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## SOCIAL AND EMOTIONAL LEARNING PROGRAM

**Supporting the Social and Emotional  
Development of  
Twice-Exceptional Children**

**2023-1-TR01-KA220-SCH-000155741**

**March, 2025**





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*"This study, which aims to support the social and emotional development of twice-exceptional children, is granted by the European Commission under the Erasmus+ Program. The contents herein reflect the views of the author/institution and the European Commission and the Turkish National Agency cannot be held responsible for these views."*

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## Foreword

The universe is but a speck; within it, the human being is an entire cosmos. Humanity, with its race, religion, language, gender, and colour, is a vibrant mosaic of similarities and differences. Within this richness, the paradox of striving for individuality while becoming identical to others creates a profound dilemma. As sameness spreads day by day, the children whom has been gifted to the world as naturally unique continue their struggle—not only to satisfy their curiosity, to know, to understand, and to be understood—but also to be accepted. In this journey, their innate talents are often accompanied by additional challenges such as attention deficit and hyperactivity disorder dyslexia, autism spectrum disorder and etc. making their path even more difficult. These children, referred to as twice-exceptional, face difficulties in socio-emotional areas such as self-expression, communication, and emotional regulation, requiring unique support. From this perspective, a comprehensive Program has been developed to support the social and emotional development of twice-exceptional individuals. This program provides detailed insights into who these children are, the challenges they face, and the concept of social-emotional development. At the same time, it offers practical activities designed to address their specific needs. This is not only intended for twice-exceptional children but also serves as a guide for their families, teachers, and specialists who enrich their lives. Our goal is to provide strong support to help these unique individuals fully realize their potential and to make their educational journey more meaningful.

I wholeheartedly congratulate all the educators and experts who contributed to the preparation of this book. Their work not only enriches the academic literature but also fills a valuable gap by providing a practical guide.

We dedicate this work to twice-exceptional children and the teachers who walk alongside them.

With love and respect...

Project Coordinator

### 1. Twice Exceptional Children (2E) and Social-Emotional Development

#### Introduction

Gifted children can learn faster than their peers, possess diverse interests, exhibit a unique sense of humour and an extraordinary imagination, and demonstrate highly developed curiosity, compassion, and a strong sense of justice, along with high levels of performance (Şentürk, 2018). In addition to advanced intelligence compared to their peers, *these children also excel in creativity and problem-solving skills and often exhibit exceptional abilities in academic, artistic, or leadership domains* (Renzulli, 1978). The National Association for Gifted Children (NAGC, 2019) defines gifted individuals as those who “demonstrate or have the potential to demonstrate outstanding performance in one or more areas, including intellectual ability, talent, creativity, and the performing arts.” These children typically exhibit characteristics such as rapid learning, strong memory, enjoyment in engaging with complex tasks, heightened sensitivity and compassion, a strong sense of justice, boundless curiosity, diverse interests, a distinct sense of humour, and an extraordinary imagination (Webb et al. 2016). While each child is unique, in addition to these general characteristics, some gifted children may also have special educational needs.

Twice-exceptional (2e) children, as they are commonly referred to, display high levels of cognitive ability, creativity, and exceptional talent while simultaneously coping with special needs such as learning difficulties, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), or sensory impairments (Assouline et al., 2009; Şentürk et al., 2022). This duality makes their educational needs complex and multifaceted, as they may experience emotional intensity, social isolation, low self-esteem, and learning difficulties (Reis et al., 2014). Recognizing this condition is crucial for both fostering their exceptional talents and addressing their special educational needs.

In this context, the present study, supported by the European Commission under the Erasmus+ Programme, explores the definition of 2e children, their strengths and weaknesses and the socio-emotional challenges. Additionally, the study provides sample activities designed for teachers to support these students effectively.

### **1.1. Definition and Characteristics of 2E Children**

Although studies on 2e children began in 1923 with the simultaneous consideration of giftedness and learning difficulties, early research remained limited to "learning disabilities". However, with the recognition in 1944 that Asperger's syndrome (a form of pervasive developmental disorder) could also manifest in gifted children, legal regulations and definitions related to 2e children started emerging between the 1970s and 2000s (İlhan Emecan, 2023).

Given the ongoing debates regarding the definitions of intelligence, creativity, and consequently, giftedness, it is natural to encounter conceptual challenges in defining 2e children. Nevertheless, the literature presents closely related definitions of 2e children. For instance, Assouline et al. (2009) define 2e children as individuals who typically have a high IQ while also struggling with special needs such as learning difficulties, ADHD, or ASD—being both gifted and having special educational needs. Similarly, Reis et al. (2014) define 2e children as having high levels of creativity who simultaneously face sensory impairments or other special needs, exhibiting both exceptional abilities and disabilities. Şentürk et al. (2022) explain twice-exceptionality as the coexistence of giftedness with one or more diagnoses such as learning difficulties (dyslexia, dyscalculia, etc.), ADHD or ASD.

In its simplest form, twice-exceptionality refers to a child who is both gifted and in need of special education due to high cognitive abilities alongside specific challenges.

### **1.2. Strengths and Weaknesses of 2E Children**

In many countries around the world, educational policies and legal regulations exist separately for gifted individuals and those with special educational needs, with these

practices often being implemented independently. However, since 2e children exist at the intersection of these two groups, they face numerous challenges in areas such as identification, support services, individualized education programs, and socio-emotional support (Bayram & Şentürk, 2022; Ronksley-Pavia, 2015). The phenomenon of twice-exceptionality can cause a child's dominant traits to mask their other characteristics, leading to difficulties in identification and in recognizing both their strengths and weaknesses (Baldwin et al., 2015; Baum, 1990; Foley Nicpon et al, 2015). One of the most significant challenges in the early identification of 2e individuals is the low awareness among teachers and parents regarding this phenomenon (Dare & Nowicki, 2015).

Nevertheless, just like gifted and special needs children, 2e children also exhibit common characteristics. Gifted children are typically highly curious, possess extensive knowledge in their areas of interest, have strong memory skills, learn quickly, and often become bored with routine and repetitive tasks. They also tend to be socio-emotionally perfectionistic, have strong moral values, and exhibit idealistic personalities. In addition to these traits, 2e children may also display characteristics stemming from their coexisting disabilities. As a result, despite their high cognitive abilities, they may face various challenges in both individual and social development due to conditions such as learning difficulties, ADHD, or ASD (Şentürk et al., 2022).

	<b>SLD and Giftedness</b>	<b>ADHD and Giftedness</b>	<b>ASD and Giftedness</b>
<b>Academic Qualifications</b>	<ul style="list-style-type: none"> <li>• Difficulty in reading despite early verbal development</li> <li>• Disgraphics</li> <li>• Dyslectic</li> <li>• Dyscalculia</li> <li>• Problems with short-term memory</li> <li>• Strong in critical and creative thinking</li> <li>• in-depth knowledge in the Specific interests</li> <li>• Preference for spatial tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty starting, following or completing a task</li> <li>• Strong in critical and creative thinking</li> <li>• Preference for spatial tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate cognitive development without language delay</li> <li>• Difficulty in understanding abstract concepts and tasks that require critical and creative thinking</li> <li>• Preference for spatial tasks</li> <li>• Preoccupation with one or more uniform and restricted types of task</li> </ul>
<b>Attention Problems</b>	<ul style="list-style-type: none"> <li>• Short attention span and rapid distraction</li> <li>• Excessive movement, inactivity or apathy</li> </ul>	<ul style="list-style-type: none"> <li>• Inability to stay still, fidgeting, constant movement</li> <li>• Difficulty staying still</li> <li>• Rapid distraction</li> </ul>	<ul style="list-style-type: none"> <li>• Specific or repetitive movements</li> <li>• Persistent preoccupation with parts of objects</li> </ul>
<b>Organisation Skills</b>	<ul style="list-style-type: none"> <li>• Difficulty understanding and following instructions</li> <li>• Difficulty in expressing thoughts verbally and in writing</li> <li>• Difficulty doing work when there is no structure or predictability (non-verbal learning disability)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in following and completing instructions</li> <li>• Difficulty in time management</li> </ul>	<ul style="list-style-type: none"> <li>• Rigid adherence to dysfunctional routines or rituals</li> </ul>

<b>Social Issues</b>	<ul style="list-style-type: none"> <li>• Problems reading in a social context (non-verbal learning disability)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in making sense of subjects in their social context</li> </ul>	<ul style="list-style-type: none"> <li>• Social in interaction quantitative deterioration in (at least two ways)</li> <li>• Lack of non-verbal behaviour</li> <li>• Peer relationship failure to develop</li> <li>• Lack of sharing spontaneous interest, happiness or achievements</li> <li>• Lack of social or emotional interdependence</li> </ul>
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Source: Reis, S. M., Baum, S. M., & Burke, E. (2014). An operational definition of twice-exceptional learners: Implications and applications. *Gifted Child Quarterly, 58*(3), 217–230. <https://doi.org/10.1177/0016986214534976>

For instance, 2e children with learning difficulties, there may be a discrepancy between their high level of curiosity and sense of humour and their weaknesses in social skills; despite having a high IQ, they may struggle with academic failure; despite possessing a strong memory, they may exhibit inattentiveness; and alongside their creative and analytical thinking skills, they may experience concentration difficulties and unrealistic expectations (Ruban & Reis, 2005). Similarly, a student with ADHD may struggle with task completion, experience frequent distractions, have difficulties understanding social cues, exhibit behavioural problems, and display impulsive behaviours.

2e children with ASD may demonstrate delays in language development despite having early speech abilities and an advanced vocabulary. While they often get bored with routines, they may rigidly adhere to non-functional routines or rituals and engage in repetitive, self-stimulatory behaviours. These children frequently face challenges in peer relationships, experience difficulties in social interactions, struggle with emotional regulation, and exhibit heightened emotional sensitivity (Şentürk et al., 2022).

Although high intelligence, creativity, and curiosity are generally recognized as strengths of 2e children, weaknesses such as academic underachievement, attention deficits, poor organizational skills, behavioural issues, and fluctuations in impulsive behaviours often emerge as significant challenges. Caught between these conflicting traits, 2e children

frequently struggle with emotional regulation due to the internal chaos they experience (Assouline et al., 2009). Difficulties in peer interactions may lead 2e children to develop feelings of inadequacy, resulting in low self-esteem and social isolation (Reis et al., 2014; Şentürk et al., 2022).

When categorizing the challenges faced by 2e children, it is evident that socio-emotional development presents the most significant difficulties. Socio-emotional development encompasses the ability to understand and regulate emotions, build effective relationships, express oneself, develop empathy, comprehend social norms, and adapt accordingly (Denham, 2006). Since this domain directly impacts children's academic success, social relationships, and self-esteem, fostering socio-emotional skills can enhance their ability to cope with stress, resolve conflicts, and establish successful social interactions.

### **1.3. Challenges Experienced by 2E Children**

2e children often face socio-emotional challenges, difficulties in relationships and communication, loneliness, and deficits in social skills. Below, these challenges are explained in detail, followed by recommendations on how to mitigate or eliminate these issues and support 2e children in overcoming them.

#### **1.3.1. Social-Emotional Problems**

The exceptional abilities of 2e children set them apart from their peers, while their special needs can complicate social interactions. Increased expectations stemming from their giftedness, coupled with difficulties in understanding their own emotional intensities, can heighten anxiety levels, leading to feelings of inadequacy and social isolation (Assouline et al., 2009; Şentürk et al., 2022). Being caught between the high expectations associated with their giftedness and the barriers created by their special needs often results in significant socio-emotional strain.

Despite their advanced cognitive abilities and complex thinking skills, socio-emotional difficulties can cause 2e children to struggle with learning difficulties, social communi-

cation challenges, and difficulties in expressing and regulating emotions (Foley Nicpon et al., 2011). To address these challenges, it is essential to provide socio-emotional support through Social-Emotional Learning (SEL) interventions, which focus on emotional regulation, empathy development, building healthy relationships, and responsible decision-making (CASEL, 2020). Such support helps 2e children better understand themselves, manage their social interactions, and achieve success both in education and daily life (CASEL, 2020).

### **1.3.2. Social Relations and Friendships**

2e children may struggle with peer interactions and face challenges in developing social skills. For instance, a 2e child with ADHD may have difficulty understanding social contexts and may struggle to communicate appropriately with peers due to impulsivity (Barkley, 2015). Similarly, 2e children with ASD may experience quantitative impairments in social interactions, difficulty sharing spontaneous interests, happiness, or achievements, and exhibit restricted, repetitive, and stereotyped behaviours. They may also face challenges in reciprocal social and emotional interactions, which can negatively impact their ability to form friendships.

Likewise, 2e children with learning difficulties may exhibit impulsive behaviours, oppositional tendencies when solving problems, difficulties in understanding and following instructions, and struggles in expressing their thoughts. These challenges can hinder their ability to form healthy peer relationships and may also expose them to peer bullying in school environments (Reis & McCoach, 2000). Consequently, behaviours resulting from their additional exceptionalities—or their inability to perform certain behaviours—can lead to negative outcomes such as learned helplessness, school phobia, and diminished self-esteem (Ronksley-Pavia et al., 2019).

To mitigate these risks, inclusive practices should be promoted by fostering a sense of community and belonging. Implementing structured social opportunities and providing structured social skills training can help support friendship development and enhance social interactions among 2e children (Şentürk, 2018).

### 1.3.3 Loneliness and Social Skill Deficiencies

The unique interests of 2e children, stemming from their giftedness, can make it challenging for them to establish connections with their peers. Additionally, possessing one or more characteristics such as ASD, learning difficulties or ADHD further increases their risk of loneliness and social isolation (Neihart, 2008). Difficulties in learning and limitations in social communication contribute to challenges in social interactions, while 2e children diagnosed with ASD may struggle with interpreting social cues and responding appropriately. Consequently, they may experience peer rejection and feelings of loneliness. Over time, this social isolation can lead to issues such as depression and anxiety (Reis et al., 2014).

To support 2e children in overcoming these challenges, educators can create an inclusive classroom atmosphere that emphasizes the unique strengths and contributions of 2e students. School-based support programs can be implemented to foster acceptance and inclusion (Aydın & Şentürk, 2020; King, 2005; Duyar et al., 2023). Structured mentorship programs, in which 2e students are paired with older peers or adults who have faced similar challenges, can provide valuable guidance. Additionally, organizing collaborative activities that align with 2e students' interests and abilities can offer opportunities for enhancing self-confidence and social communication skills.

### 1.3.4. Emotional Regulation

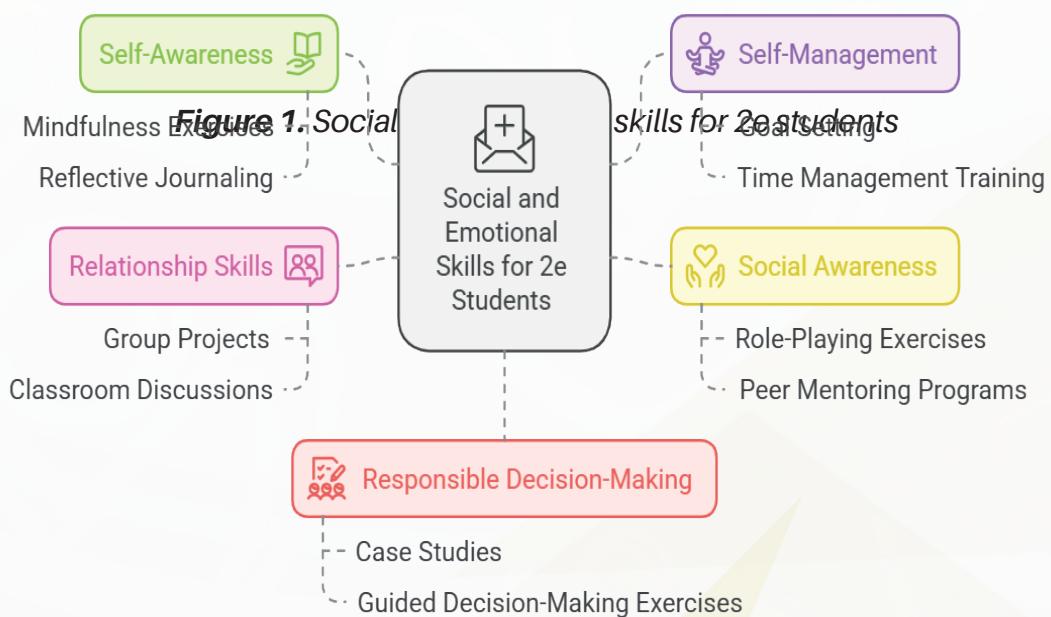
2e children, who often struggle with a pervasive sense of inadequacy, low self-concept, relational difficulties, and psychosomatic complaints, may experience emotional outbursts or severe emotional distress when confronted with disproportionate expectations and the resulting profound disappointments (Webb et al., 2016). One of the factors exacerbating this process is their tendency toward perfectionism. Due to this trait, 2e children may develop excessively high expectations and experience intense fear of failure when they are unable to meet their self-imposed goals (Parker, 1997). Consequently, they may struggle to maintain emotional well-being, frequently experiencing negativity, stress, and anxiety. Their impulsive behaviours can lead to social withdrawal, further isolating them from their peers. Additionally, academic difficulties stemming from specific learning disabilities may

contribute to low self-esteem, negatively impacting emotional regulation.

To address emotional regulation difficulties, strategies such as emotion recognition activities using emotion cards or wheels can be employed to foster emotional awareness. To help children cope with perfectionism, educators and caregivers can emphasize that making mistakes is an integral part of the learning process, using case studies and social stories as illustrative tools. Moreover, implementing structured daily routines, employing calming strategies (e.g., breathing exercises), and utilizing behavioural interventions such as positive reinforcement can aid in managing impulsivity. Providing academic support tailored to the needs of 2e children with learning disabilities and focusing on their strengths can further enhance emotional regulation. Furthermore, a consistent approach between family and school environments is crucial in supporting the emotional well-being of 2e children, who often fluctuate between their exceptional potential and their challenges.

#### 1.4. The CASEL's Framework of Social and Emotional Learning

Social-Emotional Learning (SEL) is defined as a set of essential life skills that help individuals succeed and adapt both personally and socially by understanding and managing emotions, building positive relationships, developing empathy, and making responsible decisions (CASEL, 2020). These skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



#### **1.4.1. Self-Awareness**

According to CASEL (2020), self-awareness is a competency that enables individuals to make sense of their emotions, evaluate their abilities, and develop self-confidence. It also encompasses emotional awareness and self-assessment skills. Higgins (1987) linked this competency to the concept of self, defining it as an awareness of the discrepancy between one's actual self and one's ideal self. While this awareness process is relevant for all individuals, it becomes more complex for 2e children, who, despite their exceptional potential, experience difficulties in certain areas. Helping these children understand themselves, recognize their strengths and weaknesses, and accept their self-identity is crucial, as they often struggle with interpreting emotional fluctuations within their self-concept.

To enhance self-awareness in 2e children, activities such as reflective journaling, emotion identification and expression exercises, the use of emotion wheels, and mindfulness practices can be effective. These strategies help them recognize their strengths and weaknesses, ultimately fostering a positive self-concept (Amran & Majid, 2019).

#### **1.4.2. Self-Management**

Self-management can be defined as an individual's ability to regulate their emotions and thoughts. According to CASEL (2020), self-management is the competency that enables individuals to control their emotions, thoughts, and behaviours in order to plan effectively, manage impulses, and cope with stress to achieve their goals. Goleman (1995) described self-management as the development of self-discipline and the regulation of emotional responses, while Zins et al. (2004) defined it as a skill that enhances academic performance, ensures emotional balance, improves social relationships, and contributes to success both in and out of school.

For 2e children, who often struggle with following and completing instructions, experience difficulties in functioning without structure or predictability, and demonstrate rigid adherence to dysfunctional routines or rituals, self-management is a crucial competency for both personal and professional success. 2e children frequently encounter challenges related to emotional regulation, executive functioning, and stress management. Within the

framework of Social and Emotional Learning, CASEL emphasizes the development of practical strategies such as goal setting, stress reduction, and organizational skills as part of the self-management process.

For 2e children, structured interventions such as time management training or the use of planners can help balance responsibilities and reduce anxiety (Riccomini et al., 2017). Additionally, specific, measurable, attainable, relevant, and time-bound (SMART) goals can be established to enhance self-management skills. Stress management techniques, including breathing exercises and regular physical activities, can be integrated into their routines. To foster self-discipline, breaking goals into smaller steps can help develop habits of perseverance. Furthermore, engaging in discussions that reframe negative thoughts into positive affirmations, along with constructive feedback, can boost motivation and self-confidence.

#### **1.4.3. Social Awareness**

Social awareness is one of the core competencies of SEL that enables individuals to establish healthy relationships with those around them and to be sensitive to societal issues. It involves understanding others' emotions, needs, and perspectives, developing empathy, and comprehending social norms (CASEL, 2020). This skill, which facilitates empathy and relationship-building, enhances individuals' ability to prevent and resolve conflicts (Elias et al., 1997). Additionally, it plays a crucial role in personal life by fostering respect for diversity and sensitivity to social issues, thereby contributing to the creation of a just society (Zins et al., 2004).

For 2e children, who may struggle with making sense of topics within a social context, experience difficulties in sharing emotions in relationships, and face challenges in peer interactions, developing social awareness can be particularly demanding—especially when impulsive behaviours are also present. To foster the development of this skill, various classroom-based activities can be implemented, including:

- Role-playing exercises that encourage students to take on different perspectives and understand others' viewpoints,

- Analysis of stories and real-life scenarios to help interpret various social situations,
- Cultural awareness activities, such as researching and presenting information about different cultures through festivals, traditional foods, and clothing,
- Social responsibility and volunteer projects to promote community engagement,
- Group discussions based on documentaries and films that explore social themes.
- By incorporating these strategies, 2e students can improve their ability to empathize, navigate social interactions more effectively, and develop a deeper sense of social responsibility.

#### **1.4. 4. Relationship Skills**

Relationship skills encompass sub-skills such as empathy, active listening, open communication, and conflict resolution, enabling individuals to communicate effectively, collaborate, and maintain healthy relationships (CASEL, 2020). As a fundamental component of emotional intelligence (Goleman, 1995), the ability to establish and sustain relationships plays a critical role in both personal and social life. It strengthens social bonds, reduces conflicts, and promotes cooperation (Elias et al., 1997). Through the development of these skills, individuals can engage in more harmonious and supportive interactions in familial, social, and professional settings, effectively resolve conflicts, and actively participate in society with a sense of responsibility.

Gifted children, who often challenge authority, resist imposition, and demonstrate persistence in their beliefs, may experience a low self-concept due to heightened awareness of their weaknesses, particularly when compounded by the challenges of being 2e (Suter & Wolf, 1987). This may lead them to prefer social isolation, creating difficulties in establishing and maintaining social connections. To enhance the relationship skills of 2e children, targeted interventions can be implemented, such as:

- Active listening exercises to foster effective communication,
- Workshops on clear and assertive communication,

- Team-based activities and cooperative games to strengthen collaboration,
- Group projects that encourage teamwork and social engagement (Speirs-Neumeister, 2023).

By incorporating these strategies, 2e children can develop stronger interpersonal skills, improve their ability to navigate social interactions, and build more meaningful relationships.

#### **1.4.5. Responsible Decision-Making**

Responsible decision-making is defined as the ability to make the best choices for oneself and others while considering ethical principles, social norms, and safety standards (CASEL, 2020). This skill involves anticipating consequences, selecting the most appropriate decision, and evaluating the outcomes. Rooted in values such as empathy, justice, and responsibility, responsible decision-making plays a crucial role in academic and professional success, fostering sensitivity to social issues and promoting moral integrity and social justice by encouraging individuals to adopt ethical principles. Through the development of this skill, students can navigate moral dilemmas, making ethical choices that yield positive outcomes for both themselves and others (Rest, 1986; Berkowitz & Bier, 2007). 2e children may face significant challenges in decision-making due to various emotional and behavioural characteristics. These may include a perceived lack of academic success, uncertainty about their abilities, heightened anxiety regarding academic tasks, fear of failure, and sensitivity to criticism (Şekeral & Özkardeş, 2013). Additionally, issues such as disorganization, weak executive functioning, and low motivation can further hinder their ability to make effective decisions. To support the development of responsible decision-making skills in 2e children, structured interventions can be implemented, including:

- Step-by-step learning activities that guide students through decision-making processes (e.g., problem identification, evaluation, prediction, decision-making, and reflection),
- Discussions on moral dilemmas, conducted individually or in group settings,

- Role-playing exercises and simulations that allow students to explore decision-making in different scenarios,
- Case studies that provide real-world applications of ethical reasoning.

By engaging in these strategies, 2e children can enhance their ability to make thoughtful, well-informed decisions, ultimately improving their academic, social, and personal development.

### **1.5. How Can Teachers Strengthen the Social and Emotional Skills of 2e Children?**

In supporting the social and emotional development of 2e children, several key strategies are recommended, including focusing on strengths, teaching and modelling flexible thinking, building relationships and establishing trust, and fostering a growth mindset (Baum et al, 2017; Baska & VanTassel-Baska, 2018; Dawson & Guare, 2018; Kaufman, 2018).

#### ***Focus on Strengths***

One of the most critical aspects of supporting children's social and emotional skills is understanding their strengths and weaknesses. Identifying a child's strengths and utilizing them to motivate academic success and improve weaker skills is essential. Solely focusing on developing weaknesses may decrease the child's motivation. Therefore, interventions should be designed to allow children to leverage their strengths while simultaneously working on areas that need improvement. Additionally, identifying children's needs and interests and assigning tasks and activities aligned with their performance levels is crucial. This approach ensures that while children engage in highly motivating activities in their areas of interest, they also receive the necessary support to enhance their weaker skills. Connecting children with mentors, internships, or volunteer opportunities in their fields of interest can also be highly beneficial.

#### ***Teach and Model Flexible Thinking***

2e children often struggle with flexible thinking. To support their development, structured time blocks rather than rigid fixed schedules should be used in activities. It is also important to engage 2e children in discussions about the possibility of changes in planned schedules and the need for contingency plans in case of unexpected alterations. For in-

stance, demonstrating how to create alternative plans for an already established schedule can serve as an effective model for flexible thinking, helping 2e children adapt to changes more effectively.

### ***Building Relationships and Trust***

Students who feel understood and respected in the classroom tend to be more open to learning. Creating a safe and inclusive classroom environment that values student feedback is essential. To help students feel valued and motivated to solve problems, teachers should remain calm and supportive. Encouraging students to freely express their thoughts and emotions is crucial in this process. For example, by modelling how to express emotions and thoughts constructively in difficult situations, teachers can help students develop the ability to articulate their own emotions and thoughts independently in similar scenarios.

### ***Teaching Anxiety Management***

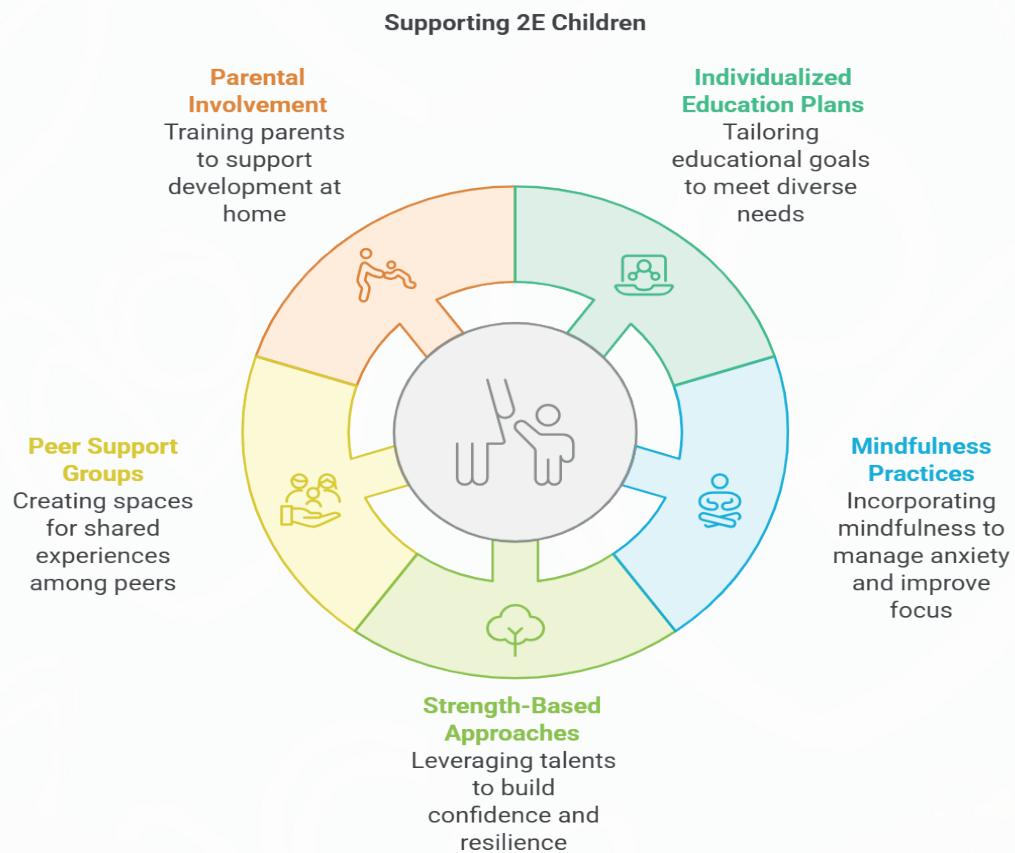
2e students often experience heightened anxiety due to factors such as short attention spans, lower-than-expected academic performance, and behavioural challenges. Therefore, helping them adapt to life changes and manage their anxiety is critical for their overall well-being. Planning classroom or extracurricular activities that focus on anxiety management, as well as enhancing students' self-regulation skills, can support them in handling their emotions more effectively. Teaching self-affirmation techniques can also be beneficial in reducing stress and promoting emotional resilience.

### ***Encouraging a Growth Mindset***

It is vital for 2e students to understand that their knowledge and skills can develop through effort and that intelligence is not a fixed trait. They should be encouraged to view mistakes as learning opportunities and to see taking risks and exploring creativity as valuable tools for discovery and innovation. Emphasizing that success is rooted in perseverance and gradual progress rather than innate talent can be particularly impactful. Sharing personal stories of overcoming challenges can also serve as powerful sources of inspiration for these students.

While implementing these strategies, teachers should adopt a holistic approach that

balances students' strengths and weaknesses. Collaborating with parents, setting individualized learning goals, leveraging peer support, and incorporating mindfulness activities for focus and anxiety management can significantly enhance the effectiveness of these interventions. Moreover, incorporating targeted Social and Emotional Learning (SEL) programs tailored to students' needs—whether in the classroom or in daily life—cannot only foster the development of core SEL competencies but also contribute to significant academic improvement.



**Figure 2.** Supporting 2e children

## Conclusion

2e children are individuals who are both gifted and have special needs, such as autism, ADHD, dyslexia, or ASD. While these children possess high cognitive abilities and creativity, they also face challenges such as learning difficulties, attention deficits, social communication struggles, and emotional regulation issues. These challenges can negatively impact their academic, social, and emotional development.

2e children often experience social-emotional difficulties, challenges in peer relationships, loneliness, and deficits in social skills. These issues can undermine their self-confidence and lead to social isolation. Therefore, fostering their social-emotional competencies is essential, and CASEL's Social-Emotional Learning (SEL) framework provides a valuable guide in this regard. This framework includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, all of which help 2e children enhance their ability to regulate emotions, develop empathy, build healthy relationships, and make responsible decisions.

Globally, various policies and interventions have been developed to meet the needs of 2e children. For example, in the United States, Individualized Education Programs (IEPs) and talent development programs support 2e students, while inclusive education policies, SEL programs, and mentorship initiatives are implemented in Europe. Additionally, EU-supported projects in Czechia, Bulgaria, Italy, Poland, and Turkey have been launched to raise awareness, provide social-emotional support, and promote more comprehensive policies and practices regarding the education of 2e children.

Teachers who are highly aware of the unique challenges and strengths of 2e children play a critical role in supporting their social-emotional development. By focusing on their strengths, promoting flexible thinking, creating safe and inclusive classroom environments, and implementing anxiety management strategies, educators can significantly enhance these students' well-being. Furthermore, collaboration with families and specialists is crucial in ensuring that 2e children receive both academic and social-emotional support, which is essential for their personal and societal integration.

In conclusion, addressing the unique needs of 2e children requires further research, policies, and interventions at both national and international levels. To help these children reach their full potential, education systems must adopt an inclusive approach that acknowledges both their exceptional abilities and their special needs.

### 2. Structure of the Program

#### 2.1. Core Approach and Model

The Social and Emotional Learning Program for 2e children has been designed with an inclusive approach that involves all stakeholders, primarily prospective teachers, teachers, and caregivers. The main goal of the program is to help 2e children overcome the challenges they face in communication, empathy, social awareness, self-recognition, and self-management skills. In line with this goal, the program has been designed based on a learner-centered design approach and developed according to the Taba-Tyler Model. It is an activity-based program structured around learning outcomes based on the needs of students. These outcomes have been determined using a holistic approach and skill-based manner based on CASEL's five-component framework. For the suggested activities in the learning experiences part of the program, active learning approaches have been adopted, and methods and techniques aligned with this approach have been selected. Various process- and outcome-oriented assessment and evaluation tools (such as self-assessment and checklists) have been used depending on the content of the activities. For the final evaluation of the program, the use of the "Social-Emotional Skills Questionnaire," "Emotional Intelligence (EQ) Measurement," "Portfolio," and "Observation Checklists" has been recommended.

#### 2.2. Program Learning Outcomes

This program has been designed to support the social-emotional learning skills of 2e students. The overall aim of the program is to enable students to develop self-awareness, manage their learning processes, enhance effective communication skills, and make responsible decisions for their future. In this context, the program has been structured into two different levels: one for students aged 7-11 and another for students aged 12 and above. During the design process of the Social-Emotional Learning Program, the expected learning outcomes necessary for students were identified. The characteristics of students' developmental stages and their social-emotional needs have been taken as fundamental

reference points. The identified learning outcomes were systematically sequenced in a taxonomic order. In structuring the program's learning outcomes, the taxonomy developed by Wellman and Moore was employed. This taxonomy consists of three levels: "perception," "comprehension," and "generalization" (Wellman & Moore, 1975).

### 2.3. Program Content

The Program provides a theoretical explanation about 2e children, including their definition, strengths and weaknesses, socio-emotional skills, and relevant curricula and practices implemented worldwide. However, the primary goal of the Program is to serve as a guide for teachers, offering sample activities to help them develop the social and emotional skills of 2e students. An activity-based program has been developed using CASEL's social and emotional learning model in line with this goal. The Program content has been structured around developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills.



**Figure 3.** Social-emotional learning

CASEL'S SEL Framework. <https://casel.org/>

The core competencies, themes, and learning outcomes of the Social-Emotional Learning Program for 2e students, designed for the 7-11 and 12+ age groups, are presented in the tables below.

*Table 1. The Distribution of Core Competencies and Themes Based on Learning Outcomes for 2e Students Aged 7-11*

CORE COMPETENCY	THEME	LEARNING OUTCOMES
Self-Awareness	<b>Strengths and Weaknesses</b>	<p>1. Recognizes their strengths and weaknesses.</p> <p>2. Expresses self-efficacy in areas where they are talented, with examples.</p> <p>3. Understands the importance of learning motivation in areas where they experience difficulty.</p> <p>4. Realizes their learning potential.</p>
	<b>Emotional Awareness</b>	<p>5. Becomes aware of feeling different emotions in response to events/situations.</p> <p>6. Expresses the emotions they feel in response to events/situations.</p> <p>7. Recognizes how their emotions affect their behaviour.</p> <p>8. Realizes how their emotions impact their learning behaviours.</p>

<b>Self-Management</b>	<b>Goal Setting and Motivation</b>	<p>9. Explains the importance of goal setting.</p> <p>10. Identifies the environmental factors that affect their goals.</p> <p>11. Explains the importance of planning according to their goals.</p> <p>12. Becomes aware of emotions, thoughts, and behaviours directed toward the goal.</p> <p>13. Recognizes non-goal-directed and negative emotions, thoughts, and behaviours that lead to undesirable outcomes.</p>
	<b>Learning Strategies</b>	<p>14. Realizes the use of different learning strategies in the learning process.</p> <p>15. Chooses the learning strategy most suitable for them in relation to the subject or concept they are learning.</p> <p>16. Uses learning strategies appropriate to the learning content.</p>
<b>Social Awareness</b>	<b>Social Cues</b>	<p>17. Recognizes verbal and non-verbal social cues.</p> <p>18. Assesses others' behaviours using verbal and non-verbal social cues.</p> <p>19. Recognizes the impact of their own behaviour on others through verbal and non-verbal social cues.</p>
	<b>Empathy</b>	<p>20. Realizes that others may think and feel differently about a particular situation.</p> <p>21. Values understanding others' emotions, perspectives, and opinions.</p> <p>22. Expresses disagreement constructively</p> <p>23. Understands the contributions of empathy to the learning process.</p>

<b>Relationship Skills</b>	<b>Active Listening</b>	<p>24. Focuses on understanding what others are saying rather than thinking about what to respond.</p> <p>25. Recognizes the contribution of active listening to communication.</p> <p>26. Explains the contributions of active listening to the learning process.</p>
	<b>Communication Barriers</b>	<p>27. Identifies barriers to communication.</p> <p>28. Classifies the barriers to communication.</p> <p>29. Assesses the impact of communication barriers on the learning process.</p>
<b>Responsible Decision Making</b>	<b>Problem Solving</b>	<p>30. Identifies problems encountered in daily life.</p> <p>31. Classifies daily life problems by importance.</p> <p>32. Identifies the variables related to the problem.</p> <p>33. Generates alternative solutions for solving daily life problems.</p> <p>34. Selects the appropriate solution from the alternatives.</p> <p>35. Evaluates the potential outcomes of the solution.</p>
	<b>Decision Making</b>	<p>36. Recognizes the impact of their decisions on their future.</p> <p>37. Understands the responsibility of owning their decisions.</p> <p>38. Explains the steps of the decision-making process.</p> <p>39. Realizes the importance of believing in themselves regarding what they can achieve in the future.</p>

Table 2. *The Distribution of Core Competencies and Themes Based on Learning Outcomes for 2e Students Aged 12 and above*

CORE COMPETENCY	THEME	LEARNING OUTCOMES
Self-Awareness	<b>Strengths and Weaknesses</b>	1. Identifies their strengths and weaknesses. 2. Assesses the impact of their strengths and weaknesses on learning.
	<b>Emotional Awareness</b>	3. Recognizes how emotions affect their behaviour. 4. Understands the importance of controlling emotions. 5. Evaluates the effects of emotions on learning behaviours.
Self-Management	<b>Goal Setting and Motivation</b>	6. Explains the importance of setting goals. 7. Explains the importance of planning according to goals. 8. Realizes that motivation is an essential internal force for achieving goals.
	<b>Learning Strategies</b>	9. Understands the impact of learning strategies on learning. 10. Selects the most suitable learning strategy for themselves concerning the subject or concept they will learn.
Social Awareness	<b>Social Cues</b>	11. Evaluates others' behaviours using verbal and non-verbal social cues. 12. Recognizes how their behaviours affect others by using verbal and non-verbal social cues.
	<b>Empathy</b>	13. Values understanding others' emotions, perspectives, and opinions. 14. Understands the contribution of empathy to the learning process.

<b>Relationship Skills</b>	<b>Active Listening</b>	15. Evaluates the contribution of active listening to communication. 16. Explains the contribution of active listening to the learning process.
	<b>Communication Barriers</b>	17. Recognizes the barriers to communication. 18. Assesses the effects of communication barriers on the learning process.
<b>Responsible Decision Making</b>	<b>Problem Solving</b>	19. Produces alternative solutions for solving daily life problems. 20. Evaluates the possible outcomes of solutions.
	<b>Decision Making</b>	21. Realizes the need to take responsibility for their decisions. 22. Explains the steps of the decision-making process. 23. Understands the importance of believing in oneself regarding future endeavours.

## 2.4. Principles to Consider in Program Implementation

The Social and Emotional Learning Program has been structured by ensuring a standardized educational framework while also allowing for flexibility, enabling teachers to adapt it according to the specific characteristics of 2e students. When designing the activity content, differentiation examples were provided, considering the learning disadvantages of 2e students. Teachers may choose to implement these differentiation strategies as they are or modify them based on their competencies and the specific needs of their students to enhance effectiveness. In this context, learning objectives have been specified for each topic in the activity book. Sample activities have been developed to facilitate the achievement of these objectives. Teachers have the autonomy to apply or modify any learning objective and activity according to the needs of their 2e students. Activities have been structured following a specific template, where detailed explanations are provided under relevant headings. The most appropriate teaching and learning methods and techniques have been identified and explained within the template to ensure the successful achievement of learning objectives. The teaching and learning process for each activity has been elaborated in detail. Visual materials and supplementary documents to be used in the activities are spec-

ified and included in the activity template at relevant points. This allows teachers to print and distribute materials as needed for the number of students in their classroom. Additionally, while designing the activities, a risk analysis was conducted to prevent potential issues arising from cultural differences between countries, and solution proposals were provided. In the assessment and evaluation section of the activities, recommended assessment tools have been listed to determine whether the learning objectives have been achieved. These tools have been structured considering student characteristics and remain open for further development by teachers.

The Social and Emotional Learning Program comprises 15 activities developed in collaboration with project partners. Each prepared activity has been individually evaluated during transnational mobility programs, and necessary adjustments have been made based on the recommendations received.

### **Key Considerations for Teaching 2e Students**

Effectively teaching 2e students—those who are both gifted and have special educational needs—requires a comprehensive understanding of the following key areas:

**The Importance of Academic Success:** Recognize that the academic success of 2e students is closely linked to their overall well-being. Their unique abilities and challenges mean that traditional measures of success may not fully capture their potential or needs. Therefore, educators must create a learning environment that simultaneously addresses their learning difficulties and nurtures their high abilities.

**Stability in the Educational Environment:** Consistency and stability are crucial for 2e students. A stable learning environment supports their complex needs, allowing them to discover their strengths and address their challenges. This includes considering how changes in the school environment, teaching staff, or curriculum might disproportionately impact them and working to minimize disruptions.

**Navigating the Educational System for Support:** It is essential to have a thorough understanding of the processes involved in accessing support and services for 2e students. Teachers must be proficient in implementing accommodations, modifications, and special services effectively. This knowledge enables educators to advocate for their students'

needs and ensure they receive the necessary resources for their development.

**The Importance of Educational Records and Identification:** Maintaining detailed educational records and accurately identifying 2e students is fundamental to determining and addressing their special education needs. Accurate diagnosis and comprehensive record-keeping help develop specialized educational strategies that support both their giftedness and learning difficulties. These records are invaluable for ongoing assessment and making necessary adjustments to their learning plans.

## **2.5. Program Evaluation**

Assessment and evaluation are both integral parts of instruction and essential processes that complete it. These processes are both important and necessary to observe, measure, and evaluate classroom and extracurricular developments after each implementation, as well as to determine whether the learning outcomes of the program have been achieved. In this context, various assessment and evaluation tools can be used during and after the activities to monitor student development. Apart from evaluations related to specific activities, tools such as questionnaires assessing socio-emotional skill development, observation checklists, portfolio monitoring of student progress, peer feedback questionnaires, self-assessment forms, and validated socio-emotional skill scales (which can also be used as pre-test and post-test measures) can be utilized.

For the overall evaluation of the Program, its implementation is required first. Upon implementation, several program evaluation approaches can be applied, including Cronbach's (1982) scientific and humanistic approach, which integrates both quantitative and qualitative research methods, Scriven's (1967) outcome-based evaluation, and Posner's (1995) experimental and behavioural approach, which provides various methodological techniques for program evaluation.

## CHAPTER 3

### 0.1. Sample Activities

<b>Activity No</b>	1
<b>Activity Name</b>	<b>The Land of Heroes</b>
<b>Core Competency</b>	SELF-AWARENESS: Strengths and Weaknesses
<b>Duration</b>	40 min
<b>Target group</b>	2E students 7-11 ages
<b>Learning Outcome</b>	<ul style="list-style-type: none"><li>- Recognizes their own strengths and weaknesses.</li><li>- Expresses self-efficacy in areas of strength with examples.</li><li>- Recognizes the importance of learning motivation in areas of difficulty.</li><li>- Realizes their potential for learning.</li></ul>

<b>Approach &amp; Methods</b>	<p><b>Strength-Based Approach:</b> This activity focuses on identifying students' strengths and how these can be applied in real-life situations. By encouraging students to recognize their own superpowers, the activity emphasizes self-awareness and self-empowerment. The game "The Land of Heroes" allows students to reflect on how their strengths contribute to their community, fostering a positive sense of identity and collaboration.</p> <p><b>Active Learning:</b> Through activities such as role-playing, walking around as heroes, and engaging in discussions, students actively participate in the learning process. This hands-on approach helps students to internalize the concepts of strengths, challenges, and engaging way.</p> <p><b>Role-Playing:</b> Role-playing is a key component of this activity, where students assume the persona of their chosen hero. This not only encourages creativity but also helps students to experience different perspectives. By acting out the role of their hero, they express themselves in ways that feel safe and engaging.</p> <p><b>Storytelling as a Teaching Tool:</b> Storytelling is used to illustrate challenges and problem-solving, making the abstract concepts more concrete and relatable for the students. By sharing Emmy's story, students are invited to empathize with the character and apply their own strengths to offer solutions, making the learning experience both personal and impactful.</p> <p><b>Group Discussion:</b> That provides an opportunity for students to share their thoughts and ideas with one another. After completing tasks such as writing and role-playing, students come together to discuss what they have learned, how they would help someone like Emmy, and the strategies they would use to overcome challenges. This collaborative process encourages students to think critically, listen to others' perspectives, and develop communication skills.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Pencil (for each student)</li> <li>- A5 Paper (for each student)</li> <li>- Annex 1: Message from a Hero (for each student)</li> </ul>

<b>Preparation for the Facilitator</b>	<p>Ensure the space is organized for both movement activities and group discussions, all necessary materials are gathered.</p>
<b>Process</b>	<p><b>Warm-up (5 minutes)</b></p> <p><i>The teacher asks the students, “Can you describe a hero you like?”</i> Students take turns sharing their hero (from cartoons, successful people in life, etc.). The teacher asks why they like these heroes, starting a brief discussion.</p> <p>The teacher explains the students that they will play a game called “The Land of Heroes.” For this game, each student is to choose a hero/heroine. The students should think about their own strengths as those strengths will become the features of their heroes. For example, if a student is good at expressing himself, his hero’s super power will be the ability to communicate. In this game, occasionally, heroes are taken messages asking for help from other countries. They are expected to develop suggestions to help regarding their super power.</p> <p><b>Playing the Game: “The Land of Heroes” (10 min)</b></p> <p>The teacher gives the following instructions before starting the game.</p> <p><i>“Imagine you are in the land of heroes. In a moment, music will play, and you, as heroes, will begin to walk around your country. While walking, you will display your super power. When the music stops, you need to stand still and share your power with the nearest friend. Then, your friend will also share his. The music will play again, and you will go on walking. That can be repeated three times.”</i></p> <p><b>Group Reflection and Discussion (5 minutes)</b></p> <p>After the game, the students sit down, and the teacher asks them to share which super power (features) of their friends they have noticed during the game. The teacher facilitates a discussion on the importance of having these features/strengths/differences and how they contribute to the community.</p> <p><b>Storytelling (5 minutes)</b></p> <p>The teacher tells the story and wants them to listen carefully, as the hero from the previous activity will be involved in the story. The teacher tells the story of Emmy, highlighting her strengths as well as challenges in certain areas.</p> <p><i>“Emmy is a very intelligent student, but sometimes she has difficulty in comprehending certain topics and to be understood by others. She is aware of that but cannot overcome. She wants to have good relations with her friends, but usually has problems and their relation breaks down quickly. At classes, she is often warned by her teachers because of being engaged in different things. Although she is smart and successful in some areas, sometimes she supposes that she understands very well but later realizes she does not. That causes many problems in her school life so she is so upset and doesn’t know how to overcome. She has shared her struggles with her family, and they try to help by taking her to various specialists and providing professional support. Nevertheless, she is not satisfied with her progress and wants to improve more. So, one day, she decides to send a message to the Land of Heroes using the mirror. Standing in front of the mirror, she says “Mirror, mirror the magical mirror, can you send a message to the Land of Heroes?” ....</i></p> <p><b>The Letter from a Hero (10 min)</b></p> <p>The teacher hands out Annex: 1 - The Message from a Hero. Asks students to take the place of their own heroes and think about how to help Emmy in accordance with their super power/ strengths. Encourages them to send a message to Emmy by answering the questions on the form.</p> <p><b>Group Discussion (5 min)</b></p> <p>After the students finish writing, the teacher initiates a whole-group discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>• If you were Emmy, what would you do to increase your motivation in areas that you challenge?</li> <li>• If you were Emmy, what would you do to strengthen your learning?</li> </ul> <p>Finally, the teacher concludes the activity by emphasizing that everyone has strengths and areas for improvement. The teacher reminds students to be aware of their strengths and open to growth without losing motivation.</p>

<b>Differentiation</b>	<p><b>For students gifted and ASD:</b> Before starting the activity, teacher should consult with students' caregivers and identify any objects, sounds, or materials that may cause discomfort for the student. Likewise, preferred activities, materials, and social reinforcements should be determined. Necessary modifications should be made to the activity flow. For example, if a particular sound causes discomfort, an alternative sound that the student enjoys and finds non-disturbing can be used instead.</p> <p><b>For students gifted and SLD:</b> In addition to filling out the form in writing, students may be allowed to record their responses as audio. The teacher can ask students if they would like to hear the story again or project it onto the board using digital platforms.</p> <p><b>For students gifted and ADHD:</b> Students can be asked to think about, design, or create a mask for the hero in the activity. While moving around with music, they can be encouraged to display their hero's super power. Instructions can be simplified and repeated step by step as needed. If a student becomes distracted or unwilling to participate, the teacher can reinforce engagement by enthusiastically describing what the student is currently doing in the activity or assigning short and simple tasks.</p>
<b>Assessment</b>	<p>The teacher asks students to create a life thermometer. An A5 sheet of paper is given to draw a thermometer marked from 1 to 100. Then, the teacher asks the following questions:</p> <ul style="list-style-type: none"> <li>• Think about your strongest trait. When you apply this trait in life, what number would the thermometer show? Mark it.</li> <li>• When you think about the traits that challenge you, how high can you raise your motivation to develop this trait on the thermometer? Mark it.</li> </ul> <p>The teacher picks up the students' responses.</p>
<b>Annex</b>	Annex 1: Message from a Hero
<b>Note</b>	---

<b>Cultural Sensitivity</b>	<p>Encourage students to choose heroes from not only their own culture but also a variety of cultures and backgrounds. This allows for a broader perspective and fosters inclusivity. It's important to ensure that the portrayal of heroes is respectful and diverse. If students are unfamiliar with heroes from cultures outside their own, introduce examples from global folklore, historical figures, or fictional characters from different cultures.</p> <p>When discussing challenges, be mindful of the language used. Avoid labelling students or characters with overly negative terms. Instead of "difficult" or "problematic," focus on "areas for improvement" and "strengths to develop." Use culturally sensitive language when addressing personal growth, ensuring the terms are empowering rather than stigmatizing.</p> <p>Ensure the activity avoids reinforcing gender stereotypes. Allow both male and female students to choose heroes of any gender, highlighting that strengths, challenges, and personal growth are not tied to one's gender. This is important in creating an inclusive environment where students feel free to explore and express their abilities.</p>
<b>References</b>	

### Annex 1: Message from a Hero

Dear Hero, the magical mirror has sent you a message:

*"Hello, I am Emmy. I need your help. Despite my strengths, I have difficulty in understanding even some basic things. I can't express myself well, and sometimes fail in lessons even though I suppose I have learnt exactly. I don't understand how and why but forget what to do, and I feel my mind is often in confusion. That is really challenging and exhausting for me. What should I do? Can you help me?"*

**Write your hero's super power/ strength**

.....

.....

**Message 1:**

How can Emmy recognize her strengths? Can you write an example of how she can do this?

.....

.....

**Message 2:**

How can Emmy improve the aspects that challenge her?

.....

.....

**Message 3:**

Write a motivational quote for her.

.....

.....

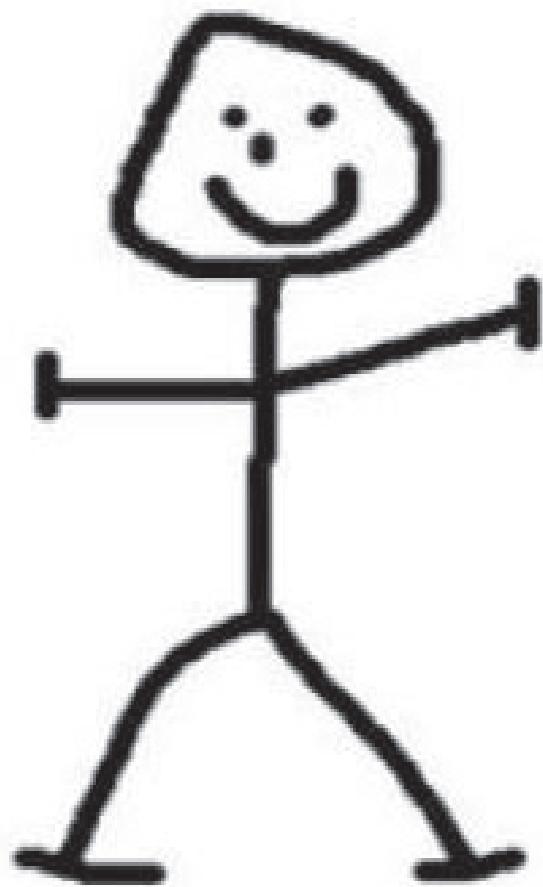
<b>Activity No</b>	2
<b>Activity Name</b>	<b>What I See in Myself</b>
<b>Core Competency</b>	SELF-AWARENESS: Strengths and Weaknesses
<b>Duration</b>	40 minutes
<b>Target Group</b>	2E students 7-11 ages

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Recognizes his/her own strengths and weaknesses.</li> <li>- Expresses his/her self-efficacy through examples in areas where he/she excels.</li> </ul>
<b>Approaches &amp; Methods</b>	<p><b>Constructivist Approach:</b> Encourages students to actively reflect on their abilities and areas of growth, building self-awareness through self-discovery.</p> <p><b>Collaborative Learning:</b> Group discussions and shared analysis foster peer learning and deeper understanding of diverse strengths.</p> <p><b>Strength-Based Approach:</b> Focuses on identifying and highlighting strengths while framing weaknesses as opportunities for growth.</p> <p><b>Drawing Analogies:</b> Helps students relate concepts to personal experiences (e.g. comparing their abilities to specific parts of the stick figure).</p> <p><b>Q&amp;A:</b> Guides reflection and discussion using thought-provoking questions.</p> <p><b>Discussion and Brainstorming:</b> Encourages sharing and evaluating ideas in a supportive group setting.</p> <p><b>Storytelling:</b> Sharing a scientist's life story reinforces the concept of overcoming challenges.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Annex-1 should be copied for each student.</li> <li>- Paper</li> <li>- Coloured markers</li> <li>- Coloured cards</li> </ul>
<b>Preparation for the Facilitator/Teacher</b>	<p>The facilitator;</p> <p>chooses a scientist to be used in this activity and gather information about his/her life before the class. (Thomas Edison's life can be selected as an example of strengths and weaknesses). Visuals or short films about the scientist can also be preferred.</p> <p>Organizes coloured cards and markers.</p>

<b>Process</b>	<p><b>Introduction and Warm-Up (10 min)</b></p> <p>1) The facilitator writes on the board Albert Einstein's quote: "<i>Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.</i>"</p> <p>2) Then, the facilitator starts a group discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>- What do you think about this quote? Can you explain?</li> <li>- Do you think the abilities of the fish are its strengths?</li> <li>- Does the fish have areas it needs to improve? If yes, what are they?</li> <li>- What do you think Albert Einstein is trying to emphasize?</li> </ul> <p><b>Defining the Objective (5 min)</b></p> <p>After the group discussion, the teacher introduces the objective: "<i>In this activity, we will learn about our strengths and areas that need to improve (weaknesses)</i>".</p> <p><b>Self-Reflection with Stick Figures (10 min)</b></p> <p>The teacher hands out Annex-1 and asks students to imagine that this stick figure represents themselves. They are asked to write their own abilities/talents in the relevant part using a blue pen. For example, a student playing football well should write his/her talent in the leg of the figure, and a student who considers himself highly creative should write that on the head section. Then, they are asked to write the abilities/talents they think they lack in the appropriate parts using a red pen. For example, a student who feels he/she lacks writing skills should write it on the hand, while a student who struggles with communication should write it on the head. When all students complete that process, they are told to keep their papers as they will return at the end of this session.</p> <p><b>Storytelling and Group Discussion (15 min)</b></p> <p>The teacher emphasizes that everyone has strengths and areas to improve, then briefly tells the life story of a chosen scientist or make them watch a short film. After that, the teacher writes two headings on the board: "Strengths" and "Areas to Improve." A group discussion begins with students sharing their ideas in relation to these categories based on the life of the scientist.</p> <p>After the discussion, a large "stick figure" is drawn on the board or floor, and students are told that this figure represents the chosen scientist. They are then asked to write the scientist's strengths and weaknesses in the relevant parts of the stick figure. Finally, an overall evaluation of the results is done. For example, the scientist might have learned to read and write late but has strong reasoning skills and patience.</p> <p>At the end of the activity, students are asked to take their own stick figures and add extra notes if they need. Finally, they share their work to the group.</p>

<b>Differentiation</b>	<p><b>For students gifted and ASD:</b></p> <p>Imaginary Hero Technique: To support active participation of students with ASD, an “imaginary hero” technique can be used. They can create the strengths and areas to improve of an imaginary hero instead of their own stick figure.</p> <p><b>For students gifted and SLD:</b></p> <p>Flexible Output Options: Students with learning disabilities can present their work either in written or verbal form, depending on their preference.</p> <p><b>For students gifted and ADHD:</b></p> <p>Simplified Instructions: Students with ADHD can write short sentences or express their ideas verbally.</p>
<b>Assessment</b>	Students are asked to create slogans on coloured cardboard that represent themselves (using their strengths and areas that need to improve). These slogans can be displayed on a bulletin board.
<b>Annex</b>	Annex 1: Stick Figures
<b>Note</b>	Instead of using the term “weakness,” we prefer to use the phrase “areas that need to improve” because it has a more positive and constructive tone, focusing on areas for improvement highlights the potential for growth and development.
<b>Cultural Sensitivity</b>	<p>Avoid using examples or terms that might reinforce stereotypes or biases about abilities, gender, or other cultural factors.</p> <p>Ensure that discussion prompts and materials are inclusive and respectful of all cultural backgrounds.</p>
<b>References</b>	---

## Annex 1: Stick Figures





<b>Activity No</b>	3
<b>Activity Name</b>	<b>Communicating Without Speaking</b>
<b>Core Competency</b>	SELF-AWARENESS: Emotional Awareness
<b>Duration</b>	40 min
<b>Target group</b>	2E students 6-11 ages
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Express his/her emotions in different situations.</li> <li>- Recognize how his/her emotions influence behaviours.</li> <li>- Evaluates the behaviour of others through verbal and non-verbal social cues.</li> <li>- Recognises the impact of his/her own behaviour on others through verbal and non-verbal social cues.</li> </ul>

<b>Approach &amp; Methods</b>	<p><b>Role-play:</b> Students engage in role-playing scenarios where they must express specific emotions without verbal communication. They utilize body language, gestures, and facial expressions to convey their feelings. This method emphasizes learning through social interaction and collaboration. Students construct knowledge about emotional expression by observing and mimicking their peers, which enhances their understanding of non-verbal cues.</p> <p><b>Q&amp;A:</b> This method encourages critical thinking and self-reflection, allowing students to articulate their thoughts and feelings. It reinforces the learning outcomes by helping them recognize patterns in emotional expression and behaviour.</p> <p><b>Discussion:</b> Discussion fosters a collaborative learning environment where students can learn from each other's perspectives. It also enhances their verbal communication skills and deepens their understanding of emotional awareness.</p> <p><b>Educational game:</b> The game "Do You Understand Me?" serves as a structured activity that combines fun with learning. Students express emotions through body language and non-verbal cues, which can lead to insightful moments about how emotions are interpreted.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Pens</li> <li>- Paper</li> <li>- Coloured cardboard</li> </ul>
<b>Preparation for the Facilitator</b>	<ul style="list-style-type: none"> <li>- Review the entire activity plan, including objectives, methods, and assessment criteria, to ensure a comprehensive understanding of the session's goals.</li> <li>- Thoroughly read the instructions for the game (Annex 1) to be able to explain it clearly to the students and facilitate it effectively. Understand the rules and the intended outcomes of the game.</li> <li>- Prepare all necessary materials,</li> <li>- Set up classroom for role-playing and group discussions.</li> <li>- Consider adaptations for students with diverse needs.</li> </ul>

<p><b>Process</b></p>	<p><b>Introduction (5 minutes)</b></p> <p>The teacher begins by asking the students, “<i>How do emotions affect our behaviours?</i>” This sets the stage for the activity and encourages students to think critically about the topic. A brief group discussion follows to explore students’ initial ideas.</p> <p><b>Role Playing (10 minutes)</b></p> <p>The teacher explains the upcoming game and its purpose—helping students understand how emotions translate into behaviours. The game (Annex-1) “Do You Understand Me?”, is introduced, and students prepare for role-play. The teacher provides clear instructions to ensure the game runs smoothly.</p> <p>Students actively participate in the role-play game. They take turns acting out different emotional scenarios, focusing on expressing emotions through behaviours. This step gives students the opportunity to experience firsthand how emotions can be conveyed non-verbally.</p> <p><b>Reflection and Discussion (10 minutes)</b></p> <p>After the role-play, students share their observations about the emotional behaviours demonstrated in the game. The teacher guides a discussion about how various emotions were expressed and what behaviours were most commonly associated with each emotion. This helps solidify the connection between feelings and actions. For instance, “<i>How was ‘joy’ expressed in the game, and what behaviour most frequently represented it?</i>”</p> <p><b>Scenario-Based Reflection (15 minutes)</b></p> <p>Students are asked to imagine joining a group of friends who have already gathered in someone’s house. The teacher may use the following scenario to aid their imagination: “<i>Your friends are gathered at someone’s house, and you arrive later than the others. You ring the doorbell, and a friend opens the door...</i>”</p> <p>While imagining this situation, the following questions are posed to the students:</p> <ul style="list-style-type: none"> <li>• <i>If you look at your friend angrily, how do you think he will react?</i></li> <li>• <i>If you smile while waiting for the door to open, what might your friend do when he sees you?</i></li> <li>• <i>If you avoid looking at your friend when he opens the door; how might he behave?</i></li> </ul> <p>The teacher can increase the number of questions as desired. While students are responding, the teacher helps them notice the connection between their emotions and behaviours. For example:</p> <ul style="list-style-type: none"> <li>• <i>If the friend opening the door smiles at you, how would you feel, and how would you respond?</i></li> <li>• <i>If the friend looks at you angrily, how would you feel, and how would you react?</i></li> </ul> <p>Through this process, students gain awareness of how their behaviours are influenced by their emotions. Different real-life scenarios can be generated.</p>
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<b>Differentiation</b>	<p><b>For students gifted and ASD:</b> They may struggle to express their emotions outwardly. Therefore, storytelling or drawing activities are recommended during the session.</p> <p><b>For students gifted and SLD:</b> Instructions and questions can be repeated frequently to support understanding.</p> <p><b>For students gifted and ADHD:</b> Assign tasks such as taking notes on the board, distributing or collecting papers, etc. Considering that students with ADHD might interrupt frequently, discuss how this affects the group and gather opinions on it.</p>
<b>Assessment</b>	<p>Students are asked to create emojis representing different emotional expressions. They are encouraged to use coloured cardboard corresponding to various emotions while designing their emojis.</p>
<b>Annex</b>	<p>Annex 1: Do You Understand Me?</p>

<p><b>Note</b></p>	<ul style="list-style-type: none"> <li>- It is crucial to foster a safe and supportive atmosphere where students feel comfortable expressing their emotions, especially non-verbally. Encourage participation without judgment, and remind students that there are no “right” or “wrong” ways to express emotions as long as it’s respectful.</li> <li>- Be aware of students’ body language and facial expressions to ensure no one is feeling uncomfortable. If a student seems hesitant or anxious, gently encourage participation in a way that respects their comfort zone.</li> <li>- Be mindful that some students may find it difficult to express emotions non-verbally, especially those with ASD social communication challenges. Allow flexibility, such as drawing or writing, if needed.</li> <li>- Be aware that certain emotions, like anger or sadness, might trigger more intense reactions. Be ready to step in and manage any challenging situations that might arise.</li> <li>- Encourage students to reflect not only on how emotions influence others but also on how emotions affect their own behaviours. Self-awareness is a key part of emotional learning.</li> <li>- Encourage students to think about how they can apply what they’ve learned about emotions and behaviours to real-life situations. This reinforces the practical applications of emotional awareness in daily life.</li> </ul>
<p><b>Cultural Sensitivity</b></p>	<ul style="list-style-type: none"> <li>- Ensure that the activity respects and accommodates diverse cultural norms regarding emotional expression.</li> <li>- Be mindful that emotions and non-verbal behaviours may carry different meanings across cultures; avoid making assumptions or generalizations.</li> <li>- Create an inclusive environment where students feel safe sharing their perspectives, and provide alternative participation methods if certain scenarios or expressions feel uncomfortable due to cultural reasons.</li> <li>- Emphasize the value of diversity in emotional expression to foster mutual respect and understanding.</li> </ul>

**Annex 1: Do You Understand Me?**

Each student is asked to act out the emotional states listed below. During the role-play, they must use their bodies as “tools,” such as gestures, facial expressions, or shoulder movements. No other tools or props may be used. Additionally, the following rule must be adhered to:

The most obvious movements used to express the emotions cannot be performed. For example, the emotion of joy cannot be conveyed by a smiling or laughing facial expression.

The emotional states students need to act out are listed below. The teacher may increase or decrease the number of emotions as desired:

- Happiness
- Sadness
- Hatred
- Disgust
- Love
- Jealousy

<b>Activity No</b>	4
<b>Activity Name</b>	<b>Body Map</b>
<b>Core Competency</b>	SELF-AWARENESS: Emotional Awareness
<b>Duration</b>	40 min
<b>Target group</b>	2E students 6-11 ages
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Become aware of feeling different emotions in response to events/situations.</li> <li>- Recognize how emotions affect one's behaviour.</li> </ul>

## Approach & Methods

**Experiential learning:** The activity uses hands-on, creative tasks that engage children directly in the learning process. By drawing, colouring, and discussing their body maps, children actively explore and reflect on their sensations and emotions.

**Mindfulness-based practices:** The activity incorporates mindfulness techniques, such as body scanning and emotional mapping, which encourage children to be present at the moment and develop a deeper awareness of their physical and emotional states.

**Collaborative learning:** Children work in pairs or small groups to trace and discuss their body maps, promoting peer learning, social interaction, and the development of communication skills. Activity can also be carried out as one to one.

**Reflective practice:** Through guided discussions and journaling, children are encouraged to reflect on their experiences, enhancing their ability to process and understand their emotions and bodily sensations.

**Guided body scan:** The activity starts with a guided body scan, where children are led to focus on different parts of their body, identifying and labelling sensations and emotions. This method helps to anchor their awareness and provides a structured approach to self-reflection.

**Creative expression:** Children use art (drawing and colouring) to visually represent their internal experiences. This method is effective for children as it allows them to express complex feelings and bodily sensations in a non-verbal, intuitive way.

**Discussion and sharing:** Structured peer discussions allow children to articulate their experiences and learn from others. This method fosters a sense of community and enhances their verbal communication skills.

**Reflective journaling:** The activity includes a reflective journaling component, where children can write or draw about their experiences. This method reinforces learning by encouraging children to process their thoughts and emotions in a personal, introspective manner.

## Tools & Materials

**Large sheets of paper:** Size A1 or larger, to allow each child to create a full body outline.

**Coloured pencils or markers:** Various colours to represent different emotions and sensations (e.g., red for anger, blue for calm, yellow for happiness).

**Music player (optional):** For playing relaxing background music to help children relax and focus during the activity.

**Sample Body map template (optional):** Pre-drawn body outlines that children can use if they are uncomfortable drawing their own or if time is limited.

**Emotion colour chart:** A reference chart that links specific colours to emotions, helping children choose colours to represent their feelings.

**Emotion thermometer worksheet (optional):** A worksheet for children to rate their emotions before and after the activity, aiding in assessing emotional changes.

**Journal prompt sheet (optional):** A sheet with reflective prompts for children to write or draw about their experience during the activity.

**Follow-up activities list (optional):** Suggestions for additional activities to build on the concepts introduced during the body map activity.

## **Preparation for the Facilitator**

- Large sheets of paper: Ensure you have enough large sheets of paper for each child or pair of children.
- Coloured pencils or markers: Gather a variety of coloured pencils or markers, making sure they are accessible and ready to use.
- Sample Body map templates: If using pre-drawn body outlines, have these prepared and ready for distribution.
- Emotion colour chart
- Emotion thermometer worksheet
- Journal Prompt Sheet
- Set up the space: Arrange the room so that each child has enough space to lie down and trace their body outline. Consider whether the children will work on the floor or at tables.
- Music: If you plan to use background music, select calming tracks and test your music player in advance to ensure everything is ready.

### **Review cultural sensitivity in advance:**

- Be aware of the cultural and family backgrounds of the children and how they might perceive discussions about body awareness. Prepare alternative approaches, such as abstract shapes for body outlines, to accommodate different comfort levels.

### **Plan the introduction:**

- Prepare a brief introduction to the activity that explains its purpose in a way that is engaging and understandable for the children. Consider how you will introduce the concept of mapping emotions and bodily sensations.

### **Prepare for reflection and discussion:**

- Think about how you will encourage children to share their experiences and how you will guide the conversation to ensure it is supportive and constructive.

## Process

### **Introduction (5 minutes):**

- Begin the activity by explaining that today the children will become “explorers” of their own bodies. They will create a body map that will help them better understand how their bodies feel in different situations.
- You can play soft background music to help them relax.

### **Creating the body outline (10 minutes):**

- Divide the children into pairs and give each pair a large sheet of paper. One child lies down on the paper while the other traces around their body to create an outline.
- Then, the children switch roles so that each has their own body outline.

**Exploring and colouring the Body map (10 minutes):** After creating the outline, the children will focus on colouring and labelling different parts of their body on the paper:

- **Colour coding feelings:** Choose colours to represent different feelings (e.g., red for warmth, blue for cold, green for calm, yellow for happiness) and let the children colour the body parts according to how they usually feel there.
- **Emotion symbols:** They can also add symbols or drawings that represent the emotions they often feel in certain parts of their body (e.g., a heart for love in the chest, a smile for joy on the face).
- **Special sensations:** If children often feel tension or pain in a particular body part, they can note and describe this on their map as well.

### **Sharing and reflection (5 minutes):**

- After completing their maps, the children can share their maps in pairs or small groups, describing the sensations and emotions they recorded. They can also discuss what they learned about their bodies.
- Encourage the children to think about how they can use the body map when they feel angry, nervous, or sad, to better understand and calm themselves.

## Differentiation

**For students gifted and ADHD:** One to one version is preferred

**For students gifted and ASD:** Cognitive approach (i.e., rational explanation of the emotions, analysis of body, referring to parts of the body and possibly even information on physiological body reactions to emotions may be useful)

**For students gifted and SLD:** They are often very creative; they may prefer to express through paintings and art more than through words)

## Assessment

Assessment methods are chosen based on situational needs, group dynamics, and the facilitator's judgment.

### Core Assessments (necessary for all activities):

- Observations during children's work: This is essential to gauge engagement and understanding. The facilitator observes children's level of participation and their ability to articulate emotions and relate them to body parts. This may involve note-taking or simply being mindful of the children's expressions and responses.

*Engagement:* Assess how actively the children are participating in the activity (drawing, colouring, and labelling body maps).

*Understanding:* Observe accuracy in children's descriptions of their emotions and experiences, ensuring they can name emotions accurately and link them to specific body parts.

**Flexible Assessments (applied as needed):** The following strategies may be applied as needed, based on the children's unique profiles and the facilitator's decision. These assessments are optional, to be implemented based on what would best support the children's learning and engagement in a particular session.

### Reflection discussion (suitable for 2e children with SLD):

*Verbal reflection:* Conduct a group discussion post-activity to help children articulate their thoughts and connections between body sensations and emotions.

*Emotion recognition:* Ask targeted questions to gauge their understanding of emotional connections, such as colour choices for different body sensations.

### Self-assessment (suitable for 2e children with ADHD or ASD):

*Emotion thermometer:* Provide an "Emotion Thermometer" worksheet for children to rate their feelings before and after the activity, aiding in self-recognition of emotional changes.

*Journal entry:* Encourage children to express their learning through writing or drawing in a short journal entry to help them reflect on the experience.

### Peer feedback (suitable for 2e children with SLD or ASD):

*Pair sharing:* Have children exchange body maps and give positive feedback, promoting recognition of different perspectives and peer appreciation.

### Obligatory Assessments (conducted by the facilitator):

Teacher evaluation (follow-up evaluation by the facilitator after the activity):

*Map review:* Evaluate each child's body map to ensure they have applied the taught concepts effectively, such as identifying varied emotions and sensations and expressing them visually.

*Follow-up questions:* Engage in follow-up questions or one-on-one check-ins in the days following the activity to check recall and application of concepts in other contexts.

### Criteria for Assessment (obligatory for overall evaluation):

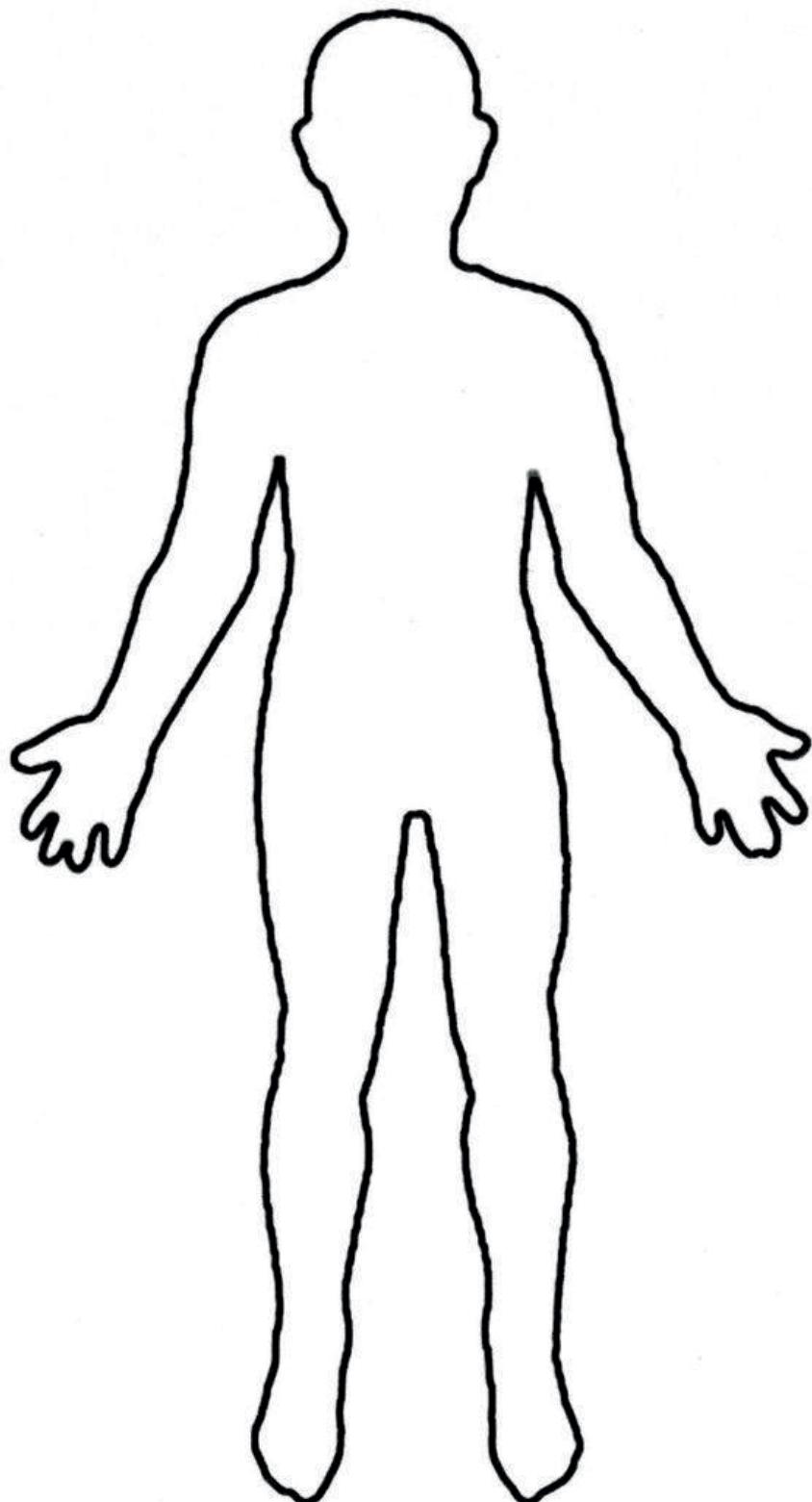
- *Engagement and participation:* Measure the level of active participation and engagement.
- *Understanding of concepts:* Assess children's ability to identify and articulate emotions and sensations linked to body parts.
- *Creativity and expression:* Note how creatively and thoughtfully children expressed their understanding on body maps.
- *Application of learning:* Look for evidence that children can apply what they learned in real-life scenarios or discussions.

<b>Annex</b>	<p>Annex 1: Sample Body Map Template</p> <p>Annex 2: Emotion Colour Chart</p> <p>Annex 3: Emotion Thermometer Worksheet</p> <p>Annex 4: Journal Sheet</p> <p>Annex 5: Follow-Up Activities.</p>
<b>Note</b>	<p>Emphasize that this body map is their personal tool, which they can use anytime to better understand their body and emotions. They can use it again at home whenever they need it.</p> <p>This activity not only supports self-regulation but also allows children to develop their ability to reflect on their feelings and bodily sensations in a fun and engaging way.</p>
<b>Cultural Sensitivity</b>	<p><b>Adapt the activity:</b> Allow children to draw their body outlines as abstract shapes if they are uncomfortable with full body outlines. Respect their comfort levels and provide alternative ways to engage with the activity, such as focusing on specific body parts like hands or faces instead of the whole body.</p> <p><b>Language and expression:</b> Use language that is inclusive and respectful, avoiding any terms or concepts that might be unfamiliar or uncomfortable. For example, rather than focusing solely on emotions, you could frame the activity as understanding “how our bodies communicate with us.”</p> <p><b>Caregiver’s Involvement:</b> Consider informing caregivers about the activity beforehand and seek their input or consent, especially in communities where discussions about the body and emotions are more private.</p> <p><b>Flexibility:</b> Be open to modifying the activity based on the children’s responses and comfort levels. Provide options for children to participate in a way that aligns with their cultural values.</p>

**References (inspired by)**

- Huebner, D., & Smith, E. (2023). *The ACT Workbook for Kids: Fun Activities to Help You Calm Down, Get Focused, and Navigate Difficult Feelings*. New Harbinger Publications.
- Pinterest. (n.d.). *Blank Outline of Body for Kids*. Pinterest. Retrieved 11<sup>th</sup> November 2024, from <https://in.pinterest.com/pin/762375043159867371/>

**Annex 1: Sample Body Map Template:** A blank outline of a body that children can use if they are uncomfortable drawing their own or if time is limited.



**Annex 2: Emotion Colour Chart:** A chart that links specific colours to emotions (e.g., red for anger, blue for sadness, green for calmness). This can help guide children in choosing colours to represent their feelings on the body map.

Emotion	Colour	Description
Confidence	Yellow	Bold and empowering, linked to self-assurance.
Confusion	Purple	Mystical, associated with mixed feelings.
Disgust	Dark Red	Earthy, linked with discomfort or aversion.
Surprise	Orange	Bright, reflecting excitement or curiosity.
Love	Pink	Warm, associated with affection and kindness.
Fear	Black	Dark and intense, often connected to anxiety.
Happiness	Yellow	Bright and cheerful, associated with joy.
Calmness	Green	Peaceful, representing relaxation and contentment.
Sadness	Blue	Calming, often linked to feelings of sorrow.
Anger	Red	Intense, associated with frustration or rage.

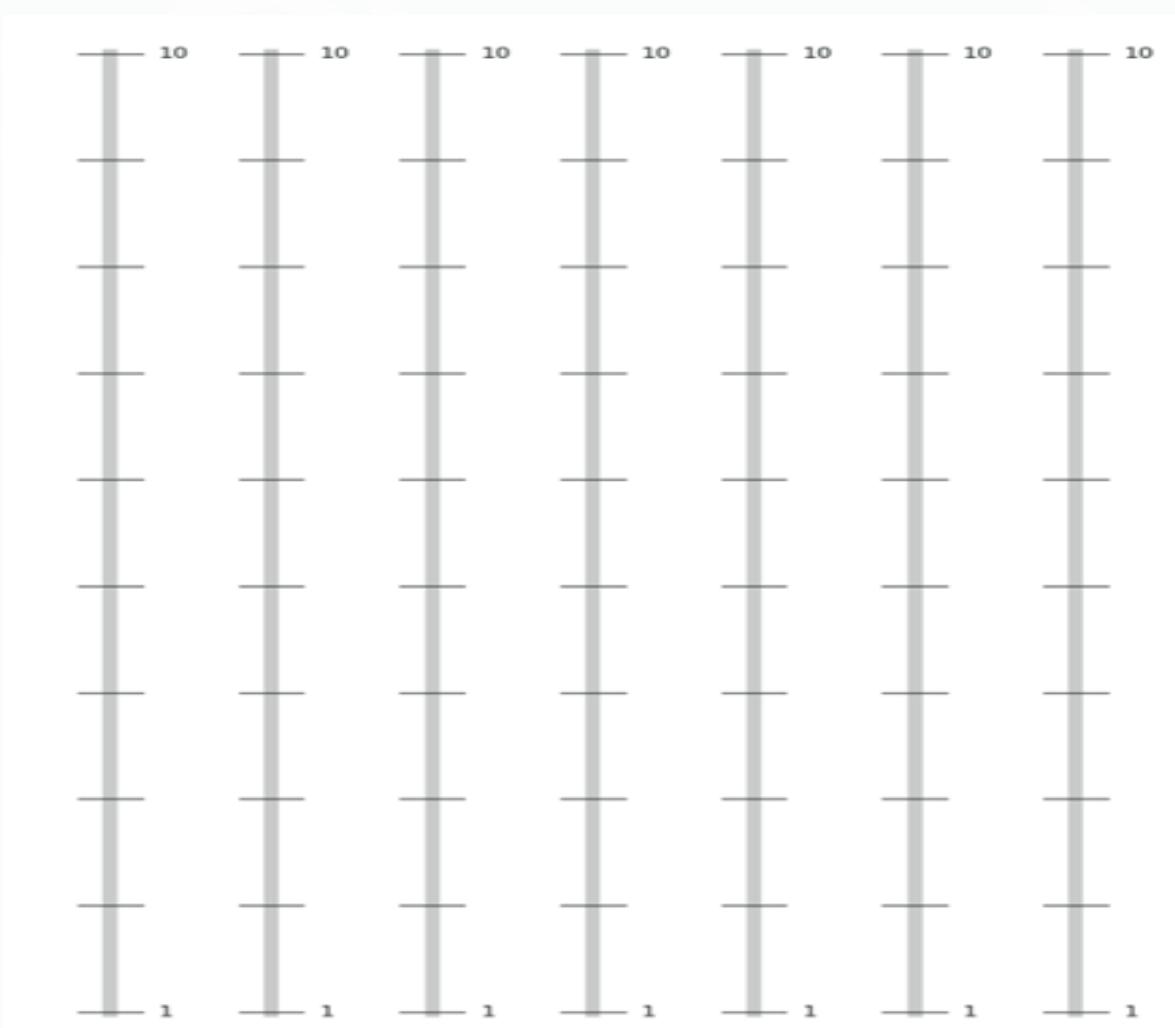
**Annex 3: Emotion Thermometer Worksheet:** A printable worksheet that allows children to rate their emotions on a scale (1-10) before and after the activity. This helps in assessing how the activity impacted their emotional state.

### Emotion Thermometer Worksheet

Mark your feelings (1 = mild, 10 = strong) before and after the activity.

After the activity: reflect on any changes in a few words or drawings below.

**Happiness Sadness Anger Calmness Excitement Fear Confidence**



**Annex 4: Journal Sheet:** A sheet with prompts that encourage children to reflect on their experience during the activity, such as “How did you feel before we started?”, “What did you learn about your body?”, and “Which part of the activity did you like the most?”

### Journal Reflection Sheet

**1. How did you feel before we started?**

**2. How do you feel now that we've finished?**

**3. What did you learn about your body?**

**4. What was your favourite part of the activity?**

**5. What would you like to try again or do differently next time?**

**Annex 5: Follow-Up Activities:** A list of suggested follow-up activities or extensions to build on the concepts introduced in the body map activity, such as mindfulness exercises, role-playing games, or creative writing assignments related to emotions and body awareness.

## Mindfulness Exercises

- **Body Scan Meditation:** Guide children through a simple body scan, encouraging them to notice sensations from head to toe. This helps enhance awareness and relaxation.
- **Breathing Exercises:** Practice deep breathing to help children understand how breathing affects their emotions. You can teach them to visualize colours with each breath, matching colours to calm or energize.
- **Grounding Techniques:** Encourage children to use grounding exercises, like noticing five things they see, four things they touch, three sounds, etc., to feel more centered.
- **Emotion Role-Playing Games**
- **Emotion Charades:** Play charades using different emotions (like happiness, anger, or surprise). This helps children recognize and express feelings through body language and facial expressions.
- **Guess the Feeling:** One child acts out an emotion, and others guess it. Afterward, discuss how the emotion might feel in different parts of the body (e.g., clenched fists for anger).
- **Storytelling with Feelings:** Children create short skits where characters go through various emotions, helping them understand emotional transitions and empathy.

## Creative Writing and Art Assignments

- **Emotion Journals:** Encourage children to keep a journal of their feelings over a week, reflecting on what caused certain emotions and where they felt it in their body.
- **Colour My Feelings:** Have children draw themselves using colours to represent their emotions in different areas of their body. This reinforces the link between colours and emotions, as introduced in the body map.
- **Poetry Writing:** Guide children in writing a poem about how they feel in their bodies when experiencing emotions like excitement, anger, or peace. This helps put abstract feelings into words.

## Physical Movement Activities

- **Emotion Walks:** Take children on a walk where they embody different emotions (e.g., a “happy walk” with light steps or a “sad walk” with slow, heavy steps). Discuss how body movements change with emotions.
- **Yoga for Emotions:** Use child-friendly yoga poses that encourage relaxation, strength, and awareness. For example, “mountain pose” for feeling strong or “child’s pose” for feeling safe.
- **Dance Your Feelings:** Put on music and ask children to dance according to how they feel or to represent specific emotions, letting them express freely and observe how movement shifts their mood.

## Group Discussions and Sharing Circles

- **Emotion Show-and-Tell:** Invite children to bring an object that makes them feel a certain way and let them explain why it’s special. This builds comfort in sharing feelings.
- **Body and Emotion Check-In:** Start each session with a “check-in,” asking how everyone feels in their body that day and where they notice any sensations. This can promote regular self-awareness.
- **Reflective Discussions:** End the activity series by discussing what they learned about themselves and their emotions through the body map activities.

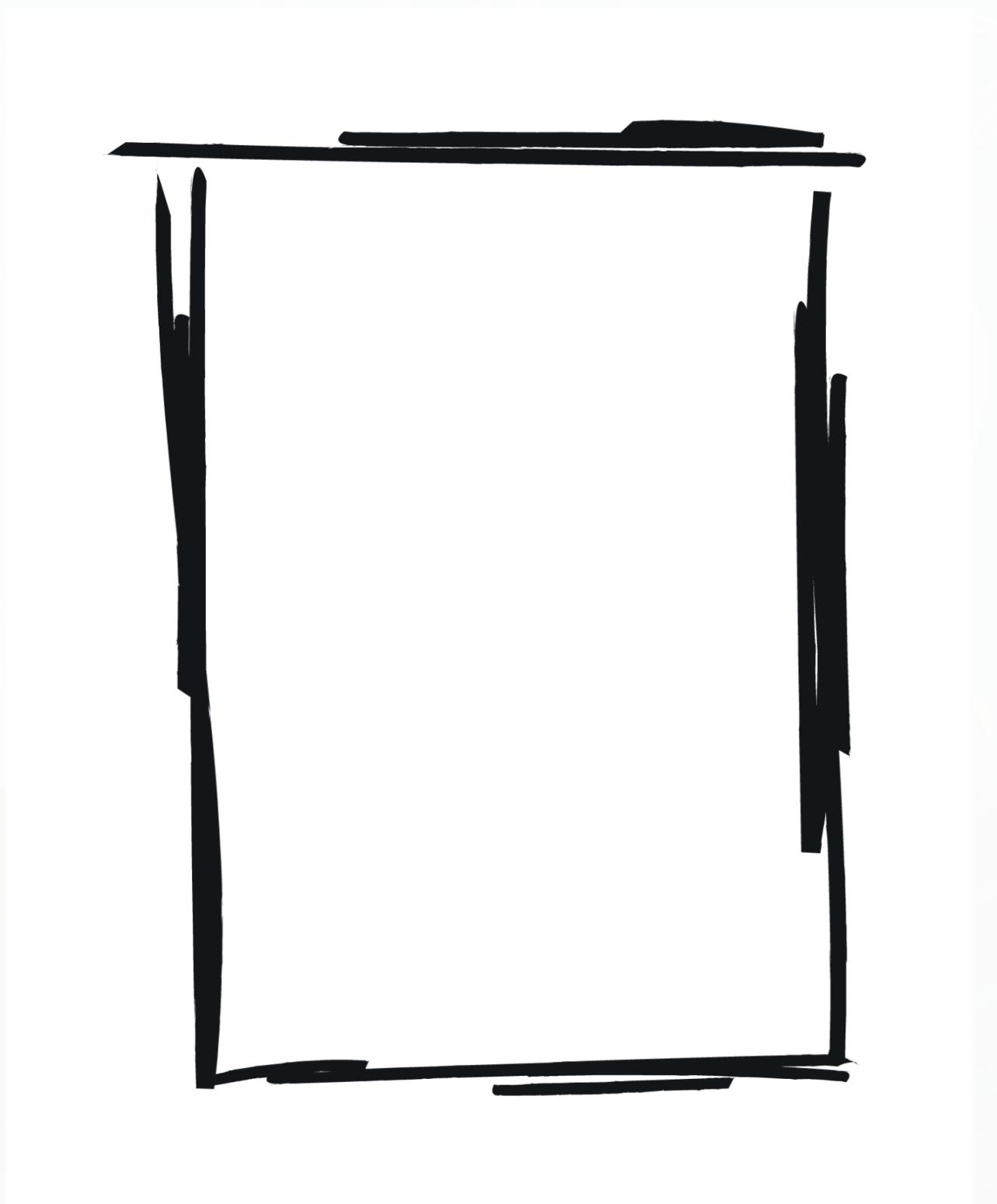
<b>Activity No</b>	5
<b>Activity Name</b>	<b>My Workspace</b>
<b>Core Competency</b>	SELF-MANAGEMENT
<b>Duration</b>	30 min
<b>Target group</b>	2E students 12+ ages
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Identify the environmental factors that affect their goals.</li> <li>- Realize the use of different learning strategies in the learning process.</li> </ul>
<b>Approach &amp; Methods</b>	<p><b>The aspect of the environment:</b> The aim of this activity is to guide students to understand what kind of working environment they need and how variable this environment can be over time. Thus, the students may design it repeatedly.</p> <p><b>Diversity:</b> We need to focus on variety of preferences, on recognizing and naming the essential elements that make children feel good about learning, is also very essential.</p> <p><b>Methods:</b></p> <p><b>Creative expression:</b> Children use art (drawing, colouring, collage, etc.) to describe and express their working preferences.</p> <p><b>Discussion and sharing:</b> Structured peer discussions allow children to articulate their experiences, see the diversity of ideas and preferences, and become aware of their own preferences.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Drawing tools, materials to create a collage (magazines, leaflets, newspapers, posters, etc.), scissors, glue.</li> <li>- Papers</li> </ul>

<b>Preparation for the Facilitator</b>	<ul style="list-style-type: none"> <li>- Get ready the materials mentioned above</li> <li>- Prepare the worksheet – see below</li> <li>- Be open to variety of ideas and preferences but also prepare a list of questions to assure that children's ideas are relevant and goal-oriented.</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Ask the students to visualize the place where they usually work.</li> <li>2. Then ask them to imagine a place where they would love to work in accordance with what they like and dislike (what furniture, equipment, decorations, etc. they would love to have there; what colours they would love to be surrounded by; is the place absolutely quiet or is there music playing nearby; do they have any food or beverages there? etc.).</li> <li>3. Ask them to complete the worksheet below – according to their preferences they may draw a picture, write a description (an essay, a story, a poem...), create a collage, etc.</li> <li>4. Reflect their outcomes and thought they had while working.</li> </ol>
<b>Differentiation</b>	<p><b>For students gifted and ADHD:</b> Work mostly individually</p> <p><b>For students gifted and ASD:</b> Work in a very exact and articulate mode</p> <p><b>For students gifted and SLD:</b> Work in more creative, less verbal way</p>

	<p>The worksheet is designed to encourage students to think about the ideal environment in which they may learn information well.</p> <p>Furthermore, it is also necessary to talk about the variability of students' preferences. They may change with different periods in life, but they may also vary according to school subject.</p> <p>Sometimes it's not so much the overall environment that matters, but rather a particular thing that we use when we learn that, for example, reduces the anxiety of learning a difficult subject.</p> <p>You can also name different parts of the picture/scheme/ description and discuss what they represent to them. For each part you can rate its importance in connection with a learning outcome. Ask specifically, e.g. - is this picture essential, does it help you, does it reassure you? Is this arrangement of furniture important, or could it be different? etc.</p>
<b>Annex</b>	Annex 1: The worksheet
<b>Note</b>	Alternative - You can also use the worksheet to compare - what one's place looks like now and what the ideal could be. A follow-up discussion then leads to what one can do to get closer to the ideal.
<b>Cultural Sensitivity</b>	We have to consider real family possibilities. In some cases, children learn surrounded by their siblings and/or caregivers and relatives. Thus, there is no use to explain they should find a quiet place to learn. It is worth collecting real evidence under what conditions the children are still capable to learn no matter it may differ from our ideal expectations.
<b>References</b>	Krejčová, L., Hladíková, Z., & Pechancová, J. (2023). <i>Superhrdinové v tobě: podpora silných stránek žáků (nejen) s dyslexií</i> . Praha: Pasparta.

## Annex 1: Worksheet

Based on your preferences, think about the kind of work environment you enjoy learning/working in. Draw or otherwise describe (e.g., create a collage, write a verbal description) what kind of place you are comfortable with, how you imagine the best place for you to learn/work/concentrate. Here is a frame for your picture or other outcome.



<b>Activity No</b>	<b>6</b>
<b>Activity Name</b>	<b>How To Train Planning</b>
<b>Core Competency</b>	SELF-MANAGEMENT
<b>Duration</b>	45 min (or 3x15 minutes – separate sessions)
<b>Target group</b>	2E students 12+ ages
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Explain and comprehend the importance of planning according to one's goals.</li> <li>- Explain the importance of planning according to one's goals.</li> </ul>

<b>Approach &amp; Methods</b>	<p><b>Planning:</b> Belongs among the so-called executive functions. These refer to a set of cognitive processes that are essential for controlling and managing one's thoughts, actions, and emotions to achieve specific goals. Executive functions play a vital role in academic success and overall school achievements. Students with well-developed executive functions are more likely to demonstrate better academic performance, higher levels of motivation, and better behaviour in the classroom. Therefore, it is crucial to train planning and make children aware of all processes involved in efficient planning.</p> <p><b>Reflective practice:</b> Through guided discussions and journaling, children are encouraged to reflect on their experiences, enhancing their ability to plan their activities, to prioritize, to become aware of time relations.</p> <p><b>Discussion and sharing:</b> Structured peer discussions allow children to articulate their experiences and learn from others. This method fosters a sense of community and enhances their verbal communication skills.</p> <p><b>Hands-on activities in everyday life:</b> The activity must be practical, relevant, and effectively integrated into real-life scenarios.</p> <p><b>Continuous discussions and meeting:</b> The activity requires repeated meetings and follow-up discussions. Providing we aim to train systematic planning and strategies to plan, it is crucial to encourage the children to refer about their experience and follow, reflect and evaluate their plans with them.</p>
<b>Tools &amp; Materials</b>	Worksheet
<b>Preparation for the Facilitator</b>	<p>Prepare the worksheet – see below</p> <p>Prepare a list of reflective questions which will guide the children to make a structured and achievable plan.</p> <p>Plan exact dates when you will meet with the children – it is necessary to focus on the planning activity repeatedly and guide the children to success.</p>

## Process

1. Raise discussion on planning, i.e.:
  - a. What do you usually plan?
  - b. Why is it important to plan?
  - c. How do you usually plan your activities? What do you use? Who do you plan with? How can a diary and/or school journal and/or a schedule help you to plan?
  - d. How do you consider time when you do some planning? We need to consider when and how long – imagine an activity when you plan a duty / chore / task / free time activity – how are the time relations relevant when you plan these?
2. Ask the children to evaluate themselves on a scale 1 – 10 how good at planning they are in their opinion.
3. Let's test their evaluation or let's practise better planning.
4. Think about one important event they have to plan (e.g., a school project, a birthday party, a trip with friends). They decide about a real event they need to plan and accomplish within a week.
5. Encourage the children to make their plan, using the worksheet below and following the SMART approach (see note).
6. After a deadline has passed, meet the children again and discuss how successful they were and whether their plans worked. If so, ask what helped them – what they had to keep in mind, etc. If their plans failed, try to inquire why this happened – use the SMART approach to analyse the source(s) of the failure.
7. Plan another event – either to prove the children know how to plan various activities, or to correct previous mistakes and improve one's planning strategies.
8. Meet the children again (at least three times) and review their planning skills and time management.

<b>Differentiation</b>	<p><b>For students gifted and ADHD</b> (planning usually requires very specific, short and achievable goals; beware of the time limits – the shorter and more specific, the better)</p> <p><b>For students gifted and ASD</b> (the planning should be exact and scheduled)</p> <p><b>For students gifted and SLD</b> (the planning may be visualized, symbolic, sometimes less verbalized and more pictorial)</p>
<b>Assessment</b>	<p>The success of the activity means that children's plans are achieved.</p> <p>Our aim is to map the extent to which activity planning is a problem for a particular student. If he or she finds it easy to distinguish their priorities and can navigate his or her responsibilities and estimate the duration of various activities, there is no need to address this area significantly.</p> <p>On the other hand, if, after all the preparation, the children do not manage to plan their own activities and regularly fail to carry out their tasks, the workflow needs to be changed. We need to discuss steps they have to take in order to master the planning. We have to summarize everything that needs to be done, arranged and prepared to accomplish a task. Furthermore, we have to define the tasks more precisely and break them down into small steps so that it is clear what precedes what needs to be done. Only when children have mastered this stage of planning can we move on to setting more general tasks.</p> <p>Through all these training stages, we remember that our task is to guide the students and, above all, to lead them to think independently. We therefore try to avoid giving specific instructions and directions, but rather ask questions and make students think about their plans.</p>
<b>Annex</b>	Annex 1: The worksheet

<b>Note</b>	<p>The plans need to be SMART, i.e.:</p> <p>S = specific</p> <p>M = measurable</p> <p>A = achievable</p> <p>R = realistic</p> <p>T = time bound</p>
<b>Cultural Sensitivity</b>	We should consider family background, which may be affected by various cultural issues as well. In some cultures, and/or families planning is not such a relevant topic. They emphasize more free-like activities without specific plans and time limits. In such cases it is not really achievable to persuade children to start planning. We can only explain to them that planning and time relations may be requested by other people in their community and they should accept it.
<b>References</b>	Krejčová, L., Hladíková, Z., & Pechancová, J. (2023). <i>Superhrdinové v tobě: podpora silných stránek žáků (nejen) s dyslexií</i> . Praha: Pasparta.

# My to do list

When do I have to arrange it?

Who will help me?

Who do I have to call / write to?

Where do I have to go?

How can I rely on myself?

How will I know the plan has been accomplished?

To edit for translation: [https://www.canva.com/design/DAFdM-crac/gc\\_6jt4VLCvC-gazPqXGErQ/edit](https://www.canva.com/design/DAFdM-crac/gc_6jt4VLCvC-gazPqXGErQ/edit)

<b>Activity No</b>	7
<b>Activity Name</b>	<b>The Small Sparrow with a Big Heart</b>
<b>Core Competency</b>	SOCIAL-AWARENESS: Social Cues and Empathy
<b>Duration</b>	45 min
<b>Target group</b>	2E students 12+ ages
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Uses verbal and non-verbal social cues to evaluate others' behaviours.</li> <li>- Recognizes how verbal and non-verbal social cues affect their own behaviour on others.</li> <li>- Values understanding others' feelings, perspectives, and views.</li> <li>- Comprehend the contributions of empathy in the learning process.</li> </ul>

<b>Approach &amp; Methods</b>	<p><b>Role-Playing:</b> Through the “First Encounter” game, students engage in role-playing that focuses on non-verbal and verbal social cues. This method is effective in helping students practice social interactions and understand the dynamics of empathy and communication.</p> <p><b>Game-Based Learning:</b> The “Empathy Game” employs a playful and interactive method to teach empathy through fun, low-stakes activities. This method helps students experience empathy in a concrete way, making the concept more accessible and engaging.</p> <p><b>Storytelling:</b> The use of the story “The Small Sparrow with a Big Heart” ties an emotional narrative to the concept of empathy. Storytelling helps students connect abstract concepts with real-world experiences, aiding in better understanding.</p> <p><b>Socratic Questioning:</b> Throughout the activity, the teacher uses open-ended questions to prompt reflection and discussion. These questions encourage students to think deeply about their feelings, interactions, and the importance of empathy in understanding others’ perspectives.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Smartboard/PC/Laptop</li> <li>- Board- board markers</li> <li>- Word wall (Empathy Game)</li> <li>- Annex: 1 The Small Sparrow with a Big Heart (handout for each student)</li> </ul>
<b>Preparation for the Facilitator</b>	<p>Ensure the space is organized for both movement activities and group discussions, all necessary materials are gathered.</p> <p>The Empathy Game on Word wall is played and get familiarized</p>

## Process

### **Warm-up (10 minutes)**

The teacher informs students that they will play a game involving verbal and non-verbal social cues. The game is called “First Encounter.” The teacher explains the game as follows:

*“Today’s activity consists of two stages. First, I want you to stand up and walk freely around the room. After walking for a while, when you encounter your first friend, make eye contact and continue walking together. After a while, I will ask you to smile at your friend while maintaining eye contact and keep walking in that way. Next, I will ask you to make eye contact, smile, and nod your head without speaking as a greeting while continuing to walk. Finally, in the last part, make eye contact, smile, nod your head, and say ‘hello’ while walking. This will complete the first stage of the game.”*

*In the second stage, I will ask you to pair up. Then, each pair will make up his own language. First, one of the pair will speak for 1 minutes in his own language on a chosen topic, and then the other will speak in his made-up language for 1 minutes. After that, both will decide on a topic and speak in their common language for two minutes.”*

### **Reflection (5 min)**

After the game, the teacher asks the students to sit down, and any volunteers can share their experiences of the activity. After listening to the students’ reflections, the teacher asks the following questions:

- How did you feel when you made more contact with your friends in the first stage of the game?
- How did you feel when you couldn’t understand your friend’s language in the second stage, or when your friend couldn’t understand yours?
- How did you feel when you speaking the same language with your friend?

After getting the answers, the teacher emphasizes that we can evaluate others’ behaviours and recognize the effects of our own behaviours on others by using various social cues, including facial expressions, gestures, body language, eye contact, and even the tone of voice. The teacher can give examples from real life.

### **Empathy Game (10 minutes)**

The teacher asks students, “What comes to mind when you think of empathy?” Students share their thoughts, and the teacher writes the responses on the board. Based on these responses, the teacher asks the students to define empathy. The teacher consolidates the definitions and says, *“Empathy is the effort to understand a person’s feelings and thoughts by considering the situation they are in.”*

Then, the teacher explains the rules of the “Empathy Game” that will take place on the smart board using Word wall. The game is based on a spinning wheel, and students take turns spinning it to see the emotion or situation listed. When the wheel stops, the teacher will read the prompt aloud, and the student will answer the question, “What do you think this person might be feeling?” Depending on the time, the game is played in this way.

After the game, the teacher starts a discussion on how empathy can help in resolving conflicts and improving relationships.

### **The Story of “The Small Sparrow with a Big Heart” (10 min)**

The teacher reads/tells the short story Annex: 1 and then asks students to establish a connection between empathy and the story. Finally, wraps up the session by explaining that empathy is a tool that helps us understand others’ feelings, and it strengthens our relationships and enhances the learning process.

<b>Differentiation</b>	<p><b>For students gifted and ASD:</b> As empathy can be a challenging area for students with ASD, participation in the activity may be voluntary. Additionally, the student may choose to participate with only one preferred partner.</p> <p><b>For students gifted and SLD:</b> Instructions can be given clearly and explicitly. Students who prefer can express themselves using visual aids or alternative methods.</p> <p><b>For students gifted and ADHD:</b> The task of spinning the wheel can be given multiple times in succession, with permission from other students. During the story reading, the student can be allowed to write notes on the board.</p>
<b>Assessment</b>	<p>The teacher asks the students to form a circle and then asks them to share their thoughts about this activity. The teacher will ask questions such as:</p> <ul style="list-style-type: none"> <li>• What have you enjoyed at most today?</li> <li>• Is there anything that you don't like?</li> <li>• What have you learnt today?</li> <li>• How did you feel at the beginning and now, is there any difference?</li> </ul> <p>During the assessment, students can share their thoughts verbally, in writing, or with symbols/gestures/ etc. if they prefer.</p>
<b>Annex</b>	Annex 1: The Small Sparrow with a Big Heart
<b>Note</b>	<p>Teachers should ensure that all students feel safe and comfortable throughout the activity and are given the opportunity to participate in a way that suits their comfort levels.</p> <p>Empathy may be a challenging concept for some students, particularly those with learning difficulties or neurodivergent conditions so it is essential to be flexible.</p>

<b>Cultural Sensitivity</b>	<p>The “First Encounter” game, which focuses on non-verbal social cues like eye contact and body language, can be adjusted based on cultural differences. For example, some cultures might perceive eye contact differently, or gestures may carry various meanings. The teacher can make adaptations or discuss these differences with the students before the game to ensure understanding and respect.</p> <p>To further ensure cultural sensitivity, caregivers can be informed about the activities in advance. This allows families to share any cultural preferences or concerns regarding the activity, ensuring that the classroom environment is inclusive and respectful of all cultural backgrounds.</p>
<b>References</b>	<p><a href="https://wordwall.net/tr/resource/24461698/empati-oyunu">https://wordwall.net/tr/resource/24461698/empati-oyunu</a></p> <p><a href="https://www.edebiyatdefteri.com/110046-kinali-serce/">https://www.edebiyatdefteri.com/110046-kinali-serce/</a></p>

### **Annex 1: The Small Sparrow with a Big Heart**

Once upon a time, in a village, there lived a little sparrow. Whenever it rained, and the thunder roared, the sparrow would lift its tiny feet toward the sky, flap its wings, and say, “Forty kilos of sorrow have melted from my heart.” The people around it couldn’t make sense of what it was doing, but they never tried to understand either. After this happened a couple of times, one day, they couldn’t contain their curiosity any longer and asked: “Little sparrow! When it rains and the thunder rumbles, you raise your feet to the sky, flap your wings, and say, “Forty kilos of sorrow have melted from my heart. What you mean?”

The sparrow replied:

“I love you all so much that when the rain falls and the thunder rumbles, I get scared. I raise my feet to hold up the sky, so it doesn’t fall down on you.”

The people, astonished, asked, “But you also say, forty kilos of sorrow have melted from my heart. How much do you weigh that your heart could melt forty kilos of snow?”

The sparrow answered, “Each heart feels its own weight, and only the one who carries it knows how heavy it truly is.”

<b>Activity No</b>	<b>8</b>
<b>Activity Name</b>	<b>The Language of Feelings</b>
<b>Core Competency</b>	SOCIAL AWARENESS: Social Cues and Empathy
<b>Duration</b>	40 min
<b>Target group</b>	12+ ages
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Recognizes that others may think and feel differently about a situation.</li> <li>- Expresses disagreement in a positive way.</li> <li>- Values understanding others' emotions, perspectives, and opinions.</li> </ul>
<b>Approach &amp; Methods</b>	<p><b>Collaborative Learning:</b> Collaborative learning promotes interaction and peer learning. In this activity, students work together to play the game and share experiences. This peer-to-peer interaction encourages emotional growth and reinforces the importance of understanding others' perspectives.</p> <p><b>Educational games:</b> The use of games in this activity creates a dynamic and engaging learning environment, which helps students explore and express their feelings in a non-threatening manner. Educational games encourage active participation, collaboration, and the practice of social skills.</p> <p><b>Q &amp; A:</b> The Q&amp;A method promotes critical thinking and encourages students to verbalize their thoughts, feelings, and reasoning. It is an essential method for fostering open dialogue and understanding diverse perspectives. Through open-ended questions, students can reflect on the activity and gain insight into how others think and feel.</p>

<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Glue stick</li> <li>- Pencil</li> <li>- Annex-1: What is on My Back?</li> <li>- Annex-2: If I Were ...</li> </ul>
<b>Preparation for the Facilitator/ Teacher</b>	<ul style="list-style-type: none"> <li>- Ensure all necessary materials (paper, glue sticks, pencils, handouts (Annex-1 and Annex-2) are ready and have enough copies for all students.</li> <li>- Arrange the classroom to facilitate group work and interaction, making sure all students can easily engage in activities. Also, prepare differentiated strategies to support students with different learning needs.</li> </ul>

<b>Process</b>	<p><b>Introduction (5 min)</b></p> <p>The teacher draws attention by asking students, “<i>How do you express yourself when you’re with friends and you disagree what they talk?</i>” Then, he/she says today they will play a game about the importance of understanding others’ feelings and thoughts as well as being able to express their own ideas in a positive way.</p> <p><b>Playing the Game (15 min)</b></p> <p>The game “What’s on My Back?” (Annex-1) is played. After the game, they discuss the two scenarios of the game. Students are encouraged to listen to each other, understand different feelings and perspectives, and express their own ideas in a constructive manner if they disagree.</p> <p><b>If I were ... (10 min)</b></p> <p>The teacher hands out the Annex 2: “If I Were...” The fill-in-the-blank prompts can be increased in any way the students wish. Students are given time is given fill out the worksheet. It is important for students to consider the perspectives of others such as caregivers, relatives, peers, etc. Then, students are asked to explain each prompt. For example, they are expected to explain the prompt, “If I were my mom, I would act like this...” by sharing daily experiences. The explanation should focus on how the mother acted and how the student wanted to be treated.</p> <p><b>Reflection and Group Discussion (10 min)</b></p> <p>The activity is discussed with the questions:</p> <ul style="list-style-type: none"> <li>- What is the importance of understanding others’ feelings, perspectives, and opinions?</li> <li>- Why is it important to behave in a positive way when expressing your thoughts?</li> <li>- Do you listen or respect different thoughts on the same topic?</li> </ul>	

<b>Differentiation</b>	<p><b>For students with ASD:</b> The “imaginary hero” technique can be used. Instead of directly analysing their own feelings (which can be challenging for some students), they are asked how the imaginary hero would feel, think, or react in that scenario. This creates emotional distance, making it easier for students to discuss emotions and problem-solving strategies without feeling personally overwhelmed. For example, they can be asked, <i>“Imagine a superhero named ... who is very kind but sometimes gets left out of plans. How do you think he feels? What advice would you give him?”</i></p> <p><b>For students gifted and SLD:</b> For the students with learning disabilities, prompts can be read aloud and displayed on a smartboard to ensure they see them constantly.</p> <p><b>For students gifted and ADHD:</b> For the students with ADHD, instead of drawing on their partner’s back while standing still, allow students to walk around the classroom to find and match emotions written on posters or cards. The activities should include more opportunities for movement and interaction.</p>
<b>Assessment</b>	<p>Students are asked to reevaluate a problem they have explained in their daily lives from the perspectives of their caregivers, siblings, friends or teachers and to write down different viewpoints.</p> <p>For example, being late to meetings can be considered as a problem.</p> <p>“If I were my friend, I would approach the problem like ....”    “If I were my teacher, I would approach the problem like ...”</p>
<b>Annexes</b>	<p>Annex-1: What’s on My Back?</p> <p>Annex-2: If I Were...</p>
<b>Note</b>	<p>Some students may need more time or a different method of expression (e.g., drawing, writing, or speaking). Adapt the activity as needed to support diverse needs.</p> <p>Since the activity deals with emotions and personal experiences, be mindful of students’ comfort levels and avoid pushing them to share if they are not ready. Create a supportive, non-judgmental space.</p>

<b>Cultural Sensitivity</b>	<p>When discussing emotions and perspectives, ensure that scenarios and examples are relevant and sensitive to students from different cultural backgrounds. Avoid assumptions or generalizations that may not apply to everyone.</p> <p>Be mindful that students from various cultural backgrounds may have different ways of expressing emotions or understanding social interactions. Create space for students to share how their cultural experiences shape their perspectives and responses.</p>
<b>References</b>	--

### **Annex-1: What's on My Back?**

Students are divided into pairs. One student is asked to stand with his back turned. A sheet of paper is attached to the back of this student. The other student is given Scenario 1. He reads silently that. After reading, he draws the emotion that the scenario evoked on the paper on his partner's back. The student with paper on his back tries to guess this emotion. Then, the students switch roles. When they switch roles, the scenario is also changed.

**Scenario 1:** Ali is a student who is much-liked by his teacher at school. He usually gets along well with his classmates, too. However, after school, when his friends make plans to meet up, they sometimes prefer not to invite him. Ali is aware of that but doesn't say anything to anyone. His caregiver suggests organising a birthday party for him, but Ali feels anxious and worried about that because of the possibility his friends may not come to his party.

**Scenario 2:** Aisha doesn't enjoy talking with her classmates and prefers to spend more time with her teachers. Her teachers want her to join a school trip. She asks for permission from her family and then joins. She has a lot of fun with her friends, but she feels stressed during some games, like jumping rope, which she doesn't enjoy. Her teacher notices this and suggests that Aisha can hold the rope instead. She feels happy with this suggestion. When she realises there is a solution to her problems, she starts to feel more comfortable spending time with her friends.

## Annex-2: If I Were...

1. If I were my friend, I would treat me like...
2. If I were my teacher, I would treat me like ...
3. If I were my classmate, I would treat me like.....
4. If I were my parent, I would treat me like.....
5. If I were ..... I would treat me like.....

\*The student can add as many items as they want.

<b>Activity No</b>	<b>9</b>
<b>Activity Name</b>	<b>My Emotions Are Speaking</b>
<b>Core Competency</b>	SOCIAL-AWARENESS: Emotional Awareness
<b>Duration</b>	40 minutes
<b>Target Group</b>	2E students 7-11 ages
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Recognizes how emotions influence their behaviour.</li> <li>- Understands the importance of controlling their emotions.</li> <li>- Evaluates the impact of emotions on learning behaviours.</li> </ul>
<b>Approaches &amp; Methods</b>	<p><b>Experiential Learning:</b> Students actively engage in tasks and reflect on their experiences to build understanding. The “Let’s See!” game and the creative tasks (emoji-making, poster design, slogan creation) immerse students in emotional awareness through hands-on activities.</p> <p><b>Role-Playing:</b> Students take on specific roles to explore emotional scenarios and practice managing their responses. Tasks such as acting out emotional responses while studying subjects they like or dislike allow students to simulate real-life situations, making the learning process more meaningful.</p> <p><b>Guided Questioning:</b> Open-ended questions are used to encourage critical thinking and self-reflection. Questions such as “How do emotions affect your behaviour?” and “Can emotions be controlled?” guide students to connect emotional awareness with their experiences.</p> <p><b>Game-Based Learning:</b> Using interactive games to teach concepts in an engaging and practical way. The “Let’s See!” game uses a playful approach to explore emotional reactions, making the learning experience enjoyable and interactive.</p> <p><b>Discussion and Peer Feedback:</b> Students share their work and discuss their perspectives, receiving constructive input from peers. Presenting their work and engaging in group discussions encourages students to articulate their emotions and learn from others’ viewpoints.</p>

<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Coloured table tennis balls</li> <li>- Paper cups</li> <li>- Coloured cardboard</li> <li>- A4 and A5 paper</li> <li>- Coloured pencils and markers</li> </ul>
<b>Preparation for the Facilitator/Teacher</b>	<p>The facilitator should;</p> <ul style="list-style-type: none"> <li>- carefully read and understand the structure of the activity beforehand, ensuring clarity on each step and how the tasks will be carried out.</li> <li>- gather all necessary materials</li> <li>- arrange the classroom so there is enough space for the game and group activities.</li> <li>- create a designated area (e.g., a bulletin board or wall space) to display the students' outputs, such as posters, emojis, and slogans.</li> <li>- for cultural sensitivity, communicate with caregivers beforehand if there are specific cultural norms around expressing emotions.</li> <li>- Ensure the activity aligns with family expectations and values.</li> </ul>

<b>Process</b>	<p><b>Warm-up Question (5 min)</b></p> <p>The facilitator starts the activity by asking the group: “<i>Is it important to control your emotions? Why or why not?</i>” This question will guide the students towards the theme of the activity: emotional awareness and control.</p> <p>After the question, the facilitator introduces the activity by explaining that students will explore how emotions affect behaviour and learning. This will be done through a fun and reflective exercise. (Annex-1)</p> <p><b>Playing the “Let’s See!” Game (10 min)</b></p> <p>Each student selects a coloured table tennis ball and stands in front of a paper cup placed on a table. The goal is to hit the ball on the table and try to land it into the cup. The teacher will observe students’ reactions and emotions throughout the game.</p> <p><b>Performing the Tasks (15 min)</b></p> <p>The facilitator presents the following tasks to the students, explaining that they can choose one task to complete. If desired, students can select more than one task, but time limitations should be considered.</p> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> Design emojis that represent feelings of happiness or sadness while studying a subject. For example, when studying a subject you enjoy, design an emoji that expresses happiness, and when studying something difficult, design an emoji that reflects frustration or sadness. These emojis should be drawn on colored cardboard and later displayed on the wall.</li> <li>• <b>Task 2:</b> Create a poster illustrating the relationship between emotions (e.g., anger, happiness, sadness, motivation) and learning. Students should identify when these emotions tend to occur during specific lessons or subjects. The poster should highlight how emotions can influence learning behaviors.</li> <li>• <b>Task 3:</b> Develop a slogan that expresses the emotions experienced while studying in different subjects, such as frustration, comparison to peers, or joy. The slogans should be written on coloured paper and displayed.</li> </ul> <p><b>Discussion and Reflection (10 min)</b></p> <p>The facilitator invites students to present their tasks to the group. Students should explain how they connected their emotions to their chosen task and the impact of these emotions on their learning experience.</p> <p><b>D       i       s       c       u       s       s       i       o       n</b></p> <p>After all students have presented, the facilitator guides a discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>• How did your emotions affect your behaviour during the game?</li> <li>• Were you able to control your emotions during the tasks?</li> <li>• How do your emotions affect your learning experience in real life?</li> <li>• Do you think you can control your emotions in future learning situations?</li> </ul> <p><b>R       e       f       l       e       c       t       i       o       n</b></p> <p>The facilitator encourages students to reflect on how they handle emotions in various situations and whether they have strategies for managing them in different contexts, such as classroom learning or social interactions.</p>
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<b>Differentiation</b>	<p><b>For students gifted and ASD:</b> It can be challenging to express emotions or understand the subtle differences between emotions.</p> <ul style="list-style-type: none"> <li>- Simplify the tasks by allowing them to choose only one emotion (e.g., joy or frustration) to focus on, rather than multiple emotions. This helps reduce cognitive overload and allows for deeper reflection on a single emotional response.</li> <li>- Offer more structured, step-by-step instructions during the tasks to reduce uncertainty and ensure clarity.</li> <li>- Model the activity for them before they start, showing an example of how to create an emotion-based emoji or slogan.</li> </ul> <p><b>For students gifted and SLD:</b> Students with learning disabilities may experience challenges with fine motor skills or coordination.</p> <ul style="list-style-type: none"> <li>- Allow them to use digital tools to create emojis or slogans, or provide assistance in writing/drawing tasks (e.g., using a larger font or space).</li> <li>- Allow them to present their work in different formats, such as verbally, through pictures, or with the help of a peer. This gives students the flexibility to express their thoughts in the way that feels most comfortable to them.</li> </ul> <p><b>For students gifted and ADHD:</b> Students with ADHD often benefit from clear, concise instructions and visual reminders about the time.</p> <ul style="list-style-type: none"> <li>- Use a timer or countdown to help them stay on task and prevent distractions.</li> <li>- Encourage physical movement or breaks between tasks to help students remain focused. For example, allowing them to move to a different corner of the room to draw or write might keep their attention engaged.</li> <li>- Break the tasks into smaller, manageable steps to make them feel less overwhelming.</li> </ul>
<b>Assessment</b>	Students are asked to write examples from their personal lives where they experienced emotions like anger, love, or frustration during learning situations and how they expressed these emotions.
<b>Annex</b>	Annex 1: Let's See!

<b>Note</b>	<p>In this activity, we emphasize the importance of recognizing and managing emotions. Emotional awareness is a fundamental aspect of learning and social interaction, as emotions often influence both behavior and learning outcomes. It's important to understand that all emotions, whether positive or negative, are a natural part of the human experience. The goal of this activity is not only to identify these emotions but also to explore how they can be regulated in different contexts, particularly in educational settings.</p> <p>In this activity, we refer to “emotion control” in a way that encourages students to understand that emotions, while natural, can sometimes overwhelm us or affect our behaviour negatively. The term “emotion control” does not mean suppressing emotions but rather learning to express them in a balanced and constructive way. We encourage students to recognize that they have the power to manage their emotional reactions in different situations.</p> <p>When discussing emotional experiences such as frustration or sadness, the focus should always be on growth and learning. Emotions are not seen as something negative, but as valuable cues that provide insight into how we react to various situations. This activity aims to guide students to recognize their emotional triggers and find productive ways to manage and learn from them, ultimately fostering resilience and emotional strength.</p>
<b>Cultural Sensitivity</b>	<p>Emotional expression can vary widely across cultures and individual backgrounds. In some cultures, certain emotions (such as anger or sadness) might be expressed more openly, while in others, they may be suppressed or internalized. In some cultures, boys might be encouraged to suppress their emotions. Teachers should be aware of any cultural or familial sensitivities around emotional expression and adjust the approach accordingly. Therefore, it may be helpful to meet with caregivers before the activity to understand their perspectives. As a result, it is essential to create a supportive and non-judgmental environment where students feel comfortable expressing their feelings.</p>
<b>References</b>	---

## Annex 1: Let's See!

Students choose a ball of their preferred colour. If the number of balls is limited, they can take turns. A paper cup is placed at one corner of the table, and the student stands opposite it. They must bounce the ball once on the table and try to land it in the cup.

During the game, the teacher observes students' reactions when they fail and succeed in getting the ball into the cup. Afterward, students share how they felt and behaved during these moments with the group. For example, if a student gets the ball into the cup on the third attempt, they reflect on how they felt during the first two failed attempts and their eventual success.

Questions for reflection:

"You said you gave an exaggerated reaction when you were happy. Can you explain that?"

"You succeeded but didn't react at all. Can you explain why?"

"Did you notice how your emotions affected your behaviour? Can you explain this with examples?"

The teacher asks deepening questions to help students explore their emotions.



<b>Activity No</b>	<b>10</b>
<b>Activity Name</b>	<b>Decision Tree</b>
<b>Core Competency</b>	RESPONSIBLE DECISION-MAKING
<b>Duration</b>	30 min
<b>Target group</b>	2E students 6-11 ages
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Produces alternative solutions for solving daily life problems.</li> <li>- Evaluates the possible outcomes of solutions.</li> <li>- Explains the steps of the decision-making process.</li> <li>- Identifies the variables related to the problem.</li> <li>- Evaluates the potential outcomes of the solution.</li> </ul>
<b>Approach &amp; Methods</b>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Role play</li> <li>• Visual representation using a tree or cascade diagram</li> </ul> <p><b>Description:</b> Students will work in groups to create a diagram representing how a choice can develop over time. Starting from an initial decision, they will explore two or three alternatives and map out the consequences using a tree diagram on a poster. This activity allows them to visualize the effect of choices and reflect on socio-emotional skills such as empathy, responsibility, and relationship management.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- 4 Posters</li> <li>- set of coloured markers (1 per group)</li> <li>- at least 100 Sticky notes (optional)</li> </ul>

<b>Preparation for the Facilitator/ Teacher</b>	<ul style="list-style-type: none"> <li>• Prepare an example diagram on the board to explain the activity.</li> <li>• Define some social and emotional decision-making scenarios that are relevant and meaningful for students, such as: <ul style="list-style-type: none"> <li>- Interacting with a new Deaf classmate.</li> <li>- What to do when a friend is excluded from a game.</li> <li>- How to react to an unkind comment.</li> </ul> </li> </ul>
<b>Process</b>	<p><b>Introduction (5 minutes):</b> Explain the concept of a tree or cascade diagram by showing a simple example on the board. Describe how one choice can lead to different consequences and introduce the idea of decisions that influence relational and social well-being.</p> <p><b>Group Division and Scenario Selection (5 minutes):</b> Divide the students into small groups and distribute the posters and markers. Assign each group a scenario.</p> <p><b>Diagram Creation (15 minutes):</b> Groups will explore possible choices and represent the consequences on a diagram. For example, if the scenario is “talk to a new Deaf classmate,” the choices might include “say hello and introduce myself” or “do nothing.” Each choice leads to different consequences, illustrated in the diagram.</p> <p><b>(Optional):</b> instead of using pencils and pens, use post-its, so that students can change the position of the answers and reorganize as they prefer.</p> <p><b>Sharing and Discussion (5 minutes):</b> Each group shares their diagram and explains how the choices developed over time. They reflect on the importance of recognizing the impact of choices on emotions and relationships.</p>

<b>Differentiation</b>	<p><b>For students gifted and ADHD:</b> Use visual timers to manage each section of the activity and break down the diagram into simpler parts, assigning specific roles (e.g., one student draws, another writes, another suggests ideas).</p> <p><b>For students gifted and ASD:</b> Provide a visual model as an example and encourage the use of images, symbols, or different colours to represent choices and linked emotions.</p> <p><b>For students gifted and SLD:</b> Break down the diagram into sections with graphic supports, such as illustrations for each step, and provide guiding phrases or questions to facilitate discussion and organization of ideas.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Observe group participation and the ability to describe the consequences of their decisions.</li> <li>• Assess understanding of the decision-making process and its importance through the final discussion and individual contributions. These questions can help you assess the process: <ul style="list-style-type: none"> <li>- How effectively did the group identify and rank their values?</li> <li>- How well did the group justify their ranked values in relation to the dilemma?</li> <li>- Did the group consider both short-term and long-term consequences of their choices?</li> <li>- How clearly and logically did the group present their chosen decision during the final discussion?</li> <li>- How effectively did the group demonstrate empathy and consideration for different perspectives in their decision-making process?</li> </ul> </li> </ul>
<b>Annex</b>	Annex 1: Example of a tree/cascade diagram/ mind maps
<b>Note</b>	Encourage personal reflection on choices and their social and personal impact.

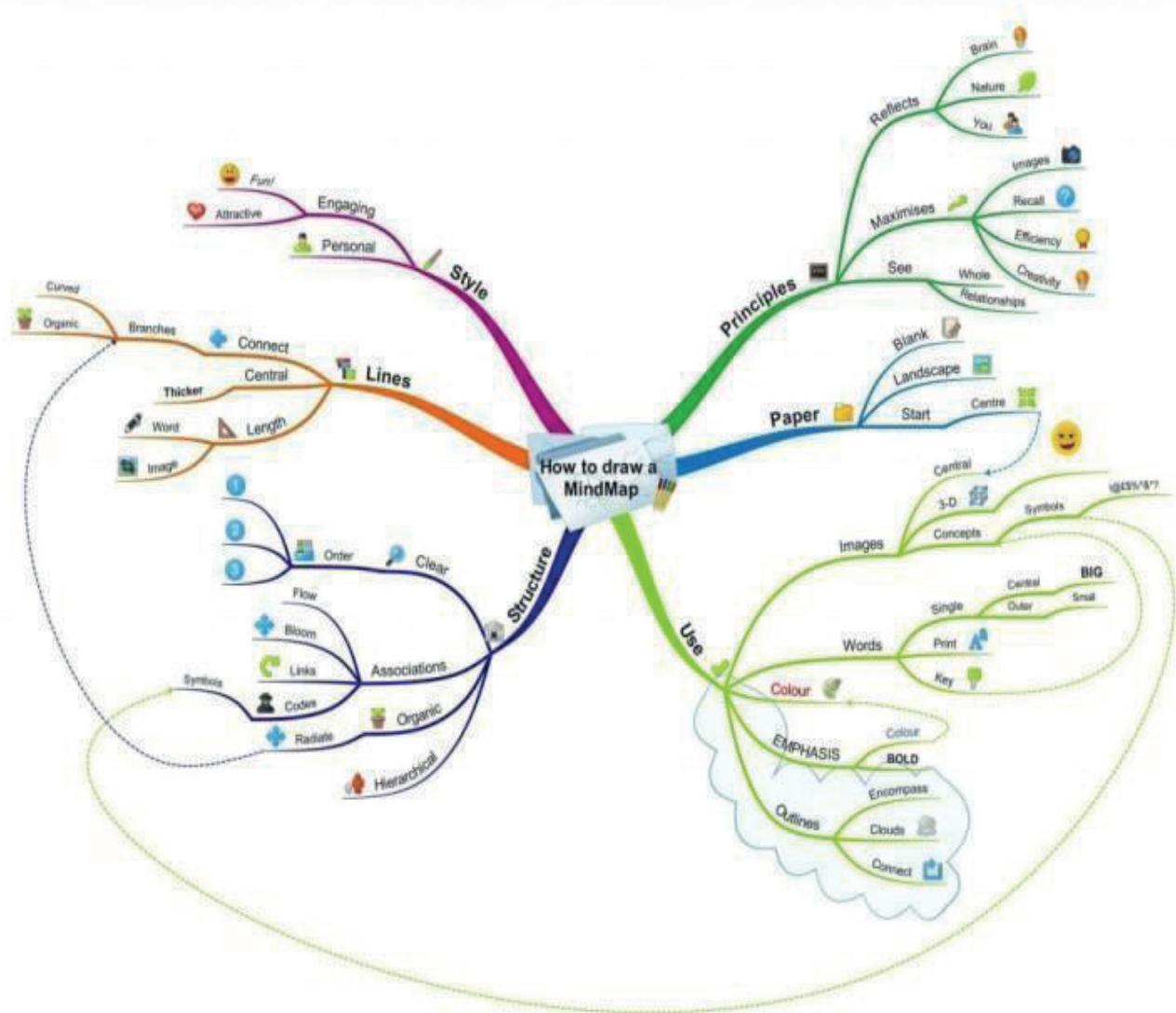
Cultural Sensitivity	<p><b>Cultural Inclusion:</b> Adapt examples and decision-making scenarios to situations common to students' lives, such as interacting with peers from different backgrounds or with disabilities, like Deafness.</p> <p><b>Respect for Differences:</b> Ensure that scenarios are respectful and do not reinforce stereotypes. For example, represent friendship with a Deaf classmate as an opportunity to learn a new language, such as Sign Language, and raise awareness of the importance of disability inclusion.</p> <p><b>Promoting Empathy:</b> Include discussions on how decisions impact others, such as classmates, friends, and family, and encourage students to put themselves in others' shoes.</p>
References	---

## Annex 1: Examples of Mind Maps

### MIND MAP TEMPLATE | FREE VECTOR



Editable version for translation: [https://www.canva.com/design/DAGeUrKSvUA/aXxFazqlK\\_bCDbdYxPNJAO/edit](https://www.canva.com/design/DAGeUrKSvUA/aXxFazqlK_bCDbdYxPNJAO/edit)



Editable version for translation: <https://www.canva.com/design/DAGeU78S13c/l8wd6uDYLn-u13Mi5TCadg/edit>

<b>Activity No</b>	11
<b>Activity Name</b>	<b>Decision Quiz Board Game</b>
<b>Core Competency</b>	RESPONSIBLE DECISION-MAKING
<b>Duration</b>	30 min
<b>Target group</b>	2E students 6-11 ages
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Identifies problems encountered in daily life.</li> <li>- Generates alternative solutions for solving daily life problems.</li> <li>- Selects the appropriate solution from the alternatives.</li> <li>- Recognizes the impact of their decisions on their future.</li> </ul>
<b>Approach &amp; Methods</b>	<ul style="list-style-type: none"> <li>● Team-based interactive quiz game</li> <li>● Group discussion</li> <li>● Reflection on decision-making and impact</li> </ul> <p><b>Description:</b> In this activity, students will work in teams to answer questions on a quiz board. Each question presents a social scenario with three possible responses: a positive choice, a neutral choice, and a negative choice. The teams must discuss the options and agree on the best response. Each response has a different point value, promoting reflection on responsible decision-making. Teams take turns answering, with the goal of achieving the highest positive score, encouraging both collaborative decision-making and a deeper understanding of the impact of their choices.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Annex: Quiz board with 10 question cards</li> <li>- Score sheets or whiteboard to track team points</li> <li>- 2 Markers or chalk for scorekeeping</li> </ul>

<b>Preparation for the Facilitator/Teacher</b>	<ul style="list-style-type: none"> <li>- Prepare the quiz board with 10 questions and response options for each question.</li> <li>- Arrange the classroom for team-based gameplay, ensuring space for groups to discuss their answers.</li> <li>- Familiarize yourself with the scenarios and their corresponding responses to facilitate discussion and provide feedback.</li> </ul>
<b>Process</b>	<p><b>Introduction (5 minutes):</b> Explain the objective of the quiz board game – to encourage teamwork and reflect on responsible decision-making in social situations. Divide the students into teams and introduce the scoring system: each question offers three response options, rated as positive (+1), neutral (0), or negative (-1). The goal is to encourage the highest positive score.</p> <p><b>Gameplay (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each team takes turns selecting a question from the quiz board. After reading the question, the team discusses the options and agrees on a response.</li> <li>• Once they choose, they share their answer with the class, and the facilitator provides the corresponding score and feedback. Encourage other teams to listen actively, as they will reflect on each scenario at the end of the game.</li> <li>• Continue until all questions have been answered or time is up.</li> <li>• <b>Reflection and Discussion (5 minutes):</b></li> <li>• Tally up the scores and congratulate the team with the highest positive score.</li> <li>• Lead a brief discussion about the different choices and their impacts on others, reinforcing the importance of making responsible decisions that respect diversity and promote inclusivity.</li> <li>• Encourage students to share insights on how they might apply these lessons in real-life situations.</li> </ul>

<b>Differentiation</b>	<p><b>For students gifted and ADHD:</b> Allow for movement by assigning different team roles (e.g., reader, spokesperson, timekeeper) and use visual or auditory cues to help focus during gameplay.</p> <p><b>For students gifted and ASD:</b> Provide a visual support sheet with icons or images that correspond to different types of decisions, making it easier to follow along with the game.</p> <p><b>For students gifted and SLD:</b> Offer a simplified score sheet and highlight key phrases or concepts in the scenarios to aid comprehension. Ensure that team roles allow them to participate at their comfort level.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Observe each team's discussions and participation, noting their ability to weigh the consequences of their choices.</li> <li>• Assess understanding through the final discussion, focusing on how well students grasped the importance of considering others' feelings and perspectives in their decisions. These questions can help you assess the process: <ul style="list-style-type: none"> <li>- How effectively did the group identify and rank their values?</li> <li>- How well did the group justify their ranked values in relation to the dilemma?</li> <li>- Did the group consider both short-term and long-term consequences of their choices?</li> <li>- How clearly and logically did the group present their chosen decision during the final discussion?</li> <li>- How effectively did the group demonstrate empathy and consideration for different perspectives in their decision-making process?</li> </ul> </li> </ul>
<b>Annex</b>	Annex 1: Question Sheet with Scenarios and Response Options
<b>Note</b>	Encourage each team to reflect on how they made their decisions and how they felt about the outcomes, promoting a deeper understanding of responsible decision-making.

Cultural Sensitivity	<p><b>Cultural Inclusion:</b> Ensure that the scenarios presented in the quiz are relatable and respectful of diverse cultural backgrounds and abilities.</p> <p><b>Respect for Differences:</b> Emphasize that each decision impacts others and that responsible decision-making often involves considering diverse perspectives and experiences.</p> <p><b>Promoting Empathy:</b> Foster a discussion about how understanding and respecting others' differences can lead to a more inclusive and positive community experience for everyone.</p>
References	---

### Annex 1: Question Sheet with Scenarios and Response Options

**1. Situation:** A new classmate has just arrived, and they are from a different country. They speak a different language and seem a bit shy.

**Question:** What do you do to welcome them to the class?

**Answers:**

Answer 1: You give them a smile and greet them with a friendly gesture. (+1)

*Feedback:* A simple gesture like a smile can help someone feel welcome. It's a great way to show kindness.

Answer 2: You watch from a distance, waiting to see if they fit in on their own or if someone else decides to talk to them. (0)

*Feedback:* It's good to respect others' adjustment time, but a small welcoming gesture could make a big difference.

Answer 3: You talk with other classmates and decide not to involve them because they seem different. (-1)

*Feedback:* Ignoring someone because they seem different does not promote an inclusive environment. Let's reflect on how we would feel in their position.

**2. Situation:** During recess, you see a classmate with a physical disability who is having trouble joining in on the activities that others are doing.

**Question:** What do you do?

**Answers:**

*Answer 1:* You ask if they'd like to do something else together that's easier for them to join. (+1)

*Feedback:* Great idea! Offering an inclusive alternative can help everyone feel part of the group.

*Answer 2:* You give them a smile from afar and make sure they're not alone but don't ask them to join. (0)

*Feedback:* Recognizing their presence is positive, but offering the chance to play together might make them feel more included.

*Answer 3:* You ignore the situation and pretend not to have seen them. (-1)

*Feedback:* Ignoring someone who might feel left out is not respectful. Trying to include others makes a difference!

**3. Situation:** A friend tells you they don't want to sit next to a classmate because that classmate practices a different religion and they don't know much about it.

**Question:** What do you suggest?

**Answers:**

*Answer 1:* You suggest that they try talking to the classmate to learn something new and interesting. (+1)

*Feedback:* Great idea! Talking to someone with a different background can enrich us and lead to new friendships.

*Answer 2:* You tell them it's fine to sit elsewhere if they prefer, but it doesn't hurt to meet different people. (0)

*Feedback:* It's good to let them make their own choice, but encouraging curiosity about different cultures can promote deeper understanding.

*Answer 3:* You suggest they avoid talking to them because it might be strange. (-1)

*Feedback:* Avoiding someone because of their beliefs does not promote inclusion.

Let's reflect on the importance of respecting and accepting differences.

**4. Situation:** You are participating in a group project with a Deaf classmate who uses sign language. The classmate seems a bit left out of the work.

**Question:** What do you propose?

**Answers:**

*Answer 1:* You suggest learning some signs to communicate better and involve them in the project. (+1)

*Feedback:* Great choice! Learning sign language can strengthen teamwork and show respect for diverse abilities.

*Answer 2:* You work alongside another classmate who already knows sign language, letting them communicate instead. (0)

*Feedback:* It's good to involve someone who can communicate, but trying to learn a few signs yourself shows respect and interest in the Deaf classmate.

*Answer 3:* You decide to work on your part without involving them because you think it's too hard to communicate. (-1)

*Feedback:* Not including everyone creates distance. Trying to include people with disabilities is an act of respect and teamwork.

**5. Situation:** During a presentation, a classmate has trouble speaking Italian because they speak another language at home.

**Question:** What do you do?

**Answers:**

*Answer 1:* You encourage them and help if needed, perhaps suggesting the words they're looking for. (+1)

*Feedback:* Great job! Helping someone feel more confident is essential for everyone's well-being.

*Answer 2:* You smile and wait patiently, but don't offer assistance. (0)

*Feedback:* It's good to show patience, but offering a little help can make them feel more comfortable.

*Answer 3:* You laugh and comment on their difficulty speaking. (-1)

*Feedback:* Teasing someone about their speech isn't respectful. Let's remember to treat others with kindness and respect.

**6. Situation:** A female classmate wears a hijab, and some classmates make comments because they don't understand her culture.

**Question:** What do you do?

**Answers:**

*Answer 1:* You step in and explain that everyone has the right to follow their own culture and traditions. (+1)

*Feedback:* Teaching others about respecting cultural differences is an excellent way to promote inclusion and understanding.

*Answer 2:* You don't join in on the comments and continue with what you're doing without intervening. (0)

*Feedback:* Staying neutral is respectful, but stepping in gently could help to promote understanding and respect.

*Answer 3:* You join in on the comments, laughing or saying it's "strange" or "different." (-)

*Feedback:* Making negative comments about something we don't understand can be hurtful. Let's remember to respect one another.

**7. Situation:** During a group discussion, a classmate with a learning disability takes more time to express their ideas.

**Question:** How do you respond?

**Answers:**

*Answer 1:* You give them the time they need and encourage them to share their opinion. (+1)

*Feedback:* Giving everyone time to express themselves is a sign of respect and can bring valuable ideas to the discussion.

*Answer 2:* You give them a nod of encouragement but let others speak immediately after. (0)

*Feedback:* Encouragement is good, but giving them the necessary time to speak fully can make them feel more appreciated.

*Answer 3:* You interrupt and suggest that someone else should speak instead. (-1)

*Feedback:* Interrupting can make someone feel excluded and lessen their confidence. Patience shows respect.

**8. Situation:** During a school event, a classmate who uses a wheelchair can't access an area due to stairs.

**Question:** What do you do?

**Answers:**

*Answer 1:* You suggest moving the event to an accessible area so they can join. (+1)

*Feedback:* Great initiative! Finding ways to include everyone promotes a sense of community and inclusion.

*Answer 2:* You decide to stay with them in an accessible area but don't propose moving the event. (0)

*Feedback:* Staying together is inclusive, but finding a solution so everyone can join makes the event better for all.

*Answer 3:* You suggest they should adapt to the situation without expecting the group to change anything. (-1)

*Feedback:* Respecting everyone's needs and finding solutions for everyone to participate is essential.

**9. Situation:** A new student from a foreign country joins the class, and some classmates don't want to talk to them because "they're different."

**Question:** How do you respond?

**Answers:**

*Answer 1:* You introduce yourself and befriend them, showing that being different is interesting. (+1)

*Feedback:* Welcoming new people and embracing diversity is a great way to create friendships and learn.

*Answer 2:* You interact with them only in specific situations, like during group tasks, but don't invite them to other activities. (0)

*Feedback:* Working together in specific contexts is good, but including them in other activities can help them feel more integrated.

*Answer 3:* You agree with your classmates, saying it's better to stay with people who are similar. (-1)

*Feedback:* Avoiding someone because of their differences creates division. Respecting and accepting diversity is essential for an inclusive environment.

**10. Situation:** During a group activity, a classmate suggests an idea different from yours, and others seem to disagree only because they're new.

**Question:** What do you do?

**Answers:**

*Answer 1:* You support their idea and suggest evaluating it together since every opinion matters. (+1)

*Feedback:* Evaluating everyone's ideas, regardless of who suggests them, promotes respect and inclusion.

*Answer 2:* You suggest listening to the idea but leave it up to the group to decide whether or not to consider it. (0)

*Feedback:* Giving them a chance is a good start, but encouraging the group to evaluate all ideas carefully fosters respect and collaboration.

*Answer 3:* You openly say that their idea isn't valid and suggest not considering

<b>Activity No</b>	12
<b>Activity Name</b>	<b>Values-Based Decision Ladder</b>
<b>Core Competency</b>	RESPONSIBLE DECISION-MAKING
<b>Duration</b>	45 min
<b>Target group</b>	2E students 12+ age
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Classifies daily life problems by importance.</li> <li>- Understands the responsibility of owning their decisions.</li> <li>- Explains the steps of the decision-making process.</li> <li>- Realizes the importance of believing in themselves regarding what they can achieve in the future.</li> </ul>
<b>Approach &amp; Methods</b>	<ul style="list-style-type: none"> <li>● Step-by-step decision-making ladder</li> <li>● Values ranking and discussion</li> <li>● Moral dilemma group activity</li> </ul> <p><b>Description:</b> In this activity, students work in small groups to solve a moral dilemma using a structured decision-making ladder. Each step of the ladder requires the group to assess their options, explore the values behind their decisions, and navigate any ethical conflicts. Groups will discuss each dilemma, rank their values, and come to a consensus on the best course of action. The activity encourages thoughtful reflection on how personal values influence responsible decision-making.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Annex: Decision-making ladder worksheets (one per group)</li> <li>- Annex 2: Set of moral dilemma cards (one per group)</li> <li>- Annex 3: Values cards or a values list (e.g., honesty, loyalty, independence)</li> <li>- 1 Whiteboard or large paper for group reflections</li> </ul>

### **Preparation for the Facilitator/ Teacher**

- Prepare worksheets outlining each step of the decision-making ladder, such as identifying the problem, evaluating options, predicting outcomes, and reflecting on the decision.
- Select or create moral dilemmas that are age-appropriate and promote discussion around values and ethics.
- Prepare a list of values cards for students to use in ranking their priorities.
- Set up the classroom for group work and prepare for a class-wide discussion after the activity.

## Process

**Introduction (5 minutes):** Explain the activity structure and introduce the concept of the decision-making ladder. Briefly discuss the importance of values in guiding decisions, using examples like honesty and kindness. Divide students into small groups and distribute a dilemma card, values cards, and a decision-making ladder worksheet to each group.

**Understanding the Dilemma (5 minutes):**

Each group reads their assigned dilemma and discusses what the core problem is. They then identify potential choices available in the scenario.

**Values Voting and Ranking (10 minutes):**

Groups receive a set of values cards and are asked to select and rank the top three values they believe should guide their decision in the dilemma. For instance, if the dilemma involves choosing between honesty and kindness, they must discuss and rank which value is most important to prioritize.

After ranking, each group briefly explains their values ranking and how they believe these values will influence their decision.

**Decision-Making Ladder (15 minutes):**

Using the ladder worksheet, students proceed through the decision-making steps. For each step, they reflect on how their ranked values impact their options:

1. *Identify the choices:* Each group lists out possible actions they could take based on the values they've chosen.
2. *Evaluate the options:* Groups discuss potential outcomes for each option, considering short- and long-term consequences.
3. *Make a decision:* Based on the evaluation, the group selects the option they believe best reflects their values.
4. *Reflect on the decision:* Each group discusses how their decision might impact others and whether they would make the same choice in a different context.

**Group Sharing and Class Discussion (10 minutes):**

Each group presents their chosen option and reflects on the values that influenced their decision. Encourage a discussion on different values and choices made by each group.

Facilitate a class discussion on the complexity of decision-making and how understanding various perspectives can lead to more responsible choices. Prompt students to consider whether they might change their decision based on what they heard from other groups.

<b>Differentiation</b>	<p><b>For students gifted and ADHD:</b> Assign roles within each group (e.g., facilitator, note-taker, presenter) to provide structure and help them stay focused. Use visual aids to illustrate each step of the decision-making ladder.</p> <p><b>For students gifted and ASD:</b> Provide a visual list of values with icons representing each one, and encourage them to use symbols or drawings in the reflection process.</p> <p><b>For students gifted and SLD:</b> Provide sentence starters on the worksheet to guide their discussions and offer a simplified list of values for them to choose from.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Observe group discussions, noting their ability to rank values and articulate the reasons behind their choices.</li> <li>• Assess their understanding through the final presentation and class discussion, focusing on how well they demonstrated thoughtful decision-making and consideration of ethical dilemmas. These questions can help you assess the process: <ul style="list-style-type: none"> <li>- How effectively did the group identify and rank their values?</li> <li>- How well did the group justify their ranked values in relation to the dilemma?</li> <li>- Did the group consider both short-term and long-term consequences of their choices?</li> <li>- How clearly and logically did the group present their chosen decision during the final discussion?</li> <li>- How effectively did the group demonstrate empathy and consideration for different perspectives in their decision-making process?</li> </ul> </li> </ul>
<b>Annex</b>	<p>Annex 1: Decision-Making Ladder Worksheet</p> <p>Annex 2: Moral Dilemma Cards</p> <p>Annex 3: Values Cards List</p>

<b>Note</b>	Encourage personal reflection on choices and their social and personal impact.
<b>Cultural Sensitivity</b>	<p><b>Cultural Inclusion:</b> Select dilemmas that are relatable to students' lives and reflect diverse backgrounds, avoiding any biases or stereotypes.</p> <p><b>Respect for Differences:</b> Encourage an open dialogue about how different values shape our choices and decisions, emphasizing that diversity in perspectives strengthens our understanding.</p> <p><b>Promoting Empathy:</b> Facilitate a discussion on the impact of decisions on others, guiding students to consider how empathy plays a role in responsible decision-making.</p>
<b>References</b>	---

## Annex 1: Decision-Making Ladder Worksheet

### Decision-Making Ladder Steps

#### 1. Identify the Choices:

- What is the main problem in this dilemma?
- List at least three possible choices.

#### 2. Values Ranking:

- Choose and rank the top three values that you think should guide your decision.
- How do these values influence the choices you have listed?

#### 3. Evaluate the Options:

For each choice, discuss:

- *Short-term Consequences:* What could happen right away?
- *Long-term Consequences:* How might this choice affect you or others in the future?

#### 4. Make a Decision:

- Which choice do you believe is the best, based on the values you've ranked?

- Write down the chosen option and explain why this option reflects your values.

**5. Reflect on the Decision:**

- How will this decision impact the people involved?
- Would you make the same choice if you encountered a similar situation in real life?

Why or why not?

## **Annex 2: Moral Dilemma Cards**

Each group will receive one card with a dilemma to discuss. Here are three examples:

**Dilemma 1:**

You see a friend cheating on a test. You know that if they get caught, they will face serious consequences. Do you tell the teacher, talk to your friend, or stay silent?

**Dilemma 2:**

You overhear some classmates making fun of a student who recently moved here and doesn't speak the language well. Do you step in and defend the student, talk to the classmates privately, or ignore the situation?

**Dilemma 3:**

You are working on a group project, and one member isn't contributing. They mention that they are dealing with personal issues. Do you report them to the teacher, offer to help them with their part, or complete the work yourself?

Feel free to create additional dilemmas based on the needs of your group. Each dilemma should encourage a discussion on ethical choices and the values that influence those choices.

## **Annex 3: Values Cards**

Provide each group with a set of values cards. Here are some examples you can include:

**Honesty:** Being truthful in all situations, even when it is difficult.

- **Loyalty:** Supporting friends, family, and groups you belong to, even if it requires sacrifice.
- **Respect:** Valuing others, their beliefs, and their choices.
- **Empathy:** Trying to understand and share the feelings of others.
- **Kindness:** Treating others with compassion and care.
- **Justice:** Acting fairly and upholding what is right for everyone involved.
- **Responsibility:** Taking ownership of your actions and their impact on others.
- **Independence:** Making choices that reflect your own beliefs, even if they differ from others.
- **Forgiveness:** Letting go of anger or resentment towards those who may have hurt you.
- **Courage:** Doing the right thing, even when it's challenging.

Each group should choose and rank their top three values for the dilemma they're discussing. Encourage groups to discuss why they selected these values and how these values shape their decisions.

<b>Activity No</b>	13
<b>Activity Name</b>	<b>Jigsaw Puzzles</b>
<b>Core Competency</b>	<p><b>RELATIONSHIP SKILLS</b></p> <p>Develop teamwork and communication skills.</p>
<b>Duration</b>	30 min
<b>Target group</b>	<p>2E students</p> <p>6-11 ages</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Development of teamwork skills</li> <li>- Improving non-verbal communication</li> <li>- Developing empathy and the ability to work effectively together as a team</li> <li>- Identifying and overcoming barriers in interpersonal relationships</li> </ul>
<b>Approach &amp; Methods</b>	<p>Practical approach through teamwork</p> <p>Experiential method to experience communication barriers</p> <p>Group reflection as an exercise evaluation method.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Envelopes with cut-out polygons</li> <li>- Blackboard for writing down rules</li> <li>- Tables and chairs for participants</li> <li>- Timer to control time</li> </ul>
<b>Preparation for the Facilitator</b>	<p>Prepare sets of elements for each group. Ensure rules are clearly explained before starting the exercise.</p> <p>Preparation of questions for reflection and ways to moderate the post-task discussion.</p>

**Rules of the exercise (to be written on the board):**

1. Each team is given an envelope with the picture pieces.
2. No communication is allowed - children cannot speak or ask for the pieces using words.
3. Each person can have a maximum of 3-4 pieces in front of them at any one time.
4. No taking pieces from other participants or passing them on without permission.
5. The aim of the team is to assemble a complete picture.
6. Once the picture has been arranged, the children raise their hand so that the teacher can check for correctness.

**Introduction (5 minutes)**

Explain the purpose of the exercise:

*“Today we will work in silence, without using words. Your task is to put a picture together. This will require attentive looking, cooperation and the use of gestures. Each of you can communicate using hand movements, facial expressions and other gestures, but no words or sounds are allowed. Remember to pay attention to what others are doing and adapt your actions to their movements. Together we will create something special, so it is important that you understand each other well, despite the lack of words.”*

Introduce the rules and make sure the children understand them.

**Divide into teams (5 minutes)**

Divide the class into teams of 4 or 5.

Each team sits down at a separate table and receives an envelope with the picture elements.

**Complete the task (20 minutes)**

Start the timer and begin the exercise.

Observe the teams, making sure they follow the rules (e.g. no communication and not exceeding the limit of pieces per person).

When any team has completed the task, check the correctness of the arranged picture.

### **Discussion and reflection (10-15 minutes)**

After completing the exercise, lead a debriefing discussion. Ask questions to help the children reflect on the activity and their emotions.

*"We often show what we feel, what we think and what we need, but without using words. We do this through our face, our posture, how we sit, walk, how we hold our hands, and also through gestures. For example, when we smile, we are saying that we are happy, and when we wrinkle our eyebrows, we can show that something is worrying us. Body posture matters too - sometimes when we hug someone, we want to show that we care about that person. This is how, without words, we can understand each other and express our feelings. It's important to notice what others are doing, because often how we behave says more about us than words."*

#### **Questions for reflection:**

1. About the course of the task:

How did you feel about not being able to communicate?

Was it easy to match the pieces?

What was most difficult?

2. About strategies and collaboration:

How did you manage to put the picture together without speaking?

3. About communication:

How did not being able to speak make it difficult for you to complete the task?

4. About application in everyday life:

In what situations in life do we need to cooperate, even if we cannot communicate freely?

### **Differentiation**

Customisable level of difficulty by changing the number of elements and shapes

Possibility to enable signalling communication in subsequent rounds

### **Assessment**

Observation of group dynamics and participant involvement - Analysis of problem-solving approaches - Participants' reflection on their own action strategies

<b>Annex</b>	Annex 1: Questions to Participants After the Exercise  Annex 2: Examples of Images
<b>Note</b>	In case of a large number of participants, observers may be appointed.  You can add variety to the exercise by using other figures.  There is the possibility of lifting the ban on sign communication as a modification.
<b>Cultural Sensitivity</b>	The exercise does not contain elements requiring cultural adaptation, but it is worth taking into account the differences in non-verbal communication in different cultures
<b>References (inspired by)</b>	Kirby, A. (2002). <i>Games for trainers</i> . BPI.

### **Annex 1: Questions to Participants After the Exercise**

Questions to older participants after the exercise:

- What difficulties have you encountered in non-verbal communication?
- What strategies have you used to effectively communicate your intentions?
- Have disagreements arisen? How did you resolve them? -
- How have communication barriers affected group dynamics?
- What emotions did you experience during the exercise?
- Did you notice differences in communication styles between participants?
- What communication lessons can be drawn from this exercise?

## Annex 2: Examples of images

Examples of images (to be cut up by the teacher into the number of pieces corresponding to the number of children in the group)



<b>Activity No</b>	14
<b>Activity Name</b>	<b>Divided Stories</b>
<b>Core Competency</b>	RELATIONSHIP SKILLS Active Listening and Communication Barriers
<b>Duration</b>	45 min
<b>Target group</b>	2E students 12 + ages
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>- Evaluates the contribution of active listening to communication.</li><li>- Explains the contribution of active listening to the learning process.</li><li>- Recognizes the barriers to communication.</li><li>- Assesses the effects of communication barriers on the learning process.</li></ul>

<b>Approach &amp; Methods</b>	<p>Group activity based on storytelling and oral communication.</p> <p>Emphasis on collaboration to reconstruct fragmented information.</p> <p>The exercise includes reflection and evaluation - after the exercise children can analyse what they found difficult, what went well and what lessons they can learn from it, and it helps to understand communication barriers - children can see how easy it is to lose or twist information if communication is not clear and precise.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Two short stories are divided into parts (A and B).</li> <li>- Writing materials for optional notetaking.</li> </ul>
<b>Preparation for the Facilitator</b>	<p>Select or create two short stories appropriate for the student's age and abilities.</p> <p>Divide each story into two distinct parts (A and B).</p> <p>Familiarize yourself with the stories to facilitate discussions effectively.</p>

	<p><b>Introduction (5 minutes)</b></p> <p>The teacher starts the activity by talking to the children:</p> <p><i>'Did it ever happen to you that someone gave you some information but you didn't fully understand it?'</i></p> <p><i>'Or maybe someone told you a story, but you forgot part of it and later found it difficult to repeat?'</i></p> <p>Explain to the children that today's exercise will help them to better understand others and learn to listen attentively.</p> <p><b>Divide into groups (5 minutes)</b></p> <p>We divide the class into two groups.</p> <p>Group A gets the first part of the story.</p> <p>Group B gets the second part of the story.</p> <p>The children are not allowed to show each other the texts, but only describe their part of the story.</p> <p>Each group has a moment to read their part and make sure they understand it.</p> <p><b>Describing the story (10 minutes)</b></p> <p>Each group gives their part of the story to the other group in turn, using only words.</p> <p>You cannot read from a piece of paper - you have to tell the story in your own words.</p> <p>The other group listens carefully and can take notes.</p> <p>The teacher encourages the children to ask questions to make sure they understand the story.</p> <p><b>Reconstruction of the story (10 minutes)</b></p> <p>After listening to both parts, children in small groups try to reconstruct the whole story together.</p> <p>They can write down key events and try to reconstruct the details.</p> <p>When they have finished, they retell the whole story to the class</p> <p><b>Comparison with the original (5 minutes)</b></p> <p>The teacher reads out the whole story from the original text.</p> <p>Have the children remembered all the important elements?</p> <p>What is correct and what has been left out or changed?</p> <p><b>Summary and reflection (10 minutes)</b></p> <p>The teacher leads a discussion:</p> <ul style="list-style-type: none"> <li>- Was it easy to communicate the story in an understandable way?</li> <li>- Was listening to the other group difficult?</li> <li>- What helped you to understand the story better?</li> <li>- How can this exercise help you in your everyday life, e.g. at school or when talking to friends?</li> </ul>
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<b>Differentiation</b>	<p><b>For students gifted and ADHD:</b></p> <ul style="list-style-type: none"> <li>- Use engaging, fast-paced stories to maintain focus.</li> <li>- Break tasks into shorter intervals to match attention spans.</li> <li>- Assign active roles, such as a “presenter” or “scribe,” to sustain involvement.</li> </ul> <p><b>For students gifted and ASD:</b></p> <ul style="list-style-type: none"> <li>- Provide clear instructions and allow time for individual reflection before group discussion.</li> <li>- Use structured stories with predictable patterns to reduce ambiguity.</li> <li>- Offer visual supports for characters and key events to aid comprehension.</li> </ul> <p><b>For students gifted and SLD:</b></p> <ul style="list-style-type: none"> <li>- Use short and well-structured stories to reduce cognitive strain.</li> <li>- Provide written prompts or keywords to support oral descriptions.</li> <li>- Pair students with a facilitator or peer to guide reconstruction efforts.</li> </ul>
<b>Assessment</b>	<p>Compare the reconstructed story with the original for accuracy.</p> <p>Observe group interactions to assess collaboration and communication skills.</p> <p>Facilitate a reflective discussion on the challenges encountered during the activity.</p>
<b>Annex</b>	Annex 1: Stories
<b>Note</b>	Monitor group dynamics to ensure balanced participation and provide additional guidance if needed.
<b>Cultural Sensitivity</b>	Choose stories that reflect diverse cultural backgrounds and avoid stereotypes.
<b>References</b>	---

## Annex 1: Stories

**Part A:** In a small village on the edge of the forest lived a girl called Lila. One day, while walking near a lake, she found an old map. The map was damaged, but a clear trail leading to a hidden treasure was still visible. Lila, although very curious, decided not to tell anyone about her find. She decided to set off on her own, as she knew that only then would she be able to find the treasure unhindered.

### Explanation of the division:

- **Part A** focuses on the introduction to the story: introducing the heroine, finding the map and the beginning of the journey. It also contains the first twist of the story: Lila decides to go on a solo expedition.

### Explanation of the division:

**Part B:** Lila walked through the forest, passing old trees and rushing streams. After a few hours, she came to a mysterious cave where the map said the treasure was supposed to be. When she went inside, she found that the treasure was not gold or valuables, but old books and scrolls. Lila realised that the real treasure was the knowledge she could gain. She returned to the village with a smile on her face, knowing that the treasure she had found would change her life.

- **Part B** presents the rest of the adventure: the journey through the forest, reaching the cave and the discovery of the treasure, which turns out to be something completely different than initially thought.

<b>Activity No</b>	15
<b>Activity Name</b>	<b>Find the Differences</b>
<b>Core Competency</b>	RELATIONSHIP SKILLS Barriers to Communication
<b>Duration</b>	30 min
<b>Target group</b>	2E students 7-11 ages
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Classifies the barriers to communication.</li> <li>- Assesses the impact of communication barriers on the learning process.</li> <li>- Improve the ability to focus on details.</li> </ul>
<b>Approach &amp; Methods</b>	<p>Oral communication and visual problem-solving</p> <p>Children are important for precise verbal communication and learn the difference between meaningful communication and dialogue.</p> <p>Developing verbal communication skills, the ability to accurately transmit and receive information, active listening and discussing barriers to communication.</p>
<b>Tools &amp; Materials</b>	<ul style="list-style-type: none"> <li>- Two similar but non-identical images (e.g., everyday scenes, landscapes, or book illustrations).</li> <li>- Writing materials (optional for noting differences).</li> <li>- Writing materials (optional for noting differences).</li> </ul>
<b>Preparation for the Facilitator</b>	<p>Select or create pairs of images that are similar but contain 3-5 distinct differences. For 2e students, prepare images with 5 differences to provide an additional challenge.</p> <ul style="list-style-type: none"> <li>- Distribute instructions to the students.</li> <li>- Ensure the images are culturally neutral and age appropriate.</li> <li>- Familiarize yourself with the differences between the two images.</li> <li>- Prepare clear instructions and a plan for group division.</li> </ul>

<p><b>Process</b></p>	<p><b>Beginning of the exercise (2 min):</b> The leader informs the participants about the course of the exercise, emphasizing that precise verbal communication is the key. Participants are not yet familiar with the content of the cards in the attachment.</p> <p><b>First round: Description and marking differences (10 min)</b> The leader selects children in pairs. One child receives card A with a picture, the other - card B, which has a very similar drawing, but with 3-5 clear differences. The task of the describer is to describe the picture precisely, without showing it to another person. The second child, listening to the description, must find and mark the differences on his or her card. When finished, the pairs compare their pictures, checking whether all the differences have been found.</p> <p><b>Second round: Description with questions (10 min)</b> The roles change - now the second child describes a new pair of pictures. This time, the listening child can ask questions to better understand the details. Once finished, we compare whether the question method was more effective.</p> <p><b>Summary and reflection (8 min)</b> We analyse the results of both rounds together. We ask children questions:</p> <ul style="list-style-type: none"> <li>- Which way was easier?</li> <li>- Why does being able to ask questions help with communication?</li> <li>- How did they feel in each role.</li> </ul> <p>After completing the exercise, it is useful to talk to the children about their impressions and reflect together on what they have learned. The conversation should help them to better understand how communication works and what difficulties may arise in communication.</p>
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**1. Take a moment to reflect:**

Ask the children if it was easy for them to do the task or if there were difficulties?

**2. What came out differently?**

Compare the drawings. Were the children confident that they had found the right difference/did they accurately describe the drawing to a colleague and later find that it came out differently?

**3. Why is listening important?**

Ask the children if it was easier for them to find the differences when they could ask questions. Did they then understand their colleague better? Emphasise that active listening, i.e. listening carefully and asking questions, helps you to understand others better.

**4. What was difficult?**

Talk about how the children felt when they could not ask for details. Did they find it more difficult? Did they feel insecure? Did anyone feel like they had to guess? Point out that in real life we also sometimes don't have the opportunity to ask and need to listen especially carefully.

**5. How do we speak so that others understand us?**

Ask the children if the person describing the drawing tried to speak in such a way that it was easy to understand. Did she speak slowly and accurately, or did she speak too quickly? Did she use simple words? Point out that when we explain something to others, we should adapt the way we speak to the audience.

**6. How will this be useful in life?**

Think together about situations in which children can use what they have learned. Do they sometimes have trouble understanding a teacher or a colleague? How can they make sure they understand what someone is saying to them?

<b>Differentiation</b>	<p><b>For students gifted and ADHD:</b></p> <ul style="list-style-type: none"> <li>• Incorporate timed challenges to maintain engagement and focus.</li> <li>• Allow for movement by assigning roles, such as a “describer” and a “listener,” to keep students active during the activity.</li> <li>• Use vivid and stimulating images to capture attention and encourage sustained effort.</li> </ul> <p><b>For students gifted and ASD:</b></p> <ul style="list-style-type: none"> <li>• Provide clear and structured instructions, breaking the task into predictable steps.</li> <li>• Use visually detailed images with clear distinctions to align with strengths in visual processing.</li> <li>• Allow time for individual reflection before group discussion to accommodate social processing needs.</li> </ul> <p><b>For students gifted and SLD:</b></p> <ul style="list-style-type: none"> <li>• Provide written prompts or labels to support verbal descriptions.</li> <li>• Use fewer but well-defined differences to reduce processing strain.</li> </ul> <p style="text-align: center;">Pair students with supportive peers or facilitators who can guide them through the task without overshadowing their contributions.</p>
<b>Assessment</b>	<p>Observe and evaluate the clarity of descriptions and the ability to identify differences.</p> <p>Facilitate a group discussion to assess students’ reflections on their listening skills and collaborative efforts.</p> <p>Collect feedback on which aspects of the activity were most challenging or rewarding.</p>
<b>Annex</b>	Annex 1: Example Pictures
<b>Note</b>	-----
<b>Cultural Sensitivity</b>	<p>Select images that are inclusive and free of cultural or societal biases.</p> <p>Avoid images that may reinforce stereotypes or exclude certain groups.</p>
<b>References (inspired by)</b>	<a href="https://www.katarzynapluska.pl/komunikacja-interpersonalna-cwiczenia/">https://www.katarzynapluska.pl/komunikacja-interpersonalna-cwiczenia/</a>

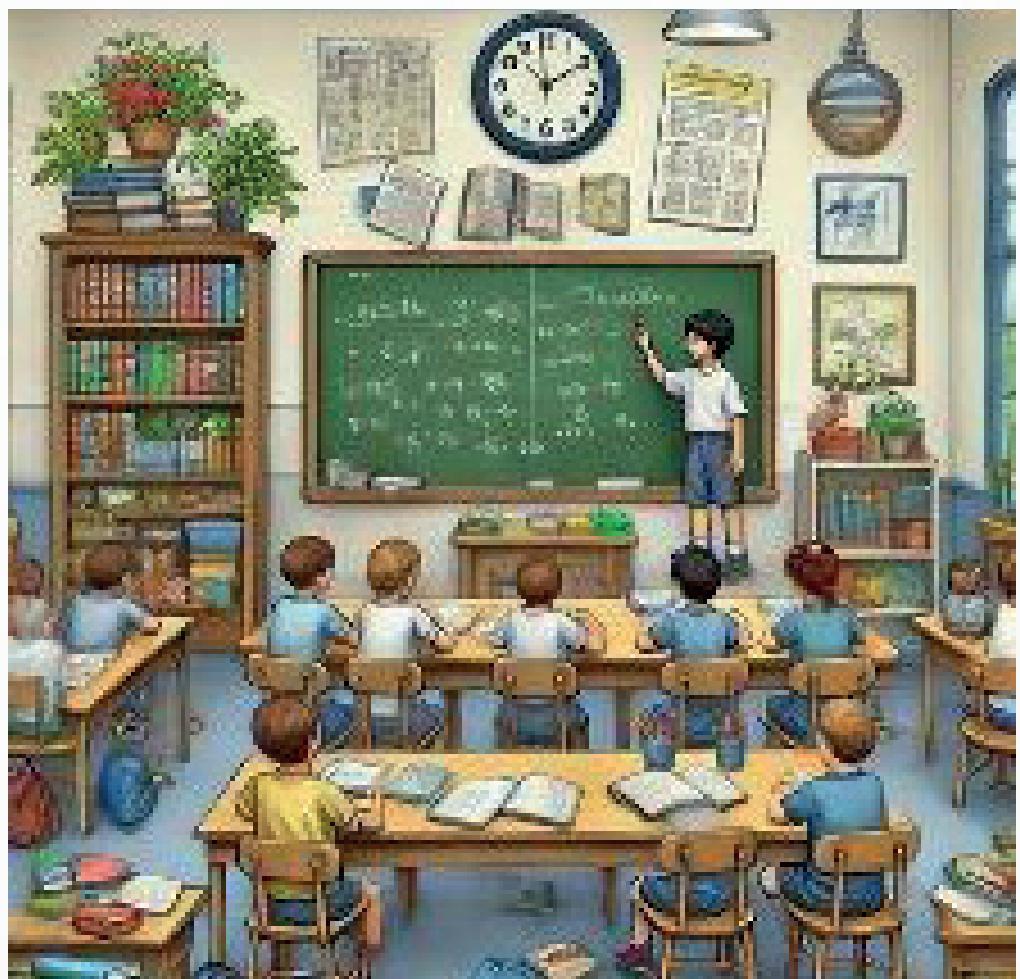
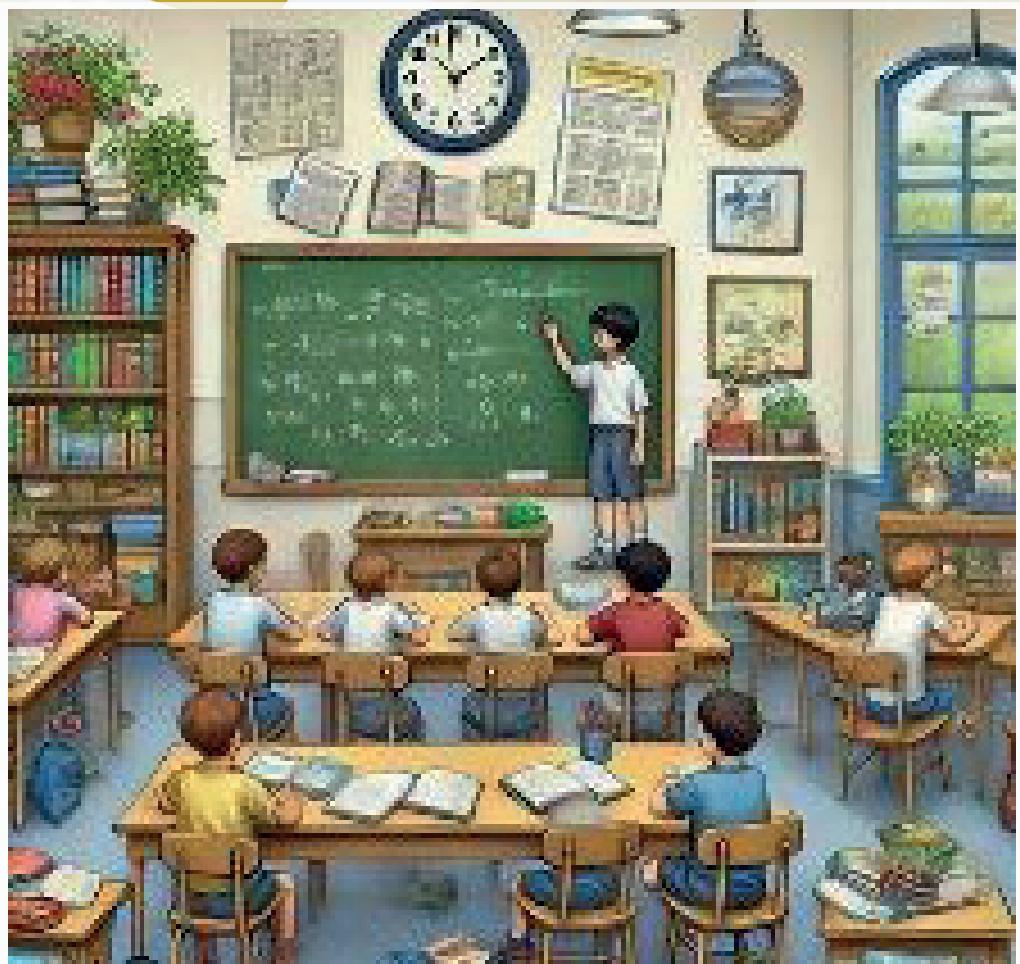
## Annex 1: Example Pictures

**Instructions:** Look at the two images. Find and write down at least 5 differences.

	Difference description
1	
2	
3	
4	
5	







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