Same / Different:Lucere Align

Institut für Strukturelle Integrität - version lucere-align-18-05-2025-00 - (CC BY-SA 4.0)

🌟 Learning Concept: Experiencing “Same” and “Different”

🌱 Core Goal

Help the student *notice* and *feel* the difference between items that are the same in key features vs. those that are different — not just through visual similarity, but through hands-on, meaningful interaction.

🛠️ Suggested Experience Design

1. Touch-and-Match Stations (3–5 min cycles)

Setup:

- Use bins or trays labeled with a visual cue (👀🔍) to indicate a sorting or pairing task.
- Fill with **tactile objects** (e.g. soft vs. bumpy balls, warm vs. cool stones, squishy vs. firm items).
- Each pair should include:
    - One pair that is **“same” in feel and look**
    - One pair that is **“different” in a meaningful way** (e.g. texture, weight, temperature)

Flow:

- Adult models picking up one object, exploring it with exaggerated gestures (smell it, rub it on cheek, tap it).

- Offer two options: "Which one is *like* this one?" ✋👀
- Celebrate both the *reach* and the *notice* 🎉 — not just correctness.

⏱️ Keep the cycle short. One “match” per round, then move on or reset with a dramatic “let’s mix it up!” 🎭

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2. Movement Match Game

Setup:

- Place large objects or visuals around the room (e.g. colored mats, shape cutouts, textured pads).
- Objects should be in **sets**: some the same, some clearly different in shape/feel/use.

Flow:

- Adult starts by walking to an object, placing a hand or foot on it: “I found *this one!*”
- Then models scanning and “searching” for another that’s the *same*.
- Invite the student to “find one like mine!” and move with them toward the options.
- Use dramatic cues (“This one... is squishy... is that one squishy too?”)

👣 Incorporates large motor movement and offers non-verbal ways to express understanding.

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3. Mirror Me: Same or Different?

Setup:

- Use objects the student enjoys handling (e.g. two favorite cars, spoons, scarves).
- Sit together with one set each.

Flow:

- Adult models an action with an object (e.g. spins a toy, taps spoon on knee).
- Student either *mirrors exactly* or explores their own version.
- Afterward, adult gently asks: “Did we do it the same? Or different?” with exaggerated tone and visuals.
- Celebrate all effort: “We both did it! Let’s try a twist!”

🤝 Helps connect physical imitation to cognitive comparison. The adult’s response tunes the emotional tone — no right/wrong, just curiosity.

🔁 Success Loops and Co-Regulation Tips

- 🧸 Keep pairings familiar before introducing novelty — anchor “same” in safety.
- 🌈 Use high-contrast differences (e.g. smooth vs. prickly) at first to reduce ambiguity.
- 🤗 Validate noticing, not just matching: “You touched both — you checked them out like a scientist!”
- 📸 Use photos of previous matches to reflect later: “We found two the same last time — remember?”

💡 Extension Over Time

- Gradually introduce visual-only pairings after physical ones (e.g. two photos of soft items).
- Use **real-world matching**: “Are these two shoes the same?” “Are these two snacks the same?”
- Co-create a “same/different” journal with photos or items the student has matched over time.

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] other: helping the student experience **"same" and "different"** through concrete, multisensory comparison

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Student Learning Profile

how_the_student_receives_information:
  - [x] uses visual input (e.g. photos, symbols, videos, gestures)
  - [x] learns through physical interaction (e.g. hands-on tasks, movement)
  - [x] follows better with modeled steps or live demos

how_the_student_expresses_understanding:
  - [x] shows understanding through action, selection, or placement
  - [x] gestures inconsistently — often reactive or mimicked
  - [x] needs extended observation time before response

movement_and_physical_support:
  - [x] prefers standing or large-motor learning spaces
  - [x] struggles with fine motor precision (e.g. pointing to one object from many)

abstract_thinking_and_symbols:
  - [x] does not generalize across cosmetic features (e.g. color or texture distracts)
  - [x] confuses "same" with "familiar" and "different" with "new"
  - [x] requires co-regulated validation to notice feature overlap

learning_rhythm_and_energy:
  - [x] works best in 3–6 minute cycles
  - [x] resets when pattern is broken or re-presented differently

- [x] easily fatigued by error correction — needs success loops
- [x] co-regulation needed to stabilize engagement

response_time:
- [x] very slow in open-ended comparisons
- [x] shows signs of uncertainty through withdrawal or task abandonment

emotional_and_social_support:
- [x] relies heavily on adult’s presence for pattern modeling
- [x] emotionally disengages when “wrong” feels arbitrary
- [x] highly sensitive to feedback tone — must not feel evaluated

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

Use appropriate Emojis for visual harmony while reading.
