



The Ugly Duckling – AAC box to encourage emotional and social inclusion

Pedagogical sheet

PRESENTATION OF THE BOX

LEVEL/AGE GROUP: 6+ years old

DURATION: 30 – 45 minutes by activity

THEMES: Diversity, acceptance, emotions, friendship, communication development, early literacy, and mathematics through storytelling

KEY COMPETENCES DEVELOPED:

LITERACY	Vocabulary development, understanding and retelling stories, expressing thoughts and feelings
NUMERACY	Pre-mathematical skills: counting, sorting, spatial orientation, logical thinking
DAILY LIFE	Emotional intelligence, empathy, self-confidence, caring for oneself and others

AIM OF THE BOX: The aim of this pedagogical box is to develop children's emotional literacy, social skills, and communication through the famous story of the Ugly Duckling. Through a series of thematic activities (language, mathematics, and daily life), children explore feelings, relationships, and everyday challenges. By including AAC tools (communication boards, symbols), the active participation of children with communication difficulties is enabled and an inclusive educational environment is encouraged.



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**Plural
Words**

IMPLEMENTATION

THE DIFFERENT STEPS

Step 1: Reading the story

- Read the story The Ugly Duckling and discuss the main events. Include communication symbols (emotions, characters, actions) for children using AAC.

Step 2: Literacy activities

- Story sequencing using picture or sentence cards
- Role play with puppets
- Question cards to encourage speech and understanding

Step 3: Math activities

- Counting characters, comparing quantities
- Sorting and spatial orientation with manipulatives
- Communication boards with math symbols (more/less, bigger/smaller)

4. Step 4: Daily life activities

- Recognising the characters' emotions and needs
- "What does the Ugly Duckling need?" game
- Discussion about friendship and support
- The role of family – creating a "circle of support"
- Role play for conflict resolution and expressing feelings

VIGILANCE POINTS

- Ensure that all symbols and visual aids are clearly accessible
- Be mindful of the emotional sensitivity of the topic – encourage support and understanding
- Encourage all forms of communication (verbal, non-verbal, symbolic)

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- Allow for adjustments in pace and manner of participation depending on the child's needs

POTENTIAL ADAPTATIONS

Material adjustment:

- Enlarged symbols, simpler language, visual strips with the order of activities
- Laminated cards
- Boards with symbols in colour and by category (emotions, needs, actions)

Pedagogical adaptation:

- Individual or small group work for children who need additional support
- Use of routine and predictable activity structure for easier orientation

Variations:

- Connecting the story to other well-known fairy tales or real experiences of children
- Incorporating musical, art or physical activities into the treatment of the topic (e.g., making puppets, singing songs about emotions)
- Collaborating with parents in continuing the activities at home (emotional boards, family support circle)

TO GO FURTHER

Bibliography

- Andersen, H. C., The Ugly Duckling
- ARASAAC symbols: www.arasaac.org
- PECS (Picture Exchange Communication System)
- Widget and Boardmaker communication tools

RESOURCES OF THE BOX

- Book, “The Ugly Duckling”, level 1
- Book, “The Ugly Duckling”, level 2
- This pedagogical sheet
- AAC Tool - Daily Life: Communication board
- Activity Sheet - Daily Life: Emotion and feelings with AAC
- AAC Tool - Literacy: Communication board with symbols PECS
- Activity Sheet - Literacy: The Ugly Duckling - literacy activities
- AAC Tool - Numeracy: Communication board with mathematical symbols
- Activity Sheet - Numeracy: Math Box – The Ugly Duckling