**iWell – Enhancing the Digital and Social Well-being in Schools**

[PROJECT NUMBER: 2020-1-BG01-KA201-079041]

**Newsletter 2**

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| **iWell Curriculum**In early 2022, partners succeeded in developing the project’s Curriculum. Led by KMOP, Greece, following research that was conducted nationally and transnationally, the iWell bespoke Curriculum aims at supporting and building the capacity of educators in becoming “active health agents” to promote the health literacy and social well-being of their students.The Curriculum is suitable for educators who teach pupils aged 6 – 12 and is informed by the latest, most effective and innovative teaching practices and educational approaches, including ICT tools. It entails the content developed to address the needs of teachers in primary education using a “skills-based health education” approach, providing them with the necessary skills to enhance students’ key life skills with regard to making healthy and informed decisions when online. Following the identification of educators’ learning and curriculum needs through questionnaires and focus groups conducted in five partner countries, the main themes that emerged were emotional, social and digital well-being as well as their related sub-topics. Thus, the material includes the following three modules, each of which includes three interconnected lesson plans: * Module 1: Emotional Well-Being: Emotion Regulation and Resilience, Self-Esteem and Sense of Purpose and Goals
* Module 2: Social Well-Being: Interpersonal Communication Skills, Diversity and Healthy Relationships and Violations and Boundaries
* Module 3: Digital Well-Being: Online Dangers and Risks, Taking Action and Golden Rules for a Healthy Digital Life

Each lesson includes three learning activities and lasts approximately 45 minutes. Thus, each module contains a total of 9 activities of a non-traditionally didactic method of teaching. As the project aspires to support educators in the process of becoming “active health agents”, related teaching and learning material focuses on educators developing students’ digital and life skills by using diverse methodologies such as student-centred, experiential, collaborative and participatory ones (e.g., role play, team games, discussions). In this way, students are given the opportunity to first practice and subsequently acquire knowledge, attitudes and skills they need for a healthier offline and digital life.The main digital and life skills promoted in each module include self-confidence, decision-making and social skills (e.g., active listening, effective communication, sharing, cooperating, empathy, respect, conflict resolution), while other important skills are also fostered (e.g., creative thinking, critical thinking, problem-solving etc.). In addition, provided that iWell’s innovative approach lies among others in the integration of new approaches, such as ICT methodologies and tools, the activities employ digital tools and resources (e.g., online videos, websites etc.) to a large extent. Last but not least, each module includes an assessment measuring students’ achievement of learning objectives, but also the quality of material in terms of clarity, time allocation, usefulness etc.  | **In this Issue**Welcome to iWell second newsletter with updates on the project works and achievements. In this issue, news regarding iWell Curriculum will be shared and updates on the rest of the project’s deliverables will be noted.  |
| **Further updates on iWell** Beyond the curriculum development, testing and evaluation, iWell Consortium has managed to draft the Mini-Games (IO3), the MOOCs resources (IO4) and the guidelines for the Toolkit with Policy & Practice Recommendations (IO5) |
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