



Appendix 2 – Activity sheets

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ACTIVITY SHEET

TITLE	Animals Have Feelings Too!		
NEED	Deafness and/or blindness	DURATION	20 minutes
TOPIC	Animal rights		

Objectives

- Understand that animals have feelings and needs
- Recognise simple animal rights (food, shelter, kindness)
- Use sensory input to connect emotionally with animals

Materials

- Tactile animal figurines (different textures: soft, rough, smooth)
- Audio recordings of animal sounds (optional if not suitable for students with hearing loss)
- Braille or texture cards showing animal needs (food bowl, water droplet, house)
- Communication aids (for students who are deaf)
- Scent jars (e.g. hay, pet shampoo, mild smells)



Accessibility

- For Blind students:
Use real objects or 3D tactile materials
Provide Braille or raised-line drawings
Use touch cues or hand-over-hand guidance if needed
- For Deaf students:
Use a sign language interpreter or visual cues
Ensure instructions are visually demonstrated or shown on cards
Use pictures with strong contrast if low vision is present

How to:

Step 1

Introduce animals through tactile experience
Pass around animal toys (dog, cat, bunny, bird), Allow students to explore texture, size and shape, Describe each animal through sign, spoken word.

Step 2

Teach basic animal rights via touch, sign, or smell.
Introduce tactile cards showing (food – textured bowl, water-smooth droplet, shelter – wooden texture or raised outline of a house, kind touch-feathers, soft fur) and let students feel and match textures with the animal toys.

Step 3

Describe simple actions like for example petting a cat gently (give soft fabric to feel) or pulling a dog's tail (explain through sign or modelling) and ask the students if it is safe or not. For deaf students use large flashcards with thumbs up/down. For blind students: ask them to raise one hand for safe and two hands for not safe.

Step 4

In a circle students touch a soft toy or feels a "kindness stone". All students together say/sign the following phrase "I will be kind to animals. They have feelings like."

You can end this session by smelling scented jars (e.g. with fresh hay) or listening to calming music.



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Deafness or Blindness	DURATION	15 min
TOPIC	Economical		

Objectives

- Understand essential vs. non-essential items
- Engage in turn-based group decision-making
- Experience accessible and inclusive communication

Materials

- Tactile or large-print picture cards; or Braille labels as needed
- Physical tokens (textured or distinct shapes)
- Printed or signed item descriptions



Accessibility

- Use tactile cards and raised tokens for blind learners
- Include sign language interpretation or written prompts for deaf learners
- Ensure clear turn-taking and communication in small groups

How to:

Step 1

Introduce the game using the most accessible method for the group: sign, spoken word, tactile materials, or visual chart.

Place students in small groups and distribute adapted materials.

Step 2

Students explore the item cards (tactilely or visually). One by one, they pick an item and discuss whether it's worth the tokens.

Support communication with a facilitator, interpreter, or peer buddy if needed.

Step 3

Groups reflect on what they spent their tokens on.

Encourage sharing through their preferred mode: signing, speech, drawing, Braille note, or verbal explanation.



ACTIVITY SHEET

TITLE	Feel the Pride		
NEED	Deafness and/or blindness	DURATION	30 min
TOPIC	LGBTQIA+		

Objectives

- Exploring the meaning of the LGBTQIA+ Pride flag through touch

Materials

- Different materials for each colour (for example: red buttons, orange velvet, yellow crepe paper, green pipe cleaners, blue pearls, violet cotton balls)
- Paper
- Puffy paint (3d paint)
- Glue



Accessibility

- Use clear and direct language
- Let students choose how they want to do the activity
- Let them work with a classmate
- Don't force the activity
- Give them enough time
- Give verbal or written explanations
- Give schedule in advance (to allow interpreters to prepare and clarify terminology)
- Offer example model

How to:

Step 1

Prepare the material:
Using the puffy paint outline the flag on the paper.
Let it dry before giving it to the students (It is better to prepare the materials the day before).
It will be the guide dividing the flag stripes.

Step 2

Provide the students with glue, prepared paper and the different coloured materials.

Step 3

Let the students glue the materials giving verbal cues about the colour, material and where to glue if needed.

Step 4

While they glue, tell them about the meaning of each colour.
Red for life, orange for healing, yellow for radiant ideas, green for nature, blue for serenity and violet for spirit.

	LGBTQIA+ flag		Lesbian		Transgender
	Genderfluid		Gay man		Pansexual
	Bisexual		Asexual		Nonbinary



ACTIVITY SHEET

TITLE	Feel, Smell and Save Our Food!		
NEED	Deafness and/or Blindness	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify healthy foods using sense (touch, smell, sound)
- Understand the basic idea of food waste and why it matters
- Match foods to appropriate actions (eat, compost, store)
- Demonstrate one action to reduce food waste

Materials

- Real/plastic food (variety of textures and smells)
- Tactile symbol cards or objects
- Braille labels or textured symbols
- Sound buttons or audio-recorded prompts (for blind students)
- Teacher using signs for deaf students
- Fabric mats or trays for sorting
- Scented markers or spice jars for scent guessing



Accessibility

- For blind students: tactile cues, real objects, Braille or raised symbols, audio support
- For deaf students: sign-language, gesture-based instruction, visual cue cards
- For dual sensory loss: hands-on participation, object cues

How to:

Step 1

Sensory warm-up: pass around one food item (like an orange or soft bread). Ask them how does it feel and what does it smell like.

Step 2

Present pairs of food items one fresh, one spoiled (e.g. a fresh apple vs a soft, bruised fake apple). Students feel it, smell it and ask the students whether to keep it or throw it. You can use either tactile symbols or hand gestures to indicate "eat" vs "waste".

Step 3

Matching activity (Save or Waste). Use trays or fabric mats with texture differences (e.g. rough=waste, smooth=save). Provide positive reinforcement (e.g. claps, thumbs up)

Step 4

Solutions Circle – What can we do? Pass around an for each solution (e.g. a container for "store food", a toy bin for "compost", a dog figurine for "feed animals". Students feel and guess the meaning or choose one solution.

Step 5

Wrap-up
Invite each student to touch or point to their favourite healthy food.
Either sing goodbye or pass around a scented goodbye object e.g. a cinnamon stick to mark lesson end.



ACTIVITY SHEET

TITLE	Through the Lens of Diversity		
NEED	Deafness and Blindness	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Help pupils understand that not everyone sees or hears the same
- Build empathy toward classmates who are deaf, blind, or have sensory impairments
- Recognize bullying and know how to respond kindly

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Blindfolds or paper eye masks (optional)
- Earplugs or quiet simulation (optional)
- Large paper, crayons or markers
- "Respect means..." board or sheet



Accessibility

- Use visual, auditory, and tactile instructions
- Provide alternative formats (e.g., read-aloud and picture cards)
- Pair children with buddies during simulations
- Avoid loud noise, fast pacing, or excessive reliance on verbal-only instructions
- Allow children to opt out of simulations if uncomfortable

How to:

Step 1

Read the SIEMDIG LTTA 2 interactive story intitled "Experiencing the world in silence" (<https://siemdig.espaiboule.eu/en/interactive-stories/LTTA2>) featuring a character with hearing loss. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils.

Step 2

"Walk in my shoes" Simulation - Let pupils try a short, gentle activity using blindfolds or by plugging their ears. Have a buddy guide them or tap gently to signal where to go. Then ask:
* Was it easy to know what to do?
* How did your buddy help?
!!! Frame it as awareness, not a game. Make it safe, brief, and always optional

Step 3

Divide pupils in groups and ask them to create a „Respect means ..." board about things that show respect to someone who sees or hears differently. Examples:
* Face people when talking
* Use touch gently to get attention
* Don't tease if someone uses braille or signs or wears hearing aids

Step 4

Class Pledge – Form a circle. Each pupil says or signs "I promise to respect how others SEE, HEAR and SPEAK". Then all the pupils say the same sentence together using WE instead of I. Then do a silent wave, thumbs-up or clap to close the activity inclusively.



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Deafness and Blindness	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of (with picture prompts).
- Sort waste into dry and wet streams using colour-coded bins and sorting cards.

Materials

- One pair of disposable gloves (one per pupil).
- Tactile or real-life versions of waste items (plastic, paper, organic).
- Two bins:
 - Dry Waste — marked with textured shapes (e.g. smooth square)
 - Wet Waste — marked with textured shapes (e.g. soft circle)
- Rubbish bags (one per group).
- Visual Activity Plan, timers, and task breakdowns to structure the experience.
- Response Prompt Cards.

Accessibility

- Step 1:** Keep the space calm and structured. Repeat key info in multiple formats (spoken, signed, tactile). Avoid relying on pointing; use direct references (e.g., “the soft item in your hand”).
- Step 2:** Allow verbal/tactile check-ins. Give clear start and end cues. Offer rest periods and sensory breaks.
- Step 3:** For blind pupils, have them sort items by texture or smell. For deaf pupils, use large print caption cards or sign with facial expressions.
- Step 4:** For blind pupils use oral questions for deaf pupils use Response Prompt Cards (Annex 1).

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 3–4 pupils and 1 adult/helper.

Show the visual Activity Plan:

- 🖐️ Intro → 🖐️ Get Ready → 🗑️
 Outdoor Litter Pick → ● Sorting →
 💬 Talk → ☑️ Finish
- Explain the rules and safety boundaries.

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags).
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil can collect fewer items if needed (e.g. 5 instead of 10).
- Set a Visual or Audible Timer (e.g. 10 minutes).**
- Show pupils the timer or play soft chimes every 3–5 minutes as a gentle reminder.

Step 4

Return and set up

- Pupils sort items into bins:
 - Use touch to explore items.
 - Guide hands to feel bin texture.

Decide: dry or wet rubbish?

- Place the item in the appropriate bin.
- Encourage participation.

Discuss with cards or verbal cues:

- “What would happen if an animal ate this?”
- “Which item lasts longest outdoors?”



ACTIVITY SHEET

TITLE	Be a Friend to Animals		
NEED	Mental – Intellectual Disability (anxiety disorders, other mental health disorders & other intellectual disabilities)	DURATION	20 mins
TOPIC	Animal rights		

Objectives

- Recognize that animals have basic needs and feelings.
- Learn simple ways to treat animals with kindness.
- Feel calm and confident participating in group activity.

Materials

- Picture cards (animal feeds: food, water, love, safe space)
- Emotion cards (happy/sad, safe/scared)
- Stuffed animals or soft toys (familiar animals like cats, dogs, rabbits)
- “Kindness star” stickers
- Optional calming item: soft music

Accessibility

- Use predictable structure and repeated phrases
- Keep instructions simple and concrete
- Allow non-verbal responses (e.g. gesture)
- Offer calming aids (soft textures)
- Use a visual schedule (First → Then → Finish) to reduce anxiety
- Allow breaks if needed and respect sensory needs (noise, touch, lights)

How to:

Step 1

Meet the Animals

- Show 2–3 soft toy animals. Let students touch or hold one.
- Ask: “What animal do you like?”
- Say: “Animals are our friends. They need love, just like us.”

Step 2

Animal Feelings

- Show emotion cards (happy, sad, scared, safe).
- Ask: “How does a dog feel if it’s hungry?” → show sad face.
- Let students point or choose the matching emotion for each scenario

Step 3

What animals need

- Present picture cards (food, water, safe home, kind touch).
- Match each card with an animal toy.
- Students help choose or name what animals need (verbally or non-verbally).

Step 4

Kind or not kind

- Describe or show actions:
 - “Giving food to a cat” (Kind)
 - “Yelling at a puppy” (Not Kind)
- Students show thumbs up/down, use yes/no cards, or press a “safe” button.
- Reinforce positively with a sticker or “kindness star.”

Steps

Promise (Wrap-up)

- Hold animals and say together: "I will be kind. Animals have feelings too."
- Each student places a kindness star near their favourite animal toy.



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Mental-Intellectual Disability	DURATION	15 min
TOPIC	Economical		

Objectives

- Distinguish between basic needs and wants
- Practice counting and using simple tokens
- Strengthen group collaboration and turn-taking

Materials

- Item cards with clear, simple images and words
- Large, colourful tokens (buttons or counters)
- Visual shopping list chart (with needs/wants categories)



Accessibility

- Use symbols and images alongside words
- Offer step-by-step instructions with visual aids
- Repeat instructions and give time for processing

How to:

Step 1

Introduce the idea of needs vs. wants using simple visuals (e.g. food = need, video game = want).

Divide students into small groups and hand out tokens and cards.

Step 2

Each group looks at cards one at a time and places them in "Need" or "Want" piles.

Then they spend their 10 tokens starting with needs.

Step 3

Each group shares what they have bought.

Teacher reinforces learning: "Great! You chose food, that's important. You saved some coins too, well done!"



ACTIVITY SHEET

TITLE	Cultural Values Tree – Sharing What Matters		
NEED	Anxiety disorder	DURATION	20 minutes
TOPIC	Teaching cultural values		

Objectives

- To help pupils identify and share important cultural values (e.g., respect, family, tradition, kindness).
- To promote empathy and acceptance of cultural differences.
- To boost self-confidence and participation through creative expression

Materials

- Storybook on cultural diversity or values
- Pre-cut leaf shapes in different colours
- Large tree poster or drawing on wall/chart
- Crayons or coloured pencils



How to:

Step 1

Create a “Values Cloud” on the board. Prompt with examples: “In my family, we care for our grandparents.”.

Step 2

Let pupils raise hands or draw symbols/pictures if they don’t want to speak.

Step 3

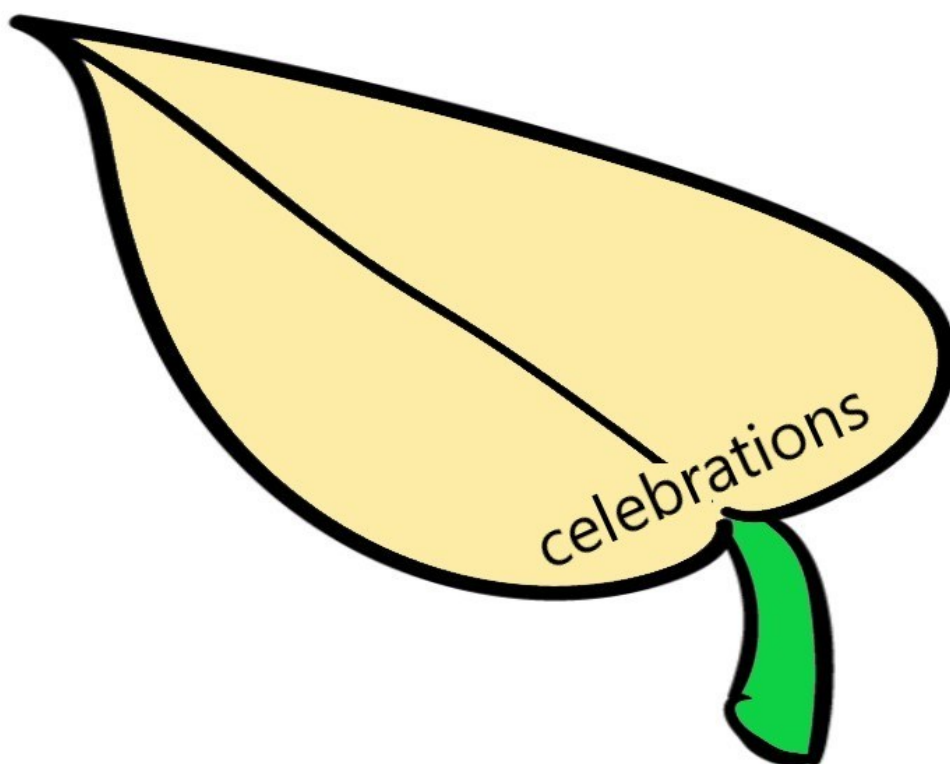
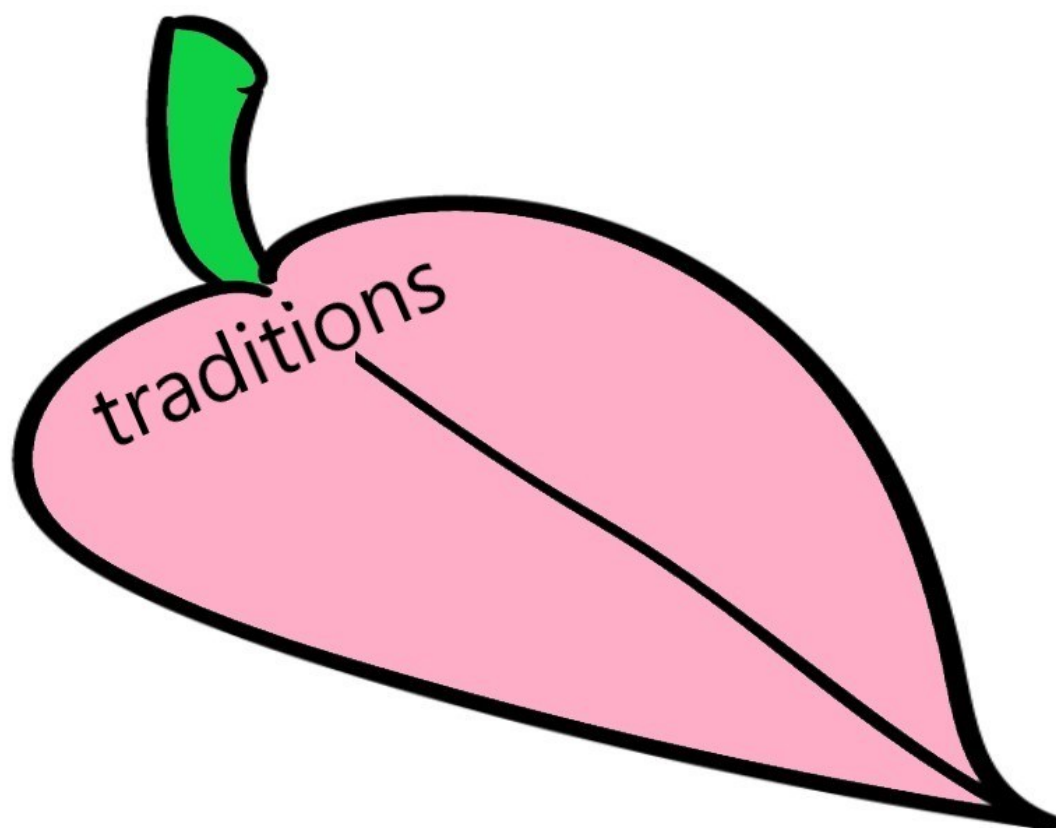
Give each child a leaf-shaped cutout. Ask them if they can draw or write one value that is important in your family or culture.

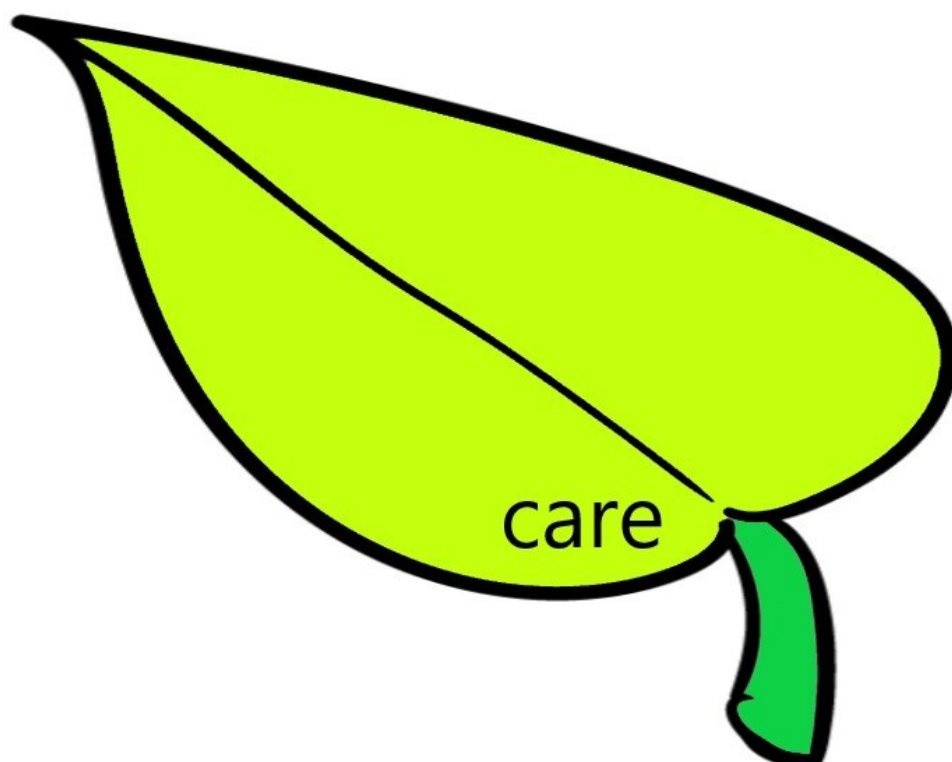
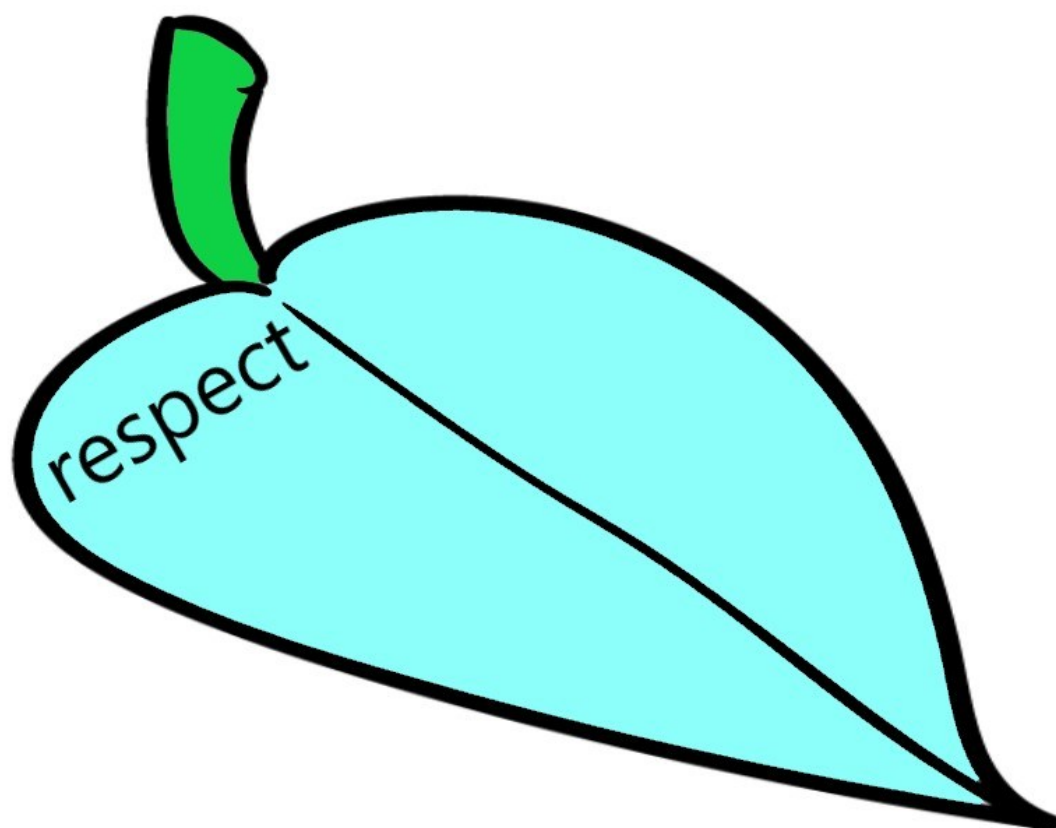
Step 4

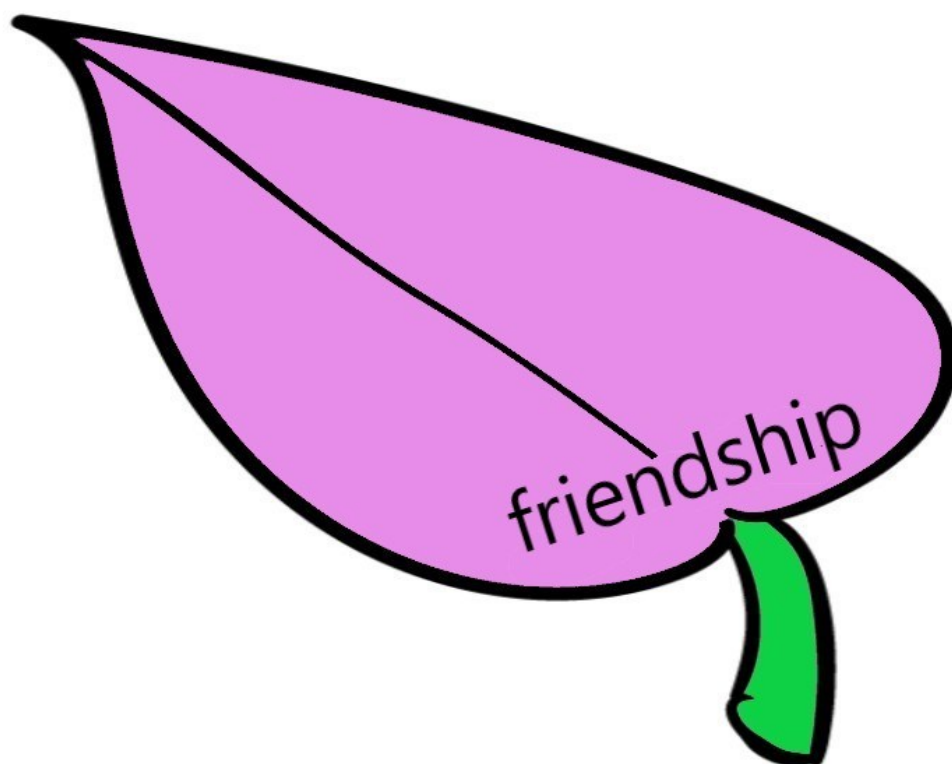
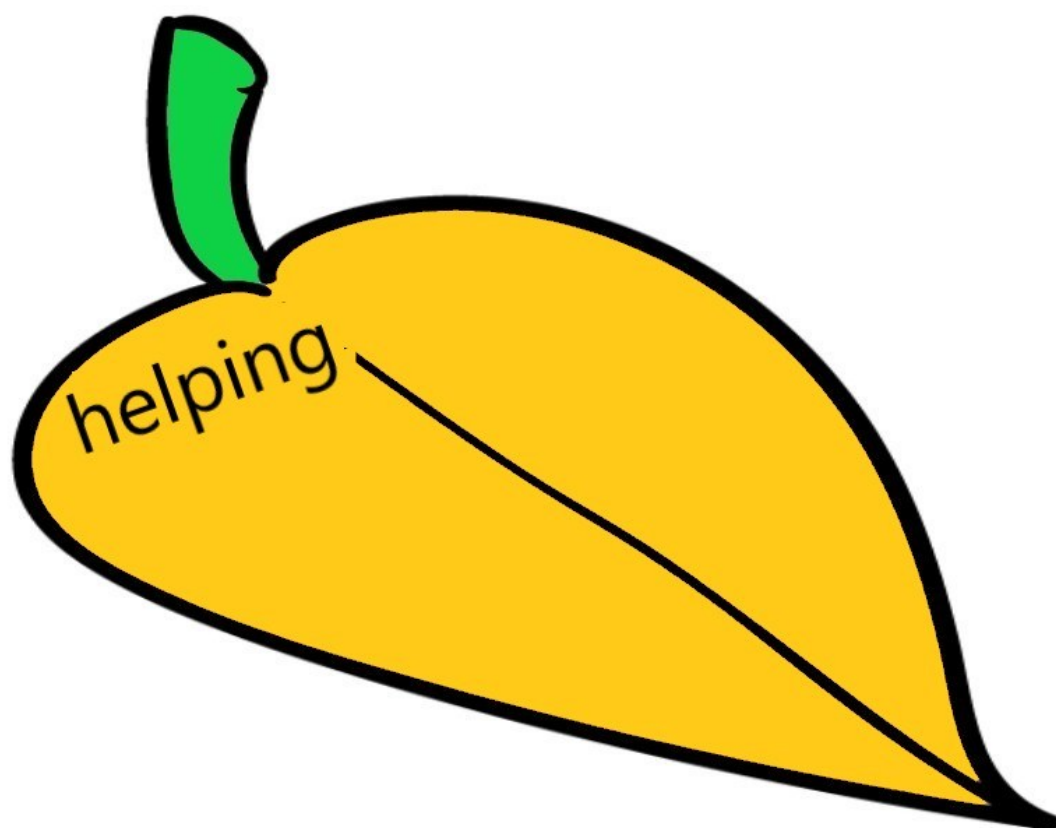
Provide ideas if needed (e.g., “helping others”, “celebrating holidays”), and encourage them to present their ideas

Accessibility

- Quiet breakout space
- Visual choice cards for non-verbal or anxious pupils
- Flexible participation options (drawing, pointing, whispering)
- Allow extra time and avoid putting on the spot









ACTIVITY SHEET

TITLE	From Red to Violet		
NEED	Intellectual disability	DURATION	20 min
TOPIC	LGBTQIA+		

Objectives

- Exploring the colours of the LGBTQIA+ pride flag

Materials

- Paper
- Glue
- Scrap pieces of paper in a variety of colours
- Oil pastels or coloured pencils
- Scissors



Accessibility

- Offer example model
- Use clear and direct language
- Let students choose how they want to do the activity
- Let them work with a classmate
- Don't force the activity
- Give them time

How to:

Step 1

Give the students oil pastels or coloured pencils and a piece of paper to draw a rainbow pride flag. You can give the students a pre-drawn flag if needed.

Step 2

Provide the students with glue and scrap pieces of paper: red, orange, yellow, green, blue and violet.

Step 3

If they can let them cut pieces of coloured paper, tissue paper, crepe paper, magazines and any recycled scraps into unique shapes.

Step 4

Let them try covering each colour band with scraps that have a similar hue.

Step 5

While they glue tell them about the meaning of each colour.
Red for life, orange for healing, yellow for radiant ideas, green for nature, blue for serenity and violet for spirit.

	LGBTQIA+ flag		Lesbian		Transgender
	Genderfluid		Gay man		Pansexual
	Bisexual		Asexual		Nonbinary



ACTIVITY SHEET

TITLE	Good Food! No waste!		
NEED	Mental/ Intellectual Disability	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify one healthy food using visual or tactile support
- Understand one reason why wasting food is not good
- Participate in a sorting or matching activity with support

Materials

- Large simple food photo cards or food toys
- Sorting board or mats labelled: "Good to eat" vs "Throw away"
- Visual schedule (First – Then) with images
- Repetition phrases on cards ("Eat this", "Throw this", "Save this")
- Participation rewards (e.g. stickers)
- Calm music



Accessibility

- Use of visual aids with minimal clutter and strong contrast
- Simple & consistent language, gestures
- Option hand-over-hand support
- Built-in movement and repetition to maintain engagement

How to:

Step 1

Welcome and Introduction
Welcome the students and use a visual schedule to preview the steps. Then, introduce two big food images or toys: one healthy and one spoiled or unhealthy. After showing them, the images ask them whether we can eat what is in the image or not. Students can answer by pointing, nodding or using yes/no cards.

Step 2

Give each student one food item (toy or card). Invite them and ask them to place it in the correct mat "Good to eat" or "Throw away".

Celebrate each correct placement with clapping, stickers or a cheer. You can repeat sorting to reinforce learning with 1-2 new items.

Step 3

write here the description of the single steps. try to have maximum 3 steps. in case you have fewer steps, delete the excess. you can expand the squares if needed.

Step 4

Show one food item and ask "What can we do if we don't eat it?". Use visual choices: put it in a box (store), give to a friend, compost bin.
End with a group chant or movement: "Save food! Eat smart!" while doing hand motions or a simple movement (like fist bump or wave).



ACTIVITY SHEET

TITLE	My Cultural Paper Doll		
NEED	Anxiety disorder	DURATION	25 minutes
TOPIC	Cultural – traditional costumes		

Objectives

- build cultural awareness in a gentle and creative way
- learn about traditional clothing from different cultures
- create a personalized paper doll dressed in cultural attire.

Materials

- Pre-printed paper doll templates (with options for different skin tones and genders)
- Pre-printed cutouts of clothes from different cultures
- Child-safe scissors and glue
- Crayons or coloured pencils



Accessibility

- Offer pre-cut clothing if fine motor skills are a challenge
- Allow extra time
- Avoid pressure or evaluation—this is for joy and engagement, not performance

How to:

Step 1

Let the pupil choose a paper doll template. Provide options for the pupil to choose from (pre-printed paper dolls with different skin tones and gender).

Step 2

Offer clothing options from different cultures (or help them design their own with crayons). Show the pupils images of different traditional attire apart from the pre-printed cutouts from different cultures

Step 3

Allow enough time for the pupil to express themselves creatively. The pupil cuts and glues the cutouts or colours and decorates their paper doll.

Step 4

They can dress the doll with different clothes and “travel” to different countries. Each pupil walks around the classroom and presents their doll.



ACTIVITY SHEET

TITLE	My Culture Collage – a Journey Through Traditions		
NEED	Anxiety disorder	DURATION	25 minutes
TOPIC	Understanding different cultures		

Objectives

- To introduce students to world cultures in a safe and engaging way.
- To encourage self-expression through visual art.
- To build confidence and reduce anxiety through structured, low-pressure tasks.

Materials

- Magazines, printed pictures (with cultural themes: clothing, food, traditions)
- Glue sticks and scissors
- Coloured pencils/crayons/markers



How to:

Step 1

talk about what *culture* means (use pictures and simple terms: food, clothes, holidays, music).

Step 2

Ask open-ended, low-pressure questions like:

- "What is something special your family eats?"
- "Do you celebrate any holidays?"

Step 3

Let each child create their **Culture Collage** by cutting and gluing images or drawing what represents their traditions.

Step 4

Option to work individually or in pairs, based on comfort level.

Accessibility

- Allow the pupil to sit in a quiet corner or at a separate desk
- Use noise-cancelling headphones if they help the pupil focus.
- Use a feelings chart or visual choice board so the pupil can indicate preferences without speaking if that feels safer.



ACTIVITY SHEET

TITLE	Puppet Parade - Story About My Culture		
NEED	Emotional disorder	DURATION	20 minutes
TOPIC	Understanding different cultures		

Objectives

- To support emotional expression through storytelling and creativity
- To build understanding of cultural identity (language, clothing, food, family, celebrations)
- To foster acceptance and empathy toward cultural differences

Materials

- Multicultural storybooks
- Puppets: paper bags, socks, or sticks
- Craft supplies (markers, glue, coloured paper, cloth, yarn)
- Picture cards of clothing, food, symbols



How to:

Step 1

talk about what *culture* means (emphasising one item in different cultures, e.g. clothes, food)

Step 2

Show the pupils what different national clothes are (sari, kimono, toga, etc.) and ask them to give their own ideas about the differences

Step 3

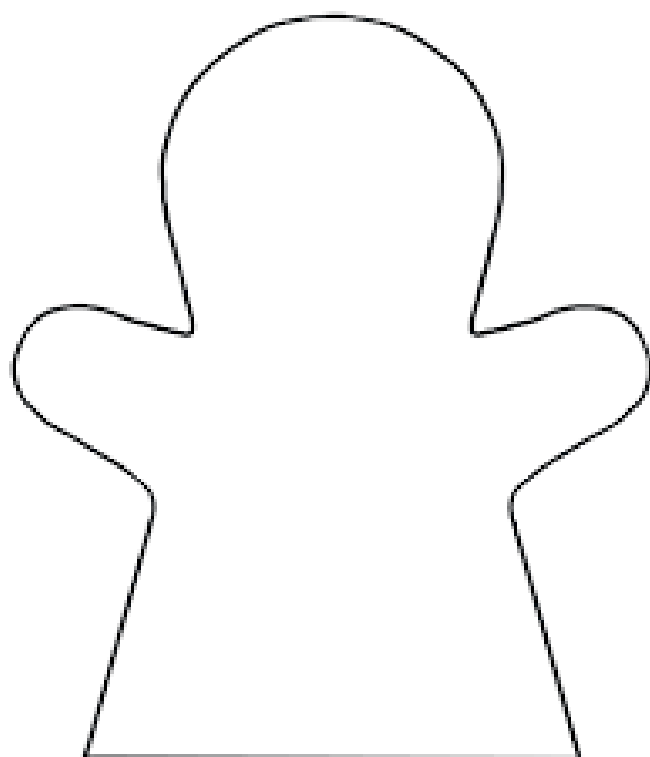
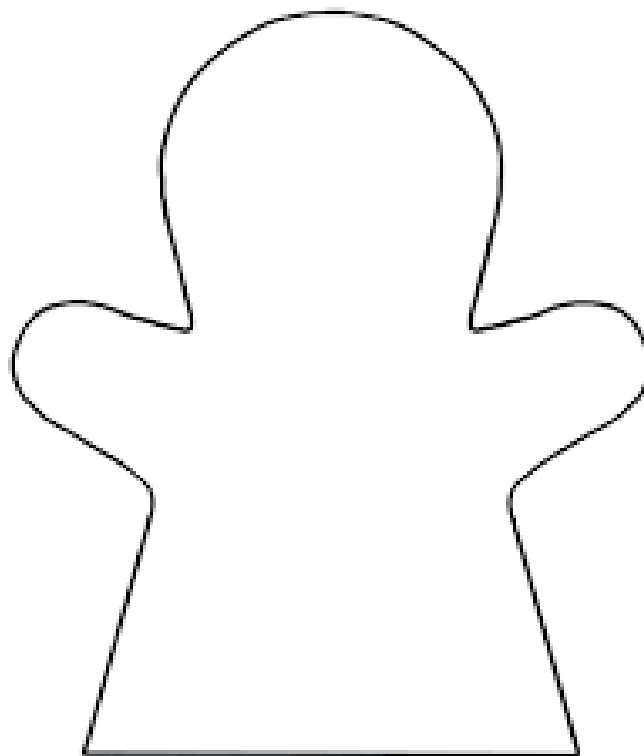
Let each child decorate their own puppet by drawing or gluing items that represent their culture or the culture they have learnt about.

Step 4

Go around the classroom and provide support where necessary

Accessibility

- Visual supports for instructions and vocabulary
- Emotion regulation tools (fidget toys, break cards, calm corner)
- Peer or adult modelling
- Choice-based participation (talk, point, draw).





ACTIVITY SHEET

TITLE	Treasure Box		
NEED	Emotional disorder	DURATION	25 minutes
TOPIC	Cultural heritage exploration		

Objectives

- Identify 2–3 elements of their own or local cultural heritage (e.g., traditions, food, clothing, music).
- Express feelings and personal meaning connected to cultural items.
- Improve self-expression and emotional regulation through storytelling and creative work.

Materials

- Shoebox or small cardboard box
- Cultural item samples (pictures, cloth, bread, music samples)
- Glue, scissors, paper, markers, crayons, stickers
- Printed visuals or photos representing cultural heritage



How to:

Step 1

Show a small collection of cultural items from the community or the pupil's background (photos, videos, or physical objects).

Step 2

Let the pupil touch, listen to, or explore these items gently and calmly.

Step 3

Provide a small shoebox and decorating materials.

Step 4

Let the pupil decorate the box using drawings, stickers, magazine cutouts, or printed symbols from their culture (e.g., traditional patterns, food pictures). Go around the classroom and provide support where necessary

Accessibility

- **Visual aids** for instructions and cultural concepts
- **Positive reinforcement and affirmation cards** to support emotional needs
- **Fidget tools or calming objects** available during the session



ACTIVITY SHEET

TITLE	We All Shine Together		
NEED	Mental-Intellectual Disability	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Teach pupils how to recognize bullying and unkind behaviour.
- Promote understanding of mental-intellectual disabilities (e.g., learning differences, slower processing, need for calm environments)
- Encourage teamwork and peer support.

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Printed "We All Shine" star cutouts (blank inside)
- Crayons, markers



Accessibility

- Use simple, clear language and visuals
- Offer extra time for tasks and allow verbal or drawn responses
- Pair students for support and model instructions clearly
- Ensure calm and structured environment with minimal distractions
- Avoid timed pressure or complex rules

How to:

Step 1

Story Time (10 minutes)

Read the SIEMDIG IST3 interactive story intitled "A Special Help" (<https://siemdig.espaiboule.eu/en/interactive-stories/IST3>) featuring a character with an intellectual disability. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils.

Step 2

Kindness Star (15 minutes)

Give each pupil a blank "We All Shine" star. Ask them to draw or write one kind thing they can do to make everyone feel welcome-even if someone learns or acts differently. Encourage ideas like: "Wait patiently", "Explain a game simply", "Be a buddy" or words like: friends, buddies, kind, happy etc. Pupils can also draw a smile, a hand, or a heart to represent kindness. Then ask them to perform a KINDNESS STAR parade on a red carpet, as if it were a "WE all shine" fashion show

Step 3

Build "Our Kind Class" Heart-Shaped Poster (5 minutes)

Pupils come up, one at a time, and place their star on the large poster in the shape of a heart. As they do, they say (or the teacher reads) their kind action aloud. This helps reinforce ideas through repetition and peer recognition.



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Mental-Intellectual Disabilities	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of.
- Separate waste into dry and wet streams and dispose of them correctly.

Materials

- One pair of disposable gloves (one per pupil).
- Pictogram-based sorting cards (Dry/Wet waste examples).
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.
- Visual Activity Plan.
- Visual Emotion Cards.
- Response Prompt Cards.
- Stickers or badges for participation.

Accessibility

- Step 1:** Offer a 'calm down card' or a break signal for children with anxiety.
- Appoint a group leader (peer or adult) to guide the group step by step.
- Step 2:** Give instructions slowly, one step at a time. Ask pupils to repeat the instructions or show what to do (to check understanding).
- Step 3:** Allow breaks if pupils feel overwhelmed; offer a quiet place or a place to sit. Use an "I found rubbish!" card for pupils with limited verbal communication.
- Step 4:** Encourage participation, but also allow exceptions or observer roles (e.g. "spotter"). Use feeling cards or check-ins at the end so that the pupils can express how they felt during the activity.

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 3–4 pupils and 1 adult/helper.
- Explain the activity and the rules and safety boundaries using the visual cards): Find → Pick up → Look → Bag it

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags, grippers).
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil can collect fewer items if needed (e.g. 5 instead of 10).
- Give a visual guide (with symbols or pictures) showing the different types of rubbish to look out for.

Step 4

Return and set up

- Use colour coded bins (with pictures of dry and wet items) to aid decision making.
- Have a facilitator explain or demonstrate the sorting process slowly and clearly.
- Decide: dry or wet rubbish?**
- Place the item in the appropriate bin.
- Encourage participation, but also allow exceptions or observer roles (e.g. "spotter").



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Neurodivergence	DURATION	15 min
TOPIC	Economical		

Objectives

- Make quick but thoughtful decisions within a structure
- Practice short-turn focused attention and impulse control
- Build collaboration and verbal reasoning skills

Materials

- Color-coded picture cards with simple categories (e.g. red = want, green = need)
- Token sets (counters, stickers, or coins)
- Timers for turn-taking (optional visual timer)



Accessibility

- Keep instructions short and visual
- Use physical movement in the game (e.g., stand up to "buy" items)
- Provide fidget tools or break options if needed

How to:

Step 1

Briefly explain the rules using a visual chart. Each group has 10 tokens and must choose carefully.

Use a timer or countdown for each selection to channel focus.

Step 2

One student at a time chooses a card. They must explain their choice before the team agrees to spend tokens.

Add some movement (e.g., pick the card from across the table).

Step 3

Groups reflect quickly on their choices:
What was a good buy?

What do they wish they'd kept money for?

Use a visual chart to review key ideas.



ACTIVITY SHEET

TITLE	Different Brains, Same Respect		
NEED	Neurodivergence	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Help pupils understand what neurodivergence means in simple terms.
- Promote respectful behaviour and develop empathy for those who experience bullying or exclusion.
- Encourage students to express their thoughts and feelings about bullying.

Materials

- Smart whiteboard/I-pads connected to the SIEMdig platform
- Markers, crayons, or coloured pencils
- "Feelings Faces" printables/ masks (a set of expressive faces showing emotions like happy, sad, angry, confused, etc.)
- "My super brain" cards
- A large poster of a "We all learn differently" (a collaborative class activity)
- A small container for collecting My super brain cards



Accessibility

- Use clear, concise language and visual aids (e.g., Feelings Faces, visual social scripts).
- Provide options for children who might be more comfortable using non-verbal methods (drawing, pointing, or using technology).
- If a child is overwhelmed, offer a quiet space or a "calming corner" with sensory tools available.
- Allow breaks if needed for students with attention challenges or sensory sensitivities.
- Provide prompts or assistance

How to:

Step 1

Read the SIEMDIG LTTA1 interactive story intitled "An unexpected valuable contribution" (<https://siemdig.espaiboule.eu/en/interactive-stories/LTTA1>) featuring a character who suffers from ASD. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils

Step 2

-- Use the „Feelings faces“ printouts to engage students in identifying how different actions make people feel.
-- Ask students to choose a face that matches how they think someone might feel when they are bullied or left out and think about different bullying scenarios (e.g., calling someone names, excluding someone from play). This helps neurodivergent and neurotypical pupils alike explore feelings without relying only on words.
-- Discuss what non-bullying behaviours might help others feel safe, happy, and included

Step 3

Provide each student with a brain-form card intitled **My Super Brain**. Each child draws or writes something their brain is great at— "I'm good at remembering things," "I can build cool stuff," or "I can make people laugh." Place drawings around the "We All Learn Differently" poster to show that every brain is special.



ACTIVITY SHEET

TITLE	Super Foods and No – Waste heroes!		
NEED	Neurodivergence Disorders	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify at least one healthy food one example of food waste.
- Understand why wasting food is not good.
- Participate in a sorting activity (healthy vs unhealthy/eaten vs wasted foods).
- Suggest one way they can help reduce food waste.

Materials

- Large visual cards (e.g. apple, pizza, mouldy bread, broccoli etc)
- “Happy plate/Sad bin” sorting mat
- Plastic food models
- Sensory fidgets (for students who need regulation)
- Stickers or stamps for participation
- Calm music (optional for transitions)



Accessibility

- Visual Schedule
- Visual time or sand timer
- Simple, repetitive language
- Use of gestures or/and real objects
- Opportunities for movement and choice
- Clear transitions (e.g. “First”, “Then” board)

How to:

Step 1

Welcome activity and warm-up
Welcome students and introduce them to the topic (food) that it will be discussed. You can also show them big visual of smiling foods. As movement break you ask young students to “wiggle like spaghetti” or “hop like popcorn”

Step 2

Show food cards and ask:
“Is this food healthy or junky?”
“Would we eat this or throw it away?”
Use thumb up/down or colour cards.
You can also use sorting mats “Happy plate” = we eat it
“Sad bin” = we waste it
Give praise for participation

Step 3

Each student gets 1-2 food items.
Come up and sort them on the mat.
Use prompts e.g. “Where should the banana peel go?”
You can also use a toy bin and let them throw waste in for fun!

Step 4

Brainstorm with students.
Ask them : “What we can do with leftovers?” (e.g. eat tomorrow? Feed animals? Compost?)
You can also use pictures to match ideas.

Step 5

Start a simple discussion with students. Ask them questions like “What’s one healthy food we like?”, “How can we stop waste?”
Movement-based exit: “If you like apples, do a jump! If you like broccoli, spin once!”
As a reward you can give stickers or stamps for being a Food Hero!!



ACTIVITY SHEET

TITLE	Treasure the rainbow		
NEED	Neurodivergence	DURATION	25 min
TOPIC	LGBTQIA+		

Objectives

- Learn about LGBTQIA+ flags and their meanings while having fun

Players: Individual or small teams

Stations: 6–10 locations around a classroom, hallway, or outdoor space

Materials

- Pride flags attached
- Envelopes or notes for clues (You can also write the clues on the back of each flag)



Accessibility

- Give schedule in advance
- Offer alternative communication options (AAC)
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction
- Use legible fonts (Atkinson Hyperlegible)

How to:

Step 1

First clue:

“So many flags, so many stories,
All with love in all its glories.

Your first clue’s hidden with a symbol of care—

Go where there’s kindness in the air.”
Hide *Pride rainbow flag* near kindness board, rainbow poster, or welcoming space.

Step 2

Rainbow flag clue:

“This flag is a rainbow, bold and bright,
Each colour has meaning, each stripe a light.

Red means life, orange means healing,
Find the next where green is appealing.”

Hide *Lesbian flag* near a plant or green object.

Step 3

Lesbian flag clue:

“This flag waves for love that’s strong
and true,

For women who love women too.

Its colours are warm like the setting sun—

Find the next clue where stories are spun.”

Hide *Transgender flag* near: Library, bookcase, or favourite storybook

Step 4

Transgender flag clue:
"Pink and blue, and white between,
For those who are and those who've
been.
A flag for trans folks, proud and free—
Your next clue waits where the
outside you see."
Hide *Genderfluid flag* near the
window

Step 5

Genderfluid flag clue:
"My identity is a shifting hue,
Not just pink or simply blue.
Where paints or crayons mix and
blend,
That's where your search will find its
end."
Hide *Gay men flag* near: art supplies,
colouring area, or paint shelf

Step 6

Gay men flag clue:
"Men who love men with pride so
true,
Strong in heart, in every hue.
To find your next clue, listen with
care—
It's hidden where you find music in
the air."
Hide *Pansexual flag* near: music
corner, instruments, or speaker

Step 7

Pansexual flag clue:
"Love doesn't close, it opens wide—
To every soul, to every side.
Go where maps or globes might
spin—
The clue is there; let's begin!"
Hide *Bisexual flag* near: map display,
globe, or travel posters

Step 8

Bisexual flag clue:
"Sometimes we're told to pick a side,
But life and love don't always divide.
Check the place where things are
packed,
Where mystery waits in boxes
stacked." Hide *Asexual flag* near:
storage bin, supply box, or closet

Step 9

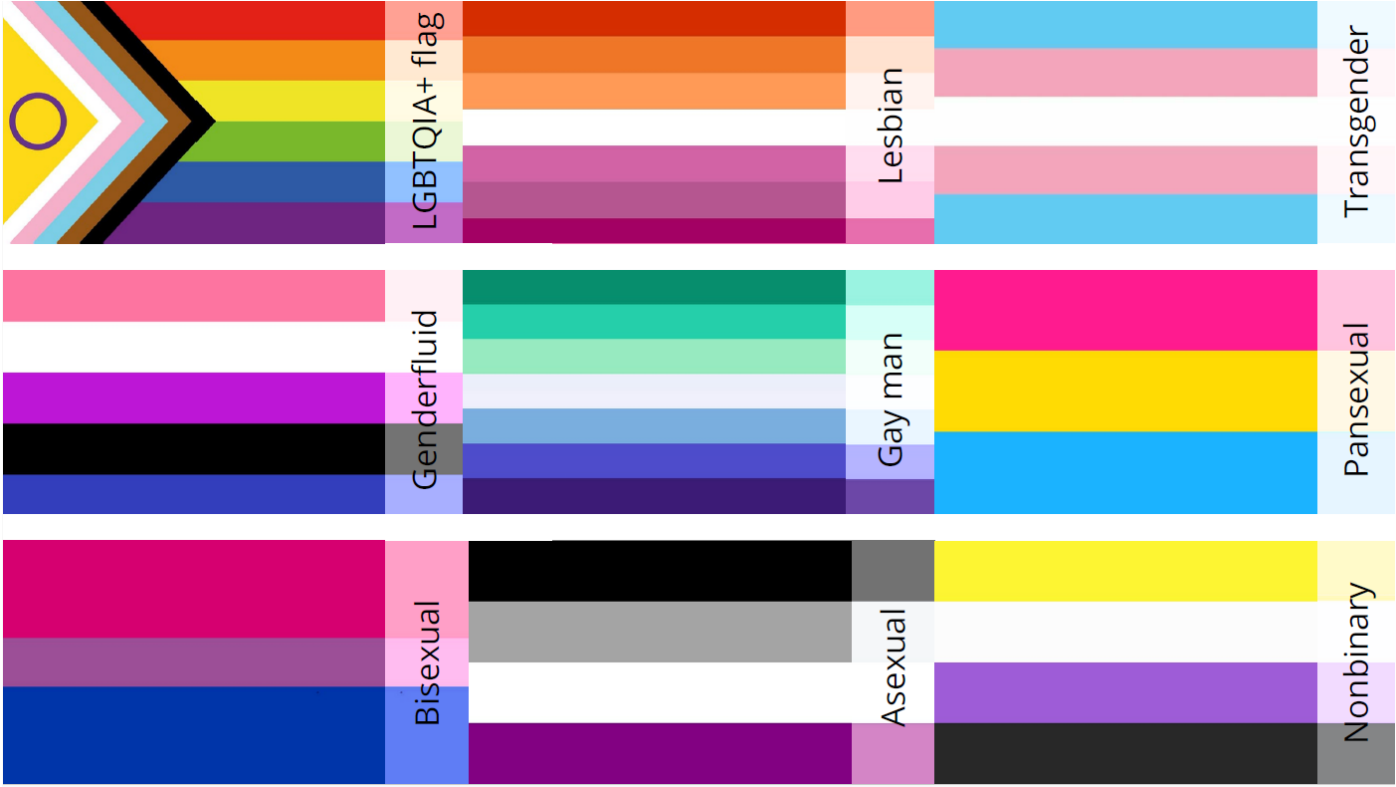
Asexual flag clue:
"Some love alone, some love with
flair,
Some don't need romance to feel
care.
The clue is where reflections meet—
Where lights bounce back and
people greet."
Hide *Nonbinary flag* near: mirror,
disco ball, or window

Step 10

Nonbinary flag clue:
"Who you are is yours to see,
No need to fit just 'he' or 'she'.
Your clue is hidden out of view—
Where you reflect the realest you."
Hide near: photo booth, or self-
expression wall/poster

Step 11

Inside a box, envelope, or container:
"You've journeyed through the flags
with pride,
Each colour and story far and wide.
Be proud, be kind, and always be
true—
There's room in the rainbow for
wonderful YOU!"





ACTIVITY SHEET

TITLE	What Animals Need? – Safe or Not Safe		
NEED	Neurodivergence Disorders	DURATION	20 min
TOPIC	Animal rights		

Objectives

- Understand the animals have needs and feelings
- Identify simple rights animal have
- Practice empathy through story and movement

Materials

- Picture cards of animals and their needs (food, water, shelter etc)
- “Safe ✓” & “Not Safe ✗” cards
- Stuffed animals or mimes
- Open floor space



Accessibility

- Visual support (large, clear images with no text)
- Add emojis and/or color cues
- Provide a soft toy to hold for comfort

How to:

Step 1

Show picture cards of animal needs e.g. food, water, love, shelter

Ask the students: What do the animals do?

Step 2

Display an animal picture (e.g. a dog) with a need (e.g. food).

Ask “Is it safe or not safe?”

Children move to one side of the room for **Safe** and the other of **Not Safe**.

Step 3

Invite kids to role-play giving water, hugging (gently) or leaving animals alone if scared. Use stuffed animals or mime.

Step 4

Recap.

Ask: “What makes animals happy?”
Point to the picture chart as they respond. Praise all answers.



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Neurodivergence (ADHD, ASD etc.)	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of (with picture prompts).
- Sort waste into dry and wet streams using colour-coded bins and sorting cards.

Materials

- One pair of disposable gloves (one per pupil).
- Pictogram-based sorting cards (Dry/Wet waste examples).
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.
- Visual Activity Plan, timers, and task breakdowns to structure the experience.
- Visual Emotion Cards.
- Response Prompt Cards.

Accessibility

- Step 1:** Offer a 'calm down card' or a break signal for children with anxiety.
- Appoint a group leader (peer or adult) to guide the group step by step.
- Step 2:** Give instructions slowly, one step at a time. Ask pupils to repeat the instructions or show what to do (to check understanding).
- Step 3:** Allow breaks if pupils feel overwhelmed; offer a quiet place or a place to sit. Use an "I found rubbish!" card for pupils with limited verbal communication.
- Step 4:** Encourage participation, but also allow exceptions or observer roles (e.g. "spotter"). Use feeling cards or check-ins at the end so that the pupils can express how they felt during the activity.

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 3–4 pupils and 1 adult/helper.

Show the visual Activity Plan:

👋 Intro → 🧤 Get Ready → 🗑️ Outdoor Litter Pick → 🎯 Sorting → 💬 Talk → ☑️ Finish

- Explain the rules and safety boundaries.

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags, grippers) to **reduce sensory overload**.
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil can collect fewer items if needed (e.g. 5 instead of 10).
- Set a Visual or Audible Timer (e.g. 10 minutes). Show pupils the timer or play soft chimes every 3–5 minutes as a gentle reminder.**

Step 4

Return and set up

- Use colour coded bins (with pictures of dry and wet items) to aid decision making.
- Have a facilitator explain or demonstrate the sorting process slowly and clearly.
- Decide: dry or wet rubbish?**
- Place the item in the appropriate bin.
- Encourage participation, but also allow exceptions or observer roles (e.g. "spotter").



ACTIVITY SHEET

TITLE	Be Kind to Animals!		
NEED	Physical Disability	DURATION	20 minutes
TOPIC	Animal rights		

Objectives

- Identify basic needs & rights of animals (food, water, shelter, care)
- Understand that animals have feelings and deserve kindness
- Participate in interactive, accessible activities that build empathy

Materials

- Large picture cards or symbols of animal needs (food, shelter, water, vet)
- Stuffed animals (variety of textures/sizes)
- Magnetic board or Velcro board (for matching activities)
- Audio buttons or switches with animal sounds or need descriptions
- Soft "kindness tokens" (e.g. felt hearts, stickers, pompons)



Accessibility

- All activities can be done seated, on a tray, table, or adapted board
- Use accessible devices
- Allow alternative responses (e.g. eye gaze, pointing, yes/no cards, voice)
- Space materials within reach or use peer helpers as needed
- Minimize physical effort and provide extra time to respond

How to:

Step 1

Introduce the topic to the students. Show them 2-3 stuffed animals and ask them if they recognise the animals. As an optional activity you can play sounds with buttons (e.g. dog barking) and ask the young students to explore the animals by gently touching them.

Step 2

Explore and identify the animal needs using visual aids and by initiating simple discussion. Present to the students large cards showing food, water, shelter, love, vet care etc. Ask the kids if a dog for example needs this and then let them respond by using pointing, switch, yes/no cards.

Step 3

In this step students practice recognising animal needs. Use a Velcro or magnetic board with 2 animals and multiple need cards. Invite the kids to match each animal with what it needs. You can provide them assistance or hand-over-hand support.

Step 4

Show pictures or describe actions e.g. feeding a puppy vs yelling to a puppy and ask students to show thumbs up/down, yes/no cards, to say if this action is kind or not kind. Guide students if they feel unsure.

Step 5

Reinforce positive behaviour and close the lesson. Pass around “kindness tokens” (e.g. felt hearts or smiley stickers) and ask the students to place the tokens next to their favourite animal. You can close the lesson by asking students to repeat the following phrase “Animals need food. Animals need love. I will be kind with animals.”



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Physical Disability	DURATION	15 min
TOPIC	Economical		

Objectives

- Identify basic needs vs. wants
- Practice budgeting using tactile tokens and cards
- Encourage collaborative decision-making within groups

Materials

- Picture cards of daily items with large print or tactile surfaces
- Tactile “money” tokens (e.g. felt circles or raised buttons)
- Shopping list sheets on clipboards or slant boards



Accessibility

- Use accessible cards (large print, tactile features, Braille labels if needed)
- Secure cards and coins with Velcro on trays or boards for stability
- Ensure table height and group positions are wheelchair-friendly

How to:

Step 1

Introduce the scenario and divide students into inclusive groups of 3–4.

Give each group 10 tactile coins and a board with item cards attached using Velcro.

Step 2

One by one, students select item cards and decide whether to spend coins.

Students with limited hand mobility can point, use a partner, or use adapted tools.

Step 3

After selections, groups present their choices.

Use an open circle to discuss which needs were prioritized, and how physical access might influence real-life decisions (e.g. choosing delivery over pickup).



ACTIVITY SHEET

TITLE	Eco-Garden in a Box – Mini Gardening for All Abilities		
NEED	Physical Disability	DURATION	15 min
TOPIC	Environmental sustainability		

Objectives

- Everyone can be a gardener! We will all plant seeds in our own way — using our hands, tools, or working together.
- We help each other and share. Gardening is more fun when we work as a team and make sure no one is left out.
- Every garden is special. No matter how we plant, each child's garden is unique and important.

Materials

- Small gardening box or container
- Pre-moistened soil and easy-to-handle seeds (e.g., herbs)
- Hand trowel with adaptive handle



Accessibility

- Use raised garden boxes for wheelchair access.
- Provide lightweight tools with ergonomic grips.
- Allow participants to work from seated positions.

How to:

Step 1

Set up your garden station

Begin by preparing the space so it feels inviting and calm.

Place the containers or small garden boxes on **tables that children can reach easily**, whether they're standing or sitting in a wheelchair.

Make sure each child has their own **pre-moistened soil**, a packet of **easy-to-handle seeds** (like herbs or cress), and a **lightweight trowel** or scoop.

Let the children explore the materials by touch: "How does the soil feel? Is it soft, cool, crumbly?" This engages them and helps reduce anxiety about starting.

💬 *Encouragement tip:* "Your garden box is waiting for you to bring it to life!"

Step 2

Let's fill our garden box

Demonstrate how to use the trowel or hands to scoop the soil and gently place it into the box.

Model using one hand, both hands, or using a trowel with an adaptive handle, depending on what suits each child.

Support each child individually if needed — this step is about exploration and independence, not speed or perfection.

Remind them: "It's okay to get messy — soil is part of nature!"

💬 *Encouragement tip:* "Every scoop is helping your plant's new home get ready!"

Planting magic and naming your garden

Give each child a few seeds. Show how to gently press them into the soil using a finger or tool, like they're "tucking the seeds into bed."

Provide small cups or spray bottles to lightly water the soil. Let them feel or hear the water being poured or sprayed.

Next, hand out labels or craft sticks and encourage them to write or decorate the name of their garden box (e.g. "Lily's Herbs" or "Tom's Mini Garden").

Let them take a moment to admire their work — this builds pride and connection.

💬 Encouragement tip: "You've just planted something amazing! Your seeds will grow because of your care."



ACTIVITY SHEET

TITLE	Feelings Through Faces – Express Yourself with Masks!		
NEED	Physical Disability	DURATION	15-20 min
TOPIC	Emotional awareness & Creativity		

Objectives

- Explore different emotions in a creative, safe way
- Use adapted materials to make expressive art
- Build confidence and communication through role-play

Materials

- Pre-cut mask shapes or paper plates
- Crayons, feathers, stickers, yarn (easy to stick on)
- Elastic bands or string to tie masks, plus glue sticks



Accessibility

- Pre-cut and thick materials easy to handle
- Masks held with elastic or on sticks for those with limited grip
- Adapted scissors or adult help for decorating details

How to:

Step 1

Let's explore feelings!

Begin by talking about different feelings (happy, sad, silly, surprised). Show masks or drawings to make it fun and visual. Let children pick a feeling they'd like to turn into a mask.

💬 "What does 'excited' look like? Let's make a mask that shows that feeling!"

Let them choose materials they like the feel or look of — some might prefer soft textures (yarn, pom-poms), others bold colours.

Step 2

Time to create your mask!

Each child decorates their mask using whatever feels easiest — stickers, glue-on shapes, drawing or painting. If needed, provide help with glue or attaching features.

💬 "That orange makes your mask look full of joy!"

💬 "Your mask is saying something fun without even speaking!"

They can use their fingers, adapted brushes, or tools with grips — anything that works for them.

Step 3

Show and share!

Once finished, children can put on their masks using sticks or elastic bands. Encourage them to act out the feeling or make a sound or face to match.

💬 “Can you show us what your ‘sleepy mask’ sounds like?”

💬 “Let’s take a photo of everyone’s amazing expression masks!”



ACTIVITY SHEET

TITLE	Food Heroes Save the Day		
NEED	Physical Disability	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify one healthy food and one common food waste item
- Understand why it is important not to waste food
- Participate in an adapted group activity related to sorting or choosing food
- Suggest or act out one way to reduce food waste (storing, sharing, composting)

Materials

- Large easy-to-grasp plastic food toys or photo cards with Velcro.
- "Eat or Waste?" visual board with two areas for sorting
- Food Hero character or puppet
- Tabletop easel for accessible group demonstration
- Stickers or stamps for participation
- Visual timer or coloured countdown cards



Accessibility

- All materials placed on low tables or trays for wheelchair access
- Large, lightweight objects for easier handling
- Optional use of assistive tech
- Group work encourages peer assistance and social learning
- Non-verbal communication options

How to:

Step 1

Introduce a puppet or poster of a Food Hero character.
Greet students and explain: "Today we'll help our hero stop food waste and eat smart"

Step 2

Show one real food and one food waste item ("banana" vs "banana peel"). Place them somewhere where students can see them or touch them. Ask students "Do we eat this or waste it?" Use yes/no cards, pointing or sound buttons to respond. Stick Velcro items onto "Eat" or "Waste" sides of board together.

Step 3

Students each get 1–2 food cards or items. One by one, they choose where it goes: Eat Now, Save for Later, or Compost.

Step 4

Why we save food?
Ask guiding question to the students such as: "Why don't we throw away good food?", "What can we do with leftovers?"

Step 5

Wrap-up and Hero Celebration
Review the day's learning and let students pick a food hero sticker or stamp for their effort.
Ask students to repeat the phrase "We are Food Heroes" all together, with movement (arm raise, clap, cheer).



ACTIVITY SHEET

TITLE	Magic Story Stones – Tell a Tale Together!		
NEED	Physical Disability	DURATION	10-15 min
TOPIC	Literacy & Creativity		

Objectives

- Use imagination to create stories
- Build speaking and listening skills
- Encourage teamwork and turn-taking

Materials

- Story stones (rocks or tokens with pictures on them)
- A tray or soft cloth to display them
- Optional: Story mat or storybook starter



Accessibility

- Large, lightweight stones with bold images
- Arrange stones within easy reach for all
- Use picture boards or prompts for non-verbal children

How to:

Step 1

Choose your magic stones!

Lay out the story stones on a soft mat or tray. Invite each child to choose one or two stones that catch their eye. Say, "These stones hold secrets to amazing stories – let's discover them together!"

Step 2

Create your group adventure

Start with a fun opening like, "Once upon a time, a cat found a magic key..." Then let each child take turns adding to the story using their stone. Help with words or ideas if needed. Keep it silly, magical, or mysterious – anything goes!

Step 3

Celebrate your story

When the story ends, everyone claps and cheers! You can even write the story down or draw a picture together about it later. Tell them, "You just created a world with your imagination – that's incredible!"



ACTIVITY SHEET

TITLE	Painting with Possibilities!-Inclusive Art Time		
NEED	Physical Disability	DURATION	20 min
TOPIC	Creative expression		

Objectives

- Express feelings through colours and shapes
- Use fun tools that work for everyone
- Enjoy creating art in a comfortable space

Materials

- Large paper sheets
- Sponge rollers, thick-handled brushes, or stampers
- Bright, washable paints



Accessibility

- Paper taped to tables or walls at the right height
- Tools designed for easier holding
- Option to use hands or stamps instead of brushes

How to:

Time to get creative!

Before the painting begins, turn the space into a welcoming, relaxing art studio. Play some soft, happy background music. Cover tables with paper or tape large sheets on the walls or easels at different heights so everyone, whether seated or standing, can join in comfortably.

Lay out a variety of tools: chunky brushes, sponge rollers, stampers, and finger paints. Make sure everything is easy to see and reach. Some children may prefer using palms, fists, or elbows, and that's absolutely fine!

Start by saying something reassuring like:

💬 "This is your art time – there's no right or wrong. Let's play with colour and have fun!"

Let children choose their favourite colours and tools, giving them freedom and control over their art experience.

Step 1

Step 2

Let's make magic with paint!

Encourage the children to begin painting in whatever way works best for them. Some might dab with a sponge, others might make sweeping patterns with a roller, and some might love using their fingers to swirl colours together.

Be ready to support those who need a little help – for example, holding a stamp, reaching the paint, or steadying their hand. Most importantly, celebrate how each child expresses themselves.

Walk around and say things like:

💬 “Wow! That’s such a powerful blue splash!”

💬 “Look how you mixed those colours – it looks like a rainbow cloud!”

Help children feel proud and inspired by what they’re creating, no matter how big or small their movements are.

Step 3

Show off your masterpiece!

Once the children feel finished, gently guide them to a drying or display area where their artwork can be seen and appreciated by others.

Invite them to talk about their painting if they’d like:

💬 “What do you see in your painting?”

💬 “What did you enjoy most?”

Applaud each creation with the group – clapping, smiling, cheering – whatever feels joyful. This builds confidence and shows that every child’s voice and vision matters.

You might say:

💬 “You’ve created something no one else in the world has – that’s incredible!”



ACTIVITY SHEET

TITLE	Pride in Every Shade		
NEED	Physical disabilities	DURATION	20 min
TOPIC	LGBTQIA+		

Objectives

- Exploring the colors of the LGBTQIA+ pride flag

Materials

- Paper
- Finger paint
- Paintbrush
- Plate or palette
- Wet wipes to clean themselves



Accessibility

- Use clear & direct language
- Respect processing time
- Offer alternative communication options (AAC)
- Take short frequent breaks
- Give step-by-step instructions
- Collaborate with special educators

How to:

Step 1

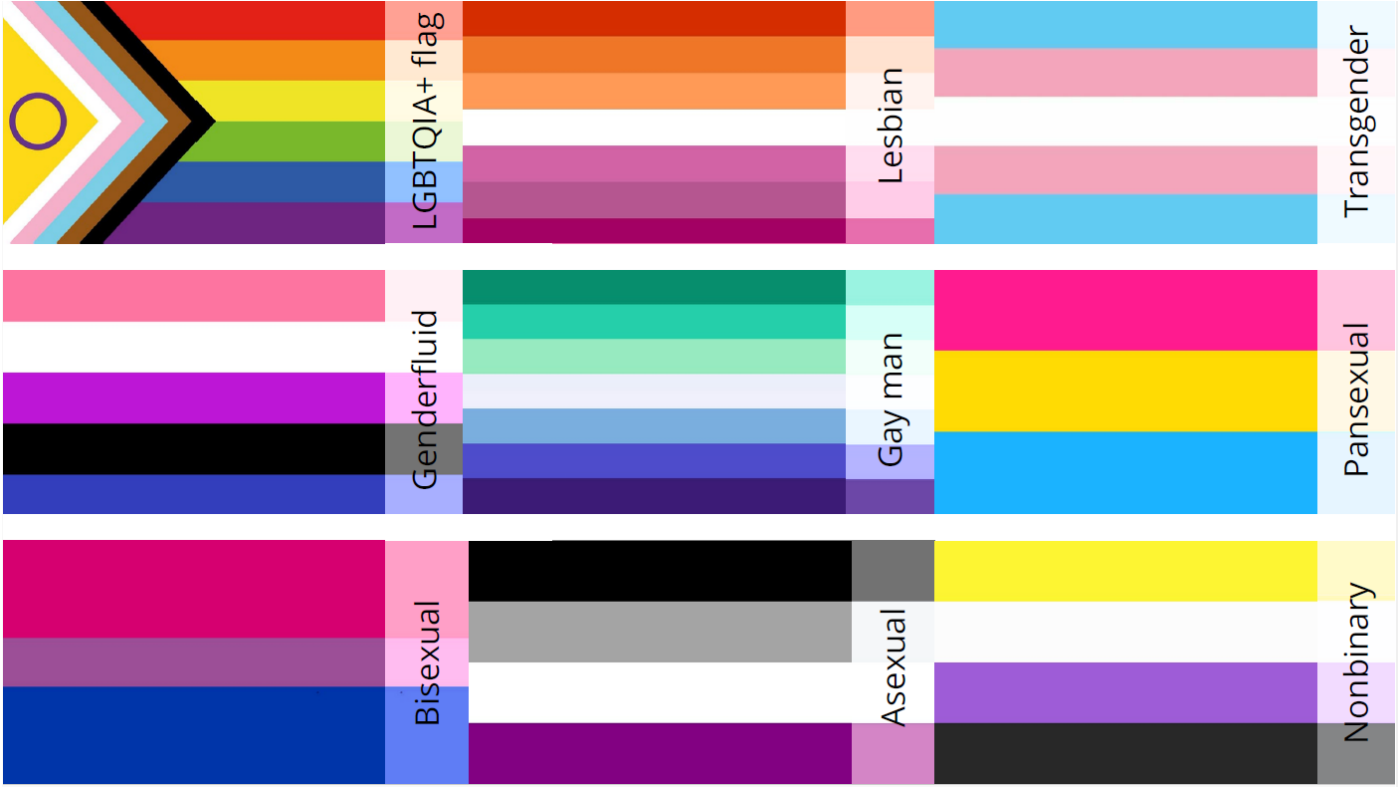
Give each student a paper sheet, a plate and a paintbrush. Offer a little squeeze of each colour on an open plate

Step 2

Use your dominant hand to paint the rainbow colours onto you non-dominant hand. Go from red on the tip of the fingers to violet near the wrist. Or use any body part that works best for you — like your arm, foot, leg, or even your cheek — to create a rainbow. You can paint directly on your skin and use that body part as a stamp on paper. Start with red at the top and continue through the rainbow to violet at the bottom. Make it your own — every rainbow is unique!
(To extend their fine motor development you can challenge students to try to paint their dominant hand too).

Step 3

They could also experiment with different rainbow shapes and colours to create a different flag.





ACTIVITY SHEET

TITLE	Sound Explorers! – Make Your Own Music Instruments		
NEED	Physical Disability	DURATION	20 min
TOPIC	Sensory play & Music		

Objectives

- Explore sounds using simple, homemade instruments
- Use hands, arms, or tools to create rhythm and fun
- Work together and enjoy group music-making

Materials

- Recycled containers (yogurt pots, small boxes, bottles)
- Dry pasta, rice, beads for shakers
- Tape, stickers, soft mallets, string or elastic bands



Accessibility

- Instruments are large, light, and easy to hold or rest on lap
- Sound can be made by shaking, tapping, or sliding fingers
- Use Velcro straps or rubber bands to help grip if needed

How to:

Step 1

Create your own sound machine!

Show children some simple instruments: shakers, drums, or string boxes. Invite them to choose which one they want to make.

☞ “Do you want to make a soft sound, or a loud one?”

Help them fill containers and seal them with tape. Use bright stickers or drawings to decorate them.

Step 2

Let's test the sound!

Encourage children to gently shake, tap, or pluck their instrument and listen to what it does. There's no wrong way — celebrate every sound!

☞ “Wow! That sounds like rain!”

☞ “What happens if you shake it faster?”

Support children with movement limitations by attaching straps or guiding motions gently.

Step 3

Make music together!

Form a circle (or a semi-circle to be more accessible) and let each child play their instrument. You can clap a rhythm or sing a simple song while they join in.

☞ “Let's all play together – ready, set... go!”

Finish with a big group cheer and maybe even a "mini concert" for the rest of the class.



ACTIVITY SHEET

TITLE	Understanding and Preventing Bullying		
NEED	Physical Disability	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Help pupils identify different forms of bullying and understand its effects
- Foster empathy and kindness toward peers, including those with physical disabilities.

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Pre-printed Kindness Cards with positive actions



Accessibility

- Ensure all materials are available in accessible formats (large print, clear fonts, braille, pictorial)
- Arrange classroom seating to allow mobility device access
- Allow verbal responses

How to:

Story Time (10 minutes)

Read the SIEMDIG LTTA2 interactive story intitled "Experiencing the world in silence"

(<https://siemdig.espaiboule.eu/en/inter-active-stories/LTTA2>) about a child with

hearing deficiency who is bullied on the playground. Use the questions included in the Teacher's Rubric related to this story to check its impact of the story on pupils.

Step 1

Kindness Cards Activity (10 minutes)

Ask pupils to work in pairs by playing simple kind action roles according to the Kindness Cards picked by each pair (e.g., "invite to play," "help open a door", "lend a pen", "share the textbook", "say something nice to your deskmate", "offer help when someone is struggling").

Step 2

Reflection Circle (10 minutes)

In a circle (seated or standing), each child shares one kind thing they'll do this week to include *all* classmates, especially those who might be left out. Teacher summarizes and reinforces key messages:

"Kindness counts. Everyone belongs."

Step 3



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Physical Disability	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of.
- Separate waste into dry and wet streams and dispose of them correctly.

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.



Accessibility

- **Step 1:** Divide the groups so that each pupil who uses a wheelchair or mobility aid has a partner and a clear, fixed path.
- **Step 2:** Offer gripping tools with extended reach for seated pupils.
- **Step 3:** Allow seated pupils to search the area and alternate with more mobile classmates to retrieve objects that are slightly out of reach.
- **Step 4:** Make sure that a table is set up at a height that everyone can reach comfortably (including wheelchair users).

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 4–5 pupils and 1 adult/helper.
- Review boundaries (stay together, don't run, stay away from roads and sharp objects).

Step 2

Distribution of equipment:

- Distribute light, non-slip gloves, and one rubbish bag per group.
- Demonstrate how to attach the hands-free bag holders to rollators or wheelchairs.

Step 3

Litter collecting:

- Each pupil collects up to 10 objects with grippers or gloved hands.
- Encourage them to do so: Find a piece of rubbish; Pick it up carefully; Examine it; Put it in the group.

Step 4

Return and set up

- Bring your group's bag to the schoolyard.
- Sort one thing at a time.
- Each pupil takes one object from the pile.

Decide: dry or wet rubbish?

- Place the object in the appropriate bin (use bins with wide, low openings or clip-on bin holders for seated pupils).

Rotate and repeat

- Continue until all objects are sorted and everyone has had a turn.



ACTIVITY SHEET

TITLE	Animal Care, Kindness, and Shared Needs		
NEED	Socio-economic cultural disadvantages	DURATION	20 mins
TOPIC	Animal rights		

Objectives

- Identify basic animal needs (food, water, love, protection).
- Recognize that animals have feelings, just like people.
- Relate animal care to caring for others in their family or community.

Materials

- Picture cards of animal needs and rights
- Paper and crayons
- Stuffed animals (optional)
- "Kindness badges" stickers
- Simple emotion cards (happy/sad, safe/scared)

Accessibility

- **Use visuals with minimal text**
- Allow **oral discussion, drawing, or physical movement** to respond
- Keep activities **low-cost, flexible, and familiar**
- **Use peer pairing or group responses** to support students with limited language or confidence
- Be sensitive to **students' cultural views** on animals — keep language neutral and inclusive

How to:

Step 1

What do I need everyday

- Start by asking: "What do you need every day to feel okay or safe?"
(Prompt with visuals: food, water, hugs, sleep, warm clothes)
Affirm every answer. Then show how animals need the same: "A dog needs food. A cat needs a place to sleep. Just like us."

This step will help students to see their own needs as valid and build empathy by drawing a personal connection.

Step 2

Animals Around Us

- Ask: "What animals do you see near your home or on the street?"
(Examples: dogs, cats, birds, chickens, cows)
- Show simple pictures or let students point or say what they've seen.
- Briefly share what each animal needs to stay healthy.

As many disadvantaged students have **more contact with stray or working animals** than pets this step will ground the lesson **in their real-world experience**.

Step 3

Kind or Not Kind

- Use culturally familiar situations:

"A boy shares his food with a street dog." (Kind)

"Someone throws rocks at a cat." (Not Kind)

"A girl gives water to a thirsty bird." (Kind)

- Students respond by showing thumbs up/down or yes/no cards.

This step teaches practical kindness they can apply, even in low-resource settings – small actions with big impacts.

Step 4

Draw or Choose one way to help

- Ask: "How can *you* help an animal near your home?"

- Let them:

→ Draw it

→ Point to a picture (feeding, giving water, not hurting)

→ Say it aloud or use cards

Step 5

"We Can Be Kind" Circle

- Sit or stand in a circle. Everyone touches (or points to) a soft animal toy or picture.

- Say together (spoken, signed, or with gestures):

→ "We are kind. Animals need love. We can help."

- Offer a sticker or "kindness badge" if possible.



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Economic Need	DURATION	15 min
TOPIC	Economical		

Objectives

- Identify basic needs vs. wants
- Practice budgeting using tokens
- Make group decisions and reflect on consequences

Materials

- Picture cards with daily items (food, clothes, toys, books, etc.)
- "Money" tokens (e.g. paper coins or buttons)
- Shopping list sheets (paper or mini-whiteboards)



Accessibility

- Use clear images and simple wording on cards
- Group pupils to encourage collaboration and peer support
- Use tactile materials if needed for better manipulation

How to:

Step 1

Introduce the idea: "You're a family with 10 coins. Your goal is to buy what you need to live well this week. Choose wisely!"

Divide students into small groups and distribute money tokens and item cards randomly.

Step 2

Groups take turns "shopping." They select cards and decide together whether to "buy" (spend tokens) or skip (save).

Each item's cost is shown on the card. They must manage their 10 coins.

Step 3

After shopping, groups share what they chose and why.

The teacher asks guiding questions:

Did you get everything you needed?

What did you leave out?

What was hard about deciding?



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Social-Migrant Disadvantage	DURATION	15 min
TOPIC	Economical		

Objectives

- Learn to distinguish between essential and non-essential items
- Practice decision-making and budgeting in a group setting
- Encourage cultural sharing and peer inclusion

Materials

- Picture cards with diverse, culturally inclusive items
- Money tokens (coins or coloured counters)
- Multilingual item labels or visual symbol support



Accessibility

- Use multilingual instructions or visual supports
- Pair students in mixed-language groups for peer support
- Ensure that some items reflect students' cultural backgrounds

How to:

Step 1

Introduce the game and explain the task clearly, using images or translated key words as needed.

Group students strategically to mix language abilities and cultural backgrounds.

Step 2

Students take turns selecting items and decide as a group what to "buy" with their 10 tokens.

Encourage discussion of which items are more important in different cultures.

Step 3

Groups present what they chose and why.

Invite them to explain if certain items were familiar or important in their home culture, linking budgeting to everyday family life.



ACTIVITY SHEET

TITLE	Smart Eating, No Wasting!		
NEED	Socio-economic- cultural disadvantages	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

After the completion of the lesson students will be able to:

- Recognise at least one healthy, everyday food item.
- Understand why we should avoid wasting food.
- Identify one small action they can take to waste less food.

Materials

- Picture cards or real examples of familiar food
- Two bins labelled "Eat/ Save" – "Throw away"
- Short story "What did Leila do with her food?"
- Simple reward system (e.g. stickers)



Accessibility

- Culturally familiar and affordable foods included in visuals and story
- Visual and verbal instructions for all activities
- Low- or no-cost ideas presented (no need for special tools or foods)
- Group participation emphasized to reduce individual pressure
- Translations, gestures, or simple language where necessary.

How to:

Step 1

Brief talk with real or picture food examples: "Which of these are good for our body?"

Keep it simple: "This is strong food" (apple, rice), "This is okay sometimes" (chips).

Let students point, name, or hold items. Relate to foods they may eat at home. (5 mins)

Step 2

Tell or show a short story: "*Leila takes a big sandwich, but she isn't hungry. What should she do?*"

Pause for students to choose: save it, give it, or throw it.

Use the **Eat/Save vs Throw Away** sorting board with food pictures.

Give each student 1–2 items to sort and explain with the group's help. (10 mins)

Step 3

Teach one simple "no waste" action:

- "Save leftovers in a box"
- "Share with someone"
- "Take only what you will eat"

Let students choose one action and act it out or say it with a gesture.

End with a chant:

"Eat it, share it, save the rest — wasting food is not the best!" (5 mins)



ACTIVITY SHEET

TITLE	We All Belong		
NEED	Socio economic cultural disadvantages	DURATION	25 min
TOPIC	LGBTQIA+		

Objectives

- Create a visible, welcoming, and inclusive message for everyone entering the classroom or school, emphasizing respect, acceptance, and celebration of diversity including LGBTQIA+ identities.

Materials

- Poster
- Markers, crayons, coloured pencils, or paint



Accessibility

- Let students choose
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction
- Provide all necessary school supplies
- Use clear, simple language and visuals

How to:

Step 1

Begin by explaining the importance of creating a space where everyone feels safe, respected, and accepted—regardless of who they are or who they love. Discuss what “belonging” means and why diversity is a strength.

Step 2

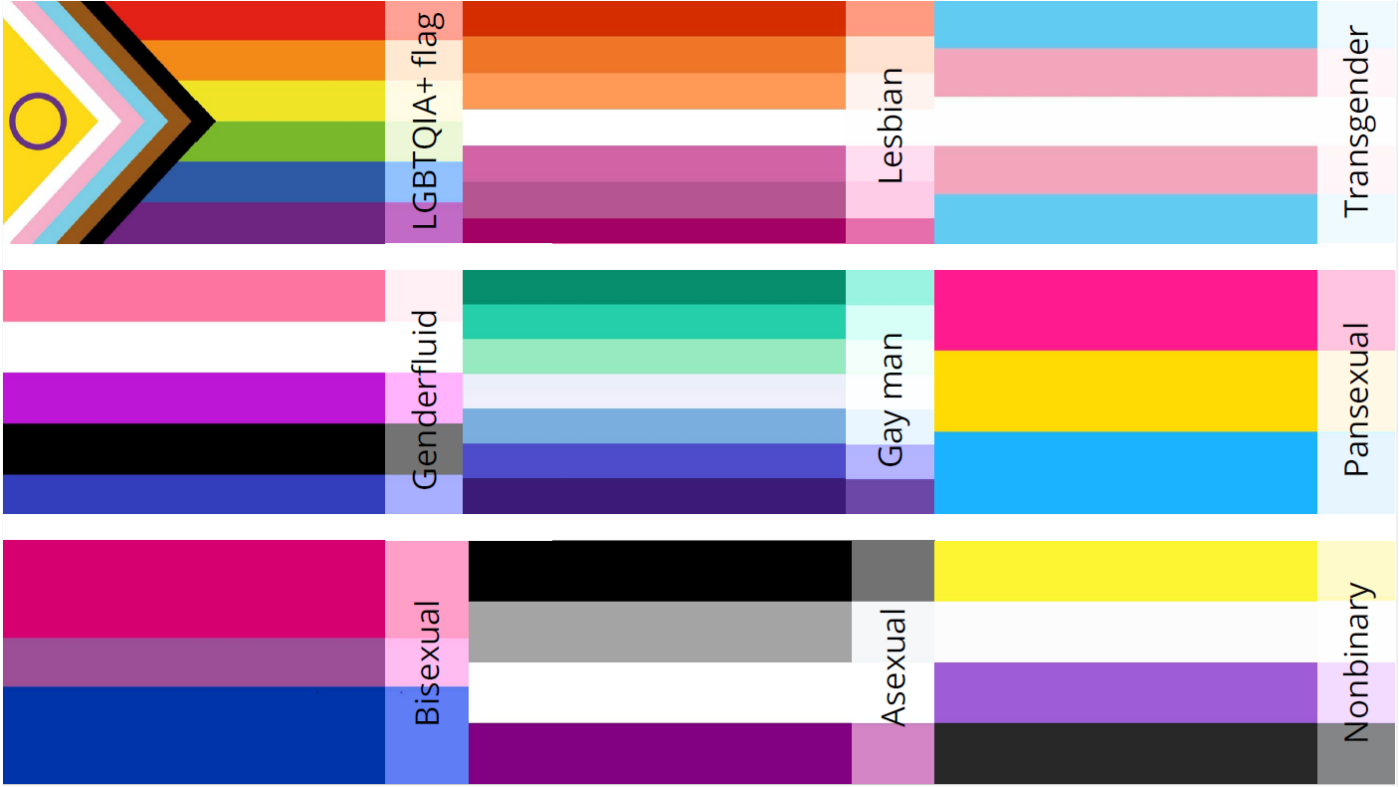
Together with the class, brainstorm words, phrases, or short sentences that express inclusivity and support. (“Everyone belongs here”, “Love is love”, “Proud to be me”, “Kindness matters”)

Step 3

Assign groups or pairs to create different parts of the poster. Some might draw or paint rainbows, hearts, or pride flags. Others can write or decorate the words and phrases.

Step 4

Hang the poster at the school entrance, near the classroom door or in a passageway. Let the students choose the best place.





ACTIVITY SHEET

TITLE	We All Matter		
NEED	Socio-Economic Disadvantages	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Raise awareness to how harmful bullying can be, especially when it targets children from socio-economically disadvantaged backgrounds
- Promote kindness and respect for all pupils, regardless of their socio-economic background
- Encourage empathy and understanding of different life situations
- Reinforce that everyone has equal worth and deserves respect
- Ensure the activity is sensitive, non-stigmatizing, and accessible to all, regardless of financial background

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Paper hearts (1 per pupil)
- Crayons, markers
- Large sheet or board with the title "We All Matter"



Accessibility

- Avoid activities that require bringing items from home or spending money
- Use inclusive, judgment-free language
- Avoid questions that prompt children to share personal financial situations
- Ensure all students can participate regardless of their resources.
- Use calm, supportive tone and allow opt-out of sharing for any child who feels uncomfortable

How to:

Step 1

Read the SIEMDIG DOUKAS 2 interactive story intitled "Lunch Time at School" (<https://siemdig.espaiboule.eu/en/interactive-stories/DOUKAS2>) featuring a character who has nothing to eat during the lunch break at school. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils

Step 2

Write the names of all pupils on some cards. Ask each pupil to randomly pick a card with the name of one of their classmates. Give each pupil a paper heart to write or draw something nice for the classmate whose name they picked earlier, in order to make them feel appreciated. They could draw a flower or simply write "I like your smile", "You sing beautifully" etc. More complex suggestions:

1. 🌟 "You are a really good friend. I'm glad you're in our class."
2. 💖 "I like the way you always try your best. That inspires me."
3. 💡 "I notice your smile every day — it makes the room brighter!"
4. 😊 "You are kind and strong, even when things are hard."
5. ✨ "Your ideas are smart and creative. Keep sharing them!"
6. 🌈 "You don't need expensive things to be amazing. You already are."
7. 🌻 "You're important to this school — and to me."
8. 📖 "I learn something from you every day."
9. 💕 "You are loved, seen, and never alone."

Step 3

Each child adds their heart to a class board or wall intitled “**We All Matter**”. As each child adds their heart to the Wall of Worth, they say something kind to the writer of the message in return. The teacher says:
“**Every person has value. Every heart matters.**” And the pupils repeat after them.
(Or allow quiet reflection if a child prefers not to speak.)



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Migrant or Multilingual Pupils	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of.
- Separate waste into dry and wet streams and dispose of them correctly.

Materials

- One pair of disposable gloves (one per pupil).
- Pictogram-based visual cards for better communication.
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.

Accessibility

- **Step 1:** If possible, put learners together who have a common mother tongue or a better command of the school language. Involve classmates to help you explain tasks.
- **Step 2:** Give instructions slowly, one step at a time. Ask pupils to repeat the instructions or show what to do (to check understanding).
- **Step 3:** Allow breaks if pupils feel overwhelmed; offer a quiet place or a place to sit. Use an "I found rubbish!" card for pupils with limited verbal communication.
- **Step 4:** Encourage participation, but also allow exceptions or observer roles (e.g. "spotter"). Use feeling cards or check-ins at the end so that the pupils can express how they felt during the activity.

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 4–5 pupils and 1 adult/helper.
- Explain the rules and safety boundaries (do not run, stay together, avoid roads, etc.) with the help of a display board or visual cards.

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags, grippers).
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil collects up to 10 objects with grippers or gloved hands.
- Encourage them to do so: Find a piece of rubbish; Pick it up carefully; Examine it; Put it in the group bag.

Step 4

Return and set up

- Use colour coded bins (with pictures of dry and wet items) to aid decision making.

Decide: dry or wet rubbish?

- Place the item in the appropriate bin.
- Encourage participation, but also allow exceptions or observer roles (e.g. "spotter").