

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: _____	