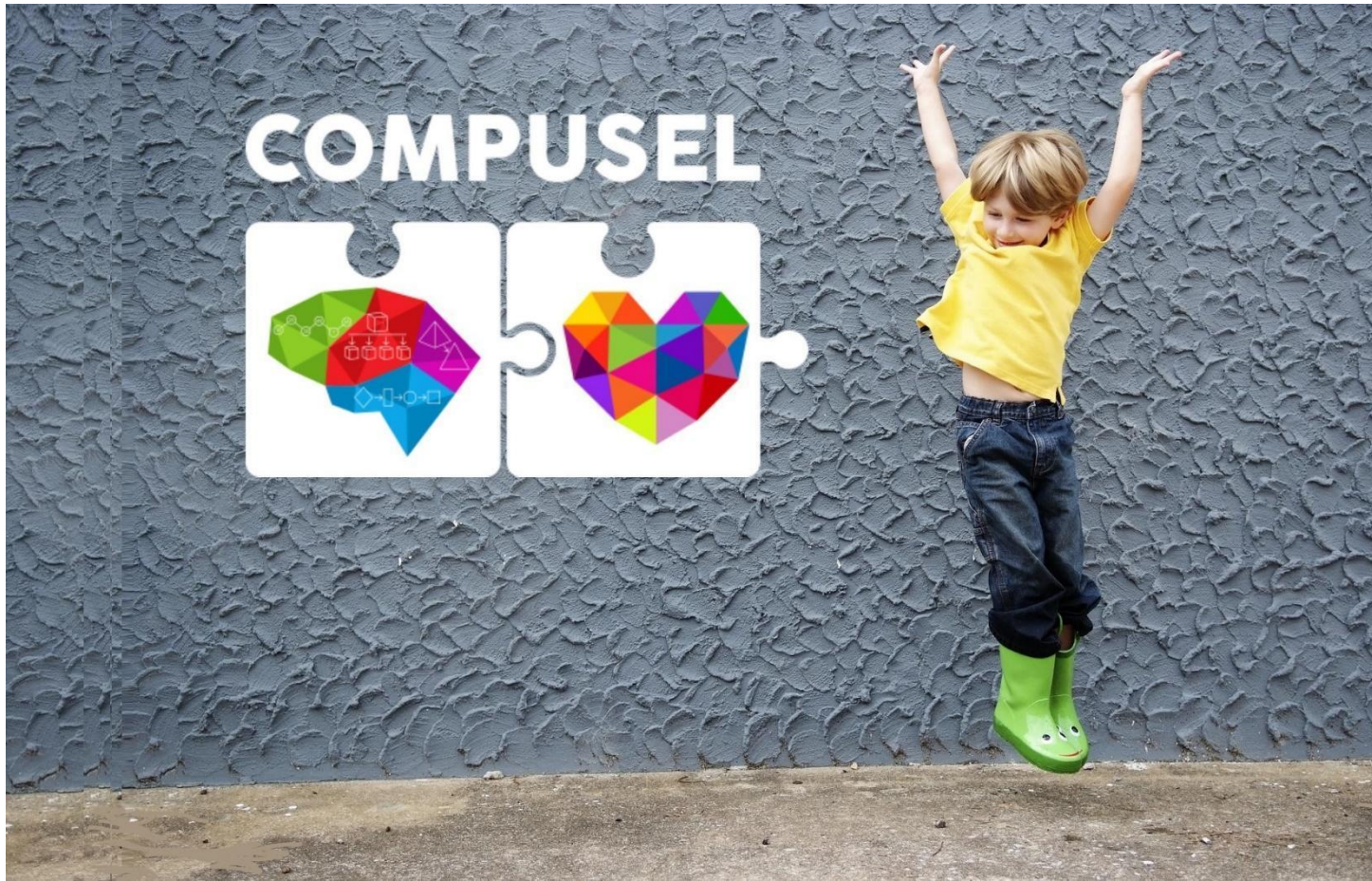




Computational Thinking in Enhancing Primary Students' Social-Emotional Learning Skills



SCHOOL EDUCATION COURSE CURRICULUM FOR PRIMARY SCHOOL



DOCUMENT INFORMATION

CURRICULUM – DOCUMENT INFORMATION	
Project Title	Computational Thinking in Enhancing Primary Students' Social-Emotional Learning Skills
Project Reference Number	2021-1-TR01-KA220-SCH-000031609
Project Start Date	28.02.2022
Project Acronym	COMPUSEL
Coordinator	Çanakkale Onsekiz Mart University - COMU
Partner Organisations	The University of Bucharest – UNIBUC The University of Evora – UE The University of Lodz – UL Social Cooperative of the Cyclades – ALTERA VITA Mellis Ed-Tech - MET
Project Duration	30 Months
DOCUMENT IDENTIFICATION	
Document Title	Social & Emotional Learning through the Integration of Computational Thinking Skills
Type of Document	Primary School Course Curriculum
Language	English
Dissemination Level	Public
Date Released	23/03/2023
Author/s and Contributors	Prof Dr Çiğdem Şahin Taşkın Prof Dr İlke Evin Gencil Prof Dr Beatrice Almasan PhD Anisoara Dumitrache PhD Dana Manolache Assoc Prof Dr Adelinda Candeias PhD Student Adriana Felix Assoc Prof Dr Arleta Suwalska Assist Prof Dr Magdalena Zadworna PhD Karolina Kossakowska Psychologist Anthi Androvitsanea Counseling Psychologist, MSc Miltos Sakellariou Occupational Therapist Angeliki Sakellariou Educational Supervisor Elif Anda

TABLE OF CONTENTS

INTRODUCTION	3
GENERAL AIMS OF THE CURRICULUM	5
MODULE 1	6
SELF-AWARENESS	6
SESSION 1	6
SESSION 2	8
MODULE 2	10
SELF-MANAGEMENT	10
SESSION 1	10
SESSION 2	13
MODULE 3	15
SOCIAL AWARENESS	15
SESSION 1	15
SESSION 2	18
MODULE 4	21
RELATIONSHIP SKILLS	21
SESSION 1	21
SESSION 2	23
MODULE 5	25
RESPONSIBLE DECISION-MAKING	25
SESSION 1	25
SESSION 2	27
REFERENCES.....	29
APPENDIX	30

INTRODUCTION

COMPUSEL project (Computational Thinking in Enhancing Primary Students' Social-Emotional Learning Skills) is an EU-funded Erasmus+ KA220 project that aims to improve primary students' social-emotional skills through using computational thinking and training primary school teachers for this purpose. Social-emotional skills are widely recognized by educators and other stakeholders throughout the world. They are accepted as critical for students to help them learn effectively as well as to develop crucial life skills. Accordingly, it is important that these skills are an integral part of education.

The project consortium was established through the involvement of Çanakkale Onsekiz Mart University, Izmir Democracy University, University of Bucharest, University of Evora, University of Lodz and Social Cooperative of Cyclades.

Social-emotional learning is defined as 'the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions' (CASEL, 2022). Accordingly, social-emotional skills play a prominent role in children's development. Besides, students who have developed social-emotional skills are equipped to take advantage of positive classroom environments that contribute to their academic growth. Developing students' social-emotional skills improve their academic achievement, classroom behaviour and attitudes about themselves and others (Durlak et al. 2011).

In Europe, school curricula have introduced social-emotional learning in many countries in recent years. A close examination of these implementations revealed that they can be considered in two dimensions. One of these dimensions is the implementation of international social-emotional learning programs by adapting them to European countries, and the other dimension is the programs developed specifically for the European country to be implemented. However, although many programs introduced to improve students' social-emotional skills, many students are still dealing with social-emotional problems at school age. Besides, although the importance of social-emotional learning has been recognized in European countries, social-emotional learning is not yet seen as the main curriculum area (Cefai, Bartolo, Cavioni & Downes, 2018). Accordingly, it is recommended that, with adequate resources, it should become a core aspect of the curriculum in European countries. Furthermore, the need for social-emotional education that is culturally responsive to the European context is also pointed out. Therefore, COMPUSEL

designed a new and state-of-the-art curriculum for improving European students’ social and emotional learning skills. The curriculum considered European students’ characteristics.

During the curriculum development process, the project consortium has focused on computational thinking as a creative approach to solve complex social-emotional problems. Computational thinking can be defined as a process that breaks down a problem into simple steps so that complex problems become more manageable. It is a powerful problem-solving technique that enables us to deal with complex problems. It involved four different steps. They are named: Decomposition, Abstraction, Pattern Recognition and Algorithmic Thinking.

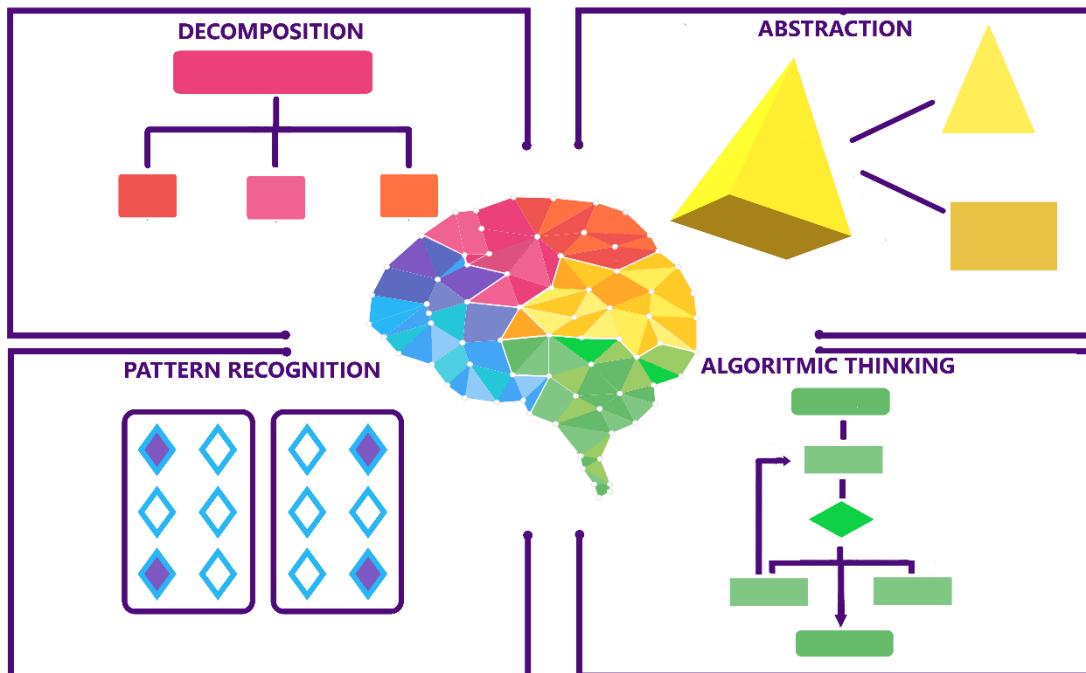


Figure 1 – Computational Thinking Skills

These phases help students to break down a complex problem into smaller parts, to understand the problem in a more detailed way and develop a solution to the problem systematically. Integrating computational thinking into social-emotional learning will provide an opportunity for students to tackle complex challenges in all aspects of their lives.

Covid 19 pandemic has brought changes and challenges into our children’s lives regarding social-emotional learning. Since their daily routine has changed, many of them have been struggling with social isolation, the difficulties of learning remotely or other problems raised throughout the pandemic. This led us to update existing approaches to social-emotional learning and also develop a curriculum for the post-pandemic period.

GENERAL AIMS OF THE CURRICULUM

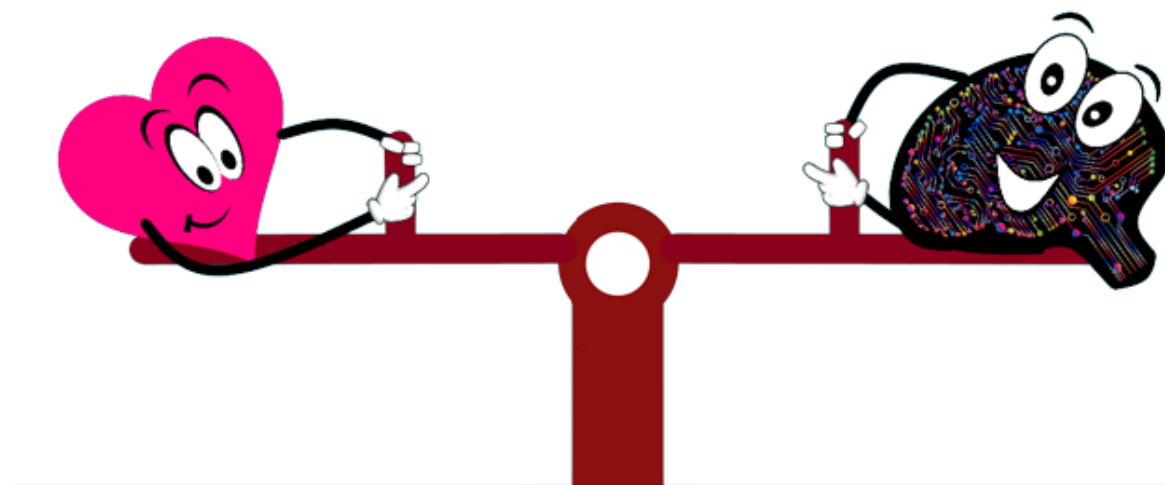
COMPUSEL aims to improve primary school students' social-emotional skills and train teachers for this purpose. It aims to develop students' social-emotional skills through challenges focuses on self-awareness, self-management, social awareness, relationship, or responsible decision-making. Accordingly, students will be able to,

- understand their own emotions, thoughts, and values as well as the way these influence their actions.
- regulate and control their own emotions, thoughts, and behaviours.
- understand and build empathy with others including other diverse individuals and groups.
- establish and maintain healthy relationships.
- make positive and constructive choices based on individual and social factors.

COMPUSEL will also support teachers to help their students,

- to strive for success by developing their social-emotional learning skills.
- regarding full social inclusion.

Social-emotional learning skills are an integral part of human development. By integrating computational thinking skills and digital stories in the teaching of social-emotional learning, COMPUSEL will enable students to structure problems so they can be solved. Developing social-emotional skills in the primary school period leads students to internalize these skills which makes a significant difference in students' success in school and life.



MODULE 1

SELF-AWARENESS

SESSION 1

OBJECTIVES

The students will be able to:

- Maintain positive self-awareness
- Demonstrate reflection skills
- Analyze the positive and negative aspects of personal behavior
- Differentiate their emotional states
- Show a desire for self-improvement
- Be aware of the importance of moral values and to be able to make moral choices in different situations

TITLES & CONTENT

Reflection of personal moral standards

Humane and compassionate attitude towards other people

Make the right choice in life

Examples of real-life experiences

TEACHING/LEARNING PROCESS

Duration

2x50 minutes (two sessions each lasting 50 minutes)

Situation

Students watch a video how two friends, walking to school, see that their peers are mocking a puppy. One of them goes further, saying that they might be late for class, and the other boy stands up for the animal, realizes that the puppy is hungry and gives him his sandwich, although he realizes that he will be hungry.

Introduction

Class Discussion- Students discuss the story with the teacher, who directs their attention to the goals of the lesson, introduces them to the concept of "personal values" as the basis of a person's self-awareness.

Decomposition

Class Discussion- Leading students to decompose the problem through questions such as:

What is the problem in this story?

Who is/are causing the problem?

How did two friends behave themselves in the above-mentioned situation?

COMPUSEL

Abstraction

Module 1 - Worksheet 1 - Students need to analyze and indicate on the worksheet the positive and negative sides of the behavior of both friends.

Discussion. Students discuss the completed task, highlight key aspects of the story.

Pattern Recognition:

Examples of Real-Life Experiences

Students are offered to recall and tell about those situations in which they helped other people, as well as situations in which someone helped them. During the discussion, the teacher focuses on the fact that when a person not only receives help, but also assists someone, that is, sympathizes with his neighbor, he has pleasant feelings (feelings of empathy, self-confidence, pride, self-respect). Completing this task allows you to evoke positive feelings in teenagers when they recall situations when they sympathized with another person.

Algorithmic Thinking:

Students will have to write step by step how they would behave in the situation they saw in the video, as well as clearly describe the factors that would encourage them to choose one or another model of behavior.

Closure

Summarization

The teacher presents the students with a poster depicting the starry sky and explains that everyone can choose stars of different colors, which will represent their opinion about the benefit received from the class: yellow - very useful, white - I didn't care, blue - not useful at all. Each of the participants approaches the poster in turn and attaches the chosen star. At the end, it is suggested to take a photo under the starry sky.

ASSESSMENT

Reflection

Children take turns answering the questions:

- today in class I realized that...
- I liked (didn't like) the class because...

COMPUSEL

SESSION 2

OBJECTIVES

The students will be able to:

- Be aware of one's thoughts and emotions in different situations
- Understand the determinants and consequences of people's behaviors
- Explore own character strengths
- Consider personal traits that should be developed

TITLES & CONTENT

Reflection of determinants and consequences of people's behaviors

Make the right choice in life

Examples of real-life experiences

TEACHING/LEARNING PROCESS

Duration

2x50 minutes (two sessions each lasting 50 minutes)

Situation

Students are watching a video how a boy in a situation where strangers are watching him throwing a wrapper from a candy into the trash, when no one sees it he throws it right on the road.

Introduction

Class Discussion- Students discuss the story with the teacher, who directs their attention to the goals of the lesson, explains the importance of observing moral and social norms, and introduces the concept of "personal values" as the basis of a person's self-awareness.

Decomposition

Class Discussion- Leading students to decompose the problem through questions such as:

What is the problem in this story?

How does the boy's behaviour differ when he is watched by adults and when he is alone?

Abstraction

Module 1 - Worksheet 2: Students are offered work in small groups (3-5 people), during which they need to:

- a) determine the character traits of the boy that contributed to the demonstration of the behaviour described by him;
- b) establish and discuss the possible consequences of such behaviour for both the boy himself and others.

COMPUSEL

Pattern Recognition

Class Discussion The teacher invites students to think about what character traits a person should possess in order to act correctly (according to moral and social norms) in situations similar to the one viewed in the video. Students in a circle name one feature, which is written on the board. The teacher can provide hints to those who experience difficulties (Appendix 1).

Module 1 - Worksheet 3: The teacher suggests that everyone thinks about:

- a) what positive character traits they already possess;
- b) what behaviours they would like to develop in themselves even more

And students draw lines to show which personal traits they have and they don't have.

Examples of Real-Life Experiences

Pupils are asked to recall cases from their own lives similar to the revised story, when they doubted which line of behaviour to choose, but did the right thing! What helped them make a choice? How did they feel afterwards?

Algorithmic Thinking

Students will have to write step by step how they would behave in the situation they saw in the video, as well as clearly describe the factors that would encourage them to choose one or another model of behaviour.

Closure

Exercise "Thermometer"

The teacher hangs a poster with a thermometer on it. Gives each student thin strips cut from a sticky sticker.

Students are invited to mark the temperature of their current mood on this thermometer using a strip. Participants attach the strips to the corresponding divisions of the thermometer.

ASSESSMENT

Reflection

Children take turns answering the questions:

- today in class I realized that...
- I liked (didn't like) the class because...

MODULE 2

SELF-MANAGEMENT

SESSION 1

OBJECTIVES

The students will be able to:

- Explain self-management principles
- Understand the importance of self-management
- Managing one's emotions
- Identify and use stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Use planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency
- Understand critically different strategies to improve self-management.

TITLES & CONTENT

What is self-management?

Self-management in school

Examples of real-life situations

TEACHING/LEARNING PROCESS

Duration

2x50 minutes (two sessions each lasting 50 minutes)

Situation

The students watch a digital story about a group of students at a party where they have to choose between three meal menus before playing outside.

Option 1:

- fish fingers with rice
- juice
- sweet dessert

COMPUSEL

Option 2:

- Soup
- Grilled steak with rice and salad
- water
- Fruit

Option 3:

- Hamburger with egg and chips
- juice
- sweet dessert

Introduction

Introduce the self-management concept.

Present the story: Each student will choose a meal menu for themselves and be divided into 3 groups (depending on the selected menu). Then the consequences of each menu choice will be shown.

Decomposition

Class discussion - Leading students to decompose the problem through questions as:

What happened with the three friends?

Why do you think it happened?

Who chose the better option?

Abstraction

Module 2 - Worksheet 1 - Students will be required to complete the “What happens if...” activity. According to their answer, they will identify the consequences of the chosen menu.

Pattern Recognition

Examples of Real-Life Experiences - Students will be asked to share a similar experience. The similarities and differences will be indicated and discussed.

Algorithmic Thinking

Module 2 - Worksheet 2 - Students will be required to complete a worksheet to explain how they will act in a similar situation, step by step.

Closure

Class Discussion - Students will have an opportunity to discuss their decisions regarding the digital story they watched. They will speak about self-management's importance.

COMPUSEL

ASSESSMENT

Items	Never	Sometime s	Always
I can explain the self-management principles and their importance.			
I can manage my own emotions			
I can identify and use self-management techniques for example exhibiting self-discipline and self-motivation.			
I can set personal and group goals			
I can use planning and organizational skills			
I can show courage to take initiative			
I understand different strategies to improve self-management.			

COMPUSEL

SESSION 2

OBJECTIVES

The students will be able to:

- Explain self-management principles
- Understand the importance of self-management
- Manage their emotions
- Identify and use stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Understand critically different strategies to improve self-management.

TITLES & CONTENT

What is self-management?

Self-management in school

Examples of real-life situations

TEACHING/LEARNING PROCESS

Duration

2x50 minutes (two sessions each lasting 50 minutes)

Situation

The students watch a digital story about a group of students in the cafeteria line. In the story, we can see the older students getting ahead of the younger pupils. When that happens the younger pupils feel sadness, anger and rage. And they decide to do...

Introduction

Class discussion - A discussion between the teacher and the students will be held about the story and the options of what to do.

Decomposition

Class discussion - Lead students to decompose the problem through questions as:

- What is the problem in the story?
- What are the options we have?
- What are the options?
 - Solve it yourself
 - Do nothing
 - Call someone

COMPUSEL

Abstraction

Module 2 - Worksheet 3 - Students will be required to complete the “ What happened if...” activity. According to their answer, they will identify the consequences of the chosen action.

Pattern Recognition

Examples of Real-Life Experiences - Students will be asked to share a similar experience. The similarities and differences will be indicated and discussed.

Algorithmic Thinking

Module 2 - Worksheet 4 - Students will be required to complete a worksheet to explain how they will act in a similar situation, step by step.

Closure

Class Discussion - Students will have an opportunity to discuss their decisions regarding the digital story they watched. They will talk about self-management's importance.

ASSESSMENT

In a conflict situation the most difficult part of my self-management is:	<ul style="list-style-type: none">● Managing one’s emotions● Identify and use stress management strategies● Exhibit self-discipline and self-motivation● Setting personal and collective goals● Using planning and organizational skills● Showing the courage to take initiative● Understand critically different strategies to improve self-management.
The reason I find this difficult is...	
The issue that influences my decision are...	

MODULE 3

SOCIAL AWARENESS

SESSION 1

OBJECTIVES

General purpose is to observe psycho-educational aspects of primary school students during socio-emotional development workshops.

Specific objectives are:

- Acknowledging positive and negative aspects of socio-emotional competencies.
- Recognize and explain interpersonal relationships components
- To verbalize and recognize situations in which the lack of respect and tolerance affect the development of human personality
- To harness the defining elements of human values, respect and tolerance within the social space
- To analyze different options / alternatives allowing adaptation to change through self-regulation

TITLES & CONTENT

Developing human interrelations: The hierarchy of values. What are my values?

Adapting one's own behavior to change

Self-regulation/Self-efficiency (**Appendix 2** – About Self-regulation)

TEACHING/LEARNING PROCESS

Learning Situation: Respect and its forms

Activity 1. Starting with proverb examples (card based) that focus on the value of respect, the children organized in teams of 2 people, will analyze the card and will enact the content in a role-playing game (**Module 3 – Worksheet 1**– Examples of proverbs and cards).

Activity suggestion: Role playing game.

Students will work in teams. Every team gets a card that the members will put into a scene as part of the role-playing game.

While they enact the scene and change roles amongst each other, one member of the team is given the responsibility of writing/observing/drawing the forms of respect given to the student playing the lead.

COMPUSEL

Then the students will be asked to change roles and someone else will describe the form the type of respect identified.

As to what the teacher is concerned, insist on the importance of developing healthy relationships and forming social behaviours based on respect and tolerance.

Activity 2. The children will watch a digital story. After school, two classmates (and friends) meet in the park. They have a fall out and they blame each other for being excluded from a common project. During class, the two friends were planning their holiday instead of paying attention to the teacher's explanations. As a consequence of their behaviour, the teacher excluded both of them from the project.

Activity Description:

Duration

2x50 minutes (two sessions each lasting 50 minutes)

Introduction

This type of integrated activity is based on the organizing system of the teacher that bears the role of moderator, activity facilitator and guide in identifying the computational thinking sequences and will last 100 minutes divided into two parts.

It is necessary to split the moments of learning into:

- The affective sequence/component – introduction into the atmosphere of learning, exercising through the suggested role-playing scenarios for acknowledging the problem at hand.
- The cognitive sequence /component of identifying and interpreting the roles for becoming aware, interiorizing decisional aspects and making use of inner strength in order for these to be expressed at the level of attitudes.

In this session the teacher will focus on the following social awareness skills:

- Identify various social norms, including those that are unjust.
- Understanding the perspective of others
- Resolving a dispute
- Dealing with the feelings of others
- Forgiving someone who hurt or upset us

Guideline questions can be formulated by the teacher in relation to the above-mentioned social awareness skills.

Decomposition

Children are asked to relay keywords that describe the story they've just seen. The teacher will write each word on the blackboard. The words will be arranged in the chronological order of the events presented in the digital story.

Abstraction

The class has a "classroom journal" that begins with the school year. The journal is taken home, by each student at a time, and they write notable events that happened at school that day.

COMPUSEL

The task is to note the events from the digital story in the journal. The activity is guided by the teacher with the help of students. The teacher will try to identify the essential aspects of the events, and those that can be eliminated from the description (i.e. the weather, environment, clothing, etc...). The act of writing in the journal will be done by the student whose turn it is.

Pattern recognition

The teacher will discuss one similar prior experience encountered in the class journal. The students will indicate the similarities and differences between the experience the teacher presents and the digital story. (**Module 3 – Worksheet 2** - Similarities and differences)

Algorithmic Thinking:

Module 3 – Worksheet 3 - Worksheet about behaviour and dialogue

1. The children will have to identify in the story the real behaviours and dialogue that might cause the conflict.
2. Once filled in the first table, they will be required to analyse each component
3. They will have to imagine and fill in each ideal correspondent component regarding the behaviour and dialogue.

Real	Ideal (Respect wise)
Behaviour	Behaviour
Dialog	Dialog

Closure

Class Discussion - Students will have an opportunity to talk about their decisions regarding the digital story they watched. They will indicate the value that was the focus of the activity - respect. The positive and negative consequences of decisions will also be discussed. (**Appendix 3** – More information)

ASSESSMENT

First proposal of an assessment: Children will envision a reply or a line when used at the right moment in the story it could alter the events presented in the digital story towards a positive outlook.

Module 3 – Worksheet 4 - Final assessment - The power of words

Second proposal of an assessment: children will have to check the right answer on the worksheet

Module 3 – Worksheet 5 – Final assessment – The right answer

COMPUSEL

SESSION 2

OBJECTIVES

The general purpose is to enhance self-awareness through the development of the ability to understand other people's emotions.

Specific objectives

- to acknowledge positive and negative aspects of socio-emotional competencies
- to recognize and explain interpersonal relationships components
- to verbalize and recognize situations in which the lack of respect and tolerance affect the development of human personality
- to harness the defining elements of human values, respect and tolerance within the social space
- to analyze different options / alternatives allowing adaptation to change through self-regulation

Competencies

By the end of this activity, students will be able to:

- express empathic behaviors towards others
- to correctly identify emotions expressed by others.

TITLES & CONTENT

Discovering the "other"

Identifying the emotions of others

The difference between feelings and external expression

Self-awareness and healthy lifestyles

TEACHING/LEARNING PROCESS

Introduction

The teacher announces the title, activity and the lesson's objectives.

The concept of empathy is explained and then the students are offered a short exercise on empathy through the method of brainstorming. [Annex 1 – On empathy](#)

Activity 1. Practicing empathic scenarios and the awareness of needs

Starting from the discussion cards containing possible real-life situations, the children will start class discussions mediated by the teacher.

([Module 3 – Worksheet 6](#) – Possible situations).

COMPUSEL

Type of activity: Team activity

Stage 1. Each student will draw a sheet of paper with possible situations involving situations that require emphatic responses. Then they will discuss their designated situation in pairs. One student will read the situation, while the other will exercise an empathic dialogue regarding it. Next, they will switch roles.

The teacher writes all the students' answers.

Stage 2. The teacher identifies in the students' answers obstacles in expressing empathy. (*Module 3 – Worksheet 7* – obstacles in expressing empathy).

Appendix 4 has details and recommendations for teachers regarding how to conduct this activity.

Activity 2. Students watch a digital story. Alex is a great football player. He plays in the school's team. During a match, in a critical moment of the game, another child pushes him to retrieve the ball. His team-mates blame him for losing the game.

Class discussion

In this session the teacher will focus on the following social awareness skills:

- Identify various social norms, including those that are unjust.
- Collaborating with peers
- Show empathy and compassion
- Forgiving someone who hurt or upset us
- Understanding the perspective of others
- Resolving a dispute
- Dealing with the feelings of others
- Understanding the effects of systems (family)

Guideline questions can be formulated by the teacher in relation to the above mentioned social awareness skills.

Examples: *What does it mean to be a good sportsman? What is a team? What does it mean to take up responsibilities in a team?*

Decomposition

Identifying the traits of a good sportsman, as a means of understanding personality as a bio-socio-cultural system.

Module 3 – Worksheet 8 - Image of a sportsman (an image of a child in a sport's outfit that the children endow with the qualities of a great sportsman)

COMPUSEL

Abstraction

Discussions and questions that will enhance student awareness on the capacity for empathy and the vulnerability that empathy management entails.

Example: How would you feel if you were in ALEX's shoes?

Pattern recognition

Real life experiences: The figure of Simona Halep, a well-known Romanian tennis player, with astonishing achievements in tennis. Still, across her sports career she lost games and competitions because of emotional states management (according to interviews).

Class discussion: The characteristics that the students will understand during the activity: I learn, I feel, I evolve, I interact, I think, I analyze, and I reflect.

Algorithmic thinking

Association. The analysis of the types of emotions that the subject (Alex) has lived and those that the others have lived through empathy, as well as the correlation between functional emotions and their appropriate external expression. It is necessary to recognize the verbal and paraverbal message, and to correctly decode the verbal, non-verbal and paraverbal messages as well as emotions, thoughts, ideas and attitudes.

Closure

Class discussion on similar situations

Final recommendations for the teacher: reflect and ask the students what valuable things they have learned about themselves and other in the presented situations.

Make analogies, comparisons on the effects of empathic communications and on the barriers in expressing empathy and how they reflect on the development of our relations with others, on emotional expression and on self-confidence. For this purpose, film viewing or games such as SIMS can be used.

ASSESSMENT

Color the emotions (Daniel Goleman)

- Fear
- Disgust
- Sadness
- Surprise
- Anger
- Joy
- Love
- Shame

Children will have to choose between the ROYGBIV, the rainbow colors. The teachers explain that they have to correlate the color with the emotion. At the end, all the worksheets will be placed in a visible place, in the classroom (a gallery tour).

(**Module 3 – Worksheet 9** – Emotion Wheel)

MODULE 4

RELATIONSHIP SKILLS

SESSION 1

OBJECTIVES

The students will be able to:

- To resolve conflicts
- To ensure continuity in their relations
- To work problem-solving based on teamwork and collaboration
- To solicit and offer assistance
- To build positive relationships

TITLES & CONTENT

Importance of relationships in terms of social life and how to manage society's roles

Importance of teamwork in a problem-solving situation

Identification of the loss of relationship skills in a misunderstanding

The importance of handling a relationship's problem with empathy and active listening

TEACHING/LEARNING PROCESS

Situation

Digital story: misunderstanding between friends: Someone told you something about someone else and they didn't hear it properly, then told someone else and in the end, the person in the story gets in a fight with the first person with the label of spreading rumours about them.

Introduction

Drama Activity: Role-playing: In pairs, the students recreate the story they watched. Try to emphasize the "way" of communication: the facial expressions, the tone of speaking, that the two people in a fight talk at the same time. Change roles.

Decomposition:

Class Discussion: Try to find all the layers of the problem. Who started the misunderstanding? Who continued it? What are the consequences of it? The problem is not only the misunderstanding but also the way the children in the dialogue manage it. Identify the behavioural mistakes (eg. loss of active listening)

Abstraction

COMPUSEL

Activity 1: “BROKEN TELEPHONE”: All the students sit in a circle and the first one whispers a word in the one on their right side. It goes that way till the end with the same word. The last student says the word out loud.

Activity 2: “BE CAREFUL ON THE RIGHT!” In a circle, all students say a word, and they must pay attention to all the words, especially what the person on their right said. In the second round, each student says what the person on the right side said.

Conclusion: When we are trying to reproduce someone’s words, we often make mistakes, It is really common, as we see it only happens with a single word. We experience the misunderstandings in the relationship in a different way.

Pattern Recognition

Work in pairs- Storytelling method: The students create their own dialogues about a misunderstanding between friends (could be imaginative or from a real-life experience). They present them in the class.

Class Discussion: When presenting the stories they made, students need to explain the situation the reason they used specific phrases and, the consequences of their “misunderstanding stories”. Identify similarities and differences in all the stories, the digital one concluded. Try to find the patterns.

Algorithmic Thinking

The dialogue of the digital story is spread on paper to all the students. *Worksheet 1* is completed by each.

Closure

Class Discussion: Presentation of the changes in the dialogue we watched, concluding the positive and negative effects of the final decision they took and regarding the consequences that will affect the people involved in the misunderstanding.

ASSESSMENT TECHNIQUES

Items	Never	Sometimes	Always
I can easily identify the communication “gap” in a misunderstanding.			
I can easily resolve a conflict in my relationships.			
I can understand the components required to ensure continuity in my relationships.			
I know the importance of positive relationships in my everyday life.			
I know the necessity of active listening in my relationships.			
I can manage a misunderstanding in my everyday life.			

SESSION 2

OBJECTIVES

The students will be able:

- To demonstrate cultural competence
- To solicit and offer assistance
- To be able to show leadership behaviour in the group
- To resist negative social pressure
- To ask or offer support as needed
- To strive for the rights of others

TITLES & CONTENT

Importance of the language barrier in relationships

Importance of verbal and non-verbal communication in order to achieve relationships

Importance of the willing to help another person without communicating with words

How to help someone without talking

How to offer and ask for assistance

How to be a member of a group without understanding the language

How to succeed in a classroom with diversity and make relationships

TEACHING/LEARNING PROCESS

Situation

The students watch a digital story about a student from another country that comes to a classroom. He doesn't speak the local students' language. How should the students manage to communicate and consider him a member in the class? The teacher divides the classroom in small groups in order to finish a task and a group of students are in the same group with the new student.

The story is focused on the problem of the language and cultural barrier.

Introduction

Drama activity -Improvisation: In small groups of 3 students you recreate the scenario and improvise.

Change roles because everyone must play the student that cannot communicate through language.

Class Discussion: How did I feel when I couldn't speak to the group in my language? How would I feel in a potential real scenario like this? Try to be in the new student's shoes.

Decomposition:

Class Discussion: Try to identify the different layers of the problem (eg. Different language, different ways of communication: verbal and non-verbal communication, etc)

What is the main problem? What other difficulties occur inside the classroom?

Abstraction:

Drama Activity in pairs : "PANTOMIME PLAY" : Without saying words one is trying to describe with his/her body a word that is on their mind and the other must guess the word. Change roles with different word. In the end, through discussion identify the behaviours, the feelings they experienced in both roles.

COMPUSEL

Pattern Recognition

Example: A student in your classroom has a visual disability and is using the Braille method to read books, etc. How you manage to communicate with them?

-Loss of non-verbal communication (gestures, facial expressions)

-Everything should be described with audio detailed methods in order to achieve inclusion in the classroom.

Class Discussion: Find the similarities and the differences in the first scenario and the example given.

Algorithmic Thinking

Students must write down the barriers they found in the hypothetical scenario and try to solve them step by step. Each solution must be evaluated and analyse the pros and cons of it. In the end they should decide which one is the most efficient.

Closure

Class Discussion: Presentation of the suggested solutions the students wrote. Discussion of their efficiency and try to find the most relevant one in the school data and reality. How difficult is to communicate after all?

ASSESSMENT TECHNIQUES

Free writing method (associative writing) : The students write without stopping in a piece of paper. How is to feel left-out? What the importance of communication through words? What would I do if I was the new student...

MODULE 5

RESPONSIBLE DECISION-MAKING

SESSION 1

OBJECTIVES

The students will be able to:

- explain responsible decision-making principles
- analyze different options/alternatives to decide responsibly when faced with an issue
- realize that the decisions made responsibly have positive and negative consequences
- realize that the decisions made responsibly have the short- and long-term impacts
- understand the importance of responsible decision-making in terms of safety
- understand the importance of responsible decision-making in terms of social life
- be eager to make responsible decisions
- evaluate the appropriateness of a decision in terms of responsible decision-making principles
- make responsible decisions in situations encountered

TITLES & CONTENT

Importance of responsible decision making

Bullying in a classroom

Examples of real-life experiences

Considering ethical standards, social norms, and safety in making decisions

Making appropriate choices in life

TEACHING/LEARNING PROCESS

Situation

The students watch a digital story about a student who has to decide about his friends who bully a new student in the class and ask him to be on their side.

Introduction

Drama Activity- Switching roles

Students will work in pairs. While one of them is assigned the role of the student who defends the new student in the story; the other is assigned the role of a student who bullies. Then, the students are required to switch roles.

Decomposition

Class Discussion- Leading students to decompose the problem through questions such as:

What is the problem in this story?

Who is/are causing the problem?

How students in the classroom behaved toward the new student?

Who opposed them?

COMPUSEL

Abstraction

Module 5 - Worksheet 1-Students will be required to complete the “Hourglass Activity”. Accordingly, they will identify the behaviors they will focus on to solve the problem encountered in the story.

Pattern Recognition

Examples of Real-Life Experiences- Students will be asked to share a similar unpleasant experience. The teacher encourages appropriate stories to discuss in the classroom. Students will be required to explain the situation, the way they made their decisions and the consequences of their decisions. The similarities and differences between the experiences the students had, and the digital story will also be indicated.

Algorithmic Thinking

Worksheet 2- Students will be required to complete the worksheet to explain how they would overcome the challenges of the story they watched step by step and make a responsible decision.

Closure

Class Discussion- Students will have an opportunity to talk about their decisions regarding the digital story they watched. They will indicate the values that influence their decision. The positive and negative consequences of decisions will also be discussed.

ASSESSMENT TECHNIQUES

Items	Never	Sometimes	Always
I can easily identify the problem in a situation			
I can easily understand how and why the problem arises in a situation			
I can understand the importance of a decision in terms of security			
I can understand the importance of a decision in terms of social life			
I can anticipate the positive and negative consequences of a decision			
I can make responsible decisions in situations I encounter			

COMPUSEL

SESSION 2

OBJECTIVES

The students will be able to:

- explain responsible decision-making principles
- analyze different options/alternatives to decide responsibly when faced with an issue
- realize that the decisions made responsibly have positive and negative consequences
- realize that the decisions made responsibly have the short- and long-term impacts
- understand the importance of responsible decision-making in terms of safety
- understand the importance of responsible decision-making in terms of social life
- be eager to make responsible decisions
- evaluate the appropriateness of a decision in terms of responsible decision-making principles
- make responsible decisions in situations encountered

TITLES & CONTENT

Importance of responsible decision making

School rules

Ethical standards, social norms and safety in making decisions

Making appropriate choices in life.

TEACHING/LEARNING PROCESS

Situation

The students watch a digital story about a student who is asked by her friends to go with them to the stationary during a lunch break. The stationary is located across the street. Accordingly, they need to leave the school to go there. However, they are not allowed to leave the school. In the story, they watch the difficulties experienced by the student while deciding about leaving the school.

Introduction:

Class Discussion- A discussion between the teacher and students will be held about the story.

Guiding students' focus toward the lesson objectives through exploring the principles of decision-making such as safety and security.

Decomposition:

Class discussion- Leading students to decompose the problem through questions such as:

What is the problem in this story?

How do other students react to the idea of leaving the school?

Abstraction

In the abstraction phase, students are required to focus on the relevant and important information in the story.

Module 5 - Worksheet 3- Students will be given a worksheet that requires them to list the behaviors the student faced in the story. They will also evaluate whether they would consider or ignore these behaviors to decide to solve the problem.

COMPUSEL

Discussion- Leading students to discuss what matters most in this story and summarize it.

Pattern Recognition:

Module 5 - Worksheet 4- The activity will be carried out to identify the similarities and differences between the situation given in the worksheet and the digital story.

Algorithmic Thinking:

Students will be required to write how they would overcome the challenges of the story step by step and make a responsible decision regarding the situation in the story they watched.

Closure

Class Discussion- Students will have an opportunity to talk about their decisions regarding the digital story they watched. They will explain if their decision is safe for themselves and other students, is against the school rules and would disappoint their parents and teachers. They will indicate the factors that influence their decision.

ASSESSMENT TECHNIQUES

The most difficult stage of making a decision is:	<ul style="list-style-type: none">• Identifying the problem• Identifying the possible choices• Understanding the positive and negative consequences of the possible choices• Deciding my action
The reason I found this stage difficult:	
The issues that influence my decisions are:	

REFERENCES

- CASEL (2022). Fundamentals of SEL. Retrieved from <https://casel.org/fundamentals-of-sel/>
- Cefai, C., Bartolo, P. A., Cavioni, V., & Downes, P. (2018). Strengthening Social and Emotional Education as a core curricular area across the EU: A review of the international evidence. NESET II analytical report. Luxembourg: Publications Office of the European Union. Retrieved from: http://nesetweb.eu/wp-content/uploads/AR3_Full-Report.pdf
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564>

APPENDIX

Appendix 1

List of typical personal qualities

Restraint	Frankness	Balance
Tolerance	Respect for others	Persistence
Cordiality	Tactfulness	Decency
Providenc e	Friendliness	Caring for people
Acumen	Responsibility	Patience
Politeness	Kindness	Wisdom
Reliability	Honesty	Diligence

Appendix 2

Self-regulation

Self-regulation is the art of controlling one’s response to emotion – anticipating results to avoid being emotionally reactive in personal and social situations.

Self-regulation represents the ability to face emotions and behave in accordance with the given situation. It includes the ability to have appropriate emotional reactions to bothering stimuli, to be able to maintain calm when one is upset, to be able to adapt to changes and to succeed in facing frustrations without outbursts. It is a set of aptitudes that allows children, as they mature,

Appendix 3

Social education is an ensemble of actions projected and undertaken on the basis of some principles corroborated with the whole of the influences that they have on society, whose purpose it is to socially integrate children and the youth, with the final goal of forming life competencies. (Chiş, 2005)

Socio-emotional education has the whole of learning activities (the concept of learning is understood here in a larger sense) that lead to the acquisition of individual experience of social and emotional behavior and to the forming as a result of the individual emotional and social competencies.

Here we refer to acquiring emotional abilities (to understand, express and regulate emotions) and to social abilities such as initiating and maintaining a relationship and integration in a group (social, professional, community etc...). (Dafinoiu & Boncu, 2014)

Early school age is a very long period of time where significant changes occur in the affective life of the child. The emotions and feelings of the student accompany all of his manifestations, whether it is games, songs, educational activities or the completion of tasks received from adults. They occupy an important place in the child's life and they exert a powerful influence on his behaviour. Emotion is a reaction of person towards an important event to them.

As to what concerns achieving the objectives of socio-emotional education, of forming abilities and educating a correct behaviour from a socio-emotional perspective, teachers can opt for one of many of the following variants (Chiş, 2005):

Integrating socio-educational content in all of the activity categories that happen at school. Integrated teaching-learning practices in Romania and supported by all current curricular documents, can serve as an opportunity to achieve the objectives entailed by socio-educational education.

Implementing a national education plan for socio-emotional learning, structured on three dimensions, one of formation, another of intervention and a final one of evaluation, whose target group are children, parents and teachers.

The envisioning and applying of optional activities on group level, specifically for the socio-educational domain.

Undertaking complementary projects to curricular activities, with emphasis on extracurricular activities and volunteering with a profoundly socio-emotional basis within a parent-school-community partnership.

Marking important events in children's lives where elements of socio-emotional learning are integrated. Due to the fact that important events in every child's life doesn't happen on the basis of a pre-programmed plan, this strategy can be employed occasionally.

¹ This statement applies to all partner countries; Greece, Poland, Portugal and Türkiye besides Romania.

Children can exercise their abilities of emotional self-regulation, such as managing negative emotions generated by the possibility of being eliminated from the game. The successful management of negative emotions and the continuation of playing the game will enhance the child's social competence. At the same time this game implies social interaction abilities such as waiting for one to receive the ball and all of its rules in general.

Social abilities are those that allow us to integrate into the kindergarten, school, friends or work group. Social development implies the acquisition of behaviours that make us efficient in interacting with others so that we may achieve our pre-established goal. Any social behaviour that is the result of a learning process of that which is valued by society. For example, the fact that we say "Hi!" or that we introduce ourselves to people we don't know are considered polite ways to initiate an interaction. Because these behaviours are perceived as adequate, their manifestation will be encouraged and repeated in similar contexts. Besides, the behaviours help us reach certain goals, in the sense that we can initiate and establish a relationship with someone.

We develop social competence in order to allow children to develop adequate abilities of interrelation. It helps children to acquire necessary behaviours for establishing and maintaining interpersonal relationships. Social competencies require a component related to interpersonal abilities, as well as a component related to intrapersonal abilities of behaviour control. In the context of lacking the capacity for behaviour inhibition, we cannot talk about the capacity of children to wait for their turn, as well as the inability to respect rules affects their ability to integrate in the group. Intrapersonal social abilities are directly tied to emotional competencies.

Appendix 4

Guidance/recommendation for the teacher

Stage	Strategies/methods/contents	Observations/Guidance	Time
Introduction	<ul style="list-style-type: none"> ● Announce the title and the activity. Express its objectives, namely understanding/ decoding the emotions of others. ● Explain the concept of empathy and have a short brainstorming exercise on empathy. ● Write them on the blackboard/flipchart/jamboard 	Insist on the importance of empathy in developing healthy relationships.	15 min
Practicing empathic scenarios and the awareness of needs	<ul style="list-style-type: none"> ● The teacher tells the students to prepare the sheets of paper from Worksheet 1. ● Each student will draw a sheet of paper. Then they will discuss their designated situation in pairs. One student will read the situation, while the other will exercise an empathic dialogue regarding it. ● The teacher will ask them to identify the emotion/emotions of their partner, their manifestation, but to also note the important elements of an empathic interaction. Give them 15-20 minutes to practice and then frontally discuss with the students. ● Write their answers on the blackboard or flipchart ● In the given answers, highlight the verbal, non-verbal and paraverbal elements of empathic communication. 		35 min

<p>Obstacles in expressing empathy</p>	<ul style="list-style-type: none"> • The teacher will present the barriers in expressing empathy to the students which are mentioned in Worksheet 2 and then discuss them. • Two students choose a situation out of the aforementioned ones and enact a role-play activity where they each express an empathic behavior, and a non-empathic behavior respectively. • The teacher will discuss the emotions of the two students via questioning: How did they feel? Why? Why a non-empathic behavior does not define a wellbeing state for the other? 	<p>Insist on the fact that these role-plays feature hypothetical situations, each student interpreting a possible rol.</p> <p>Therefore, it is important that students do not consider their partner’s attitudes, expressions or behavior a personal attack.</p>	<p>25 min</p>
---	---	--	---------------