

DIGITAL COMPETENCE FOR RESILIENT EDUCATORS

PROJECT PUBLICATION

MODULE 4

CONNECT & REFLECT: BUILDING EMOTIONAL SKILLS WITH DIGITAL TOOLS

Romania contribution

Responsible partner: DAKTECH INOVATIVE SOFT SRL

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DOCUMENT CONTROL

Document title	Digital Competence for Resilient Educators - Project Publication - Module 4 (Romania)
Module title	Connect & Reflect: Building Emotional Skills with Digital Tools
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How to use this file

- Start with Module Overview to align expectations, target group and outcomes.
- Use Section 1 to guide reflection and discussion across the 5 training days.
- Use Section 2 activity cards as a ready-to-pilot pack. Each card includes a low-tech option, inclusion notes and safeguarding reminders.
- Reuse templates in Annex A for local adaptation and piloting evidence.

MODULE OVERVIEW

Module title

Connect & Reflect: Building Emotional Skills with Digital Tools

Purpose

This publication supports teachers and school leaders in building learners' emotional skills and classroom belonging through practical, privacy-aware use of digital tools. It focuses on reflection prompts and group activities that help educators create supportive, inclusive and effective learning environments.

Target group

Primary: primary and lower-secondary teachers. Secondary: school management, support staff and teacher trainers involved in wellbeing, inclusion and digital education.

Learning outcomes

- Select digital tools that fit SEL objectives while minimising risks for privacy and wellbeing.
- Facilitate safe reflection and group discussion using structured prompts and routines.
- Deliver inclusive SEL activities with clear participation options and low-tech fallbacks.
- Apply safeguarding principles (consent, boundaries, data minimisation) in digital SEL work.
- Collect light-touch evidence for improvement and dissemination (templates, reflections, anonymised summaries).

Recommended delivery format

- Short input (10-15 minutes) -> guided activity -> reflection -> practical adaptation.
- Micro-pilot approach: test in a short routine first, then scale only after reviewing inclusion and safety.
- Peer feedback is recommended: educators swap designs and test each other's activity cards.

Suggested evidence for dissemination

- Screenshots/photos of blank templates and materials (no learner names).
- Short teacher reflection notes (what worked, what changed, what to improve).

- Anonymous learner feedback summaries (aggregated and minimal).
- One final mini-lesson plan per pilot, with a short change log after peer review.



1. IN-MODULE STUDY QUESTIONS (DAY 1-5)

Use the questions below as short discussion starters, reflection tasks, or journal prompts for educators. They are aligned with a 5-day training flow and are designed to support transfer into real classroom practice.

Day 1 - SEL foundations and the role of digital tools

- Q1. Which 1-2 SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) are most urgent in your class or school right now, and what evidence makes you say so?
- Q2. What classroom moments most often trigger stress, conflict or disengagement for your learners, and how do you currently respond (as a teacher and as a school team)?
- Q3. When you add a digital tool to an SEL activity, what is the intended benefit (e.g., anonymity, engagement, practice, accessibility) and what is the main risk (e.g., data exposure, overstimulation, exclusion)?

Day 2 - Exploring AR, VR and AI for emotional skills

- Q4. For a single SEL goal (e.g., empathy, self-regulation), which modality fits best - AR, VR/360, AI-supported reflection, audio, or simple digital collaboration - and why?
- Q5. What accessibility and wellbeing considerations must be checked before using immersive media (sensory load, motion sickness, anxiety, trauma triggers, language level), and what opt-out routes will you offer without stigma?
- Q6. What is your minimum safeguarding and data-protection baseline for SEL tools in your context (accounts, recordings, storage, permissions, moderation, parental communication)?

Day 3 - Designing SEL activities with digital tools

- Q7. Choose one SEL objective you want to teach. What does success look like as observable behaviour or learner evidence (not as a feeling)?
- Q8. Where will reflection sit in your activity design (before, during, after), and which prompts will keep reflection safe, specific and age-appropriate?
- Q9. How will you design for inclusion from the start: at least two ways to participate, two ways to show learning, and one low-tech fallback?

Day 4 - Inclusive and supportive learning environments

Q10. Which learners are most likely to be excluded by digital SEL activities (language learners, neurodivergent learners, learners with special needs, anxious learners), and what concrete adaptations will you implement first?

Q11. How can digital tools strengthen classroom belonging without public comparison (no rankings, no 'most emotional' displays)? What privacy-friendly options will you use?

Q12. What boundaries will you set around sharing personal stories or feelings in digital spaces, and how will you respond if a learner discloses something sensitive?

Day 5 - Implementing and assessing SEL lessons

Q13. What evidence will you collect to track progress in emotional skills while staying minimally invasive (self-ratings, anonymous exit tickets, teacher observation notes, short reflections)?

Q14. How will you use assessment information to adjust teaching (supports, pacing, grouping) rather than label learners?

Q15. What is your 2-week micro-pilot plan (one class, one routine, one tool), and what success criteria will tell you whether to scale, adapt or stop?

Facilitation notes (keep it safe and practical)

- Use 'facts first' language and keep examples fictional when discussing sensitive situations.
- Invite, do not force: sharing personal experiences is optional.
- Keep data minimal: avoid collecting identifiable emotional disclosures in digital tools.
- Always provide an equal-status opt-out route for immersive media and sharing tasks.

Optional extension questions (Day 1-5)

Day 1 - SEL foundations and the role of digital tools

Q16. Which SEL needs are most urgent in your class right now (e.g., emotional vocabulary, calming down, respectful disagreement), and what evidence do you already see?

Q17. What is your 'red line' for SEL activities (topics, disclosures, tools)? How will you communicate boundaries to learners and families in plain language?

Q18. If you had to teach the same SEL objective with zero technology, what would the core routine be? What would the digital tool add without replacing the core?

Day 2 - Exploring AR, VR and AI for emotional skills



Q19. For AR/VR/360 media, what will you do if a learner feels overwhelmed (pause signal, opt-out seat, alternative task)? What will you do first within 30 seconds?

Q20. For AI-supported prompting, what rules will you set to avoid harmful outputs (no diagnosis, no personal advice, no sensitive identity inference, no data collection)?

Q21. What is the safest 'data footprint' for your chosen tool (no accounts, no names, no recordings)? If the tool cannot meet this, what is the fallback?

Day 3 - Designing SEL activities with digital tools

Q22. Write one teacher script for the opening minute of your activity (purpose + privacy + choice). What exact sentence will you use to normalise opting out?

Q23. What are 2-3 observation indicators you will look for (e.g., more on-task time, fewer escalations, more respectful turn-taking) that do not require collecting sensitive data?

Q24. Where could your activity unintentionally exclude learners (language, sensory load, attention, access)? Add one UDL option for each risk.

Day 4 - Inclusive and supportive learning environments

Q25. How will you ensure psychological safety during group discussion (no personal sharing required, fictional examples, right to pass, respectful norms)?

Q26. What would a 'minimal but meaningful' support response look like for each traffic-light level (green/yellow/orange/red) without asking learners to explain publicly?

Q27. Which safeguarding check will you run before every digital SEL session (consent, visibility of screen, recording settings, seating, supervision, opt-out plan)?

Day 5 - Evidence, transfer and sustainability

Q28. What will you share as dissemination evidence that is safe (blank templates, anonymised aggregates, teacher reflection notes, change log) and what will you never share?

Q29. What is your scale-up decision rule after the pilot (continue / adapt / stop)? What threshold of risk or harm would trigger stopping?

Q30. How will you embed the routine into existing school processes (class rules, wellbeing policy, tutor time) so it survives staff changes and busy weeks?

2. GROUP ACTIVITIES (ACTIVITY CARDS)

Each activity card includes a low-tech option, a digital option, inclusion notes and evidence suggestions.

Activity 1 - Mood Meter Check-in: Private emotional awareness routine

 Learning objective: Learners practise naming emotions and needs using a quick, low-pressure check-in that informs teacher support without exposing personal data.

 Age group / level: 8-16; suitable for primary and lower-secondary

 Duration: 5-8 minutes (daily or 2-3 times per week)

 SEL focus: Self-awareness, safe routines, optional anonymity

 Tools and materials (low-tech): 4-colour cards (green/yellow/orange/red) + optional emotion words list; teacher tally sheet (no names shown).

 Tools and materials (digital option): Teacher-controlled form/poll on the main screen (no accounts); results viewed only by the teacher.

 Teacher preparation:

- Prepare a simple emotion word bank (6-10 words per colour).
- Define a privacy rule: learners never explain publicly; sharing is optional and can be 1:1 with teacher.
- Decide one support action per colour (e.g., orange = offer choice/quiet seat; red = check-in after class).

 Steps:

-  1 min - Re-state the privacy rule and the purpose: 'to support learning, not to judge'.
-  2 min - Learners select a colour (card or anonymous poll).
-  2 min - Optional: pick one emotion word (silent).
-  1-3 min - Teacher closes with one class-level strategy (breathing, clear plan, short movement break).
- After class: teacher notes patterns (no sensitive records) and follows up individually if needed.

 Differentiation (A/B/C):



- A: Provide a smaller emotion list with icons; allow pointing only; offer a 'no answer today' token.
- B: Standard routine with optional word choice.
- C: Add a coping strategy choice (e.g., 'I will try: pause / ask / breathe / write').



Inclusion notes: Offer opt-out without attention. Avoid public discussion of reasons. Support language learners with icons and first-language emotion words if appropriate. Provide quiet seating option.



Four-country piloting notes (adapt locally):

- Romania: Integrate with class rules and daily routine. Keep the routine short and consistent.
- Turkey: Use clear teacher modelling and fixed seating to reduce noise; consider larger group management.
- Poland: Combine with a short written exit ticket once per week for deeper reflection.
- Belgium: Align with school wellbeing policy; allow multilingual emotion vocabulary if useful.



Suggested evidence for dissemination: Collect: one anonymous weekly summary (colour distribution), teacher reflection notes (what support actions helped), and one example of the emotion word bank used.



Reflection prompt: For teachers: What changed in classroom climate after 2 weeks? Which support actions reduced disruptions?

Activity 2 - Emotion Vocabulary Builder: Emoji-to-word and body cues



Learning objective: Learners expand emotion vocabulary and learn to notice body cues, improving self-awareness and communication.



Age group / level: 8-14; can be adapted for older learners with richer vocabulary



Duration: 20-30 minutes



SEL focus: Vocabulary, recognition, normalising emotions



Tools and materials (low-tech): Printed emoji cards + emotion word cards + body cue cards (e.g., 'tight chest', 'fast breathing').



Tools and materials (digital option): Slides on teacher screen; optional collaborative board where teams drag and match items (teacher-controlled).



Teacher preparation:

- Print or prepare 24 emoji cards (mix of basic and complex emotions).
- Prepare matching word cards and a short 'body cue' set.



- Prepare 3 sentence starters for safe sharing (e.g., 'Sometimes I feel ____ when ____').

 Steps:

-  3 min - Warm-up: model 2 examples (emoji -> word -> body cue).
-  10 min - Team sort: match emojis with emotion words (no 'right person', only 'right meaning').
-  5 min - Add body cues: teams choose one body cue per emotion to discuss.
-  7 min - Class consolidation: build a shared 'class emotion dictionary' (poster or slide).
-  3-5 min - Reflection: learners choose one new word and write it in a notebook with a neutral example.

 Differentiation (A/B/C):

- A: Use fewer cards; offer 2-3 options per emoji; allow picture-only matching.
- B: Standard set with mixed difficulty.
- C: Add nuance pairs (e.g., 'annoyed' vs 'angry') and ask for a context sentence for each.

 Inclusion notes: Avoid forced personal stories. Permit third-person examples from books/films. Support reading with icons. Respect learners who prefer privacy or have communication difficulties.

 Four-country piloting notes (adapt locally):

- Romania: Localise vocabulary to curriculum language level; keep the word bank reusable across subjects.
- Turkey: Use strong classroom routines and timed rounds to manage energy; keep sharing optional.
- Poland: Connect to literature lessons (character emotions) to anchor in curriculum.
- Belgium: Allow multilingual equivalents; focus on meaning rather than perfect spelling.

 Suggested evidence for dissemination: Collect: photo of the class emotion dictionary (no student names), the card set used, and a short teacher note on what vocabulary gaps were discovered.

 Reflection prompt: Which emotions were hardest to name and why? How did the body cue discussion change learners' awareness?

Activity 3 - Perspective Swap Stories: Empathy through scenarios (AR optional)

 Learning objective: Learners practise social awareness and empathy by analysing the same situation from multiple perspectives and choosing supportive responses.



 Age group / level: 10-16; works well in mixed-ability groups

 Duration: 35-50 minutes

 SEL focus: Perspective taking, supportive action planning

 Tools and materials (low-tech): Scenario cards (one situation, 3 perspectives) + response option cards + reflection sheet.

 Tools and materials (digital option): Slide deck with branching questions; optional AR trigger images to reveal extra context (only if your school allows).

 Teacher preparation:

- Prepare 4 scenarios relevant to school life (misunderstanding, exclusion, online message, group work conflict).
- For each scenario, write 3 perspective cards: 'me', 'other person', 'observer'.
- Prepare a 'supportive response' menu with 8 options (ask, apologise, pause, include, clarify, seek help, etc.).

 Steps:

-  5 min - Briefing: empathy = understanding + action; no naming real classmates.
-  15 min - Group work: read scenario and three perspectives; underline needs and feelings.
-  10 min - Response design: choose 2 supportive responses and justify them with evidence from the text.
-  10 min - Share-out: groups share responses (not personal stories).
-  5 min - Reflection: 'One sentence I can use next time is: ___'.

 Differentiation (A/B/C):

- A: Simplify language; provide highlighted key facts; offer fewer response options.
- B: Standard set with full choice.
- C: Add a digital citizenship angle (how would this change online?) and ask for two-tier response: immediate + follow-up.

 Inclusion notes: Keep scenarios fictional. Provide quiet roles (reader, note-taker). Avoid forcing role-play for anxious learners. Offer visual supports for language learners.

 Four-country piloting notes (adapt locally):

- Romania: Include a scenario about group work roles; connect to anti-bullying routines.
- Turkey: Use clear group roles and classroom agreements before discussion.
- Poland: Link to media literacy (tone in messages) to integrate with digital competence.
- Belgium: Allow multilingual phrasing for supportive sentences; focus on clarity and respect.



 Suggested evidence for dissemination: Collect: one anonymised group response sheet per scenario and a teacher observation note on participation balance.

 Reflection prompt: What response options were chosen most often? Which perspectives were hardest for learners to adopt?

Activity 4 - VR / 360 Empathy Journey: Experience - debrief - action

 Learning objective: Learners practise empathy and responsible decision-making using a short immersive experience followed by structured, safe reflection and action planning.

 Age group / level: 11-16 (use age-appropriate content and opt-out routes)

 Duration: 40-60 minutes

 SEL focus: Guided experience, reflection, action step

 Tools and materials (low-tech): Photo sequence or short text narrative + audio ambience; reflection worksheet.

 Tools and materials (digital option): 360 video or VR experience shown on teacher screen or headset (small groups) with strict time limit and supervision.

 Teacher preparation:

- Select an age-appropriate 360/VR resource that is allowed by your school policy (no personal data collection).
- Prepare an opt-out alternative that is equal-status (photo sequence + same reflection prompts).
- Prepare a structured debrief protocol: 'Notice - Name - Need - Next step'.

 Steps:

-  5 min - Safety briefing: consent, opt-out, stop signal, time limit, no recording.
-  8-10 min - Experience (VR/360) or low-tech alternative.
-  5 min - Quiet reset: breathing or grounding (reduce sensory load).
-  15 min - Debrief in pairs: Notice (facts) -> Name (emotions) -> Need (what helps) -> Next step (supportive action).
-  10-15 min - Whole-class: agree one realistic class action (inclusion norm, kindness routine, help-seeking route).

 Differentiation (A/B/C):

- A: Shorter experience; provide guided notes; allow drawing instead of writing.
- B: Standard protocol with written prompts.

- C: Add a critical thinking layer: what is missing from the story? how can we avoid stereotypes?

 Inclusion notes: Respect sensory needs: limit exposure, provide breaks, avoid loud audio, allow sitting. Always provide opt-out without explanation. Do not use trauma-triggering content.

 Four-country piloting notes (adapt locally):

- Romania: If headsets are limited, use teacher screen and small group rotations with a timer.
- Turkey: Keep rotations structured with clear supervision and roles to reduce noise and waiting time.
- Poland: Use the debrief protocol as the main learning; immersive part is short and optional.
- Belgium: Align with safeguarding policy; document consent and opt-out routes transparently.

 Suggested evidence for dissemination: Collect: anonymised debrief sheets (facts + action steps only), a class action agreement, and teacher notes on inclusion adjustments.

 Reflection prompt: Did learners stay in 'facts first' before judging? Which debrief prompt produced the best discussion?

Activity 5 - Conflict Micro-Simulation: Pause - repair - agree (branching)

 Learning objective: Learners practise relationship skills and conflict repair using short scenarios and a step-by-step communication protocol.

 Age group / level: 10-16

 Duration: 30-45 minutes

 SEL focus: Role-play with safety, decision points, repair language

 Tools and materials (low-tech): Printed branching scenario sheets + role cards + sentence starters.

 Tools and materials (digital option): Slide-based branching choices on teacher screen; teams vote and justify (no accounts).

 Teacher preparation:

- Prepare 3 conflict scenarios typical for school (group work fairness, online message misunderstanding, teasing).



- Prepare a 4-step repair protocol: Stop -> Name the issue -> Ask/Offer -> Agree next action.
- Prepare sentence starters for each step (neutral, non-blaming).

 Steps:

-  5 min - Teach the 4-step protocol with one teacher-modelled example.
-  15-20 min - Team simulation: read scenario, choose a response at each decision point, justify using the protocol.
-  5 min - Practise repair language in pairs (optional speaking; can be written).
-  5-10 min - Reflection: learners pick one sentence starter they can realistically use.

 Differentiation (A/B/C):

- A: Use one scenario with fewer branches; provide highlighted sentence starters; allow written-only practice.
- B: Standard set of scenarios and choices.
- C: Ask teams to write an additional branch that models a better repair outcome.

 Inclusion notes: Avoid acting out real conflicts. Keep role-play fictional. Allow silent roles. Protect anxious learners with written scripts and opt-out.

 Four-country piloting notes (adapt locally):

- Romania: Connect protocol to class rules and mediation routines.
- Turkey: Use firm turn-taking structures and timeboxing to keep focus.
- Poland: Integrate with civic education and digital citizenship discussions.
- Belgium: Allow multilingual phrasing for repair sentences where helpful; focus on respectful intent.

 Suggested evidence for dissemination: Collect: one completed branching sheet per team, and a teacher note on which step was hardest (Stop/Name/Ask/Agree).

 Reflection prompt: Which sentence starters reduced blaming? Did learners propose realistic next actions?

Activity 6 - AI-supported Reflection Journal: Safe prompts, human judgement

 Learning objective: Learners build self-management and reflection skills using short prompts, while the teacher keeps control of data and avoids collecting sensitive information.

 Age group / level: 12-16 (can be simplified for younger learners)

 Duration: 10-15 minutes (weekly routine)

 SEL focus: Reflection, goal-setting, metacognition

 Tools and materials (low-tech): Paper journal prompts and a simple self-rating scale (1-5) for effort or calmness.

 Tools and materials (digital option): Teacher uses an AI tool privately to generate multiple prompt variations; learners write offline or in a school-approved system without personal data.

 Teacher preparation:

- Define a strict rule: journals are learner-owned; no required disclosure of personal situations.
- Prepare 5 core prompt types: 'What helped me focus?', 'How did I recover from stress?', 'What support do I need?', 'How did I help someone?', 'One next step'.
- If using AI for prompt generation, do it without student data and store prompts locally.

 Steps:

-  2 min - Choose one prompt (teacher picks or learners choose from 3 options).
-  6-8 min - Silent writing (or audio note for accessibility).
-  3-5 min - Optional share in pairs using a 'share only learning, not private life' rule.
- Teacher uses aggregated signals (not content) to adjust routines (more structure, breaks, support).

 Differentiation (A/B/C):

- A: Offer sentence starters and a shorter prompt; allow drawing or audio.
- B: Standard writing with one example sentence.
- C: Add a self-coaching element: write a coping plan for the next similar situation.

 Inclusion notes: Respect privacy and trauma sensitivity. Provide alternatives to writing. Do not grade emotional content. Use reflection for growth, not evaluation of personality.

 Four-country piloting notes (adapt locally):

- Romania: Use as part of guidance/counselling routines; keep prompts curriculum-linked (learning habits).
- Turkey: Keep prompt choices limited and structured to support classroom management.
- Poland: Pair with a weekly 'learning habits' check aligned with school improvement goals.

- Belgium: Align with data protection expectations; keep journals learner-owned and optional to share.

 Suggested evidence for dissemination: Collect: the prompt set used (no student texts) and a teacher reflection note about which prompts improved self-management routines.

 Reflection prompt: Which prompts led to actionable classroom changes? How did you maintain privacy while still learning from patterns?

Activity 7 - Mindful Minute Reset: Audio-guided regulation and return to learning

 Learning objective: Learners practise a short regulation strategy (breathing, grounding, muscle release) and return to task with improved focus.

 Age group / level: 8-16

 Duration: 3-6 minutes (as needed, or as a routine)

 SEL focus: Self-management, stress reduction, routine

 Tools and materials (low-tech): Teacher voice script; visual cue card on the board (3 steps).

 Tools and materials (digital option): Short audio clip played on classroom speakers; optional timer on screen.

 Teacher preparation:

- Prepare one 60-90 second script (neutral language, no spiritual framing unless appropriate).
- Agree a class signal for using the reset (teacher-led or student request).
- Define a return-to-learning cue (e.g., 'open notebook, write first step').

 Steps:

-  30 sec - Name the reset: 'We pause to help our brains learn'.
-  1-2 min - Guided breathing/grounding (eyes open option).
-  30 sec - Notice: 'one word for how my body feels now' (silent).
-  30-60 sec - Return cue: learners start the next task step immediately.

 Differentiation (A/B/C):

- A: Keep eyes open; provide a fidget tool; allow standing at the back.
- B: Standard routine.
- C: Learners design their own 3-step reset and explain when it helps.



 Inclusion notes: Avoid forcing closed eyes. Provide movement options. Respect religious/cultural sensitivities by keeping language neutral.

 Four-country piloting notes (adapt locally):

- Romania: Embed into transitions (start of lesson, after break).
- Turkey: Use as a class management tool before group work to reduce conflict.
- Poland: Link to wellbeing education and exam stress routines.
- Belgium: Align with wellbeing policy and inclusive classroom practices.

 Suggested evidence for dissemination: Collect: the script used and a teacher note on which situations benefited most (before tests, after conflicts, after VR).

 Reflection prompt: Did the reset improve task start time? Which learners used it most and what adaptations helped?

Activity 8 - Digital Boundaries and Consent: Safe sharing norms

 Learning objective: Learners understand consent, privacy and boundaries in digital and classroom sharing, supporting emotional safety and responsible decision-making.

 Age group / level: 10-16

 Duration: 30-40 minutes

 SEL focus: Norm setting, decision-making, digital citizenship

 Tools and materials (low-tech): Boundary statement cards + 'agree/disagree/it depends' signs; class agreement poster.

 Tools and materials (digital option): Anonymous poll on boundary statements (teacher-controlled) + shared class agreement slide.

 Teacher preparation:

- Prepare 10 boundary statements (e.g., 'It's OK to share someone else's photo if they are smiling').
- Prepare a simple consent rule: ask - clarify - respect no - check again.
- Prepare a class agreement template with 6 lines (privacy, respect, help-seeking, reporting).

 Steps:

-  5 min - Define consent and why boundaries protect learning.
-  15 min - Statement round: learners vote (agree/disagree/depends) and justify with reasons (not personal stories).
-  10 min - Co-create 6 class agreement lines for digital/SEL activities (including 'no screenshots', 'no naming').



-  5 min - Teach the reporting route (who to tell, what happens next).

 Differentiation (A/B/C):

- A: Use fewer statements; provide clear examples; keep discussion structured.
- B: Standard set with voting and justification.
- C: Add a scenario design task: create one boundary case and propose a safe solution.

 Inclusion notes: Ensure learners are not pressured to disclose personal digital incidents. Provide clear, predictable rules. Use simple language and icons for agreements.

 Four-country piloting notes (adapt locally):

- Romania: Align with school rules and parent communication; keep agreement visible in the classroom.
- Turkey: Use structured speaking turns and teacher moderation to avoid escalation.
- Poland: Connect to media literacy and online safety curriculum outcomes.
- Belgium: Align with safeguarding and data protection expectations; ensure reporting routes are clear.

 Suggested evidence for dissemination: Collect: the class agreement poster/slide, the boundary statement set, and a teacher note on which statements were most debated.

 Reflection prompt: Which boundaries were unclear to learners? What rule will prevent most problems during digital SEL activities?

Activity 9 - SEL Mini-Lesson Plan Studio (Capstone 1): Design, test, improve

 Learning objective: Educators (or learners in older groups) design a short SEL mini-lesson with a digital component and an offline fallback, ready for classroom piloting.

 Age group / level: For teacher training or 13-16 learner leadership groups

 Duration: 60-90 minutes

 SEL focus: Instructional design, peer collaboration, prototyping

 Tools and materials (low-tech): Printed lesson plan template + markers + timer.

 Tools and materials (digital option): Shared document or slide for teams; optional simple digital tool demo (teacher-controlled).

 Teacher preparation:

- Prepare the mini-lesson template (Annex A) and a checklist (objective, inclusion, safeguarding, evidence).



- Prepare 6 SEL goals to choose from (e.g., coping with frustration, active listening, empathy, conflict repair, help-seeking, digital boundaries).
- Prepare a 'tool menu' with low-tech and digital options (mood meter, scenario cards, audio reset, anonymous exit ticket).

 Steps:

-  10 min - Choose one SEL goal and target age group; define success criteria.
-  30-40 min - Team design: steps, prompts, tools, inclusion routes, offline fallback, assessment evidence.
-  10 min - Micro-test: another team runs the activity for 5 minutes (as learners).
-  10-20 min - Improve: revise based on feedback and safeguarding check.

 Differentiation (A/B/C):

- A: Provide a partially filled template and one ready-made activity structure.
- B: Standard design with a tool menu.
- C: Add a digital assessment element (anonymous exit ticket + teacher reflection rubric).

 Inclusion notes: Require at least two participation routes and an opt-out route.

Ensure data minimisation and no public emotional exposure.

 Four-country piloting notes (adapt locally):

- Romania: Keep designs compatible with mixed device availability; emphasise low-tech baseline.
- Turkey: Design for larger classes with clear routines and roles.
- Poland: Align mini-lessons with curriculum competencies and classroom time limits.
- Belgium: Include multilingual accessibility options and clear safeguarding notes.

 Suggested evidence for dissemination: Collect: one completed mini-lesson plan per team and one peer feedback sheet; record improvements made after feedback.

 Reflection prompt: Which design choice improved inclusion the most? Which digital tool added value beyond paper?

Activity 10 - Peer Review Gallery Walk (Capstone 2): Quality and safeguarding check

 Learning objective: Teams improve SEL activity designs through structured peer review focused on inclusion, safety, feasibility and learning evidence.

 Age group / level: Teacher training or 13-16 learner leadership groups

 Duration: 45-60 minutes



SEL focus: Peer feedback, quality assurance, reflective improvement



Tools and materials (low-tech): Printed plans posted on walls + feedback stickers + rubric sheets.



Tools and materials (digital option): Shared folder with plans + comment-only mode; optional QR codes linking to documents (internal only).



Teacher preparation:

- Prepare a 1-page peer review rubric with 5 criteria: objective clarity, inclusion, safeguarding/data, feasibility, evidence/reflection.
- Assign roles: reviewer, safeguarding checker, inclusion checker.
- Set a rule: feedback must include one strength, one risk, one concrete improvement suggestion.



Steps:

- 5 min - Explain the rubric and the feedback rule.
- 20-25 min - Gallery walk: teams review 3 plans, leaving rubric notes.
- 10 min - Team synthesis: each team selects top 3 improvements to implement.
- 10-15 min - Revision sprint: update the plan and write a short 'change log'.



Differentiation (A/B/C):

- A: Limit to 2 plans reviewed; provide rubric sentence starters.
- B: Standard review of 3 plans.
- C: Add a 'risk register' section: identify 2 risks and mitigation steps for each plan.



Inclusion notes: Focus review on design, not on people. Include a safeguarding lens. Ensure feedback is respectful and specific.



Four-country piloting notes (adapt locally):

- Romania: Use the change log as dissemination evidence and for partner piloting alignment.
- Turkey: Timebox review rounds to keep momentum; ensure clear facilitation.
- Poland: Integrate with school improvement documentation practices.
- Belgium: Align with quality assurance and inclusion policies; document safeguarding decisions.



Suggested evidence for dissemination: Collect: peer review rubrics and the final revised plans with change logs for dissemination.



Reflection prompt: Which risks appeared most often across plans? What became the shared minimum quality standard?



Activity 11 - Digital Boundaries Role-Play: Consent, opt-out and respectful language

 **Learning objective:** Educators practise safe scripts for consent, choice and boundaries in SEL activities using digital tools.

 **Age group / level:** Teacher training; adaptable for 10-16 with scripted cards

 **Duration:** 35-45 minutes

 **SEL focus:** Self-management, relationship skills, responsible decision-making, safeguarding

 **Tools and materials (low-tech):** Printed role cards; boundary statement cards; timer; whiteboard

 **Tools and materials (digital option):** Shared doc for scripts; anonymous poll for 'comfort level' (no accounts)

 **Teacher preparation:** Select 4 short scenarios; prepare 3 teacher sentence starters per scenario

- Prepare equal-status opt-out routes (alternative task with the same learning value).
- Prepare a language guide: supportive phrases + phrases to avoid (no judgement, no labels).

 **Steps:**

- 5 min - Model a safe opening script (purpose + privacy + choice).
- 15 min - In groups of 3: role-play (teacher / learner / observer) using scenario cards.
- 10 min - Swap roles; repeat with a different scenario and an opt-out request.
- 5 min - Debrief: observers share 1 strength + 1 risk + 1 improvement.
- 5 min - Teams write a final 6-8 line script for classroom use.

 **Differentiation (A/B/C):**

- A: Use sentence starters only; keep scenarios fictional and short.
- B: Add one challenging moment (refusal, laughter, or privacy request).
- C: Add a digital twist (screen visible, accidental recording, shared device).

 **Inclusion notes:** Allow 'observer only' participation; use visual cue cards; offer multilingual scripts if needed.

 **Suggested evidence for dissemination:** A one-page 'safe script' library (no personal data) + change log template.

 **Reflection prompt:** Which phrase increased safety and choice most? Which phrase created pressure?

Mini risk register (example)

Risk	Likelihood	Impact	Mitigation (minimum)
Learner feels pressured to share	Medium	High	Right to pass; 1:1 follow-up option; fictional examples only



Screen/poll visible to peers	Low	Medium	Teacher-controlled display; show totals only; hide individual responses
Accidental recording / screenshots	Low	High	Disable recording; no phones; reminder; adult supervision
Mocking / stigma during discussion	Medium	High	Class norms; immediate intervention; restorative follow-up

Data Minimisation for SEL Activities

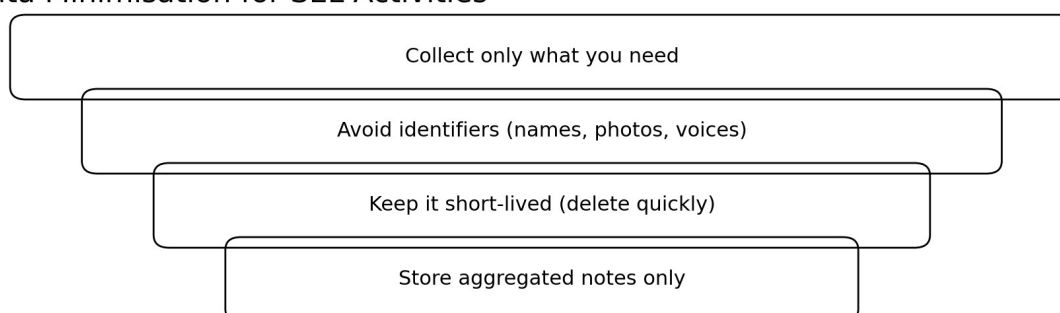


Figure: Data minimisation for SEL activities (use as a reminder before digital tasks).

Activity 12 - Scenario Sorting: What is safe to collect (and what is not)?

 Learning objective: Educators practise data minimisation by classifying examples of classroom 'SEL data' into safe / risky / never collect.

 Age group / level: Teacher training; can be adapted for 13-16 learner leaders

 Duration: 30-40 minutes

 SEL focus: Responsible decision-making, digital wellbeing, safeguarding

 Tools and materials (low-tech): Printed cards with data examples; 3 sorting zones; markers

 Tools and materials (digital option): Jamboard/whiteboard substitute (teacher account only); no learner logins

 Teacher preparation: Prepare 18-24 cards: examples of data that teachers might be tempted to collect

- Create 3 zones: SAFE (aggregate, no identifiers) / RISKY (needs safeguards) / DO NOT COLLECT.

- Prepare a one-sentence rule: 'Support learning, not surveillance.'

 Steps:

- 5 min - Explain zones and the rule; clarify that the goal is support, not monitoring emotions.
- 15 min - Teams sort cards into zones; they must justify 3 'borderline' decisions.
- 10 min - Whole group: compare results; agree on a shared 'minimum data' policy for piloting.
- 5 min - Each team writes one safeguard they will always use (e.g., no names, no screenshots).

 Differentiation (A/B/C):

- A: Use fewer cards (12) and only SAFE vs DO NOT COLLECT.
- B: Standard 3-zone sorting with brief justification.
- C: Add a 'tool constraint'—assume the platform stores logs; teams must redesign to avoid identifiers.

 **Inclusion notes:** Use icons and examples, not long text. Allow verbal or written justification.

 **Suggested evidence for dissemination:** A one-page 'DCRE minimum data policy' + anonymised photos of the sorted zones (no names).

 **Reflection prompt:** Which items were most controversial—and why? What will you stop collecting immediately?

Card examples (use/adapt)

Example of data	Recommended zone	Why
'Class average mood colour' per week	SAFE	Aggregate only; supports planning without profiling individuals
Named list of learners with emotions	DO NOT COLLECT	Identifiable sensitive data; high risk and unnecessary for teaching support
Anonymous 'need help' flag	RISKY	Useful, but requires teacher-only access and short retention
Audio recording of reflection circle	DO NOT COLLECT	Captures personal data; high risk of misuse or sharing
Teacher notes: observed triggers (no names)	SAFE	Focus on patterns; supports adjustments without personal records

Inclusion Menu: Multiple Ways to Participate

	Speak	Write	Show
Low pressure	Speak (whole class)	Write (private)	Show (choice card)
Medium	Pair check-in	Anonymous poll	1:1 teacher
Higher engagement	Movement break	Breathing routine	Quiet corner

Figure: Inclusion menu (multiple ways to participate with different pressure levels).

Activity 13 - 360/VR Pause & Breathe: Self-regulation in immersive media (with opt-out)

 Learning objective: Educators practise running a short immersive-media activity with built-in pause signals, grounding options and equal-status alternatives.

 Age group / level: Teacher training; adaptable for 12-16 (360 video) or 14-16 (VR where available)

 Duration: 25-35 minutes

 SEL focus: Self-management, awareness of stress signals, digital wellbeing

 Tools and materials (low-tech): Printed 'scene cards' + breathing timer + grounding script

 Tools and materials (digital option): 360 video (teacher-led) or VR headset; pause button visible to teacher

 Teacher preparation: Choose one calm 360/VR scene; prepare an opt-out task with the same objective

- Prepare a non-verbal pause signal (hand up / card) and practise it before starting.
- Set rules: no recording, no sharing screenshots, no pushing peers to try.

 Steps:

- 5 min - Set purpose + privacy + choice; explain opt-out route.
- 5 min - Teach a 4-step grounding routine (feet / breath / name 3 objects / slow exhale).
- 8-10 min - Experience the scene (or imagine with cards). Teacher pauses once to practise grounding.

- 5 min - Quiet reflection: write 2 signs of stress + 2 coping actions that work for you.
- 5 min - Share only strategies (not personal stories). Close with a class-level routine.

 Differentiation (A/B/C):

- A: Use only printed scene cards and breathing timer (no immersive media).
- B: Use 360 video on the main screen (no headsets).
- C: Use VR headsets in pairs (one uses, one observes) with strict opt-out and supervision.

 Inclusion notes: Offer sensory-friendly options (no headset, no sound, shorter exposure). Provide motion-sickness precautions.

 Suggested evidence for dissemination: Blank reflection sheet + anonymised strategy list + teacher change log.

 Reflection prompt: What made the activity safer: the script, the pause practice, or the opt-out task? Why?

Immersive media safety checklist (copy/paste)

Before	During	After
Consent + opt-out explained; no recording; seating and supervision plan	Pause signal active; timebox exposure; monitor discomfort; no peer pressure	Short debrief focused on strategies; delete temporary files; log aggregated notes only

Peer Review & Change Log Cycle

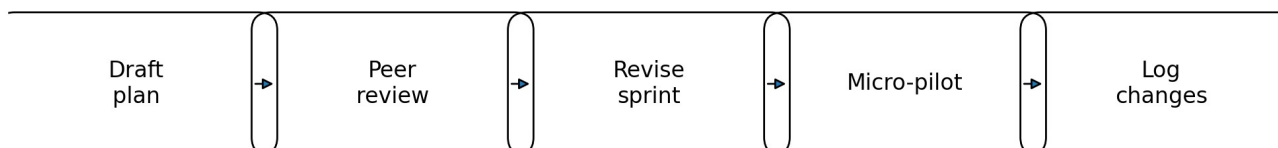


Figure: Peer review + change log cycle (use for capstone tasks and dissemination evidence).

Activity 14 - Design Studio: Build a 15-minute SEL mini-lesson with a digital component

 Learning objective: Teams design a ready-to-use SEL mini-lesson, integrating a digital tool safely and providing a low-tech equivalent.

 Age group / level: Teacher training; designed for 8-16 learners (adaptable)

 Duration: 60-75 minutes

 SEL focus: Planning for self-awareness and self-management; inclusive routines; reflective practice

 Tools and materials (low-tech): Lesson plan template + printed emotion word bank + traffic-light cards

 Tools and materials (digital option): Teacher-controlled poll/form; shared slide deck; optional AI to draft prompts (no personal data)

 Teacher preparation: Provide the DCRE mini-lesson template and 2 sample routines from Activity Cards

- Prepare a 'safeguarding lens' checklist: choice, privacy, inclusion, minimal data, respectful norms.

- Prepare one example of an opt-out alternative that meets the same objective.

 Steps:

- 10 min - Select one SEL objective + one class need (e.g., calming after breaks).

- 20 min - Draft the mini-lesson (15 min delivery): opening script + activity + closure routine.

- 10 min - Add the digital element (teacher-controlled) + define the low-tech equivalent.

- 15 min - Peer review with the safeguarding lens; record improvements.

- 5 min - Write a change log entry (what changed and why).

 Differentiation (A/B/C):

- A: Use only the low-tech version; focus on routines and language.

- B: Add a simple digital check-in (anonymous poll).

- C: Add a short immersive element (360/VR) with full safety checklist and opt-out.

 Inclusion notes: Use the inclusion menu: speak/write/show choices. Provide multilingual emotion words if needed.

 Four-country piloting notes (adapt locally): Align with national safeguarding rules; keep evidence anonymised; adapt examples to local culture.

 Suggested evidence for dissemination: Final lesson plan + peer review rubric + change log (no learner data).

 Reflection prompt: What is the smallest digital component that still adds value while keeping the data footprint minimal?

Digital SEL Design Loop



Figure: Digital SEL design loop (use in planning and evaluation).

3. CAPSTONE GROUP TASKS

These capstone tasks are designed to produce ready-to-use classroom outputs and safe dissemination evidence (no personal data).

Capstone 1 - Build and pilot a weekly SEL routine (with digital + low-tech options)

Group output: 1-page routine + teacher script + low-tech alternative + change log (version 1.0).

Component	What you will produce (minimum)
SEL objective	One sentence (e.g., 'Learners practise naming emotions and choosing coping actions')
Digital element	Teacher-controlled poll / prompt / 360 media (no accounts, no names)
Low-tech equivalent	Cards / paper slips / board routine
Safeguarding & privacy	Opt-out route; no public sharing; no recording; minimal data rule
Evidence	Blank template + teacher reflection notes + anonymised aggregates

Scenario to test your routine

Your class returns from break with high energy; two learners argue. You have 6 minutes before the next task. Run your routine so it calms the room without forcing anyone to share personal details.

Success criteria: calm start within 6 minutes; clear opt-out; no individual emotion data recorded; teacher can adapt the lesson plan.

Capstone 2 - Safeguarding & inclusion audit of one digital tool (AR/VR/AI/poll)

Group output: 1-page audit sheet + mitigation plan + 'go/no-go' decision rule.

Audit area	Checks (tick and note)
Accounts & data	No learner accounts; no names; no recording; retention < 7 days; teacher-only access
Visibility	No screen with individual responses visible to peers; safe seating; supervision plan
Content safety	Age-appropriate; no triggering content; clear stop/pause controls; alternative task ready
Inclusion	Options for language, sensory load, attention; equal-status opt-out route
AI prompts (if used)	No personal data; no diagnosis; no sensitive inference; teacher reviews outputs

Decision rule example: If the tool requires accounts or stores identifiable logs that cannot be disabled, choose the low-tech equivalent.

Capstone 3 - Peer-reviewed mini-lesson pack (15 minutes) + dissemination-ready assets

Group output: mini-lesson plan + peer review rubric + change log + anonymised evidence pack (templates only).

Asset	What it includes
Mini-lesson plan	Objective; teacher script; steps; timing; inclusion options; low-tech equivalent
Peer review rubric	Safeguarding lens: choice, privacy, inclusion, minimal data, respectful norms
Change log	What changed after feedback + why (useful for project evidence)
Evidence pack	Blank templates + photos of materials with no names + aggregated notes only

Recommended workflow: Draft → Peer review → Revise sprint (10-15 min) → Micro-pilot → Log changes → Share as OER.

Scenario bank (adapt locally)

Use these scenarios to rehearse facilitator scripts, safeguarding decisions and low-tech alternatives.

Scenario 1 - Refusal & peer pressure

Item	Details
Situation	A learner refuses the digital check-in and peers laugh.
Main risk	Risk of stigma; pressure to disclose; exclusion.
Safeguarding response	Normalise choice; 'right to pass'; redirect class norms; offer equal-status alternative; follow up 1:1.
Low-tech alternative	Paper-based private check-in slips collected by teacher; no public sharing.
Safe evidence	Teacher reflection note + change log entry (no learner names).

Scenario 2 - Accidental visibility

Item	Details
Situation	A poll is projected and a response could be linked to one learner.
Main risk	Unintended identification; breach of confidentiality; loss of trust.
Safeguarding response	Stop screen share; apologise; remind privacy rules; switch to totals only; delete session; review settings.
Low-tech alternative	Use anonymous show-of-cards at desk level; teacher notes only aggregated patterns.
Safe evidence	Screenshot-free checklist + updated settings log.

Scenario 3 - VR discomfort

Item	Details
Situation	A learner becomes dizzy/anxious in VR/360 media.
Main risk	Physical discomfort; panic response; unsafe sensory load.
Safeguarding response	Immediate pause; grounding routine; remove headset; opt-out seat; short debrief focused on strategies.
Low-tech alternative	Printed scene cards + breathing timer; same objective without immersive exposure.
Safe evidence	Safety checklist ticked + aggregated count of opt-outs.

Scenario 4 - Unsafe AI output

Item	Details
Situation	An AI tool suggests advice that is inappropriate or judgemental.
Main risk	Harmful guidance; reputational risk; misinformation.
Safeguarding response	Teacher reviews outputs before use; apply safe prompt rules; discard unsafe output; switch to pre-written prompts.
Low-tech alternative	Use a printed prompt bank; learners choose prompts without AI.
Safe evidence	Prompt bank versioning + change log; no AI outputs stored.

Observation sheet (template)

Use during piloting to capture success indicators without collecting sensitive personal data.

Indicator (no personal data)	What to look/listen for	Notes (aggregate only)
Participation options used	Learners choose speak/write/show; opt-out used without stigma	
Emotional vocabulary	More precise emotion words in fictional examples	
Self-regulation strategies	Learners name or practise calming actions	
Classroom climate	Fewer interruptions; smoother transitions; respectful turn-taking	
Safeguarding incidents (if any)	Any privacy breach, teasing, recording attempts (describe without names)	

Retention rule: keep observation notes for the shortest period needed for your evaluation (e.g., 2-4 weeks), then delete securely.

ANNEX A - REUSABLE TEMPLATES

A1. SEL Activity Card Template (copy-paste)

- Activity title:
- Target age / level:
- SEL focus (competency):
- Learning objective (observable):
- Duration:
- Group format:
- Tools and materials (low-tech):
- Tools and materials (digital option):
- Teacher preparation:
- Steps (with timings):
- Differentiation (A/B/C):
- Inclusion notes (special needs):
- Safeguarding and data protection:
- Evidence to collect (minimal and anonymous):
- Short teacher reflection (what to improve next time):

A2. Mini-lesson plan template (for capstone designs)

- Lesson title and curriculum link:
- SEL objective and success criteria:
- Learner group profile (needs, language, supports):
- Activity sequence (start -> main -> reflection -> close):
- Digital component (optional) and offline fallback:
- Participation options (at least two):
- Assessment evidence (minimal and non-invasive):
- Safeguarding (consent, boundaries, opt-out route, data minimisation):
- Home-school communication note (if needed):
- Change log after piloting (what changed and why):

A3. Quick feedback form (anonymous, 2 questions)

- Question 1: After today's activity, I feel (choose one): more calm / the same / more stressed.

- Question 2: One thing that helped me learn today was: _____ (short sentence).
- Teacher note: Do not collect names. Use results only to improve routines, not to evaluate individuals.

A4. Teacher observation checklist (light-touch)

- Learners had at least two ways to participate (speaking, writing, drawing, silent role).
- Opt-out route was available and used without stigma.
- No personal disclosures were required; privacy rules were respected.
- Digital tool use did not exclude learners with limited access or special needs (fallback worked).
- Reflection stayed specific and respectful; no peer judgement or ranking occurred.
- Teacher captured one improvement action for next time.

ANNEX B - GLOSSARY

Term	Meaning (plain language)
SEL (Social and Emotional Learning)	A structured approach to building skills for understanding emotions, managing behaviour, building relationships and making responsible decisions.
Self-awareness	Recognising emotions, strengths, limits and the connection between feelings, thoughts and actions.
Self-management	Regulating emotions and behaviour, coping with stress, and sustaining attention and motivation.
Social awareness	Understanding others' perspectives, showing empathy and recognising social norms and diversity.
Relationship skills	Communicating clearly, listening, cooperating, resolving conflicts and seeking or offering help appropriately.
Responsible decision-making	Making choices that are ethical, safe and considerate of consequences for self and others.
Digital wellbeing	Healthy, balanced and safe use of digital technology that supports learning without harm or overuse.
Data minimisation	Collecting and storing only the data that is necessary for a specific educational purpose, and keeping it for the shortest time needed.
Safeguarding	Policies and actions that protect learners from harm, including emotional harm, inappropriate content, and unsafe disclosure.
Inclusive design	Designing activities so learners with different abilities, languages and needs can participate meaningfully without stigma.
UDL (Universal Design for Learning)	A framework that encourages multiple ways of engagement, representation and action/expression to support diverse learners.
Opt-out route	A planned alternative participation option that is equal-status and does not punish or single out the learner.
360 video	A video format that captures a scene in all directions; learners can look around using a device or headset.
AR (Augmented Reality)	Digital content layered onto the real world, often via a phone/tablet camera.
VR (Virtual Reality)	A fully immersive digital environment, typically experienced via a headset.
AI-supported prompting	Using an AI tool to generate variations of reflection prompts or lesson ideas, without sharing learner personal data.

LICENSING

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