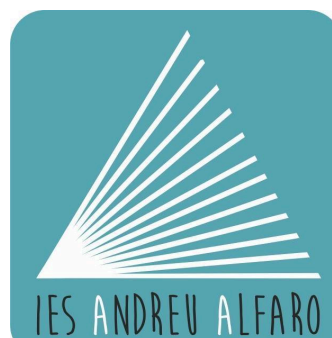
15- Knowledge Gymkhana

Name of the good practice	Knowledge Gymkhana
Source (Organization, country)	IES Andreu Alfaro SPAIN
Area of the good practice	Extracurricular Activities



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Description and supporting evidence	The gymkhana of knowledge is an educational game and competition that involves the entire educational community of IES Andreu Alfaro. Its main objective is to create a time and space for play, learning and team fun, separate from the daily academic activity. Specific objectives: Learning through play. Team work. Development of team problem solving. Development of creativity in the search for solutions. Cohesion of the class group. Social relations with members of the educational community with whom we do not normally interact. Voluntary work of high school students. Learning about the location of the centre's spaces. Making contact with subjects that are not taken. Enhancing the value of going to the cinema as a reward. Encourage the inclusion of members of the community with special needs.
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	Encourage leisure activities in groups of friends.
Steps for implementation / reproduction	EXPLANATION OF THE ACTIVITY The organisation of the activity has to start about twenty days before the date of the activity. The previous tasks of information, motivation to participate and coordination are the following: - Meeting of ESO tutors informing about the activity and explaining how to motivate and register the participation. Registration is done by tutors in a ONE DRIVE document. - The Pedagogical Coordination Committee informs the Department Heads of the activity. The location and suggestion of the track to arrive in the classroom is registered. - Student volunteers are registered to organise the Gymkhana, during group tutoring hours. All abilities have a place in the organisation. - The Departments meet to prepare the tests to be passed by the groups. These tests may be different for the two levels of Secondary. - The Board of Delegations meets and is informed of the development of the activity. The activity consists of: On the last day of school before the Christmas holidays, which could be the Easter or Summer holidays, class groups participate in teams of ten people and compete by



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	solving quizzes. The tests are set by the teachers of the different subjects in a secondary school. The tests have to be passed in about seven minutes. When the test is passed, the students receive a certificate, a sticker, from the teachers. To get to the classrooms where the tests take place, the teams have to solve a series of clues. The clues refer to the names of the classrooms, subject classrooms. These clues are sequenced, so that the groups go to the classrooms in a diversified way.
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Navidad

GYMKANA

- 1 ☐ Edifici de New york 
- 2 ☐ Pintor i escultor espanyol 
- 3 ☐ Fomenta la teua salut 
- 4 ☐ Químic francés 
- 5 ☐ Tunel de França a Anglaterra 
- 6 ☐ Pintor espanyol de la "Maja vestida" 
- 7 ☐ Infomàtic de nom Alan 
- 8 ☐ Pintor i escultor italià 
- 9 ☐ Poeta valencià 
- 10 ☐ Matemàtic grec 

In total they have to solve around sixteen tests in one hour and forty-five minutes.



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Each team is given a clue that leads to a classroom. To obtain the next clue, the team has to hand in the previous clue signed by the teachers. If the test is passed, a sticker with the logo of the school is handed in, and if it is not passed, only the clue is signed, in order to be able to take the next one.



The passing of tests is recorded in league tables that are managed by the baccalaureate students.



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There are two winning teams, one from the first cycle of ESO and one from the second cycle.

The winner is the team that solves the highest number of tests in the shortest possible time.

The prize is a card with twelve cinema tickets.

Necessary Resources

Volunteer students willing to collaborate in the organisation.



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	Spaces to carry out the tests. It is advisable to name the classrooms, so that clues can be made up. Stickers as vouchers, as many as the number of tests to be carried out by teams. Didactic material in the departments for carrying out the tests, Photocopies for making the bibs. Safety pins for their placement. Spokespersons' badges. Funding by the AMPA for the prizes. If there is a public address system in the centre, it is advisable to use it to start and finish the race. Two large and accessible central spaces for the location of the qualifying tables.
Benefits for teachers and students	Pedagogical basis and justification The school's Educational Project includes extracurricular activities as a fundamental part of the actions that improve coexistence in the school and contribute to quality teaching. Traditionally, on the last day before the holidays, special activities are held at the school.



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	The gymkhana occupies part of that space and time. It replaces the workshops that were registering a low participation by the pupils. This activity, through play, promotes teamwork, brings the class groups together, introduces subjects that are not taken, and brings together members of the educational community who are not normally in contact with each other. It makes the last day of school, before the holidays, a day of celebration, relating it to learning. It promotes volunteering among high school students and initiates them in organisational, management and decision-making tasks. The practice is inclusive, everyone participates, according to their abilities and skills. For example, a teacher with reduced mobility due to multiple sclerosis is the person in charge of staying in the central on-call room in charge of the telephone, in case there is an emergency, and the key to the toilets, in case it is needed. Pupils with special needs are accompanied by the teacher therapist and participate in regular, integrated classroom groups.
Additional information	Results of the project evaluation This academic year 2023 - 24 is the ninth year that this activity has been carried out in the school. The number of participants is increasing: in the last school year for which we have data, a total of thirty-three teams of ten members each took part. The number of volunteers in the organisation was thirty. Seventy teachers participated out of seventy-seven.



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	The teachers are more creative in their approach to the tests, they are motivated. The whole educational community has taken on board this activity as a part of the school's activities. Former students from the school, who are studying at university, come to the school on this day to help out or to remember their time as students.
Additional links and resources	- https://www.youtube.com/watch?v=EtOnJ4clCrc
English translation (if needed)	

16- Reverse inclusion in the UECO classroom in Maths

Name of the good practice	Reverse inclusion in the UECO classroom in Maths
Source (Organization, country)	IES Andreu Alfaro SPAIN



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Area of the good practice	Maths
Description and supporting evidence	The school has a UECO classroom, with students on the autistic spectrum. These students have their own professionals and, in some subjects, they enter their reference class-groups. Given this situation, the Maths teaching staff asked if it would be possible for a specialist teacher in the subject to enter the classroom to collaborate in the learning process of Mathematics, applying new techniques so that these students could achieve the knowledge specific to their level.
Steps for implementation / reproduction	The teacher works on the mathematical concepts in a very practical way, so that the students can understand the basic concepts of mathematics that will be necessary in their day-to-day life. Here are three examples: - Work on addition and subtraction of natural numbers. We exit to the center corridor and stand in front of one of the stairs that takes us to the first floor. Each student brings a blackboard with a marker. An addition and subtraction operation is proposed to them because they do it with mental calculation and indicate their solution. To correct the result, one of them performs the operations by going up and down steps. For example: $4-2+5-6$. The student is placed on the fourth step and moves according to the sign of the operation, thus integrating the sense of addition and subtraction.



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	- Decimal numbers We organise a market in the classroom. They are given an amount of money and they have to choose some product that they can afford. One of them acts as a cashier and must correctly return the money to the buyer. - Geometry In order to understand the concept of a prism, we make a game in which the students have to run and stand next to a particular prism that they see in the class in less than five seconds. In this way, learn to discover the geometry that surrounds us. -Mathematics and reality The mathematics department does a mathematical route through the town with the UECO students, with the contents completely adapted to their level. It is about the students observing how mathematics is everywhere. They will do area calculations, they will calculate how many people go to a square, we will work on the concept of paying and returning money in a supermarket, they will look for geometric
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	figures on the street, we will work on the concept of divine proportion and we will look for it. In essence, we'll spend a fun day with mathematics walking around town.
Benefits for teachers and students	With this work of reverse inclusion, the teaching staff is able to develop new teaching practices, which they can apply in their classes when necessary, as well as having the experience of being able to work with students with very special characteristics, being a very practical enrichment. For their part, students can work with a specialist in the subject, which benefits their educational process.
Additional information	This practice of reverse inclusion, which began as a pilot test with mathematics, has been extended to many other subjects, multiplying the benefit of this, until becoming a regular practice in the school.
Additional links and resources	
English translation (if needed)	

17- Behaviour Modification Programme- Respect

Name of the good practice	Behaviour Modification Programme
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	Respect
Source (Organization, country)	SMC (St. Margaret College, Verdala Senior School) MALTA
Area of the good practice	ADHD, SEBD, Conduct Disorder,
Description and supporting evidence	This activity is aimed for students who find it more difficult to abide by general rules and respect authority. This activity makes them more aware that respect is mutual and that it is important that we all respect each other.
Steps for implementation / reproduction	Introduction: Video clip - https://www.youtube.com/watch?v=nJJa9f0l8XQ Respect each other -together we discuss the video. We point out that the person in the clip respects nature, other people, animals, the elderly and everyone and everything around him and this brings him great satisfaction and peace in life, we also talk about how respecting each other makes us feel. “What is respect?” “Who do you think we should respect?”



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The students then watch a video clip about respect and together we discuss how the man in the video respects everyone in his life and how respecting each other makes us feel.



hopefight.com

Activity 1: The teacher now makes use of flashcards and posters which the students must read and stick them on the board. We discuss how important it is to respect everyone, especially authority.

We then also brainstorm and discuss ways we respect.

1. Ourselves





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	2. Our parents 3. Our friends 4. Our teachers 5. Our school Activity 2: The teacher now makes use of flashcards and posters which the students must read and stick them on the board. We discuss how important it is to respect everyone, especially authority. We discuss why it is important that we learn to respect authority. Together we compile a chart where the students jot down various ways, we respect authority. Activity 3: Respect Game- The students have to play a game about respect. They must roll the dice and if: 1 - Showing respect is important because..... 2 – I respect my parent(s)/guardian by 3 – I respect my teachers by 4 – I show respect to my friend(s) by 5 – I respect myself by..... 6 – I respect the world by  Roll and Respond about 
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	Conclusion – the students are given a blank leaf cut out paper where they must write an example of respect. These examples are then cut out and displayed on our wooden tree in the foyer.
Benefits for teachers and students	The students learn the meaning of respect. They learn that it is to respect each other and authority. They learn that we need to respect to be respected. Both teachers and students build healthy and meaningful relationships based on respect.



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Additional information	NA
Additional links and resources	· Posters and flashcards · Respect board game and dice · Handout – template of a leaf · Video Clip · https://www.youtube.com/watch?v=nJJJa9f0l8XQ
English translation (if needed)	

18- *Dealing with Feelings and Emotions- Worries*

Name of the good practice	Dealing with Feelings and Emotions Worries
Source (Organization, country)	SMC (St. Margaret College, Verdala Senior School) MALTA



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Area of the good practice	ADHD, SEBD, Conduct Disorder, Mental Health Issues (anxiety, depression etc), ODD
Description and supporting evidence	This activity helps all students understand better and deal with feelings and emotions. Students with Mental Health issues and conditions would highly benefit from this activity since they become more aware of themselves as well as the way they feel. They also learn that it is also normal to be more difficult to deal with negative emotions such as anger and sadness. Through such activities our students will also become more resilient through acquiring coping skills and learning to deal with feelings and emotions in a positive manner. It is important to know about feelings. They are a big part of who we are.
Steps for implementation / reproduction	Introduction: The teacher starts the session by asking each student to say how he/she feels. Each student has a turn, and we listen to each other. Activity 1: Through the use of visual aids of different feelings and emotions the students play a game. Feelings and emotions Charades: The cards with different feelings and emotions are placed face down and each student needs to take a card. They read the feeling/emotion in the card and keep it to themselves. Then each student must come out and act on the feeling/emotion they have on the card and the other students need to guess



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the feeling/emotion. These cards are then displayed on the board. As a group we then read out these different feelings and emotions and we can give examples or experiences of when we felt that way.



letseducate.ie

Activity 2: Negative Emotions - We start this activity by identifying different negative emotions that we feel that might be challenging to handle. The teacher helps the students to come up with WORRY. This is a feeling that incites a lot of anxiety and stress and at times we might feel overwhelmed by worries.

Worry Box Activity – Make a brightly coloured ‘worry box’ and invite the students to post any worries that they might have. Set aside a particular time, as often as you feel is necessary, to check the worry box together and to ‘problem-solve’ any



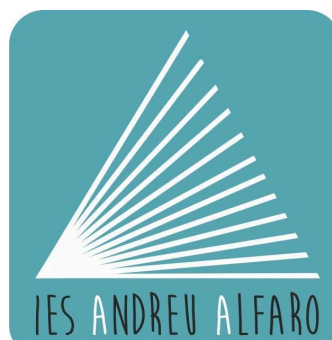
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worries that are there. Remind the students that they do not need to think about the worries once they have written them down, since they will be dealt with during the designated worry-busting time. This box can be utilised on various days to help our students deal positively with their worries and reduce their stress and anxiety as well as equip them with problem solving and coping skills.

Hug Me Tree Activity – The students must close their eyes and settle themselves into a comfortable position. They take 3 full, relaxed breaths....

Allow your imagination to take you to a magic mountain. Imagine that you are standing in a field at the bottom of this mountain, ready to go on a walk... In front of you there is a gate. Walk slowly towards it... It's a special gate. Can you see what it is made of?... Is there anything growing around it?... What does it feel like when you touch it?... When you are ready, imagine yourself going through this gate and standing on the other side.

Close the gate carefully behind you. You are standing on a path that leads up the mountain... You are going to look for the HugMe tree. It is near the gate somewhere. Have a look around at all the trees until you see the biggest one. This is the HugMe tree. It's so huge that it seems to go on forever up into the sky... Stand right up against the tree and touch the bark. What does it feel like? You now can hang up all your worries on its branches. The HugMe tree is so big that it can take as many worries as you like, as long as you give it a hug afterwards! Imagine yourself leaving your worries- here. What does that feel like?



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	Now let's take these five steps. One... What did that feel like? Two... What can you see? Three... What can you hear? Four... What can you smell? Five... What are you feeling now? Stand still for a moment and take a full breath... Breath out with a long sigh. Feel yourself being as strong as the mountain. Keep noticing what your body feels like when you are worry-free (Allow the students time to explore the mountain in their imagination). It's time to leave the mountain for today. Begin to walk back towards the HugMe tree... Now you are near the gate... Go through the gate and close it again behind you... Step in the field. Take a full breath and let it go with a big sigh. Now start to think about your toes and your fingers. Give them a little wriggle... Keep your eyes closed and feel how your body is gradually back in the room where we started. Notice the feel of your clothes against your skin, and your body touching the chair. Begin to listen to the sounds in Activity: HugMe worry tree handout. The students can work in pairs and have to write down to let go of their worries on the HugMe tree. The students have to imagine Letting Go Of Worries Imagine that there is a tree called the Hug Me tree. It is so big and has so many branches that it can take away all your worries for you. Draw or write about any worries you might have and hang them on the branches. You can use the Hug Me tree at night to hang up your worries before you go to sleep.....just picture it in your mind! 
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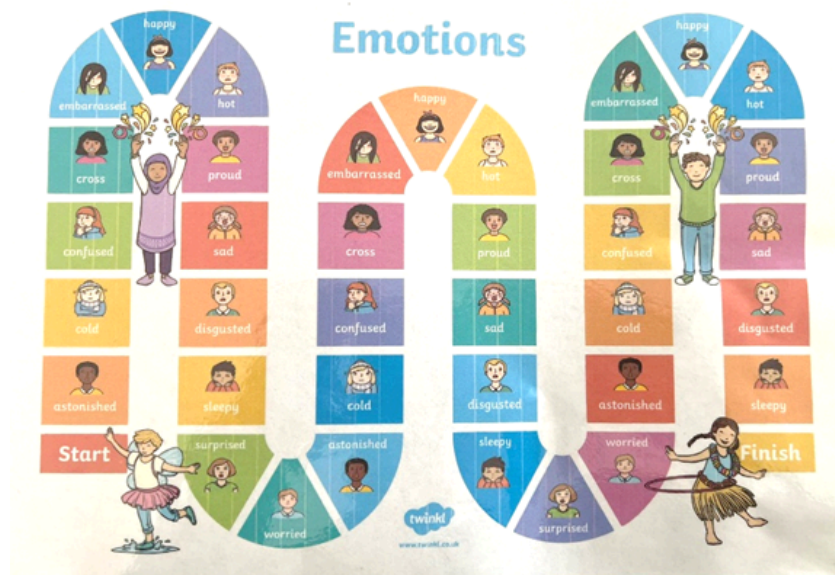


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the tree. It is so big and has so many branches that it can take away all your worries. Draw and write about any worries you might have and hang them on the branches. You can use the HugMe tree at night to hang up your worries before you go to sleep.... Just picture it in your mind.

www.sheffieldkids.co.uk

Conclusion – We read and discuss our HugMe tree and worries. Feelings and Emotions board game.



twinkl.co.uk



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The students have to take turns and throw the dice. They have to read the emotion they land on and have to give an example of what makes them feel that way or an experience of when they felt that way. The student who arrives first to the finish line wins.



sheffkids.co.uk



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	Another game which can also be utilised for future activities or as an introduction or conclusion to activities.
Benefits for teachers and students	The students become more aware of their feelings and emotions. They learn to distinguish between positive and negative feelings and emotions. We learn that it is normal that negative emotions are more challenging to handle and deal with. The students acquire skills in coping with their feelings and emotions. They become more resilient. Students learn to deal with worries and learn that they are part of life.
Additional information	NA
Additional links and resources	- Posters and flashcards - Board games and dice - Stationery - Handout



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English translation (if needed)	

19-Social/Emotional Literacy- Making Choices

Name of the good practice	Social/Emotional Literacy Making Choices
Source (Organization, country)	SMC (St. Margaret College, Verdala Senior School) MALTA
Area of the good practice	ADHD, SEBD, ODD, Conduct Disorder,
Description and supporting evidence	This activity focuses on modifying student behaviours and in teaching them in making the right choices. It is also part of a programme to teach them to stop, think and then decide and so become less impulsive. Through these activities they also learn the impact of different choices we might make throughout our lives and how these can impact us.



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Steps for implementation / reproduction

Introduction:

The teacher introduces the word 'Choices'.

With the use of a video, we watch a short clip, and we discuss the different choices of the person in the video, the different choices he made and the consequences to the different choices. We then discuss what choices we might make every day that might affect our lives now or in the future.

This makes us more aware that it is important that we STOP, THINK AND DECIDE before we make choices, because it is important that in life we make the right choices.

Activity 1: Traffic Light System – Stop, Think, Decide. Together we make our own Traffic light through a craft activity. We build a traffic light model and.

Red – Stop

Amber – Think

Green – Decide & Do



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1. Stop 
2. Think 
How will this affect myself or others?
3. Make a good choice! 

Activity 2: Ask the students to pair up. Have each pair play a game of checkers. While they are playing, discuss how important it is to stop and think (and look ahead) before making a move. Instruct students to ask themselves questions such as;

What might happen to this piece if I move it here?

What choices do I have for moving this piece?

If I make this move, what will my partner do next?

Activity 3: The students are given flashcards of good choices and ones of bad choices, and they must group them. They then must read the good choices and the bad choices. The



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teacher explains that before making choices we need to stop and think. We need to ask how it will affect ourselves and others before making the choice. We also need to check whether it is safe, respectful and kind (Poster).



posterartdesign.com

Conclusion- Journaling, in their Journal the students must write a 'Bad Choice' they made that day and how they could have not chosen the bad choice and instead made a good choice. If the students did not make a bad choice on that day,



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	they must write about a good choice they made and state why it was a good choice.
Benefits for teachers and students	· The students learn the importance of making good choices and decisions. · They understand that the choices they make might lead to positive or negative consequences. · They learn that it is important to think before making a choice. · They learn that the choices we make might affect our lives. Teachers build healthy relationships with students and can make use of the skills acquired during these sessions even in the mainstream class.
Additional information	The traffic light craft is used and displayed in class. We can refer to it when a student needs to be reminded to make a good choice.
Additional links and resources	· Video clip - (6984) THE CHOICE (Short Animated Movie) - YouTube



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	- Cardboard (green, yellow, red and black) for crafts - Posters and flashcards - Checkers game - Journals (Personal student journal)
English translation (if needed)	

20- *Friendship cards: Nationwide Resource to promote inclusions in all mainstream classrooms.*

Name of the good practice	Friendship cards Nationwide Resource to promote inclusions in all mainstream classrooms.
Source (Organization, country)	SMC (St. Margaret College, Verdala Senior School) MALTA



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Area of the good practice	All students.
Description and supporting evidence	These Friendship cards were distributed to all schools and classrooms in order to promote Social/Emotional literacy and in the mainstream schools. These cards are to be utilised by teachers to promote inclusions and to facilitate healthy and positive relationships within their classrooms.
Steps for implementation / reproduction	Introduction: Together we read the word "Friendship". We brainstorm and discuss the meaning of friendship and what makes a good friendship. 



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	Implementation: These cards are used as a tool to discussions and activities that promote five aspects of friendship: 1. Conflict 2. Feelings and Emotions 3. Negative Actions 4. Positive Actions 5. Making Peace The students can explore and speak about these different aspects in our everyday lives and relationships.
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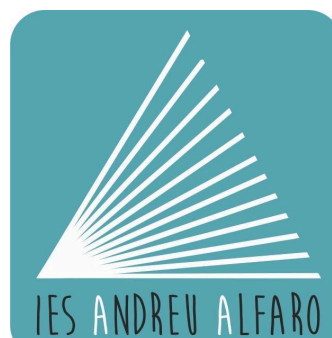


Through the use of the cards the students can look at different pictures and statements. These cards promote self-esteem, communication, conflict resolution, assertiveness and other various aspects of Social/Emotional literacy and relationships. These cards may be utilised to plan discussions, role-plays as well as social stories.



The back of the cards can be also utilised in different activities.

They are discussion starters as well as questions the teacher might



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	use to start discussions and debates.
Benefits for teachers and students	· The students learn how to build positive and healthy relationships and friendships. · They learn about different feelings and emotions. · Acquire communication skills. · Relationship building skills. · Teachers may refer to the cards as well as the large posters in the school corridors.
Additional information	These cards are available in all Maltese classrooms both in the primary and secondary schools. Large Colourful posters of the cards were also distributed and displayed in school corridors and foyers. · Teachers may refer to the cards as well as the large posters in the school corridors.



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Additional links and resources	These cards are available in all Maltese classrooms both in the primary and secondary schools. Large Colourful posters of the cards were also distributed and displayed in school corridors and foyers. 
English translation (if needed)	Friendship cards

21- Pomodoro

Name of the good practice	Pomodoro
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL



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Area of the good practice	Attention deficit and hyperactivity disorder (ADHD) Dyscalculia
Description and supporting evidence	Students with ADHD struggle to focus on classroom tasks. Thus, the Pomodoro Technique (Pomodoro is Italian for tomato) is a time management method, created by Francesco Cirillo that asks students to alternate pomodoros — focused work sessions — with frequent short breaks to promote sustained concentration and fight hyperactivity and attention deficit.
Steps for implementation / reproduction	Step 1: The teacher must divide a work or project into four tasks, that is, into cycles of four pomodoros (or more if needed) and establish a time for completing them and a time for the students to rest between each task performed. Step 2: The teacher must use a timer (an App, an hourglass, a stopwatch or even a mobile phone timer) to mark the time for each work cycle, which will be called a pomodoro. Step 3: During each pomodoro, the students carry out their activity with guidance and support from the teacher and, when the alarm sounds, they must stop working.



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	Step 4: The students can take advantage of the break to rest and choose another activity to relax, such as reading a book or listening to an audio file. Step 5: The teacher begins the second pomodoro, repeating the procedures until four pomodoros are completed. Step 6: The teacher checks the students' work and gives them feedback.
Benefits for teachers and students	Using a tomato as a stand-in for units of time might sound silly but it actually has serious effectiveness in helping students to learn. The pomodoro technique makes tasks easier for students, it combats distractions, and it gamifies learning which makes it so interesting for students and teachers in the classroom.
Additional information	The teacher must make sure that the time spent on each pomodoro is enough to maintain the students' focus of attention (no more than 25 minutes). Rest breaks should also not be too long so that the work does not lose its effectiveness (5 to 15 minutes). The pomodoro technique can also be used at home to study.



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	This activity is also beneficial for students with dyscalculia by involving them in the time management and by learning/practising how to tell the time in digital and analog clocks.
Additional links and resources	https://pomofocus.io https://breaktimer.app
English translation (if needed)	

22- Word Hospital

Name of the good practice	Word Hospital
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL
Area of the good practice	Learning disabilities Memory



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Description and supporting evidence	This practice is very useful in helping students memorise the specific vocabulary of each school subject, especially if they have learning disabilities. The technique consists of working on memory and fine motor skills, and can even help alleviate difficulties related to dyslexia, dysgraphia and dysorthography.
Steps for implementation / reproduction	Step 1: Students build a hospital using cardboard (see image), or even a shoebox reused for this purpose, and create different paper cards cut into squares. Step 2: On these cards, students must put the question on one side and leave the other side blank so they can write the answer, for example: Question: What is an opening in the Earth's crust through which lava, ash, and gases erupt? Answer: Volcano Question: How do you say/write (word) in English? Answer: (word) Step 3: Next, students study the specific vocabulary of the content they are covering.



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	Step 4: In pairs or groups, students alternately pose the question to a colleague and answer until they run out of cards. Step 5: At the end of the activity, students and teacher confirm the answers given. Each card with a wrong answer must be placed in the hospital to be cured. The objective is to cure all the words found in the hospital, repeating the process as many times as necessary.
Benefits for teachers and students	Through play and gamification, students with learning disabilities learn specific content and vocabulary and the teacher can monitor each student individually, having a greater sense of the progress in the classroom.
Additional information	The first step is to prepare the material needed for the activity, so it is recommended that students be involved in this process, and teachers from other areas, such as visual education, can even be enrolled. The cards can be adapted for students with dyslexia, dysgraphia or dysorthography and can also contain images.



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Additional links and resources



Figure1

<https://professorageorgia.blogspot.com/2013/10/sugestao-hospital-das-palavras.html>

English translation (if needed)



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23- Mind Mapping

Name of the good practice	Mind Mapping
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL
Area of the good practice	Autism Dyslexia
Description and supporting evidence	Mind Mapping is a technique that consists of connecting concepts by using lines, images, and linkages. A Mind Map shows the relationship between different ideas, supports learning and improves creative problem solving and information recording. A well-structured Map is created in the form of a diagram to show tasks, concepts, words, or items connected to and arranged around a central subject or concept in a graphical pattern that creates an instinctive framework around a fundamental concept. This visual tool can transform unappealing information into a memorable and colourful organised illustration that helps students to store information. Furthermore, it has a psychological significance for studying as it shows the relationships between ideas and offers



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	lower-ability/attaining students the opportunity to engage in an active learning technique.
Steps for implementation / reproduction	Step 1: Make a circle at the centre of a page or board and write the title of the project or subject inside the circle. Step 2: Draw several lines out of the circle, according to the number of important tasks or facts about the topic, and label them with a subheading. Step 3: Try to reveal the subsequent level of information (tasks, sub-topics or facts). Then, link these to the related subheadings. Step 4: The above step would be repeated for the subsequent level of facts or tasks. Lines would be labelled and drawn out from the applicable headings and labels. Step 5: As students discover new information or get new ideas, those should be added to the Mind Map.
Benefits for teachers and students	Mind Maps are identified as valuable learning tools for all the students because they are a great way to visualise concepts and brainstorming, communicating and presenting ideas, managing projects and simplifying tasks, outlining documents and reports or presenting information. They also help teachers to show the connection between ideas and can be used to plan the next class as they are an interesting tool to improve students' engagement in the class.



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Additional information	After understanding the basic concept of mind mapping, students can then begin to add colour, shapes and their own ideas for taking it further. This might include pictures and iconography using digital platforms or Apps such as <i>Prezi</i> or <i>MindMeister</i> .
Additional links and resources	https://www.mindmeister.com https://prezi.com
English translation (if needed)	

24- Humour in the classroom

Name of the good practice	Humour in the classroom
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL
Area of the good practice	Mental Health Learning disabilities Attention deficit and hyperactivity disorder (ADHD)



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Description and supporting evidence	Feeling excited is an important part of human curiosity, and curiosity is one of the most significant aspects of learning. Humour keeps students engaged and interested and helps maintain interest when content is more difficult for students, especially those who struggle the most. It can also help students feel like they are part of a group and keep perspective when something seems difficult. For all these reasons, humour can be an incredible tool in the classroom.
Steps for implementation / reproduction	Step 1: The teacher must do prior research on jokes and/or cartoons related to the content and start the class with that same joke with the aim of awakening students' interest in the content to be studied. Step 2: The teacher projects a cartoon or some other funny image about the subject to be studied. Step 3: The teacher forms heterogeneous groups of students, thus allowing the integration of students with more difficulties into groups of more advanced students. Step 4: The teacher gives students time to share their opinions about the image/cartoon in a group. Step 5: The teacher asks students to present their conclusions while recording them (so that they can be seen by the whole class) and uses students' ideas to give explanations about the content being studied.



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Benefits for teachers and students	Humour maintains student engagement and helps build community between teachers and students.
Additional information	The teacher must be careful not to use humour in an offensive way. The teacher should never laugh directly at students or allow them to laugh at each other. Sarcasm should also be avoided, because students with autism may not understand it, and it is not known to what extent this sarcasm is affecting students internally. Jokes should never be told about cultural groups, sexual orientation, or ability, even if these groups are not represented in the class. It is simply unacceptable to use humour to cause pain or generate hate.
Additional links and resources	https://www.weareteachers.com/cheesy-teacher-jokes https://cartoonbank.com/ https://www.yourdictionary.com/articles/examples-puns-kids
English translation (if needed)	



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25- Yoga in the classroom

Name of the good practice	Yoga in the classroom
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL
Area of the good practice	Attention deficit and hyperactivity disorder (ADHD) Autism
Description and supporting evidence	Indian master Satyananda Saraswati, from the Bihar School of Yoga, introduced and systematically implemented Yoga and meditation in North American schools 20 years ago. The main objectives of the implementation were psychomotor development, reducing anxiety, increasing concentration and mental organisation. Furthermore, it was found that, through Yoga, students learn to relate to their own limitations and emotions, as well as to their colleagues, teachers, family members and the environment.
Steps for implementation / reproduction	Step 1: Students can start by simply chanting 'OHM' at the beginning and/or end of the class. 'OHM' is a sacred chant of the universe that helps them recognize their connection to other living creatures and



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	the universe. Students should try to make the 'OHM' sound from their throat and feel free to say it as loud as they want to. Step 2: Students close their eyes and focus on one body part at a time with the teacher's guidance. The teacher asks the students to start focusing from the top of their head to the tips of their toes and get them to tighten, then relax, every individual part of their body. Step 3: For younger students, the teacher can read a story at the end of the practice, while the students keep their eyes closed and relax. This will allow students to reflect on the story being told. OR Step 3: The teacher can play soothing music or a meditation script for students and allow them to follow the prompts provided or reflect on a central question. Step 4: By the end of the practice, the students should feel calmer and more relaxed, and the teacher can begin the class (if Yoga was performed in the beginning of the class). This practice is also very helpful to finish a class, especially if students performed too stimulating tasks in the classroom and need to rewind.
Benefits for teachers and students	Yoga has benefits for teachers as it minimises a series of routine problems in the classroom, so the quality of classes tends to improve and can go further if teachers also receive instructions on how to use basic Yoga techniques.



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	Yoga is also a means of improving school performance as it favours cognitive processes, minimises and, in some cases, neutralises violent behaviour, reduces attention deficit and hyperactivity, reduces school absences and suspensions, improves concentration, memory and creativity, improves interpersonal, intrapersonal, and environmental relationships and creates physically and emotionally healthy children and young people.
Additional information	Implementing this activity at school is structurally very simple, but it is essential to have a qualified Yoga teacher to carry out this noble task as it is necessary to direct the techniques according to the classes and each age group. The activity may present variations depending on the teacher's knowledge and willingness to do it, through the introduction of Yoga poses before a final relaxation moment.
Additional links and resources	https://positivepsychology.com/yoga-in-education
English translation (if needed)	



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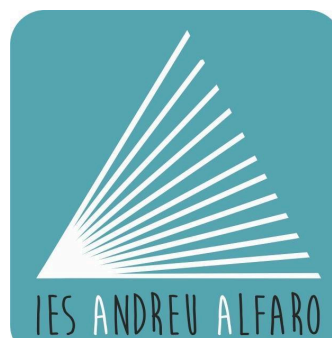
26- Escape Room

Name of the good practice	Escape Room
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL
Area of the good practice	Learning disabilities Building teamwork
Description and supporting evidence	Setting up a classroom escape room is a way to increase student engagement. Teachers can use this challenge to introduce a new topic or to review information students have already learned. Escape rooms are learning strategies that can facilitate motivation of learning through challenges. In these strategies, students must work as a team and use their reasoning, knowledge, and skills to solve puzzles and challenges related to the content of the curriculum, allowing them to solve the game in a limited time.



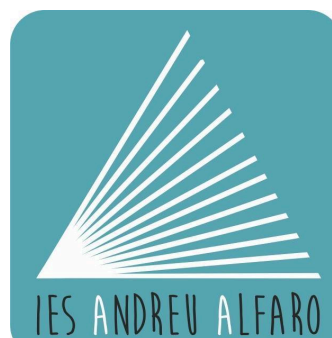
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	This type of activity is known for a significant improvement in classroom flow, academic performance, and classroom climate, and a better score in prosocial and antisocial behaviours.
Steps for implementation / reproduction	Step 1: The teacher needs to use a locked box to hide a series of clues. Teachers can use lockable boxes or just build their own. Step 2: The teacher must think about what students need to accomplish with the classroom escape room experience. The activity can either be used to introduce a new topic or review subjects that have already been explored and every clue, puzzle, and action in the experience should tie into the same topic. The teacher must figure out the information he/she wants students to know and use. Step 3: The teacher must write a story. Every escape room challenge starts with a story that features a problem that needs to be solved. The teacher mustn't tell too much at once because the story should unfold as students find clues. Step 4: The teacher must create puzzles and clues. These don't have to be complicated. The teacher can simply give students a passage for close reading with questions to answer. Highlighted letters from those questions could be the solution to the first clue or a maths problem for number combination locks, or even having students solve a riddle or make an inference. Here's an example: Clue: Benjamin Franklin woke up on his 12th birthday to a fierce thunderstorm and lightning crackling outside his window.



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	Solution: Combination lock number 01/17/18, the date of Franklin's 12th birthday. The first task or puzzle should be fairly simple. This builds confidence and makes the students more eager to continue because too many challenging tasks can leave less-confident students ready to quit. Step 5: The entire activity should be mentally role-played by the teacher. The teacher must think about every step (what is expected of students to do? is anything too easy? Unclear? Are they challenging but not overly frustrating? Etc.) Step 6: The teacher must decide how the students will tackle the tasks (pairs or groups). Many teachers break their classes into groups and set up the tasks as stations. Students can move in groups from one to the next. In order for this to work, it's best if the tasks/stations can be solved in any order. Step 7: The teacher has to set up the escape room. If possible, some fellow teachers should be recruited to test the escape room first. This gives the chance to fix any errors and make adjustments as needed. Step 8: The teacher should make signs advertising the Escape Room in order to engage the students, motivate them and pique their interest.
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	Step 9: The teacher should put the box with the lock on it in a prominent location in the classroom and refuse to answer any questions about it, telling students that they'll find out soon enough. Step 10: The teacher should create a video introduction for students to watch when they enter the room, or email them a mysterious letter that ties into the story. Step 11: The teacher sets the rules in advance and lets the students play the escape room. The teacher should remind groups to work together quietly so they don't give the answers away to other groups. Step 12: Students might be confused and might argue with each other and might want to give up, so the teacher should be prepared with a few hints. Step 13: Students' success should be celebrated. A tangible prize can be fun, like stickers or a snack. Individual or group achievements, like leadership, patience, or puzzle-solving skills should also be recognized. Step 14: The class should reflect on the experience. The teacher should check what the students learned or reviewed and how this experience enhanced their learning.
Benefits for teachers and students	Room escape in the classroom fosters teamwork and collaboration, develops analytical, logic, and problem-solving skills, improves focus, memory, and ability to think, improves communication skills, builds relationships, incorporates all learning styles, builds confidence,



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	patience and perseverance, highlights the importance of following directions and attention to detail.
Additional information	In the days leading up to the game, teachers should let students earn “tokens” in class according to their behaviour and achievements, so that they can use them for hints to escape the escape room. On the day of the escape, the teacher can dress in costume and play music that coordinates with the story in order to immerse the students in the experience. The teacher will need to manage groups. If one group seems stuck at a task or puzzle and is holding up the rest of the class, the teacher might have to consider offering them one of some carefully prepared hints. Finally, the teacher should plan some enrichment activities each group can work on while they wait for the other students.
Additional links and resources	https://www.theescapeclassroom.com https://www.myprimaryparadise.com/2018/03/14/escape-rooms-in-the-classroom-5-easy-ways-to-make-them-work
English translation (if needed)	



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27- Worldbuilding

Name of the good practice	Worldbuilding
Source (Organization, country)	Escola Básica e Secundária de Velas PORTUGAL
Area of the good practice	Autism Learning disabilities Dyslexia Dysgraphia Dysorthography
Description and supporting evidence	Until the last several decades, worldbuilding was largely viewed as relevant to fantasy and sci-fi authors, specifically authors who created worlds just to entertain society. However, game designers realized the potential of worldbuilding for creating immersive, interactive experiences and worldbuilding began to spread on media (cinema, visual art, virtual reality, etc.). Simultaneously, academics became increasingly interested in understanding worldbuilding and its implications in learning.



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	Teachers now realise that worldbuilding projects are excellent for classroom use and can be used in many different ways. University professors and high school teachers have used the worldbuilding deck to teach fiction writing, literature, history, public policy, and more. Worldbuilding can be done in a single session, in multi-week units or a semester-long class project. Worldbuilding can be done on a simple sheet of paper or using specific software such as <i>Classcraft</i> which gamifies the social and emotional needs of students with a hint of adventure for extra fun. <i>Classcraft</i> was created by a teacher for teachers. The idea was to make a game that allows students to grow emotionally and socially.
Steps for implementation / reproduction	The final task is to write a fictional story where the student is the main character. The idea is to allow students to create their own avatar character that they become invested in as a personal extension of themselves in a virtual world created by them. The teacher should create tasks with rewards to motivate students to engage in the task. Step 1: The student must decide the name of the world and where it is located. Step 2: The student must describe the world in terms of fauna and flora, landscape, and climate.



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	Step 3: The student must decide what the population is like, their mannerism, customs, and traditions. Step 4: The student must decide the main language of communication. Step 5: The student must describe social classes. Step 6: The student must describe civilization in terms of history, religion and culture, education, forms of entertainment, etc. Step 7: The student must describe the technology/magic that exists in this world. Step 8: The student must describe the economy (trade and commerce, currency, natural resources, etc.). Step 9: The student must describe the political system – form of government and main laws. Step 10: The student must create a character. Step 11: The student must create a plot. Step 12: The student must write a story that includes all the elements created.
Benefits for teachers and students	Worldbuilding allows teachers to explore several contents in the same class. Teachers are able to monitor students and catch their needs early. It allows students to develop without thinking about it actively.



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	The task can also be performed in a group and its collaborative nature supports teamwork, problem-solving, and communication and it motivates learning, creativity and autonomy.
Additional information	Teachers can guide students to positive choices and engage them when needed if they're struggling in any area. Students can be asked to draw and paint/colour their avatar and the world in a map. Instead of creating the world itself, the teacher can choose a literary work and ask students to create their characters to immerse them in the book. To do this, the teacher creates a series of categories, such as gender, age, social class, profession, physical characteristics, and subcategories that are randomly selected by using polyhedral dice (see image).



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Figure 2

<https://www.amazon.es/Dados-Poli%C3%A9dricos-7-Dados-Dungeons-Dragons/dp/B06VTQT3LB>

Fine motor skills, spelling and handwriting can also be worked on in an adapted way with students with dyslexia, dysgraphia and dysorthography.

Additional links and resources

<https://www.classcraft.com>



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English translation (if needed)	
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28- Lego Play Therapy and Art Therapy

Name of the good practice	Lego Play Therapy and Art Therapy
Source (Organization, country)	Villiers School, Limerick IRELAND
Area of the good practice	Withdrawal classes during the school day
Description and supporting evidence	“Art therapy can be effective in improving children's quality of life; anxiety; self-concept; problem-solving skills, attitudes towards school; emotional and behavioural difficulties.” Zoe Moula Many autistic children and young people need extra support with social skills. “Social skills programmes, such as LEGO® based therapy (LBT), are commonly used to help with these difficulties.” Amy Barr and Elizabeth Coates.

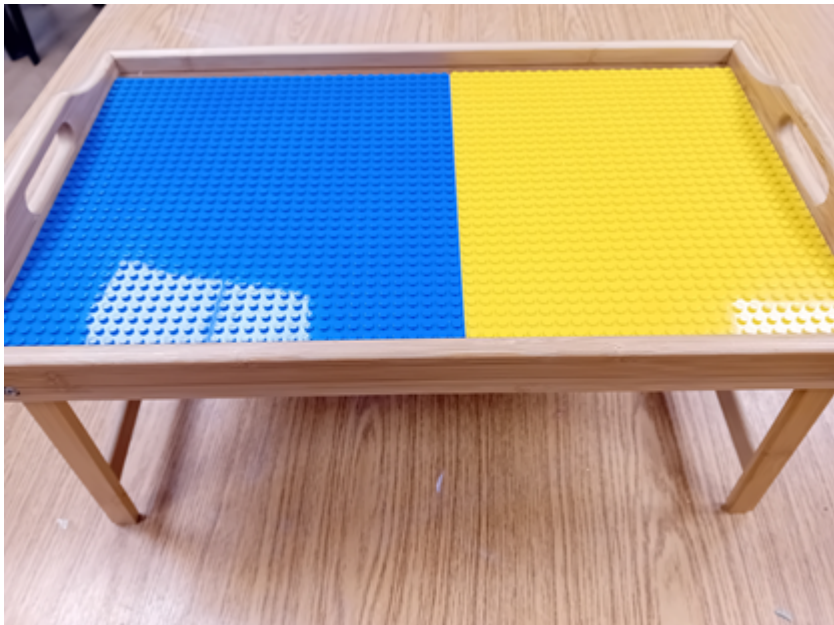


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Steps for implementation / reproduction	- Consider which students would benefit from these programmes and plan for a short-term phase. - Gather relevant resources- lego and art materials. - Develop an evaluation tool so you can reflect on the success of the programme.
Benefits for teachers and students	- Improvement with Social Skills for our students. - Students find these programmes excellent to relieve anxiety. - Students improve problem solving skills and learn how to take turns with peers. - These skills can then be translated to the classroom setting.
Additional information	
Additional links and resources	I created these lego lap trays so our students and teachers can carry the lego materials to different locations.



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English translation (if needed)	



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29- Speech to Text functionality – Microsoft Word Online

Name of the good practice	Speech to Text functionality – Microsoft Word Online
Source (Organization, country)	Villiers School, Limerick IRELAND
Area of the good practice	Assistive technologies for students with SEN.
Description and supporting evidence	- Students with SLD-dyslexia, Speech and Language difficulties and physical disabilities such as a DCD (Developmental coordination disorder) benefit from technologies to assist their learning. - The speech to text functionality in Microsoft Word Online allows students to complete tasks quickly and efficiently. - Students will need access to a laptop or tablet and their Microsoft 365 account.



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Steps for implementation / reproduction	<table border="1"> <tr> <td data-bbox="560 817 794 1491">Opening Activity</td><td data-bbox="794 817 1469 1491"> Oral Language: Introduce Story Cubes- create a group story (each student will roll three cubes, and create a story based on the images on their cubes). The next student will continue the story with their cubes and so on.  Story Cubes: https://www.storycubes.com/en/ Online version: https://www.eslkidsgames.com/esl-story-dice-online </td></tr> <tr> <td data-bbox="560 1491 794 1762">PowerPoint presentation- How to use Speech to Text with</td><td data-bbox="794 1491 1469 1762"> Follow the instructions on the PowerPoint to learn the Speech to Text function on MS Word Online. Experiment by saying a few words. Speech to Text - MS Word A.pptx </td></tr> </table>	Opening Activity	Oral Language: Introduce Story Cubes- create a group story (each student will roll three cubes, and create a story based on the images on their cubes). The next student will continue the story with their cubes and so on.  Story Cubes: https://www.storycubes.com/en/ Online version: https://www.eslkidsgames.com/esl-story-dice-online	PowerPoint presentation- How to use Speech to Text with	Follow the instructions on the PowerPoint to learn the Speech to Text function on MS Word Online. Experiment by saying a few words. Speech to Text - MS Word A.pptx
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PowerPoint presentation- How to use Speech to Text with	Follow the instructions on the PowerPoint to learn the Speech to Text function on MS Word Online. Experiment by saying a few words. Speech to Text - MS Word A.pptx				



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	Extension Work	Students will roll their story cubes and create a story; dictating full sentences using MS Work Online. They will spend time experimenting with this individually.
	Conclusion	Students will be asked to complete a homework task using speech to text before their next support class.
Benefits for teachers and students	Teachers: It is important to promote independence in our SEN learners; assistive technology is an integral tool for our students. Students: Assistive technologies lead to greater independence and autonomy for students. Using speech to text will enable students to complete tasks quickly, accurately and efficiently.	
Additional information		
Additional links and resources	PowerPoint presentation: Speech to Text - MS Word A.pptx Story Cubes Game: https://www.storycubes.com/en/	



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	Story Cubes Online: https://www.eslkidsgames.com/esl-story-dice-online
English translation (if needed)	

30- Self-Regulation & Recognising Emotions using Poetry

Name of the good practice	Self-Regulation & Recognising Emotions using Poetry
Source (Organization, country)	Villiers School, Limerick IRELAND
Area of the good practice	Self-regulation & Literacy



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Description and supporting evidence	Students will be encouraged to examine a range of emotions found in the poem 'Daffodils' by William Wordsworth. They will be encouraged to use the calming influence of the natural world as a tool for self-regulation.						
Steps for implementation / reproduction	<table border="1"> <tr> <td data-bbox="560 1048 796 1249">Opening Activity</td><td data-bbox="796 1048 1477 1249">Students will read the poem 'Daffodils' by William Wordsworth and use the emotion cards to identify how the poem was feeling during the four stanzas of the poem.</td></tr> <tr> <td data-bbox="560 1249 796 1671">Poetry Exercise</td><td data-bbox="796 1249 1477 1671"> Students will participate by answering the questions on the handouts and orally from the PowerPoint presentation on 'Daffodils'. Daffodils by Wordsworth.pptx Questions focus on the poet's emotions and how he turns to nature to help him feel better. </td></tr> <tr> <td data-bbox="560 1671 796 1872">Extension Work</td><td data-bbox="796 1671 1477 1872">Students will complete the interactive activities (slides 9-14) which will aid their comprehension of the poem and reinforce their focus on the poet's emotions.</td></tr> </table>	Opening Activity	Students will read the poem 'Daffodils' by William Wordsworth and use the emotion cards to identify how the poem was feeling during the four stanzas of the poem.	Poetry Exercise	Students will participate by answering the questions on the handouts and orally from the PowerPoint presentation on 'Daffodils'. Daffodils by Wordsworth.pptx Questions focus on the poet's emotions and how he turns to nature to help him feel better.	Extension Work	Students will complete the interactive activities (slides 9-14) which will aid their comprehension of the poem and reinforce their focus on the poet's emotions.
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Conclusion	Students will identify a place which helps them feel calm and peaceful and share this orally with the group. Students will be encouraged to use the image/feeling of this place to help them self-regulate when they are experiencing anxiety.		
Benefits for teachers and students	Teachers: This is a literacy lesson with a self-regulation focus; two skills are being developed at the same time. Students: They can develop self-regulation skills in addition to revising a poem. They can also transfer the skills developed in this lesson towards the identification of their own emotions which will aid their ability to self-regulate.		
Additional information			
Additional links and resources	Emotion Cards: Emotion Cards.pdf PowerPoint: Daffodils by Wordsworth.pptx		
English translation (if needed)			



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REFERENCES



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Feedback

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General Feedback



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Country	France	Türkiye	Spain	Norway	Malta	Ireland	Portugal