Empty / Full:Lucere Align

🌊 Learning Experience: "Fill It Up!" / "Let It Go!"

A joint-action routine using real containers, water, and active participation to help the student **notice**, **compare**, and **enjoy** the states of empty and full — as dynamic, not fixed.

🧩 Materials

- 2–3 containers: **clear**, varied sizes (e.g. large cup, small bowl, wide tub)

- Water source: small pitcher or scoopable bin

- Dump zone: a tub or sink for emptying

- Optional: colored water or bubbles for visibility

🌀 Core Structure (4–6 min loops)

Each loop contains 3 co-regulated parts:

1. **Choose + Scoop**
   Adult says: "Let's fill it up!" ✋👀
   ➤ Student picks a container and pours in water (scoop or pour)
   🔁 If it spills or overflows: calmly model noticing ("Too full!" 💦) and offer towel, dump zone

2. **Check + Show**
   Adult offers two clear options with gesture:

- ○ "Is it *empty* 🥫 or *full* 🍼?"

- ○ Use exaggerated tone, facial expression, and physical contrast (lift up empty vs. heavy full)
  - ➤ Student can **gesture**, **tap**, or **move** toward preferred container

3. **Dump + Watch**
   Adult says: "Let it go!" 🧺
   - ➤ Student pours out contents into a dumping tub
   - ➤ Adult mirrors: "Now it's EMPTY!" (shake container upside-down)
   - 🙌 Celebrate the visible change and invite next round

🔄 Extend the Contrast (When Ready)

To deepen recognition:

- 📊 **Stack order**: Line up containers from empty → full. Let the student knock them down in reverse!

- 🪣 **Fill goal**: "Can we fill to the *top*?" Use a hand gesture to show stopping point.

- 🥏 **Trap play**: One container has a hole — always becomes empty again! Laugh together at the "mystery."

🧠 Teaching Notes

✅ **What to Emphasize**:

- **Big gestures**, simple choices

- **Sound + splash + weight** as feedback

- Focus on **contrast**: "This one is full... this one is EMPTY!"

🚫 **Avoid**:

- Explaining halfway states (e.g. "half-full")

- Using only verbal labels or static photos

- Treating "full" or "empty" as emotional cues

💬 **Adult Language Example**:

- "Wow! Look at it now — it's SO FULL!"

- "Oh no, it's empty again! Want to fill it up?"

- "You did that! You made it full!"

🤝 Co-Regulation & Safety

- Stay within **predictable, success-first loops**

- Narrate *without correcting* — especially when spills happen

- Let the student feel **power and control** over the transformation

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AI Prompt Template (eg. in OpenAI - response results may vary):

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:
- [x] helping the student experience and identify **"empty" and "full"** as observable and changing states — not fixed labels or emotional cues

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Student Learning Profile

how_the_student_receives_information:
  - [x] learns best with real-world objects and materials — not photos
  - [x] responds to visible change in space or movement
  - [x] struggles to track gradual change (e.g. filling process)

how_the_student_expresses_understanding:
  - [x] gestures or moves objects to indicate preference or confusion
  - [x] empties and refills containers repeatedly without clear signaling
  - [x] shows preference for one state (e.g. avoids full cups)

movement_and_physical_support:
  - [x] prefers large motor tasks — scooping, pouring, dumping
  - [x] struggles with precision — may overfill or knock over

abstract_thinking_and_symbols:
  - [x] interprets "full" as emotional — not spatial
  - [x] confused by partial states (e.g. half-full ≠ half-empty)
  - [x] treats "empty" as irrelevant or incomplete
  - [x] does not generalize from one set of containers to another

learning_rhythm_and_energy:
  - [x] works in 4–6 minute loops with high movement
  - [x] needs constant feedback from materials (e.g. pouring → splash → refill)
  - [x] escalates if outcome feels unreachable (e.g. overflows)

response_time:
  - [x] explores with action first — recognition comes later
  - [x] pauses mid-action to reassess only when co-regulated
  - [x] repeats known successful actions without variation

emotional_and_social_support:
  - [x] reacts strongly to perceived "wrong" (e.g. too full, too empty)
  - [x] uses adult cues to feel safe experimenting with overflow or absence
  - [x] connects best in joint action, not observation

Language: English
Tone: Supportive, clear, classroom-aware.

Use appropriate Emojis for visual harmony while reading.