iWell Curriculum and Training Material for Educators

Introduction

It is known that living in the new digital world requires using some necessary digital and life skills which young students commonly lack; any form of misuse of the internet can in turn hinder their health and socio-emotional well-being. In this regard, the role of educators is very important since by acting as "active health agents" they can promote young people's health literacy skills so as for students to make the most of the great potential that digital media can provide. The iWell project (Project number: KA201-5017C448) focuses on empowering primary school students, aged 6 – 12, in Bulgaria, Cyprus, Greece, Ireland and Italy in order to lead a healthy online life. The project aims to boost students' social well-being by helping them develop the necessary competences to make informed decisions regarding the use of digital media so as to control the determinants of their health. In order to enhance students' digital and life skills (decision making, social skills and self-confidence) so that they use digital media in a balanced way, iWell also supports educators in becoming "active health agents". In specific, the project aspires to facilitate the teaching process of health literacy and critical thinking skills and maximise related learning opportunities by providing educators with new approaches, ICTs methodologies and research-based evidence to integrate new tools into teaching activities.

The present Curriculum and Training Material is suitable to educators who teach pupils aged 6 – 12 and is informed by the latest, most effective and innovative teaching practices and educational approaches, including ICT tools. It entails the content developed to address the needs of teachers in primary education using a "skills-based health education" approach, providing them with the necessary skills to enhance students' key life skills with regard to making healthy and informed decisions when online. Following the identification of educators' learning and curriculum needs through questionnaires and focus groups conducted in five partner countries the main themes that emerged were emotional, social and digital well-being as well as their related sub-topics. Thus, the material includes the following three modules, each of which includes three interconnected lesson plans:

Module 1: Emotional Well-Being
1. Emotion Regulation and Resilience
2. Self-Esteem
3. Sense of Purpose and Goals

Module 2: Social Well-Being
1. Interpersonal Communication Skills
2. Diversity and Healthy Relationships
3. Violations and Boundaries

Module 3: Digital Well-Being
1. Online Dangers and Risks
2. Taking Action
3. Golden Rules for a Healthy Digital Life

Each lesson includes three learning activities and lasts approximately 45 minutes. Thus, each module contains a total of 9 activities. Provided that the iWell Project focuses on a "skills-based education" approach, activities do not use a traditional didactic method of teaching. As the project aspires to support educators in the process of becoming "active health agents", related teaching and learning material focuses on educators developing students' digital and life skills by using diverse methodologies such as student-centred, experiential, collaborative and participatory ones (e.g., role play, team games, discussions). In this way,

students are given the opportunity to first practice and subsequently acquire knowledge, attitudes and skills they need for a healthier offline and digital life.

The main digital and life skills promoted in each module include self-confidence, decision-making and social skills (e.g., active listening, effective communication, sharing, cooperating, empathy, respect, conflict resolution), while other important skills are also fostered (e.g., creative thinking, critical thinking, problem-solving etc.). In addition, provided that iWell's innovative approach lies among others in the integration of new approaches, such as ICT methodologies and tools, the activities employ digital tools and resources (e.g., online videos, websites etc.) to a large extent. Last but not least, each module includes an assessment measuring students' achievement of learning objectives, but also the quality of material in terms of clarity, time allocation, usefulness etc.

During the next stages of the project the Curriculum and Training Material will be translated in partners' languages and localised according to their national context. The pilot implementation of the Curriculum and Training Material by educators will follow next so as to test the material developed and its level of effectiveness in order to make the necessary adjustments before finalisation. Then, following the feedback gathered by educators, the overall evaluation of the training course and their learning gains, the present Curriculum and Training Material will be finalised.

Module 1	
Title	Emotional Well-Being
Description	This module is about the importance of emotional well-being in leading a healthy digital life. It is widely known that digital technologies can affect students' emotional state, while students commonly have a hard time handling their emotions (anxiety, depression, stress) both offline and online which is why they need to learn coping strategies that will eventually help them build resilience. At the same time, many children struggle with maintaining a healthy sense of self-esteem (neither poor nor exaggerated) as the often unattainable and unrealistic images they view online directly impact how they perceive themselves. Last but not least, the huge number of choices and activities available in the digital world, makes it easier for young people to lose track of who they are and what their goals are in life. Goal-setting provides children with a sense of purpose and helps them build their confidence and self-esteem. The three Lessons included in Module 1 are: 1. Emotion Regulation and Resilience 2. Self-Esteem 3. Sense of Purpose and Goals
Goal	Following the completion of the three lessons included in Module 1, students will be able to: Knowledge ○ Distinguish between the different kinds of emotions ○ Learn about the different components of emotions ○ Recognise other people's emotions ○ Gain knowledge on positive and negative coping strategies ○ Learn about self-awareness and self-management ○ Become familiar with the concepts of self-confidence and self-esteem ○ Acknowledge that one's true self and everyday life may not be accurately reflected in their social media posts ○ Understand that it is not helpful to evaluate oneself on the basis of online comparison-making ○ Learn ways to protect their self-esteem online ○ Evaluate the importance of a sense of purpose and goals in life ○ Understand that what each person does matters and can have great consequences Skills

	○ Identify and rate their own emotional experiences ○ Express emotions in a healthy way ○ Place themselves in other people's positions ○ Practice emotion regulation strategies and techniques ○ Adopt a critical approach to what they view online ○ Consume healthy content online and steer clear of content that hurts their confidence ○ Bounce back from negative feedback and criticism ○ Practice healthy comparison-making ○ Maintain a positive yet realistic view of themselves ○ Set appropriate goals and work towards achieving them ○ Exhibit behaviours and skills that help achieve a sense of purpose Attitudes ○ Grow emotional insight ○ Develop empathy ○ Adopt positive emotion regulation strategies ○ Build resilience ○ Value their strengths and weaknesses ○ Develop healthy self-esteem ○ Openness to the idea of self-reflection and creating personal plans ○ Demonstrate some sense of purpose, goals and values
Life Skills Connected	○ social skills ○ self-confidence and self-esteem ○ decision-making ○ problem-solving ○ communication skills ○ creative thinking ○ critical thinking ○ self-reflection and self-awareness ○ self-management and self-control ○ responsibility ○ resilience
Education Level	Primary education
Grade Level	Grade 1st – 6th, students aged 6 – 12
Time Arrangements	3 lessons, 45 minutes each
Required Resources	○ Paper ○ Pens ○ Colouring markers

	○ Bowl ○ ICT tools (YouTube, Google Docs/Drawings/ Jamboard, Mentimeter) ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources (e.g., tablets, smartphones, computers) ○ Speakers ○ Worksheets
Assessment	1. Please evaluate students' acquired skills using the following scale of 1 *(not at all)* to 4 *(totally got it)*: 4 😎 Totally got it 3 😊 Pretty much got it 2 😬 Not all the way 1 😳 Not at all https://www.history-tourist.com/ …. Self-confidence skills (e.g., aware of one's own strengths and weakness, believes in his/herself, communicates assertively) …. Decision-making skills (e.g., ability to identify a problem and work towards finding possible solutions) …. Social skills (i.e., sharing, cooperation, empathy, teamwork) …. Communication skills (e.g., active listening, effective communication) …. Problem-solving skills (e.g., conflict resolution) …. Creative thinking skills …. Critical thinking skills …. Self-reflection/self-awareness skills …. Self-management/self-regulation skills Areas for students' improvement: …………………………………………….…………………………….….. ……………………………………………………………………….….. ……………………………………………………………………….….. ……………………………………………………………………….….. …………………………………………………………………………. 2. Using the previous scale of 1 *(not at all)* to 4 *(totally*

got it), please also evaluate the Emotional Well-Being Module in terms of:

…. Clarity
…. Usefulness
…. Time allocation
…. Student-friendliness
…. Use of ICT tools and resources
…. Use of appropriate and diverse methodologies
…. Achievement of learning objectives

Suggestions for materials' improvement:

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Lesson 1	
Title	Emotion Regulation and Resilience
Description	Children's ability to identify and express their emotions is pivotal in order for them to thrive in a complex world. At the same time, it is widely known that children often have a hard time handling their emotions (anxiety, anger, stress) which is why they need to learn coping strategies that will eventually help them build resilience. Both emotion regulation and resilience are key for students' emotional well-being which in turn is a main component of a healthy social and digital life.
Objectives	Emotion Regulation and Resilience is the first lesson under the Emotional Well-Being Module. The aim of this lesson is to foster children's emotion regulation and resilience by teaching them to: ○ Identify different kinds of emotions ○ Express their own emotions ○ Adopt positive emotion regulation strategies ○ Manage their own emotions
Learning Outcomes & Expected Competences	Knowledge ○ Distinguish between the different kinds of emotions ○ Learn about the different components of emotions (e.g., subjective experience, physiological responses etc.) ○ Recognise other people's emotions ○ Gain knowledge on positive and negative coping strategies ○ Learn about the concepts of self-awareness and self-management Skills ○ Identify and rate their own emotional experiences ○ Express emotions in a healthy way ○ Place themselves in other people's positions ○ Practice emotion regulation strategies and techniques (e.g., guided relaxation and meditation) Attitudes ○ Grow emotional insight ○ Develop empathy ○ Adopt positive emotion regulation strategies ○ Build resilience
Learning Activities	1. A. Take the following feelings quiz in class, making sure to pause the screen if you need more time: https://www.youtube.com/watch?v=IYCdGY4g3yc How many did you get right? B. Creating an emotions wheel can help us identify how we are feeling. Print the emotions wheel below and share it to students:

https://childhood101.com/wp-content/uploads/2016/03/My-Emotions-Wheel-v2.pdf

○ Talk through each of the emotions on the wheel. What does happiness, sadness, anger, fear etc. mean to students?
○ Ask whoever is willing to share an example of a time that they felt happy, sad, angry, afraid.
○ Ask students to draw a picture of the corresponding emotion in each part of the wheel. They can draw images, faces, or just paint them in a colour that represent those emotions in their opinion.

C. Engage in a classroom discussion regarding the basic emotions and talk about the fact that all emotions are helpful, even the most difficult and overwhelming ones. Ask students the following questions:

○ How does our body feel like when we feel happy, sad, angry, afraid etc.? (e.g., when afraid our heart rate increases and we breathe in faster than usual)
○ How does our face look like when we feel happy, sad, angry, afraid etc.? (e.g., when angry we frown and our teeth clench)
○ How does our voice sound like when we feel happy, sad, angry, afraid etc.? (e.g., when sad we tend to speak slower and softer)

2. A. Have several strips of paper with the scenarios below written on them. Fold them and put them into a bowl as they will be used as prompts. You may need to have duplicates of each scenario depending on the number of students. Pair up students and invite each dyad to randomly pick one scenario from the bowl. Ask them to role-play the situations twice so that they both get to enact the "victim's" role.

○ Your brother grabbed your tablet away from you.
○ You got in trouble because your classmate told the teacher that you did something wrong.
○ You want to play in some children's sports team but they do not let you in.
○ Your classmate did not invite you to his/her birthday party and you found out about it from pictures they posted online.
○ One of your classmates calls you hurtful names.
○ Your parents ask you to do house chores when all you want to do is play online games.
○ Your best friend revealed your secret to a third person.

B. Now team up 2 to 3 groups of students and ask them to work together on a Google Jamboard[1], answering the following questions using sticky notes.

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[1] https://jamboard.google.com/

	○ How did you feel in this situation (ask students to use emotion words)? Rate how strong your emotion was from 0 to 10. ○ What would you do to feel better if you were in this situation? C. After all groups are done, you can engage the class in a large group discussion regarding the following: ○ Did they all come up with same emotion in the same situation? (e.g., some may have felt more sad or disappointed than angry or upset and vice versa) ○ Did they all agree about the intensity of their emotions? (e.g., different people may react in different ways in the exact same situation based on how they think about it or interpret it) ○ What were some of the positive (acceptance of the situation, talking to someone about it, distracting themselves with something else) and negative (yelling, hitting the other person, smashing things, self-blame) coping strategies that students came up with? Summarise them and make some further suggestions as well (breathing, taking quiet time, squeezing a pillow etc.). 3. A. Make an introduction about how controlling our emotions in a good way helps us feel better about ourselves (self-esteem) and about the future (optimism). Self-management has to do with self-awareness and the ability to control your emotions so that they do not control you. B. Ask students to sit as comfortably as they can and close their eyes, while you slowly introduce them to a short session of guided imagery meditation to help them relax. Have the following relaxing music video playing in the background: https://www.youtube.com/watch?v=VADfDjLrYRA As the music plays, read the following script ("Big Emotions & The Beautiful Dragonfly") that will guide students' imagery: https://www.greenchildmagazine.com/guided-relaxation-beautiful-dragonfly/ Try to use a soft tone of voice and make the necessary pauses. It would be helpful to have practiced the script beforehand along with the background audio so as to make sure that your pace and the length of the audio blend well with each other. C. At the end of the guided imagery, ask each student to share one word about how they feel.
Life Skills Connected	○ social skills (i.e., active listening, effective communication, sharing, cooperation, empathy) ○ decision-making

	○ problem-solving (i.e., conflict resolution) ○ self-awareness ○ self-control ○ creative thinking ○ critical thinking ○ resilience
Teaching Methods	○ ICT tools (online quiz, YouTube videos, Google Jamboard) ○ Game-based learning ○ Art-based project ○ Discussion groups ○ Role-playing ○ Brainstorming ○ Collaborative learning ○ Experiential learning
Required Resources	○ Colouring markers ○ Paper scripts with the role-play scenarios ○ Pens ○ Bowl ○ Jamboard ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources ○ Projector (optional) ○ Speaker for the guided imagery audio (optional)
Hand-Outs & Activity Sheets	○ "Emotions Wheel" Worksheet
Duration	45 minutes

Lesson 2	
Title	Self-Esteem
Description	Developing a sense of self-esteem is a process that starts from childhood and can follow the person in adult life, while self-esteem and self-worth are concepts associated with a number of psychological, physical, and interpersonal outcomes. Although social media may help children build self-confidence through positive interactions with others, excessive or inappropriate use can have the opposite effect. Many children struggle with maintaining a healthy sense of self-esteem (neither poor nor exaggerated) as the often unattainable and unrealistic images they view online directly impact how they perceive themselves. Self-esteem is directly linked to emotional well-being which in turn is crucial in order for students to lead a healthy social and digital life.
Objectives	Self-Esteem is the second lesson under the Emotional Well-Being Module. The aim of this lesson is to foster children's self-esteem by teaching them to: o Understand how social media may harm someone's sense of self-esteem o Bounce back from negative criticism and feedback o Value their own strengths o Adopt a positive view of themselves and others
Learning Outcomes & Expected Competences	Knowledge o Become familiar with the concepts of self-confidence and self-esteem o Acknowledge that one's true self and everyday life may not be accurately reflected in their social media posts o Understand that it is not helpful to evaluate oneself on the basis of online comparison-making o Learn ways to protect their self-esteem online Skills o Adopt a critical approach to what they view online o Consume healthy content online and steer clear of content that hurts their confidence o Bounce back from negative feedback and criticism (e.g., engaging in dialogue and self-reflection) o Practice healthy comparison (with their own selves, accomplishments, previous performance etc.) o Maintain a positive yet realistic view of themselves Attitudes o Value their strengths and weaknesses o Develop healthy self-esteem o Build resilience
Learning Activities	1. A. Watch the following videos in class:

https://www.youtube.com/watch?v=0EFHbruKEmw

https://www.youtube.com/watch?v=aCPvc2qp08E

These videos have been created by the anti-bullying organization "Ditch the Label". The first one presents some of the most common "Insta Lies" posted on social media giving a false image of what one's daily life looks like to make everything appear more than perfect and provoke envy or admiration in others. The second video aims to show how comparing oneself to pictures on social media may negatively affect mental well-being. In Annex 1 teachers may find subtitles for the posts shown in the videos that may be helpful to further explain the content to students.

B. Engage in a classroom discussion regarding the impact of social media on peoples' self-image and self-esteem. Ask students the following questions:

○ Do peoples' social media posts accurately reflect their reality and everyday life? (e.g., posts are moments from one's daily life and not their whole life, people may choose to display perfect moments by distorting actual reality, celebrity culture and influencers etc.)

○ Do peoples' social media posts accurately reflect their true self? (e.g., people try to present the best version of themselves online – such a version often does not exist, many different photos are taken and filters applied before actually posting one, what people say and do in real life may be very different to what they post online etc.)

○ How do peoples' social media posts and reactions they receive affect their self-esteem? (e.g., people question whether they are good enough and whether their lives are as perfect as others', they compare themselves to others and frequently lose their sense of self-respect and self-esteem, question their own value, may start feeling depressed etc.)

○ How do peoples' social media posts and reactions they receive affect their relationships with others? (e.g., peer pressure, FOMO, difficulty in genuinely connecting with others and creating honest and meaningful relationships)

○ Is it meaningful for someone to compare themselves to what they view online? (e.g., people may waste too much energy in comparison-making as there are endless opportunities to engage in it when online, may feel envious and resentful or deprive themselves of joy)

○ How can someone maintain a positive self-image and protect their self-esteem when online? (e.g., it is helpful to compare themselves to themselves, goals, previous performance and progress made, control what they see in their feeds, choose

to consume healthy and uplifting content, unfollow or mute content that may damage their self-esteem)

2. A. Ask two students to voluntarily engage in a role-play game in front of the class, which will have them being rude to each other! One will insult the other with hurtful words and comments which would better be fictitious (e.g., you are lazy, stupid, irresponsible etc.). The other one has to be defensive and insult the other person back or yell at them.

B. Ask students who watched the role-play how they felt and whether they perceived this back and forth attacking and criticising to be effective. Point out that in most cases this usually escalates the aggression and negativity, gives a lot of power to the aggressor and hurts people's self-esteem.

C. Now ask the same students to repeat the role-play, but this time the student criticised will use the fogging technique[2]. The fogging technique helps promote dialogue and diffuse tension. When acting out the fogging technique, someone absorbs the criticism without throwing the stone back. So, this time the student attacked will simply accept the criticism, whether they believe it or not, saying things like:

- Interesting!
- Hmm, I have to think about that.
- Do you really think so?
- Sometimes I do that.
- Perhaps you have a small point.

D. Engage in a large classroom discussion about students' thoughts of this interaction. Usually, the person who attacks runs out of things to say to the other person and backs off since it is quite exhausting and no longer fun to keep insulting others when they remain cool. Explain students that this technique is not about giving in, but rather acknowledging that there might be a grain of truth in what the other person says. Ask students to brainstorm about how they could use fogging in real-life situations.

3. A. Pair up students and invite them to collaborate in real-time using a shared Google document. Each member of the dyad should share with the other one a life experience or a story that they are proud of. While each student narrates the story to their pair, the other has to write down spontaneously the first 3 positive qualities, strengths, talents, or traits that they recognise in the other person based on their story (e.g., intelligent, generous, assertive). Students should record the 3 characteristics

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[2]https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/567/The-Fogging-Technique.aspx

in Google docs for their pair to see when they are done with their story.

B. Get students to stand in a circle and each one will present their pair's core strengths and also chose one of these traits that they value the most about the other person.

C. Engage students in a classroom discussion regarding the following:

○ How did you feel when hearing the positive traits assigned by your classmate?
○ Was it easy/difficult to come up with the other person's positive characteristics?
○ Had you ever identified these traits in yourself before?
○ How do these qualities affect your self-confidence?
○ Could they also affect your self-esteem? (Explain students the difference between self-confidence and self-esteem: the first one is based on achievements and the other one on unconditional self-acceptance and self-love)

D. Ask students to return to their seats. Have each student identify the one characteristic or quality (out of the 3 shared and the 1 valued most by their classmate) that he/she likes best about him/herself (with no judgement). Ask students to write down in the same Google document their name along with a statement expressing this positive trait (a word, a few words or a short sentence) or they can represent it instead using drawings and graphic elements in Google drawings. You can use students' lists of traits, statements and drawings to create a classroom banner/board!

Life Skills Connected	○ critical thinking
	○ social skills (i.e., active listening, effective communication, sharing, cooperation, empathy)
	○ problem-solving (i.e., conflict resolution)
	○ self-control
	○ self-confidence
	○ decision-making
	○ self-esteem
	○ resilience
Teaching Methods	○ ICT tools (YouTube videos, Google Docs, Google Drawings)
	○ Discussion groups
	○ Role-playing
	○ Experiential learning
	○ Brainstorming
	○ Collaborative learning
	○ Social and emotional learning
	○ Art-based project
Required Resources	○ Internet connection to access the ICT tools and resources

	○ Digital devices to access the ICT tools and resources
Hand-Outs & Activity Sheets	–
Duration	45 minutes

Annex 1: Subtitles for YouTube Videos

1. Are You Living an Insta Lie? Social Media Vs. Reality

0:20 Sophie

Good morning!!!#iwokeuplikethis

0:40 Chris

30km bike ride done! #Fitspo #HillClimb #Cyclinglife

1:02 Becky M.

Getting organized! #cleardeskclearmind #officemotivation

1:21 James

Super healthy breakfast! New me! #juicecleanse #tastesbetterthanitlooks

1:39 Michael

Stylin' #effortlessselfie #oneshotwonder

1:56 Annie

Love spending quality time with these guys x #goodtimes #laughs #besties

2:17 Lydia

BIG night ahead!!!

Jason

Looking fab!

Harriet

Gorgeous :)

2:50 Sophie

Awwww, ♥ my man xxx #relationshipgoals #bae

2. Why Comparing Yourself On Social Media Is Making You Unhappy

0:08

3,009 likes

#anothermorninginparadise #beachlife #ocean #iliveherenow

0:18

#instagood #fashion #style #beauty 😊😊😊

0:19

Samantha

London

1 like

#instagood #fashion #style #beauty 😊😊😊

0:20

Alison

Myrtle Beach

26 likes

Summer Loving!

#beachlife

#grateful

0:23

Festival times!

0:30

Missing you!!!

0:36

Comments

lisa29: Goals!

kika_1: looks fab!

Sam: Gorgeous! Follow me, I'll follow you!

0:52

838 likes

Summer Vibes!

#lustforlife #healthy

#fitfam #natural

#style #love

1:00

319 likes

So cute!!!

#instapuppies

#puppyeyes

#bestdogever

1:05

23 likes

Super cosy!

#world of pugs

#pugsinhoodies

#puglife

1:12

4 likes

#follow back

#tagsforlikes

#likes4likes

#F4F 😊😊😊

1:21

Cameron_178

1,009 likes

Loving my new toy!

#amazingcar

1:27

William

802 likes

Anyone needs me I'll be with these dawgs!

1:45

It's a match! You have a new message!

-Love your Pic!

-Thanks! Not bad yourself!

-You free? I'm in town.

-I'll be free soon!

Lesson 3	
Title	Sense of Purpose and Goals
Description	Having goals in life can help set a sense of purpose, which is pivotal in children's life as it can help to make them feel important; but it also helps them to feel that they fit in. Not having a sense of purpose or goals they wish to achieve can leave children feeling lost and overwhelmed by different emotions. Being able to encourage children to find their place in their family, friend groups and communities can help them to make sense of the world and their own emotions.
Objectives	Sense of Purpose and Goals is the third lesson under the Emotional Well-Being Module. The aim of this lesson is to foster children's ability to set goals for themselves and to find a sense of self-purpose by teaching them to: ○ Identify reasonable goals ○ Work towards achieving their goals ○ Be positive in finding their sense of purpose ○ Stay motivated in their goals and purpose
Learning Outcomes & Expected Competences	Knowledge ○ Evaluate the importance of a sense of purpose and goals in life (e.g., enjoyment, stability, decision-making etc.) ○ Understand that what each person does matters and can have great consequences (e.g., butterfly effect) Skills ○ Set appropriate goals and work towards achieving them (e.g., breaking down in smaller goals, maintaining realistic expectations, checking progress) ○ Exhibit behaviours and skills that help achieve a sense of purpose (e.g., exploring interests, remaining active, self-reflecting, self-motivating, welcoming feedback from others, persevering etc.) Attitudes ○ Openness to the idea of self-reflection and creating personal plans ○ Demonstrate some sense of purpose, goals and values
Learning Activities	1. A. What is a Sense of Purpose? The first thing we need to consider when guiding children in creating their own goals and sense of purpose is to first discover what a sense of purpose is. A sense of purpose is ever changing and should be allowed to change and adapt as time goes on and experiences are discovered. Watch the following video to show

how different purposes are found and described by people of different ages.

https://www.youtube.com/watch?v=mK66az43EOI

As we grow older our purpose can change, and it is mainly focused on the goals that we wish to achieve, change, or fulfil.

B. To help aid the understanding of the children about sense of purpose, we could share our own personal life journey and the sense of purpose we have made from this. Share with the children what your dreams were and how did they change and how you might have achieved them. This will help them to gain a real-life and personal perspective on what a sense of purpose can look like. Once they understand what a sense of purpose is, engage in a classroom discussion where the students have the opportunity to think about and share their ideas on what they think their sense of purpose might be currently. Their responses do not have to be complex, but rather just what they feel they currently try to achieve, such as being a good student, or to make their sibling happy etc. The more complex answers will come later when they develop their sense of purpose through more defined goals. However, before we move on to the more complex answers, start the children off by using "My Personal Values" Worksheet provided below.

C. After the students have shared what they think their sense of purpose is, we should then explore why their individual sense of purpose is important and how the students themselves matter. It is easy for children to feel small and like they may not matter, however this is not the case when we think about "The Butterfly Effect" where one small change or action can have a knock-on-effect which completely changes an outcome. The children's part in this is equally as important and can have the same knock-on-effect.

To have the children think about the impact they can have, ask them to consider the following questions in groups and upload their answers to Jamboard.

○ What is something you do, that makes someone else happy?
○ What do you know that you can teach to someone else?
○ How do you think other people, like your friends, feel when you spend time together?
○ What is something about the world, that you would like to change?
○ What could you do today that would help someone?

2. How to Build your Goals and Sense of Purpose

In preparation for the students finding or creating their sense of purpose, the students should be encouraged think about what their goals might be. Their goals will influence their overall

purpose as they set out to achieve them. Follow the series of steps to help the young learners to develop their own goals:

A. Thinking and Choosing a Big Goal

Ask the students to think about things they want to achieve, these should be both achievable, but not too easy. To help inspire them, support the students by asking them to think about their current situation or hobbies and consider what growth they would like to see. For school they could aim to finish the year with good grades, or they could desire to start a new hobby or to be better at their current one.

B. How are they going to Achieve the Goal?

Once the students have come up with their ideal goals, the students will need to create a plan for achieving their goals. You can find a number of great goal plans on this website which you can download and print out for the students or have them edit digitally on computers or laptops! The students will just need to follow the guidelines in the templates.

https://www.dailyteachingtools.com/free-graphic-organizers-s.html

Or else you can use the SMART Goal Worksheet provided below.

3. Share and Tell!

Once the students have filled in and created their goal plans, ask them to share with the class what their goals are and how they intend to achieve them. This not only helps to inspire the other students with ideas they might have forgotten, but also it is important to say your goal out loud to other people, as sharing your goals can encourage you to achieve them, while the students may as well be motivated by each other. Once the students have shared their ideas, it is now time for them to work on them! Ask the students to bring home their goal plans and place them where they will see them each day like on a kitchen cabinet or refrigerator. This way they children will be able to remind themselves of their goals and their decided sense of purpose!

Life Skills Connected	○ social skills (i.e., active listening, teamwork, cooperation, participation) ○ communication skills ○ critical thinking ○ creative thinking ○ self-reflection ○ problem-solving ○ self-management ○ self-awareness

Teaching Methods	○ ICT tools (YouTube videos, Google Jamboard, online template resources) ○ Discussion groups ○ Writing and designing-based projects ○ Collaborative learning
Required Resources	○ Pens ○ Paper ○ Jamboard ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources ○ Speakers for videos
Hand-Outs & Activity Sheets	○ "My Personal Values" Worksheet ○ "SMART Goal" Worksheet
Duration	45 minutes

My Personal Values Worksheet

■■■ = Really Important   ■■□ = Important   ■□□ = Less Important   □□□ = Not Important

Doing Well in School				
Being Good at Sports				
Being a Good Friend				
Being Good at Speaking in Public				
Being a Nice Person				
Being Respectful				
Being Good at My Dream Job				
Being Helpful				
Making a Difference to the Environment				
Taking Care of my Family				
Being Great at Art or Crafts				
Making Discoveries and Exploring				
Being Rich and Famous when I am Older				

SMART Goal Worksheet

S – Specific What is your goal?	
M – Measurable How can you track your goal?	
A – Attainable Is your goal realistic?	
R – Relevant Are you capable of achieving your goal?	
T – Time Give yourself a deadline.	

Module 2	
Title	Social Well-Being
Description	This module is about the importance of social well-being in leading a healthy digital life. Communication and interpersonal skills are pivotal in effectively communicating thoughts, wants and needs as people engage in both offline and online social interactions in which they relay messages. Provided that others often hold a fairly different background and values than one's own, empathy, acceptance and respect are the building blocks of maintaining healthy and satisfying relationships with them. Boundaries are also an essential part of the latter, as violations can frequently occur especially in digital environments (e.g., cyberbullying, online violence, aggression and victimization). The three Lessons included in Module 2 are: 4. Interpersonal Communication Skills 5. Diversity and Healthy Relationships 6. Violations and Boundaries
Goal	Following the completion of the three lessons included in Module 2, students will be able to: Knowledge ○ Acknowledge interpersonal skills and their contribution in building meaningful relationships ○ Understand the role of verbal communication and the proper use of language in online communication ○ Learn about non-verbal communication ○ Understand the difference between formal and informal communication ○ Identify how to use digital tools properly to facilitate the communication process ○ Understand the value of diversity and inclusiveness in relationships ○ Gain knowledge about different backgrounds and values ○ Recognise best practices and appropriate ways of conduct, respecting social inclusiveness and diversity ○ Learn about respectful communication and inclusive language ○ Distinguish between the different kinds of boundaries ○ Learn how to communicate their boundaries ○ Recognise other people's boundaries ○ Gain knowledge on coping strategies Skills ○ Practice effective communication skills ○ Demonstrate interpersonal communication skills ○ Be able to use digital tools in various

	communication situations in an appropriate way ○ Be able to express themselves clearly in formal and informal communication situations, both online and offline ○ Accept and embrace different backgrounds and opinions ○ Engage in meaningful relationship behaviours ○ Place themselves in other people's positions ○ Identify their values and boundaries ○ Acknowledge and handle violations in role-plays ○ Set healthy boundaries in relationships with others Attitudes ○ Adopt effective interpersonal communication skills ○ Manage to use digital technologies in different communication situations in an appropriate way ○ Control their own non-verbal communication attitude ○ Value and accept diversity ○ Build healthy relationships ○ Develop empathy ○ Adopt positive strategies for communicating with others ○ Manage relationship violations ○ Defend personal boundaries and respect others' boundaries
Life Skills Connected	○ social skills ○ self-confidence ○ decision-making ○ problem-solving ○ effective communication skills ○ emotional intelligence ○ creativity and creative thinking ○ critical thinking ○ self-reflection and self-awareness ○ self-control ○ resilience
Education Level	Primary education
Grade Level	Grade 1st – 6th, students aged 6 – 12
Time Arrangements	3 lessons, 45 minutes each
Required Resources	○ ICT tools (PowerPoint, Google Search/Jamboard/Slides, Prezi, YouTube, Mentimeter.com, kialo-edu.com, Kahoot) ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources (e.g., tablets, smartphones, computers)

	o Projector (optional) o Chart paper/Chalk board/White board o Colouring markers o Paper o Pens o Scissors o Hula hoops o Print-outs (templates/worksheets)
Assessment	1. Please evaluate students' acquired skills using the following scale of 1 *(not at all)* to 4 *(totally got it)*: https://www.history-tourist.com/ …. Self-confidence skills (e.g., aware of one's own strengths and weakness, believes in his/herself, communicates assertively) …. Decision-making skills (e.g., ability to identify a problem and work towards finding possible solutions) …. Social skills (i.e., sharing, cooperation, empathy, teamwork) …. Communication skills (e.g., active listening, effective communication) …. Problem-solving skills (e.g., conflict resolution) …. Creative thinking skills …. Critical thinking skills …. Self-reflection/self-awareness skills …. Self-management/self-regulation skills Areas for students' improvement: ………………………………………………………………………….. ………………………………………………………………………….. ………………………………………………………………………..….… …………………………………………………………………………..·· ………………………………………………………………………….. 2. Using the previous scale of 1 *(not at all)* to 4 *(totally got it)*, please also evaluate the Social Well-Being

Module in terms of:

…. Clarity
…. Usefulness
…. Time allocation
…. Student-friendliness
…. Use of ICT tools and resources
…. Use of appropriate and diverse methodologies
…. Achievement of learning objectives

Suggestions for materials' improvement:

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Lesson 1

Title	Interpersonal Communication Skills
Description	Interpersonal communication skills are pivotal in effectively communicating thoughts, wants and needs. Children increasingly engage in both offline and online social interactions in which they relay messages. Digital technologies allow children to connect and to interact with others, to present and to express their views in a number of ways. Interpersonal communication skills are necessary for children to learn to engage in effective, safe and respectful communication both online and offline.
Objectives	Interpersonal Communication Skills is the first lesson under the Social Well-Being Module. The aim of this lesson is to foster children's interpersonal communication skills by teaching them to: ○ Understand the main concepts of effective interpersonal communication ○ Recognise the proper use of the different digital tools for communication ○ Express themselves in a safe and respectful way ○ Adopt active listening and a pro-social attitude when communicating with others
Learning Outcomes & Expected Competences	Knowledge ○ Acknowledge interpersonal skills (e.g., empathy, care, trust, respect, acceptance, tolerance etc.) and their contribution in building meaningful relationships ○ Understand the role of verbal communication and the proper use of language in online communication (e.g., poor use of punctuation, grammar, wording as a source of misunderstanding) ○ Learn about non-verbal communication (e.g., tone of voice, gestures, eye contact, active listening skills) ○ Understand the difference between formal and informal communication ○ Identify how to use digital tools properly to facilitate the communication process (e.g., know when and how to use social media/video conferencing/chat and VoIP systems in their daily life) Skills ○ Practice effective communication skills ○ Demonstrate interpersonal communication skills ○ Be able to use digital tools in various communication situations in an appropriate way ○ Be able to express themselves clearly in formal and informal communication situations, both online and offline Attitudes

	○ Adopt effective interpersonal communication skills ○ Manage to use digital technologies in different communication situations in an appropriate way ○ Control their own non-verbal communication attitude
Learning Activities	1. A. Introduction on the topic of communication: Broken Telephone (Chinese Whispers) Make all children to form a circle and ask them to whisper one to another a specific message (select a good message, considering the age of the students, a specific subject or language). The last child in the row has to say out loud what is the message he/she received. More information about the game is available here. You can repeat the game several times, using a message in a foreign language, or a scientific term (specific knowledge of a concrete school subject), a long sentence, or several words without meaning. After finishing the game, ask children to discuss: ○ Which skills are important for the communication process? ○ What can they do to transfer the message properly? Then, introduce the concepts of the communication process: the recipient, the message, and the medium. Ask them to identify these in the game. B. Play the game "Tell me without words" ○ Ask students to draw a simple face, and then everyone has to express a specific emotion such as: happiness, boredom, distraction, pain, love, sadness, interest, joy, hesitation, gratefulness, thoughtfulness, anger, fear, query etc. ○ Collect the drawings and showing them one -by-one, ask somebody to say one simple sentence (e.g., "How do you do?"," Can you help me?", "I like pizza!") by showing the same emotion as in the drawing. Ask students to applaud every interpretation! ○ Ask students to find appropriate emoticons and to discuss how good they are to transmit the same meaning of the previous message but this time in online communication. C. Ask students to search online some famous paintings such as: The Scream - Edvard Munch, Bal du Moulin de la Galette - Auguste Renoir, The Kiss - Gustave Klimt, or other by national painters (preferably paintings depicting people, emotions, relationships). ○ Ask students to discuss how paintings and pictures transfer messages and how people express emotions through their figures, gestures, and face. What is the meaning of non-verbal communication?

○ Ask students to discuss how communication is different online and how not seeing the other person's face may impact communication.

○ How may online messages be misunderstood when we cannot grasp the other person's tone?

2. Language communication

A. Show the students a message with language mistakes. It can be a public message on the Internet (e.g., on a label, public advertisement, announcement), or a private message (e.g., email, short message, blog post, or other). It can be in your native language or in a foreign language. Invite students to discuss the following:

○ What do they think about the message?
○ What is funny about it and why?
○ What is the mistakes' effect on the final meaning or the impression left by the message?
○ Why is it important to write correctly?
○ Show several online messages to students and have them vote in an online poll whether the content is honest, dishonest, humorous, sarcastic and so forth (you can use online tools such as mentimeter.com for voting).

B. Role-play game: Communication scenarios

Prepare several scenarios on a sheet of paper and invite students in groups of three to randomly pick one. Ask them to role-play the situations by:

○ Selecting an appropriate communication medium (online, offline)
○ Choosing a role (i.e., communication initiator, receiver and observer/presenter)
○ Composing the message to set forth the communication process (e.g., a dialogue, several messages)
○ Having the observer record what worked well and what did not during the interaction

Some possible scenario ideas:

○ The school principal asks a parent to come to school because the student broke a glass
○ A student invites other students to a birthday party
○ A group of students organize to go to the zoo on Sunday
○ A teacher informs parents about the next visit to a History Museum or students' trip to another town
○ A student has to ask for help for a non-working device in the shop

C. Ask the students who have the observers' role in each group to make a presentation using digital tools such as MS PowerPoint, Google Slides, Prezi or other, to present their

scenarios. Let them present their scenarios, what worked and what did not in the interpersonal communication in the scenario enacted.

- Ask children to evaluate the presentation and group work. What were the formal and the informal communication situations?
- How to differentiate the language of the message, the medium used and the attitude between formal and informal situations?
- Ask students to evaluate the qualitative characteristics of effective communication (e.g., clear message, respect, empathy).

3. Using digital tools for communication

A. Discuss with the class: which are the favourite communication programmes or apps for your students? Why? Make a list on the white board and write down the pros and cons for every programme and tool. Alternatively, you can use online tools such as https://www.kialo-edu.com/ asking students to fill in the pros and cons online.

- What are the specifics of the messages transferred (text, pictures, videos etc.)?
- How to use them correctly?
- What can the students recommend as good practices and bad practices?

B. Wrap-up:

- How to select the appropriate digital medium and tools for communication and for transferring a specific message? (e.g., a message to the rest of the class? to one's grandparents? to a friend?)
- What are the main issues related to the online interpersonal communication process? (e.g., misunderstandings, lack of facial expressions, gestures and other nonverbal behaviors, different conversational styles etc.)
- What are the similarities and differences between online and offline communication?

C. What are the possible problems of using digital tools for communication? Make a list and invite students to share stories or examples.

- Safety issues. Who is on the other side of the cable? Who can see the message?
- What can we do, share and post on Internet?
- What can be the consequences for us and for others from funny posts/pictures/messages on Internet?
- What should we never do on the Internet?

	○ What is personal information and why is it important to protect it? ○ What is the role of passwords? Why should we protect them and not share them with anybody? ○ What to do in case of problems with communication on the Internet – how to find help and what is the role of related child protection organisations? See some tips for safe Internet (Annex 1) *Note: Find information about which are the organisations in your country that provide guidance and support on safe Internet issues and provide their contact details to the students.*
Life Skills Connected	○ social skills (i.e., active listening, effective communication, sharing, cooperation, empathy) ○ problem-solving (i.e., conflict resolution) ○ self-awareness ○ self-control ○ creative thinking ○ critical thinking ○ resilience
Teaching Methods	○ ICT tools (PowerPoint, Google Slides, Prezi, Google search, Mentimeter.com, kialo-edu.com) ○ Game-based learning ○ Art-based project ○ Discussion groups ○ Role-playing ○ Collaborative learning ○ Experiential learning
Required Resources	○ Colouring markers ○ White board ○ Paper ○ Pens ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources
Hand-Outs & Activity Sheets	–
Duration	45 minutes

Annex 1: Tips for Safe Internet

1. Never give personal information to a person you met on the Internet, including via chat, social media pages, online gaming, apps - because you cannot be sure what it will be used for by the person you provide it to.

2. Do not provide personal information about your family members, schoolmates, and/or friends. Never give your phone number, your address or the school you study at.

3. Do not share (send) your photos or the photos of your family members, schoolmates, and/or friends because they can be used for any purpose without your consent.

4. Remember that on the Internet you should treat everyone as a stranger and you should not trust everybody, because even if you think you are writing to an acquaintance, their identity can be used by another person (online identity theft).

5. Never accept an appointment arranged in the chat or in any other means on the Internet, and if it is really necessary be sure to inform your parents! If you decide to go, do not go to the meeting alone, it is best to be accompanied by your parents!

6. If you come across a text or message in the chat or on a website that offends, shocks or disturbs you in any way, show it to your parents immediately, do not continue chatting or using the app.

7. Do not do anything that could harm you, other people, your computer, or other people's computers. Always tell your parents what sites you visit, who you chat with, what files and materials you intend to download from the Internet. Ask them if it is safe.

8. Tell your parents if you receive an email or a message from someone you do not know. Do not open the email or the message before consulting with your parents. Often, those are messages that contain a virus and can harm your computer, tablet or phone.

9. Remember that on the Internet people can create a fake profile and pretend to be someone they are not.

10. When creating a password, try to make it as difficult as possible for someone else to guess it. Never use yours or other family members' names, phone numbers, nicknames, date of birth, PIN, etc. For different programs and sites, use different passwords to protect your other accounts if one password is stolen. When creating a password, it is a good idea to use both uppercase and lowercase letters, to include several numbers and also special characters when the system you log in allows you to do so, such as. - +; "; etc. Never use a password that is the same as your username.

   In addition, watch the following video (you can also share it with your students): https://www.youtube.com/watch?v=PtfEnh0gbbU

Lesson 2	
Title	Diversity and Healthy Relationships
Description	This lesson aims to introduce the concepts of diversity and healthy relationships. Children have to understand that people may differ or be similar to the others in different ways. For example, people may have a different background and values than one's own, different gender, nationality, religion, hair/eye/skin colour, or other. However, everybody should manifest empathy, acceptance and respect to the others as these are the building blocks of maintaining healthy and satisfying relationships both offline and online.
Objectives	Diversity and Healthy Relationships is the second lesson under the Social Well-Being Module. The aim of this lesson is to foster children's understanding of diversity and their ability to build healthy relationships by teaching them to: ○ Become acquainted with the different levels of diversity (e.g., ethnicity, age, gender, physical abilities, beliefs etc.) ○ Identify uniqueness of all individuals ○ Learn to respect different people and opinions ○ Understand the main components of healthy relationships ○ Adopt positive attitudes toward diversity and inclusiveness
Learning Outcomes & Expected Competences	Knowledge ○ Understand the value of diversity and inclusiveness in relationships ○ Gain knowledge about different backgrounds and values ○ Recognise best practices and appropriate ways of conduct, respecting social inclusiveness and diversity ○ Learn about respectful communication and inclusive language Skills ○ Accept and embrace different backgrounds and opinions (e.g., preferences, goals etc.) ○ Engage in meaningful relationship behaviours (e.g., dialogue, open communication, support giving and receiving) ○ Place themselves in other people's positions Attitudes ○ Value and accept diversity ○ Build healthy relationships ○ Develop empathy ○ Adopt positive strategies for communicating with others
Learning Activities	1. A. Introduction on the topic of diversity: "Find someone who" This is a popular ice-breaking game and you can find or adapt a printable template from the internet, as in the example below (*Figure 1*). You can prepare different questions in order to be

sure that everybody in the class can place himself/herself in several groups. Ask students to form groups by similarity. Every student can take part in several groups.

Find Someone Who? 🔍

MY BIRTHDAY IS IN APRIL.	I PLAY A SPORT.	I HAVE A PET DOG.	I HAVE ON JEANS.	I HAVE A SISTER.
I HAVE CURLY HAIR..	I'M LEFT HANDED.	I HAVE BLUE EYES.	MY NAME HAS 6 LETTERS.	I HAVE A POOL.
I WALK/RUN FOR EXERCISE.	I LIVE WITH 4+ PEOPLE.	I'VE BEEN TO THE BEACH.	I WAS NOT BORN IN THIS STATE.	I CAN PLAY AN INSTRUMENT.
I'M THE OLDEST KID IN MY FAMILY.	I'M WEARING BLUE.	MY NAME STARTS WITH B.	I LIVE IN AN APARTMENT.	I'VE BEEN ON A CRUISE.
I HAVE AN IPHONE.	I HAVE A WHITE CAR.	I HAVE A FACEBOOK.	I'VE BEEN TO HAWAII.	I'VE CAMPED THIS YEAR.

Figure 1. Example of "Find Someone Who" template.

B. Ask students to form groups by choosing one of the different groups they took part in the exercise above.

Show them one of the following short movies about diversity and social inclusion:

https://www.youtube.com/watch?v=QXY5TyCUTlo

https://www.youtube.com/watch?v=yu24PZIbkoY

The first video is more appropriate for younger students, while the second for older ones. You can select as well another video of your own choosing.

C. Discuss with the students the following questions and ask them to provide examples:

○ How do people feel when they are excluded from the group? (e.g., they can feel lonely, strange, uncomfortable, bad, unimportant)
○ How do people feel when they are included in group activities? (e.g., contributing, active, interested)
○ How do people with specific problems as in the videos can be made part of the group?

2. A. Let the groups choose one specific aspect of diversity or social inclusion. Let them justify their choice, give relevant examples and explain what diversity and social inclusion mean to them.

B. Ask students in the groups to imagine a scenario for a video clip about the topic of social inclusion and diversity. Let them

make a script, select characters and ask them to draw or sketch on separate sheets several scenes (6 to 10 scenes). Ask students to present to the others the ideas about the movies and the scenes. (If this activity is assigned as homework, students can use digital tools – cameras, phones for making the scenes, and creating the video).

C. After all groups are done or have presented, you can engage the class in a large group discussion regarding their videos:

○ How can their video help someone to feel better?
○ How can their video help someone to treat the others in a better way?
○ How can their video help someone to behave with more respect to the others?

3. Making friends and engaging in meaningful relationships

A. Engage in a classroom discussion asking students to think about how messages and posts on the Internet may be offending or hurting towards others.

○ What does it mean to be respectful towards others?
○ How can language or specific words hurt?
○ What might be offensive towards others? (e.g., not allowing a girl to play football assuming she will be no good at it, making fun of a deaf person for using sign language, making assumptions for a person's ethnicity based on their skin colour, talking bad about someone or excluding them based on their gender, age, religion, nationality etc.)
○ How to make sure that words, pictures or posts are not offensive?
○ How to show respect for people who are different from us?

B. Now ask students to think about behaviours that may foster meaningful relationships with others (e.g., dialogue, open communication, support giving and receiving). Did the game "Find someone who" help them to learn something more about the others?

C. In the end, ask students to share what they think about friendship:

○ Why is it important to make friends?
○ What are the things that make us feel more connected?
○ Why are friends important?
○ What can they do to make more friends?

Life Skills Connected	○ social skills (i.e., active listening, effective communication, sharing, cooperation, empathy)
	○ creativity
	○ decision-making
	○ emotional intelligence
	○ self-awareness

	○ self-reflection ○ creative thinking ○ critical thinking ○ resilience
Teaching Methods	○ ICT tools (YouTube videos, Google search) ○ Game-based learning ○ Art-based project ○ Discussion groups ○ Role-playing ○ Brainstorming ○ Collaborative learning ○ Experiential learning
Required Resources	○ Colouring markers ○ Paper ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources
Hand-Outs & Activity Sheets	○ Template for the game "Find Someone Who"
Duration	45 minutes

Lesson 3	
Title	Violations and Boundaries
Description	Learning how to set boundaries—both physical and emotional—is an important part of growing up. It is also essential to developing friendships or any type of relationships that are respectful, supportive, and healthy.
Objectives	Violations and Boundaries is the third lesson under the Social Well-Being Module. The aim of this lesson is to foster children's understanding of relationship violations and their ability to establish relationship boundaries by teaching them to: o Identify what boundaries are and how they can set their own boundaries o Identify relationship transgressions and violations (e.g., victimization, bullying, aggression, violence) o Recognise the contribution of boundaries in healthy relationships o Address the importance of digital boundaries o Understand that each one of us has different boundaries
Learning Outcomes & Expected Competences	Knowledge o Distinguish between the different kinds of boundaries o Learn how to communicate their boundaries o Recognise other people's boundaries o Gain knowledge on coping strategies Skills o Identify their values and boundaries o Acknowledge and handle violations in role-plays o Set healthy boundaries in relationships with others Attitudes o Build healthy relationships o Manage relationship violations o Defend personal boundaries and respect others' boundaries
Learning Activities	1. My boundaries A. What is a personal boundary? Start with the icebreaking activity "The Space Bubble" to introduce the topic of the lesson: using a hula hoop, have children hold the hula hoop around their waists and then walk around the space, seeing when their hula hoops bump. That is likely where someone's personal space bubble would be. If you get much closer, the other person would probably be uncomfortable (make sure the hula hoops are not too big). If face-to-face activities are not allowed for safety reasons, you can design instead a quiz-game using Kahoot and send it to

students, following this idea:
https://create.kahoot.it/share/boundaries/b81c529f-a3ac-415b-9dee-f8f57db6c2be

Ask students: What is a personal boundary?

Note some key concepts on the blackboard or on the Interactive White Board. In case of distance learning, the activity can be done using a Google Jamboard.

Starting from their contributions, elaborate a definition. You can take this definition as reference: personal boundaries are guidelines, rules or limits that each of us creates to identify what are reasonable, safe, and permissible ways for other people to behave around us and how we will respond when someone steps outside those limits. Personal boundaries define you as an individual. They are statements of what you will or will not do, what you like and do not like, and of how close someone can get to you. Boundaries are an essential part of life, they help to feel safe, and are necessary for our healthy development.

B. Let's make some examples

Have students share examples of personal boundaries (gather at least ten examples). As students share out their examples of boundaries, write the boundaries up on a piece of chart paper/chalk board/white board/Jamboard (in case of distance learning).

If students do not mention the following, add them to the chart:

o   Harassment
o   An adult family member expects a hug or a kiss and you don't want it
o   Sending unsolicited pics
o   Sending 'DMs' (DM is short for a direct message that are sent through Instagram) to people you don't know to harass them

C. Know your boundaries

The students will now work individually, reflecting on their values and ideas. You will give them a copy of the "Know your boundaries" sheet (see Annex below). Ask them to answer the following:

o   My values are...
o   What I allow?
o   What I allow even if I would rather prefer not?
o   I do not like when people …

Finally, they will cut the squares.

2.   My boundaries and the others: How do I express my boundaries?
     A. Communicating our boundaries is not easy. It is important to develop communication (like active listening) and social skills

(like empathy) to be able to share and accept each other's needs and perspectives.

Show students this video from the "Inside Out" Disney movie (which is easily accessible in national languages): https://www.youtube.com/watch?v=QT6FdhKriB8

After watching the video, start a debate in class. Divide the blackboard into two columns: on the right write "What did Joy do to help Bing Bong?" and on the left "What did Sadness do to help Bing Bong?"

Start the discussion and write what the students say. You can make some questions like "What did you notice related to non-verbal language?". It is important that the teachers are already aware of where the debate should go. For example, Joy's strategy is to distract Bing Bong, she tries to make him laugh, she is in a hurry, she remains standing, she says that everything will be okay. On the other hand, Sadness sits next to him, asks him questions to better understand what he is going through, makes him understand she knows what he is feeling, she looks at him, does not underestimate his problem.

Finally, ask students which approach worked best and discuss about it.

B. Learning to be empathic will help us to understand and respect someone's else feelings and boundaries.

How do we make other people understand our personal boundaries? What is the most effective way to do it?

You will better explore this in the role-play activity, but you might want to introduce some examples on how to positively and constructively set boundaries, for example:

By stating our wants, needs and preferences:

o   I like, I don't like, I would prefer, Yes, No
o   I'd rather not talk about ... (this)

By being honest on what we think/feel:

o   I'm disappointed that…
o   It hurts my feelings when…

By establishing possible consequences:

o   If you … like that again, I will have to...
o   If you cannot control your … I will...
o   I will not do that, because it makes me feel…

By setting up emotional boundaries:

o   I'm not willing to argue with you.

By prioritizing our needs and time:

o   I'm sorry, I am overwhelmed, I need some time for…

	o This issue isn't one I can drop right away without…
	3. Boundaries: Role Play A. Divide students into groups of 2-3. Give them the following scenarios to develop and model an appropriate response to. (Remind them not to violate any boundaries in creating the scene.) Discuss the ways they respond as a group and provide positive feedback for good choices made. B. Print and cut out each scenario. Select a student from each group to randomly pick a scenario. o Scenario 1: A friend (person B) reveals the secret of person A to another person after he/she promised not to. What does person A do? o Scenario 2: Someone (mother, father, babysitter, teachers) is reading your diary or texts without your permission. What do you do? o Scenario 3: Person A is talking with person B who is constantly interrupting the other while talking. What does person A do? o Scenario 4: Person A wants to hug or kiss person B, even if she/he doesn't want to be touched. What does person B do? o Scenario 5: A student is using abusive and violent language in class. What do you do? o Scenario 6: Person A borrowed a book to person B who does not want to return it. What does person A do? C. Allow some time for each group to discuss the scenario and healthy boundary options. Encourage each group to share their role-play experiences with the rest of the groups. Give them enough time, teachers will facilitate a debate stressing the importance of recognising unacceptable behaviours, those behaviours which go against our values. Remind students that they have to choose carefully with whom they interact, both in real life and in the digital world. They should avoid interactions with negative people, recognize that people can affect how you feel. In such situations, it is important to set healthy boundaries. We are not obligated to endure or internalize the projection of negativity. Online we can simply unfollow, unfriend or block someone. In real life, the CATCH approach 3 will help us with setting our boundaries.
Life Skills Connected	o self-confidence o self-awareness o active listening

	o emotional intelligence o decision-making o effective communication o empathy o respect o conflict resolution
Teaching Methods	o ICT tools (YouTube video, Google Jamboard, Kahoot) o Game-based learning o Discussion groups o Individual reflection o Role-playing o Brainstorming o Collaborative learning
Required Resources	o Internet connection to access the ICT tools and resources o Digital devices to access the ICT tools and resources o Hula hoops o Sheets of paper o Pens o Scissors o Projector (optional) o Chart paper/chalk board/white board o Google Jamboard & Kahoot
Hand-Outs & Activity Sheets	o "Knowing your boundaries" Sheet
Duration	45 minutes

Knowing your boundaries

My values are

1.

2.

3.

4.

What I allow

What I allow even if I would rather prefer not

I do not like when people

Module 3	
Title	Digital Well-being
Description	This module is about the importance of digital well-being in leading a healthy digital life. Excessive time spent online, usually on social media and gaming, can lead to addiction and it is often associated with a series of detrimental physical and emotional outcomes, such as sleep problems, restlessness, nervousness, isolation, Fear Of Missing Out (FOMO) and poor academic performance. Moreover, lurking online dangers, such as cyberbullying, aggressive comments, and phishing can further jeopardise students' safety and well-being. During this module, students will gain knowledge on the aforementioned topics and will also learn how to handle such incidents in an appropriate way and maintain balance between their offline and online lives, with the aim of achieving digital well-being. The three Lessons included in Module 3 are: 1. Online Dangers and Risks 2. Taking Action 3. Golden Rules for a Healthy Digital Life
Goal	Following the completion of the three lessons included in Module 3, students will be able to: Knowledge ○ Define related concepts used throughout the module ○ Gain knowledge on the consequences of the exaggerated use of digital technologies ○ Identify different kinds of online dangers and risks ○ Recognise appropriate and inappropriate online activities ○ Learn how to handle online risks and hazards ○ Define ways in which to avoid online dangers and risks and protect themselves online ○ Be educated on the safe and balanced use of digital media ○ Acknowledge the importance of healthy online and offline behaviours Skills ○ Gain awareness of the negative consequences of excessive Internet use ○ Practice safety skills ○ Use critical thinking skills when online ○ Take appropriate action when at risk or victimised in specific online dangers ○ Generalise safety skills gained in the digital world

	○ Gain awareness of the amount of time they spend on digital media ○ Establish screen-free zones in their daily lives ○ Make safe and balanced use of social media ○ Practice golden rules for a healthy digital life Attitudes ○ Develop necessary digital and life skills ○ Adopt healthy offline and online habits ○ Manage hazardous online situations ○ Achieve digital well-being ○ Maintain a healthy balance between their online and offline lives
Life Skills Connected	○ social skills ○ self-confidence ○ decision-making ○ problem-solving ○ reasoning ○ creative thinking ○ critical thinking ○ self-awareness ○ self-reflection ○ group-reflection ○ resilience
Education Level	Primary education
Grade Level	Grade 1st – 6th, students aged 6 – 12
Time Arrangements	3 lessons, 45 minutes each
Required Resources	○ ICT tools (https://padlet.com/, https://miro.com/ , interactive board, www.menti.com , www.jumboard.com , https://kahoot.com/) ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources (e.g., tablets, smartphones, computers) ○ Interactive/ White/ Chalk board

Assessment	1. Please evaluate students' acquired skills using the following scale of 1 *(not at all)* to 4 *(totally got it)*:

https://www.history-tourist.com/

…. Self-confidence skills (e.g., aware of one's own strengths and weakness, believes in his/herself, communicates assertively)

…. Decision-making skills (e.g., ability to identify a problem and work towards finding possible solutions)

…. Social skills (i.e., sharing, cooperation, empathy, teamwork)

…. Communication skills (e.g., active listening, effective communication)

…. Problem-solving skills (e.g., conflict resolution)

…. Creative thinking skills

…. Critical thinking skills

…. Self-reflection/self-awareness skills

…. Self-management/self-regulation skills

Areas for students' improvement:

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2. Using the previous scale of 1 *(not at all)* to 4 *(totally got it)*, please also evaluate the Digital Well-Being Module in terms of:

…. Clarity

…. Usefulness

…. Time allocation

…. Student-friendliness

…. Use of ICT tools and resources

…. Use of appropriate and diverse methodologies

	…. Achievement of learning objectives
	Suggestions for materials' improvement:
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Lesson 1	
Title	Online Dangers and Risks
Description	Excessive time spent online, usually on social media and gaming, can lead to addiction and it is often associated with a series of detrimental physical and emotional outcomes, such as sleep problems, restlessness, nervousness, isolation, Fear Of Missing Out (FOMO) and poor academic performance. Moreover, lurking online dangers, such as cyberbullying, aggressive comments, and phishing can further jeopardise students' safety and well-being.
Objectives	Online Dangers and Risks is the first lesson under the Digital Well-Being Module. The aim of this lesson is to foster children's awareness on online dangers and risks by teaching them to: ○ Identify different kinds of online dangers and risks ○ Use critical thinking skills when online ○ Adopt healthy online habits
Learning Outcomes & Expected Competences	**Knowledge** ○ Define related concepts used throughout the module (e.g., online addiction, FOMO, phishing, cyberbullying etc.) ○ Gain knowledge on the consequences of the exaggerated use of digital technologies (e.g., sleep problems, effects on memory/attention, aggressive comments, irritability, isolation, feelings of exclusion, restlessness, nervousness, etc.) ○ Identify different kinds of online dangers and risks (e.g., cyberbullying, online violence, phishing, posting private information, etc.) **Skills** ○ Gain awareness of the negative consequences of excessive Internet use ○ Practice safety skills (e.g., engaging in safe activities online and avoiding unsafe ones) ○ Use critical thinking skills when online (e.g., understanding that what they see online may not be real, fake news, unrealistic images etc.) **Attitudes** ○ Develop necessary digital and life skills ○ Adopt healthy online habits ○ Manage hazardous online situations ○ Achieve digital well-being
Learning Activities	The first lesson of Module 3 starts with a brainstorming activity on "Online Dangers and Risks". Then, students are invited to reflect on

their experiences, get together with their classmates to develop a poster on the topic and present it in plenary.

1. Brainstorming on "Online Dangers and Risks" [5 minutes]

   The students are invited to go through a brainstorming activity on Padlet (https://padlet.com/) on the topic: "Online Dangers and Risks". Ask students to reflect individually on their everyday online experience and highlight the online dangers and risks they might encounter. Each student is required to list at least 3 risks on Padlet.

2. Becoming aware of online dangers and risks [20 minutes]

   A. With the completion of their postings, ask students to do some self-reflection and compare their postings with those of their classmates. Ask them to focus on the two following questions:

   ○ Are there any common patterns?
   ○ Are there any online dangers that you are not aware of?

   B. Ask students to comment on the postings of at least two of their classmates.

   C. Invite students to reflect/ comment on this exercise:

   ○ How did you find this activity?
   ○ What was surprising to you?
   ○ Do you have common experiences?

3. Raising awareness with a poster on the 3 most important online dangers and risks [20 minutes]

   A. The students get in groups of 4 and try to synthesize input from the previous exercise (Padlet lists, reflection and comments individually and in plenary) in order to make the first draft of a poster on "*The 3 Most Important Online Dangers and Risks and Ways for Prevention*" for the purposes of a school campaign on "*Online Dangers and Risks*". Each group will be given 3 minutes to draft a MIRO (https://miro.com/) poster and present it to their classmates.

   B. The students present their 3 minutes-long MIRO posters.

   C. With the completion of the presentation session, a feedback and discussion session will take place, where students explain their choices, highlighting which dangers are important to them and why.

Life Skills Connected	○ social skills (i.e., teamwork, cooperation, active listening, effective communication, negotiating, sharing, self-expression, etc.) ○ decision-making ○ problem-solving ○ reasoning

	○ self-awareness ○ self-confidence ○ creative thinking ○ critical thinking ○ resilience
Teaching Methods	○ ICT-based teaching and learning ○ Art-based project ○ Brainstorming ○ Collaborative learning ○ Discussion groups ○ Co-creation/ Co-construction ○ Self- and group-reflection
Required Resources	○ ICT tools (https://padlet.com/, https://miro.com/) ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources
Hand-Outs & Activity Sheets	–
Duration	45 minutes

Lesson 2	
Title	Taking Action
Description	Following lesson 1, where students gained knowledge on online risks and dangers that may jeopardise their safety and well-being, in lesson 2, students will learn how to handle difficult and unpleasant incidents online and take action in an appropriate way when at risk or victimized, protecting themselves and ensuring their digital safety (e.g., recognising appropriate and inappropriate online activities, breaking silence, reporting incidents, seeking support, etc.).
Objectives	Taking action is the second lesson under the Digital Well-Being Module. The aim of this lesson is to foster children's ability to handle difficult and unpleasant situations online by teaching them to: ○ Recognise appropriate and inappropriate online activities ○ Take appropriate action when at risk or victimised ○ Manage hazardous online situations
Learning Outcomes & Expected Competences	Knowledge ○ Recognise appropriate and inappropriate online activities ○ Learn how to handle online risks and hazards (e.g., online addiction, FOMO, cyberbullying, online violence, phishing, posting private information, etc.) ○ Define ways in which to avoid online dangers and risks and protect themselves online (e.g., breaking silence, reporting incidents, seeking support, etc.) Skills ○ Practice safety skills (e.g., engaging in safe activities online and avoiding unsafe ones) ○ Take appropriate action when at risk or victimised (e.g., breaking silence, reporting incidents, seeking support) in specific online dangers ○ Generalise safety skills gained in the digital world Attitudes ○ Develop necessary digital and life skills ○ Manage hazardous online situations ○ Achieve digital well-being
Learning Activities	The second lesson of Module 3 starts with students sharing examples of online dangers and taking action in related scenarios. Then, they engage in activities that enable them to identify, discuss and reflect on appropriate ways to take action when at risk or victimized online. 1. Potential online dangers and risks [10 minutes]

A. Introduce the topic of the day by inviting students to share in plenary examples or incidents that they may have heard of about someone facing an online danger/risk or being victimised. You can also provide them with case studies of real incidents with children who were involved in risky online incidents (e.g., blue whale game) that could further promote their understanding.

B. In critically reviewing examples, incidents or case studies shared, get students to discuss about possible common patterns and differences among them.

C. Ask students to reflect upon how easy it would be for them to take action in such incidents and why.

2. Appropriate ways to take action in specific online dangers [25 minutes]

A. Following the above introduction to the topic of the day, students are requested to work in groups and use www.jumboard.com to note down three appropriate ways to take action when at online risk/danger or victimized. Each group is assigned a different online risk/danger (e.g., phishing, grooming, cyberbullying, etc.) and the groups are given a specific time frame to complete this task.

B. All groups deliver a mini-presentation on their appropriate ways to take action based on their context.

C. Following each presentation, students are invited to engage in self-reflection on the following focus questions that are already noted on the interactive board for everybody to see and reflect on when listening to the results of each group:

○ Is this an appropriate way to take action in the context of the given scenario?
○ Can this be an appropriate way to take action in the context of every scenario?

3. Appropriate ways to take action in general online dangers [10 minutes]

A. List all appropriate ways to take action when at risk online on the board, provided that all students agree that they are appropriate, and invite students to reflect on the following issues in pairs:

○ How easy or difficult is it to use these ways to take action?
○ Is each of these ways feasible or appropriate in every given scenario?

B. Students are invited to work in groups of 4 and write on www.menti.com 5 ways to take action when in an online danger.

	C. Students are invited to comment on the results and they are encouraged to share these ways at home and with friends.
Life Skills Connected	○ social skills (i.e., teamwork, cooperation, active listening, effective communication, negotiating, sharing, knowledge and ideas sharing, presenting, reviewing, etc.) ○ decision-making ○ problem-solving ○ self-awareness ○ self-reflection ○ self-confidence ○ creative thinking ○ critical thinking ○ resilience
Teaching Methods	○ ICT-based teaching and learning ○ Brainstorming ○ Prior-knowledge-based learning ○ Collaborative learning ○ Discussion groups ○ Co-creation/ Co-construction ○ Self- and group-reflection
Required Resources	○ ICT tools (interactive board, www.menti.com and www.jumboard.com) ○ Interactive/ White/ Chalk board ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources
Hand-Outs & Activity Sheets	–
Duration	45 minutes

Lesson 3	
Title	Golden Rules for a Healthy Digital Life
Description	Following lesson 1, where students gained knowledge on online risks and dangers that may jeopardise their safety and well-being, and lesson 2, where they learned how to handle difficult and unpleasant incidents online and take action when at risk or victimized, in lesson 3, students will learn how to maintain balance between their offline and online lives, with the aim of achieving digital well-being.
Objectives	Golden Rules for a Healthy Digital Life is the third lesson under the Digital Well-Being Module. The aim of this lesson is to foster children's digital well-being by teaching them to: ○ Acknowledge the importance of healthy online and offline behaviours ○ Practice golden rules for a healthy digital life ○ Maintain a healthy balance between their offline and online lives
Learning Outcomes & Expected Competences	**Knowledge** ○ Demonstrate knowledge of the negative consequences of excessive Internet use ○ Be educated on the safe and balanced use of digital media ○ Acknowledge the importance of healthy online and offline behaviours **Skills** ○ Gain awareness of the amount of time they spend on digital media ○ Establish screen-free zones in their daily lives ○ Make safe and balanced use of social media ○ Practice golden rules for a healthy digital life **Attitudes** ○ Adopt healthy offline and online habits ○ Maintain a healthy balance between their online and offline lives ○ Achieve digital well-being
Learning Activities	The third lesson of Module 3 creates opportunities for students to focus on their online and offline lives and reflect on how to lead them in a more balanced way. Students are also called to reflect on and share their own golden digital rules for a heathy digital life. 1. The time we spend with our digital media [15 minutes]

A. Invite students to enter www.menti.com, after sharing with them the entry code and ask them to record their answers to the following questions:

- How much time did you spend meeting with your friends this week?
- How much time did you spend with your mobile phone this week?
- How much time did you sleep this week?

B. As soon as all the students answer the questions set, take some time to look at the results and discuss them in plenary. The focus questions for the discussion may be the following:

- Are there any common patterns?
- What is different?
- What is important to you?
- Is there any surprise?

C. While looking at the results and discussing them, comment on how easy it is to stick to our devices for a long period of time and how important it is to:

- Be aware of the time we spend with our digital media
- Remind ourselves to "create screen-free zones"
- Maintain a balance between our offline and digital lives

2. Maintaining a balance between our offline and online lives [10 minutes]:

A. Ask students about the things they do in their offline life and comment on the fact that creating screen-free zones and times in our day and home is an effective way to maintain a balance between our offline and online lives and to promote a healthy online lifestyle.

B. Invite students back to www.menti.com and ask them to share as many healthy online habits as possible.

C. As soon as all students complete the task, take a close look at the results and review them critically, highlighting the importance of establishing healthy online habits.

3. Golden rules for a healthy digital life [20 minutes]

A. Invite students for a competition, where they take a Kahoot quiz (https://kahoot.com/), choosing 'Golden Rules for a Great Digital Life'. Ask students to choose only the 'rules' that link to healthy and safe use of digital media. Examples:

- Sleep well
- Report on bullying
- Take devices out of your room one hour prior to bed-time
- Take effective breaks from your social media
- Take action in case of any online risk

	○ Connect with your friends online, but also maintain in-person relationships When the task is completed discuss the results, highlighting the importance of being aware of the DOs and DON'Ts of a healthy digital life. B. Ask students to share further golden rules in plenary, based on their experience. C. Invite students to work individually on www.padlet.com and make a list of their own 5 golden rules for a great digital life, sharing this with the whole class. Closing activity: self-reflection Invite students to reflect upon the following: ○ Did anything surprise you about today's class? ○ What do you take with you from today's class? ○ How has this lesson changed you in terms of what you know and how you feel about the topic? ○ Are you confident about achieving your digital well-being? ○ How could you organise today's class differently and why?
Life Skills Connected	○ social skills (i.e., active listening, effective communication, sharing, cooperation, empathy) ○ self- and group-reflection ○ decision-making ○ problem-solving ○ self-awareness ○ self-confidence ○ resilience
Teaching Methods	○ ICT-based teaching and learning ○ Game-based learning ○ Discussion groups ○ Brainstorming ○ Collaborative learning ○ Reflection
Required Resources	○ ICT tools (www.menti.com, https://kahoot.com/, www.padlet.com) ○ Internet connection to access the ICT tools and resources ○ Digital devices to access the ICT tools and resources
Hand-Outs & Activity Sheets	–
Duration	45 minutes