

# Big / Small: Lucere Align

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## ☀ Learning Experience Plan: “*Big and Small — Not Just a Name, but a Game!*”

### 🎯 Core Goal:

Help the student **experience** and **notice** how “*big*” and “*small*” *only make sense when compared* — not just memorized labels.

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### 🧠 Big Ideas (through action, not abstraction):

- “Big” and “small” are *not* about liking or disliking things.
  - “Big” only means “bigger than...”
  - “Small” only means “smaller than...”
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## 🧩 Activity Sequence: “Size Switchers”

Keep the session short (3–5 minutes), playful, and sensory-filled. End with rhythm or laughter.

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### ♦ 1. Intro Warm-Up (Move & Match)

**Materials:** Two distinctly sized but similar objects (e.g. 2 balls, 2 boxes, 2 soft blocks) — same color/shape, clearly different size.

### Steps:

- Place one object in each hand.
- Present them side-by-side and say:  
“Look! These are not just things — they’re *different sizes!*”
- Gently tap the bigger one with a rhythm or say “BOOM!” 🥁
- Tap the smaller one with a tiny sound: “pop!” 🍿
- Invite the student to repeat: tap-tap — big and small.

**Why it works:** Links sound, size, and physical gesture. Rhythm helps regulate and remember.

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## ♦ 2. Stack & Switch

**Materials:** 3–4 pairs of nesting cups, stacking blocks, or boxes in graduated sizes.

### Steps:

- Invite student to build a “tower” of two blocks. You help align them.
- After it’s built, say:  
“This one is *big* compared to this one. But watch!”  
Switch the blocks around, or replace one with an even bigger one.
- Say: “Now *this* one is the small one!” 😊
- Wait for emotion: surprise, laughter, curiosity.
- Repeat with a new pair. Let the student help choose.

**Goal:** Experience how “big” and “small” change depending on the other object.

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## ♦ 3. Size Walk (Big Steps / Small Steps)

**Space:** Open floor or mat space.

### Steps:

- Model a “*big step*” with a stomp. Say: “BIG step! Boom!” 🦶
- Then a “*small step*” with a tiptoe. Say: “Tiny step! tippy-tippy!” 🐾
- Invite the student to try: big / small.
- Then do both next to each other: “Which one was BIGGER?”  
(If the student gestures or reacts emotionally, that’s communication!)

**Extension:** Use objects placed apart to step *toward* big/small targets.

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### ♦ 4. Emotional Reframe Game: “Not Broken — Just Smaller!”

**Use:** When the student gets upset due to size mismatch or “wrong choice.”

#### Script:

- “Oops! That one *looks* broken — but maybe it’s just small!”  
(Exaggerate facial expression 😬 → 😊)
- Compare it to another: “See? Next to this one — it *is* smaller!”

**Support:** Gently model that mismatch isn’t *bad*, it’s just a *clue* about relationships.

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### 💬 Language & Gestures to Model:

| Word             | Action/Gesture                       | Emotion/Tone      |
|------------------|--------------------------------------|-------------------|
| “Big”            | Spread arms wide / deep voice        | Strong, fun 💪     |
| “Small”          | Pinch fingers / whisper              | Gentle, playful 🐾 |
| “Compared to...” | Move hand from one object to another | Curious 🤔         |
| “Let’s switch!”  | Flip two items dramatically          | Surprise 🤯        |

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## ✅ Signs of Understanding (don't expect pointing):

- Repeats actions with new items ✓
  - Laughs when “big becomes small” or vice versa 😂
  - Moves toward one object after comparison 🧩
  - Joins your rhythm or copies movement 🎵
  - Calms after reframe — even if not labeling 🎈
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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.

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### The concept I'd like to explore is:

- [x] understanding \*\*“big” and “small”\*\* as relational and observable size differences — not fixed traits or labels

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### Student Learning Profile

how\_the\_student\_receives\_information:

- [x] uses visual input (e.g. object contrast, shape comparison)
- [x] responds better to movement-based learning than static visuals
- [x] learns through manipulation of physical objects — not images

how\_the\_student\_expresses\_understanding:

- [x] selects or points, but sometimes inconsistently
- [x] shows understanding through building, stacking, or moving things
- [x] may use emotional cues (smiling, laughter, protest) instead of symbolic feedback

movement\_and\_physical\_support:

- [x] needs help aligning or positioning objects to compare
- [x] uses large gestures to explore space (vs. fine control)

abstract\_thinking\_and\_symbols:

- [x] treats “big” as exciting, strong, fast — not as a measurable size
- [x] does not compare — memorizes instead
- [x] may say “small” for something new or disliked
- [x] requires visible, tangible contrast for comprehension

learning\_rhythm\_and\_energy:

- [x] short bursts (3–5 mins) with fast resets
- [x] sensory-seeking — needs input to stay regulated
- [x] may disengage if outcome is predictable or repetitive

response\_time:

- [x] touches first, thinks second
- [x] gestures with large movement, not target-specific

emotional\_and\_social\_support:

- [x] reacts emotionally to mismatches (“wrong size” = “broken game”)
- [x] regulates through laughter or rhythm
- [x] may need adult modeling to reframe frustration when contrast fails

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Language: English

Tone: Supportive, clear, classroom-aware.

Use appropriate Emojis for visual harmony while reading.

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