

READY TEDDY, GO!

MULTIMEDIA GUIDEBOOK

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PROJECT INFORMATION

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| PROJECT ACRONYM: | RTG |
| PROJECT TITLE: | HELPING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN) OR INTELLECTUAL DISABILITIES (ID) CULTIVATE CIVIC, SOCIAL AND DIGITAL SKILLS |
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Lodz University
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DI TORINO



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VILNIAUS VILTIS
Sutrikusio intelekto žmonių globos bendrija



Associació Programes Educatius
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1. Project Information

The “Ready Teddy GO!” project aims to equip SEN educators with high-tech devices to support SEN students' progress in the school environment. The consortium is composed of two Polish partners, **Politechnika Lodzka and Fundacja Instytut Re-Integracji Społecznej**, one Italian partner, **Fondazione Istituto dei Sordi di Torino ONLUS**, one Spanish partner, **Associació Programes Educatius Open Europe**, one Lithuanian partner, **Sutrikusio intelekto žmonių globos bendrija "Vilniaus Viltis"**, one Cypriot partner, **A & A Emphasys Interactive Solutions Ltd**, and a partner from Greece, **e-Nable Greece**.

Specifically, the project has the goal:

- to promote inclusion and diversity in all field of education
- to address digital transformation through development of digital readiness, greater adaptability and capacity, as well of SEN students as teachers/ educators
- to develop social/ civic and digital competences of SEN students

In order to achieve this result, the consortium created 4 results:

1. **E-compendium**
2. **Online Training Course**
3. **Teddy AVATAR**
4. **E-platform**

The **E-compendium** is a list of existing therapeutic solutions, practices and methods that can enhance and improve the recommended therapeutic pathway and educational process for children with intellectual disabilities. The document also includes 12 case studies, which were developed through close collaboration between partner organizations, parents, professionals, special education teachers and experts. The E-compendium combines the description of selected therapies and the challenges that both parents and professionals face in their daily practice.

The **Online Training Course** aims at the professional development and update of SEN teachers, social workers, parents of students with disabilities and SEN specialists. The modules in this course are:

1. Augmentative alternative communication systems
2. Tools and resources for social competences and skills
3. Tips and pitfalls of integrating SEN children in mainstream schools
4. The role of parents in the development of social skills

The goal of this course is to fill in the gaps and provide solutions, best practices, products, tools, toys, etc., thus addressing in this way the lack of empowerment when referring to social development skills, communication skills, and poor interaction between classmates in an inclusive, educational environment. Additionally, a detailed analysis for the needs and realistic concerns of teachers and parents is included in the course.

The **TEDDY Avatar** is a web-based application that aims to develop social, civic and digital competences among pupils with special education needs aged 9-14. Several libraries of animations with TEDDY avatar are provided showing well selected activities of the bear. The videos are chosen by the teacher and set in appropriate order according to the scenario. They can be played one by one or run in series. additional reinforcement videos can be used at any time. Videos are selected by pressing buttons. The appearance of TEDDY Avatar, simplified, although realistic behavior are welcoming students to interact. In this way, SEN learners are more willing to acquire and develop basic skills or competencies. Also, the different scenarios realized by the consortium are set in specific contexts with the aim of implementing the competences of SEN students.

The **E-platform** provides learning and teaching materials, tools, methods, methodologies, and collection of all project results and other resources, with an interactive space for users to share experiences and best practices.

2. Aim of the Multimedia Guidebook

Inclusive classrooms are those in which students with special needs are participating along with their non-disabled peers. There is an increasing need for special needs educators who can provide effective guidance to students with disabilities in an inclusive setting, and it becomes evident the need to ensure that teachers are appropriately equipped with the right skills, knowledge and attitudes (Berry, 2010).

In this context, the Multimedia Guidebook is targeted to Special Needs Educators and consists of useful tips and guidelines on how to incorporate the TEDDY Avatar in their practices, along with a collection of real-life scenarios in which the TEDDY Avatar can be used to promote the social skills of children with special needs such as communication, self-confidence, interaction, learning etc.



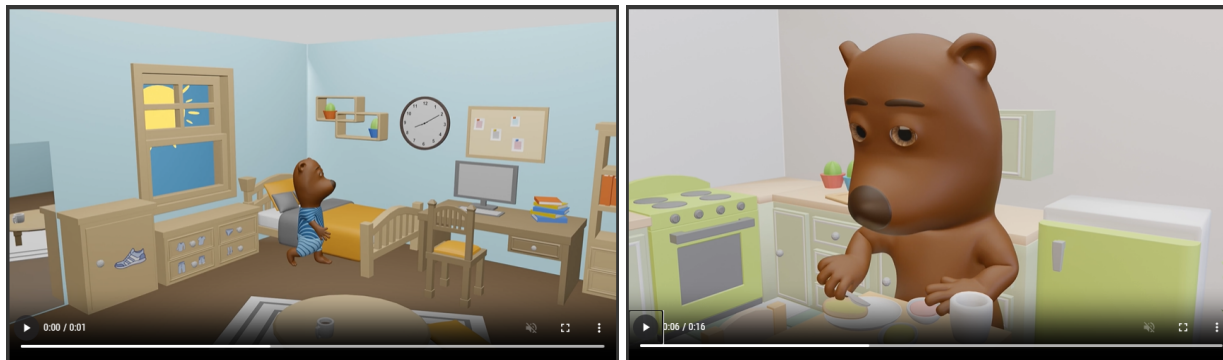
3. Introduction to TEDDY

From the technological point of view an avatar is a graphical representation of a user or the other persona. A three-dimensional models are usually used in virtual worlds, video games and advertisements. Creating an avatar and controlling it is quite a complex task - we have used Blender (www.blender.org) for the purpose of modeling and animation. First, the simplified shape of the teddy bear was created in the form of a continuous surface with separate eyes, teeth and tongue. Next, the facial details necessary for facial expression were created, including: mouth, teeth, tongue, nose, eyes, eyebrows and ears. Also the 5-fingers hands opened new possibilities of counting and manipulation. Such a 3D model had to be equipped with a skeleton consisting of bones and the joints to control them. The human skeleton was adopted for this purpose, by adjusting lengths of bones and ranges of joints - then the series of animations were prepared according to scenarios proposed by SEN teachers.



Icons from flaticon.com

The TEDDY avatar was placed in a few locations: multifunctional room, kitchen, and garden. Several additional objects were modeled to prepare teaching scenarios. Now you can use TEDDY to improve the social, civic and digital skills of your students.



4. Using TEDDY to improve the social, civic and digital skills of children with learning difficulties

The TEDDY avatar has been designed with the aim to boost and develop the social and civic skills of children with special needs, with support from a trained SEN educator.

In order to make the TEDDY avatar suitable for use by children with learning disabilities, the principles of Universal Design and guidelines for making the layout and content accessible were followed. For example, a specific colour code was chosen to use the right contrast between TEDDY and the background and for different types of scenarios.

Visual support, i.e. the way information is absorbed visually, is one of the best ways to ensure understanding and good communication by teachers and therapists.

For students with dyslexia, autism, as well as visual impairment and deafness, the use of well-designed visual aids plays an important role in understanding rules, increasing independence, making decisions, communicating with people, organising, supporting transitions from one task to another, and much more.

5. The Role of the Educator

Teachers are expected to be able to effectively connect with each student's uniqueness in an increasingly complex world, which is also reflected in the class's diversity.

Specifically (Saxena, 2023):

- **Identification** - An educator should be able to identify the social, behavioural, physical and academic strengths and weaknesses of the students, in order to create a more individualized and person-center plan.
- **Cooperative Learning Reinforcer** – Educators should promote cooperative learning, by setting up activities that encourage learners to work together in groups.
- **Modified Assessment Methods** – Inclusive educators use diverse methods of assessing newly acquired skills to accommodate student’s needs.
- **Discrete Personal Assistance** – To ensure proper learning for all students, educators can use more personalized methods for providing extra support such as peer helpers or spend more time with learners who might need additional prompting.



6. Real-life scenarios of using TEDDY

The following section presents 8 real-life scenarios (lesson plans) in which the TEDDY Avatar can be used for the improvement of social skills, digital skills, communication, self-confidence,

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learning etc. of children with learning difficulties. The lesson plans use the Teddy scenarios such as in the bedroom, kitchen and park as the basis of the lesson. You can use these lesson plans as a starting point of creating your own lesson plans, the possibilities are endless!

Lesson Plan 1: Play Time – Turn Taking

Background Information/ Aim (100-150 words): Turn-taking is a skill that plays an important role in social success. Often children with autism struggle with the concept of taking turns and sharing toys, leading to difficulties when playing with peers and friends.

Targeted Skills: Turn Taking, Sharing

Level of Difficulty (Highlight the one that applies): **EASY**/ INTERMEDIATE/ ADVANCE

Preparation (If needed):

It's important to take the child's linguistic abilities and developmental stage into account while teaching turn-taking. When teaching turn-taking to younger neurodiverse children, we should avoid using a lot of verbal cues. Instead, we can concentrate more on using turn-taking gestures and visual cues. However, we can simply explain to neurotypical older children why, when and how we take turns.

| Activity steps | Resources | Time required | Comments/ Tips |
|---|--------------------------------|---------------|---|
| Step 1 - Use the Scenario – ‘ <i>Play Time</i> ’, where Teddy is playing with the ball in the park, and shares the ball with the other Teddy to introduce the concepts of turn-taking and sharing. | Laptop/ Tablet, Teddy Scenario | 10 minutes | Social stories are used to model proper social behaviour by explaining the situation and recommending appropriate behaviour. Use very simple language when explaining the scenario. |
| Step 2 – Introduce sentences and words such as “It’s my turn!”, “It’s your turn!”, and “Wait, it’s my turn now!” to start building the relevant vocabulary. | Visual Prompts | 15 minutes | You can use gestures or visual supports to signalling whose turn is. |

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| <p>Step 3 - Show again the scenario, and ask the child to make the decision. After this, use a ball and prompt the child to imitate the same behaviour.</p> | <p>Laptop/ Tablet, Teddy Scenario, Visual Prompts, Ball</p> | <p>15 minutes</p> | <p>There are many easy and engaging games for this purpose. For example, you can take turns while making a noise using a drum or a plastic box, or building a tower using blocks.</p> |
| <p>Step 4 – Use positive reinforcement such as cheering, clapping and say “Good Job taking turns”. For some children you can also use a reward, such as a sticker, to reinforce the behaviour.</p> | <p>Stickers (If needed)</p> | <p>5 minutes</p> | |

Lesson Plan 2: Play Time – Asking for help

Background Information/ Aim (100-150 words): Asking for help is an essential skill and social competency, mostly because everyone at some point will need help. This is a need that emerges in childhood and needs extra preparation. Not only children, autistic or not, but even adults feel embarrassed or vulnerable to ask for help and often don’t know the actual social and emotional process of how to do it. Asking for help or making a request is part of a cycle of self-awareness, self-regulation, and mindfulness, that requires an interaction with another person, a stranger, a teacher, the peers, the parents etc. Who, when and how to ask for help is a life-skill to be learned and practice by children with autism or intellectual disability under careful planning. By teaching specific strategies for asking for help, we can help children build self-advocacy and independence (Stokes & Kaur, 2020), as well as foster perspective-taking and problem-solving competencies.

Targeted Skills: asking for help, relationship management, and communicating with others effectively.

Level of Difficulty (Highlight the one that applies): EASY/ INTERMEDIATE/ ADVANCE

Preparation (If needed):

The learning profile of the student and communication level are very important, when teaching the social skill of “asking for help” and should be taken into consideration by the teacher. If students use cards and images, a “help” image will be very helpful. Recognizing when they need help is the first big step of the process. Requesting for help and most probably coping with emotions of anxiety and shame, should be encouraged to discuss and feel supported to deal with it. Using polite way of expressing the need and expressing gratitude is also an effective way for emotional growth and positive interaction.

| Activity steps | Resources | Time required | Comments/ Tips |
|---|---|-------------------|--|
| <p>Step 1 - Use the Scenario – ‘Asking for help’, where Teddy is seen walking in the park, exploring its surroundings, and looking cheerful, when suddenly Teddy stumbles over a small obstacle and falls on its knees with a gentle thud.</p> <p>Introduce or exercise facial expression changes showing discomfort and slight distress, to communicate how Teddy feels due to the fall.</p> <p>Teddy examines its knee closely and notices a few scratches on the surface, but there is no bleeding. That gives Teddy the courage to ask for help.</p> | <p>Laptop/ Tablet, Teddy Scenario/ cushions</p> | <p>15 minutes</p> | <p>The introduction to the scenario should be presented by using plain and comprehensive language, based on each student’s cognitive level. Encourage children to seek assistance. Asking for help in this case scenario might be a little intimidating for some cases, so the way to be presented must be attractive, focusing on the importance of coping by using this life and social skills. A good idea would be to represent a controlled and safe fall (soft cushions etc)</p> <p>Critical thinking and the art of resilience should also be applied during the learning of this competency.</p> |

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| <p>Step 2 – Teddy looks around the park, spotting a passerby (a park visitor) walking nearby.</p> <p>Teddy raises its hand slightly and calls out in a soft voice for help.</p> <p>Introduce sentences and polite words such as "Excuse me, could you please help me? I've fallen and hurt my knee."</p> | <p>Body language and visual prompts</p> | <p>15 minutes</p> | <p>You can use gestures like raising a hand and visual contact with the passerby that is approaching.</p> <p>Also, visual prompts could be used in his case like "HELP" sign.</p> <p>A chance to practice the sense of self-awareness and the ability to manage one's own emotions. Resilience</p> |
| <p>Step 3 – When the passerby notices Teddy, pauses, and approaches with a friendly expression, while Teddy points to its hurt knee and explains in a soft and calm voice "I have some scratches and a bruise on my knee, and it hurts. I can't stand up by myself."</p> <p>Show again the scenario on tablet and ask the student what the reaction to such an incident would be and how the student will address the problem.</p> | <p>Laptop/ Tablet, Teddy Scenario, Visual Prompts,</p> | <p>15 minutes</p> | <p>Describing the situation and what kind of help Teddy needs.</p> |
| <p>Step 4 – The passerby kneels to Teddy's level, showing empathy and concern and gently asks "Are you okay? Let me have a look."</p> <p>Use comforting words and visual contact. Physical contact in such cases might be necessary, like giving a hand to raise still.</p> | <p>Laptop/ Tablet, Teddy Scenario, Visual Prompts,</p> | <p>10 minutes</p> | <p>Interaction with a stranger</p> <p>Introduction of terms such as empathy and solidarity.</p> <p>Teach when physical contact is accepted.</p> |

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| <p>Step 5 – Teddy accepts the help and expresses gratitude with a smile, a “thank you” gesture and verbally by saying “Thank you so much for helping me. It feels better now.”</p> | <p>Visual prompts Gestures Facial expression</p> | <p>5 minutes</p> | <p>The art of showing gratitude toward those who offer assistance and acknowledging the benefits of collaboration and teamwork can foster positive relationships and a culture of mutual support for children.</p> |
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Lesson Plan 3: Making bed

Background Information/ Aim: Thanks to Teddy Avatar, professionals will have the opportunity to teach pupils how to do a great routine activity to carry out every day, whether they are at home or away.

Targeted Skills:

- Learning to make the bed.
- Make the bed every day, as a routine.
- Understand what to make the bed with.
- Knows when to change the bedding.

Level of Difficulty: EASY/ INTERMEDIATE/ ADVANCE

Preparation: The steps have been designed to be carried out in cold weather periods. In addition, some may be interchangeable, but always by agreement with the student. The SEN educator should be aware that it is not good to make changes to the routines of people with ASD.

| Activity steps | Resources | Time required | Comments/ Tips |
|---|---------------------------------------|------------------|---|
| <p>Step 1- The SEN educator shows the learner Teddy's room. He focuses on every detail of the room, but mainly on the bed and starts to describe the bedding.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>10-15 min</p> | <p>You can ask questions about what time of the year we will use this type of bedding. This way the learner will be clear about when to use it. In this sense, you can also ask them questions about what to take off for when it is summer and we get hot.</p> |

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| <p>Step 2-Involve the learner and keep asking questions about whether they take a shower, tidy up the room or pack the backpack before making the bed.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>10 min</p> | <p>In this way, we can write down what steps the children follow and each time we repeat this activity they will be more aware of the routine they follow or want to follow.</p> |
| <p>Step 3-Once this routine is known, we can start teaching the learner how to make a bed by pointing out elements of the bear's bed.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>20 min</p> | <p>Make the learner understand that you always have to follow the same steps here, that you cannot put the blanket first and then the sheet, that you have to follow a logical order. Refer to the colours of the bedding so that they can identify what is what. If necessary, cuttings from magazines can be printed out so that the child also knows what each item really looks like. For example, show them what a fitted sheet looks like on google images. The learner can also be encouraged to make a written list of the order to be followed if necessary.</p> |
| <p>Step 4-Once the learner has learned how to make the bed, we will continue to ask more questions such as: when do you think the sheets should be changed, when do you think the bed should be made, who do you think should make the bed, etc.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>10 min</p> | <p>These questions are only a suggestion, others can be added. In addition, as we have seen above, every time the child gives a good answer it is very important to positively reinforce the good answer.</p> |

Lesson Plan 4: Choosing Clothes

Background Information/ Aim (100-150 words):

The aim is to help the SEN learner to be autonomous in choosing clothes in his/her daily life. To this end, the child will learn how to choose clothes by being able to assess the correct time/season and will be able to recognise left-right (for shoes) and front-back (for clothes). It is highly recommended to teach in stages and to break the task down into small parts (forward or backward chaining).

Targeted Skills: Categorization, Motor Coordination, Choice Making, Basic and Advanced Personal Autonomy

Level of Difficulty (Highlight the one that applies): EASY/ **INTERMEDIATE**/ ADVANCE

Preparation (if needed): Comfortable table (right height for educator and SEN student) on which to place laptop/tablet/pc to start the Teddy scenario. It is recommended to be in an environment that is not too noisy in order to concentrate properly on the sequences of the scenario.

In addition, PECS corresponding to the images depicted in the scenario can be used (the theoretical explanation of their use is provided in the online training course).

| Activity steps | Resources | Time required | Comments/ Tips |
|---|-------------------------|---------------|---|
| Step 1 – Select the 'Choosing clothes' scenario and ask the SEN learner to observe Teddy's room and say aloud what he sees (e.g. objects, furniture, etc.). | Teddy Scenario and PECS | 10/15 minutes | Take all your time to analyze the Teddy room and share comments with the SEN student. In the beginning, you can ask specific questions, e.g. point to the bed and say: "What is this?". |

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| | | | Afterwards, the educator can let the SEN learner freely expose what he sees and perhaps even comment on what his/her room looks like. |
| Step 2 - Now ask the SEN learner to observe the weather through Teddy's window. If the child cannot answer the open question, you can ask him whether he/she sees sunlight or dark sky. If the SEN learner does not answer correctly, you can observe the details to make him/her understand the right answer. | Teddy Scenario and PECS | 10 minutes | For example, the educator can observe the bright light coming in through the window, how Teddy is lit up and so on. In this situation, the educator can let the SEN learner decide the time of day and the season. |
| Step 3 - Now that the time or season has been identified, the educator can tell the SEN learner that Teddy wants to go outside and that he/she must dress without being too hot or too cold. For example, you can ask him/her: "if it is a nice sunny day outside, will Teddy be hot or cold? When it is hot, does he usually only wear a T-shirt or also a jacket?" | Teddy Scenario and PECS | 10/15 minutes | The educator can imagine where Teddy can go and what he can do. The educator can ask the SEN learner: "Does Teddy go to the park to play with friends? Does he go for a bike ride? Does he go for an ice cream, etc.". When the educator personalized Teddy's activity, the SEN learner is more involved in the scenario and its application in real life. |

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| <p>Step 4 -When a specific activity has been decided upon, the educator can ask the SEN learner: "Which clothes do you wear when you go out? Which one should you take first?". When the SEN learner gives the correct answer ("underwear"), the educator can point to the drawer and ask him/her to locate the right cassette.</p> | <p>Teddy Scenario and PECS</p> | <p>10 minutes</p> | <p>To continue the communicative exchange, the educator can ask the SEN learner what colour underwear he/she sees in the scenario.</p> |
| <p>Step 5- When Teddy goes back to the drawer to get his shirt, the educator can ask the SEN learner whether it is better to take a sleeved or short-sleeved T-shirt when it is a sunny day.</p> | <p>Teddy Scenario and PECS</p> | <p>10/15 minutes</p> | <p>The educator can address with the SEN learner the topic of the changing seasons in this period and how one should dress according to the climate. The educator can use PECS to simplify the concept if the SEN learner has difficulty understanding the topic.</p> |
| <p>Step 6- Now the educator can analyze with the SEN learner the clothes picked up so far: underwear and shirt, which clothes should be taken now? The educator has to wait for the SEN learner's answer without pressure. When the SEN learner answers correctly, the educator can say: "Let's find out how many trousers are in the drawer!".</p> | <p>Teddy Scenario and PECS</p> | <p>15 minutes</p> | <p>The educator can propose to the SEN learner to observe how many trousers are in the drawer, what colour they are, how they are made (are they all shorts?). Again on this occasion it is important to relate the choice of trousers with the weather depicted in the scenario.</p> |

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| <p>Step 7 - "Teddy is almost ready to go out and play! What does he still need? Let's see what Teddy is going to take out of the drawer." Other types of sentences can also be used to help the SEN learner develop the scenario. If the SEN learner starts to comment autonomously, it is important to let him/her develop the speech and then activate the sequence in which the socks are taken.</p> | <p>Teddy Scenario and PECS</p> | <p>10 minutes</p> | <p>Asking questions about the clothes he or she uses at home helps the SEN learner to be more involved in the activity and to personalize the experience.</p> |
| <p>Step 8 – Now that all the clothes have been taken, the SEN learner can be asked what kind of shoes can be worn to go out to play on a sunny day.</p> | <p>Teddy Scenario and PECS</p> | <p>10 minutes</p> | <p>In this part of the scenario, the educator can propose to the SEN learner to see different types of shoes represented in the scenario and comment in which situations (rain, winter, summer, etc.) they should be used.</p> |
| <p>Step 9- All the clothes are on the bed and the shoes are taken. Start the next sequence to observe the order in which Teddy puts on his/her clothes and puts on his/her shoes.</p> | <p>Teddy Scenario and PECS</p> | <p>10 minutes</p> | <p>The educator can comment with the SEN learner if he/she follows the same order at home and thus identify the most difficult moments for him/her in carrying out this task. Furthermore, when Teddy puts his shoes on, the educator can ask the SEN learner to identify the left and right side.</p> |

Lesson Plan 5: Making the Bag (Grabbing Books, Pencil Case etc.)

Background Information/ Aim: The aim of this activity is for the learner to know how and when to prepare a school bag.

Targeted Skills:

- Learning to pack a backpack for school.
- Preparing the backpack before going to bed.
- Familiarise themselves with the things to put in their school bag.

Level of Difficulty: EASY/ INTERMEDIATE/ **ADVANCE**

Preparation: This activity can also be used to prepare other types of travel luggage or to go hiking in the mountains. By changing the steps and anticipating situations, the learner will have the opportunity to know what to do at any given moment. Always emphasising that each learner can need different support in the indications.

| Activity steps | Resources | Time required | Comments/ Tips |
|--|-----------|---------------|---|
| Step 1- Select the 'room' scenario and ask the learner when he/she | | 10 min | It is important to consider the timing of the backpacking in order to know more about the |

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| <p>prefers to pack the backpack. Let them choose a time and justify it.</p> | | | <p>routine the learner wants to follow.</p> |
| <p>Step 2-Decide with the learner to make a list of the things to put in the backpack every day. They are supposed to put different things depending on the day, so advise them to make a list first and then tell them to cross off what they have already put in the backpack.</p> | <p>Laptop/ Tablet, Teddy Scenario, Paper and pencil</p> | <p>30 min</p> | <p>You can ask the learner to bring the timetable with him/her so that you can see together what items he/she should put in the backpack each day.</p> <p>For example, on Monday, if he/she has English class, he/she should put the English book in the backpack.</p> <p>Possible objectives to put in the backpack:</p> <ul style="list-style-type: none"> ● pencil case ● pens ● blank writing pads ● English book, science book, art book, music book, etc... ● pencil case ● eraser ● lunch |
| <p>Step 3-As an extra activity, we can make a list of things that appear in Teddy's room (books) and also things that should not go in his school bag (table, flowers, computer). We can ask the learner to choose which items will go in the school bag and which will not.</p> | <p>Laptop/ Tablet, Teddy Scenario. Paper and pencil</p> | <p>10 min</p> | <p>This will be used to find out whether the learner has understood what items should be put in the school bag. Emphasise that they are going to school.</p> |

Lesson Plan 6: Breakfast with Teddy

Background Information/ Aim (100-150 words):

GENERAL OBJECTIVES:

- to develop self-care skills among students with ASD;
- to develop the ability to ask for help among students with ASD;
- to familiarize students with safety rules that should be followed while preparing meals;
- to develop the habit of using polite expressions suitable for the situation.

Targeted Skills:

The student:

- assembles a picture from several pieces;
 - speaks about his/her favourite foods;
- names and labels food products and kitchen items;
 - recognizes selected food products by taste;
- observes the steps of breakfast preparation and answers the questions in the app;
 - identifies healthy and unhealthy products;
 - understands the need to wash hands before meals;
- independently makes sandwiches using available products;
 - asks the teacher for help in a difficult situation;

- eats a meal neatly and uses polite expressions;
- cleans up after the meal and washes the dishes.

Level of Difficulty (Highlight the one that applies): EASY/ INTERMEDIATE/ **ADVANCE**

Preparation (If needed):

METHODS:

verbal, visual, practical

FORMS:

group, individual

TEACHING AIDS:

picture cut into pieces, food products needed to prepare breakfast, food labels with inscriptions, interactive whiteboard, Teddy app, plates, cups, cutlery, sponge, dish soap, tea-towels, picture story

| Activity steps | Resources | Time required | Comments/ Tips |
|--|--|---------------|----------------|
| Step 1 - The teacher distributes pieces of the picture between children. The children work together to assemble a picture that represents a sandwich. | picture cut into pieces | 5 minutes | |
| Step 2 - The teacher asks questions such as: "At what meal do we most often eat sandwiches?", "What do you like to eat sandwiches with?", "What can you eat for breakfast?". Students freely answer the teacher's questions. | | 5 minutes | |
| Step 3 - The teacher shows the students different food products. Students name the products and label them with the appropriate inscriptions. | food products needed to prepare breakfast; food labels with inscriptions | 5 minutes | |

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| <p>Step 4 - The students are blindfolded and identify different food products (cheese, ham, bread, tomato, cucumber) by taste.</p> | <p>food products needed to prepare breakfast</p> | <p>10 minutes</p> | | | | | | | | | | | | | |
| <p>Step 5 - The teacher opens the apps on the interactive whiteboard and shows the students the steps of Teddy's breakfast preparation. Students observe the steps and answer T/F questions or questions with three answer options included in the app.</p> <table border="1" data-bbox="71 732 534 1812"> <tr> <td data-bbox="71 732 302 877"> <p>1. Teddy rubs his belly, a rumbling sound can be heard.</p> </td> <td data-bbox="302 732 534 877"></td> </tr> <tr> <td data-bbox="71 877 302 1094"> <p>2. Teddy decides to prepare his breakfast. He goes to the sink and washes his hands.</p> </td> <td data-bbox="302 877 534 1094"> <p>1. We brush our teeth before eating. T/F</p> </td> </tr> <tr> <td data-bbox="71 1094 302 1310"> <p>3. Teddy goes to the cupboard. He takes out a plate, a cup and cutlery and puts them on the table.</p> </td> <td data-bbox="302 1094 534 1310"></td> </tr> <tr> <td data-bbox="71 1310 302 1526"> <p>4. Teddy goes to the fridge. He takes out butter, ham and cheese and puts them on the table.</p> </td> <td data-bbox="302 1310 534 1526"></td> </tr> <tr> <td data-bbox="71 1526 302 1671"> <p>5. Teddy goes to the shelf, takes the bread and puts it on a plate.</p> </td> <td data-bbox="302 1526 534 1671"></td> </tr> <tr> <td data-bbox="71 1671 302 1812"> <p>6. Teddy starts making the sandwiches: he puts bread on a</p> </td> <td data-bbox="302 1671 534 1812"></td> </tr> </table> | <p>1. Teddy rubs his belly, a rumbling sound can be heard.</p> | | <p>2. Teddy decides to prepare his breakfast. He goes to the sink and washes his hands.</p> | <p>1. We brush our teeth before eating. T/F</p> | <p>3. Teddy goes to the cupboard. He takes out a plate, a cup and cutlery and puts them on the table.</p> | | <p>4. Teddy goes to the fridge. He takes out butter, ham and cheese and puts them on the table.</p> | | <p>5. Teddy goes to the shelf, takes the bread and puts it on a plate.</p> | | <p>6. Teddy starts making the sandwiches: he puts bread on a</p> | | <p>interactive whiteboard, Teddy app</p> | <p>15 minutes</p> | |
| <p>1. Teddy rubs his belly, a rumbling sound can be heard.</p> | | | | | | | | | | | | | | | |
| <p>2. Teddy decides to prepare his breakfast. He goes to the sink and washes his hands.</p> | <p>1. We brush our teeth before eating. T/F</p> | | | | | | | | | | | | | | |
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| <p>5. Teddy goes to the shelf, takes the bread and puts it on a plate.</p> | | | | | | | | | | | | | | | |
| <p>6. Teddy starts making the sandwiches: he puts bread on a</p> | | | | | | | | | | | | | | | |

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| plate, butters it and puts ham and cheese on top. | | | |
| 7. Teddy takes a tomato, washes it under the tap and puts it on the table. | 2. We always wash fruit and vegetables before eating. T/F | | |
| 8. Teddy wants to put a tomato on his sandwiches, but it is uncut. | | | |
| 9. Teddy asks another bear to cut vegetables. | 3. What do we say when we ask someone for help? A. Please B. Thank you C. Sorry | | |
| 10. The other bear takes a cutting board and a knife and cuts the vegetables. | 4. Can children use sharp knives without adult supervision? T/F | | |
| 11. Teddy finishes making the sandwiches. | | | |
| 12. Teddy goes to the shelf, takes out a juice and pours it into a glass. | 5. Which one of these drinks is unhealthy? A. Water B. Carbonated drink C. Juice | | |
| 13. Teddy is having breakfast. | | | |
| 14. Teddy puts the dishes in the sink and washes them. | 6. When the meal is over, dirty plates are left on the table. T/F | | |
| 15. Teddy wipes down the table. | | | |

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| Step 6 - Students wash their hands. | | 5 minutes | |
| Step 7 - Students set the table. They set out plates, cups, napkins and cutlery. The teacher lays out the different food products (bread, butter, cold meats, cheese) on the table. Students spread butter on the bread and put cheese and cold meat on it. | plates, cups, cutlery; food products needed to prepare breakfast | 10 minutes | |
| Step 8 - The teacher puts tomatoes, cucumbers and chives on the table and asks the question: "Who wants to put vegetables on their sandwich?". Students who have expressed a wish ask the teacher to help them cut the vegetables. | food products needed to prepare breakfast | 5 minutes | |
| Step 9 - The teacher says: "enjoy your meal" and the students have a meal. The teacher pays attention to whether students eat neatly and use polite expressions. | | 10 minutes | |
| Step 10 - Students wash and wipe the dishes after breakfast. The teacher pays attention to whether they apply the right amount of liquid to the sponge and whether they wash and wipe the dishes thoroughly. | sponge, dish soap, tea-towels | 10 minutes | |
| Step 11 - Students wipe down the tables after the meal. | tea-towels | 5 minutes | |
| Step 12 - Summary of activities: Assembling a picture story depicting the steps of breakfast preparation. | picture story | 5 minutes | |
| TOTAL DURATION: | | 90 minutes | |

Lesson Plan 7: Discover our Bodies



Background Information/ Aim (100-150 words): This activity introduces learners to the concepts of body and different body parts, this can help learners feel more comfortable with their bodies, and set the basis for introducing later topics such as personal boundaries and appropriate touching.

Targeted Skills:

To develop body awareness through the identification of various body parts

To develop and enhance their motor skills

To develop a higher sense of self-esteem,

Level of Difficulty (Highlight the one that applies): **EASY**/ INTERMEDIATE/ ADVANCE

Preparation (If needed):

Teaching body parts to children with autism requires a structured and engaging lesson plan that takes into consideration their specific needs and learning preferences.

| Activity steps | Resources | Time required | Comments/ Tips |
|---|--------------------------------------|---------------|----------------|
| <p>Step 1 - Begin the lesson with a structured routine, such as a welcome song or a visual schedule that shows the activities for the lesson. Use simple and clear language to explain the lesson's objective: "Today, we will learn about our body parts."</p> | <p>Visual Schedule (if required)</p> | <p>5 mins</p> | |

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| <p>Step 2 – Use this fun and engaging song about body parts to introduce them to the learners, whilst also pointing to your own body and naming them.</p> | <p>https://www.youtube.com/watch?v=R1Hrkqep8nU</p> | <p>10 mins</p> | <p>You can find many educational songs on platforms like YouTube, available in different languages.</p> |
| <p>Step 3 – Use the Teddy app, and ask learners to point on Teddy’s different body parts. For example, "Can you find Teddy's nose?". Then, click on the specific body part and Teddy will demonstrate it. When the learner provides the correct answer, click on ‘Thumbs for Teddy to demonstrate the move.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>15 mins</p> | |
| <p>Step 4 – Then, you can also ask the learners to label their own body parts. For example, "Where are your eyes?" and "Can you touch your ears?"</p> <p>Offer a small reward or reinforcer for active participation, such as a sticker.</p> | <p>Stickers</p> | <p>15 mins</p> | |

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| <p>Step 5 - Encourage parents or caregivers to reinforce the learning at home through activities like drawing or labelling body parts on a picture of themselves or the child.</p> | <p>Teddy Image for Colouring Body Parts</p> | | |
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Lesson Plan 8: Numerical Calculations

Background Information/ Aim (100-150 words):

Children with autism often face difficulties with cognitive skills such as calculations, and therefore it is important to help them develop adequate cognitive competencies to minimize the chances they will encounter later problems in their school year and reduce potential school drop-outs. This activity aims to equip learners with numerical skills in relation to addition and subtraction.

Targeted Skills:

- To develop their numerical skills in terms of identifying numbers.
- To develop their numerical skills in terms of calculations such as addition, subtraction, multiplication or division.

Level of Difficulty (Highlight the one that applies): EASY/ INTERMEDIATE/ ADVANCE

Preparation (If needed):

This activity is supported by the principles of Pictures Exchange Communication Systems (PECS) according to which the child is given visual aids to create associations of real-life objects or concepts to be able to more easily comprehend them (see Module 3 of the Educational Pack for more details on this).

| Activity steps | Resources | Time required | Comments/ Tips |
|----------------|-----------|---------------|----------------|
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| <p>Step 1 - Begin the lesson with a structured routine, such as a welcome song or a visual schedule that outlines the activities for the session. Use simple and clear language to explain the lesson's objective: "Today, we will learn about adding and taking away things, just like when we play with toys."</p> | <p>Visual Schedule (if required)</p> | <p>5 mins</p> | |
| <p>Step 2 – Introduce visual aids for math symbols using Teddy’s video, that represent addition and subtraction. You can also use Teddy to count with the learner from 1 to 10.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>15 mins</p> | |
| <p>Step 3 – Use counting manipulatives, like counting cubes/ small toys/ fruits, to demonstrate addition and subtraction.</p> | <p>Items such as toys/ fruits</p> | <p>15 mins</p> | |

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| <p>For addition, physically add objects to a group. For subtraction, remove objects.</p> | | | |
| <p>Step 4 – Then use the Teddy application to make calculations - For example, the instructor can show the number 3 using the counting video of the TEDDY, then the image with the + sign and then the video with number 5 and ask the child “What is the result of 3 plus 5?”. Then when the child gives the correct response 8 (even if this is not done during the first trials but requires some repetition of the task), the instructor can show the video of the TEDDY with the number 8.</p> | <p>Laptop/ Tablet, Teddy Scenario</p> | <p>15 mins</p> | <p>Using this activity, the cognitive, numbering and problem-solving skills of the child can be targeted. The child can create an association between each number and the visual demonstration of this number by the TEDDY and between each mathematical sign and the visual imagery of the sign which will be shown by the instructor. In this way the likelihood that they will be able to understand the question and the equation increases.</p> |
| <p>Step 5 - Conclude the lesson by reviewing what was learned. Use visual aids to recap the concepts of addition and subtraction.</p> <p>Offer a small reward or reinforcer for active participation, such as a sticker or a favorite snack.</p> | <p>Teddy Image for Colouring Body Parts</p> | | |

CONCLUSION

To summarize, there is an increasing need for special needs educators who can provide effective guidance to students with disabilities in an inclusive setting, and it becomes evident the need to ensure that teachers are appropriately equipped with the right skills, knowledge and attitudes.

In this context, the Multimedia Guidebook is targeted to Special Needs Educators and consists of useful tips and guidelines on how to incorporate the TEDDY Avatar in their practices, along with a collection of real-life scenarios in which the TEDDY Avatar can be used to promote the social skills of children with special needs such as communication, self-confidence, interaction, learning etc. If you would like to further develop your skills in terms of supporting children with on the autism spectrum, you can follow our course which aims to fill in the gaps and provide solutions, best practices, products, tools, toys, etc., thus addressing in this way the lack of empowerment when referring to social development skills, communication skills, and poor interaction between classmates in an inclusive, educational environment.

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