

Teacher Training Module Lesson Plan

Module Title: Module 1 – Introduction to SIEMdig

Module Leader: UKEN

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)*
- 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.).

Handout: Introduction to SIEMdig

1. What is SIEMdig?

A European project supporting inclusive digital education for children aged 6–9. It provides tools to help teachers foster acceptance, empathy, and inclusion through digital storytelling and structured resources.

Fill-in:

- SIEMdig focuses on pupils aged: _____
- One key method used is: _____

2. Core Results

- Repository of Digital Resources – ready-made classroom tools and activities.
- IDS Platform – create and use interactive digital stories.
- Inclusion Guide & Checklists – identify barriers and supports for diverse learners.
- Teacher Rubric – criteria for inclusive, empathy-focused lessons.

Fill-in:

- The tool I find most immediately useful is: _____

3. Pair Activity — Checklist Review

Extract from Checklist (Emotional & Psychological Disorders):

- Create a classroom culture of respect, inclusion, and acceptance.
- Use calm, non-threatening language and tone.
- Offer safe spaces for self-regulation or quiet time.
- Maintain clear, predictable routines.

Discuss with your partner:

- One strength of this checklist.
- One suggestion to make it more useful in your practice.

Fill-in:

- Strength: _____
- Suggestion: _____

4. Micro-Application (Individual)

Prompt: “What is one small step I could try next week using the Repository, IDS, or a checklist?”

Fill-in:

- My step: _____

5. Reflection

- One thing I learned today: _____
- One question I still have: _____

Links / QR Codes

- Repository: <https://siemdig.espaiboule.eu/en/digital-tools-collection>
- Interactive Digital Stories: <https://siemdig.espaiboule.eu/en/interactive-stories>
- Inclusion Guide & Checklists: <https://siemdig.espaiboule.eu/en/guide-social-inclusion>




Repository of Digital Resources





Interactive Digital Stories





Guide


Quiz Questions (for Kahoot, Mentimeter, Pingo, etc.)

Q1. What age group is the main focus of SIEMdig?

- A) 3–5 years
- B) 6–9 years ✓
- C) 10–12 years
- D) Secondary school

Q2. Which SIEMdig tool helps teachers identify barriers and supports for learners?

- A) Repository of Digital Resources
- B) Inclusion Guide & Checklists ✓
- C) IDS Platform
- D) Rubric

Q3. What is the role of the IDS (Interactive Digital Storytelling) Platform?

- A) Provide test questions for assessment
- B) Create and use stories to build empathy and inclusion ✓
- C) Track attendance
- D) Store project reports

Q4. The Rubric developed in SIEMdig is used to...

- A) Grade student performance
- B) Evaluate inclusivity and empathy in lesson design ✓
- C) Translate lesson materials
- D) Schedule classroom activities