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Gamified Special Education Curriculum

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RESULT-1 GAMIFIED SPECIAL EDUCATION CURRICULUM

2. MODULE

No	Name of the Sub-Module	Plans
1	Interactive Activities and Games	10
2	Adaptive Learning	3
3	Collaborative Learning	5
4	Assessment and Feedback	5
		TOTAL: 23

2. 1. DETAILS ABOUT THE CONTENT

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

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

- Recognizing My Emotions
- Social Etiquette in the Community
- Self-Esteem and Self-Acceptance

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

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The sub-module titled "Assessment and Feedback" provides the following lesson plans/resources:

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RESULT-1 GAMIFIED SPECIAL EDUCATION CURRICULUM

2. MODULE

1. Module Description & Purpose

The Adaptive Learning sub-module is designed to support learners with Special Educational Needs (SEN) through personalized, flexible, and gamified instructional strategies. This module aligns with the project's overarching goal of increasing inclusivity and learner engagement by integrating game-based learning tools that adapt to the individual abilities, emotional readiness, and learning pace of each student.

Adaptive learning ensures that tasks, feedback, and challenges change dynamically according to student performance, allowing every learner to participate successfully and experience meaningful progress.

This module is intended to be used by teachers in SEN environments who aim to strengthen students' emotional awareness, communication skills, social integration, and self-confidence through structured gamified activities.

2. Alignment with Needs Analysis

Needs Analysis conducted in Lithuania and Poland identified several core challenges and requirements in SEN education:

Key Findings:

- Teachers report that gamification increases motivation, engagement, and understanding for SEN students.
- Students prefer short, clear, structured gamified activities with immediate feedback.
- The most challenging areas for SEN learners include:
 - Emotional regulation
 - Social interaction
 - Self-esteem and confidence
- Teachers request easy-to-apply tools with flexible difficulty levels.
- Students show strong preference for activities that involve visual elements, points, badges, and role-play.

Module 2 Response to Needs:

- Recognizing My Emotions addresses emotional recognition and regulation.
- Social Etiquette in the Community supports social communication and appropriate behavior.
- Self-Esteem and Self-Acceptance fosters confidence and self-awareness.
- Each activity includes adaptive instructions, differentiated difficulty levels, and gamification elements such as points, badges, challenges, and reflection tasks.
- All lesson plans are short, predictable, and SEN-friendly.

This demonstrates that Module 2 directly responds to and fulfills the needs identified through the project's Needs Analysis.

RESULT-1 GAMIFIED SPECIAL EDUCATION CURRICULUM

3. Learning Outcomes

Upon completion of this module, students will be able to:

Plans

Emotional Competence

- Identify and name basic emotions.
- Recognize emotional cues in themselves and others.
- Apply simple strategies to manage emotions during daily activities.

Social and Communication Skills

- Demonstrate appropriate social behaviors in community settings.
- Practice turn-taking, polite communication, and collaborative interaction.
- Apply learned etiquette in real-life scenarios.

Self-Development Skills

- Describe personal strengths and areas for improvement.
- Show increased confidence through successful participation in gamified tasks.
- Make independent choices during learning activities.

Digital and Gamified Learning Skills

- Engage with adaptive tasks at varying difficulty levels.
- Follow visual and structured instructions.
- Self-monitor progress using points, badges, or level-up systems.

4. Pedagogical Approach

This module is grounded in:

Gamification Principles

- Use of game elements (points, badges, levels, challenges).
- Reward-based motivation and positive reinforcement.
- Structuring activities into clear, short steps.

Adaptive Learning Framework

- Activities adjust in difficulty based on student performance.
- Teachers select differentiated versions of tasks to match readiness.
- Multiple entry points ensure equitable access for all students.

SEN-Friendly Instruction

Highly visual materials

Short instructions

Soft transitions and predictable routines

Multi-sensory activities (visual, auditory, kinesthetic)

RESULT-1 GAMIFIED SPECIAL EDUCATION CURRICULUM

5. Instructions for Teachers (Implementation Guidelines)

Teachers implementing this module should:

1. Begin with a short warm-up activity to prepare emotional readiness.
2. Use visual supports (cards, icons, color cues) when giving instructions.
3. Introduce the gamification system (points, badges, levels) clearly.
4. Choose the appropriate difficulty level for each student:
 - **Level 1:** Basic recognition and identification tasks
 - **Level 2:** Guided practice tasks
 - **Level 3:** Independent or scenario-based challenges
5. Encourage peer interaction where appropriate.
 6. Provide immediate positive feedback.
7. Allow time for reflection after each activity.
8. Document student progress using simple observation sheets.

6. Evaluation & Monitoring

Evaluation in this module is continuous and formative.

Teachers observe and assess:

- Student engagement during activities
- Emotional expressions and regulation
- Social behavior and communication
- Completion of adaptive tasks
- Ability to handle increasing difficulty levels

Tools for evaluation:

- Observation checklists
- Student self-reflection forms
- Badge/point tracking sheets
- Teacher notes on progress

Plans

RESULT-1 GAMIFIED SPECIAL EDUCATION CURRICULUM

7. Lesson Plans / Resources Included (GEC)

The Adaptive Learning sub-module includes three complete lesson plans:

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

Each plan contains:

- Learning objectives
- Materials list
- Step-by-step activities
- Adaptive options (three levels)
- Gamification elements
- Reflection questions
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8. Partner Contribution

This sub-module was developed by:

Global Education Center (Netherlands)

Lead partner for Adaptive Learning in SEN gamification.

Content was informed by Needs Analysis contributions from Lithuania and Poland and aligned with R1 curriculum requirements.

2nd Sub-Module Adaptive Learning

1st Plan: Recognizing My Emotions

3. LESSON PLANS ELABORATION

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

2nd Sub-Module Adaptive Learning

1st Plan: Recognizing My Emotions

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

2nd Sub-Module Adaptive Learning

1st Plan: Recognizing My Emotions

SECTION

DETAILS

Resources

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

2nd Sub-Module Adaptive Learning

2nd Plan: Social Etiquette in the Community

3. LESSON PLANS ELABORATION

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

2nd Sub-Module Adaptive Learning

2nd Plan: Social Etiquette in the Community

3. LESSON PLANS ELABORATION

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

2nd Sub-Module Adaptive Learning

2nd Plan: Social Etiquette in the Community

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

2nd Sub-Module Adaptive Learning

3rd Plan: Self-Esteem and Self-Acceptance

3. LESSON PLANS ELABORATION

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

2nd Sub-Module Adaptive Learning

3rd Plan: Self-Esteem and Self-Acceptance

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

2nd Sub-Module Adaptive Learning

3rd Plan: Self-Esteem and Self-Acceptance

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