



Knowledge is POWER:

**Providing learning and empowering opportunities for young adults
with special educational needs (SEN)**

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WP3: Development of a Training Course

A3: Design and Development of 6 microlearning modules

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MODULE No 2 (IN ENGLISH)

**SMOOTH INTEGRATION OF YOUNG ADULTS WITH SEN:
IN THEORY AND IN PRACTICE (VAEV R&D)**

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MODULE 2: SMOOTH INTEGRATION OF YOUNG ADULTS WITH SEN: IN THEORY AND IN PRACTICE

Module 2: Learning Needs

The Power Up Module 2 is based on an interdisciplinary model that integrates key educational and psychological theories relevant to supporting young adults with Special Educational Needs (SEN). These theoretical approaches underpin the creation of inclusive teaching practices, enable emotional and social growth, and allow SEN learners to participate fully in both learning and social contexts.

The module focuses on the question of how to best assist adults with Special Educational Needs (SEN) to effectively fit in within educational and social contexts. It is soliciting for skills and understanding of one's strengths, accommodating areas, and psychosocial empowerment, all of which are integral for positive learning and social engagement outcomes. It develops competencies in recognizing strengths and learning styles (U2.1), building inclusive and participatory spaces (U2.2), and fostering emotional and social empowerment (U2.3). The module supports learners in understanding diverse profiles, adapting pedagogical practices, and using social-emotional intelligence to foster meaningful engagement. As a result, you should be able to implement methods to help and empower youth with SEN integrated into learning and social activities.

Module 2: Desired Learning Outcomes

The module aims to provide participants with complementary information and help develop a set of interrelated skills—knowledge, competencies, and attitudes—facilitating the effective support and inclusion of young adults with SEN.

Participants will become familiar with the diversity of learner profiles, assessing and working on individuals' strengths, and modifying learning contexts to cater to specific emotional, social, and intellectual needs. As a result of the developed competencies trainers will be able to develop inclusive spaces and practices, create collaborative learning communities, and activate emotional intelligence-based strategies to enhance well-being and resilience.

Furthermore, they will embrace inclusive attitudes that embrace diversity, support equal opportunities, and uphold respectful communication, thus developing a culture of empathy and empowerment of all students.

Module 2: General Theoretical Background

This module is based on a wide range of educational and psychological theories that support inclusive teaching approaches and seek to empower young adults with Special Educational Needs (SEN). The

model is learner-centered, holistic in approach, and designed to encourage both cognitive and emotional development.

Vygotsky's Social Development Theory emphasizes the significance of social contact, supported learning, and collaboration among students in learning (Unit 2.2). It is complemented with Constructivist Learning Theory, which promotes discovery learning, active engagement, and hands-on learning—an approach used throughout the module to provide for varied learners as well as to promote autonomy (Unit 2.1).

Gardner's Theory of Multiple Intelligences emphasizes identifying individual exceptional strengths in various learning modes, i.e., visual, linguistic, interpersonal, kinesthetic, etc., and thereby confirms strength-based practice as the subject of Unit 2.1.

Self-Determination Theory, as Deci and Ryan define it, emphasizes the need to facilitate autonomy, competence, and relatedness in inclusive learning environments, and hence explicitly assists social integration objectives.

For emotional development and social integration, Marc Brackett's RULER model and Goleman's Emotional Intelligence Model provide frameworks for the education of emotional awareness, empathy, and self-regulation—essential to Unit 2.3. These models can enable SEN students to construct emotional resilience and social confidence. Schore's theory of co-regulation explains how respectful, trust-building relationships with instructors allow students to develop emotional regulation capacities—a key foundation for engagement and self-advocacy in social as well as educational settings.

Module 2: References

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491–525. <https://journals.sagepub.com/doi/10.3102/0034654308325693>

Zimmerman, B. J. (2015). Self-Regulated Learning: Theories, Measures, and Outcomes. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (pp. 541-546). <https://www.sciencedirect.com/science/article/abs/pii/B9780080970868260601?via%3Dihub>
Retrieved on 25/11/2024:

https://www.researchgate.net/publication/371261095_Reconciling_Hard_Skills_and_Soft_Skills_in_a_Common_Framework_The_Generic_Skills_Component_Approach

Unit 2.1: Understanding the Strengths and Needs of Young People with SEN

Learning Needs of Unit 2.1

The module supports understanding the strengths and needs of young people with SEN. It addresses specific learning needs aimed at empowering educators to better understand and support students with SEN. Firstly, it analyzes the diverse strengths, challenges, and different learning styles of students with SEN. Secondly, it highlights the importance of having a tailored approach toward every student. Finally, it emphasizes how important it is to identify individual educational and social needs to ensure both an inclusive and effective teaching environment. Additionally, the module helps enhance educators' abilities to adapt their learning strategies and create personalized learning environments that align with the different cognitive, emotional, and behavioral needs of the students. It addresses the need for educators to build strong relationships with their SEN students by fostering empathy, patience, and effective communication.

Specific Theoretical Approaches for Understanding and Support

Constructivist Theory (Bruner): Bruner emphasizes learning which is dynamic and hands-on. His idea of a spiral curriculum is based on revisiting the relevant topics at increasing levels of depth and complexity; this approach will aid SEN students in strengthening their understanding while integrating new information with already known concepts.

Vygotsky's Social Development Theory: In this theory, the Zone of Proximal Development (ZPD) demonstrates the importance of creating an environment for students where teachers provide sufficient assistance for learners to complete tasks they otherwise could not do. This strategy enhances cooperation and independence among SEN students and the skills that they are trying to acquire.

Gardner's Theory of Multiple Intelligences: Gardner theorized that there are different intelligence types including but not limited to linguistic, logical-mathematical, spatial, and kinesthetic. With this knowledge, teachers can design appropriate and appealing learning tasks for each one of the SEN students allowing their productivity to increase.

Desired Learning Outcomes of Unit 2.1

Knowledge

- To learn the main features and forms of Special Educational Needs (SEN).
- Learning how children with SEN differ in the manner that they learn and what they prefer to learn.
- To learn the effects of SEN on a student's learning, social, and behavioral practices.
- To analyze the different SEN students' capability, obstacles, and their distinct needs.
- To determine effective ways of teaching and materials appropriate for students with SEN.

- To evaluate the interaction between teachers, parents, and special education teachers concerning the SEN problem.

Skills

- To be able to assess individual student needs effectively.
- To be able to conduct teaching and learning in inclusive classrooms that are conducive to learning.
- To be able to blend different instructional methods.
- To assess students' progress efficiently and modify deteriorating strategies.
- To attain noticeable participation from SEN learners that encourages their involvement.
- To utilize the instruments, equipment, and materials designed for SEN learners.
- To develop individual-specific learning strategies based on student's abilities and objectives.

Attitudes

- To have compassion and tolerance when assisting pupils with special educational needs.
- To respect the ability of every student despite his or her hurdles.
- To anticipate improvement and acknowledge small victories made by children with special educational needs.
- To embrace diversity as an asset and a learning opportunity.
- To value the distinct contributions and views of every pupil in the classroom.
- To honor and uplift each learner's identity and self-worth through inclusion and equity.

Suggested feedback question(s) for Unit 2.1

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<ul style="list-style-type: none"> • Multiple Intelligences, Strengths-Based Education 	<ul style="list-style-type: none"> • What do you think your personal strengths are? 	Activity M2.A1
<ul style="list-style-type: none"> • Learning Style Awareness 	<ul style="list-style-type: none"> • How can recognizing learning styles improve team collaboration? 	N/A
<ul style="list-style-type: none"> • Learning Style Awareness 	<ul style="list-style-type: none"> • How can recognizing learning styles improve team collaboration? 	N/A

Tips for trainers and facilitators

Encourage participants to reflect on their own learning preferences and how these influence their teaching style. This promotes empathy and understanding of learner diversity.

Incorporate visual, auditory, kinesthetic, and reading/writing activities to model how lessons can be differentiated for diverse learners.

Promote the use of strength-based, non-deficit language when discussing SEN learners (for example “strong in visual reasoning” vs. “struggles with reading”).

Additional Material

U 2.1/1: Advice for Teaching Pupils with Special Educational Needs | Teach First

What it is?

Teachers from Ellen Tinkham School offer valuable guidance to new teachers regarding the effective management of pupils with Special Educational Needs (SEN). The video focuses on the use of technologies and features that enable teachers to work together and foster a healthy environment conducive to learning.

Where can I find it?

<https://www.youtube.com/watch?v=gXjwZWYejY8>

Which theoretical elements does it support / refer to?

Constructivist Theory (Bruner): Emphasizes that an educator should tailor his or her teaching methods to suit the special needs of the learner.

Vygotsky’s Social Development Theory: Stresses the concept of scaffolding as an aid to learning and group work.

SEN teachers in the video give advices to other SEN teachers on working with SEN pupils. For example, one of the advices is to be very personalized in their teaching approach as every student is unique. Therefore, this 5-minute video is ideally used at the introduction of the module as it can be quite insightful and inspirational.

U 2.1/2: Teachers TV: Tackling Challenging Behaviour 1

What it is?

The focus of this video is on the methods used at special schools for students with emotional and behavioral issues and how these ways can be utilized in regular schools. Self-regulating, gentle and consistent approaches aimed at managing challenges, as well as rewarding positive behavior and using visual targets, are some of the methods that are analyzed. Observations illustrate the effects of goal setting, non-confrontational behavior control, and bonding exercises and their impact on improving the students’ respectful structured learning environment.

Where can I find it?

<https://www.youtube.com/watch?v=Gwu9IN5SoZA>

Which theoretical elements does it support / refer to?

The video is in support of the Zone of Proximal Development by Vygotsky in that videos illustrate how teachers offer support and direction with structure for students with special educational needs to accomplish what they cannot do on their own. It is also in line with Bruner’s Constructivist Theory by

employing goal setting and deepening routines to understand a task more on a practical and reflective manner. It also captures Gardner's multiple intelligences by embracing more individual, multi-faceted techniques that aim at different sets of skills to be able to promote a friendly and assisting environment.

It can be used at the end of the lesson so that SEN teachers can also reflect on the potential challenges that arise in their classrooms and get effective ideas how to overcome them.

U 2.1/3: SEN Training Materials

What it is?

Complementary materials from the Digital Education Resource Archive (<https://dera.ioe.ac.uk/>) that are intended to support and promote inclusive approaches to both teaching and professional development in special and mainstream schools, including resourced provision.

Where can I find it?

<https://dera.ioe.ac.uk/id/eprint/8770/1/Training%20materials%20for%20foundations%20SEN.pdf>

Which theoretical elements does it support / refer to?

All the theoretical elements of this unit could be supported by this material.

This material is recommended for trainers/facilitators to study before working with diverse SEN groups.

References:

Davis, K., Christodoulou, J., Seider, S., & Gardner, H. (2011). The theory of multiple intelligences. In R. J. Sternberg & S. B. Kaufman (Eds.), *The Cambridge handbook of intelligence* (pp. 485–503). Cambridge University Press. <https://doi.org/10.1017/CBO9780511977244.025>

Unit 2.2: Learning Together: How to create spaces where everyone can participate

Learning Needs of Unit 2.2

This learning unit addresses how to build an inclusive environment for everyone, including people with special education needs by providing peer strategies and tools that enhance participation and collaboration amongst peers.

Personalized and Adaptive Learning Tools: The module addresses individual learning styles through the use of accessible technological tools, step-by-step task guidance, and hands on practice, helping individuals with reading, writing, or verbal communication challenges.

Peer-Learning Strategies: They foster collaboration by encouraging employees to share their strengths and learn from each other, catering to social and experiential learning preferences while building confidence and teamwork skills.

Awareness and Empathy Building: Through exchange and collective learning practices such as the “Role Swap” activity and resources such as inclusive teaching guides promote understanding and sensitivity among trainers and colleagues, supporting a culture of inclusivity.

Specific Theoretical Approaches for Understanding and Support

Peer-to-peer learning is an effective development tool that overcomes common barriers to skill-building. In education, it helps students deepen their knowledge by teaching one another (Hansen, 2022). Similarly, in workplace settings, peer learning fosters collaboration, enabling employees to articulate their needs or questions while sharing expertise. This dual exchange promotes skill-building through interaction and mutual support.

A learner’s growth depends on the freedom to make mistakes, challenge ideas, and express concerns. Peer learning creates a safe environment for taking these risks without fear of judgment from supervisors. It encourages open discussions about areas for improvement, which are often more candid and productive among peers. By eliminating hierarchical barriers, peer-to-peer learning allows for meaningful, structured conversations that traditional methods like classroom lectures or compliance training often lack (Palmer & Blake, 2018).

Technology also enhances peer learning, serving as a critical component of connected learning. It helps participants discern relevant information and tailor it to their needs. However, peer learning thrives only in safe environments. Participants must feel comfortable sharing thoughts, experiences, and questions.

Establishing ground rules is essential to creating this environment. Confidentiality must be upheld; feedback should be constructive and appreciated; empathy should guide interactions, including accommodating different learning styles; and no one should feel ridiculed or uncomfortable for

speaking up. When practiced effectively, peer-to-peer strategies can create inclusive spaces where everyone feels empowered to participate.

Desired Learning Outcomes of Unit 2.2

Knowledge

- To know strategies and tools for fostering inclusion in diverse environments.
- To understand how peer-to-peer learning enhances participation and collaboration.
- To comprehend the importance of creating safe environments for open communication.
- To identify common barriers to participation and skill-building in inclusive settings.
- To discover how technology can be used to support diverse learning needs.
- To discern the role of empathy and constructive feedback in fostering mutual support.

Skills

- To accomplish the creation of safe spaces for open and honest discussions.
- To be able to facilitate peer-to-peer learning activities effectively.
- To manage group dynamics in diverse and inclusive settings.
- To perform adaptive teaching or training methods to accommodate individual learning styles.
- To achieve collaboration among peers by encouraging knowledge-sharing and interaction.
- To operate technological tools that support inclusive learning practices.
- To design ground rules that promote respect, empathy, and constructive feedback in group settings.

Attitude

- To feel confident in fostering inclusive environments for individuals with diverse needs.
- To believe in the value of collaboration and mutual learning in personal and professional growth.
- To expect and encourage open communication and constructive feedback among peers.
- To regard mistakes as opportunities for growth and learning.
- To appreciate the strengths and contributions of all individuals, regardless of ability.
- To respect diverse perspectives and learning styles in collaborative spaces.

Suggested feedback question(s) for Unit 2.2

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<ul style="list-style-type: none"> • Observational Learning 	<ul style="list-style-type: none"> • What are some signs that someone might need support? 	Activity M2.A2

<ul style="list-style-type: none"> • Peer-to-Peer Learning, Mutual Empowerment 	<ul style="list-style-type: none"> • What can we learn from each other in a team setting? 	Activity M2.A2
<ul style="list-style-type: none"> • Assistive Technology, Adaptive Tools 	<ul style="list-style-type: none"> • How does technology improve access for everyone? 	ex. Tech Demonstration, Using digital tools like ALT Text, Text to speech, etc.

Tips for trainers and facilitators

Ensure that all participants feel seen and heard.

Use inclusive language and encourage everyone to participate, regardless of their experience.

Introduce low- and high-tech tools that support diverse learners (for example: speech-to-text software, visual schedules, etc.)

Ask participants to design their ideal inclusive classroom or develop together rules for participation in a mixed-ability group.

Additional Material

U 2.2/1: How to Help Your Employees Learn from Each Other

What it is?

Article and case example from the Harvard Business Review.

Where can I find it?

<https://hbr.org/2018/11/how-to-help-your-employees-learn-from-each-other>

Which theoretical elements does it support / refer to?

Peer-to-peer learning in a working environment.

The article presents a simple example (paragraph six) that may help reinforce the story either for the trainers or learners.

U 2.2/2: Peer-to-peer learning in practice

What it is?

Video.

Where can I find it?

<https://youtu.be/rGrVdio92n8?feature=shared>

Which theoretical elements does it support / refer to?

In this video physicist and Harvard Educator Eric Mazur describes peer to peer learning in practice.

It can be used as an introduction to the lesson or during the preparation of it.

References:

Jake Hansen, Western Governors University (2022). Peer Learning: Overview, Benefits, and Models. Available at: <https://www.wgu.edu/blog/peer-learning2208.html>

Kelly Palmer and David Blake in Harvard Business Review (2018). How to Help Your Employees Learn from Each Other. Available at: <https://hbr.org/2018/11/how-to-help-your-employees-learn-from-each-other>

Unit 2.3: Social and Emotional Empowerment: Important steps for integration

Learning Needs of Unit 2.3

This unit examines the major social and emotional competencies that enable the integration of young individuals with Special Educational Needs (SEN) into educational, social, and working environments. Individuals with SEN often experience challenges related to emotional recognition and management, which can impact their ability to integrate into various social, educational, and professional environments (Brackett et al., 2019).

It emphasizes the development of self-awareness, emotional control, resilience, and interpersonal communication abilities. The module assists students in creating emotional intelligence, solving social challenges, and establishing significant relationships. With these competencies enhanced, SEN individuals are able to improve self-esteem, decision-making, and teamwork performance.

Moreover, building resilience is crucial for students with special educational needs (SEN) who might face social obstacles or misconceptions because of their individual learning characteristics. This module offers practical solutions to emotional regulation, effective communication, and conflict resolution. By engaging in participative learning activities and accessing systematic support, students are set to build higher self-efficacy and confidence in social relationships, which will subsequently create a more inclusive and emotionally supportive climate (Jennings et al., 2020).

Specific Theoretical Approaches for Understanding and Support

Emotional Intelligence Theory (Goleman, 1995; Brackett, 2019): Emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy, and social skills. Understanding and development of these skills greatly influence social inclusion and emotional well-being.

Social Learning Theory (Zimmerman, 2015): Observational learning of social behaviors via imitation and modeling is very relevant to SEN learners. Controlled exposure to good role models promotes healthy social behaviors.

Constructivist Learning Theory (Bruner, 1966; Vygotsky, 1978): Supports experiential learning through interactive and participatory methods, enabling deeper and more meaningful learning and application of social and emotional competencies to real life.

Self-Determination Theory, as encapsulated by Deci and Ryan (2000), emphasizes autonomy, competence, and relatedness in promoting intrinsic motivation in support of both social and individual development.

Attachment Theory, as outlined by Schore (2005, 2020), emphasizes the critical function that secure relationships and emotional support have in developing confidence and facilitating beneficial social

interaction. For students with SEN—a neurodevelopmental variation especially—Schoore's writing highlights why emotional and relational safety are key to learning. His "interactive regulation" theory (in which caregivers or educators co-regulate a child's emotional state) is used in classroom interventions like co-regulation, positive reinforcement, and peer modeling.

Desired Learning Outcomes of Unit 2.3

Knowledge

- To understand the fundamental concepts of emotional intelligence and its impact on daily interactions.
- To identify a range of emotional responses and recognize how they affect decision-making and relationships.
- To understand the significance of empathy, attentive listening, and affirmative communication in building meaningful relationships.
- To identify stress-management techniques that enhance emotional regulation and resilience.
- To analyze common social difficulties faced by individuals with SEN and suggest ways to address them effectively.

Skills

- To have the capacity to manage one's feelings and to deal confidently with social circumstances.
- To manage interpersonal relations with empathy, patience, and active communication abilities.
- To carry out problem-solving roles within social situations, improving conflict-resolution abilities.
- To utilize self-advocacy skills that meet personal needs.
- To foster successful interaction in group activities and cooperative settings.
- To function effectively within different social contexts while promoting inclusivity and mutual respect.
- To use emotional regulation techniques aimed at promoting well-being.

Attitude

- To empower oneself to honestly express emotions and to seek support when needed.
- To acknowledge the value of emotional intelligence for personal and social success.
- Expect and accommodate diversity in the expression of emotions and in social interactions.
- Empathy, patience, and resilience should be viewed as essential qualities in building relationships.
- Understand that self-reflection opens pathways for personal and social growth.
- Respect differences in perspectives and communication styles in any social situation.

Suggested feedback question(s) for Unit 2.3

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<ul style="list-style-type: none"> Emotional Intelligence, Confidence Building 	<ul style="list-style-type: none"> What helps you feel more confident in social settings? 	Roleplay to express confidence
<ul style="list-style-type: none"> Goal-Setting, Self-Regulation 	<ul style="list-style-type: none"> How can small steps make a difference in facing challenges? 	Checklist Planning Activity, Tips and games for self-regulation
<ul style="list-style-type: none"> Positive Psychology 	<ul style="list-style-type: none"> How do words impact your mindset? What did you learn about yourself from this experience? 	

Tips for trainers and facilitators

Encourage an open and inclusive learning environment where participants feel comfortable sharing emotions and experiences.

Utilize storytelling, real-life examples, and interactive activities to illustrate emotional intelligence concepts effectively.

Foster peer discussions and group exercises to enhance collaborative learning and social engagement.

Additional Material

U 2.3/1: Daniel Goleman Introduces Emotional Intelligence | Big Think**What it is?**

A short video which presents Emotional Intelligence Theory and practical applications.

Where can I find it?

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

Which theoretical elements does it support / refer to?

Emotional intelligence refers to how well we handle ourselves and our relationships, the 4 domains. Self-awareness, knowing what we're feeling, why we're feeling it, which is a basis of, for example, good intuition, good decision-making.

This additional material can be used as preparation before class and for ideas to incorporate in discussions.

U 2.3/2: Marc Brackett, RULER Approach - Yale Center for Emotional Intelligence

What it is?

Explores the impact of emotional intelligence on learning and social integration. RULER Approach focuses on the five skills of emotional intelligence (Recognizing, Understanding, Labelling, Expressing, and Regulating), and aims at supporting communities in understanding the value of emotions, building the skills of emotional intelligence. (<https://marcbrackett.com/ruler/>).

Where can I find it?

<https://rulerapproach.org/>

Which theoretical elements does it support / refer to?

Emotional Intelligence and Social Learning

It can be used as an introduction to the importance of emotional intelligence in education.

U 2.3/3: Edutopia - Social and Emotional Learning (SEL)

What it is?

The suggested articles like “How to Build Students’ Resilience” offer evidence-based strategies for building student resilience, including affirmations, peer support, and real-world goal connections. Other articles suggest practical ways to introduce self-reflection and activities for emotional intelligence.

Where can I find it?

The following are a few recommendations:

<https://www.edutopia.org/article/helping-students-manage-their-emotions>

<https://www.edutopia.org/article/strategies-build-students-resilience>

<https://www.edutopia.org/article/build-growth-mindsets-classroom-reflection>

<https://www.edutopia.org/article/student-engagement-dimensions>

Which theoretical elements does it support / refer to?

Emotional Intelligence, Resilience Theory, and Positive Psychology.

It can be used during activities or follow-up discussions focusing on resilience and personal growth.

U 2.3/4: Using Anchors for Emotional Regulation

What it is?

Short-video on Self-Regulation.

Where can I find it?

<https://www.youtube.com/watch?v=XvQwYt7-7gU>

Which theoretical elements does it support / refer to?

“When given the space to regulate themselves with simple practices, students learn how to soothe their own nervous systems in moments of stress—and contribute to a sense of calm in the classroom.”

It can be used during sessions with the group, for example before discussion or as introduction to the topic.

References:

Brackett, M. (2019). *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*.

Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268.

https://selfdeterminationtheory.org/SDT/documents/2000_DeciRyan_PIWhatWhy.pdf

Jennings, P. A., & Greenberg, M. T. (2008). The Prosocial Classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>

Schore, A. (2005). Attachment, affect regulation, and the developing right brain: Linking Developmental Neuroscience to Pediatrics. www.academia.edu.

https://www.academia.edu/45262467/Attachment_Affect_Regulation_and_the_Developing_Right_Brain_Linking_Developmental_Neuroscience_to_Pediatrics

Zimmerman, B. J. (2015). Self-Regulated Learning: Theories, Measures, and Outcomes. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (pp. 541-546). Oxford: Elsevier.

<http://dx.doi.org/10.1016/B978-0-08-097086-8.26060-1>

MODULE 2 ACTIVITIES

ACTIVITY 1 (M2.A1)

Title	What are my strengths?
Type	Video/film + Discussion
When to use?	This is a great activity to start with Module 2 because students can get motivated to do the other activities within this module. This is because identifying their strengths could act as a motivating factor to continue with the learning process.
Number and skills of the trainer(s)	A minimum of 1 trainer with social skills is necessary.
Number of participants	3-15 participants
Duration	50 Minutes
Skills needed	Teachers should have English language skills and the students should be able to write
Equipment	A4 papers, pens, any digital screen (phone, laptop, TV), internet
Setting	A big room with chairs
Aims	<ul style="list-style-type: none"> • confidence building, • developing social skills, and • identifying their strengths
Procedure/description	<p>To start this activity, it is recommended that the students face each other while sitting. The educator introduces the scientist Stephen Hawking by showing his picture in print form or on any digital screen (phone, laptop, TV) and then gives a short life story about him, his strengths, and weaknesses.</p> <p>A short story about him can be derived from this link: https://un-seriousteacher.com/what-are-my-strengths/</p> <p>After the educator has told the story about Stephen Hawking, he/she should ask students to identify his strengths. Those can be the following but are not limited to:</p> <ul style="list-style-type: none"> • Gratitude, • Hope, • Curiosity, • Love of learning

	<ul style="list-style-type: none"> • Open-mindedness, • Bravery, • Persistence, • Love, • Leadership, • Enthusiasm, • Creativity, • Discipline, • Patience, • Determination, • Dedication. <p>Once students have identified Hawking’s strengths and weaknesses, then they can proceed to do the next task which is identifying their own strengths.</p> <p>The educator will prepare printed forms on which the student will find the sentence “What are my three favorite strengths?” and underneath it three blank lines in which the student will write those down. Optional is to provide a box that already entails certain strengths that the student can choose from. After the students write them down, you can ask for volunteers to present their strengths in front of their peers.</p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>Trainers observe group dynamics and participation during the presentation of their strengths, noting engagement levels. After the activity, participants reflect on their learning by answering feedback questions such as:</p> <ul style="list-style-type: none"> • What did you like the most about the Stephen Hawking life story? • What was your favorite strength of his? • What from his life story did inspire you the most? • Take a piece of paper and write on it one new thing from this class that you have learned and share it with the rest of the class.
Pay attention	Make sure that students get comfortable to share about themselves with everyone.
REFERENCES	<p>Yanina. (2021, October 3). What Are My Strengths? Individual & Group Activities for Social-Emotional Education in “My Strengths” Journal. Un-Serious.</p> <p>https://un-seriousteacher.com/what-are-my-strengths/</p>

ACTIVITY 2 (M2.A2)

Title	Peer-to-Peer Group Training Activity: Imagining Participative Spaces
Type	Peer-to-peer learning Focus Groups
When to use?	This activity may be used at the beginning of the second module so learners may reflect on creating a welcoming space for all types of learners.
Number and skills of the trainer(s)	1 or 2 trainers or facilitators preferably from a social science background with experience with group training and moderation.
Number of participants	4-15 participants
Duration	60-120 minutes
Skills needed	Basic language skills, basic writing or typing skills.
Equipment	<p>If done with analogue tools: Large format paper, post-it notes or A5 paper and tape, pens, markers or pencils</p> <p>If done with digital tools: Internet/wifi, laptop, tablet or computer (at least one per group), digital collaborative annotation websites such as Miro (https://www.miro.com).</p>
Setting	Spacious in-door room with chairs and tables that may be rearranged easily to form separate groups.
Aims	<ul style="list-style-type: none"> • Foster peer learning, • envision inclusive spaces, and • identify elements for active participation.
Procedure/description	<p>This activity is designed to help groups explore and create spaces where everyone feels able to participate. It focuses on peer learning, encouraging participants to collaborate, share ideas, and collectively answer a key question:</p> <p>What does a space that fosters participation look like?</p> <p>Rather than conducting a research exercise, this activity uses a participatory methodology where group members learn from one another. It requires materials that can be either digital or analog (e.g., post-it notes and pens or digital platforms for note-taking). The choice of tools should consider participants' accessibility, with materials provided by the hosting institution or brought by participants as instructed beforehand.</p> <p>The session begins with the trainer(s) welcoming the group, explaining the activity, and ensuring everyone understands the process or has the opportunity to ask clarifying questions.</p>

	<p>Participants are then divided into smaller groups of 3–4 people. For larger or smaller groups, the trainer can adjust group sizes accordingly.</p> <p>Each group is tasked with discussing the central question and documenting their thoughts using the provided materials. To enrich the discussion, groups can also reflect on the opposite perspective:</p> <p>What hinders a welcoming environment for participation?</p> <p>Trainers play a supportive role, checking in with groups, offering guidance, and helping to spark discussions if needed. This group discussion phase typically lasts 20–30 minutes.</p> <p>Afterward, each group shares their conclusions with the larger group, either by selecting a spokesperson or presenting collaboratively. The session concludes with a wrap-up, where all group contributions are made visible, and the trainer guides the group through final reflections, key takeaways, and any remaining questions.</p> <p>The ultimate goal of this activity is to foster peer learning and encourage participants to envision and describe safe, inclusive spaces for participation and learning.</p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>Trainers observe group dynamics and participation during discussions, noting engagement levels. After the activity, participants reflect on their learning by answering feedback questions such as:</p> <ol style="list-style-type: none"> 1. Did this activity help you better understand how to foster participation? Why or why not? 2. What could be improved in this session to enhance collaboration and learning?
Pay attention	Using digital tools for this activity is highly recommended in order to familiarize trainers and learners with digital collaboration platforms.
REFERENCES	N/A

ACTIVITY 3 (M2.A3)

Title	Emotion Adventure – Exploring Feelings in a Fun Way
Type	Game, Guided Reflection, Group Discussion

When to use?	The activity is appropriate to implement in the middle or end of the module. It will help with understanding concepts of empathy, emotional awareness, and social connection.
Number and skills of the trainer(s)	Trainers with facilitation and emotional intelligence skills.
Number of participants	5-15 participants
Duration	60 minutes
Skills needed	Basic communication, reflective thinking skills
Equipment	<ul style="list-style-type: none"> • Emotion cards (each card describes a different emotion such as joy, frustration, excitement, nervousness, etc.) • A soft ball or object for passing • Large sheets of paper and markers • Reflection worksheets
Setting	A spacious indoor room or outdoor area with room for movement
Aims	<ul style="list-style-type: none"> • Help participants recognize and express different emotions. • Foster emotional awareness and self-regulation in an interactive and fun way. • Encourage team collaboration and problem-solving through engaging activities.
Procedure/description	<p>Introduction (10 minutes):</p> <p>The facilitator introduces the importance of understanding emotions and how they impact social interactions. The group discusses different emotions and how they can be expressed or managed.</p> <p>Emotion Pass Game (20 minutes):</p> <p>Participants sit in a circle.</p> <p>The facilitator passes a soft ball around. Whoever catches the ball picks an Emotion Card and describes a time when they felt that way. Others in the group can relate their own experiences with the same or similar emotions.</p> <p>Team Challenge: Acting Out Emotions (20 minutes):</p> <p>Participants are divided into small teams.</p> <p>Each team picks an emotion and acts it out without speaking.</p> <p>The other teams must guess the emotion and discuss what might cause it and how to handle it positively.</p>

	<p>Group Reflection (10 minutes):</p> <p>The facilitator asks:</p> <ul style="list-style-type: none"> • Which emotions were easy or difficult to describe? • How do emotions affect our relationships and decision-making? • What strategies can we use to manage emotions effectively? <p>Participants write or draw one new thing they learned about emotions and share it with the group.</p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>Trainers observe group dynamics, engagement, and participation. Trainers can collect the work sheets and notes, drawings on one board or placard.</p> <p>Additional: Participants can complete reflection sheets answering:</p> <ol style="list-style-type: none"> 1. What did you learn about recognizing and expressing emotions? 2. Which emotions do you want to manage better? 3. How can you support others in understanding emotions?
Pay attention to	<p>In case time is limited, different parts of the activity can be adapted or played separately.</p> <p>For example, the emotion pass game and the team challenge can be played separately with the reflection round following after each.</p> <p>Don't forget to:</p> <ul style="list-style-type: none"> • Encourage participants to share in a supportive environment. • Ensure that no one feels pressured to disclose personal experiences they are uncomfortable with. • Promote a fun and engaging atmosphere to make emotional intelligence learning enjoyable.
REFERENCES	<p>Levy, A. (2024, October 28). 51 Self-Reflection Questions- an exercise for Student growth. Epee-Education. https://epee-education.com/51-self-reflection-questions-an-exercise-for-student-growth/</p>