

Spatial Coherence: Lucere Align

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Learning Experience: "Now I See You"

A movement-based awareness of shared space and presence

Core Concept

We're helping the student **experience that someone can be close, even when not directly seen** — and that with a small shift in position, this presence becomes visible. It's not a lesson *about* perspective — it's a moment of discovery *through* it.

Activity Flow

◆ 1. Setting the Scene (1–2 mins)

- Bring the student to their usual spot near the wall with the two windows.
- You (the adult or peer) sit quietly on the other side, just out of their direct line of sight.

Environment tips:

- Keep the area calm and quiet.
 - Sit at a gentle angle where only a **small physical shift** (lean, head turn, body tilt) is needed to “see” you.
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◆ 2. Inviting Awareness (1 min)

Use a calm, grounded voice and simple prompts like:

“You’re sitting here... I’m sitting near you, but you can’t see me yet.”

“Let’s see what happens if you move... just a little bit.”

Gently support or guide the student in **leaning back**, **tilting their head**, or using a **mirror or reflective surface** if needed.

 *Optional adaptation:* Hold up a small mirror so they can “discover” your reflection without turning.

♦ 3. The Moment of Discovery (1–2 mins)

Let the student **notice** you. Pause together. No need for big reaction — just hold the space and share the shift:

“Now you can see me. But I was here the whole time.”

Use **calm facial expressions** and **gentle tone** to affirm their awareness — smile, nod, or use a soft vocalization to mirror their response.

 You can repeat the shift slowly, helping them “lose and find” you again with movement.

“I disappear... now I come back. Did I go away?”

“No — I was just hiding in the corner of your eye.”


♦ 4. Extension or Closure (1–2 mins)

If the student is engaged, extend the idea:

- Use a **puppet or object** that also “hides” and “appears.”
- Create a **simple rhythm**: lean > see > stillness > return.
- You could say:

“Sometimes we don’t see someone, but they’re still with us.”

“A little move... and we’re together again.”

 Or, if their energy is shifting, just close with quiet presence:

“You saw me. I’m still here.”

Supports & Considerations

Area	Strategy
Physical movement	Use gentle hand-under-hand support for leaning/turning. Seat with back support or beanbag to ease shifting.
Visual processing	Try soft lighting, avoid visual clutter. You can frame the “seen” window with color or texture for visual cueing.
Emotional safety	Keep voice calm, predictable. Let their body signal when to stop. Presence matters more than performance.
Timing	Allow long pauses. Don’t prompt for verbal response. Their smile, stillness, or turning toward you is enough.

Reflection Cues (Nonverbal-Friendly)

- Offer an open gesture like palms up 👐 to invite re-engagement.
 - Try mirrored movements to echo their discovery.
 - Use a consistent phrase or rhythm next time (like “lean and look”) to build familiarity.
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Why This Matters

This moment helps the student **build awareness of others through space, not speech**. It fosters:

- ✨ Recognition of connection without direct contact
 - 🧠 Development of spatial awareness tied to emotion
 - 💖 Emotional safety through repeatable, reliable discovery
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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:

- **other:** *Recognizing shared presence through a shift in physical perspective.*

The learner sits near a wall with two windows. At first, they cannot see the other person nearby. Through a small movement—like leaning back or stepping slightly—they suddenly “see” the other person not outside, but inside.

This reveals that the other person was always present, just not visible. We are exploring the feeling and awareness of **being near someone** without seeing them directly, and how **a small change can make presence felt again**.

Student Learning Profile

how_the_student_receives_information:

- [x] learns through physical interaction (e.g. hands-on tasks, movement)
- [x] follows better with modeled steps or live demos
- [x] other: *responds to shared space or visual alignment—understands “presence” more through position than words*

how_the_student_expresses_understanding:

- [x] shows understanding through action, movement, or expression
- [x] needs extended time before responding
- [x] other: *may mirror movement or respond with emotional tone (e.g. a smile, calm body, stillness)*

movement_and_physical_support:

- [x] benefits from adapted materials or assistive tools
- [x] limited fine motor control (e.g. handwriting, touch input)
- [x] other: *requires assistance with guided leaning or positioning shift*

abstract_thinking_and_symbols:

- [x] learns best through concrete examples and daily context
- [x] engages well with pattern, sorting, or matching activities
- [x] other: *better understands emotional connection through spatial demonstration than verbal reassurance*

learning_rhythm_and_energy:

- [x] attends well for short bursts (5–10 minutes)
- [x] benefits from short, scheduled breaks
- [x] stays regulated best in calm, low-distraction spaces

response_time:

- [x] often processes silently before responding
- [x] may not respond immediately but is following
- [x] needs extra space and time before expressing anything

emotional_and_social_support:

- [x] regulates better with a trusted adult close by
- [x] expresses emotion through movement, tone, or behavior
- [x] other: *feels secure when visual awareness confirms “not being alone”*

Language: English

Tone: Supportive, clear, classroom-aware.

Use appropriate Emojis for visual harmony while reading.
