

More / Less: Lucere Align

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Learning Experience:

“When More Becomes Less” — Through Pouring, Scooping & Overflowing

Big Idea (In Their Words):




“Sometimes adding more... means we get less.”

(e.g., too much water = mess, too many blocks = tower falls)

What the Student Will Notice and Experience:

- Adding more doesn't always make something better or bigger
 - There's a moment when “more” causes a **change** — mess, collapse, loss
 - Physical **cause-and-effect** invites prediction and reflection
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Setup & Materials (Sensory, Interactive)

Activity Zone	Materials	Interaction Style
Water Station 	Pitcher, cups, sponge, small tray	Pouring slowly into cups — observe what happens when it spills
Sand or Beans 	Scoop, container, funnel	Keep scooping in until it overflows — feel it with hands
Block Tower 	Sturdy foam or magnetic blocks	Build together — one block at a time — watch what makes it tumble

**Snack
Sorting** 🍎

Small plate, snacks like apple
slices or crackers

Keep adding to a plate — until pieces fall off

🧠 How to Guide the Moment of “Less”

- Let the student do the action **one small part at a time**
- As it gets “more,” slow down and **gesture waiting**
- When “less” happens (spill, fall), gently **name it**:

“Uh oh — we had more... now it’s less.”

“Too much. It fell. That made it less.”

💡 Model simple, repeated phrases:

- “More... more... too much... now less.”
- “It spilled — let’s try again.”
- “How many before it falls?”

💬 Allow time — they may **notice without showing it** at first.

🧩 Symbol Support (Tablet or Print)

Create a small visual set that includes:

- 📏 “More”
- 📏 “Less”
- 🧱 “Fall” / 💧 “Spill” / 🍪 “Drop”
- 🔄 “Try again”

Let the student tap a symbol **after** something happens — or guide a paired symbol (e.g., “spill ➡ less”).

Repetition with Variation

You can repeat this core idea across:

- Pouring vs. spilling
- Stacking vs. toppling
- Holding vs. dropping
- Sorting vs. overflowing

☀ Even just **two examples per session** (like pouring + blocks) keeps it short, meaningful, and embodied.

Connection & Reflection

End with co-watching a short replay (if videoed), or retelling together:

“Remember the tower? More made it fall!”

“The plate was full... then too much... snacks went down!”

Invite symbolic play later (toy bins, pretend kitchen) to reinforce the idea in new forms, gently.

I am supporting a student in a special education setting.
They learn best through individualized structure, physical
interaction, and relational safety.

I want to introduce or explore a learning idea — not as abstract
content, but as something ****experienced, noticed, and made
meaningful**** by the student.

The concept I'd like to explore is:
(*Choose or describe one*)

- noticing when "more" becomes "less"

Student Learning Profile
(*Check, add, remove or describe what applies*)

how_the_student_receives_information:

- [x] uses visual input (e.g. photos, symbols, videos, gestures)
- [x] learns through physical interaction (e.g. sorting, tapping, pointing)
- [x] follows better with modeled steps or live demos
- [x] uses digital supports (tablet with symbol-based communication app)

how_the_student_expresses_understanding:

- [x] uses a tablet with 1-2 symbol taps per message
- [x] often expresses understanding by completing the action
- [x] needs long pauses before any visible response

movement_and_physical_support:

- [x] struggles with precise touch (e.g. small buttons, writing)
- [x] works better with large-touch targets or drag-and-drop actions

abstract_thinking_and_symbols:

- [x] understands routines and familiar sequences
- [x] struggles to apply a symbol in a new context (e.g. "more" on one screen ≠ "more" in math)

learning_rhythm_and_energy:

- [x] engages reliably for 6-8 minutes per cycle
- [x] can repeat activity up to 3 times if successful
- [x] needs 1-2 minute reset if interrupted
- [x] strongly affected by room energy (noise, light, movement)

response_time:

- [x] often pauses 10-15+ seconds before beginning action
- [x] doesn't respond if attention is split or pressure is high

emotional_and_social_support:

- [x] trusts one primary adult – proximity helps regulate
- [x] shows elevated anxiety at transitions, especially when unprepared
- [x] signals dysregulation by withdrawing, not acting out

Language: English

Tone: Supportive, clear, classroom-aware.

Use appropriate Emojis for visual harmony while reading.
