

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

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- **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