

## 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

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- **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

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## ANNEX 1

### Evaluation Rubric:

#### Inclusive IDS Storytelling (Ages 6–9)

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**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
<b>Understanding of Social Inclusion Principles</b>	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.
<b>Integration of IDS Platform</b>	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.
<b>Inclusion of Emotional Learning (SEL)</b>	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.			
<b>Accessibility &amp; Diversity Adaptations</b>	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.
<b>Creativity &amp; Engagement</b>	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.
<b>Presentation &amp; Delivery</b>	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.

<b>Reflection &amp; Next Steps</b>	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.
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### 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:

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- 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:

- \_\_\_\_\_
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## ANNEX 3

### IDS Storyboarding Template:

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## 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

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

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### 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)

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### Beginning

What happens at the start of the story?

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### 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?

\_\_\_\_\_