

Module 1 – Introduction to SIEMdig

General Description

1. Overview and Context

SIEMdig is a collaborative European initiative focused on improving **inclusive digital education** in early primary years (roughly ages 6–9). The project supports teachers in recognizing and addressing barriers to participation (e.g., socio-economic, cultural/linguistic, disability, and neurodiversity) and in fostering empathy and belonging through **interactive digital storytelling (IDS)** and well-scaffolded classroom activities.

This introductory module orients participants to the project’s aims, key outputs, and how these resources translate into day-to-day classroom practice.

Connection to SIEMdig outputs:

- Orientation to the SIEMdig resource set (repository, guides, rubrics, and IDS use cases).
- How the resources support inclusive pedagogy, empathy-building, and practical differentiation in the early grades.

2. Learning/ Training Objectives

By the end of the module, participants will be able to:

- **Remember** the core purpose of SIEMdig and **summarize** its main outputs for early primary education.
- **Understand** how Interactive Digital Storytelling (IDS) supports inclusion and empathy-building in ages 6–9.

3. Learning Outcomes & Competences Developed

- Articulate SIEMdig’s aims, target age range, and resource ecosystem (**knowledge**).
- Locate and select appropriate SIEMdig materials for lesson design (**skills**).
- Value a strengths-based, empathetic view of learners (**attitude**).

4. Methodology and Pedagogical Approach

- **PowerPoint presentation** to introduce SIEMdig and its main results.
- **Handout with fill-in spots** to promote active participation and reflection.
- **Brief pair discussion** to connect content with teachers’ own classroom experience.

5. Key Resources, Tools and Support Materials

- **PowerPoint presentation** – module narrative, visuals of project aims, partner map, and result highlights.
- **Printed hand-out** (2–3 pages) with:
 - Overview of project results,
 - One example checklist or activity,
 - Links/QR codes to the Repository and IDS Platform demo.
- **Optional digital polling tool** (e.g., Mentimeter, Pingo) – for live participant input.

Module Activities Structure

Part A – Introductory Activities

Activity: Quick poll and reflection

- *Prompt on slide:* “What is the biggest barrier to inclusion in your classroom?”
- Options shown (digital tools, time, training, learner diversity).
- Participants vote by show of hands (or quick digital poll if available).
- Trainer briefly highlights how these connect to the SIEMdig project.

Purpose: Surface teachers’ real-life challenges, create interest, and link directly to SIEMdig’s focus on inclusion and digital support.

Materials: PowerPoint slide with question, optional polling tool.

Part B – Core Development Activities

Activity: Work in pairs with a checklist

- Each pair receives a short **SIEMdig checklist extract** from the handout.
- Task: *“Review this checklist. What is one strength you see, and one suggestion to make it more useful in your practice?”*
- After 10 minutes of pair work, a few pairs share highlights in plenary.
- Trainer links feedback to the way SIEMdig developed and tested these tools across partner countries.

Purpose: Give teachers a concrete taste of a SIEMdig resource, promote peer reflection, and prepare them for the deeper modules.

Materials: Printed handout with checklist extract, pen/pencil.

Part C – Practical/ Hands-on Application

Activity: Micro-scenario sketch

- Prompt: *“Imagine using one SIEMdig tool (Repository, IDS, or checklist) in your class. What’s one small step you could try next week?”*
- Participants jot a sentence or two on the handout.
- Volunteers share examples (1–2 only).

Purpose: Move from reflection to application without adding heavy workload.

Part D – Evaluation and Reflection

Activity: Online quiz + reflection

- **Online quiz (5 min):** Short 3–4 multiple-choice questions using a polling tool (Mentimeter, Pingo or Moodle).
 - Example items:
 - *Which SIEMdig result provides ready-made activities and templates? (Repository / IDS / Guide)*
 - *What is the age group SIEMdig focuses on? (6–9 years old / 10–12 / secondary)*
 - *Which tool helps teachers assess inclusivity in lessons? (Rubric / Storybook / Polling app)*

Module Title: Introduction to SIEMdig

Module Leader: Tomasz Szember

- Answers discussed briefly to reinforce key points.

Reflection (5 min):

- Prompt on slide/handout: *“One thing I learned today, one question I still have.”*
- Participants jot their response on the handout or post-it.

Purpose: Quick check of understanding + professional reflection to connect learning with practice.

Materials: Quiz platform or simple PPT questions; handout for reflection.

Closure/ Reflection/ Evaluation

Closure and Takeaways

Trainer collects a few responses from the reflection part in D (“One thing I learned today, one question I still have.”) and reads them aloud, weaving them into a shared closing statement.

Evaluation

No standalone evaluation is conducted here. Instead, *this module contributes to the overall evaluation of the full SIEMdig training course.*

Annexes

Annexes related to Module

Include annexed documents related to the module (e.g., exercise sheet, evaluation rubric, etc.).

Teacher Training Module Lesson Plan

Teacher Training Module Lesson Plan

Module Title:	Module 2: Navigating the SIEMdig Digital Tools Collection
Module Leader:	Open Europe

General Description

1. Overview and Context

*This module, "**M2: Navigating the SIEMdig Digital Tools Collection/Repository**" is designed to equip primary school teachers with essential digital skills. Its core focus is on familiarising participants with the structure, content, and practical use of the **SIEMDig Digital Repository**. This Repository, also referred to as the "Digital tools collection" and "Repository of Digital Resources", is one of the key outputs of the broader SIEMDig project.*

This repository showcases ready-to-use digital tools to help teachers:

- ✓ *Integrate technology into their lessons confidently.*
- ✓ *Create inclusive learning experiences for all students.*
- ✓ *Strengthen digital teaching methods with practical resources.*

*The module's connection to this specific project output is central, as it aims to support teachers in becoming "Integrators of digital contents" by providing them with **digital tools and resources** along with clear instructions for their effective use in everyday teaching. The broader goal is to significantly **improve inclusive digital education for primary school teachers**. This addresses the identified need for teachers to develop **stronger digital pedagogy and expertise**, enhance their confidence in integrating digital tools, and ultimately **foster inclusive learning environments** that cater to diverse student needs and backgrounds.*

*Consequently, by the end of the module, **teachers will be better equipped to use these tools in their classroom, making learning more engaging and accessible for every child.***

2. Learning/ Training Objectives

By the end of this module, teachers will be able to:

Find the right digital tools quickly – *Use search and filters to explore the collection and discover resources for communication, assessment, and content creation.*

Use digital tools in their lessons – *Adapt resources from the collection to create or improve their lesson plans that meet curriculum goals and support all learners.*

Make their classroom more inclusive – Confidently integrate digital tools into their teaching to engage every student.

Keep learning and growing – Feel empowered to explore the collection on their own and use it for ongoing professional development.

3. Learning Outcomes & Competences Developed

By the end of this module, participants will achieve the following measurable results:

Knowledge

- Understand how the **Digital Tools Collection/Repository** is organised (e.g., tools for communication, assessment, and content creation).
- Recognise which digital tools work best for different lessons and age groups (6–9 years).
- Explain why digital skills matter for inclusive, engaging classrooms.

Skills

- **Find tools quickly** – Use search/filters to locate relevant resources.
- **Choose the right tools** – Evaluate resources based on cost, ease of use, and their pupils' needs.
- **Use tools in lessons** – Adapt resources to fit their lesson plans and make learning more interactive.
- **Solve simple tech issues** – Troubleshoot common problems when using digital tools.
- **Keep learning** – Explore the Tools Collection/Repository independently to grow their skills over time.

Attitudes

- Feel more confident trying new digital tools in their teaching.
- Value continuous learning to improve their digital teaching methods.
- Appreciate how technology can engage all learners and make lessons more inclusive.

Developing Digital Literacy Skills

This module helps teachers build key digital skills by:

- **Finding and using digital tools** - Learn to navigate and select the best resources from the SIEMdig Digital Collection/Repository for their classroom.
- **Gaining confidence** - Feel more comfortable using technology to engage pupils.
- **Staying motivated** - Discover new ways to bring digital tools into their teaching practice.

4. Methodology and Pedagogical Approach

*This training session is designed to empower educators through experiential learning and peer collaboration, ensuring they gain hands-on experience with the Digital Tools Collection / Repository while co-creating practical solutions for their classrooms. The session begins with guided exploration, where teachers observe, practice, and engage in team challenges to build confidence in navigating the tool efficiently. Phase 2 shifts to peer-driven, problem-based learning, with small groups prototyping gamified **Social-Emotional Learning (SEL) lessons**—mirroring real classroom constraints. Throughout, inclusive principles are embedded: instructions are delivered multimodally (**verbal demo + visual screenshots**), and tasks allow for choice (e.g., selecting familiar/new tools) to accommodate diverse experience levels.*

To further promote inclusion, we encourage facilitators to:

Foster collaboration: *Mixed-ability teams ensure peer mentoring, while the “1-2-3 Share” debrief structures equitable participation. By blending autonomy, play, and reflection, this model ensures all teachers leave with actionable strategies tailored to their unique classrooms.*

Neurodiversity: *Allow solo exploration time before group work for teachers who need processing time.*

Universal Design for Learning (UDL): *Suggest tools with accessibility features (e.g., voice over in Powtoon, [alt-text in Canva](#)).*

5. Key Resources, Tools and Support Materials

*Teachers can use these curated tools/platforms (with direct links to relevant sections) for their **Quick Social-Emotional Learning Lesson**:*

HOOK:

1. Nickname Generator

- a. *How to use: Encourage shy pupils to participate by generating fun, identity-affirming nicknames (e.g., "Captain Kindness")*
<https://www.name-generator.org.uk/nickname/>

2. GoNoodle

- a. *How to use: Search "Flow and Steady" videos (e.g., "[Star Breath](#)" relaxation exercise). Use as a hook before quizzes to calm students.*

PRESENTATION/ACTIVITY:

3. MakeBeliefsComix

- a. *How to use: Use [SEL printables](#) which can be used with students for SEL work to develop the skills necessary for becoming better, more caring and sensitive human beings.*

4. Khan Academy Kids

a. How to use: Download free SEL [worksheets](#)

5. Powtoon

a. How to use: Create 2-minute SEL scenarios (e.g., "How would you help a sad friend?"). Template: "Interactive Story".

6. Canva

a. How to use: Design visual emotion cards (e.g. search "SEL flashcards" templates) or check out the [K12 Teaching templates](#).

7. Genially

a. How to use: Build interactive SEL posters (e.g. calming strategies for kids) or check out the [K12 Teaching templates](#).

GAMIFIED CHECK:**8. Kahoot**

a. How to use: Search pre-made SEL quizzes (e.g., "Social & emotional learning" by Kahoot!)

9. Wordwall Community

a. How to use: Search for free SEL games on Wordwall through a google search (e.g., "[Empathy quiz](#)")

Module Activities Structure

Part A – Introductory Activities

Training Delivery Plan

PHASE 1: Guided Exploration (20-30 min)

Demo (5 min)

- **Script:** "Instead of explaining every feature, let me show you how I'd search for a tool to assess reading skills. Watch how I use filters—then you'll try!". Then, highlight 3 Key Filters (based on SIEMDig's actual taxonomy).




Guided Practice (15 min)

- Give teachers a 5-minute challenge: "Find one tool you've used before and one new tool—be ready to share why you picked it."
- Let them explore freely while you circulate and ask questions about the functionality of the tool and the filters.

Team Speed Challenge (10 min)

Divide teachers into teams of 3–4.

Task: "Find these 3 tools FAST using filters—screenshot your results!"

-  **A quiz maker** (e.g., Kahoot! or Quizizz)
-  **A video creator** (e.g., Powtoon)
-  **A presentation tool** (e.g., Canva, Animoto or Genially)

Part B – Core Development Activities

PHASE 2: Experiential + Peer Learning (60 min)

- **Theme:** "Quick Social-Emotional Learning Lesson in Busy 1st Grade Classroom using Gamification for Assessment"
- **Examples to Spark Ideas:** "How can we represent different family types (e.g., LGBTQ+, single-parent, multigenerational) in the lesson?"

Step 1: Set the Challenge (5 min)

- **Prompt:** "How can you check students' understanding of empathy while ensuring the lesson honours diverse cultures, abilities, and family structures?"

Step 2: Tool Exploration & Lesson Co-Creation (45 min)

- Put into practice some tools from the SIEMdig Digital Tools Collection (e.g. **Canva, Genially, Powtoon, Kahoot, Wordwall, GoNoodle or MakeBeliefsComix**)

Part C – Practical/ Hands-on Application		
<i>PHASE 2: Experiential + Peer Learning (60 min)</i>		
Part	Task	Time
A. Tool Dive	<p>Pairs pick 1 tool →</p> <p>Create:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Short presentation (e.g., Canva or Genially) <input checked="" type="checkbox"/> Gamified check (e.g., Kahoot or Wordwall) 	20 min
B. Prototype	<p><i>*Design a 5-minute mini-lesson: *</i></p> <ul style="list-style-type: none"> - Hook (optional): 1-min intro (e.g., GoNoodle calm-down video) - Activity: 3-min tool-based task (e.g. MakeBeliefsComix or Khan Academy Kids pre-made activities) - Gamified Check: 1-min Kahoot quiz/Wordwall game 	20 min
C. Rehearse/Presentation	Practice delivering the lesson (+ tech setup)	5 min
Part D – Evaluation and Reflection		
<i>PHASE 2: Experiential + Peer Learning (60 min)</i>		
Step 3: Peer evaluation (while observing rehearsals/presentations)		
<ul style="list-style-type: none"> • Prompt: “As teams rehearse/present their lessons, use the SEL Lesson Feedback or the Checklist Format/Quick Scan version (go to Annexes) to assess key elements: Inclusive? Engaging? Good tech use? This isn’t about perfection – it’s about professional reflection and practical tweaks you could make by tomorrow.” 		
Step 4: Strengthen Your Lesson (5 min)		
<ul style="list-style-type: none"> • Once presentations are finished, groups should swap rubrics with another group and give 1 concrete suggestion to improve their lesson. • Prompt: “Now, trade rubrics with another group. Glance at their ‘grows’—then offer one specific idea to boost inclusivity, engagement, or clarity.” 		

Closure/ Reflection/ Evaluation**Closure and Takeaways*****PHASE 3: Group Sharing & Debrief (10 min)*****Use the “1-2-3 Share” Structure:**

1. **1 Tool** they would use tomorrow (e.g., “I would use Wordwall to create my own personalised activities in the future”)
2. **2 Pros** discovered (e.g., “Kahoot is fast + has gamification tools”)
3. **3 Words** describing their experience (e.g., “Playful, practical, eye-opening”)

Evaluation**Module Evaluation Process:**

*This training uses a three-tiered reflection framework to assess learning and improve practice: (1) **Peer evaluations** during rehearsals (using the SEL Feedback Checklist/Quick Scan rubrics) focus on inclusivity, engagement, and tech integration; (2) **Structured feedback exchanges** where groups swap rubrics to share one actionable improvement; and (3) A “**1-2-3 Share**” **debrief** to consolidate takeaways. These tools—anchored in real-time observation, collaborative critique, and personal reflection—ensure teachers leave with both peer insights and a concrete plan to adapt lessons for their classrooms.*

Annexes	
Annexes related to Module	
Evaluation rubric 1 (short version)	
<i>Checklist Format (Quick Scan)</i>	
Mark each box that applies: <input checked="" type="checkbox"/> = Met <input checked="" type="checkbox"/> = Not Met <input checked="" type="checkbox"/> = Partially Met	
	INCLUSIVE: Represents diversity; offers participation options.
	ENGAGING: Fun, interactive, and age-appropriate.
	TOOL FIT: Tech enhances (not distracts from) learning.
	STRUCTURE: Includes Hook (optional) + Activity + Gamified Check.
Glow (Success): _____	
Grow (Improvement): _____	
Star Rating: ★ ★ ★ ★ ★	
(Circle how many stars you'd give it)	
Evaluation rubric 2 (long version)	
<i>SEL Lesson Feedback Checklist</i>	
<i>Circle one for each line:</i>	
1. INCLUSIVE? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Somewhat <input checked="" type="checkbox"/> No (Does it work for all students - abilities, cultures, identities?)	
2. FUN FOR 1ST GRADERS? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Somewhat <input checked="" type="checkbox"/> No (Is it hands-on and age-appropriate?)	
3. GOOD TOOL CHOICE? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Okay <input checked="" type="checkbox"/> No (Was the tech helpful, not confusing?)	
4. COMPLETE LESSON? <input checked="" type="checkbox"/> All parts <input checked="" type="checkbox"/> Missing 1 <input checked="" type="checkbox"/> Missing 2+ (Hook? Activity? Game Check?)	
What worked best: _____	
One improvement: _____	

Teacher Training Module Lesson Plan

Module Title: Exploring the Interactive Digital Storytelling (IDS) Platform
Module Leader: CDVPR

General Description

1. Overview and Context

This module introduces teachers to the Interactive Digital Storytelling (IDS) Platform as a tool for promoting **empathy, difference, and social inclusion** among pupils aged 6–9. Teachers will explore how **simulations, story structures, and gamification elements** can help children understand diversity, cooperate, and express emotions in inclusive classroom settings.

Aligned with SIEMDig project outputs, this module supports teachers in becoming digitally competent, inclusive educators. It emphasizes creating safe, engaging, and meaningful opportunities for children to explore kindness, respect, and cultural difference through digital storytelling.

2. Learning/ Training Objectives

By the end of the module, participants will be able to:

- Analyse how IDS supports empathy, difference, and social inclusion in early primary education.
- Apply IDS features (simulations, branching stories, gamification) to classroom scenarios.
- Design inclusive digital storytelling activities for pupils aged 6–9.
- Adapt IDS activities for diverse learners (cultural, linguistic, developmental, and ability-based).
- Evaluate student engagement and social–emotional growth through IDS projects.

3. Learning Outcomes & Competences Developed

Pedagogical Competences

- Integrating storytelling for empathy, difference, and SEL.
- Differentiating IDS activities to meet diverse learner needs.

Digital Competences

- Using IDS to create and adapt interactive stories.
- Managing multimedia storytelling resources.

Inclusion & Diversity Competences

- Designing culturally responsive and accessible IDS activities.
- Encouraging representation of difference and multiple perspectives

Social & Emotional

- Embedding empathy, collaboration, and self-awareness in IDS projects.
- Supporting pupils to reflect on inclusion through shared digital narratives.

4. Methodology and Pedagogical Approach

- **Experiential learning** – Hands-on exploration of IDS.
- **Collaborative learning** – Group co-design of stories.
- **Peer reflection** – Sharing and feedback using rubric.
- **Inclusive pedagogy** – Adapting stories for language, accessibility, and cultural inclusion.

5. Key Resources, Tools and Support Materials

- IDS Platform (online)
- SIEMDig Repository and Inclusion Guide
- Inclusive storytelling evaluation rubric
- Worksheets: storyboarding template, reflection form
- Example IDS stories on empathy and inclusion

Module Activities Structure

Part A – Introductory Activities

- **Kick-off info session** – Briefly revise what digital storytelling is, focusing on its role in empathy, difference, and inclusion for ages 6–9.
- **Demo of IDS simulations and story structures** – Teachers experience a sample interactive digital story with branching choices.
- **Brainstorm** – In small groups, teachers list ways IDS could support classroom themes like respect, friendship, diversity.

Part B – Core Development Activities

1. Exploring IDS Features

- Teachers navigate branching paths, gamification elements, and personalization tools.
- Example stories are shown (e.g., welcoming a new classmate, resolving a conflict, celebrating cultural holidays).

2. Story Design Strategies

- Teachers identify scenarios in which IDS can be used to promote empathy and inclusion (e.g., preventing bullying, celebrating linguistic diversity).
- Activity: Match IDS features (simulations, personalization, multimedia) to different inclusion goals.

3. Peer Collaboration

- Teachers work in groups to co-design short IDS scenarios (2–3 scenes) that highlight difference and inclusion.
- Each group shares draft ideas with others for rapid feedback.

Part C – Practical/ Hands-on Application

- **IDS Story Creation** – Teachers individually or in pairs create a short IDS story prototype using the platform.
 - Step 1: Storyboarding with inclusion theme (Annex 3 template).
 - Step 2: Adding branching choices (e.g., respond with kindness vs exclusion).
 - Step 3: Testing and reviewing each other’s prototypes.
- **Peer Review with Rubric** – Teachers assess prototypes using Annex 1 rubric (criteria: empathy, difference, inclusion, creativity, accessibility).
- **Adaptation Task** – Teachers suggest adaptations for pupils with different needs (e.g., simplified text, audio narration, translation, sensory-friendly design).

Part D – Evaluation and Reflection

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

- **Self-reflection prompt:** “How will I apply IDS in my classroom to support empathy, difference, and inclusion?”
- **Group discussion** – Teachers share takeaways and concerns.
- **Facilitator observation checklist** – Used during activities to track participation, collaboration, and use of IDS features.
- **Quick poll (Slido/Mentimeter)** – Participants rate their confidence in using IDS for inclusive teaching.

Closure/ Reflection/ Evaluation

Closure and Takeaways

- Teachers summarize one inclusion strategy they will apply using IDS.
- Facilitator shares follow-up resources: IDS tutorials, SIEMDig Repository, Inclusion Guide.

Evaluation

1. Pre-Training Assessment

- Purpose: Identify baseline knowledge and attitudes.
- Tools: Pre-survey (self-rating scale 1–5 on confidence in IDS, empathy-building, inclusion strategies).

2. Formative Assessment During Training

- Purpose: Monitor progress and adjust instruction.
- Tools:
 - Mentimeter/Slido instant polls during activities.
 - Padlet brainstorming (how IDS can support empathy/difference).
 - Peer discussion checklists.

3. Practical Demonstration

- Purpose: Assess ability to apply IDS for inclusion.
- Tools:
 - Teachers present a 10–15 minute IDS mini-lesson.
 - Evaluation with Annex 1 rubric (criteria: empathy, difference, inclusion, accessibility).

- Peer and facilitator feedback forms.

4. Post-Training Reflection & Self-Assessment

- Purpose: Evaluate change in confidence and knowledge.
- Tools:
 - Before/after comparison of confidence scale.
 - Written reflection in Annex 2 form.

5. Follow-Up Evaluation (1–2 months later)

- Purpose: Check real-world classroom implementation.
- Tools:
 - Online survey on usage of IDS in class.
 - Submission of IDS story examples or photos.
 - Virtual focus group on impact for empathy and inclusion.

Annexes

Annexes related to Module

ANNEX 1 - Inclusive IDS Evaluation Rubric (Empathy, Difference & Inclusion)

ANNEX 2 - Reflection & Self-evaluation Form

ANNEX 3 - IDS Storyboarding Template

ANNEX 1

Evaluation Rubric:

Inclusive IDS Storytelling (Ages 6–9)

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

Scale:

- **4 – Excellent:** Consistently exceeds expectations
- **3 – Proficient:** Meets expectations with minor improvements needed
- **2 – Developing:** Partially meets expectations, needs significant improvement
- **1 – Beginning:** Does not yet meet expectations

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Understanding of Social Inclusion Principles	Demonstrates deep understanding; integrates multiple strategies to foster empathy and inclusion in digital storytelling.	Shows clear understanding; includes at least one appropriate strategy for inclusion.	Shows partial understanding; strategies are generic or loosely connected.	Shows little/no understanding of how to promote inclusion.
Integration of IDS Platform	Selects age-appropriate IDS features; uses them creatively and effectively to build interactive stories.	Selects appropriate features and demonstrates basic use for student projects.	Features chosen are partially suitable or underused.	IDS features are inappropriate for the age group or not demonstrated.
Inclusion of Emotional Learning (SEL)	SEL is seamlessly embedded into activities; includes explicit strategies for empathy, self-	SEL is included and linked to the activity, though not deeply integrated.	SEL connection is vague or minimally addressed.	No SEL component included.

	awareness, and collaboration.			
Accessibility & Diversity Adaptations	Activity ensures full participation of all learners; multiple adaptations for abilities, languages, and cultural backgrounds provided.	Includes some adaptations for diverse needs.	Minimal adaptations included; not all needs considered.	No adaptations for diversity or accessibility.
Creativity & Engagement	Activity is highly engaging, original, and culturally responsive; encourages active participation from pupils.	Activity is engaging and relevant to pupils' experiences.	Activity shows some engagement but lacks originality or responsiveness.	Activity is not engaging or relevant.
Presentation & Delivery	Presentation is confident, well-organized, and models effective inclusive teaching practices.	Presentation is clear and mostly organized.	Presentation is somewhat unclear or disorganized.	Presentation is unclear, disorganized, or incomplete.

Reflection & Next Steps	Provides insightful reflection and clear, realistic plans for classroom application.	Provides basic reflection and identifies at least one next step.	Reflection is minimal; next steps are vague.	No reflection or plan for next steps.
------------------------------------	--	--	--	---------------------------------------

Scoring

- **28–32 points:** Outstanding – Ready to implement and model for peers
- **21–27 points:** Proficient – Can implement with minor refinements
- **14–20 points:** Developing – Needs further support and practice
- **Below 14 points:** Beginning – Significant coaching required

ANNEX 2

Reflection & Self-evaluation Form: Module 3: IDS Platform – Empathy, Difference & Social Inclusion

This form is designed to help teachers reflect on their learning after completing Module 3: Exploring the IDS Platform.

Name: _____ **Date:** _____

Part A – Self-Assessment (Confidence Levels)

On a scale from 1 (not confident) to 5 (very confident), rate yourself:

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

- Using the IDS platform to design interactive stories: ____
- Embedding social inclusion themes in stories: ____
- Supporting SEL (empathy, teamwork, emotional awareness) in lessons: ____
- Adapting IDS activities for diverse learners: ____

Part B – Reflection Questions

1. What are the three most important insights you gained from this module?

- _____
- _____
- _____

2. How do you plan to apply IDS in your classroom to promote inclusion?

- _____

3. What challenges do you foresee, and how might you address them?

- _____

4. Which additional support or resources would help you most?

- _____

Part C – Next Steps

Write down at least one concrete action you will take in the next month to apply what you have learned:

- _____
-

ANNEX 3

IDS Storyboarding Template:

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

Module 3 –Storyboarding for Empathy, Difference & Social Inclusion

This template helps teachers and pupils plan their digital stories step by step before creating them in the IDS platform.

It is especially useful for supporting social inclusion and emotional learning themes.

Story Title

Main Theme (e.g., friendship, respect, inclusion)

Characters

List main characters and their traits.

- Character 1: _____ (kind, shy, curious...)

- Character 2: _____ (supportive, funny, brave...)

Setting

Where does the story take place? (e.g., school, playground, home)

Beginning

What happens at the start of the story?

Middle (Choices/Branches)

What choices will pupils/characters face? Provide at least 2 options:

- Choice 1: _____

- Choice 2: _____
(Optional: Choice 3: _____)

Ending(s)

What possible outcomes are there?

- Ending 1: _____

- Ending 2: _____

Social Inclusion Message

What lesson about empathy, respect, or inclusion should pupils take away?

MODULE 4

PROMOTING EMPATHY AND INCLUSION THROUGH BLENDED EDUCATIONAL PRACTICES

General Description

1. Overview and Context

This 90-minute module supports primary teachers (working with pupils aged 6–9) in promoting **inclusion and empathy** through **blended educational practices**. It aligns with the **SIEMDig Project outputs**, emphasizing inclusive blended pedagogy and emotional intelligence as core elements of 21st-century education. The module aims to empower teachers with **practical strategies and tools** to identify exclusion and build emotional and social competencies and enable them to foster emotional intelligence and social inclusion through structured, age-appropriate learning methods.

It contributes to the broader SIEMDig goal of strengthening inclusive blended education by providing teachers with **pedagogical and emotional insight**, particularly in the context of primary learners' social-emotional development.

2. Learning/ Training Objectives

By the end of the module, participants will be able to:

- Explain how pupils aged 6-9 process emotions and form social relationships.
- Recognize and address exclusionary behaviours in blended learning environments.
- Design inclusive, age-appropriate blended activities that build empathy and emotional self-awareness.

3. Learning Outcomes & Competences Developed

After completing this module, participants will be able to:

Knowledge	Understand the emotional and social development stages of 6–9-year-olds and define key concepts of inclusion and emotional intelligence.
Skills	Analyse signs of exclusion in classroom dynamics, apply inclusive digital strategies and design blended activities promoting empathy.
Attitudes	Value the role of emotional intelligence in teaching and show empathy and reflective practice in supporting inclusion.

Key Competences Developed

- **Digital literacy:** Use of blended tools (e.g. Genially, Wordwall, Padlet, Flip, Jamboard) for inclusive teaching.
- **Inclusive pedagogy:** Design of emotionally supportive learning activities.
- **Emotional intelligence:** Building empathy and self-awareness among learners.
- **Storytelling for learning:** Use of scenarios and case studies to teach empathy.
- **Collaboration & reflection:** Peer-sharing, group discussion, and reflective journaling.

4. Methodology and Pedagogical Approach

The module follows a **blended, experiential learning** model combining direct instruction, collaborative tasks, scenario analysis, and hands-on practice. Teachers actively engage through reflection, group discussion, and co-design. The approach includes:

- **Experiential Learning:** Real-world scenarios, guided design activities.
- **Peer Collaboration:** Breakout discussions and co-creation.
- **Inclusivity Embedded:** Focus on accessible tools and social-emotional learning strategies.

5. Key Resources, Tools and Support Materials

- **SIEMDig Resources:**
 - IDS Platform
 - Repository of Inclusive Practices
 - Inclusion Guide
 - Rubric for Evaluating Inclusive Activities
- **Templates:**
 - Activity design worksheet
 - Reflection prompts
- **Digital Tools:**
 - Genially, Wordwall, Canva
 - Book Creator

Module Activities Structure

Part A – Introductory Activities

Purpose: Create interest, connect with real-life teaching, activate prior knowledge.

- **Icebreaker:** Invite teachers to “make a mark” on a blank page—any scribble, doodle, or symbol. Display them anonymously.
- **Discussion:** How did it feel to make something with no rules? How does this connect to children’s sense of self-worth?

Possible answers and their connection to children’s feelings and self-worth:

1. Liberating / Fun

- *“It felt freeing, I didn’t have to worry about being right or wrong.”*
- *“It was playful, I could just express myself.”*
 👉 Connection: Children thrive when they’re allowed to explore without fear of judgment—this builds confidence and risk-taking.

2. Uncomfortable / Awkward

- *“I wasn’t sure what to do, I felt a bit silly.”*
- *“It was strange not having rules—I wanted more direction.”*
 👉 Connection: Some children also feel insecure in open-ended tasks. With support, they can move from discomfort to growth.

3. Self-Conscious / Hesitant

- *“I worried if mine would look ‘good enough.’”*
- *“I compared myself to what others might be drawing.”*
 👉 Connection: Children often measure themselves against peers, which can erode self-worth. Positive affirmation helps shift focus to effort rather than comparison.

4. Empowered / Creative

- *“I felt proud that I could make something unique.”*
- *“I realized there’s no wrong answer, and that was powerful.”*
 👉 Connection: When children experience success in a judgment-free task, they internalize self-belief and resilience.

How to Guide the Discussion

- Highlight the range of feelings (some enjoyed freedom, some felt uncomfortable).
- Emphasize that children will feel the same mix—some will blossom, some will shrink back.
- Connect it to teaching practice: *“Our role is to notice those who shrink back and gently guide them toward growth and self-belief.”*

Part B – Core Development Activities

Purpose: Deepen understanding, explore SIEMDig resources, and apply in classroom contexts.

- Celebrate the International Dot Day (<https://www.internationaldotday.org/>), by introducing *The Dot* book as the anchor text (*The Dot* tells the heartwarming story of a compassionate teacher who challenges a hesitant student to believe in her own abilities by encouraging her to take the first brave step and “make her mark.” What begins as a simple dot on a blank page blossoms into a powerful journey of confidence, courage, and self-discovery. This small act sparks a ripple effect, inspiring people of all ages around the world). Every year, International Dot Day celebrates this message of creativity and growth. What started as a story in a book has grown into a global movement, transforming classrooms and communities as people everywhere embrace the limitless possibilities of imagination and creative expression.

- **Short introduction of Peter H. Reynolds, the author of the book**
(<https://www.youtube.com/watch?v=OPek3VK7Iac>) - 2:00
- **Read-Aloud:** Share *The Dot* (<https://www.youtube.com/watch?v=sg-aGFsOk1I>)- 3:30
- **Discussion Questions:**
 - What role did the teacher play in Vashti’s emotional growth?
 - How did inclusion change Vashti’s self-concept?

Recognizing and Addressing Exclusion

- **Case Reflection:** Vashti begins by excluding herself—how do students do this in real classrooms (e.g., “I’m not good at drawing”)?
- **Small Group Task:**
 - List common moments of exclusion (academic, social, or emotional).

Part C – Practical/ Hands-on Application

Purpose: Try out tools and design inclusive learning scenarios with guided support.

Activity 1: <https://wordwall.net/play/97428/165/804> The Dot Day - Fostering Empathy and Inclusion - Multiple choice questions

Activity 2: <https://wordwall.net/play/97429/969/451> The Dot Day - Fostering Empathy and Inclusion - Spin the wheel

Activity 3: “The T-shirt with the Magic Dot”

Objectives: To develop creativity and imagination through artistic expression/ to express personal, original ideas based on the same visual stimulus (the dot); to show a positive attitude and openness toward their own creation and the creations of others.

Activity Steps: The teacher briefly tells the story of *The Dot* (in an adapted summary), then engages the children in a conversation about it by asking questions such as: “What does it mean to leave a mark?”, “How can a simple dot become something special?” Afterwards, each child receives a T-shirt with a dot drawn in the middle. The teacher explains that this dot is their starting point for creating a drawing. They can imagine the dot as an eye, a planet, the center of a flower, etc. – they decide what it will become. The students then paint or draw on the T-shirt, integrating the dot into their creation. When they finish, the children put on their T-shirts and parade them in front of the class. Each child explains in a few words what the dot represented to them and how they transformed it.

Activity 4: <https://view.genially.com/68bb06e1c65fd7eb743dbbd0/interactive-content-dots-flipcards>
Dots Flipcards. Procedure: Pupils will be shown a small part of a picture and they will have to make guesses about the full picture. Afterwards, they are divided into groups and asked which of them can’t draw. That particular pupil will be asked to try drawing one of the full pictures in the flipcards, starting from a dot (e.g. the dot may be a seed and the final drawing should resemble a sunflower; the dot may be a black spot and the final drawing should resemble a dalmatian dog etc). They will be helped by the ones in the group who are better in drawing.
How to draw a sunflower from dots: <https://www.youtube.com/watch?v=P5fes42xDgY>
How to draw a watermelon slice : <https://www.youtube.com/shorts/vXUiDwFQ74M>
How to draw a strawberry: <https://www.youtube.com/shorts/RS4U4qpA9To>

Connect the dots drawing – strawberry:

<https://www.youtube.com/watch?v=dSjvolgXUP4>

Activity 5: <https://wordwall.net/resource/96944506/dot-flashcards> Dot Flashcards

Activity 6: **Objectives:** to stimulate creativity and critical thinking starting from the graphic representation of a point; to raise awareness about the impact of empathy and inclusion on personal development; to increase students' self-esteem.

Description: 1. The activity begins with a short presentation, “*The Story of the Lonely Dot*”, in which a dot on a sheet of paper felt small and insignificant. It wanted to play with the other geometric figures, but they ignored it. The Circle came to its aid, understanding its sadness. The Circle had the courage to tell the other geometric figures that without the dot, they could not draw anything, and without it, the game would have no meaning. The figures realized that it was right and acknowledged the dot’s value. This is how they learned that **empathy** means feeling what the other feels, and **inclusion** means inviting them into your game. A discussion is held about what empathy and inclusion mean and how they contribute together to the development of our character. Real-life examples are given, both from school and outside of it. The game “*Promoting Empathy and Inclusion*” on **Wordwall** is used.

Game: *Creating friendship dots.* Each child receives a small circle on which they write a message about empathy and another about inclusion. Then, they offer it to a classmate they chose before the game began. Discussions follow about how they felt when giving and receiving the dots. **Empathy is the heart that feels, and inclusion is the hand that welcomes.**

A circle is drawn on a flipchart sheet with the words “*The Circle of Friendship – Our Dots Together*”, where the received dots are stuck. A comparison is made between the colors of the dots and the different personalities of the children which, together, form a complete and attractive whole. The activity continues with each pupil creating a representative drawing, starting from a single point in the middle of an A4 sheet, titled “*My Representative Point*”. Finally, a poster will be created in **Canva** with photos taken during the activity!

Activity 7: “Dot-to-poem Challenge” - it emphasizes how a simple dot can spark literary imagination and it also encourages shy pupils to speak in front of an audience.

Pupils are divided into pairs. Each pair draws a card on which a word is written or an image is shown. They are asked to write or recite two lines (including the word DOT) based on that word or image. They will have more fun if they dress up according to the theme of the activity. Pupils who are generally afraid to speak in public are encouraged to recite the lines as if they were actors on a stage.

Ex. of lines: A clown’s red nose and dots so bright/Bring laughter and fun with pure delight.

Minnie Mouse with dots so sweet/On her bow and shoes, a cheerful treat.

A ladybug’s dots are tiny and bright/ Spreading good luck as it takes flight.

Part D – Evaluation and Reflection

Purpose: Assess participant learning and encourage professional reflection.

- Think of one pupil who reminds you of Vashti. What is one step you can take next week to affirm that child or the step you already took in the past to help them grow and get confident about themselves?

Closure/ Reflection/ Evaluation

Closure and Takeaways

Summary discussion, participant takeaways, follow-up resources, and reflection. (linked to Part D – Evaluation and Reflection)

- Teachers make their own “signature dots” as a takeaway (like Vashti at the end).

Evaluation

Description of module evaluation process and tools (linked to Part D – Evaluation and Reflection)

Annexes

Annexes related to Module

Include annexed documents related to the module (e.g., exercise sheet, evaluation rubric, etc.).

Module Title: Co-Design of SIEMDIG Classroom Activities

Module Leader: DOUKAS

General Description

1. Overview and Context

This module empowers teachers to collaboratively design classroom activities inspired by SIEMDig's methodology and inclusive values. Drawing on the interactive digital tools, storytelling resources, and good practices highlighted in previous modules, participants will co-create lesson ideas relevant to their classrooms. The process emphasizes emotional intelligence, digital competence, and inclusivity, encouraging teachers to become co-creators of innovative and empathetic learning environments.

Co-design and co-creation will be on the focus when developing SIEMDig Classroom Activities.

2. Learning/ Training Objectives

By the end of this module, participants will:

- *Understand the structure and components of an inclusive, SIEMDig-inspired activity*
- *Explore the Co-Design Template and use it to develop their own activity*
- *Collaborate with peers to co-create classroom activities based on real needs*
- *Reflect on how to test, adapt, and improve their activity in their context*

3. Learning Outcomes & Competences Developed

Participants will be able to:

- *Apply SIEMDig principles in designing learning experiences*
- *Design inclusive classroom activities using digital storytelling tools*
- *Adapt content to meet emotional and inclusion needs of their pupils*
- *Collaborate effectively with peers in a co-design process*

Key Competences Addressed:

- *Inclusive Pedagogy*
- *Emotional Intelligence*
- *Digital Literacy*
- *Collaboration & Reflection*
- *Storytelling for Learning*

4. Methodology and Pedagogical Approach

This module uses a learning-by-doing approach through co-design workshops. Participants work in small groups, supported by reflection tools and templates. The process models collaborative and inclusive practices, encouraging peer learning and iterative thinking. Inspiration is drawn from selected SIEMDig good practices and case studies.

5. Key Resources, Tools and Support Materials

1. SIEMDig Co-Design Template (printable or digital)
2. Samples from the Good Practices Collection (e.g., StoryboardThat, ClassDojo, Wordwall)
3. SIEMDig Inclusive Pedagogy Indicators
4. IDS Platform and Digital Repository access
5. Example inclusive activities and rubrics

Module Activities Structure

Part A – Introductory Activities

Purpose: Set the stage for collaborative design work and align on what makes an activity inclusive and emotionally engaging.

Activities:

- *Quick brainstorm: “What makes a classroom activity inclusive?”*
- *Presentation: Introduction and recap of key principles from Modules 3 & 4*
- *Explore the Co-Design Template with guided walkthrough*

Part B – Core Development Activities

Purpose: Begin group work on designing inclusive SIEMDig-inspired activities.

Activities:

- *Small group activity: Choose a theme (e.g. identity, empathy, emotions)*
- *Reference SIEMDig case studies and tools (e.g. BookCreator, Flipgrid, ClassDojo)*
- *Start drafting the activity using the Co-Design Template*

Part C – Practical/ Hands-on Application

Purpose: Finalize activity and present for feedback.

Activities:

- *Groups finalize their activity using peer review checklists*
- *Presentations: Share one slide per activity (tool used, emotions targeted, inclusion strategy)*
- *Feedback carousel with sticky notes or Padlet board*

Part D – Evaluation and Reflection

Purpose: Reflect on the process and plan for classroom implementation.

Activities:

- *Individual reflection: “What will I adapt for my own class?”*
- *Self-evaluation form with scale + open question*
- *Trainer-led discussion: “What worked, what was hard, what will you take back?”*

Closure/ Reflection/ Evaluation**Closure and Takeaways**

- *Recap of tools used and inclusive elements designed*
- *Access to digital folder with all group-created activities*
- *Invitation to upload and share tested activities on the SIEMDig Repository*

Evaluation

- *Peer feedback sheets*
- *Trainer observation checklist*
- *Post-module participant questionnaire*
- *Follow-up classroom testing reflection (for pilot phase)*

* For the first implementation of the training, extra evaluation methods will be utilized as part of the project's quality assurance process.

Annexes

Annexes related to Module

- *SIEMDig Co-Design Template*
- *Peer Feedback Form*
- *Module Presentation*

Module Title: SIEMDig Good Practices and Case Studies

Module Leader: THALES

General Description

1. Overview and Context

This module introduces participants to real-world examples of inclusive, digitally-supported teaching practices collected through the SIEMDig project. It connects the theoretical framework of SIEMDig with practical case studies from schools across Europe, showcasing how various tools (e.g., ClassDojo, BookCreator, GoNoodle, StoryboardThat, Flipgrid, and others) have been effectively used to foster emotional maturity, digital literacy, and social inclusion in primary classrooms.

The aim is to inspire teachers, provide replicable models, and stimulate critical reflection on adapting and scaling these good practices in their own teaching contexts.

2. Learning/ Training Objectives

By the end of this module, participants will:

- *Explore diverse inclusive digital teaching practices used in real classrooms*
- *Analyze the connection between emotional, digital, and inclusive elements in each case*
- *Identify opportunities to adapt these good practices to their own teaching context*
- *Co-develop an inclusive classroom activity inspired by one or more case studies*

3. Learning Outcomes & Competences Developed

Participants will be able to:

- *Analyze classroom practices based on inclusion and emotional learning criteria*
- *Apply key features of good practices in their own lesson planning*
- *Adapt digital tools for inclusive primary education*
- *Reflect on peer practices and receive feedback*

Key Competences Addressed:

- *Digital Literacy*
- *Inclusive Pedagogy*
- *Emotional Intelligence*
- *Storytelling for Learning*
- *Collaboration & Reflection*

4. Methodology and Pedagogical Approach

The module follows a case-based learning approach combining real examples, peer discussions, and practical design work. Activities include short presentations, tool demonstrations, guided analysis using reflection sheets, and co-design labs. Peer learning and reflection are emphasized to foster a community of practice. All examples are drawn from inclusive contexts to model SIEMDig's values.

5. Key Resources, Tools and Support Materials

1. SIEMDig Good Practices Collection (SIEMDig platform)
2. Digital Reflection Sheet: “What Makes This Inclusive?”
3. Toolkits/links for: StoryboardThat, GoNoodle, BookCreator, Flipgrid, Plickers,
4. Canva, Genially, ClassDojo, etc.
5. Templates for co-designed activities

Module Activities Structure

Part A – Introductory Activities

Purpose: Create interest, connect with participants' current practice, and introduce the value of case studies.

Activities:

- *Icebreaker: “Name a tool you’ve used in class and why” (Jamboard or Mentimeter)*
- *Short presentation: “Why Good Practices Matter in Inclusion”*
- *Quick quiz on digital inclusion myths*

Part B – Core Development Activities

Purpose: Deepen understanding of how good practices support inclusive, emotional, and digital learning.

Activities:

- *Explore selected practices in small groups (tool-focused stations)*
- *Group work: Analyze one case using the “Good Practice Reflection Sheet”*
- *Peer sharing of key takeaways from each tool/group*

Part C – Practical/ Hands-on Application

Purpose: Co-design an inclusive classroom activity inspired by a selected case study.

Activities:

- *Select 1–2 good practices per group*
- *Use the co-design template to build a classroom activity*

- *Present your design in carousel groups and receive peer feedback*

Part D – Evaluation and Reflection

Purpose: Assess individual learning and promote professional reflection.

Activities:

- *Complete a reflection prompt: “What will I apply next week?”*
- *Group discussion: “Barriers and Enablers to Adoption”*
- *Trainer feedback session*

Closure/ Reflection/ Evaluation

Closure and Takeaways

Recap main insights

Share downloadable SIEMDig Good Practice Toolkit

Invite teachers to upload their adapted examples to the SIEMDig community space

Evaluation

- *Participant self-evaluation sheet (Likert scale + open question)*
- *Peer feedback on co-designed activity*
- *Trainer’s observation notes*

** For the first implementation of the training, extra evaluation methods will be utilized as part of the project’s quality assurance process.*

Annexes

Annexes related to Module

- *Module 6 Delivery Presentation*
- *Good Practices Reflection Sheet*
- *Co-Design Template*
- *Quick Guide to Tools (StoryboardThat, Genially, etc.)*
- *SIEMDig Inclusive Pedagogy Indicators*

Teacher Training Module Lesson Plan

Module Title: Facilitating Learning with the SIEMDig Teacher’s Rubric
Module Leader: AMETA

General Description

1. Overview and Context

Module 7 centers on how to effectively apply the Teacher’s rubric in teaching practice. It guides educators on using the rubric—not in isolation but as an integral part of interacting with the storytelling content, and showing them how to use it to facilitate learning in their classrooms.

- Empowering Teachers to Be 'Digital Integrators' - it equips them to integrate digital tools meaningfully into their pedagogy.
- Fostering Empathy and Social Inclusion - helps structure discussions and activities that build empathy, understanding, and acceptance among young pupils
- Creating Accessible, Value-Driven Digital Resources - plays a key role in ensuring that teachers can navigate, adapt, and apply these resources effectively.

2. Learning/ Training Objectives

- To identify and select age-appropriate, accessible digital stories for classroom and home collaboration.
- To design inclusive, culturally responsive activities that integrate digital storytelling with emotional learning objectives.
- To implement methods to adapt activities for students with diverse needs, including language differences, disabilities, and varying family participation levels.
- To empower teachers to involve parents and local communities in the inclusive and emotional development of pupils, amplifying the SIEMDig impact beyond the classroom.
- To explain the principles and benefits of family engagement in the context of digital storytelling for children aged 6–9.
- To develop a family communication plan that uses multiple tools and strategies to keep parents involved and informed.
- To facilitate community-based events that showcase student digital stories and encourage intergenerational participation.

3. Learning Outcomes & Competences Developed

Pedagogical Competences

- Integrating digital storytelling into the curriculum for literacy, creativity, and SEL.
- Embedding SEL competencies (empathy, self-awareness, social skills) into digital projects.
- Differentiating activities to meet the needs of diverse learners.

Digital Competences

- Proficient use of child-friendly storytelling platforms (e.g., Book Creator, Seesaw, Adobe Express, Canva).
- Curating and managing multimedia resources.
- Applying basic video, audio, and image editing skills for educational purposes.

Communication & Collaboration Competences

- Designing multi-channel communication strategies for families.
- Building trust and rapport with families through transparent sharing of student progress.
- Facilitating collaborative projects involving students, families, and community members.

Inclusion & Diversity Competences

- Creating culturally responsive learning experiences.
- Adapting tools and resources for accessibility (visual, auditory, linguistic, and mobility needs).
- Encouraging representation of multiple voices and perspectives in storytelling.

4. Methodology and Pedagogical Approach

Describe how the training will be delivered (e.g., experiential learning, peer collaboration, blended methods) and how inclusive principles are embedded.

5. Key Resources, Tools and Support Materials

Power point presentation
IDS platform
Rubrics

Module Activities Structure

Part A – Introductory Activities

IDS platform and Teacher’s Rubric

- **Kick-off info session** – Revise what digital storytelling is, its benefits for literacy, creativity, and technology skills.
- **IDS platform - Correlation of the stories and rubrics** - an integral part of interacting with the storytelling content
- **Simple guide for teachers** – providing examples of stories with different key concepts/disadvantages and discussion questions

Part B – Core Development Activities

Strategies for family engagement in storytelling

1. Make Storytelling Collaborative

- **Family interview projects** – Assign a project where students interview a family member about a personal story, childhood memory, or cultural tradition, then use that recording in their digital story.
- **Shared photo collections** – Invite families to contribute photos or short video clips from home life, cultural celebrations, or family trips.
- **Voice-over contributions** – Allow parents or grandparents to record a short message, greeting, or background narration for the story.

2. Create Opportunities for Showcasing

- **Digital Story Premiere Night** – Host a movie-night style event at school or online where families watch each other’s stories.
- **Family feedback wall** – After viewing, families can post sticky notes or digital comments sharing what they enjoyed.
- **QR Code Story Gallery** – Display students’ work in hallways with QR codes so families can scan and watch at any time.

3. Celebrate Cultural & Linguistic Diversity

- Encourage stories in **home languages** with subtitles in English—this validates linguistic identity and engages multilingual families.
- Promote storytelling about **traditions, food, music, and folklore** from families' backgrounds.

Community-based inclusion events

1. Story Swap in the Park

- **Format:** Families and community members gather in a public park. Children share their digital stories on a projector or big screen, and community members tell short oral stories in return.
- **Inclusion element:** Invite participants from different cultural, linguistic, and ability backgrounds. Provide translation or subtitles where possible.
- **Bonus activity:** Story-themed crafts or “make your own picture book” tables.

2. Cultural Heritage Fair

- **Format:** Children prepare short digital or live presentations about their family traditions, music, dance, or recipes.
- **Community involvement:** Local musicians, artists, and cooks give mini-workshops.
- **Inclusion element:** Sensory-friendly spaces for children with sensory sensitivities, and a “quiet corner” for breaks.

3. Intergenerational Story Day

- **Format:** Partner with a local senior center or retirement home. Children share their digital stories, then interview seniors for future projects.
- **Inclusion element:** Activities designed for different mobility and hearing needs; use visual aids and large-print materials.
- **Outcome:** Builds empathy and cross-generational understanding.

4. “Our Town, Our Stories” Digital Walk

- **Format:** A community walking tour where QR codes are placed at different local landmarks. Scanning each code reveals a student-created digital story about the location.
- **Inclusion element:** Routes include accessible paths; virtual map option for those who can't walk the route.

- **Community benefit:** Creates a living digital archive of children’s perspectives on their town.

5. “Many Hands” Community Mural & Story Wall

- **Format:** Children and local artists collaborate to paint a mural that represents unity, diversity, and local culture. Alongside it, place QR codes linking to students’ narrated stories.
- **Inclusion element:** Adapt painting tools for children with fine motor difficulties, and include tactile elements for visually impaired participants.

6. “Taste and Tell” Community Picnic

- **Format:** Families bring a dish that represents their heritage. While tasting, children present short digital stories about their food’s cultural significance.
- **Inclusion element:** Allergy-friendly table and clear ingredient labels; offer seating options for different needs.

Part C – Practical/ Hands-on Application

Tools for communication with families about digital and emotional learning

1. School–Home Communication Apps

- **Seesaw** - Share digital storytelling drafts, photos, and videos; parents can comment with voice or text
- **ClassDojo** - Easy for uploading project progress and multimedia work.
- **Bloomz** - Combines messaging, calendar, and media sharing for projects.

2. Video & Live Meeting Platforms

- **Zoom / Google Meet** – Host digital storytelling workshops or SEL parent discussions.
- **Microsoft Teams** – If your school already uses it, create channels for “Digital Learning” and “Well-being.”
- **Flip (formerly Flipgrid)** – Families and students can post short video updates or reflections on both digital and emotional learning topics.

3. Collaborative Story & Resource Platforms

- **Padlet** – Create a visual board where families can add photos, links, and voice messages related to storytelling or SEL themes (e.g., “Acts of Kindness” wall).
- **Wakelet** – Curate a collection of tutorial videos, student work, and SEL resources for parents to explore anytime.

- **Google Sites** – Build a class hub with sections for “Digital Projects” and “Emotional Learning at Home.”

4. Messaging & Quick Update Channels

- **WhatsApp / Viber** – For quick reminders, informal photo sharing, or celebrating milestones.
- **Remind** – Send scheduled updates and links to tutorials or SEL exercises.
- **Email newsletters** (via Mailchimp, Smore, or Google Docs) – Monthly highlight reel of student projects and SEL tips.

5. Digital Portfolios & Journals

- **Book Creator** – Students compile a digital journal of their learning, including reflections on emotions and challenges. Parents can access and comment.
- **Google Slides / Canva** – Students create progress slides that are periodically sent to families.

6. Surveys & Feedback Tools

- **Google Forms / Microsoft Forms** – Ask parents for feedback on projects and SEL activities.
- **Mentimeter / Slido** – Collect real-time input during workshops.

Part D – Evaluation and Reflection

Post-training reflection

Closure/ Reflection/ Evaluation

Closure and Takeaways

1. **Knowledge & skill acquisition** (Do you understand the strategies, tools, and benefits?)
2. **Practical application** (Can you plan and implement activities effectively?)
3. **Impact on their teaching practice** (Do you feel confident and ready to involve families and address SEL?)

Evaluation

1. Pre-Training Assessment

- **Purpose:** Identify teachers' baseline knowledge and experience.
- **Tools:**
 - Self-rating scale (1–5) on confidence levels in each area.
 - **Google Forms / Microsoft Forms survey** with multiple-choice & short-answer questions on family engagement, digital storytelling tools, and SEL strategies.

2. Formative Assessment During Training

- **Purpose:** Check understanding and adjust instruction in real time.
- **Tools:**
 - **Mentimeter / Slido polls** to gather instant feedback during sessions.
 - **Padlet or Jamboard** for collaborative brainstorming—lets you see if teachers can suggest relevant tools and strategies.
 - **Peer discussion checklists**—partners give feedback on each other's mini activity plans.

3. Practical Demonstration

- **Purpose:** Evaluate ability to apply learning.
- **Tools:**
 - **Microteaching session** – Teachers design and present a 10–15 minute family-engagement activity using a digital storytelling tool.
 - **Rubric-based evaluation** (criteria: clarity of instructions, inclusivity, tool appropriateness, SEL integration).
 - **Peer feedback forms** to capture multiple perspectives.

4. Post-Training Reflection & Self-Assessment

- **Purpose:** Assess changes in knowledge, attitudes, and confidence.
- **Tools:**
 - **Before-and-after confidence rating** (compare to pre-training results).
 - **Digital journal entry** in Book Creator or Google Slides—teachers reflect on what they learned and how they'll apply it.

5. Follow-Up Evaluation (1–2 months later)

- **Purpose:** Measure real-world implementation and sustainability.
- **Tools:**
 - **Follow-up online survey** asking if they've used the strategies, what worked, and what challenges remain.
 - **Photo/video evidence** of activities implemented in their classrooms.

- **Virtual focus group** with a small sample to discuss impact on family engagement and student SEL.

Annexes

Annexes related to Module

ANNEX 1 - Evaluation rubric

ANNEX 2 - Post-training evaluation form

ANNEX 1

Evaluation Rubric: Family Engagement in Digital Storytelling & SEL

Scale:

- **4 – Excellent:** Consistently exceeds expectations

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

- **3 – Proficient:** Meets expectations with minor improvements needed
- **2 – Developing:** Partially meets expectations, needs significant improvement
- **1 – Beginning:** Does not yet meet expectations

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Understanding of Family Engagement Principles	Demonstrates deep understanding; integrates multiple strategies to involve families in both digital and SEL activities.	Shows clear understanding; includes at least one appropriate strategy for family involvement.	Shows partial understanding; strategies are generic or loosely connected.	Shows little/no understanding of how to involve families.
Integration of Digital Storytelling Tools	Selects age-appropriate, accessible tools; uses them creatively and effectively; includes guidance for families.	Selects appropriate tools and demonstrates basic use for student projects.	Tools chosen are partially suitable or underused.	Tools are inappropriate for the age group or not demonstrated.
Inclusion of Emotional Learning (SEL)	SEL is seamlessly embedded into the activity; includes explicit strategies for empathy, self-awareness,	SEL is included and linked to the activity, though not deeply integrated.	SEL connection is vague or minimally addressed.	No SEL component included.

	and social skills.			
Inclusivity & Accessibility	Activity ensures full participation (different abilities, languages, cultural backgrounds); multiple adaptations provided.	Includes some adaptations for diverse needs.	Minimal adaptations included; not all needs considered.	No adaptations for diversity or accessibility.
Family Communication Plan	Comprehensive, clear plan with multiple communication channels, regular updates, and resources for families.	Basic plan with at least one communication method and occasional updates.	The communication plan is incomplete or lacks detail.	No plan for communication with families.
Creativity & Engagement	Activity is highly engaging, original, and culturally responsive; encourages active participation	Activity is engaging and relevant to students' experiences.	Activity shows some engagement but lacks originality or cultural responsiveness.	Activity is not engaging or relevant.

	from students and families.			
Presentation & Delivery	Presentation is confident, well-organized, and models effective teaching practices.	The presentation is clear and mostly organized.	Presentation is somewhat unclear or disorganized.	Presentation is unclear, disorganized, or incomplete.
Reflection & Next Steps	Provides insightful reflection and clear, realistic plans for applying learning in practice.	Provides basic reflection and identifies at least one next step.	Reflection is minimal; next steps are vague.	No reflection or plan for next steps.

Scoring

- **28–32 points:** Outstanding – Ready to implement and model for peers
- **21–27 points:** Proficient – Can implement with minor refinements
- **14–20 points:** Developing – Needs further support and practice
- **Below 14 points:** Beginning – Significant coaching required

Teacher Training Module Lesson Plan

Module Title: Implementing the SIEMDig Guide for Social Inclusion in Schools
Module Leader: IST

General Description

1. Overview and Context

*This 90-minute in-person module helps primary school teachers understand and **implement the SIEMDig Guide for Social Inclusion** across its three sections and related outputs. The module uses short, hands-on tasks as illustrative samples to anchor the Guide's structure and purpose:*

- **Section I – Practical strategies for creating an inclusive school culture:** curated **best practices** from partners, **strategies** to help pupils understand social exclusion, and **content** to build supportive classroom environments (R1.1–R1.3).
- **Section II – Methods for supporting pupils with diverse needs:** **methodology** to identify needs, **adapted materials** for different learning styles across five needs (e.g., neurodivergence, deaf/blind), and **Learning & Creativity plans** (R2.1–R2.3).
- **Section III – Inclusion beyond the school: contents for promotion outside schools, suggestions for partnerships and networks, consolidation of the Guide and outreach to stakeholders** (R3.1–R3.4).

*The Guide's objective is to provide **practical guidance** so schools can create **safe, welcoming, and participatory** environments, tackle barriers such as discrimination and bullying, and **engage communities** to promote inclusion beyond the classroom.*

2. Learning/ Training Objectives

By the end of the 90-minute module, participants will be able to:

1. **Identify** (Remember/Understand) the three sections of the SIEMDig Guide and their purposes, naming at least two classroom-level practices that build an inclusive school culture (R1).
2. **Apply** (Apply) the Neurodivergence Checklist to a mixed-features **narrative case study**, selecting concrete adjustments across classroom setting, communication, organization, and materials (R2).
3. **Adapt** (Apply/Analyze) at least **three** learning strategies/materials to accommodate diverse needs (with a focus on Deafness and Neurodivergence), explicitly linking each adaptation to the learner need it addresses (R2).
4. **Design** (Create) a **beyond-school inclusion action** using a mindmap/flowchart/roadmap that specifies the action, stakeholders, structure, time & place, and 4–6 implementation steps (R3).
5. **Commit** (Evaluate/Create) to one immediate classroom-level change and define at least one simple indicator to check whether it improved access/participation for pupils.

3. Learning Outcomes & Competences Developed

After 90 minutes, participants will be able to:

- **K1 – Identify the three sections** of the SIEMDig Guide (R1–R3) and state **≥2 strategies** that build an inclusive school culture (R1). Evidence: quick oral/exit check.
- **S1 – Apply the Neurodivergence Checklist** to a mixed-features classroom **case study**, selecting **≥5 concrete adjustments** across: classroom setting, organization/teaching practices, communication, material adaptation, at-home assignments, compensatory tools. Evidence: completed checklist notes on the case.
- **S2 – Adapt ≥3 learning strategies/materials** to accommodate diverse needs (focus: **Deafness & Neurodivergence**) and justify the match between need ↔ adaptation (R2). Evidence: annotations on personal mindmap.

- **S3 – Design one *beyond-school inclusion action* (R3) as a mindmap/flowchart/roadmap specifying: **action, stakeholders, structure, when/where, 4–6 steps** (owners & timing). Evidence: individual roadmap shared in plenary.**
- **A1 – Commit to one *immediate classroom change* and define one **indicator** to gauge improvement in access/participation. Evidence: exit commitment captured during closure (links to course-wide evaluation practice).**

Key competences addressed

- **Inclusive pedagogy** – building supportive classroom culture; practical strategies to remove barriers (R1/R2).
- **Digital literacy** – selecting/adapting SIEMDig tools/resources (repository/checklists/IDS where referenced in course set).
- **Emotional intelligence** – empathy, regulation micro-practices, reflective collaboration.
- **Storytelling for learning** – *OPTIONAL linkage to IDS in the broader training ecosystem.*
- **Collaboration & reflection** – peer exchange, co-design habits, quick evaluation/feedback routines.
- **Community engagement** – partnership/network thinking for inclusion *beyond school* (R3).

4. Methodology and Pedagogical Approach

Delivery mode. *In-person, **experiential** and **hands-on** with light facilitation: short simulations, collaborative problem-solving, applied checklists, movement-based micro-tasks, and rapid design of context-fit actions. The approach mirrors other SIEMdig modules (experiential, peer collaboration, inclusive pedagogy).*

Peer learning. Frequent **pair/small-group exchanges** and brief plenaries to surface strategies and transfer ideas to participants' contexts (aligned with existing module patterns).

Inclusion embedded (modeled).

- **Multi-modal instructions** (spoken + written cues; visible agenda/timer).
- **Processing time; clear & direct language;** avoid ableist terms; offer **AAC** options.
- **Sensory-friendly** choices: softer lighting, reduced background noise, low visual clutter; provide **calm space** and fidgets.
- **Autonomy & safety:** choice of tasks; flexible grouping/solo; **no forced public speaking/reading.**
These reflect WP4 aims to remove barriers (discrimination, bullying, exclusion) and create supportive environments.

UDL-informed differentiation. Multiple means of **engagement** (choice: mindmap/flowchart/roadmap), **representation** (slides, spoken brief, printed prompts), and **action/expression** (write/draw/speak), consistent with R2's guidance to adapt to diverse styles/needs.

Micro-regulation & wellbeing. Short **mindfulness resets** (square breathing, body shaking) to model co-regulation routines that support inclusive culture (R1).

Session mapping to Guide sections.

- **Part A (Intro):** communication-barrier icebreaker → link to **R1** (inclusive culture).
- **Part B (Core):** narrative **neurodivergence** case + **Checklist an Creative plan** application; brief treasure-hunt activity → **R2** (diverse needs).
- **Part C (Hands-on):** design a **beyond-school** inclusion action with stakeholders & steps → **R3** (community partnerships/outreach).

5. Key Resources, Tools and Support Materials

SIEMDig Guide for Social Inclusion (WP4) — 3-section structure (R1–R3) referenced throughout the module.

Neurodivergence Checklist — categories: Classroom settings, Teaching practices/organization, Communication, Independence & support, Material adaptation, At-home assignments, Compensatory tools (e.g., visual timer, calm spaces, clear & direct language, processing time, AAC).

“Treasure the Rainbow” — treasure-hunt activity sheet (6–10 stations) with accessibility notes (advance schedule, AAC options, flexible grouping, no forced speaking; Atkinson Hyperlegible font).

Creativity Plan – “Treasure the Rainbow” — compact plan version (objectives, methodology, accessibility, materials) that complements the activity sheet.

“Desert Island Task” handout — collaborative decision-making brief (rank survival actions and justify reasoning).

Narrative Case Study — 1-page handout used during the session.

Slide deck (very lean) — 1–2 slides per section of the Guide:

Icebreaker props — headphones with loud music (lip-reading task).

Optional digital supports (if available in the venue for the evaluation)

- **Polling tool** (Mentimeter/Slido/Pingo) for quick checks and mini-quiz during/after the session, consistent with other modules’ practice.
- **QR codes/links** to the Repository/IDS demo for later exploration (alignment with other modules).
- **Self/peer-reflection forms** or light rubric (optional) aligned with partner modules’ evaluation approach.

Module Activities Structure

Part A – Introductory Activities

Introduction & Warm-up

Objective: Raise awareness about communication barriers (R1).

Activity – “Silent Words” (lip-reading): Two volunteers; Person A wears headphones with loud music; Person B conveys a short sentence **only** with lip movements (no gestures).

Debrief (2’): How did it feel? What makes information accessible/inaccessible?

Part B – Core Development Activities

Implementing Section I — Inclusive school culture

Objective: Explore collaboration, roles, and accessibility; connect to R1.

B1. Desert Island (20’) — with handout

- Distribute the “Desert Island Task” handout.
- Brief: “You’re on a desert island. As **one group**, agree and rank key survival actions, justifying the logic for each.”
- **Explain the main rule:** in a group of three, one person must keep their eyes closed all the time, one can not use any word and the third one can do everything
- Output: ranked list + reasons.

B2. Short debrief (10’)

- What helped/hindered participation? Whose voices were amplified/silenced? Classroom parallels?

B3. Mindfulness micro-practices (4’)

Set-up (10–15’)

- Offer choice: seated or standing; eyes open/soft gaze.

- Clarify opt-out: *“Follow in a way that feels safe; you can pause anytime.”*
- Use a **visual timer** and clear **hand signals** (helpful for Deaf participants and to reduce verbal load).

1) Square Breathing (Box Breathing) — ~1’30”

Purpose: calm the nervous system, improve focus, model a quick co-regulation tool.

Posture: upright, shoulders relaxed; feet grounded; one hand on belly if helpful.

Counting: 4–4–4–4 (inhale–hold–exhale–hold).

Cycles: 4–5 cycles (≈ 90 seconds).

Facilitator script (concise):

- *“Inhale 4... (1-2-3-4)” (raise index finger)*
- *“Hold 4...” (index+middle fingers up)*
- *“Exhale 4...” (lower fingers slowly)*
- *“Hold 4...” (flat palm signal)*
- *Repeat with hand cues; keep voice minimal if speaking.*

Options & accessibility:

- Use a **projected square** that “traces” each side for 4 counts.
- If 4-count feels long, move to 3-count; if short, try 5-count.
- Invite silent counting for participants who prefer no audio cues.

Safety notes:

- *If anyone feels dizzy, return to natural breathing or skip the holds.*
- *No breath retention for people who prefer not to; they can do “inhale 4, exhale 4” only.*

2) Body Shaking (Tension Release) — ~2’30”

Purpose: discharge excess activation, reset attention, model brief movement breaks.

Posture: standing if possible; seated micro-versions offered.

Sequence (timed prompts):

- **Feet/ankles (20")** – light bounce; imagine “sand off shoes.”
- **Knees/legs (20")** – gentle shake up the calves and thighs.
- **Hands/arms (30")** – wrists loose, then forearms, then upper arms; keep jaw soft.
- **Shoulders/torso (30")** – small shimmy; let shoulders drop; add a gentle sway.
- **Whole-body integration (30")** – soft, rhythmic shake from ankles upward.
- **Slow down (20")** – reduce intensity → small vibrations → stillness.

Facilitator script (concise):

- “Start tiny at the feet... let movement travel up... keep it light and comfortable... now whole-body for a few seconds... and gradually slow... and pause.”

Options & accessibility:

- **Seated version:** heel lifts, wrist circles, shoulder rolls, gentle torso sway.
- **Low-stim version:** micro-shakes of hands/shoulders only; eyes open, fixed gaze point.
- **Noise sensitivity:** keep the room quiet (no music); avoid clapping.
- Encourage **self-pacing:** intensity is participant-led; stopping is always allowed.

After (10–15")

- Invite two words: “How do you feel now?” (e.g., calmer, warmer, focused).
- Link to classroom use: “These 90-second resets can precede transitions or demanding tasks.”

B4. Anchor slides R1 (3–4’)

- 1–2 slides summarising: shared norms; multimodal instructions; predictable routines; peer roles; regulation spaces/practices.

Part C – Practical/ Hands-on Application

Implementing Section II — Diverse needs (Neurodivergence focus)

Objective: Apply Guide tools to accommodate diverse needs; connect to R2.

C1. Narrative Case Study + Checklist (18’)

- Read the case (mixed neurodivergent traits) → individually apply the **Neurodivergence Checklist** to select adaptations across setting/organization/communication/materials/homework/tools.
- Have a small debrief and open discussion to see what are the main outcomes of the participants.

C2. “Treasure the Rainbow” mini-run (8–10’)

- 6–10 stations (or gallery version); concise clue cards; highlight diversity symbols and inclusive routines. (see activity description in the guide)

C3. Quick feedback (2’)

- 1 strategy you’ll take to class; 1 anticipated obstacles

C4. Anchor slides R2 (2–3’)

- 2 slides on: anticipating sensory needs; step-by-step instructions + **visual timer**; clear & direct language and processing time; **AAC** options; flexible grouping; no forced eye contact.

Part D – Final steps for an inclusive school

Implementing Section III — Beyond the school (70–90 min)

Objective: Design an inclusion action beyond school; connect to R3.

D1. Design task: Mindmap/Flowchart/Roadmap (12')

- Each teacher designs an action answering: **What action? Who to involve? How to structure it? When & where?**
- Convert into 4–6 **steps** with owners and timing, in order to understand which actions should be taken in which order, so that the activity proposed can go from theoretical to practical.

D2. Plenary share (6–7')

- 2–3 volunteers present;

Closure/ Reflection/ Evaluation

Closure and Takeaways

Purpose. Consolidate learning, surface immediate next steps, and capture evidence of impact.

Facilitator steps

1. **Rapid synthesis (60–90").**
“Today we looked at the Guide in action: R1 (inclusive culture), R2 (diverse needs with a neurodivergence case), R3 (beyond-school roadmap).”
2. **Commitment + indicator (60–90").**
Prompt on slide:
 - “One inclusive change I will try next week is...”
 - “I will know it worked because...” (simple indicator: e.g., ↑ on-task time, ↓ prompts needed, student self-report).
3. **Takeaway capture (60").**
Invite a quick pair-share: “What idea are you stealing from someone else’s mindmap?”

4. Guided questions:

- “Which strategies feel immediately feasible in your context?”
- “What’s one barrier—and one workaround—you anticipate?”
- “Who outside school could strengthen your action (library, NGO, local cultural space)?”

Evaluation

Evidence collected by the trainer

- Photo or scan of **2–3 volunteer roadmaps** (with permission).
- **Checklist samples** from the case activity (tick+notes).
- Tally of commitments (anonymised) to inform follow-up.

Participant feedback (pick ONE quick method)

1. Exit ticket (paper or QR form, 3 items):

- One strategy I’ll implement next week
- One support I need to make it happen
- Confidence (1–5) that I can do this next week

2. Confidence slider (hands-up or poll):

- “How confident are you to use at least one element of R1/R2/R3 next week?” (1–5)

3. Micro-rubric (self-check; circle one):

- I identified ≥ 2 R1 strategies: Mostly / Partly / Not yet
- I applied the checklist to the case: Mostly / Partly / Not yet

- I designed a beyond-school action with steps: Mostly / Partly / Not yet

Follow-up (optional)

- Share a **1-page recap** (PDF) with: R1/R2/R3 slide cues, the **case study**, the **checklist**, and a blank **roadmap template**.
- Invite participants to email a **photo update** after 2–4 weeks with: “What I tried / What changed / What I’ll tweak next.”

Annexes

Annexes related to Module

Annex 1: The desert Island handout

Annex 2: case study

Annex 3: Handout for clarification content section 1

ANNEX 1: The desert island handout

TASK:

You are stranded on a desert island after a boating accident. You must decide what to do next. You cannot split up the group. All members of the group must agree on the order of steps to take to ensure survival. You must give a brief explanation of the reasoning behind the order of each step as you rank the actions.

Actions:

- Find food
- Find water
- Set up shelter
- Explore the island
- Look for a cat

- Try to signal your location
- Build weapons for self-defense
- Build a raft to escape the island
- Light a fire
- Choose a group leader
- Look for other survivors

ANNEX 2 Case Study – (Mixed Features)

Student: Leo • **Age:** 8 • **Year/Grade:** 3 • **Setting:** Mainstream primary classroom

Snapshot

Leo is curious, warm, and highly imaginative. He loves maps, building with blocks/LEGO, and drawing diagrams. He eagerly volunteers ideas but can become frustrated when tasks feel unclear or too noisy.

Strengths & Interests

- Strong **spatial reasoning** and hands-on problem solving (building, arranging, mapping).
- Rich **verbal imagination** in 1:1 or small, calm settings.
- Notices patterns; enjoys categorising and labelling things (e.g., animals, planets, train lines).

Observed Patterns in Class

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor the Foundation for the Development of the Education System (FRSE) can be held responsible for them.

- **Sensory:** Covers ears during bell/transition; flinches at sudden noises; fluorescent lights feel “too bright.” Becomes visually overloaded by busy walls and colourful slides. Calms with gentle movement (standing, stretching, squeezing a soft fidget).
- **Attention & regulation:** During whole-class input (10–15 min), fidgets, taps pencil, swivels, or stands. Can hyperfocus on preferred topics but struggles to re-engage after interruptions.
- **Communication & social interaction:** Understands best when **shown** what to do (models, photos, steps). If instructions are **only spoken once**, starts late or asks peers. Needs **processing time** before responding; may interrupt when excited. In groups of 4, sometimes talks over others; when corrected, may shut down (“I can’t”) or blurt.
- **Literacy:** When reading, skips lines, loses place, or confuses similar-looking letters; reads more fluently with a **ruler/reading window** and larger, clear fonts. Writing can be slow; planning ideas verbally first helps.
- **Numeracy:** Understands concepts with manipulatives/visuals; slower with timed arithmetic drills; benefits from worked examples.
- **Transitions & unstructured times:** Noisy line-ups and crowded cloakroom are hard; needs a brief reset (breathing, quiet corner) to start the next task smoothly.

Today’s Lesson (context for the activity)

- **Objective:** Read a one-page text and answer 5 questions; then create a simple **poster** in pairs.
- **Environment:** Bright fluorescent lighting; low background music; many colourful displays on the walls.
- **Instruction:** Teacher gives a single, spoken set of directions; only the **page number** is written on the board.

- **Timing:** 15 minutes for reading + questions; 15 minutes for poster.
- **Grouping:** Pairs chosen by the teacher; later two pairs join to share.

Observed impact on Leo today:

Starts late (asked a peer what to do); loses line while reading; rubs eyes under bright lights; covers ears when a nearby group gets loud; contributes great poster ideas but rushes, interrupts, and then withdraws when reminded to wait his turn.

Home Context (from family conversation)

- Mornings are hard; loud places (canteen, gym) can be overwhelming. Homework returns incomplete unless a **checklist** is attached. Enjoys audiobooks and documentaries.

Annex 3

Section I — Inclusive school culture

- **Best practices (R1.1) see module 3 and 4**
- **Strategies to help pupils understand social exclusion (R1.2)**
 - Interactive stories
 - 6 thinking hats
 - Anti-bullying workshops
 - Role play
 - Music activities
 - Emotional check ins
 - Peer support

- Etc ...

•**Content to build supportive, participatory environments (R1.3)**

- 1) Communication
- 2) Language (inclusive)
- 3) Internal environment friendly to PWD (persons with disabilities)
- 4) External environment friendly to PWD (persons with disabilities)
- 5) Bullying
- 6) Cultural inclusion (Eating, Holidays, Festivities)
- 7) Intellectual Disabilities (universal design for learning?)
- 8) Inclusive Teaching Practices (Itinerant Teacher, support teacher ecc)