EMPOWERING TEACHERS

TEACHING COMMUNICATION, COLLABORATION, AND RESPONSIBLE CITIZENSHIP

Co-funded by the European Union

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INTRODUCTION

Welcome to the PeerCo Teachers' Training Program!

We are thrilled to introduce the PeerCo Teachers' Training Program—an innovative professional development experience for teachers of students aged 15 to 19. This program is part of PeerCo – Empowering Secondary Students Against Social Media-Caused Distortion through Collaboration, a Strategic Partnership in School Education co-funded by the European Union through the Erasmus+ Programme.

PeerCo unites a diverse network of schools, NGOs, companies, and training experts from Spain, Italy, Bulgaria, Serbia, Türkiye, and Lithuania. Together, we provide educators with the tools and mindset to help young people thrive as responsible digital citizens.

The training program is designed to strengthen teachers' digital and media literacy while enhancing their ability to promote critical thinking, emotional well-being, and meaningful social engagement—both online and offline. It addresses a pressing challenge in today's classrooms: the profound influence of social media on students' self-image, communication skills, and social behavior, which often goes unaddressed in formal curricula.

Instead of letting social media trends quietly shape classroom dynamics, PeerCo empowers teachers to guide students toward healthier, more reflective, and responsible digital lives.

By participating in the PeerCo Teachers' Training Program, educators will not only enhance their own digital and media literacy but also gain practical strategies to support students in navigating the complex social media landscape. Through collaboration, reflection, and hands-on learning, teachers become catalysts for positive change—helping students develop the critical thinking, emotional resilience, and responsible digital habits that are essential for life in the 21st century. PeerCo is more than a training program; it is a shared commitment to empowering both teachers and students to thrive in a connected world.

Through this program, teachers will learn to:

- Navigate and integrate digital tools confidently to support purposeful, ethical, and engaging teaching and learning experiences,
- Critically analyze online content and support students in identifying and resisting distorted messages that affect their self-perception and emotional health,

- Facilitate discussions and activities that address the pressures of social media conformity, cyberbullying, and unrealistic ideals,
- Support the development of students' offline communication skills, empathy, and social confidence — both in and beyond the classroom,
- Provide students with strategies to balance online and offline life, promoting self-awareness, emotional resilience, and social-emotional well-being,
- Design inclusive and collaborative learning experiences that foster civic values, teamwork, and a positive digital culture.
- Design and integrate curricular materials that foster students' digital literacy and online well-being, addressing both technical skills and the social-emotional impacts of digital life.

About the Training Course

Course title: "Empowering Teachers to Foster Communication, Collaboration, and Civic Values in Students - training course"
Number of modules: 6
Target learners: Secondary school teachers (teaching students 15-19 years old)

TRAINING AIMS

1. Equip teachers with the skills and confidence to integrate digital tools in ways that are ethical, inclusive, and meaningful across curriculum areas.

2. Build teachers' capacity to guide students in evaluating digital content, identifying misinformation and manipulated media, and fostering responsible digital citizenship.

3. Help teachers identify and respond to the emotional and psychological impacts of social media, such as body image concerns, peer pressure, and digital dependency.

4. Enable teachers to design structured activities and projects that promote offline interpersonal communication, emotional resilience, and teamwork, both in and outside of school.

5. Train teachers to support students in creating meaningful digital content and engaging in social impact initiatives that foster civic values and digital participation.

6. Support teachers in developing their skills to foster peer feedback, emotional intelligence, inclusive dialogue, and a culture of collaboration and respect within their classrooms.

PEDAGOGICAL METHODS APPLIED

In the teacher training, a mix of interactive and experience-based methods was integrated, tailored to the adult learning context. For modules such as media literacy or digital safety, case study analysis and structured debates were applied, allowing teachers to explore real-world ethical dilemmas, dissect misinformation, and reflect on online behavior in meaningful ways.

Experiential learning — through simulation, role-play, and scenario analysis — was used to connect theory with real-life teaching situations, while reflective practices such as journaling, peer feedback, and guided self-assessment supported deeper awareness and long-term professional growth.

Project-based learning was incorporated to strengthen collaboration and creativity, especially when participants developed educational social media content or campaigns. The training also included expert contributions — such as psychologists or youth workers — particularly when addressing sensitive topics related to students' digital well-being.

Positive leadership principles framed the training throughout, empowering teachers to foster inclusive, empathetic, and motivating learning environments.

Through structured group dialogues, role-plays, and feedback sessions that encouraged active listening, clarity in expression, and emotional presence, communication skills were further developed.

In addition, teachers were given opportunities to explore a wide range of digital tools — not only learning how to use them technically, but also how to evaluate their pedagogical value, adapt them to different student needs, and stay updated with evolving trends. Demonstrations followed by hands-on tool practice were used to introduce digital platforms, ensuring that teachers could not only understand but confidently apply them in classroom settings.

This blend of methods ensured that the training remained engaging, practical, and directly applicable to educators' everyday practice.

Digital Safety and Literacy

This module equips teachers with the essential knowledge and tools to promote digital safety and responsible digital behavior among learners. It emphasizes the development of digital literacy skills, including privacy protection, understanding password security, cyberbullying prevention, recognizing online fraud, promoting safe online habits and the ethical use of technology.

Module 1:
Digital Safety and Literacy

Keywords: Digital literacy, digital safety, cyberbullying, online privacy, media literacy, digital footprint, online ethics, responsible technology use, digital resilience

Scope

This module covers key concepts and classroom strategies for teaching students how to navigate the digital world safely and responsibly. It addresses risks and opportunities in online environments and provides practical methods for guiding young people in developing a healthy relationship with digital technologies.

Training Aims

- To enhance teachers' understanding of digital safety principles and common online risks.
- To support the integration of digital literacy and safety into everyday teaching.
- Teachers understand the key principles of digital citizenship and can apply effective methods to support students in practicing responsible, ethical, and safe behavior in online environments.
- To provide strategies for preventing and addressing digital risks, including cyberbullying.

Theoretical Background

In today's digital era, teachers play a vital role that extends beyond traditional education. Besides transferring knowledge, they are responsible for shaping digitally literate, responsible, and safe students. As young people spend increasing time online—often without awareness of risks—schools must actively promote digital literacy and safety.

This module aims to equip teachers with the knowledge and skills to teach responsible, ethical, and secure online behavior. Digital literacy now goes far beyond knowing how to use computers; it includes understanding digital rights, privacy, cybersecurity, recognizing manipulation, and developing critical thinking. Teachers are not only expected to follow technological change but to help create a responsible digital culture in schools.

Digital literacy includes identifying relevant information, analyzing online content, and assessing its credibility. Students should learn to distinguish reliable sources, recognize manipulative or false information, and protect their data and identity. Understanding one's digital footprint—the trace left online—is essential. Teachers must guide students to use privacy tools, share information carefully, and avoid risky digital behavior.

Password protection is a key part of online safety. Students often use weak passwords, so teachers should explain how to create strong ones, avoid repetition, and apply two-factor authentication. By modeling secure practices themselves, teachers set an example of responsible digital behavior.

Cyberbullying is another growing problem—often invisible but deeply harmful. It can involve offensive messages, exclusion, fake identities, or sharing private photos without consent. Teachers must be able to detect and address such cases, ensuring students understand that online violence carries real-world consequences.
Students also face online scams, from phishing messages and fake profiles to social engineering. Teachers can use real-life examples to show how to recognize and avoid them.

The spread of disinformation and fake news poses another challenge. In an age of information overload, students need critical thinking skills to distinguish facts from opinions and trustworthy from unreliable sources. Teachers should promote fact-checking, discussion, and independent analysis.
Beyond technical safety, it's important to build healthy digital habits—regular software updates, antivirus use, choosing verified apps, and balancing online and offline life. Teachers can help students reflect on their digital behavior and recognize when a digital detox is needed.

Equally crucial is the ethical dimension of digital life. Students must respect copyright, avoid plagiarism, and act responsibly online. Teachers should instill awareness that freedom of expression carries responsibility and that technology must be used in line with both law and ethics.

Schools must provide a supportive and secure digital environment, including teacher training and clear guidelines for integrating digital skills into everyday teaching.

Digital literacy doesn't require separate lessons; it can be woven into existing subjects—language classes can discuss communication ethics, IT classes focus on technical safety, and civic education explore digital rights and responsibilities.

In conclusion, digital literacy and safety education should be comprehensive, continuous, and age-appropriate. Teachers, through knowledge, example, and pedagogy, play a key role in guiding students toward critical and responsible technology use. Only through cooperation among teachers, students, parents, and schools can we create a safe, informed, and ethical digital community.

Topics / Units	Learning Outcomes
1. **Building teachers' capacity in usage of digital tools**	• Teachers can apply digital tools and technologies with confidence to design, implement, and evaluate teaching and learning activities. • Teachers can demonstrate AI literacy by critically evaluating opportunities, limitations, and ethical implications of AI, and purposefully integrating AI applications into their teaching practice.
2. **Understanding Digital Footprints and Online Identity** Explore how digital footprints are created, their permanence, and the importance of managing online identity responsibly.	• Teachers can explain what a digital footprint is and analyze its long-term implications. • Teachers can guide students in creating and maintaining a positive online identity.
3. **Privacy, Security, and Managing Personal Information** Learn about protecting personal data, recognizing online threats, and best practices for maintaining digital privacy and security.	• Teachers can identify common online privacy risks and threats. • Teachers can instruct students on practical steps to protect personal data and secure online accounts. • Teachers know how to promote safe practices for sharing information on social media and other online platforms.

Topics / Units	Learning Outcomes
4. **Cyberbullying and Online Communication Ethics** Understand cyberbullying forms and impacts, develop strategies to prevent it, and promote respectful and ethical online communication.	• Teachers recognize various forms and signs of cyberbullying. • Teachers know how to implement strategies to prevent and address cyberbullying in the classroom. • Teachers know how to foster respectful and ethical online communication among students.

Conclusion: In today's digital world, teachers play a vital role in guiding young people to use technology responsibly, safely, and ethically. Beyond teaching content, they mentor students to become critical and aware digital citizens. Digital literacy extends beyond technical skills—it includes evaluating information, recognizing manipulation, and protecting privacy. This teacher training module equips educators to help students manage risks such as cyberbullying, data theft, fake news, and scams through practical, real-life examples. It emphasizes understanding one's digital footprint and building a positive online identity based on respect and ethical behavior. Teachers are also encouraged to promote responsible communication, copyright respect, and integrity online. Schools must support teachers through training and integrate digital literacy across subjects. Ultimately, this approach fosters a culture of safety, responsibility, and creativity, preparing students for life and work in the 21st century.

Unit No **1**

Building teachers' capacity in usage of digital tools

Outcomes

- Teachers can apply digital tools and technologies with confidence to design, implement, and evaluate teaching and learning activities.Teachers can demonstrate AI literacy by critically evaluating opportunities, limitations, and ethical implications of AI, and purposefully integrating AI applications into their teaching practice.

Short Theoretical Description

Media literacy involves the ability to critically analyze, evaluate, and create media content. Teachers play a key role in empowering students to distinguish reliable sources from misinformation, which directly impacts the development of their critical thinking and digital citizenship.

This activity employs experiential learning to enable teachers to create a practical tool (a checklist of questions) that can be immediately applied in the classroom. The theoretical framework of this activity is based on several key aspects: critical thinking, evaluation of information sources, ethical use of media, and digital literacy.

Critical thinking involves the ability to identify relevant facts, analyze context, recognize potential biases, and draw evidence-based conclusions. Analyzing digital content in the classroom helps students distinguish facts from opinions, objective information from subjective interpretations, and authentic data from false or manipulative elements.

Activity 1

TRUTH OR MANIPULATION

Suggested activity duration: 60 minutes
Individual/Group: Teamwork

Activity Description

Introduction (10 minutes): The trainer presents the goal of the activity – developing critical thinking and the ability to recognize disinformation. Examples of various digital sources are shown: articles, social media posts, blogs, and sensationalist headlines. The basic indicators of manipulation are explained: clickbait headlines, unverified sources, selective information, and manipulative images.

Teamwork (25 minutes): Teachers are divided into small groups and assigned specific digital sources. Using a laptop, tablet, or smartphone, they analyze the content. Each group identifies elements that may be manipulative or suspicious, discusses the purpose of the post and who benefits from it, and records their observations.

Creating a Classroom Tool (15 minutes): Based on the analysis, teams create a checklist of questions for students. The list helps students critically assess the reliability of information and the quality of sources. Example questions: "Who is the author?", "What evidence is provided in the text?", "Do other sources confirm this information?"

Presentation and Discussion (10 minutes): Teams present their lists and analyses, share experiences, and jointly identify best practices. The trainer facilitates the discussion, highlights key lessons, and connects them to teaching practice.

Reflection (5 minutes): Participants reflect on their own practices and digital habits, as well as on how they can apply the acquired tools and strategies in the classroom.

Outcome(s):

- Teachers can apply digital tools and technologies with confidence to design, implement, and evaluate teaching and learning activities.
- Teachers can demonstrate AI literacy by critically evaluating opportunities, limitations, and ethical implications of AI, and purposefully integrating AI applications into their teaching practice.

Setting and materials

In this activity, teachers use various digital sources—articles, blogs, and social media posts—to analyze and identify manipulative elements. A laptop, tablet, or smartphone enables practical fact-checking and exploration of additional sources in real time. Printed examples and paper with pens are used for noting observations and identifying key indicators of misinformation. The material is structured so that participants can directly apply it in the classroom: they create a checklist of questions for students to support critical evaluation of information.

Through group work and discussion, teachers exchange observations, connecting theory with practice and ensuring that the material is practical, adaptable, and immediately applicable.

Materials and devices:
Laptop, tablet, smartphone, examples of digital sources, paper and pens for notes, question list template.

Pedagogical approach used

- Case study analysis and structured debates – participants analyze real digital sources and disinformation, discussing ethical dilemmas and potential implications.
- Experiential learning – working in teams and conducting practical analysis of articles and social media posts enables participants to connect theory with real-life situations.
- Project-based learning – creating a checklist of questions for students serves as a mini-project that can be immediately implemented in the classroom.
- Structured group dialogues – discussing and presenting team findings helps develop communication skills and the ability to express opinions.
- Reflection and guided self-assessment – guided questions and discussions help teachers reassess their own digital practices and consider their application in teaching.

Technology requirements:

- Laptop, tablet, or smartphone – for accessing digital sources, searching for information, and fact-checking.
- Internet connection – a stable connection to allow participants to research sources in real time and use online fact-checking tools.
- Projector or smartboard (if needed) – to display examples of articles, posts, and visual materials to the whole group.
- Note-taking software or applications – Google Docs, Word, OneNote, or similar, for recording observations and creating checklists of questions.
- Printed examples of digital sources – although not digital, they facilitate discussion and group analysis, especially when internet connectivity is limited.

Adaptability for diverse participants:

The activity can be scaled for different group sizes – from small teams of 3–4 teachers to larger teams of 6–8 members.
Materials (digital sources, articles, and posts) can be selected according to the participants' level of digital literacy – ranging from simpler, clearer articles to more complex, multi-layered media content.
The activity includes both digital and printed versions of materials, allowing participants with varying technical capabilities to participate equally effectively.
Support for different learning styles: visual (analysis of images and infographics), auditory (discussion and debates), kinesthetic (group work and creating question checklists).

Support for different learning styles: visual (analysis of images and infographics), auditory (discussion and debates), kinesthetic (group work and creating question checklists).
Reflective questions and guided discussion enable participants to connect the activities with their personal experiences and the context of their school or subject area.

Supporting documents:

- Examples of digital sources – articles, blogs, social media posts, infographics.
- Question checklist template – for assessing the reliability of information and identifying manipulation.
- Activity facilitation guide – step-by-step instructions for the trainer.
- Note-taking and reflection sheets – for recording observations during analysis and discussion.
- Presentation or PDF guide – with examples of indicators of misinformation and manipulative content.
- Digital collaboration tools (optional) – Google Docs, Padlet, or similar, for collaboratively creating question checklists.

Conclusion

Creating a personal security plan—the "Digital Shield"—enabled teachers to apply what they learned in a practical format, developing skills in planning, organizing, and assessing their own digital behavior. The activity also empowered participants to critically evaluate their exposure to risks and to recognize the importance of continuously monitoring and updating protective measures. Group work and collaborative discussions contributed to the exchange of experiences and ideas, giving teachers different perspectives and concrete examples of best practices.

Hands-on work with digital devices – laptops, tablets, and smartphones – allows for immediate fact-checking and experiential learning, while printed materials and templates facilitate structured analysis and reflection. The activity is flexible and can be adapted to different levels of digital literacy and teaching experience, ensuring inclusivity and applicability across various school contexts.
Through reflection and guided self-assessment, teachers connect the skills they have acquired with their teaching practice and develop strategies for classroom implementation. The activity strengthens teachers' ability to guide students in critically evaluating media content, contributing to the development of responsible and informed digital citizenship.

Ultimately, "Truth or Manipulation?" provides teachers with practical tools and methods that can be applied immediately, enhancing their professional autonomy and ability to guide students through the complex world of online information. The activity combines theory and practice, fosters collaboration, reflection, and professional development, while simultaneously promoting critical thinking and the safe use of digital sources.

Activity 2

SAFE ONLINE CLASSROOM

Suggested activity duration: 60 minutes
Individual/Group: Team Work

Activity Description
Introduction (10 minutes): The trainer explains the goal of the activity – to equip teachers with the skills to recognize digital risks and create a safe digital environment. Typical scenarios are presented: cyberbullying, sharing personal data, inappropriate posts, and comments.

Simulation and Role-Playing (30 minutes): Teachers are divided into teams and given scenarios involving different digital risks. Each team member takes on the role of a student, teacher, parent, or psychologist. Participants use a laptop, tablet, or smartphone to simulate the digital situation and solve the problem. Teams discuss how to prevent or respond to the risk, developing strategies and guidelines.

Creating Classroom Guidelines (10 minutes): Each team develops a set of practical rules and recommendations for the safe use of digital tools in teaching, including cyberbullying prevention and personal data protection.
Presentation and Discussion (5 minutes): Teams share their solutions, and the trainer moderates the discussion and records best practices.

Reflection (5 minutes): Participants reflect on their own digital habits and consider how they can enhance students' safety and digital well-being in the classroom.

Outcome(s):

- Teachers can apply digital tools and technologies with confidence to design, implement, and evaluate teaching and learning activities.
- Teachers can demonstrate AI literacy by critically evaluating opportunities, limitations, and ethical implications of AI, and purposefully integrating AI applications into their teaching practice

Setting and materials

In this activity, the materials include printed digital risk scenarios and templates for safe technology use guidelines. Laptops, tablets, and smartphones are used to simulate real-life situations—sending messages, commenting, or sharing content—allowing participants to practice identifying and responding to risks in a controlled environment.

The materials enable teams to create practical protocols and guidelines for school practice, while printed scenarios facilitate structured discussion and role-playing. Through hands-on application and reflection, teachers develop digital competence, critical thinking, and the ability to design a safe digital environment for students, linking theory with everyday teaching practice.

Materials and equipment:
Laptop, tablet, smartphone, printed digital risk scenarios, paper and pens, templates for safe technology use guidelines.

Technology requirements:
Laptop, tablet, or smartphone – for simulating digital situations, including sending messages, commenting, and sharing content.
Internet connection – for practical verification of digital scenarios and simulating online communication.
Projector or smartboard (if needed) – for presenting scenarios and guidelines.

Digital collaboration tools – Google Docs, Miro, Padlet, or similar, for jointly creating guidelines and protocols.

Printed scenarios and guideline templates – for structured discussion and role-playing, especially when digital infrastructure is not accessible to everyone.

Adaptability for diverse participants:
Simulations and role-playing can be adapted to different levels of teacher experience – from those with minimal digital safety knowledge to more experienced technology users.

Digital risk scenarios can be simple or complex, depending on the participants' level and subject area.
The activity uses both digital and printed materials, allowing all participants to engage regardless of technical resources.
Teams and roles can be flexibly combined to support inclusive collaboration and learning among participants with diverse professional and pedagogical backgrounds.

Discussion and reflection enable participants to apply what they have learned to their own context and develop strategies relevant to their school.

Supporting documents:

- Printed digital risk scenarios – situations involving cyberbullying, inappropriate content, and sharing of personal data.
- Guideline and protocol templates – for creating a safe digital environment in the classroom.
- Activity facilitation instructions – a step-by-step trainer's guide.
- Note-taking and reflection sheets – for recording observations and strategies during simulations.
- Presentation or PDF guide – with examples of digital risks, prevention tips, and tools for monitoring safety.
- Digital collaboration tools – Google Docs, Miro, Padlet, for team-based creation of guidelines and protocols.

Unit conclusion

The activity "Safe Online Classroom" develops teachers' competencies in identifying digital risks and creating a safe, supportive environment for students. Through simulations, role-playing, and scenario analysis, participants practice responding to cyberbullying, sharing of personal data, and inappropriate content, gaining practical experience that can be directly applied in the classroom.

The use of digital devices – laptops, tablets, and smartphones – enables the simulation of real online situations, while printed scenarios and guideline templates facilitate structured discussion and teamwork. The activity is adaptable to different levels of digital competence and teaching experience, allowing for inclusive and flexible implementation in various school settings.

Reflection and guided analysis of personal digital habits help teachers understand how their practices impact the digital culture of the classroom and how they can empower students for responsible online behavior. The activity also develops teachers' socio-emotional skills – empathy, active listening, and problem-solving conflicts – contributing to the creation of a safe digital environment.

In conclusion, "Safe Online Classroom" provides practical tools, protocols, and strategies that teachers can immediately apply, enhancing students' safety, digital responsibility, and well-being. The activity connects theory and practice, strengthens teachers' professional skills, and contributes to shaping a positive and secure digital environment in the modern classroom.

Unit No **2**

Understanding Digital Footprints and Online Identity

Outcomes

- Teachers can explain what a digital footprint is and analyze its long-term implications.
- Teachers can guide students in creating and maintaining a positive online identity.

Short Theoretical Description

Participants are introduced to the topic through a brief presentation on the concept of a digital footprint: what it is, how it is formed, and what data is left through social media, searches, apps, and digital interactions. After the introduction, groups are tasked with analyzing pre-prepared scenarios (e.g., a student who frequently posts private photos, a teacher using multiple digital tools without privacy protection). Each group maps the “digital traces” in the example and considers potential long-term consequences.

After the group work, participants display their maps of traces and consequences on a flip chart. The discussion addresses questions such as: “How do our digital traces affect our reputation and professional identity?” and “How can we explain to students the importance of managing their digital presence?” The activity concludes with a reflection in which each participant identifies their next step for raising awareness about the digital footprint in their own teaching practice.

Activity 1

DIGITAL FOOTPRINT MAP

Suggested activity duration: 60 minutes
Individual/Group: Group work (small groups of 3–5 teachers)

Activity Description
Introduction and Motivation (10 min)
The trainer introduces the concept of a digital footprint by playing a short video or presenting an infographic that explains how digital traces are created, stored, and reused over time. This is followed by a guided reflection with the participants using prompting questions such as:

- What digital traces do you personally leave on a daily basis?
- Which of these traces are intentional, and which are created automatically?
- How aware are you of your professional digital footprint as a teacher?

Teachers are encouraged to draw from their own professional and personal practices, such as:

- using e-gradebooks and school platforms
- communicating via email or messaging apps
- maintaining social media profiles
- participating in online trainings or forums

The trainer explicitly reinforces the importance of self-awareness, emphasizing that teachers' own digital behavior serves as a model for students.

Group Work – Scenario Analysis (20 min)

Participants are divided into small groups and receive pre-prepared scenarios describing different teacher or student profiles and their online behavior.

Task:

- Identify the digital traces left in each scenario.
- Analyze potential short-term and long-term consequences, both positive and negative.
- Discuss how awareness (or lack of it) influences professional reputation, safety, and credibility.

Each group completes a worksheet and creates a visual digital footprint map on a flipchart or digital board.

To deepen reflection, the trainer prompts groups with questions such as:

- How might students interpret or imitate this behavior?
- What message does this digital footprint send about values and responsibility?
- How could this situation be used as a learning example in your subject area?

This phase explicitly links personal reflection with pedagogical transfer.

Presentation and Discussion (15 min)

Each group presents its digital footprint map and key findings.

The trainer facilitates discussion by highlighting:

- differences between private and professional digital footprints
- similarities and contrasts between teachers' and students' online behavior

how small daily actions accumulate into long-term digital identities

Participants are encouraged to add comments, ask questions, and connect the scenarios to real classroom situations.

Reflection and Conclusions (15 min)

In an individual reflective exercise, each participant writes down:

- one insight about their own digital behavior
- one concrete change they would like to make going forward

The group then collaboratively formulates three key messages that teachers can pass on to students, such as:

- Think before you share – digital traces are lasting.
- Your online identity influences real-life opportunities.
- Privacy settings are a responsibility, not a technical detail.

The trainer concludes by providing practical tools and resources, such as:

- links to privacy and security settings on popular platforms
- guides for checking one's digital footprint
- examples of classroom-friendly activities on digital identity

Outcome(s):

- Teachers can explain what a digital footprint is and analyze its long-term implications.
- Teachers can guide students in creating and maintaining a positive online identity.

Setting and materials

Usage Method:

Teachers first reflect individually and write on post-it notes the types of data they leave online (searches, social media activity, emails, online purchases, app usage). These notes are then placed on a shared physical or digital board, creating a collective digital footprint map.

Using digital tools (e.g., Padlet or Miro), patterns emerge that show how individual traces form a broader digital identity. A projector allows participants to follow the map's development in real time.

A guided discussion follows, focusing on:

- differences in awareness
- potential risks and benefits
- implications for teaching and student guidance

Pedagogical approach used

- Constructivist Approach – Teachers build understanding through their own experiences rather than receiving abstract definitions.
- Inquiry-Based Learning – Participants investigate their own data and draw conclusions about patterns and consequences.
- Cooperative Learning – Group discussions enable shared learning and multiple perspectives.
- Reflective Practice – Continuous self-reflection strengthens professional responsibility and role modeling.
- Visual Learning – Mapping makes the abstract concept of digital footprint tangible and memorable.

Technology requirements:

- Computers or Laptops for Participants – Enable individual and group work, as well as searching for personal digital traces and creating visual maps.
- Internet Connection – Necessary for research and data searches (e.g., Google search of one's own name, analysis of publicly available information).
- Software or Online Tools for Map Creation (MindMeister, Miro, Canva, XMind) – Used for visually representing and structuring the digital footprint.
- Projector or Interactive Whiteboard – Used to present the collective map and compare results within the group.
- Digital Repository (Google Drive, Padlet, or Moodle) – Allows storage of created maps and later use in teaching.
- Mobile Phones (optional) – Can be used for additional searches of personal accounts or testing the privacy settings of social media profiles.
- These requirements enable teachers to practically explore their own digital footprint, visualize it, and discuss it within the group, with the possibility of later using the materials in classroom activities with students.

Adaptability for diverse participants:

- Teachers with varying levels of dxigital literacy – The activity can be conducted at a basic level (using paper and markers to map footprints) or at an advanced level (using online mapping tools).
- Teachers from different subjects – The activity is universal because digital footprints affect all internet users, and it can easily be adapted to language subjects (analyzing language in posts), social sciences (consequences of digital behavior), or arts subjects (visual presentation of footprints).

- Individual or group work – Participants can create their own maps independently or work in small groups where colleagues support and assist each other.
- Different learning styles – Visual participants benefit from the map, reflective participants from personal contemplation, while active participants learn through discussion and sharing examples.

Supporting documents:
Trainer's Guide – includes a theoretical introduction to digital footprints, instructions for conducting the activity, discussion prompts, and reflection questions.

"Digital Footprint Map" Worksheet – pre-prepared templates (paper and digital) where participants record traces of their online presence (social media, e-mail, forums, apps).

Infographic: What Makes a Digital Footprint? – visual material illustrating types of data (consciously shared, unconsciously generated, third-party data).

Self-Assessment Checklist – a short list of questions helping teachers identify where they leave data and how aware they are of the consequences.

Case Study Examples – brief descriptions of real examples (both positive and negative) showing the impact of digital footprints on professional and personal life.

Conclusion

The activity “Digital Footprint Map” enabled teachers to critically explore their own digital footprints through structured reflection and collaborative analysis. By focusing on personal experience first, participants developed a deeper understanding of how everyday digital actions shape long-term online identities.

The unit strongly reinforced the importance of teachers as role models and highlighted how digital footprint awareness can be meaningfully integrated across curricula. Through practical tools, case studies, and reflection, teachers gained strategies they can immediately transfer to classroom practice.

The key conclusion is that digital footprint awareness is a foundational digital competence, essential for both professional integrity and student well-being. Activities of this type empower teachers to foster a safe, responsible, and reflective digital culture in schools.

Activity 2

BUILDING A POSITIVE ONLINE IDENTITY

Suggested activity duration: 60 minutes

Individual/Group: Individual and group work (first individually, then sharing in pairs or small groups)

Activity Description

Introduction and Brief Presentation (10 minutes)

- The trainer explains the concept of online identity and the importance of shaping it positively.
- Examples of different profiles are presented: professional, personal, and problematic.
- Discussion: participants identify good and bad practices and their potential consequences.

Example Analysis (10 minutes)

- Participants work in pairs or small groups. They receive a set of profile examples (printed or digital) and analyze: tone of communication, types of content, privacy settings, and messages conveyed to other users.
- They record the key positive and negative elements in notebooks or worksheets.

Creating the Ideal Profile (25 minutes)
Each participant receives the worksheet “My Ideal Online Identity.”

They fill in:

- Professional and personal values they want to convey.
- Tone of communication and style of posts.
- Privacy boundaries and profile settings.
- Thematic focus of the content they wish to share.

Optionally, participants use digital tools (e.g., Canva, Google Slides, Miro) to visually present their profile.

Group Presentation and Discussion (10 minutes)

- Participants present their profiles to their colleagues.
- They discuss differences, potential risks, and ways to improve their online presence.
- Reflection and Classroom Application (5 minutes)
- Participants note how they would transfer the activities and conclusions to their students.
- A brief plan is created for guiding students in building a positive online identity, including practical tips and discussion points.

Outcome(s):

- Teachers can explain what a digital footprint is and analyze its long-term implications.
- Teachers can guide students in creating and maintaining a positive online identity.

Setting and materials

Materials:

Worksheets/Templates:

- Digital Footprint Map – recording traces of personal data and online activities.
- My Ideal Online Identity – planning a professional and safe digital presence.
- Examples and Case Studies: digital and printed representations of good and poor practices.

Infographics and Guides: overview of digital footprint, privacy protection, and safe online behavior.

Reflection Journal: notes, conclusions, and plans for classroom implementation with students.

Digital Tools (optional): Miro, Padlet, Canva, Google Slides for visualization and interactive content work.

Settings:

- Activities can be conducted in the classroom or online, individually or in groups.
- Each activity combines individual work (completing worksheets, reflection) and group work (discussion, case analysis, presentation).

- Participants have access to a laptop, tablet, or smartphone for working with digital tools and profile examples.
- The trainer facilitates discussion, supervises work, and provides practical advice, while participants are encouraged to share experiences and reflect.

Pedagogical approach used

Role-playing (through imagined profiles)

- Teachers assume different digital identities and simulate online behavior, allowing them to understand the potential consequences of content choices, communication tone, and privacy settings.
- This approach fosters empathy and critical thinking, as participants observe how different styles of online presence influence others' perceptions.

Group Analysis and Discussion

- By analyzing examples of good and poor profiles in small groups, participants develop the ability to critically evaluate digital content and discuss ethical dilemmas.

Discussion

The discussion enables the exchange of experiences and reflection on different approaches, while the trainer guides reflection and points out pedagogical implications in the classroom.

Micro-teaching

- Teachers create a mini-lesson or activity through which they explain the principles of building a positive online identity to students.*
- This approach allows for immediate testing and transfer of theory into practice, develops skills for clear explanation, and supports pedagogy adapted to the students' digital reality.

Project-based learning (creating a digital identity as a mini-project)

- Participants develop their imagined digital profile as a mini-project, choosing values, tone of communication, and content.
- This approach strengthens creativity, independent decision-making, and planning skills, while at the same time providing practical preparation of materials that can be transferred into teaching with students.

Reflective approach and guided self-assessment

- Through reflective journals and guided discussions, participants connect their own digital behavior with pedagogical goals.
- It encourages continuous professional development, critical thinking, and the planning of activities for students.

Technology requirements:

- Computers or laptops for participants – enable both individual and group work, as well as searching for their own digital traces and creating visual maps.
- Internet connection – necessary for research and data search (e.g., Google search of one's own name, analysis of publicly available information).
- Software or online mapping tools (MindMeister, Miro, Canva, XMind) – used for visual representation and structuring of the digital footprint.
- Projector or interactive whiteboard – used for presenting the collective map and comparing results within the group.

- Digital repository (Google Drive, Padlet, or Moodle) – allows for storing created maps and later use in teaching.
- Mobile phones (optional) – can be used for additional searches of personal accounts or testing privacy settings on social media profiles.
- These requirements enable teachers to practically explore their own digital footprint, visualize it, and discuss it in groups, with the possibility of later using the materials in teaching with students.

Adaptability for diverse participants:

Level of teachers' digital skills

The activity is designed to be equally accessible to both beginners and advanced users.

Beginners can work with profile creation templates and examples of positive practices, while advanced teachers can experiment with advanced privacy settings, digital content creation tools, or the analysis of real-life cases.

Different educational contexts

In schools with limited technical resources, the exercise can be carried out using paper and pencil (drawing imagined profiles, describing identities in written form).

In digitally equipped environments, teachers can work directly on laptops/tablets, using social networks, simulators, or educational platforms.

Different subjects and teaching areas

The activity can be adapted to various subjects:

- in languages and literature – creating identity through narration or character description,
- in social sciences – linking to civic education and responsible online behavior,
- in arts and design – focusing on the visual expression of identity.

Participants with different professional experience

- More experienced teachers can share examples from their own practice (e.g., classroom cases where students had issues with digital identity)
- Younger teachers can practice more practical skills and learning through role-play.

Cultural and social adaptability

The activity takes into account different cultural norms related to online self-presentation and privacy.

Tasks can be localized with examples of social media platforms that are most familiar to students in a given context.

Differentiation of tasks

Teachers can choose the level of complexity: from simply creating a profile to developing a mini-project (such as a campaign plan or content aimed at building a positive digital identity).

Supporting documents:

Teacher's Manual

Step-by-step instructions for implementing the activity.

A brief theoretical background on online identity and digital citizenship.

Tips for adapting the task to different groups of students.

Profile Templates

Blank forms in digital (Word/Google Docs) and print formats.

Suggested sections: name/profile, visual elements (photo, logo), values, interests, online behaviors.

Checklist Questions

- "Does my profile reflect the values I want to present?"
- "Which information is safe to share, and which is not?"
- "How might others interpret my content?"

Examples of Good Practice

- A collection of positive examples of profiles of public figures, educators, or young people who promote safe and responsible online behavior.
- Analysis: why these examples are successful and how they can be applied in working with students.

Micro-Teaching Guide

- A short document that helps teachers design a mini-lesson on online identity for their students.
- Suggested classroom activities (discussion, case study, group work).

List of Digital Tools
Suggested safe tools/platforms that teachers can use with students for content creation (e.g., Canva for visual identity, Padlet for group work, private Google groups for discussion).

Reflective Journal
A short document where teachers write down their observations about the course of the activity and ideas on how to apply it in their work with students.

Unit conclusion

The activity “Building a Positive Online Identity” represents a key step in teacher training, as it equips them to practically understand the importance and consequences of digital self-presentation. The modern educational context implies that students spend a large portion of their time in digital environments, where they shape their identity, build their reputation, and form relationships with peers. Teachers are in a unique position to recognize both the potential and the risks of these processes and to guide students toward building an identity that is authentic, positive, and safe.
- Suggested safe tools/platforms that teachers can use with students for content creation (e.g., Canva for visual identity, Padlet for group work, private Google groups for discussion).

Reflective Journal
- A short document where teachers write down their observations about the course of the activity and ideas on how to apply it in their work with students.

Through this activity, teachers not only recognize the components of online identity (language, visual elements, values, the content they share) but also actively participate in the simulation of profile creation. In this way, they develop critical thinking skills—understanding how small decisions, such as the choice of a photo or comment, shape others' perceptions. The activity also encourages empathy: through the analysis of imagined profiles, teachers explore different perspectives, which they can later transfer into the classroom to help students build greater awareness of mutual respect and responsibility in digital spaces.

One of the key outcomes of the activity is the empowerment of teachers to serve as role models for students. By going through the identity-building process themselves, teachers gain experience they can directly apply in the classroom—through micro-teaching, group discussions, or project assignments. The reflective component is especially significant, as teachers analyze their own digital footprints and connect them with their professional identity, thereby fostering both personal and professional responsibility.

The pedagogical value of this activity lies in its combination of approaches: role-play, cooperative learning, project-based learning, and reflection. In doing so, it meets the needs of different types of participants, while also addressing the demands of modern education—integrating digital competencies, communication skills, and critical thinking.

On a broader level, the activity helps teachers recognize their role in shaping students' digital citizenship. When students become aware that their online identity has long-term consequences for their reputation, interpersonal relationships, and professional opportunities, they become more responsible, independent, and better prepared for the challenges of digital society. In this process, teachers are key guides and mentors.

In conclusion, "Building a Positive Online Identity" is not merely an exercise in profile creation, but a deeply educational process that transforms the way teachers perceive the digital space—from a passive field of communication into an active field of education and upbringing. In this way, teachers not only enhance their own digital competencies but also empower students to grow into conscious, responsible, and constructive members of the digital community.

Unit No **3**

Privacy, Security, and Managing Personal Information

Outcomes

- Teachers can identify common online privacy risks and threats.
- Teachers can instruct students on practical steps to protect personal data and secure online accounts.
- Teachers know how to promote safe practices for sharing information on social media and other online platforms.

Short Theoretical Description

Within this topic, teachers will, through practical and interactive activities, learn how to recognize, analyze, and protect personal data in the digital environment. The focus is on understanding the basic principles of digital privacy, identifying online threats such as phishing, unauthorized access, or the spread of sensitive information, as well as applying best practices for maintaining digital security.

Through group discussions, case study analyses, and practical exercises, participants will examine the concrete risks faced by both teachers and students, and develop strategies to overcome them. The activities include creating personal protection plans, simulating threat scenarios, and applying privacy control tools on social media and digital platforms. Teachers will also exchange experiences and best practices, developing competencies for transferring knowledge to students and for strengthening their digital literacy.

The goal is for teachers to acquire concrete knowledge and skills for the responsible management of digital identity and data, so that they can create a safe, supportive, and ethical digital environment in their schools. The activities are designed to combine reflection, practical tasks, and guided discussions, ensuring the direct application of what has been learned in teaching practice.

Activity 1

RECOGNIZE AND PROTECT YOUR DATA

Suggested activity duration: 60 minutes
Individual/Group: Group work

Activity Description
Group Work: “Identify and Protect Your Data”
In this activity, teachers will use interactive examples and case studies to analyze different types of personal data they leave online, recognize potential threats and risks, including phishing, inappropriate information sharing, and weak passwords. The activity is structured in several steps:

Introduction and Motivation (10 minutes)
The trainer presents basic concepts of digital privacy and online risks.
A brief discussion on teachers’ personal experiences and school-related examples.

Case Study Analysis (15 minutes)
Participants work in small groups to analyze fictional or real examples of digital profiles.
They identify vulnerable points and potential threats.

Practical Tasks (20 minutes)
Each participant examines their own digital footprint and evaluates password security, privacy settings, and information-sharing practices.

Group task: Develop strategies for protecting personal data in a school context.

Discussion and Reflection (10 minutes)

- Group discussion on observed risks and suggested protective measures.
- Peer feedback and sharing of experiences.

Conclusion and Application (5 minutes)

- Teachers summarize key insights and plan how to apply the knowledge in their teaching practice with students.

Outcome(s):

- Teachers can identify common online privacy risks and threats.
- Teachers can instruct students on practical steps to protect personal data and secure online accounts.
- Teachers know how to promote safe practices for sharing information on social media and other online platforms.

Setting and materials

Projector or Laptop – Used to display examples, case studies, visualizations of personal data threats, and demonstrations of digital privacy tools. Enables participants to follow real-life situations and better understand potential risks.

Worksheets – Contain fictional or real profiles, analysis questions, and templates for creating a personal digital security plan. Support structured work and practical application of theoretical knowledge.

Internet Access – Allows participants to check their digital footprint, research examples of online threats, use data protection tools, and engage in interactive learning through real-life situations.

Flipchart, Whiteboard, or Online Collaborative Tools (Miro, Google Docs, Jamboard) – Used for recording strategies, sharing ideas, visually mapping risks, and facilitating group discussions.

Practical Examples and Scenarios – Real-life situations from school and everyday life, which participants analyze to develop data protection strategies, linking theory with practice.

Guides and Templates – Help participants develop a personal digital security plan, define concrete steps for data protection, and prepare materials to share with students.

Interactive Tools and Exercises – Online threat simulations, mini-quizzes, or practical risk assessment exercises help participants develop awareness of potential dangers and safe practices through experiential learning.

Usage:
Materials are applied through a combination of presentations, demonstrations, group discussions, and practical exercises. The projector and laptop visualize risks and tools, worksheets support analysis and planning, and internet access provides real examples and interactive exploration. Flipcharts and digital tools enable team collaboration, while practical examples and scenarios connect activities to participants' everyday lives. Guides and templates facilitate the creation of digital protection plans, and interactive exercises deepen knowledge through experiential learning, ensuring that teachers acquire practical, transferable skills they can use with students.

Pedagogical approach used
Case Study Analysis – Participants analyze fictional or real digital profiles to identify vulnerabilities and threats. This approach connects theoretical knowledge with real-life situations, fostering critical thinking and reflection.

Group Discussion and Cooperative Learning – By working in small groups, teachers share their experiences, discuss risks, and develop strategies for protecting personal data. This encourages collaboration, experience sharing, and learning through peer interaction.

Micro-Teaching and Reflection – Through guided discussions and peer feedback, participants consider how to transfer their learning to students and develop plans for implementation in the classroom.

Problem-Oriented Learning – The activity involves identifying real problems and threats in the digital environment, and participants collaboratively design strategies and solutions, enhancing the practical relevance of the training.

Technology requirements:
Computer or Laptop – for displaying presentations, examples, or interactive content.

Projector and Screen / Interactive Whiteboard – so all participants can follow the material and visual examples (e.g., what phishing emails look like, privacy settings, passwords).

Tablet or Smartphone – for practical tasks and simulations (e.g., adjusting privacy settings on social networks, installing apps).

Internet Connection – to access real examples, educational platforms, or quizzes.

Speakers – if video or audio materials are used.

Software / Applications – PowerPoint, Canva, Kahoot, Google Forms, or specialized educational tools for online safety.

Adaptability for diverse participants:

Different Subjects

- Computer Science teachers can cover technical aspects in more detail (passwords, security settings).
- Social Studies teachers can emphasize the ethical and social consequences of data sharing.
- Art and Language teachers can use creative tasks (content analysis, creating posters/campaigns about online safety).

Different Levels of Digital Skills

- For beginner teachers: simpler examples and guided demonstrations (how to check profile privacy, how to recognize phishing emails).
- For more advanced teachers: tasks analyzing more complex digital footprints and creating protection strategies that can be shared with students.

Different Work Contexts

- Teachers in primary schools: focus on prevention and basic digital hygiene (strong passwords, not sharing personal information).
- Teachers in secondary schools: deeper analysis of digital identity, consequences of carelessness, including real-life examples from students' experiences.

Teachers in secondary schools: deeper analysis of digital identity, consequences of carelessness, including real-life examples from students' experiences.

Different Teacher Learning Styles

- Visual learners: infographics, digital footprint representations.
- Practical learners: working on tasks in small groups.
- Discussion-oriented learners: guided debates and sharing experiences from school.

Supporting documents:

Worksheets

- Profiles (fictional or adapted from real examples) for analyzing personal data.
- Questions for guided analysis (Which data is publicly available? What are the risks? How can it be protected?).
- Mini quiz/knowledge check with short threat scenarios.

Presentation / Slides

- Key concepts: digital footprint, phishing, strong passwords, privacy settings.
- Illustrated examples of threats (e.g., fake messages, public profiles).

Trainer / Teacher Guide

Detailed guide with step-by-step activity instructions, time allocation for each phase, and tips for leading discussions.

Participant Resources

- List of recommended online tools for checking digital footprints.
- Guide for creating secure passwords and setting up two-factor authentication.
- Links to relevant laws and guidelines (e.g., Personal Data Protection Act, EU and UNICEF recommendations).

Evaluation Sheet
A short survey/reflection on what teachers have learned and how they plan to apply this knowledge in their work with students.

Conclusion

Activity: “Recognize and Respond – Cyberbullying in Schools”
The activity “Recognize and Respond – Cyberbullying in Schools” provides teachers with comprehensive preparation for identifying, understanding, and appropriately responding to online violence among students. Through interactive methods, including case studies, simulations, and role-playing, participants are trained to recognize various forms of cyberbullying, such as offensive messages, sharing inappropriate content, or excluding students from digital communities. The activity enables teachers to understand the impact of such behavior on students’ mental health and to develop empathy toward victims, which is a key element of prevention and intervention.

Case study analysis and practical simulations allow participants to examine real-life situations from the school environment and develop concrete response strategies. Through guided discussions and peer feedback, teachers identify risky behaviors, propose preventive measures, and learn how to implement school procedures in case of incidents. Micro-teaching and reflection help participants design methods to present the concept of responsible online behavior and

cyberbullying prevention to students in a clear and engaging manner.

Technological tools, such as projectors, digital collaboration platforms, and online resources, facilitate dynamic and participatory teaching, while the flexibility of the activity—through individual work, pair work, or group discussions—ensures adaptability to different levels of teacher experience and competence. The activity empowers teachers to enhance their professional skills, develop awareness of online ethics and safety, and integrate preventive strategies into their daily work with students.

The conclusion of this activity is that teachers become active agents in creating a safe digital environment in schools. The acquired knowledge and practical skills enable them not only to respond to cyberbullying incidents but also to encourage students to behave responsibly, ethically, and safely online, thereby contributing to the long-term development of a healthy and supportive digital culture in the educational setting.

Activity 2

DIGITAL SHIELD – CREATING A PERSONAL SAFETY PLAN

Suggested activity duration: 60 minutes
Individual/Group: Individual and Group Work

Activity Description
The aim of this activity is for teachers to develop a concrete, actionable digital safety plan that they can apply in their personal work as well as in their work with students. The activity combines guided learning, practical tasks, and discussion:

Introduction and Presentation of Objectives (10 minutes):
The trainer explains the importance of having a personal digital safety plan.
A brief discussion follows about participants' previous experiences and issues identified in the prior activity, "Recognize and Protect Your Data"

Risk Analysis and Threat Identification (15 minutes)
Teachers individually assess their digital habits and vulnerabilities.
Group discussion on the most common threats (phishing, misinformation, weak passwords, inappropriate sharing of information).

Creating a Personal Digital Safety Plan (25 minutes)
Each participant develops a concrete plan:

- Setting strong passwords and enabling two-factor authentication.
- Rules for sharing information online.
- Strategies for recognizing suspicious messages and links.
- Regular software updates and antivirus protection.

Ideas are shared within the group, and participants receive advice from colleagues.

Presentation of Plans and Peer Feedback (5 minutes)

- Volunteers present their plans and receive suggestions from colleagues.

Conclusion and Application in Teaching (5 minutes)

- Discussion on how to adapt the plans and transfer them to students through practical examples and school projects.

Outcome(s):

- Teachers can identify common online privacy risks and threats.
- Teachers can instruct students on practical steps to protect personal data and secure online accounts.
- Teachers know how to promote safe practices for sharing information on social media and other online platforms.

Setting and materials

Worksheets with Suggested Digital Safety Plan Templates

Each participant receives a worksheet containing the basic steps for creating a plan: identifying personal data shared online, assessing risks, and defining protective measures. These templates serve as a guide, but participants can supplement them with their own ideas and experiences.

Laptop or Tablet for Exploring Digital Footprint and Online Tools

Teachers use devices to check their digital footprint (data searches, reviewing publicly available information, checking privacy settings). They also explore available tools to enhance security—password managers, two-factor authentication, security settings on social media, and school platforms.

Flipchart or Digital Collaborative Tools (e.g., Padlet, Jamboard, Miro)

Ideas and strategies are recorded collectively, allowing visualization of the process and exchange between groups. Each group creates its own “digital shield” – a set of rules and recommendations for data protection, which is then presented to others.

Practical Examples and Guides

The trainer provides short guides or infographics on recognizing threats (phishing, malicious links, weak passwords). These materials help teachers more easily convey what they have learned to students.

Projection or Presentation with Real-Life Examples
A projector or interactive whiteboard is used to display real examples (e.g., phishing emails, privacy settings on networks), creating a visual and practical connection to the theory.

Pedagogical approach used

Role-Playing (Simulation of Real Digital Threats)
Participants take on the roles of a teacher, student, or potential "attacker." For example, one group may be tasked with creating a phishing message, while another group analyzes how they would respond and which protective measures they would implement. This type of simulation helps teachers experience threats more realistically and learn how to recognize them and explain them to students.

Group Analysis and Discussion
Teachers work in small groups to analyze their own digital habits, identify common vulnerabilities, and propose solutions. The group dynamic allows multiple perspectives to be heard, and the discussion leads to the development of practical and realistic strategies that each participant can apply in their own environment.

Micro-Teaching and Guided Reflection
Each teacher has the opportunity to present part of their digital safety plan to the group as if explaining it to students. Other participants provide feedback, while the trainer guides the reflection—what was clear, and what could be made more practical or engaging for students. This process helps develop knowledge transfer skills.

Project-Based Learning – Creating a Plan as a Mini-Project
The activity is structured so that the final outcome is a personal "digital shield"—an individual data protection plan. Participants go through the process of defining the problem, designing solutions, and presenting results. This way, they obtain a concrete, practical product that can be used personally and also applied in student projects.

Technology requirements:
Computers, Tablets, or Smartphones
Each participant should have access to a personal device for researching and creating their "digital shield." Computers make it easier to work with more complex documents and provide better visibility, while tablets and smartphones offer convenience and flexibility.

Stable Internet Access
The activity requires continuous internet connectivity, as participants explore online tools to check their digital footprint, password security, and privacy settings on various platforms. A stable connection is crucial for smooth participation.

Digital Collaboration Tools
Platforms such as Miro, Google Docs, or Mentimeter are used for collectively mapping risks, creating checklists, and sharing ideas. These tools allow real-time data collection and visualization during group work, fostering interactivity.

Tools for Security Testing and Evaluation
It is recommended to use online tools to check password strength (e.g., “How Secure Is My Password”), analyze digital footprints (e.g., Google search with filters), and simulate phishing attacks. This approach immediately connects theory with practical experience.

Projector or Smart Board
These are needed for collectively displaying group work results, discussions, and guided reflections. Visualizing content facilitates learning and ensures all participants can follow the flow of the activity.

Security Tools and Resources
Examples of software for two-factor authentication (e.g., Google Authenticator) can be used, as well as educational platforms (e.g., free EU GDPR guides or organizations specializing in digital security).

Adaptability for diverse participants:
Different Levels of Digital Literacy
The activity is designed to include teachers with basic, intermediate, and advanced knowledge of digital tools. For less experienced teachers, clear templates and practical examples are used (e.g., checking password strength or adjusting privacy settings on social media). For more advanced participants, more complex tasks are included, such as analyzing security settings across multiple platforms and using additional data protection tools.

Individual and Group Preferences
During the activity, there is a balance between individual tasks (creating a personal security plan) and group discussions (sharing experiences and analyzing threats). This allows participants to work at their own pace while also having the opportunity to learn through interaction with colleagues.

Practical Applicability in Teaching
The plan that teachers create during the activity can be adapted to the level of the students they work with – simpler versions for younger students and more detailed versions for older high school students. This ensures that what teachers develop during the training can be immediately applied in the classroom.

Supporting documents:
Worksheet: "My Digital Shield"
Template for a digital security plan with sections:
My Accounts and Passwords (assessing strength, need for changes, enabling 2FA-Two-Factor Authentication)

Privacy settings (on social networks, email, apps).
Risk identification (examples of phishing messages, fake profiles, scam messages).
My action plan (steps I will implement in the coming week/ month).
Checklist: “Safe Steps Online”
A list of practical measures that teachers and students can use (e.g., “I verify information sources,” “I don’t use the same password for multiple accounts,” “I regularly update my apps”). Used as a self-assessment tool.

Case Studies and Scenarios
Short descriptions of real-life situations (e.g., phishing email, sharing photos without permission, fake prize contest).
Tasks for participants: identify the threat and suggest protective measures.

Guide: “Top 10 Digital Safety Rules”
A concise resource for teachers and students summarizing the most important guidelines.
Can be prepared in PDF format as a resource for future use.

Plan Evaluation Table
Allows teachers to assess the quality of the created “Digital Shield.”
Criteria: clarity of the plan, applicability, concrete steps, sustainability.

Resources and Links
A list of recommended tools and websites for checking password security, learning about phishing, and managing privacy settings.
Example: Google Safety Center, EU GDPR guides, Safe Internet Center

Unit conclusion

“Digital Shield – Creating a Personal Safety Plan” emphasizes the crucial role of teachers in developing digital awareness and safe practices among students, as well as among the training participants themselves. In today’s digital environment, every individual leaves traces of their online activities, which entails potential risks to privacy and personal data security. Through this activity, teachers had the opportunity to engage in practical exercises, simulations, and analyses of real and fictional scenarios to identify possible threats, understand their implications, and develop strategies for protecting their digital identity.

Through guided discussions and role-playing, participants became familiar with various types of risks—from phishing messages and weak passwords, to inadequate sharing of information on social media, and even sophisticated forms of social engineering. Analysis of concrete examples enabled teachers to recognize vulnerable points in the digital environment and to design appropriate preventive measures. Micro-teaching and guided reflection gave participants the opportunity to consider how to convey these principles to students, while also developing their own personal digital security strategies.

Creating a personal security plan—the “Digital Shield”—enabled teachers to apply what they learned in a practical format, developing skills in planning, organizing, and assessing their own digital behavior. The activity also empowered participants to critically evaluate their exposure to risks and to recognize the importance of continuously monitoring and updating protective measures. Group work and collaborative discussions contributed to the exchange of experiences and ideas, giving teachers different perspectives and concrete examples of best practices.

Beyond technical aspects, the activity highlighted the pedagogical dimension—showing how teachers, through their behavior, guidance, and classroom practice, can foster student awareness of the importance of privacy, security, and responsible management of personal data. By creating a digital security plan, participants acquired a concrete tool they can use in their teaching process, as well as a model for students to follow.

Unit No **4**

Cyberbullying and Online Communication Ethics

Outcomes

- Teachers recognize various forms and signs of cyberbullying.
- Teachers know how to implement strategies to prevent and address cyberbullying in the classroom.
- Teachers know how to foster respectful and ethical online communication among students.

Short Theoretical Description

In today's digital environment, an increasing number of students spend a significant portion of their time online, which creates opportunities for various risks, including cyberbullying and unethical behavior in online communication. Teachers play a key role in recognizing these challenges, educating students about responsible online behavior, and fostering a positive digital environment in schools.
Cyberbullying includes offensive messages, excluding students from online communities, sharing inappropriate content without consent, impersonation, and other forms of aggressive behavior in the digital space. The consequences of cyberbullying can be serious and long-lasting, including emotional stress, reduced self-confidence, anxiety, and difficulties in social interaction.

Activity 1

RECOGNIZE AND RESPOND – CYBERBULLYING IN SCHOOL

Suggested activity duration: 60 minutes
Individual/Group: Group (with individual reflections)

Activity Description
In this activity, teachers will analyze different forms of cyberbullying through interactive examples and case studies, including offensive messages, excluding students from online communities, sharing inappropriate photos, and impersonation. The activity includes:

Introduction and Motivation (10 min): Presentation of basic concepts of cyberbullying and its effects on students' mental health, followed by a brief discussion of personal experiences.

Case Study Analysis (20 min): Work in small groups to identify threats and vulnerabilities, and to design preventive measures.

Practical Tasks (20 min): Individual reflection – participants assess how they would respond in various school situations; group task – creating a guide for intervention and victim support.

Discussion and Conclusions (10 min): Sharing experiences, peer feedback, and summarizing key learnings.

Activity Description

In this activity, teachers will analyze different forms of cyberbullying through interactive examples and case studies, including offensive messages, excluding students from online communities, sharing inappropriate photos, and impersonation. The activity includes:

Introduction and Motivation (10 min): Presentation of basic concepts of cyberbullying and its effects on students' mental health, followed by a brief discussion of personal experiences.

Case Study Analysis (20 min): Work in small groups to identify threats and vulnerabilities, and to design preventive measures.

Practical Tasks (20 min): Individual reflection – participants assess how they would respond in various school situations; group task – creating a guide for intervention and victim support.

Discussion and Conclusions (10 min): Sharing experiences, peer feedback, and summarizing key learnings.

Outcome(s):

- Teachers recognize various forms and signs of cyberbullying.
- Teachers know how to implement strategies to prevent and address cyberbullying in the classroom.
- Teachers know how to foster respectful and ethical online communication among students.

Setting and materials

Projector or Laptop: Used to display concrete examples, video materials, news about cyberbullying cases, and educational content illustrating different forms of online abuse.

Worksheets: Include detailed case studies with discussion questions, risk analysis tasks, and guided instructions for identifying potential threats. Worksheets serve for structured consideration of situations and can also be used to facilitate group discussions.

Flipchart or Online Tools for Recording Strategies: Allow participants to note key conclusions, create visual maps of problems and solutions, or collaboratively develop intervention guides. Digital tools such as Miro, Google Docs, or Mentimeter facilitate simultaneous collaborative learning, especially for larger groups or remote work.

Internet Access: Required for checking additional resources, legal frameworks, school policy guidelines, and examples of good

Pedagogical approach used

Role-playing and Real-Life Simulations: Allows teachers to practice responses to various scenarios and develop communication skills with students and parents.

Group Analysis and Discussion: Encourages the exchange of experiences, critical thinking, and collaborative development of solutions.

Micro-Teaching and Guided Reflection: Participants create mini-lessons or explanations for students and then reflect on the effectiveness of their approaches.

Project-Based Learning: Involves creating intervention guides or response plans as mini-projects that can be implemented within the school context.

Technology requirements:
Computers, Laptops, or Tablets: Essential for displaying educational content, video materials, and case studies. Participants also use these devices for hands-on work with digital tools, such as PDF worksheets, online quizzes, or interactive exercises.

Stable Internet Access: Enables participants to access additional resources, relevant articles, and practical guidelines, as well as to work simultaneously on digital platforms. It is also necessary for using cloud services and collaborative tools in real time.

Digital Collaboration Tools: (Miro, Google Docs, Mentimeter) are used for recording conclusions, brainstorming, creating guides, and process maps. These tools allow participants to work together, comment, edit content, and share ideas, enhancing interactivity and practical application of knowledge.

Additional equipment: Projector or smart screen for displaying group work results, slides, and video materials; speakers for playing audio and video content illustrating real cyberbullying situations.

Adaptability for diverse participants:
Task complexity: Case studies and practical exercises can be adapted to the participants' prior experience, creating simpler scenarios for beginners or more complex situations for participants with greater experience in working with digital environments and cyberbullying issues.

Flexibility in work format: A combination of individual work, pair work, and group discussions allows each participant to engage actively according to their abilities and prior knowledge. Those who feel less confident can work individually, while more experienced participants can lead discussions or assist colleagues.

Choice of roles in simulations: Participants have the option to choose a role in simulations—victim, observer, or teacher—which fosters empathy, practical understanding of different perspectives, and engagement of all types of participants.

Adaptable resources: Additional materials, such as video examples, guides, or online interactive content, can be used as needed depending on participants' knowledge and experience levels.

Group support: During the activity, the trainer can provide additional explanations or guidance to less experienced participants, while more experienced participants can take on a mentoring role with colleagues, further promoting collaborative learning and knowledge sharing.

Supporting documents:

Detailed worksheets with case studies and guided questions: They include various cyberbullying scenarios, from simpler to more complex, with guided questions that help teachers analyze situations, identify the roles of the victim, perpetrator, and observer, and develop intervention strategies. These worksheets serve as a basis for group discussions and simulations.

Step-by-step guide for identification and intervention: Covers a systematic approach to recognizing different forms of cyberbullying, recommended procedures for responding in a school environment, as well as suggestions for preventive measures and educational activities that teachers can implement in the classroom. The guide is practical and applicable in daily work.

Checklist for monitoring responses and supporting victims: Enables teachers to systematically track actions and assess the effectiveness of their interventions. It includes success indicators, recording student reactions, and steps for continuous support.

Suggested teaching materials and additional resources: Include links to educational videos, interactive online tools, infographics, and lesson plans that can be integrated into various subjects. These materials allow teachers to continuously foster digital ethics, critical thinking, and safe online behavior in students.

Additional tools for reflection and evaluation: Templates for note-taking and self-assessment of teachers' readiness to intervene, as well as recommendations for peer exchange of experiences and conducting workshops within the school.

Conclusion

The activity highlighted the importance of teachers recognizing and understanding the various risks to which personal data is exposed in the digital environment. Through the analysis of case studies and practical exercises, participants had the opportunity to see how much digital trace they leave daily and how it can be misused. It was particularly emphasized that personal data does not only refer to names, but also to a range of information we share—photos, location, habits, as well as information about students and the school environment.

By combining individual work with group discussions, teachers practiced identifying typical online threats such as phishing, fake messages, improper information sharing, and weak passwords. Through reflection and peer feedback, they developed practical strategies for data protection that are applicable both personally and in the school context. This process encouraged the exchange of experiences and collaborative problem-solving, which further strengthened participants' sense of security and competence.

An important part of the activity was exploring one's own digital footprint. Teachers had the chance to check what information about them is publicly available and to consider what should be adjusted to better protect privacy. This raised awareness that they serve as role models for students in digital behavior and that responsible management of their own data can directly contribute to educating young people

The conclusion of this activity is that enhancing teachers' digital literacy is a key step toward creating a safe educational environment. After the session, teachers were empowered with knowledge and practical tools to guide students in responsible internet use and to teach them how to recognize and avoid risks. The activity thus delivered dual value—improving teachers' personal competencies and providing a foundation for higher-quality work with students in the field of digital safety.

Activity 2

ETHICS OF ONLINE COMMUNICATION – CREATING A POSITIVE DIGITAL ENVIRONMENT

Suggested activity duration: 60 minutes
Individual/Group: Group (with individual reflections)

Activity Description
This activity is designed to equip teachers with the skills to recognize ethical and unethical communication patterns in the digital environment and to develop strategies for teaching students responsible online behavior. The activity is divided into several steps:

Introduction and Motivation (10 min)
The trainer presents the basic principles of online communication ethics, including respect, responsibility, privacy protection, and copyright adherence. The discussion covers the impact of inappropriate communication on school and social life, as well as how positive online interaction contributes to a healthy digital culture. Participants share their experiences and observations, increasing engagement and motivation.

Example Analysis (20 min)
Participants work in small groups to analyze fictional and real examples of messages, comments, and posts that illustrate ethical or unethical digital content. They identify the negative consequences of inappropriate behavior, including emotional impact on students, erosion of trust, and potential legal ramifications. Group discussion allows for the exchange of experiences and a collective understanding of the issues.

Discussion and Conclusions (10 min)
Group reflection on key learnings and sharing of peer feedback. Teachers summarize strategies that can be immediately applied in the school and plan further activities to promote a positive digital environment.

Outcome(s):

- Teachers recognize various forms and signs of cyberbullying.
- Teachers know how to implement strategies to prevent and address cyberbullying in the classroom.
- Teachers know how to foster respectful and ethical online communication among students.

Setting and materials

Projector or Laptop for Displaying Examples of Online Communication: Enables participants to follow real examples of ethical and unethical messages, comments, and posts on social media, school platforms, or email. Visual displays help better understand situations and facilitate group discussions.

Worksheets with Questions and Tasks for Creating the Code: Contain structured questions and practical tasks that guide participants through analyzing online communication and designing guidelines. Include scenarios for discussion, reflection on personal digital behavior, and suggestions for integrating ethical rules into teaching.

Flipchart or Digital Collaboration Tools (Miro, Google Docs): Used for recording ideas, brainstorming, and jointly creating the “Code of Ethical Online Communication.” They allow simultaneous note-taking, visualizing connections between problems and solutions, and facilitate group interaction and discussion.

Additional Support: Participants can use lecture notes, manuals, and online resources to check examples and expand their own guidelines. The combination of digital and traditional materials ensures flexibility and active participation for all teachers, regardless of prior experience or technical skills.

Practical Application: The materials enable teachers to immediately design and test guidelines, create practical tasks for students, and integrate the principles of ethical communication into various subjects.

Pedagogical approach used

Role-playing and Ethical Dilemma Simulation: Participants assume the roles of students, teachers, or parents to practically experience various online communication situations, including conflictual or unethical scenarios. This method helps develop empathy, recognize the consequences of inappropriate behavior, and test intervention strategies in a safe environment.

Group Analysis and Discussion: Participants work in small groups on specific communication examples, identifying ethical and unethical patterns and discussing potential consequences. A subsequent plenary discussion allows for the exchange of experiences between groups, considering problems from different perspectives, and collaboratively developing guidelines.

Micro-teaching and Guided Reflection: Teachers design short teaching activities or scenarios that can be directly applied in their work with students. This is followed by guided reflection, where participants consider their own digital behavior, the effectiveness of their strategies, and ways to adapt them for different ages and situations.

Project-Based Learning: Participants create a “Code of Ethical Online Communication” as a mini-project, which involves planning, drafting, testing, and adapting guidelines for ethical communication in the school context. This approach promotes active learning, collaboration, critical thinking, and a sense of responsibility, while simultaneously producing concrete materials that can be applied in teaching practice.

Integration of Practical and Reflective Methods: By combining simulations, discussions, micro-teaching, and project tasks, participants develop a comprehensive understanding of online communication ethics, acquire practical skills, and gain the ability to continuously adapt their approach according to their experience and the needs of their students.

Technology requirements:
Computers, laptops, or tablets – enable the display of educational content, interactive examples, and the execution of practical tasks in digital tools. Participants can simultaneously explore examples of online communication and work on their own tasks.

Stable internet access – necessary for searching additional real-life examples and resources, including news articles, social media, and online platforms, allowing participants to observe real situations and trends in digital communication.

Digital collaboration tools (Miro, Google Docs, Mentimeter) – enable simultaneous idea capturing, brainstorming, and joint creation of codes and guidelines. Through these tools, participants can work in groups in real time, visualize discussions, organize feedback, and document created materials for later classroom use.

Optional multimedia resources – projector or interactive whiteboard for presentations, video clips, and examples of ethical and unethical digital interactions, allowing participants to better understand different scenarios and analyze behavioral consequences.

Software support and platforms – access to tools for quizzes, surveys, and evaluations (e.g., Kahoot, Mentimeter), which facilitate active participation of all participants and provide instant feedback during activities.
Security tools and recommendations – options to protect participants' personal data while working online, such as private browsers, document-sharing controls, and security settings within digital tools.

Adaptability for diverse participants:
The activity allows for individual reflection, pair work, and group discussion, ensuring active participation of all participants regardless of prior experience or knowledge level in digital ethics.
Examples and tasks can be scaled—from simpler situations involving basic forms of unethical communication to more complex scenarios that include various digital platforms and student interactions.
Participants have the option to choose the focus of the activity (social media, email, school platforms, chat groups), making the content more relevant and practical for their daily work.
The activity encourages reflection on personal digital behavior and enables teachers to identify their strengths and weaknesses in guiding ethical communication, contributing to professional development.

Its flexible structure allows adaptation to group size, student age, and specific school needs, increasing applicability across different educational contexts.

Supporting documents:
Detailed worksheets and examples of online communication containing scenarios of ethical and unethical behavior, discussion questions, and analysis tasks.

A proposed format for the “Code of Ethical Online Communication,” which can be directly implemented in schools and used as a practical tool in working with students.

A checklist for classroom implementation and evaluation of student behavior, allowing for systematic review and monitoring of the code’s effectiveness, identification of problematic patterns, and planning of additional activities.

Additional manuals and guides with examples of teaching activities and scenarios for the continuous improvement of digital ethics and a positive digital environment in schools.

Digital templates and collaboration tools, enabling participants to easily adapt and share created documents with colleagues or students.

Unit conclusion

The activity “Ethics of Online Communication – Creating a Positive Digital Environment” provides teachers with practical skills and tools to foster responsible and ethical behavior among students in the digital space. Through the analysis of examples, group discussions, and the creation of a “Code of Ethical Online Communication,” participants become capable of recognizing unethical communication patterns, understanding the consequences of inappropriate behavior, and developing

strategies for prevention and intervention. Individual reflection on one's own digital behavior helps teachers identify their habits and set an example for students, while group work facilitates experience-sharing and collaborative learning.

Participants actively work on creating guidelines that can be immediately applied in the classroom and integrated across various subjects, promoting responsibility, respect, and empathy in online communication. Technological tools, including projectors, digital collaboration platforms, and the internet, enable dynamic work and interactive learning, while the flexibility of the activity ensures adaptability to different levels of teacher experience.

The conclusion of the activity is that teachers not only learn about the ethics of online communication but also become active creators of a positive digital environment in their schools. The knowledge and skills gained enable them to teach students how to use digital tools responsibly, recognize ethical dilemmas, and develop awareness of the consequences of their actions, thereby contributing to the long-term development of a safe and supportive digital space in education.

MODULE №2

Media Literacy and Critical Thinking

This module focuses on training teachers to guide students in critically analyzing media content and sources, understanding online impact, and becoming responsible consumers and creators. Topics should include identifying misinformation, fake news, AI-generated and other kinds of manipulated content, understanding algorithms and copyright

Module 2:
Media Literacy and Critical Thinking

Keywords: Literacy, critical thinking, reading comprehension, analytical skills, reflective thinking, reasoning, argumentation, metacognition, media literacy, questioning strategies

Scope

This module covers foundational concepts and practical approaches for integrating literacy and critical thinking into daily teaching. It highlights the role of questioning, discussion, and text analysis in helping students become independent thinkers and effective communicators.

Training Aims

- To enhance teachers' understanding of digital safety principles and common online risks.To deepen teachers' understanding of literacy development and critical thinking processes..
- To equip teachers with instructional strategies that promote active reading and critical analysis.
- To encourage the use of questioning and dialogue to stimulate higher-order thinking.
- To support students in evaluating information critically and constructing well-reasoned arguments.

Theoretical Background

This training module is designed to prepare teachers to guide students in critically analyzing media content. In today's digital environment, young people are continuously exposed to information from diverse and often conflicting sources. Social media, news platforms, advertisements, and entertainment all contribute to shaping opinions, values, and behaviors. For this reason, media literacy—understood as the ability to access, evaluate, analyze, create, and communicate media messages—has become a central educational priority.

Media messages are never neutral; they are constructed with specific purposes, shaped by cultural values, and influenced by economic or political interests. Helping students to uncover these underlying structures requires that teachers themselves understand the theoretical foundations of media literacy. The field draws on semiotics, cultural studies, and critical pedagogy, emphasizing that meaning is produced through representation and power relations. Teachers who are trained in this perspective can help students ask questions such as: Who created this message? For what purpose? What techniques are being used to attract attention? Whose voices are included or excluded?

Critical thinking provides the cognitive framework to support this analysis. It involves questioning assumptions, recognizing bias, distinguishing fact from opinion, and evaluating the reliability of evidence. When paired with media literacy, critical thinking empowers students to become not only informed consumers of media but also responsible and creative producers. For instance, by analyzing how news headlines frame events differently across outlets, students learn to identify ideological bias. By examining viral social media trends, they can reflect on how algorithms influence visibility and public opinion.

For teachers, the constructivist approach offers a powerful pedagogy. Rather than delivering ready-made answers, educators act as facilitators who encourage inquiry, dialogue, and reflection. Paulo Freire's concept of critical pedagogy further underlines the importance of linking media analysis to students' lived realities, enabling them to "read the world" and challenge dominant narratives. This approach fosters active citizenship and prepares learners to engage with society thoughtfully and responsibly.

By combining media literacy and critical thinking, teachers can transform classrooms into spaces where students learn not only to consume media but to question, challenge, and contribute meaningfully to the media landscape.

Topics / Units	**Learning Outcomes**
1. **Foundations of Literacy and Critical Thinking**	• Teachers can define key concepts of literacy and critical thinking and explain their importance in education. • Teachers can apply principles of copyright to select, use, and share educational resources responsibly.

Topics / Units	Learning Outcomes
2. **Questioning and Discussion Techniques to Foster Thinking**	• Teachers know how to employ effective questioning strategies to promote student analysis and reflection. • Teachers know how to facilitate classroom discussions that encourage students to consider multiple perspectives.
3. **Reading Comprehension Strategies for Deep Understanding**	• Teachers are able to teach students active reading techniques, including predicting, summarizing, and questioning. • Teachers know how to support students in connecting ideas across texts and contexts. • Teachers can teach students to analyze and evaluate sources for accuracy, relevance, and credibility.
4. **Evaluating and Creating Arguments and Media Literacy**	• Teachers can guide students in assessing the credibility of information and identifying bias. • Teachers can explain how algorithms influence information consumption and digital content. • Teachers know how to help students construct coherent, evidence-based arguments in oral and written forms.

Conclusion

This module highlights the importance of equipping teachers with the knowledge and strategies to foster media literacy and critical thinking in their classrooms. In a world where students encounter a constant flow of information, the ability to question sources, detect bias, and evaluate credibility is essential for lifelong learning and democratic participation. Teachers who adopt this approach help students recognize that media messages are constructed, purposeful, and often shaped by social and political interests. By modeling inquiry and encouraging reflection, educators empower learners not only to consume media critically but also to create responsible, ethical, and socially conscious content. In doing so, classrooms become spaces that nurture informed, engaged, and active citizens

Unit No 1
Foundations of Literacy and Critical Thinking

Outcomes

- Teachers can define key concepts of literacy and critical thinking and explain their importance in education.
- Teachers can apply principles of copyright to select, use, and share educational resources responsibly.

Short Theoretical Description

The foundations of literacy and critical thinking provide teachers with the essential tools to guide students in navigating today's complex information landscape. Literacy is no longer limited to reading and writing but also involves interpreting diverse media, evaluating sources, and creating knowledge responsibly. Critical thinking complements literacy by enabling learners to question assumptions, analyze arguments, and make evidence-based judgments. Together, these skills empower teachers to foster independent, reflective, and ethical learners. In addition, understanding copyright principles ensures that teachers and students engage with educational resources responsibly, respecting intellectual property while promoting creativity and collaboration. This theoretical basis emphasizes the role of educators not only as transmitters of knowledge but also as facilitators of inquiry, equipping students with lifelong skills to participate actively in democratic and digital societies.

Activity 1

SPOT THE BIAS – MEDIA MESSAGE ANALYSIS

Suggested activity duration: 40 minutes
Individual/Group: Group of 4

Activity Description
Warm-up (5 mins):
The trainer shows a short SM post and asks: “What’s the main message? Who wrote it?” Teachers share quick answers.

Group Task (10 mins):
Each group gets two versions of the same news (one from a neutral site, one biased). They highlight words that show emotion, exaggeration, or bias.

Compare & Discuss (10 mins):
Groups answer worksheet:
1. Who is the target audience?
2. What facts vs. opinions?
3. What’s left out?

Presentation (10 mins):
Groups stick their findings on the wall/board. Each group briefly explains differences. A menti, kahoot, and canva can be used to foster the procedure.

Reflection (5 mins):
The trainer asks: “How would you guide students to spot bias?” Teachers suggest strategies. “REWRITE” activity: The audience is asked to rewrite the post in a healthier way.

Outcome(s):

- Teachers can define key concepts of literacy and critical thinking and explain their importance in education.

Setting and materials:
Setting: Classroom, groups of 4.
Materials:
Two contrasting news articles per group (printed), highlighters, worksheet with guiding questions, sticky notes.

Pedagogical approach used
This activity uses critical pedagogy and collaborative learning. Teachers actively analyze texts, question perspectives, and co-construct meaning. It fosters critical thinking by comparing sources and reflecting on how to guide students in media literacy.

Technology requirements:
Projector

Adaptability for diverse participants:
Adaptable by simplifying texts for less experienced teachers or using complex, discipline-specific sources (science news, political commentary) for advanced groups. For multilingual settings, articles can be in participants’ teaching language.

Group work ensures peer support, allowing varying levels of skill to complement each other.

Activity 2

SPOT THE BIAS – MEDIA MESSAGE ANALYSIS

Suggested activity duration: 40 minutes
Individual/Group: Group of 4

Activity Description
Icebreaker 0–5 min Trainer asks: “Have you ever copied material for class without thinking about copyright?” (raise hands, no names).
Mini-input 5–10 min Trainer explains copyright basics + Creative Commons symbols (slides or posters).
Detective Task 10–20 min In pairs, teachers receive “evidence cards” (images, texts, videos with usage notes). They decide: ✓ legal / ✘ not legal for classroom.
Role-play 20–30 min Each pair justifies their choice: “We are the copyright detectives. We allow/ban this use because…”
Correct Answers 30–35 min The trainer reveals correct decisions and explains reasoning.
Wrap-up 35–40 min Teachers share one practical classroom rule to promote ethical use.

Outcome(s):

- Teachers can apply principles of copyright to select, use, and share educational resources responsibly.

Group work ensures peer support, allowing varying levels of skill to complement each other.

Setting and materials
Setting: Classroom with projector.
Materials: Slides on copyright basics,
"evidence cards" (printed),
copyright checklist handout.

Pedagogical approach used
This activity uses critical pedagogy and collaborative learning. Teachers actively analyze texts, question perspectives, and co-construct meaning. It fosters critical thinking by comparing sources and reflecting on how to guide students in media literacy.

Technology requirements:
Projector

Adaptability for diverse participants:
Adaptable by tailoring "evidence cards" to participants' contexts (e.g., textbook images for primary teachers, YouTube clips for secondary). Trainers can adjust difficulty—basic "legal/not legal" for beginners, or nuanced Creative Commons scenarios for advanced groups. Role-play supports diverse learning styles and comfort levels.

Supporting documents for this unit:
Activity 1: ACT 1.docx
TT1 Spot the Bias

Unit conclusion

These activities equip teachers with hands-on strategies to foster media literacy and responsible digital use. By analyzing bias and practicing copyright awareness, participants not only sharpen their own critical skills but also gain adaptable methods to guide students in questioning, evaluating, and ethically engaging with media.

Unit No **2**

Questioning and Discussion Techniques to Foster Thinking

Outcomes

- Teachers know how to employ effective questioning strategies to promote student analysis and reflection.
- Teachers know how to facilitate classroom discussions that encourage students to consider multiple perspectives.

Short Theoretical Description

In media literacy education, questioning and discussion techniques empower students to think critically about the messages they encounter. Thoughtful, open-ended questions move learners beyond surface comprehension to deeper analysis of sources, intentions, and hidden biases. By probing facts versus opinions and asking whose voices are included or excluded, teachers guide students to reflect on credibility and perspective. Structured discussions then allow learners to hear multiple viewpoints, compare interpretations, and develop reasoned arguments. Through these practices, teachers foster an inquiry-driven classroom where dialogue sharpens both critical thinking and responsible media engagement.

Activity 1

QUESTION BUILDER: CRAFTING CRITICAL QUESTIONS

Suggested activity duration: 40 minutes
Individual/Group: Group of 4

Activity Description

0–5 min | Warm-up: Trainer shows a media clip (e.g., 1-minute ad or news headline). Teachers quickly share first reactions.

5–15 min | Input & Examples: Trainer introduces Bloom's Taxonomy levels of questions with media-related samples.

15–25 min | Group Task: Each group creates 3–4 open-ended, critical questions about the media clip (e.g., "Whose perspective is missing?").

25–35 min | Sharing: Groups exchange questions and answer each other's, comparing interpretations.

35–40 min | Reflection: Trainer asks: "How could you use this technique in your own classroom?"

Outcome(s):

- Teachers know how to employ effective questioning strategies to promote student analysis and reflection.

Suggested activity duration: 40 minutes
Individual/Group: Group of 4

Activity Description
0–5 min | Warm-up: Trainer shows a media clip (e.g., 1-minute ad or news headline). Teachers quickly share first reactions.

5–15 min | Input & Examples: Trainer introduces Bloom's Taxonomy levels of questions with media-related samples.

15–25 min | Group Task: Each group creates 3–4 open-ended, critical questions about the media clip (e.g., "Whose perspective is missing?").

25–35 min | Sharing: Groups exchange questions and answer each other's, comparing interpretations.

35–40 min | Reflection: Trainer asks: "How could you use this technique in your own classroom?"

Outcome(s):

- Teachers know how to employ effective questioning strategies to promote student analysis and reflection.

Setting and materials
Setting: Classroom, groups of 3–4.
Materials: Bloom's Taxonomy question stems, chart paper or sticky notes.

Pedagogical approach used
Uses constructivist pedagogy and inquiry-based learning. Teachers actively build knowledge by creating and testing questions, moving from theory to practice. Collaborative group work fosters peer learning and critical engagement with media texts.

Technology requirements:
Projector/printouts of media clip

Adaptability for diverse participants:
Can be adapted with simpler media texts for beginners or complex, discipline-specific sources for advanced groups. Question stems can be provided as scaffolds for less experienced teachers, while advanced participants can generate stems themselves. Group collaboration balances mixed skill levels.

Activity 2

FISHBOWL DISCUSSION: EXPLORING MULTIPLE PERSPECTIVES

Suggested activity duration: 40 minutes
Individual/Group: Two halves of the whole group

Activity Description
0–5 min | Setup: Trainer introduces fishbowl method (inner circle discusses, outer circle observes).

5–10 min | Media Prompt: Show a controversial news article or social media post.

10–20 min | Inner Circle Discussion: Half the group discusses the media piece using guiding questions (bias, evidence, impact).

20–30 min | Role Switch: Outer circle shares observations, then swaps with inner circle for second round.

30–35 min | Debrief: Trainer highlights how discussion uncovered diverse perspectives.

35–40 min | Reflection: Teachers note one strategy to foster balanced discussion in their classrooms.

Outcome(s):

- Teachers know how to facilitate classroom discussions that encourage students to consider multiple perspectives.

Setting and materials

Setting: Classroom, chairs arranged in two circles.
Materials: Printed media text/post, guiding question sheet, observation checklist.

Pedagogical approach used

Applies dialogic pedagogy and experiential learning. Teachers experience structured discussion as learners, then reflect as educators. The method models how dialogue reveals multiple perspectives and develops critical thinking through active participation and observation.

Technology requirements:
None

Adaptability for diverse participants:
Easily adjusted by selecting media prompts relevant to participants' context (local news, global issues, subject-specific media). For large groups, multiple fishbowls can run in parallel. Observation checklists support participants with less discussion confidence, ensuring all roles are accessible.

Supporting documents for this unit:
ACT 1-2.docx

Unit conclusion

These activities show teachers how purposeful questioning and structured discussion can deepen media analysis and critical thinking. By designing open-ended prompts and practicing techniques like fishbowl dialogue, teachers learn to guide students in examining bias, weighing perspectives, and engaging in reflective, inquiry-driven dialogue.

Unit No **3**

Reading Comprehension Strategies for Deep Understanding

Outcomes

- Teachers are able to teach students active reading techniques, including predicting, summarizing, and questioning.
- Teachers know how to support students in connecting ideas across texts and contexts.
- Teachers can teach students to analyze and evaluate sources for accuracy, relevance, and credibility.

Short Theoretical Description

Effective reading comprehension goes beyond decoding words; it requires active engagement with texts to construct meaning. Strategies such as predicting, summarizing, and questioning help learners anticipate content, identify key ideas, and critically examine information. Connecting ideas across texts and contexts enables deeper understanding and promotes transfer of knowledge. Evaluating sources for accuracy, relevance, and credibility cultivates critical literacy, preparing students to navigate the complex media landscape. By modeling and practicing these strategies, teachers empower students to become reflective, analytical, and autonomous readers capable of interpreting, questioning, and using information responsibly.

Activity 1

PREDICT, SUMMARIZE, QUESTION (PSQ) TECHNIQUE

Suggested activity duration: 40 minutes
Individual/Group: Groups of 4

Activity Description
0–5 min | Warm-up: Trainer shows a short article or text excerpt. Teachers share what they think it will be about.

5–15 min | Mini-input: Trainer explains PSQ strategy: Predict, Summarize, Question. Demonstrates with an example text.

5 Main Objectives of the PSQ Technique are:
-Activate prior knowledge
Learners preview the text to connect it with what they already know.
-Develop purposeful reading
Students read with clear goals instead of reading passively.
-Improve comprehension
Summarizing and questioning help learners understand key ideas better.
-Increase critical thinking
Formulating questions encourages deeper engagement with the text.
-Promote learner independence
Students learn to approach new texts strategically on their own.

15–25 min | Group Practice: Teachers work in groups. For a new article, they
1. Predict content based on title/first paragraph.

2. Summarize key points of the text.

3. Generate 2–3 critical questions for discussion.

25–35 min | Sharing & Discussion: Groups exchange predictions, summaries, and questions. Trainer guides reflection on accuracy and depth.

35–40 min | Reflection: Teachers note how PSQ can be adapted for their students.

Outcome(s): (Select and copy here the targeted outcomes)

- Teachers are able to teach students active reading techniques, including predicting, summarizing, and questioning.
- Teachers know how to support students in connecting ideas across texts and contexts.

Setting and materials:
Setting: Classroom, groups of 3–4.
Materials: Printed article excerpts, chart paper or worksheets, pens/highlighters.

Pedagogical approach used
Uses constructivist pedagogy and active learning. Teachers engage with texts by predicting, summarizing, and questioning, constructing understanding through hands-on practice.

Collaborative group work fosters peer learning and reflection, modeling strategies for students' deeper comprehension.

Technology requirements:
None

Adaptability for diverse participants:
Texts can be simplified for less experienced teachers or made more complex for advanced groups. Teachers from different subjects can use discipline-specific articles. Group collaboration allows mixed skill levels to support each other, and prompts can be adjusted for varying language proficiency.

Activity 2

SOURCE EVALUATION CAROUSEL

Suggested activity duration: 40 minutes
Individual/Group: in pairs

Activity Description
Time & Steps

0–5 min | Introduction: Trainer introduces criteria for evaluating sources: accuracy, relevance, credibility, bias.

5–10 min | Model Example: Trainer demonstrates evaluating a short article or website.

10–25 min | Carousel Activity: Sets of source cards (articles, websites, social media posts) are placed around the room. Teachers rotate in pairs, spending 3–4 min per source, evaluating it using a checklist.

25–35 min | Debrief: Pairs share insights and compare evaluations. Trainer highlights strategies for guiding students in critical evaluation.

35–40 min | Reflection: Teachers write one practical classroom strategy for teaching source evaluation.

Outcome(s):

- Teachers can teach students to analyze and evaluate sources for accuracy, relevance, and credibility.

Setting and materials

Setting: Classroom with enough space for movement, groups of 2.
Materials: Source cards (printed), evaluation checklists, pens, sticky notes.

Pedagogical approach used

Applies experiential learning and problem-based learning. Teachers actively evaluate diverse sources, applying criteria for accuracy, relevance, and credibility. Rotating carousel format encourages movement, discussion, and observation, promoting critical thinking and practical skills that can be transferred to classroom instruction.

Technology requirements:
None

Adaptability for diverse participants:
Sources can be selected to match participants' teaching context, subject, or local/global relevance. Evaluation checklists can be simplified for beginners or made more detailed for advanced teachers. Pairing and rotating roles ensure all participants actively engage, regardless of prior experience.

Supporting documents for this unit:
ACT 3.docx

Unit conclusion

These activities equip teachers to foster deep reading comprehension and critical thinking. By practicing strategies like predicting, summarizing, questioning, and source evaluation, teachers learn to guide students in actively engaging with texts, connecting ideas across contexts, and assessing information critically, preparing learners to navigate complex media and textual environments with understanding and discernment.

Unit No **4**

Evaluating and Creating Arguments and Media Literacy

Outcomes

- Teachers can guide students in assessing the credibility of information and identifying bias.
- Teachers can explain how algorithms influence information consumption and digital content.
- Teachers know how to help students construct coherent, evidence-based arguments in oral and written forms.

Short Theoretical Description

This module focuses on developing teachers' capacity to foster critical media literacy and argumentation skills in students. Emphasizing social media, it explores how information credibility can be assessed, biases identified, and algorithms recognized as influencers of content consumption. Teachers learn strategies to guide students in constructing coherent, evidence-based arguments in both oral and written forms. By understanding the dynamics of digital media, students are empowered to engage thoughtfully, evaluate sources critically, and communicate persuasively, fostering responsible and informed participation in online spaces.

Activity 1

FACT-CHECK CHALLENGE

Suggested activity duration: 40 minutes
Individual/Group: Pairs

Activity Description
0–5 min: Introduction – facilitator explains importance of fact-checking and identifying bias in digital media.

5–15 min: Teachers receive 3–4 social media posts (real or simulated) containing mixed accuracy. Individually, they identify claims, possible bias, and check credibility.

15–30 min: In pairs, teachers discuss findings and create a mini "student guide" for evaluating similar posts in the classroom.

30–40 min: Whole-group reflection: Each pair shares strategies; facilitator highlights practical teaching tips (checklists, guided questioning, and modeling fact-checking).

Outcome(s):

- Teachers can guide students in assessing the credibility of information and identifying bias.
- Teachers can explain how algorithms influence information consumption and digital content.

Setting and materials
Setting: Workshop classroom with tables for pair work; projector for sample posts

Materials: Printed or digital social media posts, credibility/bias checklist template, pens, whiteboard

Pedagogical approach used
Teachers engage in experiential learning by analyzing real social media posts, collaborate in pairs to compare insights, use guided checklists to discover evaluation methods, and reflect in groups on strategies to teach students critical assessment skills.

Technology requirements:
Projector for sample posts

Adaptability for diverse participants:
Adaptable by varying post complexity, using diverse topics, and offering written, oral, or digital formats to fit teachers' backgrounds and styles.

Activity 2

LESSON LAB: TEACHING EVIDENCE-BASED ARGUMENTS

Suggested activity duration: 40 minutes
Individual/Group: Small groups of 3-4

Activity Description
0–5 min: Introduction – facilitator explains evidence-based argumentation and its relevance for critical thinking.

5–15 min: Teachers select a trending social media topic and individually outline key claims, supporting evidence, and potential counterarguments.

15–30 min: In small groups, teachers design a 10–15 minute mini-lesson or classroom activity to guide students in building arguments from the topic. Include discussion prompts and evidence evaluation tasks.

30–40 min: Groups present mini-lessons; facilitator and peers provide feedback focused on practicality, clarity, and engagement strategies.

Outcome(s):

- Teachers know how to help students construct coherent, evidence-based arguments in oral and written forms.

Setting and materials

Setting: Workshop classroom with small-group tables; (optional) projector for presentations

Materials: Sample social media content, paper or laptops/ tablets, lesson planning template, rubric for evaluating arguments

Pedagogical approach used

Teachers use problem-based learning to design mini-lessons, collaborate in groups to plan activities, construct knowledge by integrating experience with new strategies, and reflect on their lessons through presentations and peer feedback to enhance classroom application.

Technology requirements:
Optional

Adaptability for diverse participants:
Adaptable by letting teachers pick relevant topics, providing scaffolds for novices, and flexible presentation formats for comfort levels.

Supporting documents for this unit:
Activity 1
Mini student guide.jpeg

Activity 2
template.jpeg
rubric.jpeg

Unit conclusion

In this unit, teachers developed practical strategies to foster media literacy and critical thinking in their classrooms. Through evaluating social media content for credibility and bias, they strengthened their ability to guide students in fact-checking and recognizing algorithmic influence. By designing evidence-based argument activities, teachers gained experience in scaffolding students' reasoning and communication skills. The focus on collaboration, reflection, and adaptability ensures these approaches can be applied across diverse classrooms, equipping teachers to cultivate thoughtful, responsible, and informed digital citizens.

MODULE №3

Enhancing Students' Interpersonal Skills

The objective of this training module is to strengthen teachers' capacity to promote effective teamwork and collaboration among students in diverse educational contexts. ce and online learning environments.

To achieve this objective, the module develops teachers' understanding of the principles and benefits of collaborative and cooperative learning, while providing practical strategies for planning, facilitating, and evaluating group work in both face-to-fa A further objective is to equip teachers with tools for managing group dynamics, improving communication, and addressing conflict situations in a constructive and educational manner. The module also has the objective of fostering an inclusive learning environment that recognises diversity, values different contributions, and promotes mutual respect. Through guided reflection and applied activities, the module supports teachers in transferring the acquired knowledge and skills into their own classroom practice, thereby enhancing student engagement, social learning, and group effectiveness.overs theoretical foundations and practical approaches to developing collaborative skills across subjects and age groups. It emphasizes the importance of social and emotional competencies alongside cognitive skills for successful teamwork.

Module 3:
Enhancing Students' Interpersonal Skills

Keywords: Teamwork, collaboration, communication skills, conflict resolution, cooperative learning, group dynamics, leadership, social skills, peer interaction, collaborative problem-solving

Training Aims

- To increase teachers' understanding of the principles and benefits of teamwork and collaboration.
- To equip teachers with strategies for facilitating effective group work and cooperative learning.
- To develop teachers' skills in managing group dynamics and resolving conflicts.
- To foster an inclusive environment that values diverse contributions and promotes mutual respect.

Scope

The module covers theoretical foundations and practical approaches to developing collaborative skills across subjects and age groups. It emphasizes the importance of social and emotional competencies alongside cognitive skills for successful teamwork.

Theoretical Background

Interpersonal skills—such as communication, collaboration, empathy, and conflict resolution—are essential components of students' overall development. While traditional education has focused primarily on cognitive outcomes, growing evidence from educational psychology, neuroscience, and social learning theories emphasizes the importance of social and emotional learning (SEL) as a foundation for academic success and well-being.

According to Vygotsky's socio-constructivist theory, learning is inherently social: students build knowledge through interaction, dialogue, and cooperation. Classroom environments that foster peer-to-peer collaboration not only enhance understanding of content but also support the development of communication skills, self-regulation, and perspective-taking. Bandura's social learning theory further highlights that students learn behaviors and attitudes by observing and modeling others—making the teacher's role as a facilitator and model of effective interpersonal behavior critically important.

Group work, when intentionally structured, supports multiple learning goals. Johnson and Johnson's research on cooperative learning identifies key elements for effective collaboration: positive interdependence, individual accountability, face-to-face interaction, interpersonal and group skills, and group processing. When these elements are in place, group work leads to higher achievement, stronger relationships among students, and greater motivation to learn.

However, collaborative learning also introduces challenges: unequal participation, exclusion, communication breakdowns, or unresolved conflicts. To address these, teachers must develop the ability to manage group dynamics and guide students in resolving disagreements constructively. The Thomas–Kilmann model, which outlines five conflict-handling styles (competing, avoiding, accommodating, compromising, and collaborating), offers a practical framework for understanding how individuals respond to conflict and how collaboration can lead to win–win outcomes.

Additionally, communication in the digital age introduces new complexities. Online interactions often lack non-verbal cues, increasing the risk of misunderstanding. Teachers need to help students navigate these spaces thoughtfully, teaching them how to communicate clearly and respectfully both in person and online.
Ultimately, fostering interpersonal skills in the classroom is not a separate subject but an integral part of teaching and learning across all disciplines. When students learn to work together effectively, they not only improve academically—they also build resilience, empathy, and social awareness, preparing them for future roles in diverse communities and collaborative workplaces.

Topics / Units	Learning Outcomes
1. **Principles and Benefits of Teamwork**	• Teachers can design and implement activities that develop teamwork skills in students. • Teachers can recognize and facilitate the role of collaboration in students' social and cognitive development.
2**. Online and Offline Communication Skills**	• Teachers understand the differences between online and offline communication and their implications for student interactions. • Teachers can teach students active listening, clear communication, and feedback skills. • Teachers know how to model and facilitate respectful and open dialogue within groups.
3. **Managing Group Dynamics and Conflict Resolution**	• Teachers can identify common group challenges and sources of conflict. • Teachers know how to implement strategies to mediate and resolve conflicts constructively. • Teachers know how to foster a supportive classroom environment that values diverse perspectives.
4. **Cooperative Learning Strategies and Inclusive Group Work**	• Teachers are able to design and implement cooperative learning activities that promote student engagement and accountability. • Teachers know how to adapt group work to accommodate diverse learners and promote equity. • Teachers know how to guide students in reflecting on group processes and outcomes.

Conclusion

This module has provided teachers with a comprehensive framework for enhancing students' interpersonal skills through teamwork, communication, conflict resolution, and cooperative learning. By engaging in experiential activities and reflective practice, participants developed practical strategies to create inclusive, respectful, and productive group learning environments. Supporting students in building these social and emotional skills not only improves classroom dynamics but also prepares them for meaningful collaboration beyond the school setting.

Unit No 1
Principles and Benefits of Teamwork

Outcomes

- Teachers can design and implement activities that develop teamwork skills in students.
- Teachers can recognize and facilitate the role of collaboration in students' social and cognitive development.

Short Theoretical Description

Collaborative work brings significant benefits to the educational process. First and foremost, it helps students develop essential teamwork and cooperation skills. In working together, they learn to coordinate with others, be flexible, and actively contribute toward a shared goal. These competencies are increasingly valued in the modern job market and are recognized as key social skills in the European Framework of Key Competences. School is the ideal place for students to begin building and practicing them.

Learning is not just about absorbing and reproducing information. Except for acquiring some basic skills like reading or writing, most learning happens when students are actively engaged in constructing their own knowledge. This process is especially effective when it occurs in collaboration with others. Through dialogue and shared tasks, students express assumptions, develop and refine ideas, test and revise their understanding, and learn to think critically. Research shows that well-organized group work leads to more lasting and applicable knowledge than learning in isolation.

Beyond its academic value, group work also plays a strong social role. It promotes class cohesion, mutual acceptance, and appreciation of differences among students. This is particularly important in diverse classrooms. When group activities are thoughtfully planned, they allow students to work with different classmates, build stronger connections, and recognize the strengths of peers who may be quieter, more reserved, or come from different backgrounds or with different interests. Collaborative learning can be implemented at any stage of the teaching process—whether introducing a new topic, reinforcing what has been learned, or assessing students' understanding. Although individual work has its place, especially when practicing skills that must ultimately be performed alone, the benefits of teamwork are usually greater. In fact, the combined efforts of a group often produce results that exceed what individuals could achieve on their own.

Activity 1

JIGSAW: COLLABORATIVE EXPERT GROUPS

Suggested activity duration: 60 minutes
Individual/Group: Group

Activity Description

Divide the participants into “home groups” of 4–5 teachers. Each home group identifies a real classroom problem from their own teaching context (e.g., absenteeism, low participation, or lack of motivation). Within the home group, each teacher from the home group is assigned a pedagogical-psychological tradition (Behaviorism, Constructivism, Socio-constructivism, Humanistic Approach) and moves to their respective expert group. In expert groups, participants study their tradition using the mini-handbook, discuss its key principles, and consider how it could address the problem identified by their home group. Teachers then return to their home groups and present insights from their expert perspective. Home groups collaborate to develop an integrated solution that combines all perspectives.

Outcomes:

- Teachers can design and implement activities that develop teamwork skills in students.
- Teachers can recognize and facilitate the role of collaboration in students’ social and cognitive development.

Setting and materials
Training room with movable tables or online breakout rooms; mini-handbooks for each tradition; markers, worksheets, or digital collaboration tools (e.g., Jamboard, Google Docs) for note-taking and sharing insights.

Pedagogical approach used
Collaborative learning, peer teaching, and constructivist approaches. Teachers actively engage in knowledge construction, perspective sharing, and problem-solving within their groups.

Technology requirements:
Optional: online breakout rooms (Zoom, MS Teams) or collaborative platforms (Google Docs, Padlet) for hybrid or online sessions.

Adaptability for diverse participants:
Mini-handbook and discussion tasks can be adjusted for varying levels of teaching experience. Group sizes, problems, and discussion time can be adapted to ensure full participation and equitable contribution from all teachers.

Activity 2

DECISION-MAKING STRATEGIES

Suggested activity duration: 60 minutes
Individual/Group: Group

Activity Description
Divide participants into three groups. Each group works on the same classroom problem: students using ChatGPT to complete homework

assignments. Each group is assigned a different decision-making strategy:

- Consensus group: decisions are made only when all members agree.
- Majority vote group: decisions are made according to the majority of votes.
- Leader decides group: the designated group leader makes the final decision after discussion.

Groups discuss the problem and develop a concrete solution using their assigned strategy. During the discussion the participation of group members is encouraged. Group members are also encouraged to pay attention to the weight of listed arguments. Afterward, each group presents its solution and explains the decision-making process. Participants reflect on the strengths and limitations of each strategy, including its impact on participation, motivation, and the quality of the solution.

Outcomes:

- Teachers can design and implement activities that develop teamwork skills in students.
- Teachers can recognize and facilitate the role of collaboration in students' social and cognitive development.

Setting and materials

Training room with movable tables or online breakout rooms; worksheets for note-taking; markers or digital tools (e.g., Google Docs, Jamboard) to record group solutions.

Pedagogical approach used
Collaborative learning, experiential learning, and guided reflection. Emphasizes active participation, problem-solving, and metacognitive reflection on decision-making processes.

Technology requirements:
Optional: online breakout rooms (Zoom, MS Teams) and collaborative platforms (Google Docs, Padlet) for hybrid or online sessions.

Adaptability for diverse participants:
Group sizes and discussion times can be adjusted. Teachers can be guided to support less confident participants. Problem context can be adapted to different subjects or student age groups.

Activity 3

ROLE-PLAY: TEAM PREFERENCES

Suggested activity duration: 60 minutes
Individual/Group: Group

Activity Description
Divide participants into small groups. Each teacher reads the mini-handbook and self-identifies as Red, Blue, or Green based on the descriptions of team preferences. Each group receives a classroom problem, either a proposed scenario (e.g., scheduling teacher supervision duties) or a problem from their own school. Profiles of roles should be explained before starting. This allows: gamification, guessing who plays which role and more engagement and clarity.

Teachers act out their chosen roles, discussing and solving the problem according to the characteristics of their team preference. After the role-play, groups present their solutions and reflect on how different preferences influenced group communication, collaboration, and decision-making.

Outcomes:

- Teachers can design and implement activities that develop teamwork skills in students.
- Teachers can recognize and facilitate the role of collaboration in students' social and cognitive development.

Setting and materials

Training room with tables or online breakout rooms; mini-handbook for each role; worksheets for noting observations and solutions; markers or digital tools (e.g., Google Docs, Jamboard)

Pedagogical approach used

Experiential learning, role-play, collaborative problem-solving, active learning.

Technology requirements:

Optional: online breakout rooms (Zoom, MS Teams) and collaborative platforms (Google Docs, Padlet) for hybrid or online sessions.

Adaptability for diverse participants:

Team size and discussion time can be adjusted. Roles and scenarios can be tailored to match participants' experience level and teaching context. Facilitators may guide discussions to ensure balanced participation.

Activity 4

DESIGNING STUDENT GROUP ACTIVITIES

Suggested activity duration: 60–75 minutes
Individual/Group: Individual / Pair (same subject teachers)

Activity Description
Teachers individually or in pairs select a lesson unit from their subject and design a group-based student activity. The activity must include clear learning objectives, instructions, group structure, and evaluation criteria. Teachers present their designed activity to colleagues and receive constructive feedback, reflecting on ways to improve participation, collaboration, and learning outcomes. A supplementary guide is provided with step-by-step instructions for designing effective group activities.

Outcomes:

- Teachers can design and implement activities that develop teamwork skills in students.
- Teachers can recognize and facilitate the role of collaboration in students' social and cognitive development.

Setting and materials
Training room with tables or breakout rooms; worksheets for designing activities; mini-handbook/detailed guide for reference; markers, paper, or digital tools (Google Docs, Jamboard) for planning and sharing ideas.

Pedagogical approach used
Experiential learning, collaborative reflection, and peer feedback. Focus on active teacher engagement, practical application of prior experiences, and iterative design of student-centered group activities.

Technology requirements:
Optional: online breakout rooms, collaborative platforms (Google Docs, Padlet) for hybrid or online sessions.

Adaptability for diverse participants:
Activity can be done individually or in pairs. Lesson units and group activity formats can be adapted to subject, student age, and teaching context. Facilitators guide reflection and feedback to ensure all participants contribute ideas.

Unit Conclusion

Through a series of collaborative, reflective, and hands-on activities, this unit highlighted the central role of teamwork in addressing real classroom challenges and enhancing professional practice. By engaging with different theoretical perspectives, testing decision-making strategies, exploring team preferences, and designing student group activities, participants experienced the value of diverse viewpoints, shared responsibility, and structured collaboration. These experiences emphasized that effective teamwork is not accidental—it requires intentional planning, mutual respect, and awareness of group dynamics. Just as students benefit from working in well-structured groups, teachers, too, grow through meaningful cooperation. The skills practiced in this unit—active listening, perspective-taking, negotiation, and co-construction of solutions—are essential not only in classroom settings but also in fostering a more supportive and innovative school culture. As educators, strengthening our capacity for teamwork empowers us to create richer learning environments for our students.

Unit No **2**

Online and Offline Communication Skills

Outcomes

- Teachers understand the differences between online and offline communication and their implications for student interactions.
- Teachers can teach students active listening, clear communication, and feedback skills.
- Teachers know how to model and facilitate respectful and open dialogue within groups.

Short Theoretical Description

Communication plays a central role in most people's lives. As social beings, humans have a deep need to connect with others. Through communication, we meet a wide range of social needs—belonging, recognition, attention, and emotional closeness. Some scholars even argue that our sense of identity is shaped by how we present ourselves and how others respond to us in interaction. Beyond personal relationships, communication is equally essential in professional contexts. Whether we're introducing ourselves to a potential employer, collaborating with colleagues, participating in meetings, or leading them—how we communicate can define the quality of our professional relationships and effectiveness. Communication is inevitable—we cannot not communicate. Even silence conveys a message. It is also irreversible, which makes it crucial to be mindful of not just what we say, but how we say it. Effective communication depends not only on expressing our own message but also on genuinely hearing and understanding others. Successful interaction involves listening with attention and empathy, allowing us to respond in ways that build connection and mutual understanding.

In today's world, communication increasingly takes place in online spaces, bringing with it new norms, expectations, and challenges. To navigate this digital landscape effectively, it's important to recognize and adapt to its unique dynamics.

Activity 1

EXPERIENCING DIFFERENT MODES OF COMMUNICATION

Suggested activity duration: Experiencing Communication Barriers
Individual/Group: Group

Activity Description
Participants are divided into two groups and given the same short problem-solving task:

- Group A communicates only through an online chat platform (e.g., Padlet, Google Chat, or a shared document).
- Group B communicates face-to-face.

Both groups have 10 minutes to complete the task. Afterward, the whole group reflects on the experience, discussing:

- What was easy or hard in your group?
- What was good and what wasn't so good?
- How did the mode of communication affect understanding, speed, and inclusion?
- What skills would help students communicate better in each context?

Outcomes:

- Teachers understand the differences between online and offline communication and their implications for student interactions.
- Teachers know how to model and facilitate respectful and open dialogue within groups.

Setting and materials
Training room with space for group work; flip chart/markers; devices with internet for online group; timer; task description handout.

Pedagogical approach used
Experiential learning; guided reflection; collaborative problem-solving.

Technology requirements:
Internet access; chat or shared-document platform (e.g., Google Docs, MS Teams, Padlet); participants' devices.

Adaptability for diverse participants:
Can be done fully online with two communication channels (chat vs. video). Time and task complexity can be adapted to participants' needs and group size.

Activity 2

EXPLORING LISTENING AND NON-LISTENING STYLES

Suggested activity duration: 40–50 minutes
Individual/Group: Group (3-4 participants per group)

Activity Description
Teachers work in groups. Each participant randomly draws a role representing a form of listening or non-listening. Groups are given a classroom scenario to discuss: introducing mandatory school uniforms for students and teachers. This activity works best in smaller group. Participants do not reveal their roles to others during the discussion, but apply the assigned listening style naturally.

After 15–20 minutes of discussion, roles are disclosed and participants reflect collectively on how the different listening behaviors influenced the conversation, which styles promoted understanding and inclusion, and which disrupted communication. The activity allows teachers to experience and analyze the impact of various listening behaviors in a safe, experiential setting. Teachers are provided with guidebook for improving listening skills that they can share with their students.

Outcomes:

- Teachers can teach students active listening, clear communication, and feedback skills.
- Teachers know how to model and facilitate respectful and open dialogue within groups.

Setting and materials

Training room with tables or breakout spaces for small groups; cards or slips of paper with listening/non-listening roles; handbook with description of listening/non-listening forms; flip charts/markers for group reflection; guidebook on improving students' listening skills.

Pedagogical approach used

Experiential learning; role-play; guided reflection; collaborative problem-solving; modeling.

Technology requirements:

None required. Optional: devices if using digital role cards or collaborative documents.

Adaptability for diverse participants:

Group size can be adjusted; roles and scenarios can be simplified or expanded; time per discussion and reflection can be modified; suitable for online or offline settings with minor adaptations.

Activity 3

GROUP FEEDBACK EXCHANGE

Suggested activity duration: 30–40 minutes
Individual/Group: Pairs or small groups (teachers teaching the same subject)

Activity Description
Teachers work in pairs or small groups. Each participant presents a mini lesson plan or a specific part of the curriculum they intend to teach. Other group members provide feedback using the sandwich technique: start with a positive comment, offer a constructive suggestion for improvement, and end with another positive comment. After all participants have presented, the group reflects on how the technique influenced feedback quality, clarity, and supportiveness.

Outcomes:

- Teachers can teach students active listening, clear communication, and feedback skills.
- Teachers know how to model and facilitate respectful and open dialogue within groups.

Setting and materials
Training room with space for pairs or small groups; flip charts or digital devices for note-taking.

Pedagogical approach used
Experiential learning; paired practice; structured feedback; reflective discussion; collaborative problem-solving.

Technology requirements:
None required

Adaptability for diverse participants:
Group size can be adjusted; time per presentation and feedback can be modified; technique can be applied across different subjects and teaching contexts; can be adapted for online or offline formats.

Activity 4

ACTIVE LISTENING PRACTICE

Suggested activity duration: 30–40 minutes
Individual/Group: Pairs

Activity Description
Teachers work in pairs. Each participant briefly presents a real classroom problem they experienced. The partner practices active listening using provided guidelines (encouraging, paraphrasing, reflecting feelings, asking open-ended questions, summarizing, naming emotions). After 3–5 minutes, roles rotate so each participant has a chance to present a problem and practice listening. After all rotations, the group reflects collectively on the experience, discussing what techniques were effective, what was challenging, and how these skills can be applied with students.

Outcomes:

- Teachers can teach students active listening, clear communication, and feedback skills.
- Teachers know how to model and facilitate respectful and open dialogue within groups.

Setting and materials

Training room with space for pairs to work; timer; handouts with active listening guidelines; optional flip chart/markers for group reflection.

Pedagogical approach used

Experiential learning; paired practice; guided reflection; modeling and practicing active listening; collaborative discussion.

Technology requirements:

None required. Optional: devices if using digital handouts.

Adaptability for diverse participants:

Pairing can be adjusted for grouap size; handout guidelines can be simplified or expanded; problem scenarios can be adapted to different teaching contexts; time per rotation can be modified.

Activity 5

IMPROVING STUDENT ENGAGEMENT IN GROUP WORK

Suggested activity duration: 30–40 minutes
Individual/Group: Group

Activity Description

Teachers work in small groups (3–5 participants) to develop strategies/ rules for improving student engagement in group work.

Each group collaborates for 10–15 minutes. Afterward, groups present their proposals (3–5 minutes each) and participate in a collective reflection on what communication strategies were effective, what challenges arose, and how these skills can be taught to students.

Outcomes:

- Teachers can teach students active listening, clear communication, and feedback skills.
- Teachers know how to model and facilitate respectful and open dialogue within groups.

Setting and materials

Training room with tables or breakout areas; flip charts/markers; timer; brief handout describing the problem scenario.

Pedagogical approach used

Experiential learning; collaborative problem-solving; guided reflection; modeling

Technology requirements:

None required; can use flip charts, markers.

Adaptability for diverse participants:

Can adjust group size and task complexity. Assign roles (facilitator, timekeeper, note-taker) to ensure inclusive participation. Problem scenarios can be adapted to different school contexts.

Unit Conclusion

Throughout this unit, participants explored communication as a fundamental aspect of both personal and professional life. Through experiential activities, they examined how different modes of communication—face-to-face and digital—affect interaction, understanding, and collaboration. By engaging in role-play and reflection, teachers became more aware of the impact that listening styles, both active and passive, have on the quality of dialogue. Structured feedback exercises and peer discussions helped participants develop practical strategies for giving and receiving constructive feedback, a key skill in any educational setting. These experiences emphasized that effective communication is not only about expressing thoughts clearly but also about creating space for others to be heard and understood. Whether solving problems, managing group work, or guiding students, teachers who listen actively and communicate intentionally foster more inclusive, respectful, and productive learning environments. This unit highlighted that strong communication is not an innate talent — it is a skill that can be learned, practiced, and refined.

Unit No **3**
Managing Group Dynamics and Conflict Resolution

Outcomes

- Teachers can identify common group challenges and sources of conflict.
- Teachers know how to implement strategies to mediate and resolve conflicts constructively.
- Teachers know how to foster a supportive classroom environment that values diverse perspectives.

Short Theoretical Description

Conflict is a natural and unavoidable part of human interaction. From childhood through adulthood, we encounter it in many forms—negotiating responsibilities, expressing differing opinions, or competing for limited resources. In these moments, we may choose to stand our ground, compromise, avoid the issue, or simply hope it resolves on its own. While such experiences can be frustrating or emotionally charged, they can also lead to clarity, stronger relationships, and a sense of resolution.

Although conflict is often perceived as something negative—associated with aggression, disorder, or even failure—it does not inherently lead to harmful outcomes. What makes the real difference is how we respond to it. When managed with awareness and skill, conflict can be a powerful driver of growth, improved communication, and positive change. In education, as in life, the goal is not to eliminate conflict, but to understand it and learn how to handle it constructively. This unit focuses on building the knowledge and skills needed to recognize the dynamics of conflict and to respond in ways that reduce harm and unlock its constructive potential.

Activity 1

MAPPING CLASSROOM CONFLICTS

Suggested activity duration: 45–60 minutes
Individual/Group: Individual + group

Activity Description
Each teacher individually recalls one or more typical conflicts from their classroom experience. Using a provided framework, they categorize the conflicts according to possible sources. After individual reflection, teachers form groups of 4 where each member shares one conflict example. As a group, they identify patterns, similarities, and differences across various conflict types and prepare a brief summary of key insights to share with the whole class.

Outcomes:

- Teachers can identify common group challenges and sources of conflict.
- Teachers know how to foster a supportive classroom environment that values diverse perspectives.

Setting and materials
Printed or digital conflict categorization template, paper/markers for group notes, classroom with movable chairs or breakout rooms.

Pedagogical approach used
Reflective practice followed by collaborative discussion.

Technology requirements:
Optional: digital collaboration tools (e.g., Google Docs, Jamboard) if online materials are used.

Adaptability for diverse participants:
Teachers can choose conflicts they are comfortable sharing; categories can be adapted to different educational levels and contexts.

Activity 2

EXPLORING CONFLICT STYLES AND PRACTICING COLLABORATING STYLE

Suggested activity duration: 60 minutes
Individual/Group: Individual + group

Activity Description
Teachers first receive brief descriptions of the five conflict-handling styles from the Thomas–Kilmann model: Competing, Accommodating, Avoiding, Collaborating, and Compromising. Individually, each teacher identifies the style that best represents their typical approach to conflicts. After this self-reflection, all teachers work together in small groups to practice the collaborating style, as a conflict resolution technique, using the same scenario: A student believes they were graded unfairly and received a lower grade than they deserve. Groups role-play how they would handle the situation using collaboration principles—actively listening, seeking win–win solutions, and ensuring fairness and respect.

Outcomes:

- Teachers know how to implement strategies to mediate and resolve conflicts constructively.
- Teachers know how to foster a supportive classroom environment that values diverse perspectives.

Setting and materials

Handouts with conflict styles descriptions, classroom space for group role-play, flipchart or whiteboard for notes.

Pedagogical approach used

Experiential learning through self-reflection, role-play, and collaborative problem-solving.

Technology requirements:

Optional: projector or online collaboration tools if digital materials are used.

Adaptability for diverse participants:

Scenario can be adjusted for different school contexts; groups can reflect on real-life adaptations after the role-play.

Activity 3

MAPPING NEEDS AND CONCERNS IN CLASSROOM CONFLICTS

Suggested activity duration: 60–75 minutes
Individual/Group: Small groups (3–5 teachers per group)

Activity Description

Teachers work in small groups to apply the mapping technique, a conflict resolution technique, to a classroom conflict scenario:

One student allows another student to copy their work. First, each teacher identifies the parties involved, their key needs, and their primary concerns/fears related to the conflict. Using the reframing template, groups reformulate the problem to open possibilities for integrative solutions. Finally, groups brainstorm and propose at least two possible solutions that address the needs and concerns of all parties. Teachers document their map and proposed solutions for discussion and reflection.

Outcomes:

- Teachers know how to implement strategies to mediate and resolve conflicts constructively.
- Teachers know how to foster a supportive classroom environment that values diverse perspectives.

Setting and materials

Printed or digital mapping templates, pens/markers, whiteboard or flipchart for group notes, classroom space for small-group discussion.

Pedagogical approach used

Experiential learning through structured problem-solving, collaborative reflection, and integrative thinking.

Technology requirements:

Optional: digital collaboration tools (Google Docs, Jamboard) if desired.

Adaptability for diverse participants:

Scenario can be adapted to different classroom contexts; groups can use real-life examples from their own teaching experience.

Unit Conclusion

This unit offered participants the opportunity to examine conflict not as a threat, but as a natural and manageable part of classroom life. By reflecting on real experiences and identifying patterns in classroom conflicts, teachers gained deeper insight into common sources of tension and the diverse ways people respond to them. Through hands-on activities, they explored various conflict styles and practiced collaborative approaches that prioritize mutual respect, active listening, and fairness.

The activities emphasized that effective conflict resolution is not about avoiding disagreements, but about recognizing underlying needs and finding solutions that honor different perspectives. Teachers learned to reframe challenging situations, shift from blame to understanding, and engage students in constructive dialogue. These skills not only support a more positive classroom climate, but also model essential life skills for students—empathy, negotiation, and problem-solving. Ultimately, managing conflict with intention can strengthen relationships, promote equity, and create more inclusive learning environments.

Unit No **4**
Cooperative Learning Strategies and Inclusive Group Work

Outcomes

- Teachers are able to design and implement cooperative learning activities that promote student engagement and accountability.
- Teachers know how to adapt group work to accommodate diverse learners and promote equity.
- Teachers know how to guide students in reflecting on group processes and outcomes.

Short Theoretical Description

Cooperative learning is more than just putting students into groups—when intentionally designed, it becomes a powerful tool for deepening understanding, building social skills, and fostering inclusion. Unlike simple group work, cooperative learning requires clearly defined roles, shared responsibility, and individual accountability. It encourages students to actively engage with content, collaborate meaningfully with peers, and take ownership of both the learning process and its outcomes.

However, effective cooperative learning also demands thoughtful planning. Teachers must consider not only learning goals, but also the diverse needs of their students—learning styles, abilities, backgrounds, and challenges. Designing inclusive group activities means creating space where every student can contribute and feel valued. In this unit, participants explore how to plan, adapt, and reflect on cooperative learning practices that are engaging, equitable, and inclusive for all learners.

Activity 1

DESIGNING COOPERATIVE LEARNING ACTIVITIES

Suggested activity duration: 60–75 minutes
Individual/Group: Pairs (teachers teaching the same subject)

Activity Description
Teachers design a short cooperative learning activity for their students, in pairs. The selected part of the curriculum should be from their curriculum, ideally a topic they have not yet taught using cooperative methods. The activity should include clear learning objectives, defined student roles, mechanisms for collaboration and accountability, and ways to assess both the process and outcomes. Teachers should consider that cooperation can occur at any stage of learning—during content exploration, review, or assessment—and that group work is used as a tool to enhance learning, not simply for student entertainment. After designing the activity, teachers share their plans with peers for feedback and discussion, reflecting on how the structure supports engagement, equity, and accountability.

Outcomes:

- Teachers are able to design and implement cooperative learning activities that promote student engagement and accountability.
- Teachers know how to adapt group work to accommodate diverse learners and promote equity.
- Teachers know how to guide students in reflecting on group processes and outcomes.

Setting and materials
Classroom or workshop space, paper or digital tools for lesson planning, whiteboard or flipchart for sharing designs.

Pedagogical approach used
Experiential and collaborative learning; active learning.

Technology requirements:
Optional: digital planning tools or document sharing platforms.

Adaptability for diverse participants:
Activity can be adapted to any subject, grade level, or student group; teachers can select topics relevant to their own classroom context.

Activity 2

DESIGNING INCLUSIVE COOPERATIVE LEARNING ACTIVITIES

Suggested activity duration: 60–75 minutes
Individual/Group: Individual or paired work (teachers teaching the same subject)

Activity Description
Teachers design a short lesson plan that incorporates a cooperative learning segment. Within the plan, they must explicitly address adaptations for diverse learners, considering different abilities, learning styles, and specific needs of students in their own classrooms (e.g., a student with visual impairment, mobility challenges, or language barriers).

Teachers should reflect on how group roles, tasks, and materials can be adjusted to ensure equity, full participation, and accountability. After completing the plan, teachers share it with peers for discussion and feedback, reflecting on the effectiveness of proposed adaptations and inclusivity strategies.

Outcomes:

- Teachers know how to adapt group work to accommodate diverse learners and promote equity.
- Teachers are able to design and implement cooperative learning activities that promote student engagement and accountability.

Setting and materials

Classroom or workshop space, lesson planning templates (paper or digital), whiteboard or flipchart for sharing and discussion.

Pedagogical approach used

Experiential, reflective, and collaborative; active learning

Technology requirements:

Optional: digital lesson planning tools or platforms for collaborative sharing.

Adaptability for diverse participants:

Activity can be applied to any subject, grade level, or student group; teachers can select real-life contexts and specific needs of students from their own classrooms.

Activity 3

ONE-MINUTE REFLECTION

Suggested activity duration: 10–15 minutes
Individual/Group: Individual + group

Activity Description
Teachers individually reflect on the learning process of activities in this unit from three perspectives:

1. Lesson material – What was already familiar to me?
2. Learning experience – What do I think about this lesson? Does it attract or repel me?
3. Evaluating task – What was more difficult than I expected?
4. Each teacher writes short responses (about one minute per prompt). After the individual reflection, teachers share key insights with a partner or in a small group. This activity develops metacognitive awareness and encourages participants to consider both the content and their own learning process.

Teachers first write their responses (on sticky notes or in a digital tool). Volunteers then share highlights in a group discussion. The facilitator summarizes key insights without evaluating individual answers, focusing on collective learning points.
Additionally, teachers are encouraged to implement the “Minute for Reflection” activity with their own students. A set of suggested questions will be provided to help them adapt the approach to their classrooms.

Outcome:

- Teachers know how to guide students in reflecting on group processes and outcomes.

Setting and materials
Quiet room, reflection sheets or notebooks, pens/pencils, question bank for teachers.

Pedagogical approach used
Structured reflection, metacognitive thinking, collaborative meaning-making.

Technology requirements:
Optional: for writing reflection notes.

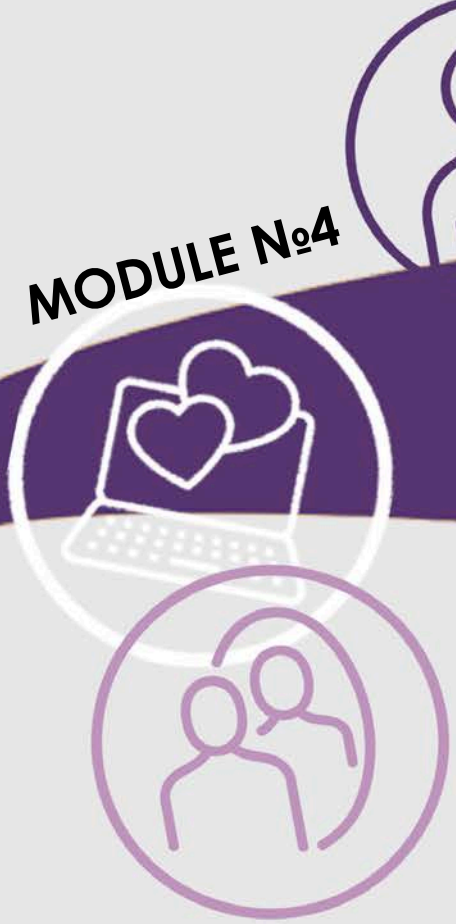
Adaptability for diverse participants:
Prompts can be modified for different age groups and learning needs.

Unit Conclusion

This unit gave teachers the opportunity to move beyond the surface level of group work and explore the depth of cooperative learning as an intentional, student-centered practice. By designing their own cooperative activities and adapting them to meet diverse classroom needs, participants developed strategies for making learning more engaging, fair, and accessible.
The activities highlighted the importance of clear structure, inclusive design, and reflective practice in supporting student collaboration. Teachers practiced considering not only what students learn, but how they learn together—acknowledging different perspectives, abilities, and contributions. Through structured reflection, participants also deepened their awareness of their own learning processes and how these insights can inform their teaching. Ultimately, cooperative learning is most powerful when it fosters both academic growth and a sense of belonging—and that requires both thoughtful design and ongoing reflection.

MODULE №4

Mental Health in the Digital Era and Strategies for Digital Well-being



This module examines the impact of digital technology on students' mental health and equips teachers with practical strategies to promote digital well-being. It explores challenges such as digital overload, anxiety, and cyberstress, while supporting teachers in recognizing signs of digital behavior issues, including body image distortion, unhealthy weight control behavior, low self-esteem, digital addiction, and emotional withdrawal. The module emphasizes resilience-building, emotional regulation, and the development of healthy and age-appropriate digital habits through reflective and interactive classroom activities.

Module 4:
Mental Health in the Digital Era and Strategies for Digital Well-being

Keywords: Mental health, digital well-being, digital overuse, cyberstress, resilience, screen time management, emotional regulation, body image, self-esteem

Scope

The module focuses on understanding the psychological effects of digital media on young learners and developing preventive and supportive approaches within educational settings. It integrates mental health promotion with digital literacy, supporting teachers in fostering balanced, mindful, and developmentally appropriate technology use. Activities are designed to be adaptable across different student age groups and educational contexts.

Training Aims

- To increase teachers' awareness of mental health challenges related to digital technology use
- To strengthen teachers' ability to recognize signs of digital behavior issues, including body image distortion, unhealthy weight control behavior, low self-esteem, digital addiction, emotional withdrawal, anxiety, and digital stress
- To provide teachers with practical, classroom-friendly strategies to support students' digital well-being
- To promote resilience, emotional regulation, and reflective thinking in digital contexts
- To encourage the creation of safe and supportive classroom environments that address mental health in the digital era

Theoretical Background

In contemporary society, children and adolescents are immersed in digital environments from an early age. While digital technologies offer opportunities for learning, creativity, and social connection, unbalanced or excessive use has been increasingly associated with negative psychological outcomes. Research in psychology and neuroscience highlights the dual nature of digital media, functioning both as a powerful educational resource and a potential risk factor for stress, anxiety, and emotional difficulties.

Digital overload and cyberstress. Continuous connectivity, frequent notifications, and expectations of immediate responses can overwhelm students, leading to heightened stress levels. Prolonged screen time is linked to fatigue, reduced concentration, sleep disturbances, and emotional dysregulation, particularly among younger learners who are still developing self-regulation skills.

Social media and self-image. Digital platforms that prioritize appearance, popularity, and peer validation can intensify body image concerns, unhealthy weight control behaviors, and low self-esteem. Social comparison processes, as described in social psychology, are amplified in online environments, making adolescents especially vulnerable to dissatisfaction and self-criticism.

Digital addiction and emotional withdrawal. Patterns such as compulsive gaming, excessive scrolling, or constant messaging can mirror addictive behaviors, resulting in reduced engagement in offline activities, academic difficulties, and emotional withdrawal. Behavioral psychology highlights the role of variable reinforcement in maintaining these digital habits.

Resilience and emotional regulation. Protective factors such as coping strategies, emotional awareness, and self-regulation skills can buffer the negative effects of digital stress. Social and Emotional Learning (SEL) frameworks emphasize competencies like self-awareness, empathy, and responsible decision-making as essential for navigating digital spaces in healthy ways.

Educational implications. Teachers play a key role in recognizing early warning signs of digital-related distress and implementing preventive strategies. Through structured reflection, myth–fact discussions, balanced screen-time practices, and age-appropriate digital detox activities, schools can support students in developing resilient, mindful, and sustainable relationships with technology.

Topics / Units	Learning Outcomes
1. **Understanding Mental Health Challenges in the Digital Era**	• Teachers can identify common mental health challenges linked to students' digital technology use • Teachers can analyze the effects of social media, screen time, and online interactions on students' emotional well-being
2. **Recognizing Signs of problems caused by digital overload:** Digital Stress and Anxiety, body image distortion and unhealthy weight control behavior, low self-esteem, digital addiction, emotional withdrawal	• Teachers can identify behavioral and emotional signs of digital overload in students • Teachers know how to observe, monitor, and respond appropriately to mental health concerns related to digital technology
3. **Promoting Resilience and Emotional Regulation Online**	• Teachers know strategies to strengthen students' resilience in digital contexts • Teachers can integrate SEL-based techniques to support emotional regulation related to online experiences
4. **Strategies for Balanced Technology Use and Digital Detox**	• Teachers can guide students in developing healthy digital habits and managing screen time • Teachers can implement classroom activities that promote mindful technology use and regular digital breaks • Teachers know how to encourage awareness of offline activities and self-care

Conclusion

This module has strengthened teachers' capacity to address mental health challenges in the digital era. Through a layered learning approach—moving from self-reflection to problem identification and myth-busting—participants gained a deeper understanding of digital overload and its psychological effects. Teachers practiced recognizing early signs of distress and explored resilience-building, SEL-based strategies, and digital detox activities adaptable to different age groups. With extended opportunities for reflection and discussion, teachers leave the module equipped with practical tools, increased confidence, and a clear framework for promoting balanced, mindful, and healthy digital habits in their classrooms.

Unit No **1**

Understanding Mental Health Challenges in the Digital Era

Learning Outcomes

- Teachers can identify common mental health issues related to students' use of digital technology.
- Teachers can analyze the impact of social media, screen time, and online interactions on students' well-being.

Short Theoretical Description

Students today face unique mental health challenges linked to digital environments. High screen time, online multitasking, and constant notifications can increase stress, impair focus, and disrupt sleep. Social media often amplifies peer comparison, contributing to anxiety, body image concerns, and lower self-esteem. Teachers need to understand how these pressures affect students' emotional and cognitive functioning in order to provide support. Awareness of both risks and opportunities allows teachers to foster healthy digital habits and integrate mental health promotion into daily classroom practice.

Activity 1

DIGITAL HABITS MAPPING

Suggested activity duration: 30–40 minutes
Individual/Group: Individual + small group

Activity Description
Starter – Individual Reflection (10 min)
Teachers reflect on their own digital routines by considering:

- How much time they spend on screens
- Which platforms they use most
- When they feel digital stress

Group Work – Comparing Experiences (10 min)
In small groups, teachers share their reflections and compare them with typical student behaviors, noting similarities and differences.

Task – Summarizing Insights (10 min)
Groups create a poster or digital slide summarizing their key insights on digital stress and well-being.

Sharing – Class Discussion (5–10 min)
Groups present their summaries, followed by a discussion on implications for classroom practice and student support.

Outcome(s):

- Teachers can identify common mental health issues related to students' use of digital technology.
- Teachers can analyze the impact of social media, screen time, and online interactions on students' well-being.

Setting and materials
Workshop/classroom space
Reflection sheets or digital survey tools
Flipchart/whiteboard for group summaries

Pedagogical approach used
Experiential and reflective learning—teachers analyze their own habits as an entry point to understand students' experiences.

Technology requirements:
Optional (screen-time apps or digital surveys).

Adaptability for diverse participants:
Applicable to teachers across all grade levels; discussion prompts can be adapted for cultural or generational differences.

Supporting documents for this unit:
Reflection worksheet template
Slides with student digital behavior statistics

Unit Conclusion

By reflecting on their own digital lives, teachers better understand the pressures students face in the digital era. They leave this unit more aware of the potential impact of technology on mental health and ready to connect these insights to classroom practice.

Unit No **2**

Recognizing Signs of Problems Caused by Digital Overload

Learning Outcomes

- Teachers can identify behavioral and emotional signs of digital overload in students.
- Teachers know how to monitor and respond appropriately to mental health concerns related to digital technology use.

Short Theoretical Description

Digital overload can manifest as stress, anxiety, body image distortion, unhealthy weight-control behaviors, low self-esteem, addiction-like use of devices, or emotional withdrawal. Teachers, through daily interaction, are well positioned to detect early warning signs. Research shows that timely recognition and intervention can prevent escalation of these issues. This unit emphasizes the importance of teacher observation skills, awareness of behavioral cues, and practical strategies for responding to digital mental health concerns in the classroom.

Activity 1

CASE STUDY ANALYSIS – SPOT THE SIGNS

Suggested activity duration: 45–60 minutes
I**ndividual/Group**: Group

Activity Description
Starter – Introducing the Task (5 min)
Facilitator explains that teachers will analyze fictional case studies of students facing digital-related challenges.

Task – Group Case Study Analysis (20–25 min)
Each group receives a short scenario (e.g., teen anxious from social media, child avoiding peers due to gaming). Groups identify:

- Visible behavioral and emotional signs
- Underlying risks
- Possible teacher responses

Sharing – Group Presentations (10–15 min)
Groups share their analysis and recommendations with the whole class.

Closing – Facilitator Synthesis (10–15 min)
Facilitator summarizes common signs of digital overload and highlights effective intervention strategies.

Outcome(s):

- Teachers can identify behavioral and emotional signs of digital overload in students.
- Teachers know how to monitor and respond appropriately to mental health concerns related to digital technology use.

Setting and materials
Classroom/workshop space
Case study handouts
Flipchart/whiteboard

Pedagogical approach used
Problem-based collaborative learning with group analysis and peer exchange.

Technology requirements:
Optional (projector or shared digital documents).

Adaptability for diverse participants:
Case studies can be tailored to local context, age group, or cultural background.

Supporting documents for this unit:
Case study examples
Teacher checklist of signs of digital overload

Unit Conclusion

Through case study work, teachers improve their ability to spot signs of digital overload and learn to intervene appropriately. They leave with clearer strategies for monitoring students' digital well-being.

Unit No **3**

Promoting Resilience and Emotional Regulation Online

Learning Outcomes

- Teachers know strategies to build students' resilience and manage emotions related to digital experiences.
- Teachers know how to incorporate social-emotional learning techniques to support students' digital well-being.

Short Theoretical Description

Resilience and emotional regulation protect students from the negative effects of digital stress. SEL (Social and Emotional Learning) provides frameworks for building skills such as self-awareness, empathy, and responsible decision-making. In digital spaces, this means helping students handle negative comments, manage frustration from online interactions, and maintain balance. Teachers can model calm responses and integrate SEL practices into classroom routines to support students' ability to cope with digital challenges.

Activity 1

DESIGNING SEL-BASED STRATEGIES FOR DIGITAL WELL-BEING

Suggested activity duration: 45–60 minutes
Individual/Group: Pair or small group

Activity Description
Starter – Introduction to SEL for Digital Well-being (5–10 min)
The facilitator introduces SEL-based practices that support digital well-being, such as mindfulness breaks, digital gratitude journaling, role-play for online conflict resolution, and guided reflection.

Task – Designing an SEL Activity (20–25 min)
Pairs or small groups design a short classroom activity, adapted to a specific student age group. Each plan includes:
Objective

- Step-by-step implementation
- Expected benefits for students

Sharing – Presenting Activity Plans (10–15 min)
Groups present their activities.

Feedback – Peer and Facilitator Input (5–10 min)
Participants provide constructive feedback, focusing on clarity, feasibility, and age appropriateness.

Outcome(s):

- Teachers can build students' resilience and emotional regulation in digital contexts
- Teachers can integrate SEL strategies into daily classroom practice

Setting and materials
Workshop/classroom
Planning templates
Whiteboard or flipchart.

Pedagogical approach used
Experiential and collaborative learning; peer-to-peer feedback.

Technology requirements:
Optional (digital planning tools, shared documents).

Adaptability for diverse participants:
Activities can be scaled for primary, secondary, or adult learners.

Supporting documents for this unit:
SEL activity design template
Sample mindfulness practices.

Unit Conclusion

This unit gives teachers practical tools for embedding resilience and SEL strategies into their classroom routines. They leave prepared to help students manage emotions and digital pressures effectively.

Unit No **4**

Strategies for Balanced Technology Use and Digital Detox

Learning Outcomes

- Teachers can guide students in managing screen time and digital habits
- Teachers can implement mindful technology use and regular digital breaks
- Teachers can promote awareness of offline activities and self-care

Short Theoretical Description

Balanced technology use supports both mental health and learning. Without guidance, students may overuse digital devices, increasing stress and reducing engagement with offline life. Research indicates that intentional digital detox practices—such as tech-free periods, structured breaks, and offline hobbies—can improve focus, sleep quality, and emotional well-being. Teachers play a key role by modeling healthy digital behavior, facilitating reflection, and designing age-appropriate detox challenges.

Activity 1

DESIGNING A DIGITAL DETOX CHALLENGE

Suggested activity duration: 60–75 minutes
Individual/Group: Group

Activity Description
Starter – Exploring Detox Ideas (10 min)
The facilitator presents examples of digital detox practices (e.g., no-phone evenings, offline morning routines, creative hobby time).

Task – Designing a One-Week Challenge (25–30 min)
Groups design a digital detox project adapted to their students' age.
Each plan includes:

- The specific challenge
- Reflection activities (journaling, discussion)
- Tracking methods (logs, peer check-ins)

Sharing – Presenting Challenge Plans (15–20 min)
Groups present their designs.

Feedback – Refining Ideas (10–15 min)
Peer and facilitator feedback focuses on feasibility, engagement, and inclusivity.

Outcome(s):

- Teachers can guide students in developing healthy digital habits and managing screen time.
- Teachers can implement classroom activities that encourage mindful technology use and regular digital breaks.
- Teachers know how to promote awareness of the importance of offline activities and self-care.

Setting and materials
Workshop/classroom
Planning templates
Flipchart or projector.

Pedagogical approach used
Project-based collaborative learning.

Technology requirements:
Optional (apps for habit tracking, online collaboration tools).

Adaptability for diverse participants:
Detox challenges can be tailored for primary, secondary, or higher education students

Supporting documents for this unit:
Challenge design template
Examples of digital detox projects

Unit Conclusion

Teachers gain confidence in guiding students toward balanced digital use. They leave with ready-to-implement classroom activities that promote healthy habits, offline engagement, and long-term well-being.

MODULE №5

Using Social Media and the Internet in Education

This module helps teachers stay current with digital trends, enhances student motivation, and promotes meaningful online engagement. It should equip teachers with knowledge and skills to effectively and responsibly integrate social media and internet resources into teaching and learning. It highlights opportunities for engagement, collaboration, and access to information while addressing digital citizenship and online safety.

Module 5:
Using Social Media and the Internet in Education

Keywords: Social media, internet resources, digital citizenship, online collaboration, information literacy, content creation, digital safety, responsible use, educational technology, media ethics

Scope

The module explores how social media platforms and internet tools can enhance learning experiences across subjects and levels. It addresses the responsible use of digital communication channels, fostering critical evaluation of online content and ethical participation in digital communities.

Training Aims

- To help teachers stay current with digital trends, enhance student motivation, and promote meaningful online engagement.
- To develop teachers' competence in selecting and using social media and internet tools for educational purposes.
- To promote digital citizenship and safe online behavior among students.
- To encourage creative and collaborative uses of social media and the internet in the classroom.

Theoretical Background

Social media and internet tools are integral to students' communicative and learning ecosystems. When harnessed with clear pedagogical intent, these platforms can increase motivation, support collaboration, and provide authentic audiences for student work; yet they also introduce ethical, safety, and wellbeing concerns that educators must manage intentionally.

This module draws on several complementary theoretical perspectives. Constructivist and sociocultural theories (Piaget, Vygotsky) stress that knowledge is actively constructed through interaction; social media provides affordances for learners to create, share and refine ideas with peers and wider communities. Connectivism highlights how learning in the digital age depends on forming and navigating networks of people, resources and tools—teachers therefore shift from sole content authority to curators and facilitators who help students evaluate, connect and synthesise diverse online inputs. Self-Determination Theory (Deci & Ryan) explains motivation in terms of autonomy, competence and relatedness; social media activities that allow choice of format, scaffold skill development and nurture peer recognition can promote intrinsic engagement.

Project-based and experiential approaches align naturally with online platforms: authentic tasks, public dissemination and multimodal outputs increase student accountability and real-world relevance. However, methodological gains require parallel development of digital citizenship and media ethics: information literacy, source evaluation, intellectual property respect, privacy protection and safe communication. Frameworks such as DigComp provide practical competency domains to guide curriculum design.

Pedagogically, integration must follow a “pedagogy first, tools second” principle. Effective practice involves:

1. defining clear learning objectives,
2. selecting platforms that serve those objectives,
3. scaffolding participation for differing digital competencies,
4. embedding structured reflection and wellbeing checks,
5. and balancing online activity with offline dialogue and assessment.

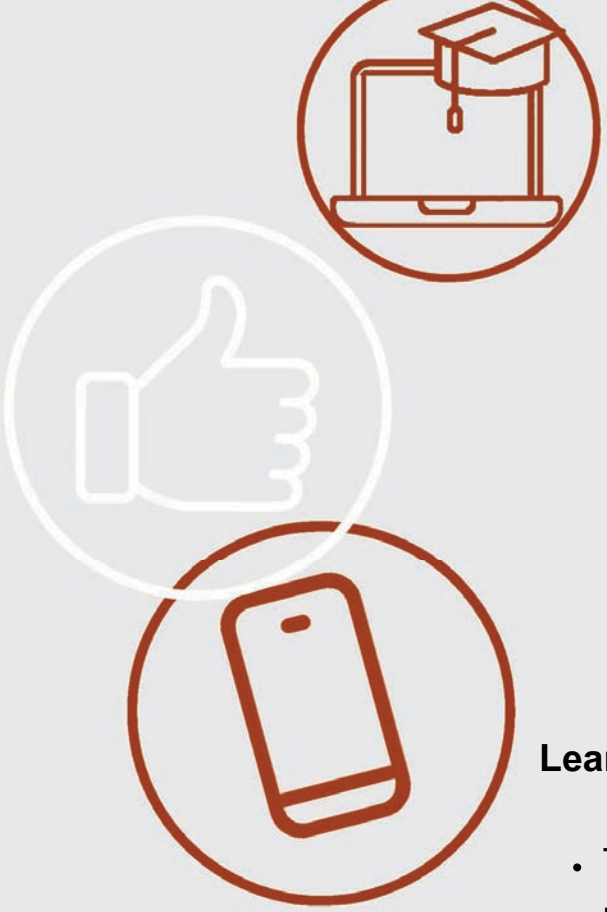
Teachers also need protocols for consent, moderation, age-appropriate use and data protection.

Professional skills for educators include digital pedagogical design, facilitation of online collaboration, media literacy instruction, and ethical judgement regarding student wellbeing and privacy. Practical professional learning—microteaching, campaign design simulations, peer feedback and classroom pilots—builds confidence and transferability.

Topics / Units	Learning Outcomes
1. **Educational Potential of Social Media**	• Teachers are confident in exploring ways social media can support teaching and learning and apply best practices in lesson design. • Teachers know how to guide students in designing and implementing online initiatives that generate positive learning outcomes.
2. **Designing and Managing Social Media Campaigns**	• Teachers understand the processes of creating and managing social media campaigns and guide students in developing social impact initiatives. • Teachers can design and implement sample campaigns as practical exercises to use with students.
3. **Social Media, Student Motivation, and Engagement**	• Teachers can analyze how digital trends influence students' interests and behavior and apply strategies to channel online engagement into constructive, educational, and civic-oriented activities. • Teachers can implement approaches that balance students' online engagement with offline well-being.
4. **Collaborative and Project-Based Learning through Social Media**	• Teachers know how to use social media platforms to facilitate teamwork and peer-to-peer collaboration among students. • Teachers can design interdisciplinary projects that enable students to co-create and share content. • Teachers know how to encourage student-led social media initiatives connecting classroom learning to community action.

Conclusion

This module demonstrates how social media and internet tools can enrich teaching when used with clear pedagogy, ethical awareness, and attention to student wellbeing. Teachers explored the potential of digital platforms to support lesson design, develop social impact campaigns, channel online trends into constructive learning, and foster collaborative, project-based initiatives. The activities emphasized critical evaluation, digital citizenship, and safe practices while encouraging creativity and motivation. By applying these approaches, teachers gain confidence to transform social media from a source of distraction into a platform for authentic learning, civic engagement, and positive classroom culture.



Unit No 1
Educational Potential of Social Media

Learning Outcomes

- Teachers are confident in exploring ways social media can support teaching and learning and apply best practices in lesson design.
- Teachers know how to guide students in designing and implementing online initiatives that generate positive learning outcomes.

Short Theoretical Description

Social media platforms provide new opportunities to expand learning beyond the classroom, giving access to authentic resources, expert voices, and global communities. When integrated with clear pedagogical goals, they can increase student motivation, creativity, and collaboration. Constructivist approaches highlight how learners co-create meaning in interactive environments, while connectivist theories emphasize learning through networks. Teachers play a crucial role in guiding purposeful, ethical, and safe use of these tools, ensuring that social media supports—not distracts from—learning.

Activity 1

SOCIAL MEDIA TREASURE HUNT

Suggested activity duration: 40 minutes
Individual/Group: Small groups (3–4 teachers)

Activity Description
Teachers work in groups to explore real examples of educational use of social media (e.g.,museum TikTok accounts explaining artworks in 60 seconds, NGO Instagram campaigns on sustainability or human rights,teachers' YouTube or Shorts channels explaining concepts or experiments, student-led school Instagram or blog projects). (15 min)

Each group selects three examples that show creative or civic-oriented learning opportunities. They post their findings in a collaborative Padlet and then share insights with the whole group (15 min).

Discussion focuses on how these ideas could be adapted for their own subjects and age levels (10 min).

Tips & Tricks for adoption
Start with observation and analysis before content creation
Use closed platforms or simulations for younger students

Outcome(s):

- Teachers are confident in exploring ways social media can support teaching and learning and apply best practices in lesson design.

Setting and materials
Classroom with internet,
projector, and movable seating.
Devices with internet for each group;
Padlet or Google Docs for sharing.

Pedagogical approach used
Inquiry-based learning + cooperative learning. Teachers investigate, select, and co-construct knowledge, connecting theory to practice.

Technology requirements:
Internet connection,
laptops/tablets,
Padlet/Google Docs.

Activity 2

DESIGNING A MICRO-LESSON WITH SOCIAL MEDIA

Suggested activity duration: 50 minutes
Individual/Group: Pairs or groups of three teachers

Activity Description
Teachers design a short lesson plan (20–30 minutes) integrating one social media platform (e.g., Instagram stories for history timelines, Twitter/X for micro-debates, YouTube shorts for science experiments).Additional examples may include: TikTok-style videos (recorded offline) to explain grammar rules, Pinterest boards for visual arts or geography, or closed Facebook/Teams groups for discussion prompts.

They must ensure the lesson includes a clear learning objective, student task, and safe/ethical use guidelines (privacy, respectful communication, age-appropriate use, source attribution). They must ensure the lesson includes a clear learning objective, student task, and safe/ethical use guidelines.

Each pair shares their micro-lesson with another group for peer feedback (20 -30 min).

To ease adoption, teachers are encouraged to:

- Focus on one simple task and one platform
- Use simulated or private environments if real posting is not appropriate
- Reuse or remix existing content rather than creating everything from scratch

Outcome(s):

- Teachers know how to guide students in designing and implementing online initiatives that generate positive learning outcomes.

Setting and materials

Classroom with internet access,
Collaborative templates (Google Docs/Slides),
Projector for sharing.

Pedagogical approach used

Project-based learning + peer feedback. Teachers actively apply knowledge, create a resource, and refine it collaboratively

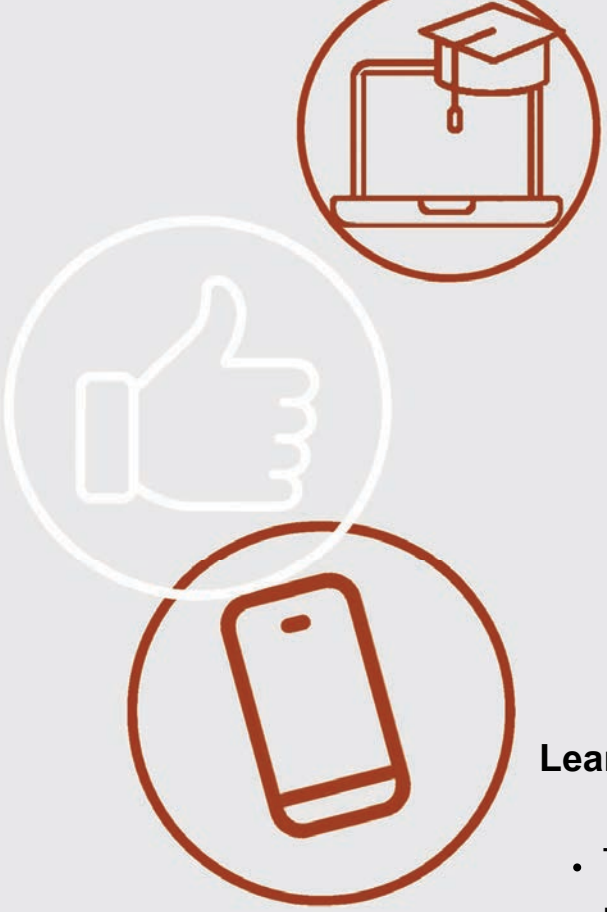
Technology requirements:
Laptops/tablets,
Collaborative templates,
Stable internet.

Adaptability for diverse participants:
Complexity can be adjusted (simple task design vs. full lesson).
Participants with low digital skills can focus on the pedagogical side while peers manage the tech.

Supporting documents for this unit
Padlet/Google Doc template for activity 1.1.
Micro-lesson planning template (objectives, activity, platform, evaluation, safety notes).
Peer feedback checklist.

Unit Conclusion

Teachers discover the educational potential of social media through real examples and practical design. They learn how to evaluate platforms critically and adapt them responsibly for teaching. By creating micro-lessons, they strengthen their confidence in guiding students to use social media for learning and civic engagement, moving beyond entertainment to purposeful and ethical digital participation.



Unit No **2**

Designing and Managing Social Media Campaigns

Learning Outcomes

- Teachers understand the processes of creating and managing social media campaigns and guide students in developing social impact initiatives.
- Teachers can design and implement sample campaigns as practical exercises to use with students.

Short Theoretical Description

Social media campaigns provide a structured way to connect classroom learning with real-world issues, encouraging students to apply knowledge creatively and collaboratively. By planning, producing, and sharing content around a cause or theme, students practice project-based learning, critical thinking, and civic engagement. For teachers, guiding campaigns means balancing creativity with digital safety, ethics, and responsible communication. Campaign design includes defining goals, identifying audiences, crafting messages, and evaluating impact. This process aligns with experiential and participatory learning theories that stress authentic contexts and real outcomes.

Activity 1

CAMPAIGN DESIGN CHALLENGE

Suggested activity duration: 60 minutes
Individual/Group: Small groups (3–5 teachers)

Activity Description
Teachers work in groups to design a mini social media campaign around an educational or civic theme (e.g., anti-bullying week, promoting reading, environmental awareness). Additional example themes may include: healthy online behavior, local cultural heritage, inclusion and diversity, or science awareness days. (20 min).

They complete a template that includes campaign objectives, target audience, key message, platform choice, and a sample post (15 min).

Each group presents their plan in plenary, highlighting potential classroom transfer (25 min).

Optional guiding prompts help ease adoption, such as:

- One clear, age-appropriate objective
- One primary audience (students, families, local community)
- One main platform, chosen for pedagogical reasons
- One simple post format (image + caption, short video, poll)

Outcome(s):

- Teachers understand the processes of creating and managing social media campaigns and guide students in developing social impact initiatives.

Setting and materials
Classroom with internet access,
Campaign planning template (paper or Google Doc),
Projector for group sharing.

Pedagogical approach used
Project-based learning + cooperative learning. Teachers co-create a campaign, simulating the same process they would facilitate with students.

Technology requirements:
Internet,
Mobile devices,
Collaborative templates,
Access to sample social media platforms.

Activity 2

CAMPAIGN SIMULATION AND FEEDBACK

Suggested activity duration: 45 minutes
Individual/Group: Pairs or groups of three teachers

Activity Description
Teachers create 2–3 mock posts for their campaign using free tools (e.g., Canva, Instagram story templates, Twitter/X drafts). Posts may include: an awareness image with a short caption, a poll or question to encourage interaction, or a short video script without publishing it publicly. They simulate a short campaign rollout and present their posts to peers (20 min)

Other participants provide constructive feedback using a checklist (clarity of message, appropriateness for age group, ethical use). To ease adoption, feedback focuses on pedagogical value rather than design perfection.(15 min).

Reflection includes how students could engage in a similar process safely (10 min).

Tips & Tricks for classroom transfer:
Start with mock campaigns before real publication
Limit campaigns to a small number of posts
Provide sentence starters or post templates for younger students

Outcome(s):

- Teachers can design and implement sample campaigns as practical exercises to use with students

Setting and materials
Classroom with internet, Canva or similar design tools, projector. Peer feedback checklists provided.

Pedagogical approach used
Experiential learning + peer feedback. Teachers learn by doing and improve through structured critique.

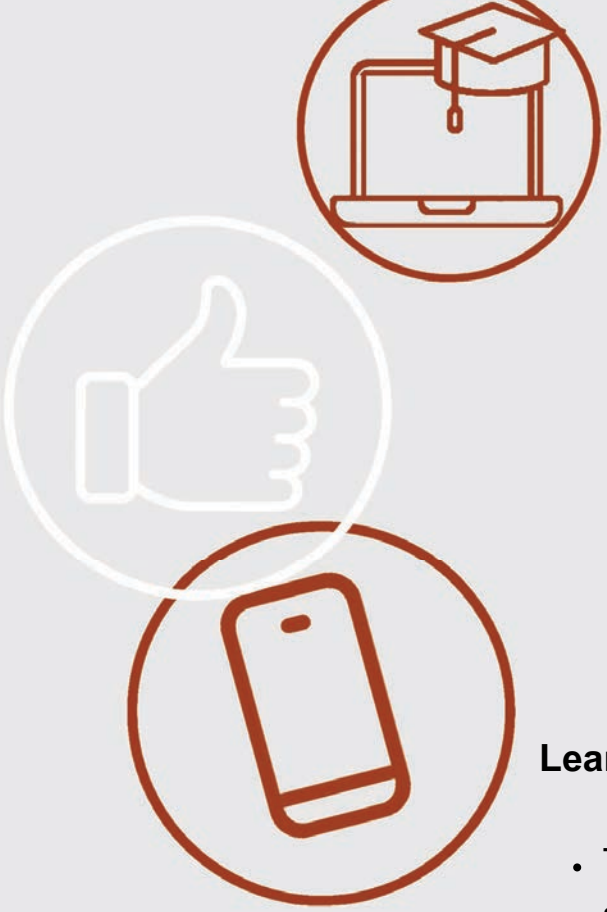
Technology requirements:
Internet,
Laptops/tablets,
Free design tools (e.g., Canva, Adobe Express, Google Slides).

Adaptability for diverse participants:
Participants uncomfortable with design tools can sketch campaigns on paper; tasks can be simplified to text-only or expanded to multimedia formats.

Supporting documents for this unit:
Campaign planning template (objectives, audience, key message, platform, evaluation).
Peer feedback checklist for campaign design.
Sample student-friendly campaign guides.

Unit Conclusion

Through collaborative design and simulation, teachers gain hands-on experience in creating and managing social media campaigns. They learn the importance of planning, ethical communication, and creative engagement. These activities equip them to guide students in developing civic-oriented campaigns that connect classroom knowledge to social impact, enhancing digital citizenship and teamwork.



Unit No **3**

Social Media, Student Motivation, and Engagement

Learning Outcomes

- Teachers can analyze how digital trends influence students' interests and behavior and apply strategies to channel online engagement into constructive, educational, and civic-oriented activities.
- Teachers can implement approaches that balance students' online engagement with offline well-being.

Short Theoretical Description

Social media strongly influences students' attention, motivation, and social interaction patterns. Understanding these trends allows teachers to harness digital engagement for educational purposes while preventing distractions and digital fatigue. Self-determination theory highlights the role of autonomy, competence, and relatedness in motivation; teachers can design activities that integrate these elements through online tools. Additionally, social-emotional learning (SEL) frameworks support strategies to balance online participation with offline well-being, promoting emotional resilience, empathy, and responsible use of digital platforms.

Activity 1

MOTIVATIONAL TREND ANALYSIS

Suggested activity duration: 45 minutes
Individual/Group: Small groups (3–4 teachers)

Activity Description
Teachers research current digital trends, hashtags, or viral content among their students' age group. Example prompts may include: short-form video challenges, popular educational influencers, recurring meme formats, awareness hashtags, or trending audio clips.They analyze how these trends could be linked to learning objectives (e.g., science experiments, historical storytelling, civic campaigns). Groups discuss potential risks and benefits, and propose ways to channel engagement into educational or civic-oriented activities.

To ease classroom adoption, groups identify:
- One simple learning task connected to the trend
- One clear rule to protect student wellbeing or privacy
- One offline follow-up activity (discussion, reflection, or assessment)

Tips & Tricks for classroom use
- Observe trends before using them.
- Focus on learning goals, not trend popularity

Outcome(s):

- Teachers can analyze how digital trends influence students' interests and behavior and apply strategies to channel online engagement into constructive, educational, and civic-oriented activities.

Setting and materials
Classroom with internet access;
Laptops/tablets for research;
Shared document or Padlet to record findings.

Pedagogical approach used
Inquiry-based learning + cooperative learning. Teachers critically evaluate trends and reflect on classroom applicability.

Technology requirements:
Internet,
Mobile devices,
Padlet or Google Docs.

Activity 2

DESIGNING ENGAGEMENT STRATEGIES

Suggested activity duration: 50 minutes
Individual/Group: Pairs or small groups (2–3 teachers)

Activity Description
Teachers create a short plan integrating social media or online tools to motivate students in a specific subject, ensuring a balance between online engagement and offline well-being. Example strategies may include: using short videos as lesson starters, online polls to activate prior knowledge, or class blogs to showcase student work combined with in-class discussion.The plan includes student tasks, reflection moments, and strategies to prevent overuse or stress (35 min).

Pairs share their strategies for peer feedback and discuss adaptations for different age groups or digital skills. To ease adoption, feedback focuses on feasibility, workload, and emotional impact rather than technical complexity.(15 min).

Tips & Tricks for classroom transfer:
Use social media as a trigger, not the whole lesson
Always pair online activity with offline reflection

Outcome(s):

- Teachers can implement approaches that balance students' online engagement with offline well-being.

Setting and materials
Classroom with internet,
Planning template,
Projector for presentations.

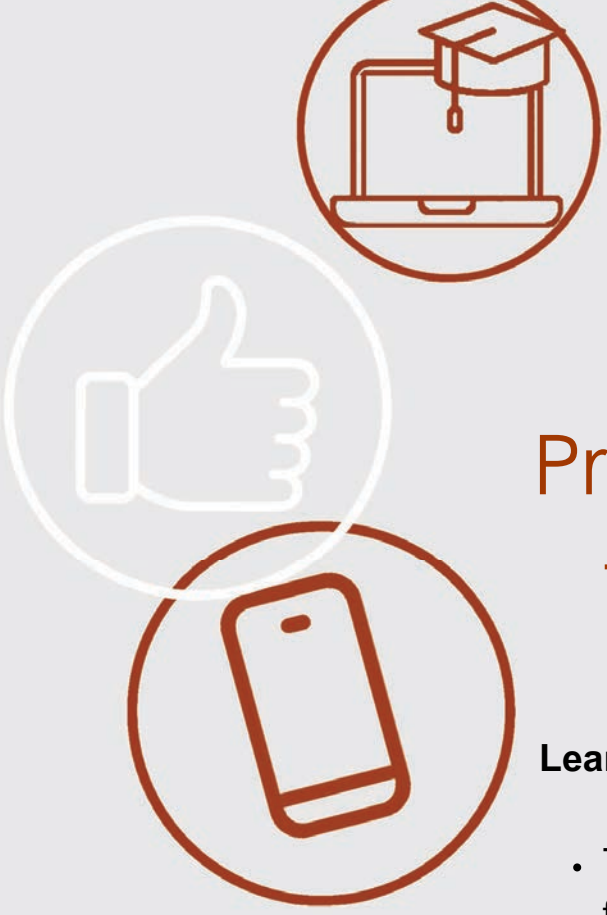
Pedagogical approach used
Project-based learning + reflection. Teachers apply theory to practice and develop strategies for holistic student engagement.

Technology requirements:
Laptops/tablets,
Planning template,
Internet.

Supporting documents for this unit:
Trend analysis worksheet.
Engagement strategy planning template.
Peer feedback checklist for engagement strategies.

Unit Conclusion

Teachers gain awareness of how social media trends affect motivation and behavior, and develop strategies to turn engagement into educational opportunities. By balancing online and offline activities, they enhance student well-being and foster meaningful, civic-oriented participation in digital spaces.



Unit No **4**

Collaborative and Project-Based Learning through Social Media

Learning Outcomes

- Teachers know how to use social media platforms to facilitate teamwork and peer-to-peer collaboration among students.
- Teachers can design interdisciplinary projects that enable students to co-create and share content.
- Teachers know how to encourage student-led social media initiatives connecting classroom learning to community action.

Short Theoretical Description

Collaborative and project-based learning (PBL) are powerful methods that foster teamwork, problem-solving, and creativity. Social media platforms provide authentic spaces where students can co-create, publish, and share projects with wider audiences, strengthening their sense of agency and civic participation. Vygotsky's sociocultural theory emphasizes the importance of social interaction in learning, while PBL frameworks highlight real-world tasks and collective outcomes. Teachers must guide these processes by setting clear goals, ensuring online safety, and encouraging inclusive participation.

Activity 1

DESIGNING A COLLABORATIVE ONLINE PROJECT

Suggested activity duration: 60 minutes
Individual/Group: Small groups (4–5 teachers)

Activity Description
Teachers work in groups to design a collaborative student project that uses social media (e.g., Instagram campaign on local heritage, class blog on science discoveries, YouTube channel for language practice). Additional project ideas may include: a cross-curricular sustainability campaign, a digital storytelling project combining history and language, or a student-curated community news feed.The design includes project objectives, roles for students, platform selection, safety rules, and final outputs.

Each group presents their project design to others for feedback. To ease adoption, groups are encouraged to:

- Start with a small-scale project (1–2 weeks)
- Use closed or teacher-moderated platforms
- Define one main product instead of multiple outputs

Tips & Tricks for classroom transfer:
Assign clear roles to avoid unequal participation
Use rubrics that value process as much as final product

Outcome(s):

- Teachers can design interdisciplinary projects that enable students to co-create and share content.

Setting and materials
Classroom with internet;
Planning templates;
Projector for presentations.

Pedagogical approach used
Project-based learning + cooperative learning. Teachers simulate real project design to transfer into their practice.

Technology requirements
Internet, Mobile devices,
Collaborative templates,
Social media platforms.

Activity 2

SIMULATION OF A STUDENT-LED INITIATIVE

Suggested activity duration: 45 minutes
Individual/Group: Pairs or small groups (2–3 teachers)

Activity Description
Teachers simulate a student-led initiative by role-playing as students planning a social media action (e.g., raising awareness about recycling, promoting kindness, supporting a school event)Additional example initiatives may include: promoting local cultural events, encouraging healthy digital habits, or supporting a community charity.(15 min).

They create a short proposal including the campaign idea, tasks, and expected outcomes (15 min).

The activity ends with reflection on how to scaffold student leadership while maintaining safety and inclusivity (15 min).

Tips & Tricks for classroom transfer:
Start with teacher-guided initiatives before fully student-led ones
Use closed or school-approved platforms initially
Celebrate process and teamwork, not online reach

Outcome(s): (Select and copy here the targeted outcomes)
Teachers know how to encourage student-led social media initiatives connecting classroom learning to community action.

Setting and materials
Flexible classroom space;
Internet;
Proposal template;
Whiteboard or flipchart for group sharing.

Pedagogical approach used
Role-play + experiential learning. Teachers experience the process from a student perspective and reflect on facilitation strategies.

Technology requirements:
Internet,
Proposal template,
Online collaborative tools.

Supporting documents for this unit:
Collaborative project planning template.
Proposal template for student-led initiatives.
Checklist for online safety and inclusive collaboration.

Unit Conclusion

Teachers learn how to integrate collaborative and project-based learning with social media, designing projects that are meaningful, interdisciplinary, and safe. By simulating student-led initiatives, they strengthen their ability to foster autonomy, teamwork, and civic participation. These skills empower teachers to guide students in using social media as a platform for authentic learning and positive community impact.

MODULE №6

Creating a Positive Learning Environment

This module helps teachers build and maintain a classroom atmosphere that shares respect, motivation, peer relationship and engagement. It focuses on strategies to promote positive relationships, manage behavior constructively, and support students' social and emotional well-being.

Module 6:
Creating a Positive Learning Environment

Keywords: Positive learning environment, classroom management, peer relationship, social-emotional well-being, inclusivity

Scope

The module explores the foundational elements that contribute to a positive learning environment and practical approaches for implementing them. It covers emotional climate, physical space, classroom culture, and routines that promote student well-being, peer relationship and effective learning.

T**raining Aims**

- To deepen understanding of the components and importance of a positive learning environment.
- To provide teachers with practical strategies for classroom management that encourage positive behavior.
- To support the development of respectful and trusting teacher-student and peer relationships.
- To promote inclusivity and emotional safety that fosters student motivation and engagement.

Theoretical Background

A positive learning environment is the foundation for effective teaching and learning. Research shows that students are well academically and emotionally when they feel respected, supported, and engaged in their classrooms. Aside from academics, schools are responsible for discussing social and emotional development and preparing students to navigate complex personality and digital challenges.

To create such an environment requires attention to the emotional climate in the group and the physical space. The emotional climate is shaped by teacher-student and peer relationships, all communication patterns and norms in the classroom,and the degree to which students feel safe to take risks and express themselves. Teachers act as role models of empathy, respect, and inclusivity, setting the tone for how learners treat one another.

The physical environment - beginning with seating arrangements, accessibility, visibility of student work, and use of resources also contributes to whether students perceive the classroom as safe, welcoming, and stimulating.

Classroom management is not about controlling behavior, it should be a constructive guidance and shared responsibility. Positive behavior management strategies focus on building mutual respect, recognizing the efforts of everybody, and creating routines that support discipline yet allowing student autonomy.

An essential element of a positive environment is student engagement. Engagement grows when learners feel their voices are heard, their backgrounds are respected, and their contributions are valued. Open and respectful discussions provide opportunities for students to practice communication and empathy. At the same time, teachers must recognize and accept the differences in abilities, cultures, languages, and experiences, ensuring that no student feels marginalized.

Equally important is the integration of social-emotional learning (SEL). Skills such as self-awareness, empathy, communication, and boundary-setting help students to manage both offline and online relationships. Given the nonstop influence of digital life, teachers need to help students navigate online interactions responsibly and maintain emotional balance. Providing safe and sometimes anonymous channels for self-expression such as journals, digital platforms, or suggestion boxes further supports well-being and encourages openness.

A positive learning environment is successful when teachers balance structure with flexibility, authority with empathy, and guidance with autonomy. It is a dynamic space where students feel secure, motivated, and empowered to take part in meaningful learning experiences. For teachers, this requires intentional planning, consistent reflection, and a commitment to trust and respect their students. Educators not only can create classroom harmony but also prepare students for lifelong collaboration and mindful civic participation in the society later on.

Topics / Units	**Learning Outcomes**
1. **Building Inclusive and Supportive Classrooms**	• Teachers have strategies for creating emotionally safe, motivating, and inclusive learning spaces. • Teachers are empowered to encourage student participation, self-esteem, and positive teacher-student and peer relationships. • Teachers are able to model respect, empathy, and inclusivity

Topics / Units	Learning Outcomes
2. **Facilitating Open and Respectful Classroom Discussions**	• Teachers know how to structure discussions that promote face-to-face communication, empathy, and critical thinking. • Teachers can use techniques that encourage students' self-expression while respecting diverse opinions. • Teachers know how to implement activities that strengthen students' confidence in expressing themselves.
3. **Enhancing Interpersonal and Social-Emotional Skills**	• Teachers can design and implement classroom activities that develop communication, collaboration, empathy, and boundary-setting among all participants. • Teachers know how to integrate social-emotional learning to address digital life challenges, such as managing online and offline relationships. • Teachers are able to support students in navigating diversity and building healthy peer connections.
4. **Implementing Safe and Anonymous Sharing Spaces**	• Teachers can create trusted channels for students to share thoughts and emotions while balancing anonymity with accountability to maintain a safe classroom atmosphere. • Teachers are able to use reflection tools, such as journals, digital platforms, or suggestion boxes, to support students' emotional well-being and encourage positive behavior change.

Conclusion

A positive learning environment is not something that appears by chance but through consistent, intentional practices that value respect, empathy, and inclusivity. Classrooms become safe, motivating, and engaging spaces when teachers have strong relationships with the students, they encourage open dialogue, and integrate social-emotional learning. Such environments not only help academic achievement but also teach learners how to communicate respectfully and take responsibility for their actions. These kinds of classrooms prepare young people to navigate the face-to-face interactions with empathy. They also help students develop critical thinking skills to handle the digital challenges they meet.

Unit No **1**

Building Inclusive and Supportive Classrooms

Learning Outcomes

- Teachers have strategies for creating emotionally safe, motivating, and inclusive learning spaces.
- Teachers are empowered to encourage student participation, self-esteem, and positive teacher-student and peer relationships.
- Teachers are able to model respect, empathy, and inclusivity.

Short Theoretical Description

To create an inclusive and supportive classroom you need to begin with having strong teacher-student and peer relationships, ensuring that all learners feel respected and valued. What helps students to engage with ease and confidence or take risks in learning are the emotional safety, the mutual trust, and the clear routines. Teachers are the role model of empathy, respect, and inclusivity, they should encourage participation and celebrate diverse perspectives. Classrooms become spaces where students feel motivation to engage, their self-esteem is high, and there are mainly positive social interactions. This creates the right environment for academic and social-emotional growth.

Activity 1

CLASSROOM COMMUNITY MAP

Suggested activity duration: 40- 45 minutes
Individual/Group: Small group (3–5 participants) + whole group reflection

Activity Description
Introduction (5 minutes)
Trainer explains:

- Introduce the activity and its purpose – to explore classroom interactions, support, and inclusion.
- Emphasize that this mirrors a method teachers can later use with their own students to build awareness of classroom climate.

Group Formation (3 minutes)
Trainer organizes:

- Divide teachers into small, mixed-experience groups (3–5 participants).
- Encourage diversity in teaching background, subject area, and school context to broaden perspectives.

Creating the Community Map (10–15 minutes)
Trainer shows:

- Present an example of a “community map” — a visual diagram showing relationships, connections, and areas of support within a classroom.
- Provide clear instructions and distribute materials.

Teachers in groups create maps that illustrate:

- How members of a classroom community (students and teachers) interact.
- Ways in which individuals or groups offer support, collaboration, or encouragement.
- Strengths of the current environment and areas for improvement (inclusion gaps, communication barriers).

Trainer circulates to support groups, clarify ideas, and observe group dynamics.

Group Discussion (5–7 minutes)
Trainer facilitates:

- Invite each group to briefly share their map.
- Encourage teachers to identify common patterns — where inclusion thrives and where barriers appear.
- Discuss how classroom layout, teacher language, or peer culture influences these dynamics.

Prompt questions:

- What do these maps reveal about emotional safety in classrooms?
- How can teachers intentionally design structures that help inclusion?

Reflection (5–10 minutes)

- Trainer guides reflection: Provide reflection questions for teachers to answer individually or in small groups:
  - How do my actions affect the classroom climate?
  - What can I do to help create a safe, motivating environment?
  - Which practices from this activity could I adapt to my subject or age group?

Teachers can record insights on sticky notes and attach them to their maps or a shared reflection wall.

Outcome(s):

- Teachers have strategies for creating emotionally safe, motivating, and inclusive learning spaces.
- Teachers are empowered to encourage student participation, self-esteem, and positive teacher-student and peer relationships.
- Teachers are able to model respect, empathy, and inclusivity.

Setting and materials

classroom with enough space for group work
large paper sheets or ready map templates
markers
sticky notes
pens

Pedagogical approach used

Collaborative learning, reflection, discussion-based facilitation.

Technology requirements:

Optional: digital whiteboard or collaborative online platform for hybrid classrooms. (Padlet, Jamboard).

Adaptability for diverse participants:

Activity can be modified for different group sizes, abilities, and cultural contexts; prompts and materials can be simplified or translated as needed.

Activity 2

EMPATHY CIRCLES

Suggested activity duration: 40 min
Individual/Group: Whole-group simulation with volunteer participation and guided reflection

Activity Description
Set up (5 min):
Trainer prepares:

- Arrange chairs in a circle to symbolize equality, connection, and shared responsibility.
- Explain that the circle represents a safe space for open dialogue where all voices matter.
- Clarify that teachers will explore classroom challenges through perspective-taking and reflection.

Prompt (10 min):
Trainer introduces the activity:

- The trainer reads common classroom challenges
- Read aloud one common classroom scenario
- Assign or invite volunteers to take on roles — such as student, peer, teacher, or observer.
- Emphasize that this exercise is not about acting skills but about understanding emotional perspectives and exploring inclusive responses.
- Repeat with another scenario and different volunteers
- Facilitator tip: Use scenarios that reflect participants' teaching realities or age group (15–19).

Role-play (15 min):
Trainer facilitates:

- Conduct the role-play for each selected scenario.
- Encourage volunteers to express authentic reactions and emotions from their assigned perspective.

After each short scenario, pause and ask the group to identify:

- What emotions were visible?
- What behaviors reflected empathy or lack of empathy?
- What could the teacher do differently to support inclusion and safety?

Note: Keep tone supportive and focused on learning there is no need to critique the performance.

Reflect (10 min): Group discusses how empathy changes classroom climate.
Trainer guides group reflection:
Use these prompts to facilitate an open conversation:

- How does empathy influence classroom climate and relationships?
- What barriers prevent teachers from responding empathetically in real situations?
- How can empathy be balanced with classroom structure and boundaries?
- Which strategies can teachers bring into their practice to promote emotional safety and respect?

Encourage teachers to:

- Note one specific action they will try in their classroom.
- Share insights or patterns that emerged from the role-plays.

Outcome(s):

- Teachers are able to model respect, empathy, and inclusivity.
- Teachers have strategies to build emotionally safe and supportive classroom environments.

Setting and materials

Chairs arranged in a circle
Printed or digital scenario cards
Whiteboard or flipchart for reflection
Optional: soft background music or timer to manage pacing

Pedagogical approach used

Role-play, restorative practice, experiential learning.

Technology requirements:

None required.

Adaptability for diverse participants:

Use shorter or simplified scenarios for time-limited sessions.
Offer participants the option to observe instead of act if they feel uncomfortable.
For online sessions, use virtual breakout rooms or chat-based role descriptions.
Scenarios can be adjusted to reflect different subjects, cultural contexts, or school types.

Supporting documents for this unit:

Sample classroom community map template
Empathy circles Scenario Cards
Reflection question handouts

Unit Conclusion

Building inclusive and supportive classrooms requires intentional strategies that create trust, respect, and engagement. When teachers are modeling empathy and promoting collaboration, they create a positive climate where students feel safe and motivated. Activities like the community map can help learners recognize their roles in shaping the classroom culture, raise their self-esteem, improve peer relationships, and overall emotional well-being.

Unit No **2**

Facilitating Open and Respectful Classroom Discussions

Learning Outcomes

- Teachers know how to structure discussions that promote face-to-face communication, empathy, and critical thinking.
- Teachers can use techniques that encourage students' self-expression while respecting diverse opinions.
- Teachers know how to implement activities that strengthen students' confidence in expressing themselves.

Short Theoretical Description

This unit helps teachers experience and reflect on the power of active listening and respectful dialogue. Teachers first explore how communication dynamics affect classroom inclusion. Classroom disagreement or misunderstandings often happen and the ability to manage those situations is really important for any teacher. To practice active listening (no interruptions, paraphrasing, summarizing emotions) is equally valuable for both teachers and their students. Effective classroom discussions develop students' communication, empathy, and critical thinking skills. Teachers structure interactions to ensure all voices are heard, model respectful dialogue, and create safe spaces for self-expression. When they are able to guide students to share perspectives and reflect on ideas, teachers encourage confidence, inclusivity, and collaborative learning.

Activity 1

THE ART OF LISTENING – PRACTICING RESPECTFUL DIALOGUE

Suggested activity duration: 40 minutes
Individual/Group: Pairs

Activity Description

Introduction (5 min)

- Trainer explains the purpose: to explore how listening affects inclusion, communication, and classroom climate.
- Highlight that teachers will experience being both speaker and listener.

Pair Sharing (10 min)

- Divide participants into pairs.
- Each teacher briefly shares a classroom challenge or misunderstanding they experienced.
- The partner practices active listening: no interruptions, paraphrasing, acknowledging emotions.

Small Group Discussion (15 min)

- Combine pairs into groups of four.
- Share experiences and discuss:

What made them feel heard or misunderstood?
How might these strategies be adapted for students?
Record key observations on flipchart or whiteboard.

Reflection and Debrief (10 min)

Individually or in pairs, teachers answer reflection questions:

- How can I model active listening for my students?
- Which strategies could I use to create inclusive dialogue?

Optional: teachers write one action step on a sticky note and share with the group.

Outcome(s):

- Teachers know how to structure discussions that promote empathy, face-to-face communication, and critical thinking.
- Teachers can use techniques that encourage students' self-expression while respecting diverse opinions.

Setting and materials

Quiet environment and comfortable space
Chairs arranged in pairs, then small groups of four
Whiteboard or flipchart
Markers
Reflection sheets
Optional – timer for discussion rounds

Pedagogical approach used

Cooperative learning, experiential learning, reflective dialogue, peer feedback

Technology requirements:

None required

Adaptability for diverse participants:

Allow teachers to record or write reflections if verbal sharing feels uncomfortable.
Adjust pair/group size depending on group dynamics.
Provide alternative examples (online discussions, staff meetings).

Activity 2

STRUCTURED CONTROVERSY

Suggested activity duration: 50 minutes
Individual/Group: Small groups (4–6 participants)

Activity Description

Introduction (5 min)
Trainer explains the activity: participants will debate a classroom-related statement, practice perspective-taking, and learn strategies for guiding respectful discussions.

Group Formation (5 min)

- Divide teachers into groups of 4–6.
- Assign roles: 2–3 arguing for, 2–3 arguing against the statement

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Initial Debate (10 min)

- Teams discuss their assigned perspective.
- Encourage reasoning, evidence, and respectful communication.

Role Reversal (10 min)

- Teams switch sides and argue the opposite viewpoint.
- Emphasize understanding and articulating the other perspective accurately

Group Synthesis (10 min)

- Teams collaborate to find common ground or summarize key points from both perspectives.
- Record summary on flipchart or shared digital board.

Reflection and Debrief (10 min)
Whole group discussion guided by prompts:

- How did role reversal change understanding?
- How can this approach be adapted for students?
- What strategies help ensure discussions remain respectful and inclusive?

Outcome(s):

- Teachers know how to structure discussions that promote empathy, face-to-face communication, and critical thinking.
- Teachers can use techniques that encourage students' self-expression while respecting diverse opinions.

Setting and materials
(Printed or digital) prompts
Timer
Pens
Paper

Pedagogical approach used
Structured academic controversy, cooperative learning, inquiry-based discussion, perspective-taking.

Technology requirements:
Optional – use digital polling or Padlet for group synthesis.

Adaptability for diverse participants:
Provide simpler or less polarizing topics if participants are uncomfortable with debate.
Allow written position summaries instead of oral ones.
Ensure inclusive grouping to reflect varied viewpoints.

Supporting documents for this unit:
Guide for facilitating inclusive discussions
Reflection questions
Controversy Statement Cards

Unit Conclusion

A well-facilitated discussion is more than just sharing opinions. It includes major life skills like empathy, critical thinking, and knowing when to have self-confidence and when you can adopt new points of view. Through structured strategies like active listening, role reversal, and respectful debate, teachers learn to create inclusive spaces where all voices are valued. When teachers are modeling and guiding open dialogue, they help students develop communication skills, emotional awareness, and collaborative problem-solving abilities, preparing them for respectful participation both in school and in society.

Unit No **3**

Enhancing Interpersonal and Social-Emotional Skills

Learning Outcomes

- Teachers can design and implement classroom activities that develop communication, collaboration, empathy, and boundary-setting among all participants.
- Teachers know how to integrate social-emotional learning to address digital life challenges, such as managing online and offline relationships.
- Teachers are able to support students in navigating diversity and building healthy peer connections.

Short Theoretical Description

Social-emotional skills are developed with the help of healthy peer relationships, effective communication, and classroom collaboration. Teachers who understand and model empathy, boundary-setting, and perspective-taking equip students to navigate both online and offline interactions responsibly. Experiential and reflective activities strengthen these skills, allowing teachers to design inclusive, emotionally supportive learning environments that foster trust, cooperation, and self-awareness.

Activity 1

BOUNDARY-SETTING WORKSHOP

Suggested activity duration: 50 minutes
Individual/Group: Individual + Small group

Activity Description

Introduction (5 min)
Trainer explains the importance of setting clear personal and social boundaries for students' emotional safety, online and offline.

Individual Reflection (10 min)
Teachers reflect on a classroom or digital scenario where boundaries were tested (online messaging, peer pressure, group work).
Identify: what boundary could have improved the situation?

Group Brainstorming (15 min)
In groups of 4–5, share reflections and list strategies for setting and maintaining boundaries for students.

Role-Play (15 min)
Groups role-play boundary-setting strategies with hypothetical classroom or online scenarios.
Observe and provide feedback on communication, clarity, and empathy.

Debrief and Reflection (5 min)
Whole group discussion: how to teach and model healthy boundary-setting to students.

Outcome(s):

- Teachers can design and implement activities that develop communication, collaboration, empathy, and boundary-setting.
- Teachers know how to integrate social-emotional learning to address digital life challenges.

Setting and materials

Scenario cards
Flipchart or whiteboard
Sticky notes
Markers
Pens

Pedagogical approach used

Experiential learning, cooperative problem-solving, social-emotional learning, role-play

Technology requirements:

Optional: Digital whiteboard or collaboration tool (Miro, Jamboard) for mapping boundary-setting strategies.

Adaptability for diverse participants:

Include scenarios that are culturally sensitive and relevant to different classroom contexts.
Encourage teachers to share practices from their own cultural and educational backgrounds.
Allow reflection and discussion in participants' preferred languages where possible for clarity.

Supporting documents for this unit:
Boundary-Setting Workshop
Boundary-Setting Tips for Teachers – With Examples

Unit Conclusion

Enhancing interpersonal and social-emotional skills is essential for creating a positive, inclusive classroom. Teachers who model empathy, communication, collaboration, and boundary-setting create environments where students feel safe, valued, and empowered to express themselves. If teachers can support students in navigating diversity, building healthy peer relationships, and managing digital interactions responsibly, these skills will not only improve classroom climate but also help students with lifelong abilities to communicate effectively.

Unit No **4**

Implementing Safe and Anonymous Sharing Spaces

Learning Outcomes

- Teachers can create trusted channels for students to share thoughts and emotions while balancing anonymity with accountability to maintain a safe classroom atmosphere.
- Teachers are able to use reflection tools, such as journals, digital platforms, or suggestion boxes, to support students' emotional well-being and encourage positive behavior change.

Short Theoretical Description

Where trust lives, learning grows - and safety makes it possible. Yet every class has students who find it easier to listen than to speak. Create space for them to share thoughts or worries safely so everyone feels included and respected. Some open up through writing; others prefer quiet or anonymous options. A simple journal, a classroom "safe box," or an online form gives a private channel to be heard. These tools help teachers notice feelings, spot early signs of stress or conflict, and see what might be affecting learning or relationships. When teachers respond - by addressing concerns, adjusting lessons, or acknowledging feelings - they show care and fairness. Anonymity needs boundaries: share honestly and respectfully, not to hide. Clear ground rules and follow-up build trust. Over time, students learn that openness and kindness strengthen the community, and that their words matter. Safe sharing is less about the tool and more about the relationships that make it meaningful.

Activity 1

COMMUNITY MAP PULSE - BUILDING THE SAFE LINE

Suggested activity duration: 50 minutes
Individual/Group: 3-4 people

Activity Description
Opener (10 min):
The trainer introduces the purpose:
To design safe and anonymous sharing spaces where all students can express their concerns.

- Begin with a quick empathy warm-up: “Think of a student who rarely speaks - what might help them share safely?”
- Groups sketch a simple class map and mark where voice and trust already exist.
- Identify the main barriers and bridges together.

Design (20 min):
The trainer guides groups to:

- Choose one sharing channel: a safe box, exit slip, QR form, or journal shelf.
- Using the “Rules & Workflow” template, each team writes five clear rules and a simple flow: Collect → Triage → Respond → Follow-up.
- Discuss how anonymity and accountability can coexist in practice.

Test (15 min):

- Groups read short sample “student notes,” decide the response level (Green, Yellow, Red), and draft a brief, caring reply.
- The trainer moderates a reflection on tone, language, and professional boundaries.

Reflect (5 min):

- Whole group shares key rules and insights: “What makes a space trusted, not just private?”
- Each participant notes one small step to apply next week in their own classroom.

Outcome(s):

- Teachers can create trusted channels for students to share thoughts and emotions while balancing anonymity with accountability to maintain a safe classroom atmosphere.

Setting and materials

classroom/training room with movable seating
flipchart or whiteboard + markers
printed “rules & workflow” template (one per group)
paper slips or sticky notes + pens
sealed box or large envelope (for physical version)
optional: laptops/phones; Google Form/Padlet setup guide (optional)

Pedagogical approach used

Blends experiential and collaborative learning. Teachers co-design safe sharing systems through mapping, rule creation, and testing. Short simulations build empathy and accountability. Reflection links experience to practice, supporting sustainable, trust-based classroom change.

Technology requirements:

none required
optional: device + internet to model a QR code form

Adaptability for diverse participants:
Works with or without technology.
Applicable across subjects, age groups, and school contexts.
Prompts and tools can be simplified, translated, or adapted for different communication needs.
Flexible timing, group size, and participation modes support inclusive engagement.

Activity 2

REFLECTION LOOP LAB

Suggested activity duration: 45–50 minutes
Individual/Group: group 3-4

Activity Description
Opener (8 min):
The trainer introduces

- Reflection tools that help students express their emotions, notice patterns, and take positive action.
- Participants recall a moment when student feedback changed their teaching approach and share what aspects of the feedback supported their understanding and empathy.

Design (20 min):
Trainer presents examples of reflection tools:

- Suggestion Box / “You Said–We Did” Board
- Exit Slip Form
- Weekly Journal
- Digital Reflection Loop
- Emotion Check-In Wheel
- Groups design a Reflection Loop – prompt → student response → teacher feedback → visible change – showing how reflection builds trust, empathy, and responsibility.

Test (12 min):
Groups exchange and try each other's tools, noticing which prompts feel safe, motivating, or clear.

Reflect (8 min):
The whole group identifies one tool or question to pilot next week and discusses how small, consistent reflection moments can shape class climate and strengthen relationships.

Outcome(s):

- Teachers are able to use reflection tools, such as journals, digital platforms, or suggestion boxes, to support students' emotional well-being and encourage positive behavior change.

Setting and materials

- Classroom or training room with movable seating for group work.
- Flipchart or whiteboard with markers.
- Printed Reflection Loop Template (one per group).
- Paper or digital journals for sample reflections.
- Sticky notes and pens.
- Optional: devices with internet access to model Google Form or Padlet reflection tools.

Pedagogical approach used
Combines experiential, reflective, and collaborative learning. Teachers design and test reflection tools that model student voice and emotional awareness. The activity links practice with empathy, helping teachers create consistent habits that support self-regulation, trust, and positive behavior.

Technology requirements:
None required.
Optional: device and internet connection to model digital reflection tools such as Google Forms or Padlet.

Adaptability for diverse participants:
Works with or without technology.
It can be used in any subject or age group.
Prompts and tools can be simplified or translated.
Flexible timing and group size for different settings.

Supporting documents for this unit:
Module 6 Unit 4 - Safe and Anonymous sharing spaces

Unit Conclusion

In this unit, teachers practised two ways to build trust and support emotional well-being. Activity 1 focused on creating safe and anonymous spaces where every voice can be heard without fear. Activity 2 explored reflection tools that facilitate sharing and promote growth and positive change. Together, they show how openness, empathy, and consistent feedback create classrooms where students feel valued, understood, and ready to learn.

CONCLUSION

The PeerCo Teacher Training Program provides secondary school teachers with a structured and comprehensive framework to support students aged 15–19 in navigating the complexities of social media and digital life. Through six carefully designed modules, the program strengthens teachers' competences in digital literacy, critical thinking, mental health awareness, collaborative practices, and the creation of positive and inclusive learning environments.

Developed within the framework of an Erasmus+ Strategic Partnership involving six countries, the program directly responds to European priorities in digital competence development, wellbeing in education, and the promotion of active citizenship. It equips educators with the knowledge and confidence to integrate digital tools effectively, critically evaluate online content, and foster responsible digital behaviour. By addressing both the technical and socio-emotional dimensions of social media use, the initiative promotes a holistic approach to digital education that balances innovation with psychological wellbeing and ethical responsibility.

A key strength of the program lies in its emphasis on active, adult-centered pedagogies, including cooperative learning, role-play, and project-based approaches.

The activities are designed to be practical, adaptable, and inclusive, supporting equitable access to digital competence development across diverse educational contexts. By offering ready-to-use materials and replicable methodologies, the project ensures immediate classroom applicability while also strengthening institutional capacity for sustainable professional development.

In terms of long-term impact, the PeerCo program fosters cross-national collaboration and the exchange of best practices, reinforcing European cooperation in education and training. Its modular and transferable structure enables scalability and adaptation beyond the original partnership, ensuring that the project outcomes can continue to benefit schools, educators, and students across different national contexts.

Ultimately, the PeerCo Teacher Training Program positions teachers as proactive and reflective guides, capable of supporting young people in developing resilience, critical awareness, and a healthy balance between their online and offline lives. In doing so, it contributes meaningfully to the European objective of building digitally competent, socially responsible, and wellbeing-oriented learning communities prepared to meet the challenges of an evolving digital society.

The PeerCo Teacher Training Program establishes a sustainable and transferable model of teacher professional development that strengthens European cooperation and contributes concretely to the long-term advancement of digital competence and wellbeing in education.

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