

Teacher Training Module Lesson Plan

Module Title: Implementing the SIEMDig Guide for Social Inclusion in Schools
Module Leader: IST

General Description

1. Overview and Context

*This 90-minute in-person module helps primary school teachers understand and **implement the SIEMDig Guide for Social Inclusion** across its three sections and related outputs. The module uses short, hands-on tasks as illustrative samples to anchor the Guide's structure and purpose:*

- **Section I – Practical strategies for creating an inclusive school culture:** curated **best practices** from partners, **strategies** to help pupils understand social exclusion, and **content** to build supportive classroom environments (R1.1–R1.3).
- **Section II – Methods for supporting pupils with diverse needs:** **methodology** to identify needs, **adapted materials** for different learning styles across five needs (e.g., neurodivergence, deaf/blind), and **Learning & Creativity plans** (R2.1–R2.3).
- **Section III – Inclusion beyond the school: contents for promotion outside schools, suggestions for partnerships and networks, consolidation of the Guide and outreach to stakeholders** (R3.1–R3.4).

*The Guide's objective is to provide **practical guidance** so schools can create **safe, welcoming, and participatory** environments, tackle barriers such as discrimination and bullying, and **engage communities** to promote inclusion beyond the classroom.*

2. Learning/ Training Objectives

By the end of the 90-minute module, participants will be able to:

1. **Identify** (Remember/Understand) the three sections of the SIEMDig Guide and their purposes, naming at least two classroom-level practices that build an inclusive school culture (R1).
2. **Apply** (Apply) the Neurodivergence Checklist to a mixed-features **narrative case study**, selecting concrete adjustments across classroom setting, communication, organization, and materials (R2).
3. **Adapt** (Apply/Analyze) at least **three** learning strategies/materials to accommodate diverse needs (with a focus on Deafness and Neurodivergence), explicitly linking each adaptation to the learner need it addresses (R2).
4. **Design** (Create) a **beyond-school inclusion action** using a mindmap/flowchart/roadmap that specifies the action, stakeholders, structure, time & place, and 4–6 implementation steps (R3).
5. **Commit** (Evaluate/Create) to one immediate classroom-level change and define at least one simple indicator to check whether it improved access/participation for pupils.

3. Learning Outcomes & Competences Developed

After 90 minutes, participants will be able to:

- **K1 – Identify the three sections** of the SIEMDig Guide (R1–R3) and state **≥2 strategies** that build an inclusive school culture (R1). Evidence: quick oral/exit check.
- **S1 – Apply the Neurodivergence Checklist** to a mixed-features classroom **case study**, selecting **≥5 concrete adjustments** across: classroom setting, organization/teaching practices, communication, material adaptation, at-home assignments, compensatory tools. Evidence: completed checklist notes on the case.
- **S2 – Adapt ≥3 learning strategies/materials** to accommodate diverse needs (focus: **Deafness & Neurodivergence**) and justify the match between need ↔ adaptation (R2). Evidence: annotations on personal mindmap.

- **S3 – Design one *beyond-school inclusion action* (R3) as a mindmap/flowchart/roadmap specifying: **action, stakeholders, structure, when/where, 4–6 steps** (owners & timing). Evidence: individual roadmap shared in plenary.**
- **A1 – Commit to one *immediate classroom change* and define one **indicator** to gauge improvement in access/participation. Evidence: exit commitment captured during closure (links to course-wide evaluation practice).**

Key competences addressed

- **Inclusive pedagogy** – building supportive classroom culture; practical strategies to remove barriers (R1/R2).
- **Digital literacy** – selecting/adapting SIEMDig tools/resources (repository/checklists/IDS where referenced in course set).
- **Emotional intelligence** – empathy, regulation micro-practices, reflective collaboration.
- **Storytelling for learning** – OPTIONAL linkage to IDS in the broader training ecosystem.
- **Collaboration & reflection** – peer exchange, co-design habits, quick evaluation/feedback routines.
- **Community engagement** – partnership/network thinking for inclusion **beyond school** (R3).

4. Methodology and Pedagogical Approach

Delivery mode. *In-person, experiential and hands-on with light facilitation: short simulations, collaborative problem-solving, applied checklists, movement-based micro-tasks, and rapid design of context-fit actions. The approach mirrors other SIEMdig modules (experiential, peer collaboration, inclusive pedagogy).*

Peer learning. Frequent **pair/small-group exchanges** and brief plenaries to surface strategies and transfer ideas to participants' contexts (aligned with existing module patterns).

Inclusion embedded (modeled).

- **Multi-modal instructions** (spoken + written cues; visible agenda/timer).
- **Processing time; clear & direct language;** avoid ableist terms; offer **AAC** options.
- **Sensory-friendly** choices: softer lighting, reduced background noise, low visual clutter; provide **calm space** and fidgets.
- **Autonomy & safety:** choice of tasks; flexible grouping/solo; **no forced public speaking/reading.**
These reflect WP4 aims to remove barriers (discrimination, bullying, exclusion) and create supportive environments.

UDL-informed differentiation. Multiple means of **engagement** (choice: mindmap/flowchart/roadmap), **representation** (slides, spoken brief, printed prompts), and **action/expression** (write/draw/speak), consistent with R2's guidance to adapt to diverse styles/needs.

Micro-regulation & wellbeing. Short **mindfulness resets** (square breathing, body shaking) to model co-regulation routines that support inclusive culture (R1).

Session mapping to Guide sections.

- **Part A (Intro):** communication-barrier icebreaker → link to **R1** (inclusive culture).
- **Part B (Core):** narrative **neurodivergence** case + **Checklist an Creative plan** application; brief treasure-hunt activity → **R2** (diverse needs).
- **Part C (Hands-on):** design a **beyond-school** inclusion action with stakeholders & steps → **R3** (community partnerships/outreach).

5. Key Resources, Tools and Support Materials

SIEMDig Guide for Social Inclusion (WP4) — 3-section structure (R1–R3) referenced throughout the module.

Neurodivergence Checklist — categories: Classroom settings, Teaching practices/organization, Communication, Independence & support, Material adaptation, At-home assignments, Compensatory tools (e.g., visual timer, calm spaces, clear & direct language, processing time, AAC).

“Treasure the Rainbow” — treasure-hunt activity sheet (6–10 stations) with accessibility notes (advance schedule, AAC options, flexible grouping, no forced speaking; Atkinson Hyperlegible font).

Creativity Plan – “Treasure the Rainbow” — compact plan version (objectives, methodology, accessibility, materials) that complements the activity sheet.

“Desert Island Task” handout — collaborative decision-making brief (rank survival actions and justify reasoning).

Narrative Case Study — 1-page handout used during the session.

Slide deck (very lean) — 1–2 slides per section of the Guide:

Icebreaker props — headphones with loud music (lip-reading task).

Optional digital supports (if available in the venue for the evaluation)

- **Polling tool** (Mentimeter/Slido/Pingo) for quick checks and mini-quiz during/after the session, consistent with other modules’ practice.
- **QR codes/links** to the Repository/IDS demo for later exploration (alignment with other modules).
- **Self/peer-reflection forms** or light rubric (optional) aligned with partner modules’ evaluation approach.

Module Activities Structure

Part A – Introductory Activities

Introduction & Warm-up

Objective: Raise awareness about communication barriers (R1).

Activity – “Silent Words” (lip-reading): Two volunteers; Person A wears headphones with loud music; Person B conveys a short sentence **only** with lip movements (no gestures).

Debrief (2’): How did it feel? What makes information accessible/inaccessible?

Part B – Core Development Activities

Implementing Section I — Inclusive school culture

Objective: Explore collaboration, roles, and accessibility; connect to R1.

B1. Desert Island (20’) — with handout

- Distribute the “Desert Island Task” handout.
- Brief: “You’re on a desert island. As **one group**, agree and rank key survival actions, justifying the logic for each.”
- **Explain the main rule:** in a group of three, one person must keep their eyes closed all the time, one can not use any word and the third one can do everything
- Output: ranked list + reasons.

B2. Short debrief (10’)

- What helped/hindered participation? Whose voices were amplified/silenced? Classroom parallels?

B3. Mindfulness micro-practices (4’)

Set-up (10–15’)

- Offer choice: seated or standing; eyes open/soft gaze.

- Clarify opt-out: *“Follow in a way that feels safe; you can pause anytime.”*
- Use a **visual timer** and clear **hand signals** (helpful for Deaf participants and to reduce verbal load).

1) Square Breathing (Box Breathing) — ~1’30”

Purpose: calm the nervous system, improve focus, model a quick co-regulation tool.

Posture: upright, shoulders relaxed; feet grounded; one hand on belly if helpful.

Counting: 4–4–4–4 (inhale–hold–exhale–hold).

Cycles: 4–5 cycles (≈ 90 seconds).

Facilitator script (concise):

- *“Inhale 4... (1-2-3-4)” (raise index finger)*
- *“Hold 4...” (index+middle fingers up)*
- *“Exhale 4...” (lower fingers slowly)*
- *“Hold 4...” (flat palm signal)*
- *Repeat with hand cues; keep voice minimal if speaking.*

Options & accessibility:

- Use a **projected square** that “traces” each side for 4 counts.
- If 4-count feels long, move to 3-count; if short, try 5-count.
- Invite silent counting for participants who prefer no audio cues.

Safety notes:

- *If anyone feels dizzy, return to natural breathing or skip the holds.*
- *No breath retention for people who prefer not to; they can do “inhale 4, exhale 4” only.*

2) Body Shaking (Tension Release) — ~2’30”

Purpose: discharge excess activation, reset attention, model brief movement breaks.

Posture: standing if possible; seated micro-versions offered.

Sequence (timed prompts):

- **Feet/ankles (20")** – light bounce; imagine “sand off shoes.”
- **Knees/legs (20")** – gentle shake up the calves and thighs.
- **Hands/arms (30")** – wrists loose, then forearms, then upper arms; keep jaw soft.
- **Shoulders/torso (30")** – small shimmy; let shoulders drop; add a gentle sway.
- **Whole-body integration (30")** – soft, rhythmic shake from ankles upward.
- **Slow down (20")** – reduce intensity → small vibrations → stillness.

Facilitator script (concise):

- “Start tiny at the feet... let movement travel up... keep it light and comfortable... now whole-body for a few seconds... and gradually slow... and pause.”

Options & accessibility:

- **Seated version:** heel lifts, wrist circles, shoulder rolls, gentle torso sway.
- **Low-stim version:** micro-shakes of hands/shoulders only; eyes open, fixed gaze point.
- **Noise sensitivity:** keep the room quiet (no music); avoid clapping.
- Encourage **self-pacing:** intensity is participant-led; stopping is always allowed.

After (10–15")

- Invite two words: “How do you feel now?” (e.g., calmer, warmer, focused).
- Link to classroom use: “These 90-second resets can precede transitions or demanding tasks.”

B4. Anchor slides R1 (3–4’)

- 1–2 slides summarising: shared norms; multimodal instructions; predictable routines; peer roles; regulation spaces/practices.

Part C – Practical/ Hands-on Application

Implementing Section II — Diverse needs (Neurodivergence focus)

Objective: Apply Guide tools to accommodate diverse needs; connect to R2.

C1. Narrative Case Study + Checklist (18’)

- Read the case (mixed neurodivergent traits) → individually apply the **Neurodivergence Checklist** to select adaptations across setting/organization/communication/materials/homework/tools.
- Have a small debrief and open discussion to see what are the main outcomes of the participants.

C2. “Treasure the Rainbow” mini-run (8–10’)

- 6–10 stations (or gallery version); concise clue cards; highlight diversity symbols and inclusive routines. (see activity description in the guide)

C3. Quick feedback (2’)

- 1 strategy you’ll take to class; 1 anticipated obstacles

C4. Anchor slides R2 (2–3’)

- 2 slides on: anticipating sensory needs; step-by-step instructions + **visual timer**; clear & direct language and processing time; **AAC** options; flexible grouping; no forced eye contact.

Part D – Final steps for an inclusive school

Implementing Section III — Beyond the school (70–90 min)

Objective: Design an inclusion action beyond school; connect to R3.

D1. Design task: Mindmap/Flowchart/Roadmap (12')

- Each teacher designs an action answering: **What action? Who to involve? How to structure it? When & where?**
- Convert into 4–6 **steps** with owners and timing, in order to understand which actions should be taken in which order, so that the activity proposed can go from theoretical to practical.

D2. Plenary share (6–7')

- 2–3 volunteers present;

Closure/ Reflection/ Evaluation

Closure and Takeaways

Purpose. Consolidate learning, surface immediate next steps, and capture evidence of impact.

Facilitator steps

1. **Rapid synthesis (60–90").**
 “Today we looked at the Guide in action: R1 (inclusive culture), R2 (diverse needs with a neurodivergence case), R3 (beyond-school roadmap).”
2. **Commitment + indicator (60–90").**
 Prompt on slide:
 - “One inclusive change I will try next week is...”
 - “I will know it worked because...” (simple indicator: e.g., ↑ on-task time, ↓ prompts needed, student self-report).
3. **Takeaway capture (60").**
 Invite a quick pair-share: “What idea are you stealing from someone else’s mindmap?”

4. Guided questions:

- “Which strategies feel immediately feasible in your context?”
- “What’s one barrier—and one workaround—you anticipate?”
- “Who outside school could strengthen your action (library, NGO, local cultural space)?”

Evaluation

Evidence collected by the trainer

- Photo or scan of **2–3 volunteer roadmaps** (with permission).
- **Checklist samples** from the case activity (tick+notes).
- Tally of commitments (anonymised) to inform follow-up.

Participant feedback (pick ONE quick method)

1. **Exit ticket (paper or QR form, 3 items):**

- One strategy I’ll implement next week
- One support I need to make it happen
- Confidence (1–5) that I can do this next week

2. **Confidence slider (hands-up or poll):**

- “How confident are you to use at least one element of R1/R2/R3 next week?” (1–5)

3. **Micro-rubric (self-check; circle one):**

- I identified ≥ 2 R1 strategies: Mostly / Partly / Not yet
- I applied the checklist to the case: Mostly / Partly / Not yet

- I designed a beyond-school action with steps: Mostly / Partly /
 Not yet

Follow-up (optional)

- Share a **1-page recap** (PDF) with: R1/R2/R3 slide cues, the **case study**, the **checklist**, and a blank **roadmap template**.
- Invite participants to email a **photo update** after 2–4 weeks with: “What I tried / What changed / What I’ll tweak next.”

Annexes

Annexes related to Module

Annex 1: The desert Island handout

Annex 2: case study

Annex 3: Handout for clarification content section 1

ANNEX 1: The desert island handout

TASK:

You are stranded on a desert island after a boating accident. You must decide what to do next. You cannot split up the group. All members of the group must agree on the order of steps to take to ensure survival. You must give a brief explanation of the reasoning behind the order of each step as you rank the actions.

Actions:

- Find food
- Find water
- Set up shelter
- Explore the island
- Look for a cat

- Try to signal your location
- Build weapons for self-defense
- Build a raft to escape the island
- Light a fire
- Choose a group leader
- Look for other survivors

ANNEX 2 Case Study – (Mixed Features)

Student: Leo • **Age:** 8 • **Year/Grade:** 3 • **Setting:** Mainstream primary classroom

Snapshot

Leo is curious, warm, and highly imaginative. He loves maps, building with blocks/LEGO, and drawing diagrams. He eagerly volunteers ideas but can become frustrated when tasks feel unclear or too noisy.

Strengths & Interests

- Strong **spatial reasoning** and hands-on problem solving (building, arranging, mapping).
- Rich **verbal imagination** in 1:1 or small, calm settings.
- Notices patterns; enjoys categorising and labelling things (e.g., animals, planets, train lines).

Observed Patterns in Class

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

- **Sensory:** Covers ears during bell/transition; flinches at sudden noises; fluorescent lights feel “too bright.” Becomes visually overloaded by busy walls and colourful slides. Calms with gentle movement (standing, stretching, squeezing a soft fidget).
- **Attention & regulation:** During whole-class input (10–15 min), fidgets, taps pencil, swivels, or stands. Can hyperfocus on preferred topics but struggles to re-engage after interruptions.
- **Communication & social interaction:** Understands best when **shown** what to do (models, photos, steps). If instructions are **only spoken once**, starts late or asks peers. Needs **processing time** before responding; may interrupt when excited. In groups of 4, sometimes talks over others; when corrected, may shut down (“I can’t”) or blurt.
- **Literacy:** When reading, skips lines, loses place, or confuses similar-looking letters; reads more fluently with a **ruler/reading window** and larger, clear fonts. Writing can be slow; planning ideas verbally first helps.
- **Numeracy:** Understands concepts with manipulatives/visuals; slower with timed arithmetic drills; benefits from worked examples.
- **Transitions & unstructured times:** Noisy line-ups and crowded cloakroom are hard; needs a brief reset (breathing, quiet corner) to start the next task smoothly.

Today’s Lesson (context for the activity)

- **Objective:** Read a one-page text and answer 5 questions; then create a simple **poster** in pairs.
- **Environment:** Bright fluorescent lighting; low background music; many colourful displays on the walls.
- **Instruction:** Teacher gives a single, spoken set of directions; only the **page number** is written on the board.

- **Timing:** 15 minutes for reading + questions; 15 minutes for poster.
- **Grouping:** Pairs chosen by the teacher; later two pairs join to share.

Observed impact on Leo today:

Starts late (asked a peer what to do); loses line while reading; rubs eyes under bright lights; covers ears when a nearby group gets loud; contributes great poster ideas but rushes, interrupts, and then withdraws when reminded to wait his turn.

Home Context (from family conversation)

- Mornings are hard; loud places (canteen, gym) can be overwhelming. Homework returns incomplete unless a **checklist** is attached. Enjoys audiobooks and documentaries.

Annex 3

Section I — Inclusive school culture

- **Best practices (R1.1) see module 3 and 4**
- **Strategies to help pupils understand social exclusion (R1.2)**
 - Interactive stories
 - 6 thinking hats
 - Anti-bullying workshops
 - Role play
 - Music activities
 - Emotional check ins
 - Peer support

- Etc ...

•**Content to build supportive, participatory environments (R1.3)**

- 1) Communication
- 2) Language (inclusive)
- 3) Internal environment friendly to PWD (persons with disabilities)
- 4) External environment friendly to PWD (persons with disabilities)
- 5) Bullying
- 6) Cultural inclusion (Eating, Holidays, Festivities)
- 7) Intellectual Disabilities (universal design for learning?)
- 8) Inclusive Teaching Practices (Itinerant Teacher, support teacher ecc)