



Appendix 3 – Creativity plans

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Creativity Plan

Addressed need: Deafness and/or blindness

Topic: Food waste & Nutrition

Lesson title: Feel the Food, don't Waste the Good

Duration:
50 min

Objectives:

- Recognize foods by touch and smell.
- Distinguish between foods that can be eaten, saved, or composted.
- Practice making a simple snack using tactile step-by-step guidance.
- Understand why it is important not to waste food and how to care for the environment.

Methodology

- Multi-sensory exploration: touch, smell, sound.
- Step-by-step tactile guidance with clear verbal instructions.
- **Hands-on snack-making** with safe, simple foods.
- Group reflection through storytelling and touch-based affirmation.

Accessibility

Provide real food items for tactile exploration instead of relying on pictures.
Use raised-line symbols or tactile labels (Eat, Compost, Waste).
Give verbal instructions slowly, repeating steps clearly.
Allow students to work with peer buddies or assistants for tasks like spreading or cutting.
Provide adaptive utensils (non-slip mats, easy-grip knives, bowls with suction bases).
Ensure safe, clutter-free environment with consistent furniture layout.
Encourage multiple ways of participation: feeling, smelling, listening, speaking, or gesturing.
Minimize sensory overload: calm space, controlled background sounds.

Materials

Real food & waste items (apple, peel, bread, carrot, yogurt cup, empty wrapper).
Baskets with tactile markers (plate, leaf, X).
Mystery bag for intro.
Snack prep items: bread, banana slices, cucumber sticks, cheese cubes, plates, napkins, safe knives.
Tactile step cards/objects (soap, plate, bread, fruit/veg, mouth).
Toy/real items for story circle (apple, peel, crust, empty box).
Basics: wipes, tissues, sanitizer.

INTRO

5 min

Setup: Prepare a bag with different food items (e.g., apple, banana peel, bread slice, orange, empty packet).

Steps:

1. Pass the bag around; each student feels one item.
2. Students describe what they notice (smooth, soft, rough, sticky, crumbly, empty).
3. Teacher asks:
 - "Can we eat this?"
 - "Is it waste?"
 - "What can we do with it?"
4. Summarize: "Food is special. We eat what is good, save what we can, and compost what we can't eat."

ACTIVITY 1

15 min

Setup: Three baskets on a table, each with tactile labels:

- Plate-shaped tactile marker = Eat/Keep
- Leaf-shaped tactile marker = Compost/Save
- Rough X-shaped marker = Waste

Give students a tray with assorted items: bread crust, apple core, fresh carrot, yogurt cup, eggshell, peel, biscuit.

Steps:

1. Teacher demonstrates first: "This apple is good. I put it in the Eat basket."
2. Students take turns feeling an item, deciding where it belongs, then placing it in the right basket.
3. Each time, the group confirms with clapping or a sound cue (e.g., bell for correct answer).
4. Teacher emphasizes choices: "This carrot is fresh → Eat. This peel → Compost. This empty packet → Waste."

Tip: Structured, repetitive tactile sorting reinforces categories while keeping the pace calm and predictable.

ACTIVITY 2

20 min

Setup: provide each student with:

- A plate, a slice of bread, banana slices, cheese cubes, cucumber sticks.
- Safe adaptive knife/spreader, napkin.
- Tactile step cards (raised-line drawings or objects):
 1. Soap bar (Wash hands)
 2. Plate (Start snack)
 3. Bread slice (Base)
 4. Fruit/vegetables (Add topping)
 5. Mouth shape (Eat or save)

Steps:

1. Teacher models step-by-step:
 - "First, wash hands." (guide them with soap card).
 - "Now, place bread on your plate."
 - "Add banana or cucumber or cheese cubes" (students choose by touch)
2. Students follow slowly, with assistance if needed.
3. Teacher emphasizes: "If something falls, we save it. We don't waste food."
4. Students eat their snack or place leftovers into a "Save bowl."

Tip: Multi-sensory food prep connects nutrition and waste prevention in a real, meaningful way.

CLOSURE

10 min

Setup: Students sit in a circle, each with one tactile food item (toy apple, bread crust, peel, empty box).

Steps:

1. Teachers tells a story:

"One day, the apple was eaten, the peel went to compost, and the empty box went to recycling. Nothing was wasted."
2. Students add their items to the story

"I have the peel → compost"

"I have the apple → eat"
3. The whole class repeats tactile affirmation with gestures:

Touch heart: "Food is precious."

Open hands: "We share food."

Clap once together: "We don't waste."

Tip: Ends with a rhythmic, memorable group ritual reinforces respect for food.

Creativity Plan

Addressed need: Deafness and/or Blindness

Topic: LGBTQIA+

Lesson title: Feel the Pride

Duration:
50 min

Objectives:

- Exploring the meaning of the LGBTQIA+ pride flag
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Sensory collage
- Group activity

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

Materials

Materials are needed only for the first activity "Feel the Pride". The materials are listed on the activity sheet.

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags. Introduce the topic with the following questions:

- "Have you ever heard the word LGBTQ+ before?"
- "Is it okay for people to love whoever they want?"
- "Have you ever heard someone being teased for being different?"

ACTIVITY 1

30 min

Attached activity "Feel the Pride": students will explore the colours of the LGBTQIA+ pride flag through sensory collage.

ACTIVITY 2

5 min

Rainbow Stretch & Shake: A short movement-based decompression activity that combines gentle stretching with the colours and meanings of the Pride flag.

Example sequence:

- Red – Life
"Stretch your arms high above your head like you're reaching for the sun. Take a deep breath in and out."
- Orange – Healing
"Place one hand on your heart and one on your belly. Breathe slowly. Feel your heartbeat."
- Yellow – Bright ideas
"Tap your temples with your fingertips like you're waking up your brain. Then wiggle your fingers above your head like ideas are sparking out!"
- Green – Nature
"Bend gently side to side like trees swaying in the wind. Nice and slow."
- Blue – Serenity
"Roll your shoulders and relax your neck. Take a calming breath together."
- Purple – Spirit
"Strike your 'Pride Power Pose' – hands on hips, chest proud, head high."
- End with a "Shake-Out"
"Now shake your hands, your arms, your legs—let go of all the extra energy!"



CLOSURE

10 min

End with answering their questions about the activity and the LGBTQIA+ movement. Check if they understood. Assess their knowledge with the following questions:

"Can you explain what the letters in LGBTQ+ stand for?"

"Why is it important to respect people no matter who they love or how they identify?"

"What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need: Deafness

Topic: Animal Rights

Lesson title: Kind Hands, Kind Paws

Duration:
60 min

Objectives:

- Learn and use basic **signs or gestures** related to animals and their needs (food, water, love, shelter).
- Identify at least three ways humans can protect and care for animals.
- Express empathy for animals through **visual storytelling and role-play**.
- Work together to create a **visual campaign poster or video message** about animal rights.

Methodology

- Sign-supported introduction with visuals and gestures.
- Visual matching and drawing tasks.
- Group performance (role-play or short silent "skit").
- Peer collaboration to share messages visually.

Accessibility

Clear Visuals
Sign language support (teacher or interpreter)
Visual cues: step-by-step instructions displayed on board or projector
Grouping flexibility: pairs or small groups

Materials

Large-print animal cards, needs icons (food, water, love)
Markers
Large sheets of paper
Glue
Tablets or cameras (optional for recording video messages)

INTRO

10 min

Teacher shows large animal cards (dog, cat, bird, rabbit).
Students are taught basic signs for each animal (dog, cat, bird, love, eat, drink, safe).
Simple guiding questions (signed + visual cards):

- "What does this dog need?" (show bowl picture).
- "Is it kind to hurt animals?" (students raise YES/NO cards).

ACTIVITY 1

15 min

Animal Rights Match-up

Students work in small groups with animal cards + need cards.
Task: match each animal to what it needs.
After matching, each group presents by signing or pointing:

- "Dog + Eat."
- "Bird + Water."

Teacher reinforces by repeating signs and adding extra vocabulary.

ACTIVITY 2

25 min

Silent Skits: Be Kind to Animals + Poster & Video Message

Groups prepare a short silent skit showing kindness to an animal:

- Feeding a hungry dog.
- Giving water to a bird.
- Rescuing a cat from the cold.

Students act it out with gestures, signs, and props (toy animals or cut-outs).
Audience guesses: "What animal? What action?" (respond with signs/visual cards).
Each group creates a poster with simple drawings + key signs/words (e.g., "Love Animals", "Food, Water, Shelter").
You can record a short silent video where pupils use signs or hold up posters to spread an animal rights message.

CLOSURE

10 min

Students gather in a circle. Teacher leads reflection using signs and visuals:

- "What did you learn today?" (students show one sign: LOVE, FOOD, WATER, HOME).
- "What is one way you can help animals?" (draw or sign an answer).

End with a group affirmation in sign language: "We care for animals. We respect their rights."

Creativity Plan

Addressed need: Deafness and Blindness

Topic: Violence & Bullying

Lesson title: Magic Hands

Duration:
50 min

- Objectives:
- Understand the impact of bullying on students who are blind or deaf
 - Develop empathy through immersive and creative activities
 - Identify forms of exclusion and violence that are often unseen or unheard.

Methodology

- Interactive storytelling
- Sensory-based learning
- Creative expression
- Cooperative tasks

Accessibility

- Provide braille and large-print versions of story
- Use captions and sign interpreter if available
- Use clear, plain language instructions
- Ensure safe, supervised sensory activities
- Allow opt-out for students with sensory issues or trauma history

Materials

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

INTRO

5 min

Ask students to walk silently around the room for 2 minutes with blindfolds OR headphones (simulate one sense at a time).

Then discuss:

- What did you feel?
- Was it uncomfortable? Empowering? Confusing?
- Did you feel safe or exposed?

ACTIVITY 1

25 min

see Activity Sheet 5 - "Through the lens of diversity" - Steps 1, 2 and 3

ACTIVITY 2

15 min

Activity: "Unseen/Unheard"

- Divide the class in small groups and ask pupils to create two posters:
 - *Unseen Violence*: Things people ignore or overlook.
 - *Unheard Voices*: Ways people cry for help that are ignored.
- Use images, words, or tactile art (e.g., raised textures, braille dots, cut shapes) to represent these

CLOSURE

5 min

see Activity Sheet 5- "Through the lens of diversity" - Step 4

Creativity Plan

Addressed need: Deafness and Blindness

Topic: Environmental Sustainability

Lesson title: Wonderful World, Clean World

Duration:
45-60 min

Objectives: At the end of the lesson, pupils will be able to

- Identify common types of waste using adapted sensory materials or **sign-supported communication**.
- Sort waste into dry and wet streams **using colour-coded bins with Braille/texture**.
- Explain at least two ways in which litter harms animals or the environment **(with storytelling)**.
- Suggest at least one way to reduce waste at school/home using supported prompts **(visual, tactile or gesture based)**.

Methodology

- Whole-class discussion using yes/no cards, visual prompts, and short, focused questions.
- **Use of a visual agenda, timers, and task breakdowns to structure the experience.**
- Hands-on sorting using real or replica objects **(tactile learning)**.
- Exchange among peers and reflective discussions **(using Response Prompt Cards)**.
- Assessment via Whole Class Discussion.

Accessibility

For Deaf learners:

- Clear one-step instructions supported with visuals for deaf pupils **(Annex 1)**.

For Blind learners (partial or total vision loss):

- Set up clear paths near the classroom to collect rubbish.
- Use multi-sensory materials for demonstrations.
- Label bins with **tactile symbols** (or Braille).
- Allow for tactile exploration and guided sorting using touch and verbal description.

Use of a buddy system for outdoor activities.

Allow time for processing—don't rush instructions or answers.

Materials

- One pair of disposable gloves (one per pupil).
- **Tactile or real-life versions of waste objects (plastic, paper, organic).**
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with **market textured shapes (e.g. smooth square for Dry waste bin)**.
- Picture cards with objects like banana peel, plastic bottles, etc.
- Visual Activity Board for the day **(see Annex 1)**.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule (**Activity Plan, Annex 1 page 3**).
 - **Deaf:** Use sign language and display a large-print visual schedule.
 - **Blind:** Verbally describe the structure of the lesson and share a tactile schedule if possible.
- Present real waste objects for touch identification (plastic bottle, fruit peel, paper).
- **Ask:** "What do you feel?" "Where might we find this?" (Use touch/voice).
- Use a sound cue to signal turn-taking.

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
 - Deaf: Give visual safety instructions using symbols/signs.
 - Blind: Verbally explain safety rules; assign a guide/buddy.
- **Distribute equipment (gloves, bag).**
- **Use a vibration timer or hand signals for pacing:**
 - "Start" = hand clap or tactile bell.
 - Midway cue = bell or visual symbol.
 - End = two claps or verbal signal.
- **Pupils collect 5–10 objects with help.**

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Place objects on a tactile mat or table.
- **Pupils sort objects into bins:**
 - Use touch to explore objects.
 - Guide hands to feel bin texture
 - Use prompts: "Does it feel wet/soft?" "Is it paper or peel?"
- **Talk Time with Response Prompt Cards:**
 - Ask pupils to reflect ("What would happen if an animal ate this?" ; "Which object lasts longest outdoors?"), they can communicate using visual cards (Response Prompt Cards).

CLOSURE

15 min

Back in the classroom...

- **Whole Class Discussion with Support**
 - Use tactile or symbol recap cards.
 - Verbally summarise for blind pupils.
 - Write or sign summary for deaf pupils.
- **Reflection using adapted Response Prompt Cards:**
 - ● "We found..." → hold up/touch an object
 - ● "It was hard to sort..." → show/touch confused face symbol
 - ● "We can reduce waste by..." → choose a matching picture (e.g. reusable bag)

ANNEX 1

✓ For Deaf Pupils and Blind Pupils

Visual Activity Plan (Routine Board)

Use a visual routine board that shows the sequence of the day using images, symbols, and simple text.

Suggested Steps with Symbols:

Step	Visual/Icon	Text
	 Smiling face	Welcome / Hello
	Gloves	Put on gloves
	Walking feet	Go outside
	Eye and litter	Find rubbish
	Waste bin icons (green/blue)	Sort waste
	Speech bubble or cue card	Talk about it
	Classroom icon	Back to class
	Thumbs up / stickers	Well done!

Response Prompt Cards

Use visual cards to support self-expression during collection, discussion or sorting.

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing objects discovered
 What is this?	Object with question mark	"What is this?"	Asking about an object
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort

Use icons for help:	✓ Yes	✗ No	🤔 Not sure
Icons for rules:	🚫 No running	👉 Stay together	🔪 Avoid sharp objects.

✓ For Blind Pupils

Visual Activity Plan (Routine Board)

Introduce sorting by physically handling examples and using distinct textures to represent bin types:

* Bin Tactile Markers:

Dry Waste Bin = Smooth square (e.g. plastic or laminated card)

Wet Waste Bin = Textured or rubbery circle (e.g. sponge, rubber mat)

Place these on or near each bin so pupils can touch and identify them.

Object	Description	Dry or Wet?	Tactile Clue
Crumpled newspaper	Dry paper	Dry	Smooth and light
Banana peel	Squishy or soft model	Wet	Slightly rubbery/squishy
Empty plastic bottle	Hard and hollow	Dry	Cold and rigid plastic
Used tissue (clean)	Soft and light	Wet	Feathery/light
Tea bag	Damp or soft object	Wet	Sponge-like
Chips bag (foil)	Crunchy and shiny	Dry	Crinkly texture

Extra Response Prompt Cards (to encourage expression during the activity)

Here an example:

Emoji/Icon	Prompt Card Text
 Banana peel	"This is wet waste"
 Bottle	"This is dry waste"
	"This could hurt animals"
	"I'm not sure"
	"I need help"

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"

Creativity Plan

Addressed need: Mental–Intellectual Disability

Topic: Making simple budgeting choices and understanding needs vs. wants

Lesson title: Budget Quest: Spend Smart! (Step-by-Step Edition)

Duration:
45-60 min

- Objectives:
- Help students clearly distinguish between basic needs and wants
 - Practice counting and token-based exchange in a simple, visual way
 - Strengthen group collaboration, turn-taking, and respectful listening
 - Build confidence through positive reinforcement for correct categorisation

Methodology

- Step-by-step guided activity
- Visual learning (symbols + images + words)
- Repetition and reinforcement of key concepts
- Cooperative learning in small groups
- Gamified learning with clear, predictable rules

Accessibility

- Use symbols and pictures alongside simple words
- Present instructions one step at a time with visual aids
- Allow extra time for decision-making
- Repeat questions and instructions when needed
- Model each step before pupils try it
- Use large, colourful, easy-to-hold tokens
- Include a visual “Needs vs Wants” chart for reference throughout the game

Materials

- Item cards with clear, simple images and matching words
- Large, colourful tokens (buttons, counters, or laminated circles)
- Visual shopping list chart split into “Needs” and “Wants” columns
- Instruction poster with icons for each step of the game
- (Optional) Velcro boards to keep cards steady during selection

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity... etc.)

- Show two example cards (e.g., bread vs. video game).
- Ask: "Which one do we need every day? Which one is nice to have but not necessary?"
- Explain game rules with visual poster:
 1. Sort cards into Needs or Wants
 2. Spend 10 coins
 3. Share what you bought

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

Needs vs Wants Sorting (15 min)

- In small groups, pupils sort their item cards into the "Need" or "Want" pile using the visual chart.
- Teacher moves around, prompting with guiding questions:
 1. "Do we eat this every day?"
 2. "Can we live without it?"
- Groups check piles together before moving to the buying stage.

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

Budget Quest Game (10 min)

- Each group gets 10 tokens.
- Spend tokens on items starting with the Needs pile first.
- Pupils take turns choosing and placing tokens on the cards they "buy."
- Teacher encourages simple counting aloud as tokens are spent.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game etc.)

- Groups share what they bought.
- Teacher gives targeted praise: "You chose water first – that's a smart choice!"
- Quick recap: hold up a mix of cards and have pupils call out "Need" or "Want."
- End with a fun chant: "Needs first, wants later!" while clapping or tapping tokens.

Creativity Plan

Addressed need:

Mental-Intellectual Disability (focus: Anxiety Disorders)

Duration:
50 min

Topic:

Food waste & Nutrition

Lesson title:

Calm Choices, Health Choices

Objectives:

- Recognise simple categories of food (healthy vs treat)
- Understand that wasting food makes less food available for others and harms nature
- Practice calm decision-making in food-related situations
- Share one small action they can take to waste less food at home or school

Methodology

- Calming sensory introduction.
- Guided, low-stress activities with clear instructions and visual/tactile supports.
- Emphasis on choice-making and gentle participation, never forced.
- Closing reflection using affirmations and sensory grounding.

Accessibility

Quiet classroom setup, calm background music.
Sensory materials for stress relief

Materials

Large food picture cards
"healthy/treat" icons
"keep/compost/waste" bins
Textured mats, soft toys/balls for stress relief
Paper plates
Glue sticks
Markers
Trays for small group activities
"Yes/No" cards

INTRO

5 min

In this introduction teacher helps students to reduce anxiety before activities.
Teacher shows large food images one by one (e.g. apple, carrot, sweet, bread).
With each picture, guide breathing ("Breathe in the red apple breathe out slowly" / "Breathe in the carrot...relax your shoulders").
Teacher asks: "Do these foods give us energy?" – students respond with yes/no cards.

ACTIVITY 1

15 min

Each student gets a paper plate and a set of food picture cards.
Teacher models placing pictures on the plate slowly, with clear instructions.
Students place 3-4 foods on their plate (one fruit, one vegetable, one meat/fish, one sweet)
Teacher asks gently:
"Which food makes you stronger?"
"Which food is a sweet?"
Students, without pressure, choose silently.

ACTIVITY 2

20 min

Activity 2.1:
Students are shown scenarios with food models or cards:

- Half uneaten sandwich
- A bruised apple
- A sealed yogurt

Teacher asks students: "Should we keep it, Share it or Waste it?"
Students place cards into 3 bins (Keep/Share, Compost, Waste).
Teacher encourages calm reflection: "This choice helps people. This choice helps the Earth."
Students are praised for each thoughtful decision.

Activity 2.2:
Teacher tells a short, calming story with visuals:
"A family shares their extra bread with a neighbour. A girl keeps her apple for later. A boy puts peels in the compost, and flowers grow."
Students follow along with simple hand movements (share = open hands, keep = hold to chest, compost = sprinkle down).
Story ends with: "When we care for food, we care for each other."

CLOSURE

10 min

Students sit in a calm circle with a soft ball or toy passed around.
Each student who wants to share says or signs: "I will..." (e.g. "finish my food", "save fruit for later").
Those students who don't want to speak can show a "Yes" card to agree with the group.
All students along with their teacher say together:
"Smart food choices. No waste. Calm hearts."

Creativity Plan

Addressed need: Anxiety disorder

Topic: Teaching cultural values

Lesson title: Cultural Values Tree – Sharing What Matters

Duration:
45 min

Objectives:

- help pupils identify and share important cultural values (e.g., respect, family, tradition, kindness).
- promote empathy and acceptance of cultural differences.
- boost self-confidence and participation through creative expression
- create a calm, inclusive environment where anxious pupils feel safe

Methodology

- Inclusive methodology
- Creative expression
- Guided discovery
- SEL principles
- storytelling
- visual aids & drawing
- small group/peer work
- positive reinforcement

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.

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

INTRO

5 min

Read a short illustrated story like *"Same, Same but Different"* or *"All Are Welcome"*, emphasizing values like respect, kindness, or family traditions.

Ask simple questions: "What was important to the characters in the story?"

ACTIVITY 1

20 min

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

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

Give each child a leaf-shaped cutout.

Ask: "Can you draw or write one value that is important in your family or culture?"

Provide ideas if needed (e.g., "helping others", "celebrating holidays").

ACTIVITY 2

10 min

Invite pupils to place their leaf on a classroom tree poster.

If the pupil with anxiety prefers not to speak aloud, they can:

- Whisper to you or a peer to share for them
- Use symbols or images
- Present silently and get a "thank you" gesture from the class

CLOSURE

5 min

Wrap up with a calming breathing exercise and repeat the values discussed.

- "You all showed respect today by listening to each other."

Creativity Plan

Addressed need: Mental- Intellectual Disability

Topic: Violence & Bullying

Duration:
50 min

Lesson title: Different Minds, Equal Respect – Say No to Bullying

Objectives:

- Identify different forms of bullying and understand its effects
- Break down harmful stereotypes about people with mental-intellectual disabilities and get positive and respectful representations
- Express ideas about kindness and anti-bullying through creative outlets such as art, music and drama
- Practice kindness and actively include peers with mental-intellectual disabilities in all aspects of school life

Methodology

- Whole class discussion based on bullying-focused Q&A
- Use of blank star cutouts
- Designing a heart-shaped poster
- Exchange among peers and reflective discussions

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

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Printed “We All Shine” star cutouts (blank inside)
- Crayons, markers
- Emotion cards (happy, sad, scared, angry emoticon masks)
- Accessible seating and space for movement

INTRO

5 min

Activity description: Begin with a brief, inclusive discussion: “Do you know what bullying is?” and “How does it make people feel?”

Use visual aids and simple language to ensure everyone understands. Emphasize that bullying can happen to anyone, but children with mental-intellectual disabilities can be at higher risk and need everyone’s support.

ACTIVITY 1

30 min

Activity description: see Activity Sheet 2 – “We all shine together” Steps 1-3

ACTIVITY 2

10 min

Activity description: **Emotion Match**

- Distribute emotion masks to some of the pupils, who are supposed to come in front of the class, say the corresponding emotion adjective (sad, angry, happy) and put the mask on
- Describe simple scenarios (e.g., “Someone calls a friend a mean name,” or “A classmate helps someone who is confused”, “You’ve just said something nice to your deskmate”). The other pupils in class point to the mask showing how the person might feel, so the pupil with the matching mask takes a step forward. Encourage pupils to point, show, or say the emotion.

CLOSURE

5 min

Activity description: **Movement & Kindness Game**

Play a short, gentle movement game (e.g., “Pass the Smile”) where pupils sit or stand in a circle and pass a smile, wave, or kind word to the next person. Use slow pacing and give clear turn-taking cues so every child can participate, regardless of cognitive or speech ability.

Creativity Plan

Addressed need: Intellectual disability

Topic: LGBTQIA+

Lesson title: From Red to Violet

Duration:
55 min

Objectives:

- Exploring the colours of the LGBTQIA+ pride flag
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Colouring
- Collage
- Group activity

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 enough time
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction

Materials

Materials needed for the first activity "From red to violet" are listed on the activity sheet.
For the second activity you will need: posters, glue, coloured paper, pencils and scissors

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags. Introduce the topic with the following questions:

"Have you ever heard the word LGBTQ+ before?"

"Is it okay for people to love whoever they want?"

"Have you ever heard someone being teased for being different?"

ACTIVITY 1

20 min

Attached activity "From red to violet": students will explore the colours of the LGBTQIA+ pride flag through drawing and collage.

ACTIVITY 2

20 min

Let the students explore the other pride flags drawing or doing a collage. Divided in groups give them the task to do a poster with their favourite pride flags.

CLOSURE

10 min

Let each group explain the reason they chose the flags for the poster. End with answering their questions about the activity and the LGBTQIA+ movement.

Creativity Plan

Addressed need: Anxiety disorder

Topic: Cultural differences

Lesson title: My Cultural Paper Doll

Duration:
45 min

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.

Methodology

- Inclusive methodology
- Visual, verbal and hands-on engagement
- Arts integration
- storytelling
- individual activity
- presentation

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
- Use visuals, gestures, and feelings charts.

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

INTRO

5 min

Use a picture book or short video that shows children in different traditional clothes (e.g. Japanese kimono, Indian sari, Scottish kilt).

Keep the environment quiet and safe, use soft lighting and reduce background noise.

Have visual aids printed and ready (pictures of children in different traditional outfits).

ACTIVITY 1

10 min

Encourage understanding of cultural variety.

- Ask gentle, open-ended questions:
 - “Which outfit do you think looks fun or beautiful?”
 - “Would you like to try something like that?”
- Let the pupil respond verbally, with pictures, or by pointing.

ACTIVITY 2

25 min

1. Let the pupil choose a paper doll template. Provide options for them to choose from (pre-printed paper dolls with different skin tones and gender).
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.
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.
4. They can dress the doll with different clothes and “travel” to different countries. They can dress the doll with different clothes and “travel” to different countries. Each pupil walks around the classroom and presents their doll.

CLOSURE

5 min

Build confidence in a safe setting.

- Ask the pupil if they would like to share their paper doll with a teacher or small group.
- Offer positive, calm reinforcement: “You created a lovely outfit for your doll! That’s really thoughtful.”

Creativity Plan

Addressed need: Anxiety disorder

Topic: Understanding different cultures

Lesson title: My Culture Collage – A Journey Through Traditions

Duration:
45 min

- 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

Methodology

- Inclusive methodology
- Visual, verbal and hands-on engagement
- Arts integration
- storytelling
- individual activity
- presentation

Accessibility

Visual instructions
Quiet space or sensory tools
Optional participation in sharing
One-on-one help if needed
Use of visuals and gentle praise throughout

Materials

Magazines, printed images
Scissors, glue, coloured pencils
Large paper or cardboard
Stickers, fabric scraps (optional)
Calming background music (optional)

INTRO

5 min

Talk about culture using simple words and images.

Ask:

“What do you eat with your family?”

“Do you have any special celebrations?”

“Do you wear something special sometimes?”

ACTIVITY 1

10 min

Show the magazines and the printed images tell the pupils stories about a holiday and how it is celebrated in different cultures.

Allow the pupils to get ideas before their create own Collage by answering the following questions:

- On this day in my family, we eat ____.
- Usually we wear ____.
- After/Before we go to ____.
- We invite ____.

ACTIVITY 2

25 min

Let each child create their own Culture Collage by cutting and gluing the previously provided cutouts of pictures, or let them draw what represents their tradition when celebrating the given holiday.

Encourage them to work in pairs if they feel more comfortable that way and praise each pupil individually while they are working, providing help when needed.

Allow sharing time and create a “gallery walk” - pupils can place their collage on the wall or the table. Those who feel comfortable may present their work, others can write or draw a compliment post-it.

CLOSURE

5 min

End the lesson with a calm group discussion:

- What did you like about activity?
- What difference did you find most interesting?

Creativity Plan

Addressed need: Emotional disorder

Topic: Understanding different cultures

Lesson title: Puppet Parade - Story About My Culture

Duration:
45 min

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
- To provide emotional security and reduce behavioural/emotional stress

Methodology

- Inclusive methodology
- Holistic approach
- Arts integration
- Puppet play and storytelling
- Guided art activity
- Positive behaviour supports
- Peer modelling

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)

Materials

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

INTRO

10 min

Begin with a “How Do I Feel Today?” chart using faces or emoji cards.
Ask: “Let’s choose how we feel and share with a friend.”

Let the pupil with emotional needs use a card or whisper to the teacher if talking is hard.

ACTIVITY 1

10 min

- Read a picture book from a culture (e.g., *"Golden Domes and Silver Lanterns"*, *"Abuela"*, *"The Name Jar"*)
- Ask: “What makes this character special? What do they celebrate or wear?”
- Discuss with visual supports

ACTIVITY 2

20 min

Provide paper bag or stick puppets for pupils to decorate:

- Traditional clothes
- Name or language
- Favourite food
- Celebration they enjoy

Pupils draw or glue on items that represent their culture or a culture they’ve learned about.

CLOSURE

5 min

Each pupil introduces their puppet with one sentence or gesture.

- E.g., “This is Sita. She wears a sari.”

Create a “Culture Corner” where puppets are displayed.

Creativity Plan

Addressed need:	Anxiety disorders (mental – intellectual disabilities)
Topic:	Animal rights
Lesson title:	The Animal Care Adventure!

Duration:
50 min

Objectives:	Identify basic rights that animals need to live safely and happily.
	Express empathy for animals in a way that reduces stress and builds confidence.
	Connect the idea of kindness to animals with kindness toward themselves and others.
	Identify basic rights that animals need to live safely and happily.

Methodology

- Mindful storytelling with breathing pauses.
- Individual creative expression (e.g. drawing, clay modelling)
- Gentle group sharing (optional, never forced)
- Closing circle with calming affirmations

Accessibility

- Create a quiet, safe classroom environment (soft lighting, calm background sounds such as birdsong or ocean waves).
- Provide choice of activity (drawing, writing, modelling).
- Visual schedule of activities to reduce uncertainty.

Materials

- Soft lighting, floor cushions/chairs, calming sounds (optional)
- Visual schedule cards, “help/break” choice cards, large-print story/ animal images
- Paper/card, crayons, clay, scissors, textured craft bits (felt, fabric, cotton)
- Soft animal toys, cards with animal needs (food, water, shelter, play, love)

INTRO

10 min

Teacher reads a short story about an animal finding safety after being cared for (e.g. a stray kitten finding home)
Pause during the story to practice “animal breaths” (2 kinds of breath: “dog breath” = inhale deeply, exhale slowly like a sigh, “cat breath” = small, soft breaths while stretching arms like a cat)
The teacher asks questions gently:

- “What makes the animal feel safe?”
- “How do you feel when someone takes care of you?”

ACTIVITY 1

20 min

Safe Place for Animals

During this activity the teacher circulates quietly, offering encouragement without pressure. Students individually create something that represents safety for an animal. Examples:

- Drawing a cozy shelter.
- Making a clay animal with a little home.
- Writing a short note from the animal’s perspective: “Thank you for feeding me.”

ACTIVITY 2

10 min

Animal Care Stations

Small stations are set up with soft animal toys and “needs cards” (food, water, love, play, safety). Students gently choose a card and place it with an animal toy to show how we care for it. It is not a competition, but a calm rotation. Teacher emphasizes that animals are like people, they feel calmer when their needs are met!.

CLOSURE

10 min

Students sit in a circle or semicircle.
Teacher leads a guided visualization: “Imagine a small animal in your hands. It feels safe with you. Now imagine giving it love, food, and a safe home. Notice how calm they feel.
Closing reflection questions:

- “What did you do today to help an animal feel safe?”
- “How can we show the same kindness to ourselves?”

Students and teacher say together: “Animals deserve kindness. We deserve kindness.”

Creativity Plan

Addressed need: Emotional disorder

Topic: Cultural heritage exploration

Lesson title: Treasure Box

Duration:
45 min

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.

Methodology

>

- Learner-centered
- Art-based
- Emotionally supportive

- Visual support and prompts
- Hands-on learning
- Storytelling and peer or teacher interaction
- Gentle emotional coaching and affirmations

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

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

INTRO

5 min

Begin with a calm and friendly group or one-on-one discussion about **what culture means** (e.g., “Culture is what makes us special—our food, clothes, music, stories.”).

Use picture cards or real-life items (e.g., traditional fabric, bread, music clip).

ACTIVITY 1

25 min

- Show a small collection of cultural items from the community or the pupil’s background (photos, videos, or physical objects).
 - Let the pupil touch, listen to, or explore these items gently and calmly.
 - Provide a small shoebox and decorating materials.
 - Let the pupil decorate the box using drawings, stickers, magazine cutouts, or printed symbols from their culture (e.g., traditional patterns, food pictures).
-  **Prompt:** “This is your Cultural Treasure Box. Everything inside shows something special about your culture.”

ACTIVITY 2

10 min

The pupil selects or creates 2–3 items (drawings, written notes, printed pictures) representing their culture or family traditions.

The teacher or aide supports the pupil with emotional check-ins (“Are you okay adding this?”).

 **Connection:** “This bread/picture/song reminds me of my grandma...”

CLOSURE

5 min

In a safe, calm, and supportive space, the pupil is invited (not required) to share one item from their box and tell a short story or feeling about it.

If verbal sharing is hard, they can use drawings, gestures, or the teacher can narrate.

 **Emotional closure:** End with praise and a grounding activity like slow breathing or calming music.

Creativity Plan

Addressed need:	Mental-Intellectual Disabilities
Topic:	Environmental sustainability
Lesson title:	Wonderful World, Clean World

Duration:
45-60 min

Objectives:	At the end of the lesson, pupils will be able to
	Identify and describe common types of waste and the materials they are made of (with picture prompts).
	Separate waste into dry and wet streams and dispose of them correctly (using colour-coded bins and sorting cards).
	Explain two ways in which litter harms animals or the environment (with storytelling or visual cues).
	Suggest simple ideas to reduce waste at school and at home (guided brainstorming with sentence starters or visuals).

Methodology

- Whole-class discussion using **yes/no cards, visual prompts, and short, focused questions**.
- Practical sorting and categorising **(use of physical items to support comprehension i.e. through tactile learning)**.
- Exchange among peers and reflective discussions **(using “cue cards”)**
- Assessment using worksheets **(simplified worksheets)**.

Accessibility

- Divide the tasks into clear, one-step instructions (spoken slowly, supported by a visual plan).
- Offer a visual routine board showing what will happen (e.g. gloves → go out → collect → sort → talk), **see Annex 1, page 2**.
- Create a quiet space or 'quiet corner' with sensory aids or colouring pages for pupils who need emotional regulation.
- Use a buddy system for emotional and task-related support; find a calm classmate or adult.
- Reward participation with positive feedback, stickers or vouchers.

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with pictograms and colours.
- Picture cards with items like banana peel, plastic bottle, etc.**
- Emotion cards, behaviour cue cards.**
- Worksheet.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule
- Use a visual plan with symbols/pictures for each part of the lesson (e.g. Introduction → Activity → Sorting → Tidying up → Talk).
- Use simple, encouraging language.
- Ask simple prompting questions:
 - “What is this?” (hold up a plastic bottle)
 - “Where do we find it?” (e.g. outside, near school, in the street)
 - “Is it soft or hard?”

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
 - Stay in the same small groups throughout the session to ensure emotional safety.
 - Allow use of “I need a break” card for pupils with anxiety or sensory overload.
- **Each pupil collects up to 5–10 objects with support.**
- Use a visual step-by-step card:
 - Find rubbish ; Pick it up ; Look at it ; Put it in the bag

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Pupils use pictogram cards to sort into:
 - Green Bin = Wet Waste
 - Blue Bin = Dry Waste
 - Guide one item at a time: “Is this soft or hard?”
 - Use icons for help: ☒ Yes / ☒ No / Not sure
- **Talk Time with Response Prompt Cards :**
 - Ask each pupil to reflect using visual cards or sentence starters:
 - “We found...” → hold up item or picture

CLOSURE

15 min

Back in the classroom, discuss the following questions (use pictograms or visual cards):

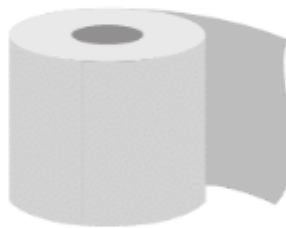
- **Whole Class Discussion with Support**
- Adapted guiding questions using **visual choices***:
 - “Which items are bad for animals?” vs vs
- **Pair Work: Drawing or Cut-and-Paste**
- Use matching worksheet (draw line or place sticker from item to bin). [Hand over the worksheet (**Annex 1**)].

ANNEX 1

Draw a line from each item to the bin:



Banana peel



Clean toilet paper roll



Milk carton



Newspaper



Apple

Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Visual Activity Plan (Routine Board)

Show the steps of the activity using large icons and simple words. Display on the board or give each student a strip with Velcro. Here an example:

Step	Visual	Text
1	 Gloves on	"Put on gloves"
2	 Pick up rubbish	"Find rubbish"
3	 Look at item	"Look at the item"
4	 Sort to bin	"Is it wet or dry?"
5	 or  Put in bin	"Put it in the bin"
6	 Talk about it	"What did we find?"
7	 Wash hands	"Wash hands"

Response Prompt Cards (to encourage expression during the activity)

Here an example:

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing items discovered
 What is this?	Item with question mark	"What is this?"	Asking about an object
 Put in the bin	Litter going into a bin	"Put in the bin"	Reinforcing sorting action
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort
Use icons for help:	 Yes	 No	 Not sure

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"

Creativity Plan

Addressed need: Neurodivergence

Topic: Making mindful spending choices while supporting focus and impulse control

Lesson title: Budget Quest: Spend Smart! (Focus & Choice Edition)

Duration:
45-60 min

Objectives:

- Support pupils in making quick but thoughtful decisions within a predictable structure
- Practice turn-taking, focused attention, and self-regulation
- Strengthen collaboration and verbal reasoning in group activities
- Encourage reflection on decision outcomes and prioritisation skills

Methodology

- Structured, time-bound turns with visual prompts
- Gamified group activity with clear rules and color-coded cues
- Physical movement embedded into the task to maintain engagement
- Peer discussion before group decisions
- Reflection supported by visual review charts

Accessibility

- Keep instructions short, visual, and sequential
- Use color-coded categories (e.g., green = need, red = want) for instant recognition
- Include optional timers or countdowns to aid focus
- Offer fidget tools or short break opportunities if needed
- Allow physical movement (e.g., walking to select cards) to regulate energy levels
- Use a visual review chart to summarise group decisions at the end

Materials

- Color-coded picture cards (needs/wants) with clear images
- Token sets (coins, counters, or stickers)
- Timers (physical or visual countdown)
- Visual instruction poster with game steps
- Fidget tools or sensory aids (optional)
- Chart or board to record group purchases

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity... etc.)

- Display a simple visual chart: *Sort items* → *Spend tokens* → *Review choices*.
- Explain rules with both speech and visuals: "You have 10 coins. You must choose carefully. One person picks a card each turn. You have 20 seconds to decide if you will buy it."
- Show example cards and practice one turn as a class.

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

Budget Quest Game (20 min)

- Pupils work in small groups.
- Each student takes turns:
 - Select a card (placed across the table to encourage movement).
 - Explain their choice ("We need this because...") before the group decides to buy.
- Use a timer for each decision (e.g., 20–30 seconds) to focus attention.
- Encourage supportive feedback from peers ("Good choice!").

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

Quick Review Reflection (10 min)

- Groups look at their purchased items on a large chart.
- Teacher prompts:
 - "Which was a smart buy?"
 - "What do you wish you had money left for?"
- Use a Needs vs Wants chart to place bought items in categories for easy visual understanding.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game etc.)

- Whole-class reflection: each group shares 1 best decision and 1 thing they'd do differently next time.
- Teacher praises both decision-making and teamwork.
- Finish with a quick energising closure:
 - Stand up if you bought a *need* item.
 - Clap twice if you bought a *want*.
- End with: "Great focus and teamwork today!"

Creativity Plan

Addressed need:	Neurodivergence
Topic:	Violence & Bullying
Lesson title:	Bullying Through the Lens of Neurodivergence

Duration:
50 min

Objectives:	• Enable pupils to identify and express feelings about bullying and kindness using creative tools.
	• Help pupils understand the emotional impact of bullying, particularly on neurodivergent peers
	• Promote respect for neurodiversity and understanding of different ways people communicate and process emotions
	• Encourage positive behaviours that prevent violence and promote safe, inclusive play

Methodology

- Creative Arts Therapy Principles: uses art as a tool for emotional expression and healing
- Social -Emotional Learning (SEL): builds emotional literacy, empathy and responsible decision-making
- Neuroaffirmative Practice: recognizes autistic traits as differences, not deficits and builds on strengths like pattern recognition, visual thinking and honesty
- Interactive story
- group activity

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

Materials

- Smart whiteboard/I-pads connected to the SIEMdig platform
- Markers, crayons, or coloured pencils
- Heart-shaped sheets of paper
- "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 Kindness Shield

INTRO

5 min

Begin with a small ice breaker activity intitled "The Crumpled Heart". Give each pupil a paper heart and ask them to crumple it, as if they were hurt by someone's bullying behaviour.
What do they notice? The "hearts" will never regain their initial smooth aspect, no matter how hard the pupils may try to "repair" them.
Ask questions such as, "Do you know what bullying is?" and "How does it make people feel?".

Emphasize that bullying can happen to anyone, but neurodivergent pupils can be at higher risk and need everyone's support.

ACTIVITY 1

25 min

see Activity Sheet 4 - "Different Brains, Same Respect" - Steps 1 and 2

ACTIVITY 2

10min

"The Kindness Shield" Activity: Pupils design their own "Kindness Shield" to protect themselves and others from bullying, using creative self-expression.

Steps: * Give each student a large paper shaped like a shield (or let them cut one out).

*Ask: "What makes you feel safe, happy, and brave when someone is unkind?"

*Instruct children to decorate the shield with symbols, words, or pictures of things that:

- Make them feel strong or proud (e.g., pets, family, hobbies).
- Represent kindness or protection (e.g., a heart, a friend, a superhero, a favourite calming space).
- Show what they would say or do if they saw someone being bullied (e.g., "Stop," "Want to play with us?").

For those needing support, provide templates, picture options, or pre-written affirmations (e.g., "I stand up for friends")

CLOSURE

10 min

see Activity Sheet 4 - "Different Brains, Same Respect" - Step 3 – My Super Brain Activity

Creativity Plan

Addressed need: Neurodivergence (autism spectrum disorders)

Topic: Food waste & Nutrition

Lesson title: Smart Earth, Happy Earth!

Duration:
45 min

Objectives:

- Recognise the difference between “good to eat” foods and “waste” foods.
- Practice simple sorting skills (Eat/ Save/ Compost/ Waste).
- Experience making a “no waste” snack through a structured, step-by-step routine.
- Express one small way they can reduce food waste at school or home.

Methodology

- Use of visual supports, icons, and structured routines (first/then cards)
- Clear, step-by-step guided activities with modelling.
- Multi-sensory, hands-on tasks (touching, sorting, assembling food).
- Allow alternative communication (pointing, picture exchange)

Accessibility

Predictable structure: use a visual schedule so students know what will happen next.

Clear, simple instructions.

Visual supports: use food cards, bins with icons, yes/no choice cards, and laminated step cards for snack making.

Sensory regulation: provide calming items (e.g. stress balls) and allow movement breaks if needed.

Flexible communication: students may respond verbally, with signs, gestures, picture cards, or AAC devices. No one is forced to speak.

Reduced pressure participation.

Quiet, low-stimulation setting (reduced loud noises, harsh lighting).

Peer support: pair students who need extra help with a supportive classmate or adult aide for snack preparation and sorting tasks.

Sensory-friendly food handling: offer gloves or utensils for those who dislike direct touch, and provide familiar food options to avoid stress.

Materials

Basket with real/toy food items (fresh & waste examples).

Green/red, yes/no, or smiley/X cards.

3 baskets/bins labelled with symbols (Eat/Keep, Save/Compost, Waste).

Snack preparation: bread, banana slices, cucumber sticks, cheese cubes, plates, napkins, safe knives.

Laminated step-cards (wash hands, put food, eat/save).

Visual timer, wipes, tissues, hand sanitizer.

INTRO

5 min

Setup: Teacher sits in front of pupils with a basket of real or plastic foods: fresh apple, bruised banana, sandwich, empty wrapper, apple core.

Steps:

1. Show each item one at a time.
2. Students hold up a green smiley card for “good to eat” or a red X card for “waste.”
3. Teacher names and emphasizes:
 - “This apple is good to eat. Yum!” (model eating motion).
 - “This wrapper is waste. We can’t eat it.” (put in “waste bin”).

Tip: Predictable yes/no choices lower anxiety and give all children a way to participate, even if they are non-verbal.

ACTIVITY 1

15 min

Setup: Place 3 big baskets or bins with large labels and symbols:

- Eat/Keep (plate symbol – green)
- Save/Compost (leaf symbol – yellow)
- Waste (trash bin symbol – red)

Give each group a set of laminated food cards or toy food (fresh fruit, half sandwich, peel, bread crust, empty juice box).

Steps:

1. Teacher models first: “This banana peel...not to eat! Goes to Save/Compost” and places the card.
2. Students take turns choosing an item and placing it in the right basket.
3. For each correct choice, teacher gives strong positive reinforcement: “Yes! The apple can be eaten! Smart choice!”
4. Use a visual timer to show the 15-minute duration, giving comfort through predictability.

Tip: Clear categories, repetitive sorting, and physical movement support children with ASD who thrive on structure and hands-on tasks.

ACTIVITY 2

15 min

Safe, simple food assembly materials at tables:

- Small plates, napkins, plastic knives.
- Ingredients: bread slices, banana slices, cucumber sticks, cheese cubes (choose foods familiar to students).
- Laminated step cards with pictures (1. Wash hands → 2. Put bread → 3. Add banana → 4. Eat or Save).

Steps:

1. Teacher demonstrates step-by-step while students follow along.
 - "First, wash hands." (show picture, model action).
 - "Next, put bread on plate." (pause, let them copy).
2. Students build a simple snack.
3. Teacher emphasizes no waste rule:
 - Students put uneaten pieces into the Save/Compost bowl, not the trash.
 - Teacher names: "We don't waste. We save."
4. Students can eat their snack or pack it to take home.

Tip: Structured sequence reduces anxiety, predictable visuals give clarity, and real food handling makes the learning concrete.

CLOSURE

10 min

Setup: Students sit in a circle holding a food symbol card (apple, bread, rice, etc.).

Steps:

1. Teacher asks: "What is one way you will save food?"
Students can point to a card, use AAC, or echo a sentence frame:
 - "I will eat all my food"
 - "I will keep fruit for later"
 - "I will compost peels"
2. Each student contributes in their own way (saying, pointing, showing).
3. Teacher leads group in repeating affirmation with gestures:
 - "Smart food, happy earth!" (point to head for "smart," hug belly for "food," make a circle with arms for "earth").

Tip: Circle time gives closure, simple affirmations reduce stress, and symbolic gestures create memory anchors.

Creativity Plan

Addressed need: Neurodivergence

Topic: LGBTQIA+

Lesson title: Treasure the Rainbow

Duration:
45 min

- Objectives:
- Learn about different LGBTQIA+ flags and what their colours/symbols represent while having fun
 - Identify the different LGBTQIA+ flags

Methodology

- Group activity
- Treasure hunt
- Mindfulness

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)
- Give them enough time

Materials

Materials are needed only for the first activity “Treasure the rainbow”. The materials are listed on the activity sheet.

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags. Introduce the topic with the following questions:

- "Have you ever heard the word LGBTQ+ before?"
- "Is it okay for people to love whoever they want?"
- "Have you ever heard someone being teased for being different?"

ACTIVITY 1

25 min

Attached activity "Treasure the rainbow": Students move through a series of stations (clues) to learn about different LGBTQIA+ flags and what their colours/symbols represent.

ACTIVITY 2

5 min

Rainbow Stretch & Shake: A short movement-based decompression activity that combines gentle stretching with the colours and meanings of the Pride flag.

Example sequence:

- Red – Life
"Stretch your arms high above your head like you're reaching for the sun. Take a deep breath in and out."
- Orange – Healing
"Place one hand on your heart and one on your belly. Breathe slowly. Feel your heartbeat."
- Yellow – Bright ideas
"Tap your temples with your fingertips like you're waking up your brain. Then wiggle your fingers above your head like ideas are sparking out!"
- Green – Nature
"Bend gently side to side like trees swaying in the wind. Nice and slow."
- Blue – Serenity
"Roll your shoulders and relax your neck. Take a calming breath together."
- Purple – Spirit
"Strike your 'Pride Power Pose' – hands on hips, chest proud, head high."
- End with a "Shake-Out"
"Now shake your hands, your arms, your legs—let go of all the extra energy!"

CLOSURE

10 min

End with answering their questions about the activities and the LGBTQIA+ movement. Check if they understood.

- "Can you explain what the letters in LGBTQ+ stand for?"
- "Why is it important to respect people no matter who they love or how they identify?"
- "What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need:

Neurodivergence (dyslexia and other intellectual disabilities)

Duration:
45 min

Topic:

Animal rights

Lesson title:

Voices for Animals

Objectives:

- Recognize that animals have needs and rights (food, water, shelter, love, freedom from harm).
- Identify at least three everyday ways people can help animals.
- Express their understanding through simple, multi-sensory activities (drawing, acting, or building).
- Experience success by participating in group and individual tasks with step-by-step support.

Methodology

- **Storytelling with visuals & symbols** (simple words + pictures).
- **Multi-sensory activities:** matching, drawing, building, and role-play. a bullet
- **Peer-supported learning** (buddy system).
- **Frequent comprehension checks** with yes/no or choice cards.

Accessibility

Use short sentences and large-print text with pictograms or icons
Provide visual schedule of lesson steps (Story → Matching → Create → Act → Talk).
Give pupils options: draw, act, or use materials — no one is forced to read aloud.
Encourage peer buddies or adult support.

Materials

Animal Picture Cards
Needs Cards (food, water, love, home)
Large paper
Crayons/markers
Building Blocks or boxes for shelters
Soft Animal Toys/puppets
Choice Cards (yes/no)

INTRO

10 min

Teacher reads aloud a short, simple story with big picture cards:

"A dog is hungry. A cat has no home. A bird needs water."

Students show understanding with choice cards (yes/no, happy/sad).

Guiding questions with visual prompts:

- "What does the dog need?" (students should show two cards, one with the dog and another one presenting food)
- "Is it kind to care for animals? (yes/no cards)

ACTIVITY 1

15 min

Animals Need Match-up

This activity can be done individually or in pairs.

Task: match each animal to what it needs.

Students receive picture cards of animals and needs cards (food, water, shelter, love).

For example: Dog → Food, Bird → Water, Cat → Home.

Teachers checks understanding by asking students to hold up their matched cards.

ACTIVITY 2

20 min

Create a Safe Home

In small groups, students build or draw a safe home for an animal. Options:

- Use blocks, boxes, or fabric to make a simpler shelter.
- Draw and colour a home for the animal.
- Add labels or stickers with simple words (e.g. "food", "water", "love").

Encourage students to explain in one sentence:

"The dog is safe in the house."

"The bird has water."

CLOSURE

10 min

Students sit in a circle and share one thing they did to help their animal today (speaking, showing their drawing, or holding up a toy).

Teacher summarizes:

"Animals have rights."

"We can give them food, water, love, and a home"

All together say: "Animals are friends, not things!" (with hand motions)

Creativity Plan

Addressed need: Neurodivergence (ADHD, ASD etc.)

Topic: Environmental sustainability

Lesson title: Wonderful World, Clean World

Duration:
45-60 min

Objectives: At the end of the lesson, pupils will be able to

- 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**.
- Explain at least two ways in which litter harms animals or the environment **(with storytelling or visual cues)**.
- Suggest simple ideas to reduce waste at school and at home **(guided brainstorming with sentence starters or visuals)**.

Methodology

- Whole-class discussion using yes/no cards, visual prompts, and short, focused questions.
- **Use of a visual agenda, timers, and task breakdowns to structure the experience.**
- Hands-on sorting using real or replica objects **(tactile learning)**.
- Exchange among peers and reflective discussions **(using “Response Prompt Cards” or “Cue Cards”)**
- Assessment using worksheets **(simplified worksheets)**.

Accessibility

- Clear one-step instructions, repeated slowly and supported with visuals **(Annex 1, page 3)**.
- Visual countdown timer or auditory chime to mark transitions.
- Quiet corner with **sensory tools, headphones, or calming visuals**.
- Use of a buddy system for emotional and task-related support.
- Reinforce effort and participation with verbal praise, stickers, or small tokens.

Materials

- One pair of disposable gloves (one per pupil).
- **Sensory Headphones (optional)**.
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with pictograms and colours.
- Picture cards with objects like banana peel, plastic bottle, etc.
- Visual Activity Board for the day **(see Annex 1, page 3)**.
- **Worksheet (Annex 1, pages 1 and/or 2)**.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule (**Activity Plan, Annex 1 page 3**).
- Use a visual plan with symbols/pictures for each part of the lesson (e.g. 🖐️ Introduction → 🗑️ Activity → 🗑️ Sorting → 🧹 Tidying up → 💬 Talk).
- Use simple, encouraging language.
- Introduce dry vs. wet waste using coloured cards and real samples.
- Use visuals to explain why sorting helps animals, nature, and people.

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
- **Explain rules using icons:**
 - 🚫 No running | 🖐️ Stay together | 🧴 Avoid sharp objects.
 - Pupils can hold up "I need help" or "I need a break" cards anytime.
 - Give each pupil gloves + one bag per group.
 - Allow use of "I need a break" card for pupils with anxiety or sensory overload.
- **Each pupil collects up to 5–10 objects, with help if needed.**

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Pupils use pictogram cards to sort into:
 - 🟢 Green Bin = Wet Waste
 - 🔵 Blue Bin = Dry Waste
 - Guide one object at a time: "Is this soft or hard?"
 - Use icons for help: ☑️ Yes / ❌ No / 🤔 Not sure
 - **Talk Time with Response Prompt Cards :**
 - Ask each pupil to reflect using visual cards or sentence starters:
- 🗨️ "We found..." → hold up object or picture.

CLOSURE

15 min

Back in the classroom, discuss the following questions (use pictograms or visual cards):

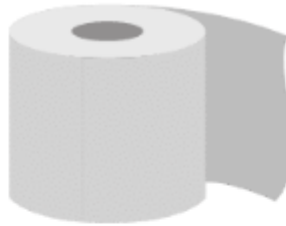
- **Whole Class Discussion with Support**
 - Adapted guiding questions using Response Prompt Cards.
- 🗨️ "We found..." → hold up object or picture.
- **Pair Work**
- Hand over the worksheet (**Annex 1 page 1 or 2**).
- **Close with a group high-five or a calming song/sound as routine closure.**

ANNEX 1

Draw a line from each item to the bin:



Banana peel



Clean toilet paper roll



Milk carton



Newspaper



Apple

Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Draw a line from each object to the bin:



Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Visual Activity Plan (Routine Board)

Show the steps of the activity using large icons and simple words. Display on the board or give each pupil a strip with Velcro. Here an example:

Step	Visual	Text
1	 Gloves on	"Put on gloves"
2	 Pick up rubbish	"Find rubbish"
3	 Look at object	"Look at the object"
4	 Sort to bin	"Is it wet or dry?"
5	 or  Put in bin	"Put it in the bin"
6	 Talk about it	"What did we find?"
7	 Wash hands	"Wash hands"

Response Prompt Cards (to encourage expression during the activity)

Here an example:

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing objects discovered
 What is this?	object with question mark	"What is this?"	Asking about an object
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort
Use icons for help:	 Yes	 No	 Not sure
Icons for rules:	 No running	 Stay together	 Avoid sharp objects.

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"

Creativity Plan

Addressed need:	Physical Disability
Topic:	Smart spending decisions and budgeting awareness
Lesson title:	Budget Quest: Spend Smart! (Accessible Edition)

Duration:
45-60 min

Objectives:	Distinguish between basic needs and wants
	Practice budgeting using adapted tactile materials
	Foster inclusion and peer collaboration in mixed-ability groups
	Raise awareness of real-world accessibility challenges in economic decision-making

Methodology

- Cooperative learning in inclusive groups
- Tactile/visual-based gamification
- Scenario-based role play
- Guided reflection and peer sharing
- Inclusive decision-making and adaptive tools

Accessibility

- Large-print, tactile, or Braille-labelled cards
- Tactile money tokens (felt circles, textured buttons)
- Use Velcro boards/slant boards to secure materials
- Flexible communication (pointing, verbalizing, partner support, assistive tools)
- Adjustable furniture and wheelchair-accessible group layouts
- Allow extra time and reduced pace for motor-related tasks

Materials

- Picture cards of daily items (large print, tactile surfaces)
- Tactile “money” tokens (e.g. felt dots, raised buttons)
- Shopping list sheets on slant boards or clipboards
- Velcro boards for attaching cards
- Instruction posters with icons and simple steps
- (Optional) Partner-assist cards for non-verbal or low-mobility students

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity.. etc.)

- Ask: "What are things people really need to live well?"
- Use visuals or objects to show NEED vs WANT.
- Explain today's challenge: "You are a family with 10 coins. You need to make smart spending decisions. What will you choose?"
- Demonstrate how to use tokens and boards with Velcro.

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

- Form inclusive groups of 3–4 students.
- Give each group a set of tactile coins and Velcro item boards.
- Groups "shop" by choosing item cards and spending tokens.
- Encourage communication: pointing, speaking, using adapted tools, or peer interpretation.
- Cards secured with Velcro for stability; allow partner movement if needed.

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

- Each group shares what they selected and why.
- Prompt questions:
 - "What did you decide were most important?"
 - "Did your group make different choices than others?"
 - "Would your choices change if access was harder in real life (e.g., stairs, no delivery, limited transport)?"
- Brief discussion on how physical environments can shape daily spending decisions.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game.. etc.)

- Recap learning: "What did we learn about needs and spending?"
- Invite each student to choose one item they *always* want to include in their weekly budget.
- Finish with a brief calming or appreciation activity (e.g., silent high-fives or shared "thank you" circle).

Creativity Plan

Addressed need:	Physical Disability
Topic:	Understanding physical disabilities
Lesson title:	Different Bodies, Same Hearts

Duration:
45-60 min

Objectives:	Understand what a physical disability is in a child-friendly way
	Build empathy through discussion and simple simulation activities
	Encourage inclusive behaviour in everyday school life
	Promote teamwork and appreciation of different abilities

Methodology

- Storytelling
- Group activity
- Role play
- Creative drawing and discussion

Accessibility

- Activities adapted for children with and without disabilities
- Visual aids and simplified language
- Physical space accessible to all students
- Peer support encouraged

Materials

- Storybook or printable picture story (e.g., a story about a child using a wheelchair)
- Blindfolds or socks for hand/leg activities
- Obstacle course items (e.g., cones, books, chairs)
- Drawing paper, crayons/markers
- Inclusion stickers or stars

INTRO

5 min

- Welcome children and sit in a circle
- Ask: "What does 'include' mean?"
- Icebreaker: "Say one thing that makes you awesome!"
- Open discussion: "Have you ever met someone who walks, moves, or talks differently?"
- Introduce the word "disability" gently: "Some people's bodies move differently. But we can still play, learn, and be friends together!"

ACTIVITY 1

5 min

- Storytelling: Read or show pictures of a short story about a child with a physical disability
- Suggested story: A child in a wheelchair joins a new class and teaches others how to play a game differently
- Ask 2–3 reflective questions:
"How did the character feel?"
"What helped them feel happy?"
"What would you do to help someone feel included?"

ACTIVITY 2

15 min

- Inclusion Challenge Game – Empathy-building activity
- Set up a mini obstacle course
Tie one leg lightly (with socks)
Try carrying something with one hand
Or use blindfolds for a balance walk (optional)
- Children complete the course in pairs for safety and support
- Discussion after:
"How did that feel?"
"Was it easy? What helped?"
"Can you think of someone who has to do this every day?"

CLOSURE

10 min

- Creative expression: Each child draws themselves with a superpower for helping others
- Share one way they can include someone who moves or plays differently
- Group affirmation: "We are all different – and that's AWESOME!"
- Optional decompression: "Pass the Smile" game – each child passes a smile or kind word around the circle
- Give out "Inclusion Star" stickers for participation

Creativity Plan

Addressed need:	Physical Disability – raising awareness and promoting inclusion of children with physical disabilities.	Duration: 45-60 min
Topic:	Physical disability and inclusion	
Lesson title:	Different Shoes, Same Journey!	
Objectives:	• Encourage empathy and understanding toward classmates with physical disabilities. • Promote inclusive behaviour and reduce stigma around mobility aids. • Help students recognize and respect individual differences. • Foster teamwork and problem-solving in diverse settings.	

Methodology	• Storytelling • Role play • Group activity • Reflection circle
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Accessibility

- **Barrier-free space** – Ensure the classroom or activity area is open, with enough room for wheelchair users and movement without obstacles.
- **Visual aids** – Use images, symbols, and slides for children who benefit from visual learning or have hearing impairments.
- **Simple and clear instructions** – Provide easy-to-follow steps with visual support (instruction cards or gestures) and repeat when needed.
- **Flexible roles** – Allow alternative participation (e.g., being a helper, observer, or narrator) for children who can't engage physically.

Materials

- **Storybook or illustrated slides** – A short story about a child with a physical disability (e.g., "Luca's New Wheels"), shown with pictures or read aloud.
- **Simulation props** – Items like crutches (or sticks), a chair with wheels, blindfolds, or tied leg bands to simulate movement challenges.
- **Emotion or symbol cards** – Visual cards showing emotions, mobility aids, or inclusive behaviour to support discussion and understanding.
- **Markers and paper** – For drawing reflections, activities, or creating posters/messages during the session.

INTRO

5 min

- Welcome and quick explanation: "Today we're going to learn how everyone is unique and how we can all be great friends!"
- Ice-breaker: "Stand up if..." game (e.g. "Stand up if you wear glasses", "if you like chocolate", "if you've ever helped a friend", etc.).
- Ask: "What does the word disability mean to you?"
- Show and briefly discuss a visual of different mobility aids (wheelchairs, crutches, etc.).
- Emphasize: "Different bodies move in different ways — and that's okay!"

ACTIVITY 1

10 min

Story Time

- Read or show an illustrated story: "Luca's New Wheels" – a short, age-appropriate tale about a child using a wheelchair at school.
- Ask guiding questions during/after story:
"How do Luca's friends help?"
"What makes Luca feel included?"
"What would you do if Luca was in your class?"
- Brief discussion of emotions: "How did Luca feel? How would you feel?"

ACTIVITY 2

15 - 20 min

Try my shoes

- Role play and obstacle course: Students try moving through an easy obstacle path using various "mobility aids" (e.g., one student uses crutches or a chair, one has a leg tied, others are helpers).
- Group reflection while doing: "Was it easy?" "What helped?" "What was hard?"
- Pair activity: Students work in teams — one is the "navigator", one is the "walker" (with a challenge), practicing cooperation.
- Focus: Helping, patience, and communication.

CLOSURE

10 min

- Group reflection circle:
"What did you learn today?"
"What would you do if someone in your class used a wheelchair?"
"What does inclusion mean?"
- Decompression game: "Compliment Circle" – each child gives a compliment to the person next to them.
- Final message: "We're all different, and that makes our class stronger!"

Creativity Plan

Addressed need: Physical Disabilities

Topic: Respecting differences

Lesson title: Everybody Belongs!

Duration:
45-60 min

- Objectives:
- Promote understanding and empathy toward peers with physical disabilities
 - Highlight the importance of inclusion in all friendships and play
 - Normalize diversity, including physical differences and family structures
 - Help children recognize their role in making everyone feel included

Methodology

- Storytelling (using inclusive children's books)
- Group discussion (guided by questions about the story)
- Role play (to help children practice empathy.
- Creative drawing (for self-expression and understanding)

Accessibility

- Visual aids and story images
- Use of inclusive language and simplified instructions
- Opportunities for non-verbal expression (drawing, gestures)
- Space to accommodate mobility needs
- Optional peer pairing for children who need assistance

Materials

- Storybook: *"We Move Together"* by Kelly Fritsch and Anne McGuire or *"Rescue and Jessica: A Life-Changing Friendship"*
- Large paper and markers/crayons
- Simple props: blindfold, crutches or paper wheelchair signs for empathy role play
- Printed cards with inclusive scenarios
- Emoji feelings cards
- Stickers or tokens

INTRO

5 min

Start with a circle time

Ask: "What makes each of us special?" (children name something about themselves)

Emoji card check-in: "How are you feeling today?"

Icebreaker: "Difference Detectives" – find a friend who has a different favourite food, hair colour, etc.

ACTIVITY 1

15 min

Read aloud: "*We Move Together*"

Ask guiding questions:

- "What challenges did the characters face?"
- "How did friends help each other?"
- "What kinds of tools or ways do people use to move or do things differently?"

Show real items or pictures of mobility aids (wheelchairs, walking sticks, ramps)

Emphasize: "Different doesn't mean less. It just means different!"

ACTIVITY 2

15 min

Empathy Role Play – "Let's Try It Together"

- Kids try a short task with a simple challenge:
 - Draw with the non-dominant hand
 - Walk across the room using only one leg (or while balancing something)
 - Try to carry something without using hands (or with a blindfold)
- Reflect: "Was it easy? How did you feel? How can we help others when something is hard?"

Then do a Drawing Activity:

- **"Draw a playground where everyone can play"** – add ramps, swings for all, quiet spaces, etc.
- **Share:** "How would you help a friend with a wheelchair join the fun?"

CLOSURE

10 min

Open Reflection:

- "What can we do to make sure everyone feels included?"
- "How would you feel if someone didn't let you play?"
- "What's one kind thing you can do this week for a friend?"

Emoji card check-in again

Closing Activity:

- **"Inclusion Clap":** Go around the circle – each child says one kind action, and everyone claps
- Give stickers or a small "Inclusion Star" badge

Creativity Plan

Addressed need:	Physical Disability
Topic:	Animal rights
Lesson title:	Friends with Fur and Hearts!

Duration:
55 min

Objectives:	Recognize that animals are living beings with needs and feelings
	Understand that some animals, like people, may have physical disabilities and still deserve love, care, and dignity.
	Reflect on the idea that kindness to animals connects to kindness toward people.
	Identify at least two everyday actions that show respect and care for animals.

Methodology

- Whole class discussion with visual prompts and story-based introduction.
- Group activity (collage or poster-making).
- Role-play / storytelling with accessible adaptations.
- Reflection circle (sharing ideas in pairs or group).

Accessibility

- Ensure the classroom and activity area are fully accessible (ramps, space for wheelchairs, seated work tables)
- Provide light, nonslip scissors or adaptive cutting tools.
- Provide large-print text, tactile images, or audio narration for story parts.
- Assign peer buddies for tasks like moving materials or handling larger objects.
- Materials: paper, markers, pre-cut animal pictures (including cats and dogs with disabilities), glue sticks, poster board, optional tactile stickers or 3D elements.

Materials

- Large sheets of paper or poster board
- Markers, crayons, and coloured pencils
- Glue sticks
- Pre-cut pictures of animals (especially **cats and dogs with disabilities** such as wheelchairs, three-legged pets, or blind animals — printed on sturdy paper or tactile cards)
- Stickers or tactile craft items (foam shapes, textured paper, fabric scraps)
- Soft animal toys or puppets (including one with physical disability)
- Simple costumes or headbands with animal ears

INTRO

10 min

Begin with a short story or picture book about a rescued animal with a disability (e.g. a three-legged dog). During this story ask your students:

- 1) "What do animals need to be happy?"
- 2) "How do we show respect to animals?"
- 3) "What happens if people are unkind to animals?"
- 4) "How can we help animals that have disabilities, like needing a wheelchair or extra care?"

ACTIVITY 1

25 min

Voices for all Animals

Pupils work in small groups to create a poster with the theme "Animals have rights too – no matter their abilities".

You, then, provide printed pictures of cats and dogs with wheelchairs or prosthetic legs.

Encourage the students to add speech bubbles like "I can run with my wheels", "I need love, not pity", "I want to play too".

Allow for adaptive participation (e.g. drawing, writing)

ACTIVITY 2

10 min

Act it out – Helping Hands and Paws

Role-play short scenarios:

- Feeding and caring for a three-legged dog.
- Guiding a blind cat safely across a room.
- Saying "no" to teasing or excluding an animal because it looks different.

Students choose how to participate (acting, suggesting, narrating).

Emphasize choices and teamwork.

CLOSURE

10 min

Gather to reflect:

- "What does it mean to say animal have rights?"
- "How do animals with disabilities remind us about kindness and respect?"
- "What can we do at school or home to respect animals?"

End with a kindness pledge: Each student shares one small action they will take to care for animals – especially those who may need extra help.

Creativity Plan

Addressed need: Physical Disability

Topic: Violence & Bullying

Lesson title: Kindness Counts – Everyone Belongs!

Duration:
50 min

Objectives:

- Identify different forms of bullying and understand its effects
- Break down harmful stereotypes about people with physical disabilities and get positive and respectful representations
- Express ideas about kindness and anti-bullying through creative outlets such as art, music and drama
- Practice kindness and actively include peers with physical disabilities in all aspects of school life

Methodology

- Whole class discussion based on bullying-focused Q&A
- Use of visual aids and printed Kindness Cards
- Role-plays
- Exchange among peers and reflective discussions

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

Materials

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

INTRO

5 min

Activity description: Begin with a brief, inclusive discussion: “Do you know what bullying is?” and “How does it make people feel?”
Use visual aids and simple language to ensure everyone understands.
Emphasize that bullying can happen to anyone, but children with disabilities can be at higher risk and need everyone’s support.

ACTIVITY 1

30 min

Activity description: See Activity Sheet 1 -Steps 1 and 2 (Understanding Bullying)

ACTIVITY 2

10 min

Activity description: Play the YouTube song video “Be a Buddy, Not a Bully”:
[https://www.youtube.com/watch?v=5cYKkZ2gE_Y&list=RD5cYKkZ2gE_Y&start_radio=1&ab_channel=Nii mLassiter%27sLearningLane](https://www.youtube.com/watch?v=5cYKkZ2gE_Y&list=RD5cYKkZ2gE_Y&start_radio=1&ab_channel=Nii%20mLassiter%27sLearningLane) or “Just be KIND”:
https://www.youtube.com/watch?v=RwLOSiFpu2U&list=RDRwLOSiFpu2U&start_radio=1&ab_channel=MusicForKiddos and encourage all pupils to sing along, dance, learn the lyrics, have fun together, as if they were at a kindness celebrating party.

CLOSURE

5 min

Activity description: Reflection Circle - In a circle, pupils share one kind thing they’ll do this week to include *all* classmates, especially those who might be left out.

Creativity Plan

Addressed need:

Physical Disability – Understanding different ways of moving and communicating

Topic:

Physical disability and empathy

Lesson title:

My Body Speaks Differently

Duration:
45-60 min

Objectives:

- Help children understand that bodies can move and function differently
- Promote empathy through movement and communication games
- Practice non-verbal communication and cooperation
- Encourage reflection on how to support others respectfully

Methodology

- Body movement games
- Symbolic play
- Group discussion
- Art activity

Accessibility

- **Open and flexible space** – Allow enough room for movement and wheelchair use, with no tight corners or obstacles
- **Visual support tools** – Use visual cards and drawings to help children with different learning styles understand instructions
- **Non-verbal communication options** – Allow students to express themselves using gestures, drawings, or assistive visuals
- **Pacing flexibility** – Let children participate at their own speed and offer breaks if needed

Materials

- **Paper and coloured pencils/crayons** – For drawing how their body helps them and expressing feelings non-verbally
- **Body part illustrations or cards** – To help younger pupils identify and talk about body functions
- **Visual cue cards** – With symbols for “yes,” “no,” emotions, and movements to support activities
- **Music or simple sounds** – To support movement games and encourage rhythm and expression

INTRO

5 min

- Welcome and explain: “Every body moves in different ways — and that’s something we can celebrate!”
- Quick movement game: Imitate different movements (e.g., walking like a robot, hopping like a frog, slow like a turtle)
- Ask: “Has your body ever needed help?” or “What if we couldn’t use our arms or legs like usual?”
- Brief discussion about body diversity and using different abilities.

ACTIVITY 1

10 min

Non-verbal Communication

- Pair activity: Students try to talk using only gestures — no words allowed
- Give them simple tasks like “Invite your friend to play,” or “Say thank you” without speaking
- Group discussion:
“Was it hard?”
“How did you understand each other?”
“How do people communicate without speaking?”

ACTIVITY 2

20 min

My Body Can

- Each child draws their body and writes (or draws) things it can do (e.g. “My hands can draw,” “My legs can run,” “My eyes can see colours”)
- Share in small groups
- Discuss: “What if one part didn’t work — what would we do?”
- Talk about assistive tools like wheelchairs or prosthetics, and how they help.

CLOSURE

10 min

- Group reflection circle:
“What makes your body special?”
“How can we help someone who moves differently?”
“How does it feel to be understood without talking?”
- Decompression activity: Slow breathing with stretching — “Let’s thank our bodies for everything they do!”
- Final message: “Every body is different — and that’s what makes our class amazing!”

Creativity Plan

Addressed need: Physical disabilities

Topic: LGBTQIA+

Lesson title: Pride in Every Shade

Duration:
50 min

Objectives:

- Exploring the colours of the LGBTQIA+ pride flag
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Finger painting
- Group activity

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

Materials

Materials needed for the first activity “Pride in every shade” are listed on the activity sheet.
For the second activity you will need: posters, finger paint, paintbrush, plate or palette

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags.

"Have you ever heard the word LGBTQ+ before?"

"Is it okay for people to love whoever they want?"

"Have you ever heard someone being teased for being different?"

ACTIVITY 1

20 min

Attached activity "Pride in every shade": students will explore the colours of the LGBTQIA+ pride flag through finger painting.

ACTIVITY 2

15 min

Let the students explore the other pride flags while finger painting. Dived in groups or all together give them the task to do a poster with their favourite pride flags or a big rainbow flag with every student's handprint.

CLOSURE

10 min

End with answering their questions about the activity and the LGBTQIA+ movement. Check if they understood.

"Can you explain what the letters in LGBTQ+ stand for?"

"Why is it important to respect people no matter who they love or how they identify?"

"What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need: Physical Disability

Topic: Food waste & Nutrition

Lesson title: Smart Choices, Health Plates

Duration:
60 min

Objectives:

- Understand the concept of **food waste** and how it affects people and the environment.
- Identify at least 3 ways to **reduce food waste** at home or school.
- Recognize which foods are **healthy choices** for building a strong body.
- Participate in **hands-on, accessible activities** to apply what they learn.

Methodology

- Visual storytelling with food items.
- Sorting & group games with adapted materials.
- Hands-on activity: creating a “balanced meal plate” with pictures or real food samples.
- Reflection through guided discussion.

Accessibility

Ensure all activity spaces are wheelchair accessible (tables at correct height, wide movement paths).
Provide adapted tools: lightweight tongs, Velcro boards, hands-free trays, buddy support for carrying.
Simple language instructions supported with visuals.

Materials

Plastic/real food models, paper plates, baskets.
Waste Bins
Timer
Large-print picture cards of foods
Lightweight tongs/ Velcro boards/ hands-free trays/ buddy support for carrying.

INTRO

5 min

Teacher shows a basket with common foods (apple, bread, packet of chips).
Ask: "What we do with food we don't finish?" → place some items into a "Waste Bin" prop.
Explain simply: "When we throw food away, it wastes money, energy, and makes rubbish. But we can make smart choices."
Show picture cards of empty plates → "No waste = smart choice"

ACTIVITY 1

15 min

Students are given **food cards or models** (banana peel, half sandwich, unopened yogurt, apple core, fresh apple). They take turns placing each item into one of 3 baskets (labelled with pictures):

1. Eat/Keep (still good)
2. Compost/Recycle (banana peel, apple core)
3. Waste (spoiled or empty packaging)

Adaptation: use Velcro boards at table height for pupils who can't reach baskets.
Teacher reinforces by asking: "Which choice saves food? Which helps nature?"

ACTIVITY 2

30 min

Activity 2.1 Build a healthy plate
Each student receives a paper plate and a set of food picture cards (fruit, vegetables, bread, chicken, sweets, soda).
Student 'build' a plate by choosing foods to make a healthy meal.
Teacher says:

1. "Point to foods that make you strong"
2. "Which food is a treat, not for everyday?"

For students with limited mobility, use magnetic boards or peer buddy assistance.

Activity 2.2 Food Rescue Challenge
Teacher shows 3 real-life scenarios on cards

- Half sandwich left at lunch
- Banana too ripe
- Bottle of milk still good, date not expired

Students suggest or act out solutions:

- Save it for later
- Share/compost
- Use in a recipe

Students clap or give thumbs-up for each good idea.

CLOSURE

10 min

Students sit together and each shares one small action (spoken, signed, drawn, or using a card):

- "I will finish my food."
- "I will keep fruit for later."
- "I will help compost at school."

Teacher summarizes: "We learned today that healthy food gives us energy, and saving food helps everyone."
Students repeat:

- "Smart choices, healthy plates, no waste!"

Creativity Plan

Addressed need: Physical Disability

Topic: Disability awareness & Inclusion

Lesson title: Wheels, Crutches & Courage!

Duration:
45-60 min

Objectives:

- Understand what physical disability means
- Build empathy toward peers with physical disabilities
- Promote inclusive play and behaviour
- Encourage teamwork and respect for differences

Methodology

- Storytelling
- Group activity
- Role play
- Guided discussion

Accessibility

- Adapted physical activities (seated versions)
- Visual aids for comprehension
- Clear, inclusive language
- Calm space available if needed

Materials

- Storybook or printed visual story
- Masking tape (for simple obstacle path)
- Chairs (to simulate wheelchair use)
- Drawing materials (paper, crayons)
- Poster board for group drawing

INTRO

5 min

- Greet and set positive tone
- Introduce topic: "Today we'll learn about moving differently – and being great friends to everyone!"
- Ask: "Have you ever seen someone in a wheelchair?"
- Icebreaker: "Stand if you like pizza, sit if you like ice cream!" → Then try doing it all seated!
- Emphasize: "Different is okay – we all want to belong"

ACTIVITY 1

10-15 min

- Storytime: Read a short illustrated story featuring a child with a physical disability
- Pause to ask: "How do you think they feel?" "What would you do if they were your friend?"
- Emphasize common feelings, interests, and needs

ACTIVITY 2

15-20 min

- Movement challenge: In pairs, one child guides the other who's seated or pretending to have crutches
- Navigate a taped path or simple task (e.g. carry a book, say hello to a friend)
- Swap roles
- Discuss: "What was hard? What helped?"
- Option: Create inclusion poster together – "We All Belong!"

CLOSURE

10 min

- Reflect as a group: "What did we learn?"
- Ask: "How can we include everyone at playtime?"
 - Encourage pupils to share ideas
 - Drawing or quick calming game (e.g., "Close eyes and think of one kind thing you can do tomorrow")
 - End with: "Everyone is different – and that makes our class stronger!"

Creativity Plan

Addressed need:	Physical Disability
Topic:	Environmental sustainability
Lesson title:	Wonderful World, Clean World

Duration:
45-60 min

Objectives:	At the end of the lesson, pupils will be able to
	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.
	Explain at least two ways in which litter harms animals or the environment.
	Suggest simple ideas to reduce waste at school and at home.

Methodology

- Whole class discussion and questions and answers.
- Practical outdoor activities in small groups.
- Practical sorting and categorising.
- Exchange among peers and reflective discussions.
- Assessment using worksheets.

Accessibility

- Provide light, non-slip gloves and gripping tools (e.g. long reach grapples).
- Set up paths near the classroom to collect rubbish.
- Provide hands-free bag carriers that can be attached to a rollator or wheelchair.
- Organise buddy systems so a peer can help carry heavy objects or navigate uneven terrain.
- Ensure that all outdoor areas are accessible via ramps and that the ground is firm and level (no loose gravel or grass).

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.
- Picture cards with common rubbish objects (optional).
- Worksheet: Draw a line from each object to the correct bin
- Timer or stopwatch.

INTRO

15 min

- Explain that today we are going to find out how to keep our world clean and healthy by properly disposing of our waste.
- **Icebreaker:** “What types of rubbish do you find outside?” Let the pupils list possibilities.
 - Types of rubbish found outdoors (e.g. bottles, packaging, leaves...)
 - Materials they are made of (plastic, paper, metal, organic...)
- Explain what is **dry** and what is **wet waste**. Explain why sorting at source is important for recycling and pollution prevention.

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 4–5 (+ 1 adult/helper).
 - Set clear boundaries, no running, stay with the group, avoid sharp/heavy objects, and not cross roads.
- **Equipment distribution:** give gloves, one bag per group and a grabber if available.
- **Litter-Pick:** pupils collect up to 10 objects each.
- **Encourage careful handling:** pick up, examine and then place in the bag.

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Back in the schoolyard, place the empty bags on a table in the centre.
- **Sorting task:**
 - Pupils take turns allocating the objects to the **dry or wet bin**.
 - Discuss any unclear objects.
- **Prompt for reflection:**
 - Ask each group: “Was it difficult to sort anything?”

CLOSURE

15 min

Back in the classroom, discuss the following questions (tackle them on the board):
 “Which materials would wash off in the rain? Which would stay in place?; “Which ones degrade quickly outdoors? Which will last a long time?; “Which objects could be harmful to animals or humans?”
Brainstorming: In pairs, think of two ways in which you can reduce waste at school or at home.
Homework/extension: Hand over the worksheet (**Annex 1**) where pupils match each rubbish object to the correct bin—wet waste or dry waste—by drawing a line between the picture and its bin.

ANNEX 1

Draw a line from each object to the bin:



Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Key:

Wet waste (biodegradable and compostable):

- Eggshells
- Banana peels
- Apple
- Leaves
- Hamburger
- Toilet paper (if soiled)*

Dry waste (non-biodegradable and recyclable/non-recyclable):

- Plastic bottles
- Paper envelope
- Disposable cardboard coffee cups
- Newspaper
- Paper clips
- Plastic bottles (e.g. Coca-Cola)
- Plastic bag
- Tetra pack or milk carton
- Plastic cup and straw
- Toilet paper (if unused or clean)*

Creativity Plan

Addressed need: Economic Need

Topic: Making smart financial choices and understanding basic needs vs. wants

Lesson title: Budget Quest: Spend Smart!

Duration:
45-60 min

Objectives:

- Help pupils distinguish between basic needs and wants
- Practice simple budgeting using tokens
- Encourage collaboration and decision-making
- Reflect on the impact of choices on well-being

Methodology

- Cooperative learning (small groups)
- Gamified activity (budgeting game)
- Guided reflection and discussion
- Visual and tactile materials for engagement

Accessibility

- Use large, clear images and simple language on cards
- Provide tactile tokens for students with fine motor difficulties
- Allow verbal or non-verbal participation (e.g., pointing to cards)
- Offer extra time for groups needing more support
- Pair pupils strategically for peer assistance

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)
- Visual instruction poster with steps of the game

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity.. etc.)

- Brief discussion: "What are things we need every day? What are things we just want?"
- Show examples of NEED vs WANT using picture cards.
- Explain: "Today, you'll play a game to practice making smart choices with a small budget!"

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

- Divide students into small groups.
- Give each group: 10 tokens, random item cards, and a shopping list sheet.
- Explain: "You're a family. You have 10 coins to spend for a week. Choose wisely!"
- Groups take turns shopping: pick cards, pay tokens, or skip items.
- Rules visible on the board for clarity.

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

- Groups present what they bought and why.
- Teacher asks guiding questions:
 - "Did you get everything you needed?"
 - "What did you leave out?"
 - "What was hard about deciding?"
- Write answers on the board in two columns: *Needs* vs *Wants*.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game.. etc.)

- Quick discussion: "What did we learn about needs and wants?"
- Wrap up with a creative mini-task: Draw or write ONE thing you would always save money for.
- End with positive reinforcement: "You all made smart choices today!"

Creativity Plan

Addressed need: Social–migrant Disadvantage

Topic: Making simple budgeting choices and understanding needs vs. wants

Lesson title: Budget Quest: Spend Smart! (Cultural Connections Edition)

Duration:
45-60 min

Objectives:

- Teach pupils to distinguish between essential and non-essential items
- Practice collaborative budgeting and decision-making
- Encourage cultural sharing and peer inclusion
- Foster respect for different cultural perspectives on needs and wants

Methodology

- Cooperative learning in mixed-language, mixed-background groups
- Gamified budgeting exercise with visual supports
- Guided discussion linking culture and daily life
- Peer-to-peer language support and inclusive questioning
- Multisensory presentation (images, objects, key words, gestures)

Accessibility

- Provide multilingual instructions (oral/written) and translated key words
- Use clear, culturally relevant images alongside labels or symbols
- Group pupils to balance language strengths and offer peer support
- Include items representing different cultural traditions in the cards
- Allow both verbal and non-verbal participation (pointing, holding up cards, gestures)

Materials

- Picture cards with diverse, culturally inclusive items
- Money tokens (coins, counters, or buttons)
- Multilingual or symbol-based item labels
- Visual instruction poster showing game steps
- Chart or board for recording group choices

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity... etc.)

- Show 4–5 example cards, including both “needs” and “wants,” and from different cultures (e.g., rice, bread, festival clothing, mobile phone).
- Ask: “Which of these do we need to live? Which are extra but nice to have?”
- Introduce the game rules with a visual step chart and translated key words.

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately
Budget Quest Game (20 min)

- Form groups with mixed languages and cultural backgrounds.
- Give each group: 10 tokens, a set of item cards, and a shopping list chart.
- Groups “shop” together, deciding what to buy and what to leave.
- Encourage pupils to explain the importance of certain items in their culture (e.g., “Rice is important for my family because we eat it every day”).

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

Cultural Sharing & Reflection (10 min)

- Each group presents what they bought and why.
- Ask guiding questions:
 - “Which items were the same for all groups?”
 - “Which were different? Why?”
 - “Did your cultural traditions influence your choices?”
- Record answers on a Needs vs Wants chart visible to all.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game etc.)

- Summarize the main learning: needs are universal, but some choices reflect personal or cultural traditions.
- Quick cultural connection game: show one card and ask students to say in their language what it is called.
- End with positive reinforcement: “Today you showed great teamwork and learned about each other’s cultures!”

Creativity Plan

Addressed need: Socio-economic & Cultural Disadvantages

Topic: Food waste & Nutrition

Lesson title: Eat, Share, Care

Duration:
60 min

Objectives:

- Recognise food as valuable and understand that wasting food affects people and the planet.
- Learn at least 2 cultural practices from around the world that show respect for food.
- Suggest practical, low-cost ways to reduce food waste at home or school.
- Participate in a group “food sharing” activity that celebrates diversity.

Methodology

- Storytelling with cultural food traditions.
- Group brainstorming with visuals.
- Hands-on activity: simple food-prep or symbolic “sharing plate”
- Reflective discussion connecting food, respect, and community.

Accessibility

Use everyday food items that are familiar across culture (bread, rice, fruit, vegetables).
Provide translated visual/keywords for multilingual learners.
Encourage peer support.

Materials

Real or toy food items.
Bowls/plates.
Cultural food picture cards.
Flipchart/ board, markers.
Large paper for group brainstorming.
Safe testing samples e.g. fruit bread (optional)

INTRO

10 min

Teacher shows a basket with simple items: bread, rice, apple.

Story telling:

- "In some countries, rice is never thrown away because it is a gift of life."
- "In another culture, bread is shared before meals so no one is left hungry."

Prompt students with questions:

- "What foods are important in your family?"
- "What happens if food is wasted?"

Teacher displays food word cards in multiple languages.

ACTIVITY 1

15 min

In small groups, students brainstorm or draw ways to show respect for food:

- Eating only what we take.
- Saving leftovers for later.
- Sharing with neighbours.
- Composting scraps.

Groups write/draw their ideas on large paper.

Teacher adds cultural links: "In many places, people cook soups or stews with leftover foods so nothing is wasted".

ACTIVITY 2

25 min

Students prepare a symbolic meal using toy food, cut-outs, or simple food items (bread slices, fruit pieces, vegetables).

Each group builds a "Sharing plate" that combines items from different cultures.

They present: "Our plate has rice and fruit. We share because food is precious."

Possible adaptation: If real food is used, pupils can taste small bites and discuss flavours.

Teacher shows 3 "leftover" scenarios with real/toy food:

- Half an apple.
- Uneaten bread slice.
- Overripe banana.

Students brainstorm together: "What can we do instead of throwing it away?"

- Apple → cut & share
- Bread → make toast
- Banana → smoothie

Teacher emphasizes: "There is always something we can do to save food".

CLOSURE

10 min

Students sit together around for Sharing Plate.

Each child says (or points to a card with visuals):

- "I will not waste food"
- "I will share food with others"
- "I will take only what I can eat"

The session ends with a group affirmation: "Food is precious. We respect it. We share it."

Creativity Plan

Addressed need: Socio-economic Disadvantages

Topic: Violence & Bullying

Lesson title: Kind Hearts, Same Worth

Duration:
50 min

Objectives:

- Identify different forms of bullying, including the one targeting children from socio-economically disadvantaged backgrounds
- Acknowledge the importance of being kind and respectful to everybody, regardless of their socio-economic background
- Show empathy and understanding of different life situations
- Understand the concept of everybody's worthiness

Methodology

- Whole class discussion based on bullying-focused Q&A
- Use of paper hearts and name flashcards
- "We All Matter" Wall of Worth
- Exchange among peers and reflective discussions

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
- Allow verbal or drawn responses
- Ensure students with limited literacy can still participate through images or symbols
- Use calm, supportive tone and allow opt-out of sharing for any child who feels uncomfortable

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"

INTRO

5 min

Warm-Up Discussion

- Start with a brief, inclusive conversation: “What is bullying? How can it make people feel left out or sad, especially if someone is teased for things like their clothes or what they bring to school?”
- Use visual aids to illustrate different forms of bullying, including those related to poverty (e.g., teasing about uniforms, lunches, or not joining activities)

ACTIVITY 1

30 min

see Activity Sheet 3 “We All Matter” Story Sharing and Empathy

ACTIVITY 2

10 min

Play the YouTube song video “Don’t be a bully” and encourage all pupils to sing along, dance, learn the lyrics, have fun together, while acknowledging the importance of not becoming a bully.

https://www.youtube.com/watch?v=ulC0iFyJ9Is&ab_channel=Gracie%27sCorner

CLOSURE

5 min

Class Pledge Circle

As a group, create a simple pledge: “We will be kind. We will not tease anyone about what they have or don’t have. We will help one another.” Hug time! 😊)

Creativity Plan

Addressed need:

Socio-economic cultural disadvantages (economic hardship/poverty)

Duration:
55 min

Topic:

Animal rights

Lesson title:

Little Helpers, Big Heart

Objectives:

- Understand that animals, like humans, need food, shelter, and care.
- Recognize simple, low-cost ways to support and respect animals.
- Work together to imagine community solutions that protect animals, even with limited resources.
- Express empathy through storytelling and sharing ideas.

Methodology

- Story-based introduction with relatable examples.
- Small-group brainstorming (using everyday, low-cost solutions).
- Hands-on “reuse and create” activity.
- Closing reflection through sharing or storytelling.

Accessibility

Keep materials low-cost and accessible.
Provide clear instructions and visual aids.
Encourage flexible grouping so all pupils can contribute.

Materials

Paper, pencils, crayons/markers.
Old socks, fabric scraps, string.
Empty bottles/cartons/boxes (clean).
Glue, tape, scissors.
Story script or printed images of animals in need.

INTRO

10 min

Teacher tells a short story about a stray puppy looking for food and shelter. Then the teacher asks the following questions:

- “What does the puppy need to survive?”
- “What if a family does not have much money – can they still help?”

At this point, the teacher highlights that kindness does not cost money and that simple acts matter more.

ACTIVITY 1

20 min

Helping Animals with what we have

Students brainstorm in groups simple, low-cost ways to help animals (e.g. sharing leftovers safely, giving water, making toys from old fabric, building a shelter from boxes).

Each group writes or draws their ideas on paper.

Share ideas aloud: “One way we can help animals without spending money is...”

ACTIVITY 2

15 min

Food Waste to Care

Students use recycled or scrap materials to create something for animals:

- A toy from an old sock stuffed with paper (cat toy),
- A simple bird feeder using a reused bottle/carton,
- A paper “adoption poster” with a drawing of an animal needing a home.

The teacher should emphasize creativity and resourcefulness.

CLOSURE

10 min

Students gather to reflect:

- What did they learn about helping animals without money,
- Why is kindness to animals important for everyone,
- How can helping animals also help people in our community.

End with a group pledge: “We can care for animals, no matter what we have.

Creativity Plan

Addressed need: Socio Economic Cultural Disadvantage

Topic: LGBTQIA+

Duration:
50 min

Lesson title: We All Belong

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
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Group activity
- Mindfulness

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
- Give them enough time

Materials

Materials are needed only for the first activity "We all belong". The materials are listed on the activity sheet.

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags.

"Have you ever heard the word LGBTQ+ before?"

"Is it okay for people to love whoever they want?"

"Have you ever heard someone being teased for being different?"

ACTIVITY 1

25 min

Attached activity "Treasure the rainbow": Students create a poster to display a visible, welcoming, and inclusive message for everyone entering the classroom or school, emphasizing respect, acceptance, and celebration of diversity including LGBTQIA+ identities.

ACTIVITY 2

10 min

Guide students through "colour breathing," using each colour of the rainbow as a representation of human diversity. Breathe in each colour while imagining someone who embodies that trait. Close with: "Together, we are the rainbow."

CLOSURE

10 min

After completing the first activity, gather students to reflect on what the poster represents. Encourage students to share how it feels to know their classroom is a welcoming space for all identities. End with answering their questions about the activities and the LGBTQIA+ movement. Check if they understood.

"Can you explain what the letters in LGBTQ+ stand for?"

"Why is it important to respect people no matter who they love or how they identify?"

"What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need: Migrant or Multilingual Pupils

Topic: Environmental sustainability

Lesson title: Wonderful World, Clean World

Duration:
45-60 min

Objectives: At the end of the lesson, pupils will be able to

- Identify and describe common types of waste and the materials they are made of **(with picture prompts)**.
- Separate waste into dry and wet streams and dispose of them correctly **(add bin signs in multiple languages)**.
- Explain at least two ways in which litter harms animals or the environment **(supported by visuals, icons and real-life images next to text)**.
- Suggest simple ideas to reduce waste at school and at home **(guided brainstorming with sentence starters or visuals)**.

Methodology

- Whole class discussion and questions and answers **(with short, focused questions with visual prompts or yes/no/answer cards)**.
- Practical sorting and categorising **(use of physical items to support comprehension)**.
- Exchange among peers and reflective discussions **(using “cue cards”)**
- Assessment using worksheet.

Accessibility

- Divide the tasks into clear, one-step instructions (spoken slowly, supported by visuals) **[Annex 2]**.
- 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.
- Refrain from using culturally specific waste, e.g. “Tamal husk” (Mexico) or “jamón ibérico packaging” (Spain), if they are not visualised. Instead, use everyday examples of objects that can be found all over the world.

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with signs in multiple languages.
- Picture cards with items like banana peel, plastic bottle, etc.
- Worksheet (Annex 1): Draw a line from each item to the correct bin
- Non-verbal Questioning and Check-ins cue cards.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule
- Use a visual plan with symbols/pictures for each part of the lesson (e.g. 🖐️ Introduction → 🗑️ Activity → 🗑️ Sorting → 🗑️ Tidying up → 🗑️ Talk).
- Use simple, encouraging language.
- Ask simple prompting questions:
 - “What is this?” (hold up a plastic bottle)
 - “Where do we find it?” (e.g. outside, near school, in the street)
 - “Is it soft or hard?”

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
 - Stay in the same small groups throughout the session to ensure emotional safety.
- **Each pupil collects up to 5–10 pieces with support.**
- Use a visual step-by-step card:
 - 👁️ Find rubbish ; 🖐️ Pick it up ; 🔍 Look at it ; 🗑️ Put it in the bag

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Pupils use pictogram cards to sort into:
 - 🗑️ Green Bin = Wet Waste
 - 🗑️ Blue Bin = Dry Waste
- **Talk Time with Response Prompt Cards :**
 - Ask each pupil to reflect using visual cards or sentence starters:

🗑️ “We found...” → hold up item or picture

CLOSURE

15 min

Back in the classroom, discuss the following questions (use pictograms or visual cards):

- **Whole Class Discussion with Support**

Adapted guiding questions using visual choices:

- “Which items are bad for animals?” 🐱 vs 🗑️ vs 🐶
- **Homework/extension:** Hand over the worksheet (Annex 1) where pupils match each rubbish item to the correct bin—wet waste or dry waste—by drawing a line between the picture and its bin.

ANNEX 1

Draw a line from each object to the bin:



Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Key:

Wet waste (biodegradable and compostable):

- Eggshells
- Banana peels
- Apple
- Leaves
- Hamburger
- Toilet paper (if soiled)*

Dry waste (non-biodegradable and recyclable/non-recyclable):

- Plastic bottles
- Paper envelope
- Disposable cardboard coffee cups
- Newspaper
- Paper clips
- Plastic bottles (e.g. Coca-Cola)
- Plastic bag
- Tetra pack or milk carton
- Plastic cup and straw
- Toilet paper (if unused or clean)*

ANNEX 2

Response Prompt Cards (to encourage expression during the activity)

Here an example:

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing items discovered
 What is this?	Item with question mark	"What is this?"	Asking about an object
 Put in the bin	Litter going into a bin	"Put in the bin"	Reinforcing sorting action
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort
Use icons for help:	 Yes	 No	 Not sure

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"