In-person and online activities development and provision through a digital repository

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1. Introduction

The EduCardia team has created a Repository for Social and Emotional Learning (SEL) activities, which is active and open to the educational community since September of 2023. The current document describes the main characteristics of this repository, its current status in terms of usage and the technical characteristics that make it operable. It regards an updated version of the deliverables for R4.a and R4.b. At the end of the document in Annex I, it is also presented a detailed tutorial on how to use it. The main purpose of this repository is to offer an open access collection of scientifically-validated SEL activities that can be utilised by any interested party within schools and educational communities. Its goal is to provide a valuable resource for the educational community.

The SEL activities in the EduCardia Activities Repository is centered around the EduCardia EmoSocio model and promotes the development of emotional competencies among students both individually and in groups. Some activities are designed for traditional in-person classrooms, while others are tailored for online learning environments. The repository features a variety of SEL activities that are newly created and documented by our research team, as well as activities gathered from the expertise of previous partners and other emotional educational programs. The users of the repository are able to search for activities based on criteria such as language, age, duration, and competencies, and it contains activities suitable for both online and in-person classrooms.

The structure of this document is as follows: Section 2 outlines how an activity is represented in the ecosystem of the EduCardia project, Section 3 highlights the available functionalities of the repository, Section 4 presents how the EduCardia SEL repository is enriched with new SEL activities based on the feedback we got from the teachers. Section 5 includes the current status of the repository in terms of usage while section 6 provides the most popular activities taking under consideration the positive comments each activity has received and how many times it is implemented. Section 7 summarizes the evaluation on behalf of the teachers of both the activities and the EduCardia SEL platform. Finally, section 8 provides the technical specifications of the repository's development and section 9 summarises the main points of the document. The EduCardia SEL Repository Tutorial for the teacher is provided in Annex I.

This deliverable follows an incremental approach. This means that new content is added upon the previous versions of the deliverable R4.a and R4.b. Some existing parts of the document are also updated with more recent data. In order to facilitate the reader, we mention that the new sections are sections 4, 6 and 7 while section 5 is appropriately updated.

2. Activity Metadata

The core concept of the SEL repository is the activity itself. An activity is composed of a set of characteristics that are presented below. All the available characteristics are also filterable meaning that the end user of the repository may search and select the activities that most interest him/her based on its activity metadata.

- **Title**
  The title of the activity.
- **Learning Objectives of the activity**
  A short description of what students are expected to achieve as a result of this activity.

- **Didactic Strategy**

  Demonstration of one or more didactic strategies that the activity follows:
  - Experiential learning
  - Peer to peer learning
  - Gamification
  - Role playing
  - Project based learning
  - Collaborative learning
  - Case study learning
  - Problem solving learning
  - Ukronia activities
  - Remind (Relaxation, respiration, Meditation, Mindfulness)
  - OST (Out of School Time) - Comprehensive approach
  - Cross Curricular learning
  - Arts-Based Learning

- **Description**

  The description of the activity. If there is a need for family involvement, it is to be noted in this field.

- **Target Age Group**

  The target age group where the activity can be applied:
  - 6-8 years old,
  - 9-12 years old,
  - 13-18 years old

- **Periodicity**

  The frequency that the activity should be implemented in case it is not a one-time activity. The offered options are: One time, Daily, Weekly and Monthly.

- **Duration**

  The duration in teaching hours the activity needs to take place. The options that are offered are from 1 to 3 teaching hours. If an activity has a duration more than three hours, it is recommended to be splitted and documented as two sequential activities.

- **Presence**

  The type of the activity in terms of students' presence:
  - Online
  - In-person
  - both

- **EmoSocio Competences**

  The set of EmoSocio competencies that the activity tackles in accordance with the EmoSocio Emotional Intelligence model. These competences are:
  - Self-Awareness
  - Empathy
  - Emotional Regulation
  - Flexibility
  - Influence
  - Emotional Expression

- o Optimism
- o Assertiveness
- o Self-motivation
- o Relationships
- o Self - esteem
- o Teamwork
- o Group Emotional Awareness
- o Group Emotional regulation
- o Group Emotional Climate

● **Sub-grouping**

The types of sub-grouping that best fit to execute the activity:
- o Individual
- o Small Group (2 - 4)
- o Medium Group (5 - 7)
- o Large Group (8 - 10)
- o Whole Class

For example, the whole class can participate at the same time, or the students can be separated in groups of five persons or the activity can be accomplished per individual.

● **Teacher role**

The teacher may participate or lead the activity without being part of the group or just observe without any intervention to the process. Therefore, the teacher role during an activity may be:
- o Leader
- o Observer
- o Facilitator

The user should indicate whether there is need for extra personnel to successfully implement the activity.

● **Evaluation**

Description of how the teacher can evaluate that the activity has been implemented successfully.

● **Adapted to special needs**

Declaration of whether the activity is designed specifically for a group of students with special educational needs, or it can be adapted to support such a group. The following categories are in accordance with the IDEA Law (https://www.cahelp.org/parents_students/services/id_referral_process/disability-categories)
- o Specific learning disability (SLD) - these conditions affect a child's ability to read, write, listen, speak, reason, or do maths (Dyslexia, Dyscalculia, Dysgraphia)
- o Autism spectrum disorder (ASD) - mainly affects a child's social and communication skills and can also impact behaviour
- o Emotional disturbance (anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression)

- o <u>Speech or language impairment</u> (a communication disorder such as stuttering, impaired articulation, a language or a voice impairment that adversely affects a child's educational performance)
- o <u>Intellectual disability</u> (significantly below average general intellectual functioning, existing with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's educational performance, e.g., Down Syndrome)
- o <u>Another health impairment</u> (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) adversely affects a child's educational performance
- o <u>Traumatic brain injury</u> (an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance)
- o <u>Orthopedic impairment</u> (a severe orthopedic impairment that adversely affects a child's educational performance, e.g., poliomyelitis, bone tuberculosis, cerebral palsy, amputations, and fractures or burns that cause contractures)
- o <u>Visual impairment</u>, including blindness (an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness)
- o <u>Hearing impairment</u> (it refers to a hearing loss; this type of loss can change over time)
- o <u>Deafness</u> (a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance)
- o <u>Deaf-Blindness</u> (simultaneous hearing and visual impairments)
- o <u>Multiple disabilities</u> (concomitant impairments such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc. the term does not include deaf-blindness).

- ● **Guidelines for attention to diversity**
Guidelines of how an activity can be adapted for students with special educational needs**.**
- ● **Source of the activity**
The source of the activity may be one of the following choices:
  - o Book
  - o Publication
  - o Website
  - o Conference

and should follow the APA Citation Format. The user should also mention whether the activity is an adaptation or an inspiration from another source.
- ● **Material Description**
The declaration of any necessary material to accomplish the activity. This can be in form of images, pdfs, physical material (markers, crayons, coloured pencils, sheet papers etc) or audiovisual materials (audios, videos)
- ● **Languages**

The languages (English, Spanish, Greek and Romanian) that the activity is available within the repository.

- **Dependency to other activities**
Any dependency with another activity or set of activities that should be applied a priori or a posteriori of this activity.

3. Activities Repository Functionalities

The EduCardia SEL activities repository supports a set of functionalities that are presented below.

Search for an Activity

The EduCardia Activities Repository offers a fundamental feature that enables users to search for an activity. This feature is available to all users, regardless of whether they are registered or not. The filters that support the activities selection are:

- The title of the activity. This is a text field.
- A selection about the periodicity of the activity. Is it a periodically repeated or one-off activity?
- A multiple choice regarding the presence of students. Could the activity be executed online, in-presence or both?
- A selection about the duration of the activity. Alternatives between one, two and three class sessions are presented to the user. Each class session lasts approximately 50 minutes.
- The age target group that the activity is suitable for. The choices are 6-8, 8-12 and 13-18 years old.
- A list with competencies (Self-Awareness, Empathy, Emotional Regulation, Flexibility, Influence, Emotional Expression, Optimism, Assertiveness, Self-motivation, Relationships, Self – esteem, Teamwork, Group Emotional Awareness, Group Emotional regulation, Group Emotional Climate) from which the user selects one or more that interests him/her to work in the class.
- Selection about sub-groupings (one student, smaller groups, whole class) while executing the activity.
- Declaration of the teacher's role. Will he/she be a leader, a facilitator, or an observer during the activity?
- Choice between one or more educational special needs that the activity is or may become with small adaptations suitable for.
- Selection of the language (English, Greek, Romanian, Spanish) that the activity will be displayed.

If no filters are applied, the user can visualise all the offered activities where the most popular (the ones with the most stars) are on the top.

Create an Activity

The repository is based on the users' capability to upload new activities. However, users can upload a New Activity only if they are registered users and after logging-in to the online platform. The activity is not published immediately as it must be reviewed by the EduCardia reviewers. Upon review, the

activity is published and users can see their activity on the home page) of the Activities Repository. After creating an activity, users can edit or delete it through their profile page.

Create a list of favourite activities

The registered users can also mark an activity as "favourite" and access it later easily and quickly from their profile page.

Rate/comment an activity

Registered users may rate each one of the activities within a star point system of 1-5 stars. Additionally, the users may write short comments regarding each activity. Such feedback helps both the rest of the users to better select their favourite activities as well as the research team at the moment of improving the provided material.

Translate an activity

All activities can be translated in all four languages of English, Greek, Spanish and Romanian. Any user can help with the translation task after being successfully registered to the platform.

4. Repository enrichment with new activities

Upon the realization of the school year 2023 and 2025 we received enthusiastic feedback from the teachers regarding the SEL activities that are hosted at the EduCardia SEL repository. Following the warm and constructive feedback of them, we performed a study to detect the competences, didactic strategies and educational topics of high interest in the educational community. As a result of such an analysis, we further enriched the repository with SEL activities tailor-made for each target age group.

At the following table are depicted how the competences and strategies are covered by a specific number of activities. As seen, the new activities are developed to enforce the competences and strategies that are under-represented into the repository. For example, three new activities are designed to address the competence of assertiveness under the perspective of collaborative learning. The following list contains just a few examples of specific combinations, since the complete list is much larger.

age	competence	strategy	number of existing activities	New designed Activities
13-18	**assertiveness**	**collaborative learning**	**2**	**"Emotional Dependence or Healthy Love?"** **"Toxic love or healthy love?"** **"I feel under pressure"**
13-18	assertiveness	experiental learning	5	
13-18	**assertiveness**	**gamification**	**2**	**"The board game of emotional education"**
13-18	assertiveness	problem based learning	6	
13-18	emotional expression	arts based learning	5	

13-18	emotional expression	case study learning	6	
13-18	emotional expression	collaborative learning	7	
13-18	emotional expression	cross curricular learning	5	
13-18	emotional expression	experiental learning	19	
13-18	**emotional expression**	**ost**	**3**	**"¿What is love?"** **"Stories of Resilience"**
13-18	emotional expression	problem based learning	8	
13-18	**emotional expression**	**project based learning**	**1**	**"The mural of our emotions"**
13-18	emotional expression	role playing	4	
13-18	emotional regulation	collaborative learning	5	
13-18	emotional regulation	experiental learning	14	
13-18	**emotional regulation**	**Out of School time**	**3**	**"Toxic love or healthy love?"** **"Stories of Resilience"**
13-18	emotional regulation	problem based learning	12	
13-18	**empathy**	**arts based learning**	**4**	**"The mural of our emotions"**

Table 1: Indicative list of how competences and didactic strategies are covered by specific SEL activities.

The new activities that are designed from the EduCardia research team refer to all the target age groups, however we put special focus on the adolescents following the feedback of the teachers.

Adolescence is a critical developmental phase marked by rapid emotional, social, and cognitive changes. During this time, young people begin to shape their identity, form deeper relationships, and encounter increasing academic and social pressures. Addressing topics such as school anxiety, emotional resilience, and managing stress is essential in helping adolescents navigate these challenges. Equally important are conversations around depression, self-confidence, and suicide prevention, as this age group is particularly vulnerable to mental health struggles. Moreover, adolescents are increasingly exposed to complex realities such as social media influence, pornography, substance use, and societal expectations. Programs that emphasize emotional responsibility, healthy relationships, and critical decision-making equip them to handle these pressures with confidence and clarity. Promoting inclusion, diversity, and emotional leadership further nurtures empathy and a sense of belonging, which are vital for both personal growth and community building.

Figure 1: Enrichment of the EduCardia SEL repository with new SEL activities.

Toxic relationships, healthy love, dilemmas, depression, the influence of social media, sex education, peer pressure towards intrusive behaviors, assertiveness, school bullying, dependent friendships and mental resilience are some of the topics covered in the newly added SEL activities.	Stories of Resilience (13-18) The invisible backpack (13-18) What bullying hides (13-16) Emotional Dependence or Healthy Love? (13-16) I feel under pressure (13-18) My attitude influences (13-18) Responsible affective-sexual education (13-16) The board game of emotional education (13-18) The dilemma (13-16) The mural of our emotions (6-8) The mural of our emotions (9-12) The mural of our emotions (13-16) Toxic love or healthy love? (13-18) What is love? (13-18)

Table 2: More recent EduCardia SEL activities list

5. Current status and Usage

The EduCardia SEL Repository is a living platform where the activities are constantly improved and enriched with new ones. By the time of redacting the current deliverable, the repository hosts 155 activities in English, 124 activities in Greek, 144 activities in Spanish and 117 activities in Romanian. This number of activities is considered enough during the execution of the EduCardia project.

However, EduCardia team plans to constantly enrich the repository with fresh scientifically validated material.

The number of registered users is 481. The 86% of the users are active and have proceeded with the selection of their favourite activities (1143 likes in total) trying to create a list of activities that are better adapted to their classroom emotional and social educational needs.

Regarding the evaluation of the activities, most users prefer to evaluate the offered activities via the usage of a personalised diary created by our research team. There, the teachers evaluate in detail how each activity they implement into the classroom was executed. However, some users have introduced anonymous comments into the EduCardia SEL activities platform. For the time being 196 activities are evaluated through the star system the repository supports, while 174 comments are recorded in the form of short text.

6. Most popular activities

The extensive use of the EduCardia SEL repository activities on behalf of the teachers in Greece, Spain, Romania and Cyprus, helped us to detect the most popular activities. Since the teachers were free to select activities that were better adapted to their classroom social and emotional needs, we noticed that some of the activities were implemented more often while they concentrated a higher rate of positive comments. Following the wise selections of the teachers, we also tried to detect which activities are mostly implemented by the classrooms that have managed to improve their group emotional climate. Thanks to the teachers' experience and constructive feedback we created the following cheatsheet (Table 3) with these activities, which can be a great start point for education professionals that want to apply a yearly based SEL program into their classrooms.

Target Age Group 6-8	Target Age Group 9-12	Target Age Group 13-18
1. Mood meter	1. Emotional meter	1. Mood meter
2. I feel, I think, I do	2. I feel, I think, I do	2. Stories of resilience
3. The map of emotions	3. Getting to know my sadness	3. The invisible backpack
4. Emotional Sculptures	4. What is empathy?	4. What bullying hides
5. Feeling the music	5. Something has happened to me... do you understand me?	5. Emotional Dependence or Healthy Love?
6. Decalogue of an empathetic person	6. REMIND: Conscious Abdominal Breathing	6. I feel under pressure
7. The hyena Nirak	7. It reminds me…	7. My attitude influences
8. This figure now represents us	8. Take a deep breath	8. Responsible affective-sexual education
9. REMIND: Conscious Abdominal Breathing	9. I introduce you, you introduce me	9. Επιτραπέζιο παιχνίδι συναισθηματικής αγωγής
10. Take a deep breath	10. Shaping Squares	10. The dilemma
11. It reminds me…	11. The Guardians Angels	11. The mural of our emotions
12. The most wonderful thing in this world	12. My influencer avatar	12. Toxic love or healthy love?
13. Catch me if you can	13. I admire you!	13. What is love?
14. I will keep these qualities	14. Influence... What is that?	14. I feel, I think, I do
15. Shaping Squares	15. Rope	15. Emotional investigative report
16. The Guardians Angels		16. What do I see here?
		17. One reality, several interpretations

17. I propose a game! 18. What's positive about that? 19. Letter from Hasan 20. Expressing gratitude 21. The mural of our emotions	16. What's positive there? 17. Problem or opportunity? 18. The mural of our emotions	18. How do the protagonists of our songs feel? 19. Getting to know my sadness 20. The Surfer 21. Fear or anxiety? 22. What's good about what hurt me? 23. I listen to you actively! 24. What does it mean to influence? 25. How do I influence and how do other people influence me? 26. Influencers and Social media 27. Music Stars 28. What would you take to an island?

Table 3: Popular Activities Cheatsheet

7. Repository evaluation and feedback from teachers

The feedback of teachers regarding their experience upon the implementation of the EduCardia SEL activities in their classroom was priceless for our research team. Their constructive feedback permitted us to improve the offered activities as well as to generate new content to better adapt the EduCardia methodology into the classroom reality and needs.

At first place teachers recognized the importance of addressing emotions in the classroom, noting that students often lack opportunities to express and manage their feelings. The EduCardia SEL activities have created a space where emotional awareness is prioritized, allowing students to connect with themselves and others in a more genuine way. In the majority of the time, the students have responded positively to the SEL activities, expressing that they feel more heard and valued. Many of them describe the sessions as moments of peace and reflection, helping them to better understand their own emotions and those of their peers. This self-awareness has contributed to more harmonious relationships and a greater sense of belonging within the school environment. Teachers have also undergone a transformative experience, stating that the activities have allowed them to reflect on their own emotional well-being. Some shared that, through these practices, they have become more empathetic and patient in their interactions with students. The space has served as a moment of pause in their routines, offering emotional support and a chance to recharge.

Despite the benefits, teachers have provided constructive input on how some of the activities can be improved further on. Several times, they have mentioned that some activities could benefit from more time, as one teaching hour was not enough for completion. Some suggested splitting the activities into two sessions for better depth and engagement. Assigning more time to some activities could ensure more space for group discussions and ensure that all students could participate fully. Into this direction, a set of recommendations included tips on how to give shy students a chance to express their feelings anonymously if they felt uncomfortable doing so openly during the activity implementation.

There was also feedback on the need for more personalized activities to encourage greater participation from all students. Suggestions included incorporating more visuals, examples, and role-playing elements to better resonate with students' interests. Some comments also indicated that some materials, such as worksheets and instructions, needed better clarity or translation. Finally,

there were suggestions to use multimedia and interactive digital material to make the content more accessible and engaging for students.

As a conclusion, even if teachers acknowledge challenges in maintaining continuity with these activities due to workload and school dynamics, the majority of them emphasized the importance of making SEL a regular part of the curriculum. The consistency of these practices is perceived by the teachers community as crucial for long-term impact and for building emotional resilience within their classrooms.

Following figure depicts in a quantitative way how teachers evaluated the offered SEL activities and their experiences throughout the EduCardia SEL Activities Repository.

Over 68% of the activities were rated as five on a five-point scale (Figure 2). Similarly, the majority of the activities (96,9%) are evaluated as appropriate for the target age group they are designed for, getting a scoring of more than eight on a ten scale of scoring (Figure 3). Additionally, more than 90% of the teachers found the topic of the activities very interesting and they claimed that the activities are presented in a clear way, with sufficient material resources (Figure 4, 5 and 6).
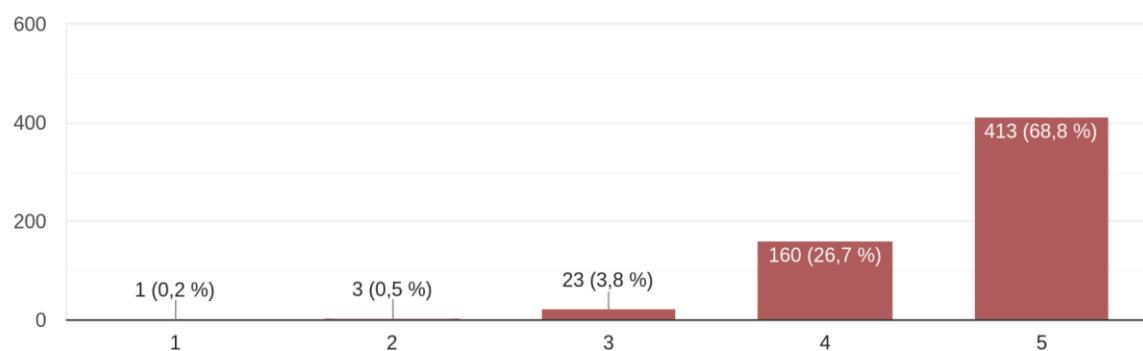
Figure 2: Rate the activity from 1 to 5
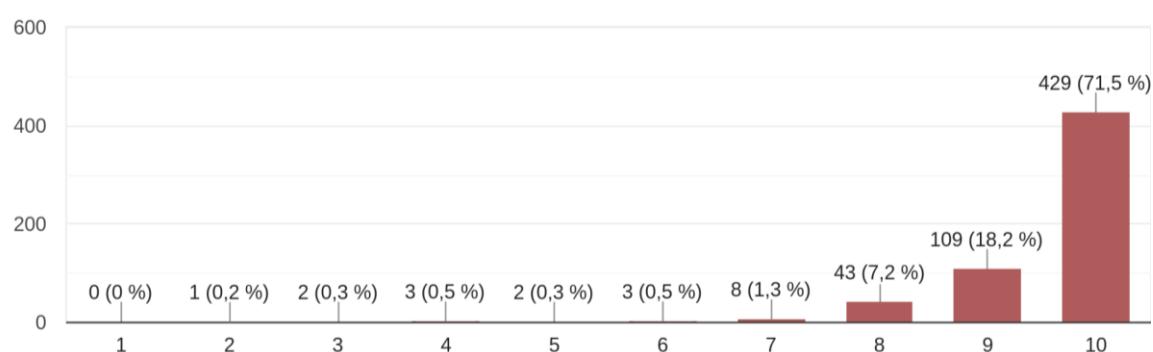
Figure 3: Is the activity appropriate for the students' age?
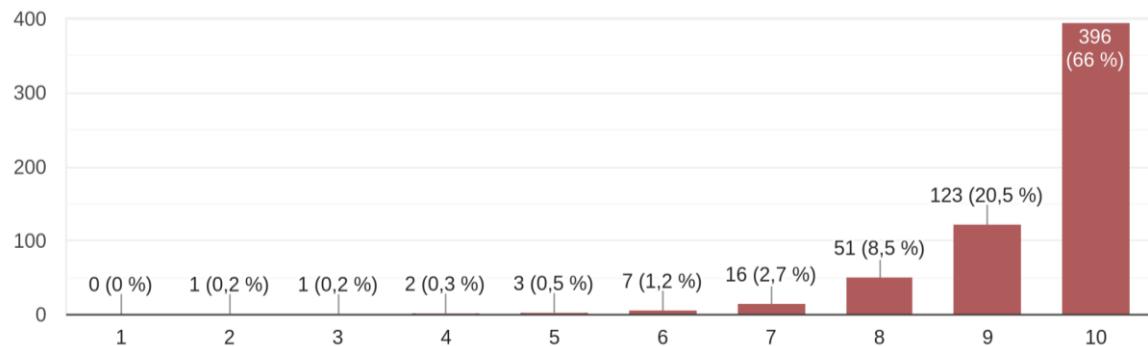
Figure 4: I find the activity interesting for the students.
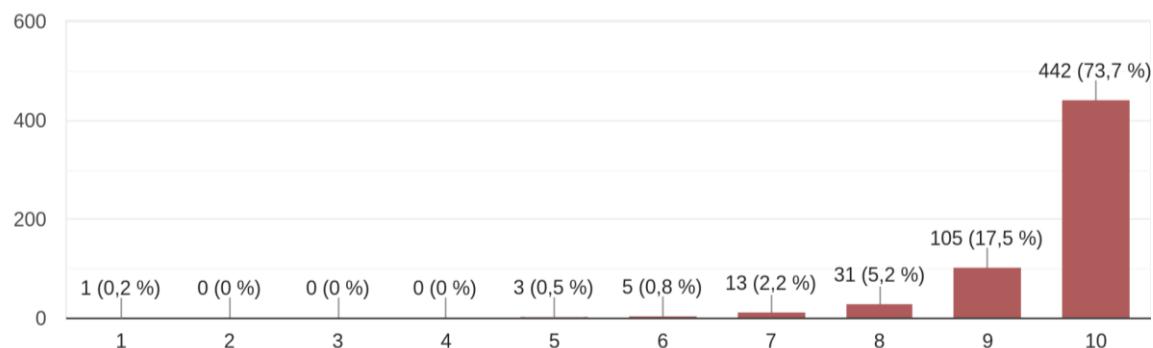
Figure 5: The activity is presented in a clear way in the repository.
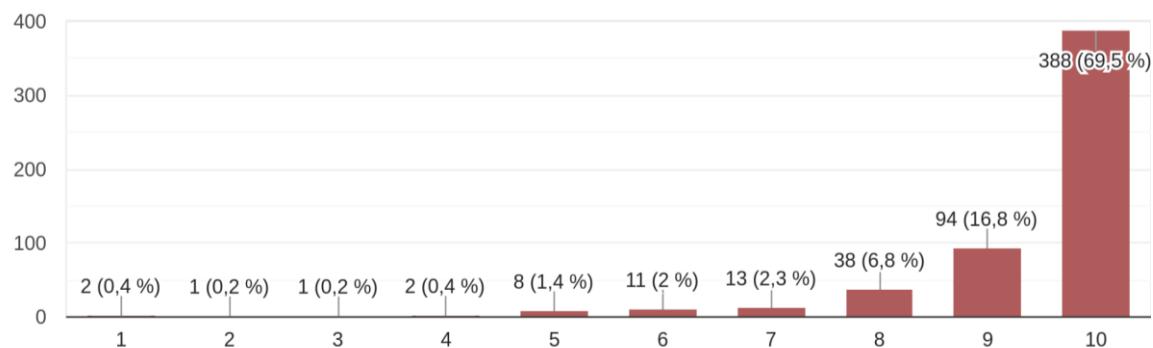
Figure 6: Are the material resources indicated in the worksheet (if any) sufficient?

8. Technical Characteristics and Development Status

The EduCardia Digital Activities Repository is being developed, using state of the art technologies.

More specifically, for the **front-end development**, the Quasar framework is used. Quasar is a high-performance and responsive front-end framework based on Vue.js. It provides a comprehensive set of tools, components, and directives for building modern and mobile-friendly web applications. The framework is designed to make it easy to develop and deploy applications quickly, without sacrificing performance or flexibility. It is open source and free to use under the MIT licence. Vue 3 JS is also used

for the front-end of the application. Vue 3 is the latest version of the Vue.js JavaScript framework for building user interfaces. It was released in September 2020 and comes with several new features and improvements over the previous version, Vue 2. One of the key improvements in Vue 3 is the optimized reactivity system, which allows for faster and more efficient updates to the user interface. This is achieved by a new reactive proxy system that provides better performance and smaller bundle sizes. Vue 3 also introduces a new composition API, which allows developers to organize their code more intuitively and reuse logic across components.

The **backend environment** is using the Flask Framework. Flask is a lightweight and flexible Python web framework that is designed to make it easy to build web applications quickly and efficiently. One of the key features of Flask is its simplicity and modularity. Flask allows developers to create small applications or prototypes quickly, but it can also scale up to handle larger and more complex applications. Flask provides a simple interface for routing requests, handling data, and generating responses. It is commonly used for building RESTful APIs, microservices, and web applications of all sizes.

Regarding the **database system**, the Repository is using MySQL which is an open-source relational database management system (RDBMS) for data storage and management. It provides a wide range of features for creating and managing databases, including support for multiple users and concurrent connections, transactional processing, and ACID compliance. One of the key benefits of MySQL is its scalability and flexibility. It can be used to handle small and simple databases, as well as large and complex ones with millions of records. MySQL can also be easily integrated with other tools and technologies.

Figure 9 illustrates a first draft of the database schema of the repository. The "activity" table contains the parameters of an activity that are common to all languages and do not need to be translated. The tables on the right part of the figure express many-to-one relationships such as the "activity_competence" table which relates one activity ("activity" table) with more than one competency ("competence" table). The "activity_translation" table holds all the activity multilingual attributes.
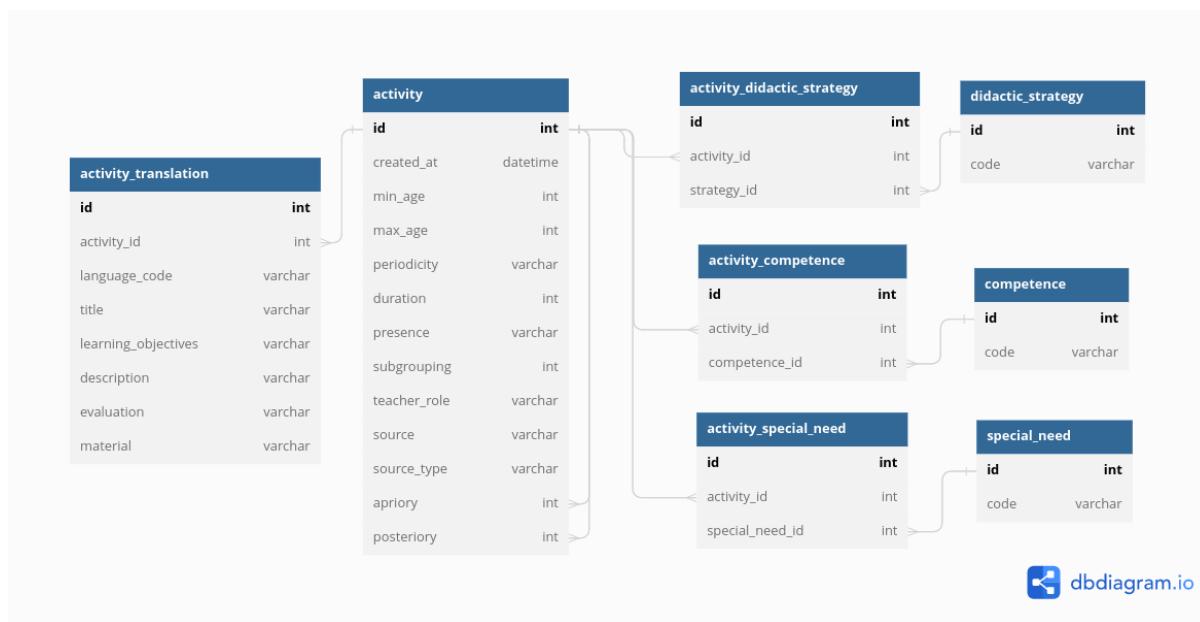
Figure 7 - Relational Database Schema

9. Conclusions and Next Steps

The EduCardia Activities Repository follows a continuous development and integration approach in order to fulfil all the initial requirements of the project. A stable release of the EduCardia SEL activities Repository is operative here since the September of 2023 and at that time, the Repository is already populated with a significant number of SEL activities.

The EduCardia Activities Repository aims to become the first open-access multilingual Digital SEL Activities Repository. The user-friendly interface and the number of the provided functionalities in combination with the rich educational content constitutes the Repository a valuable educational resource for regular educators, interventionists, behaviour specialists and other support professionals all around the world.

Annex I - EduCardia SEL Repository Tutorial for the Teacher

This is a tutorial on how to use the online EduCardia SEL activities repository, an open-source tool that hosts a set of activities that can be applied to schools to promote the development of social and emotional competencies of students. The activities are targeted to various age groups of students in both primary and secondary education levels. Classification of the SEL activities is provided, based on the core social and emotional competencies that they are targeted to and in accordance with the EmoSocio Emotional Intelligence (EI) model. Through the repository, you may easily navigate to the pool of activities, select the ones that fit better the needs of the students in your classroom and apply them. Provision of feedback regarding the applicability and efficiency of the SEL activities is very welcome to help us improve the existing content. It should be noted that the pool of activities is going to be continuously updated, considering the introduction of new activities.

The functionality of the EduCardia SEL activities repository can be summarized in twelve steps.

Step 1: Visit the Educardia SEL Activities Repository
Step 2: Select the language of your preference
Step 3: Have a look at the landing page
Step 4: See the list of the offered activities
Step 5: Use the filters to select the activities of high interest for your classroom
Step 6: View an activity
Step 7: Create a new account
Step 8: Login into the Educardia SEL Activities Repository
Step 9: Create a list of your favorite activities.
Step 10: Rate an activity
Step 11: Evaluate an activity
Step 12: Create an activity

In the rest of the document, each step is analyzed thoroughly.

Step 1: Open the EduCardia SEL Activities Repository

The first thing to do is to open a browser in your laptop, personal computer or mobile phone and visit http://sel-activities.netmode.ece.ntua.gr/   At the first page you will find information about the objective of the application.

Figure 1: EduCardia SEL repository landing page

Step 2: Select the language of your preference

At the upper part of the landing page you can find a dropdown menu with all the supported languages. Please select the language that you and your students are more familiar with. Currently, the EduCardia SEL Repository is available in five (4) languages: English; Greek; Spanish; and Romanian.

Step 3: Look at the landing page

By scrolling down at the landing page, you can find useful information about the content of the EduCardia SEL Activities repository. The activities that are hosted here aim to one or more emotional competences according to the EmoSocio Emotional Intelligence model. They are also categorized based on the didactic strategy each activity is based on. Finally, the end user can get informed about how many activities are designed per target age group. Approximately one tertiary of the activities is designed for the ages 6-8, one for 9-12 and the rest of the activities can be applied to a classroom of adolescent students 13-18.

Our growth over time

Over **90** activities are available for you to use now!

Activities per emotional competency

Activities per didactic strategy

Collaborative learning: 12

Activities per target age group

9-12
13-18
6-8

Figure 2: Basic statistics of the repository activities.

Step 4: See the List of the offered activities

SEE ALL THE ACTIVITIES!

By clicking on the button you can have an overall view of the emotional training activities that are hosted into the repository.
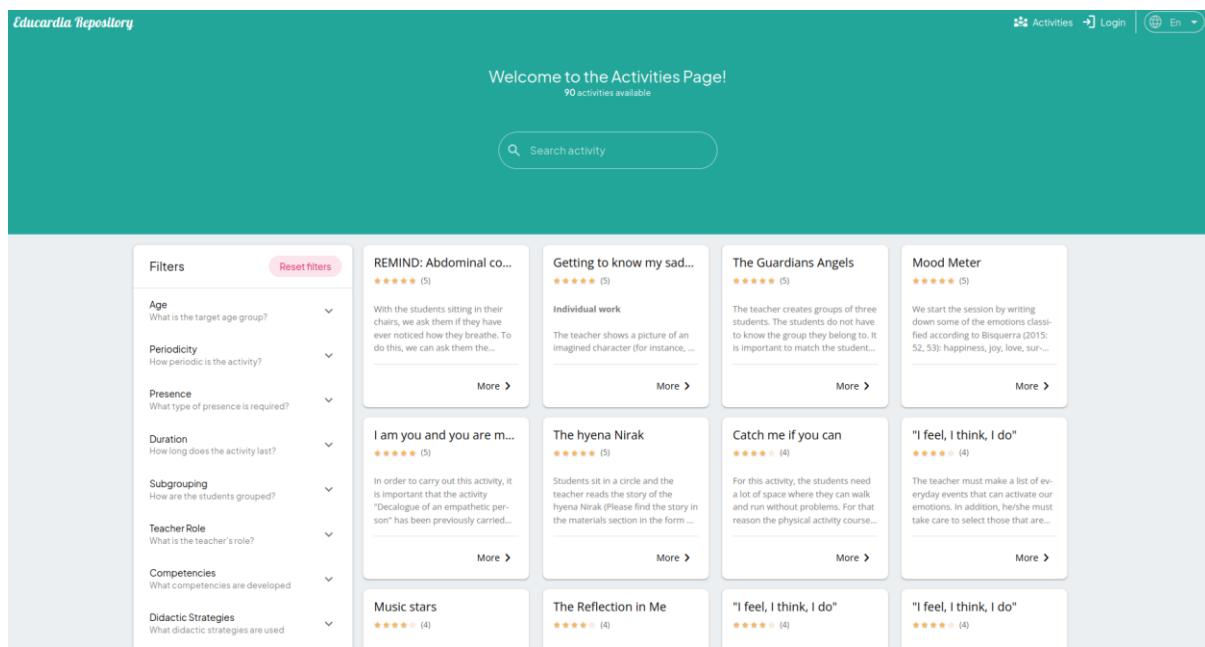
Figure 3: Overall view of the repository activities

Step 5: Use the filters to select the activities of high interest for your classroom

You can use the filters offered at the left part of the screen to select the activities that you are most interested in. The activities can be filtered based on the following criteria:

- The target age group of the activity (6-8, 9-12, 13-18)
- The periodicity this activity is recommended to take place (One time, Daily, Weekly, Monthly)
- The type of presence is required on behalf of the students. Some activities need the presence of the students, while others can be realized in an online mode.
- The duration of each activity. All activities that last up to an hour are categorized below the "1 Teaching Hour" criterion. Two and three teaching hours are also offered as filters.
- The sub-grouping that is needed on behalf of the students. (Subgrouping
- How the students are grouped during the implementation of the activity. Some activities can be realized at an individual or classroom level while others need some kind of subgrouping of the student into small groups (2 - 4 members), medium groups (5 - 7 members) or large groups (8 - 10 members).
- The teacher role (leader, facilitator, observer)
- The competencies that are developed through the application of the activity (eg. Empathy, Teamwork, etc)
- The didactic strategies that are used by each activity (eg. Role playing, Experiential learning)
- Whether the activity is designed to address specific special educational needs (eg. auditory or visual disorders)

Observe that you can also search for activities by their titles using the Search activity bar. Have in mind that the activities are returned sorted in decreasing order based on their average stars value. Moreover the activities page is paginated, which means that activities come per page and you should pass all the pages in order to see all the available activities.

Step 6: View an activity

When you click up to an activity you may see it in detail.
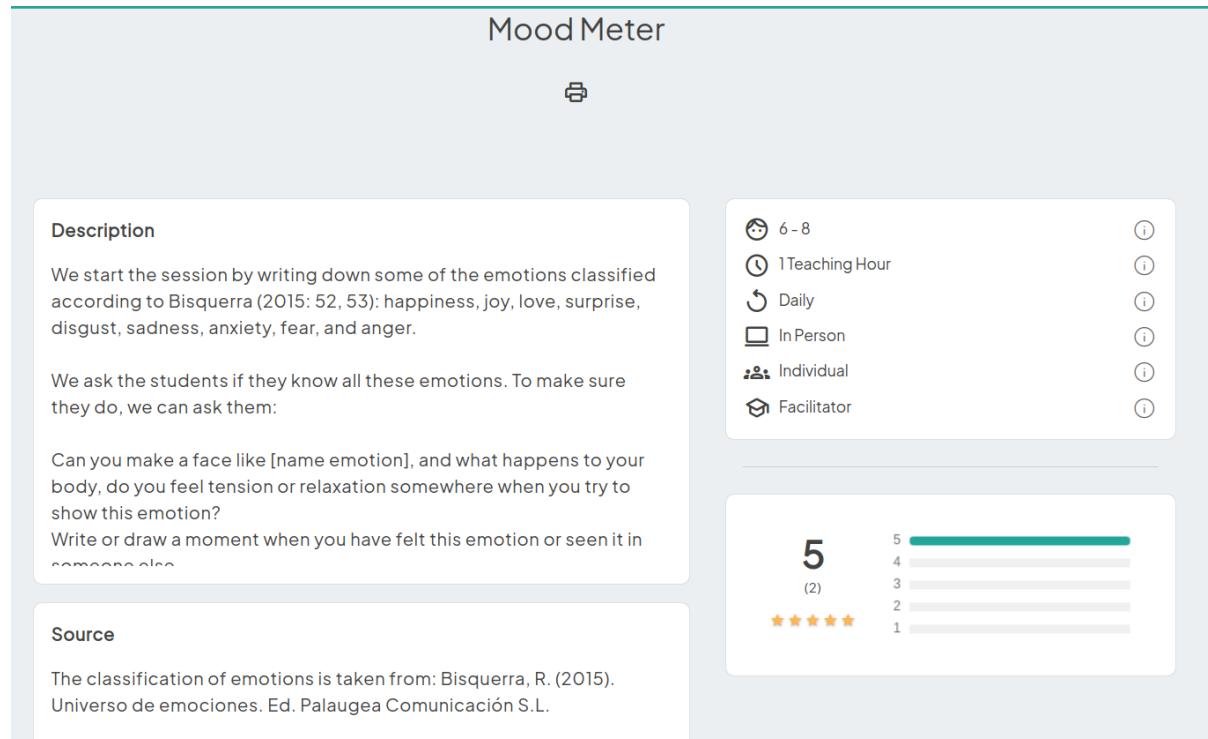
Figure 4: An Activity in detail

At this page you can see the description of the activity, the source this activity comes from, the competences and didactic strategies that focuses on and any relevant materials that the teacher may need during the application of the activity. Furthermore, each activity contains a set of guidelines for attention to diversity trying to propose small adaptations that may facilitate the application of the activity to students with special educational needs. Last but not least, on the upper right part you may see a set of labels that guide the teacher to quickly get informed about some practical aspects related with the activity (duration, target age group, implementation frequency etc.)

Step 7: Create a new account

If you wish to interact with the provided material and give your feedback for the hosted activities you

can register to the EduCardias SEL Repository. If you click on the GET STARTED button the webpage navigates you to the following registration form.
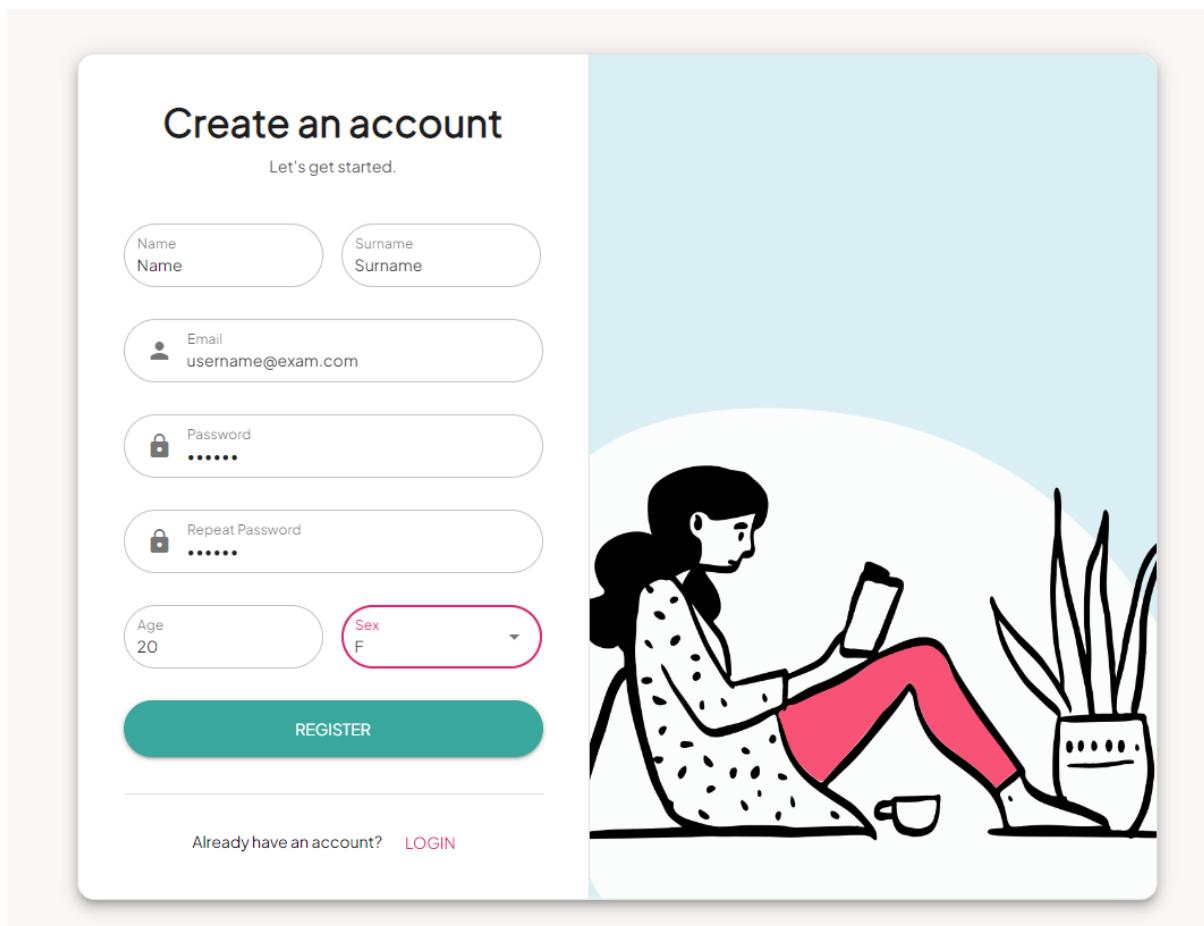
Figure 5: Registration Form

The next step is to fill the registration form. Your password should be more than 5 characters, including at least one number, one capital letter, and one special character (e.g., !@#). Upon pressing the REGISTER button, you will see the following message:
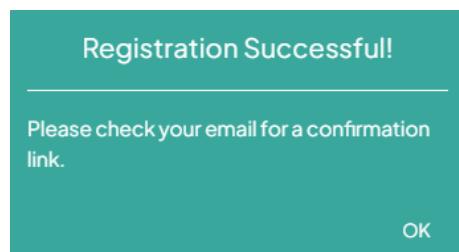

Figure 6: Confirmation message

Go to your email inbox. **In case the email has not arrived within a period of 1-2 minutes, check also your spam folder.** Maybe your e-mail server has placed it there. Upon receiving the email, open it and press the "Confirm" button.
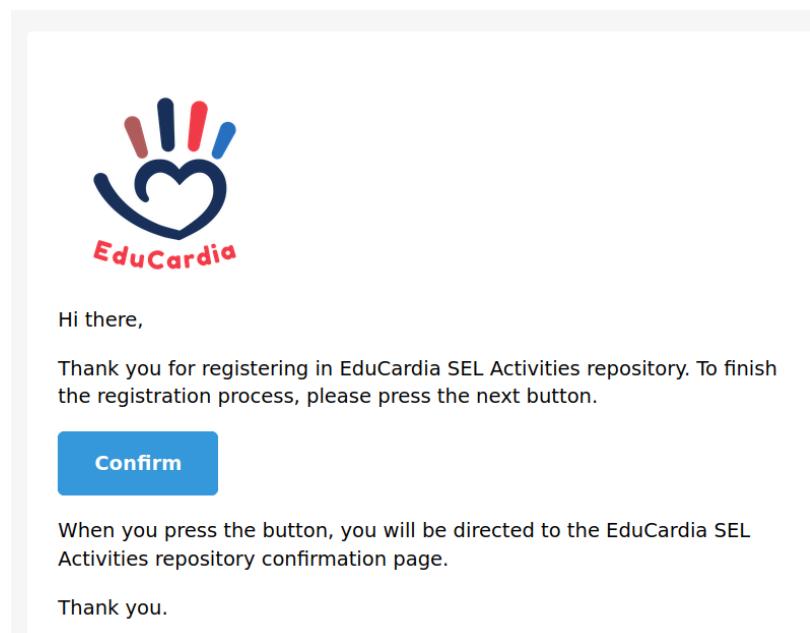
Figure 7: Registration email

Then, you will be redirected at the http://sel-activities.netmode.ece.ntua.gr/ page:
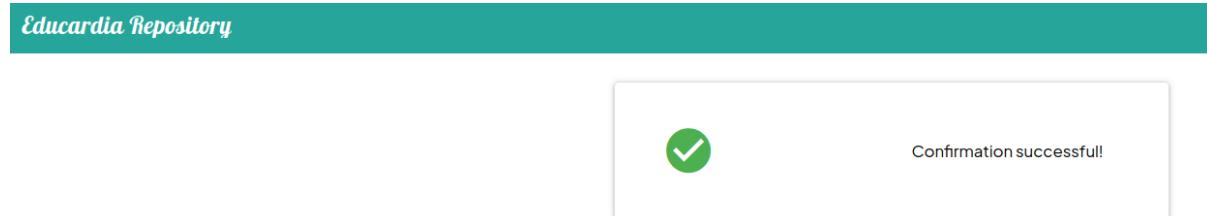
Figure 8: Registration confirmation message

Step 8: Login into the Educardia SEL Activities Repository

Now you are ready to login to the EduCardia SEL activities Repository. Press the **LOGIN** →] option in the up, right corner or visit the landing page of the repository.
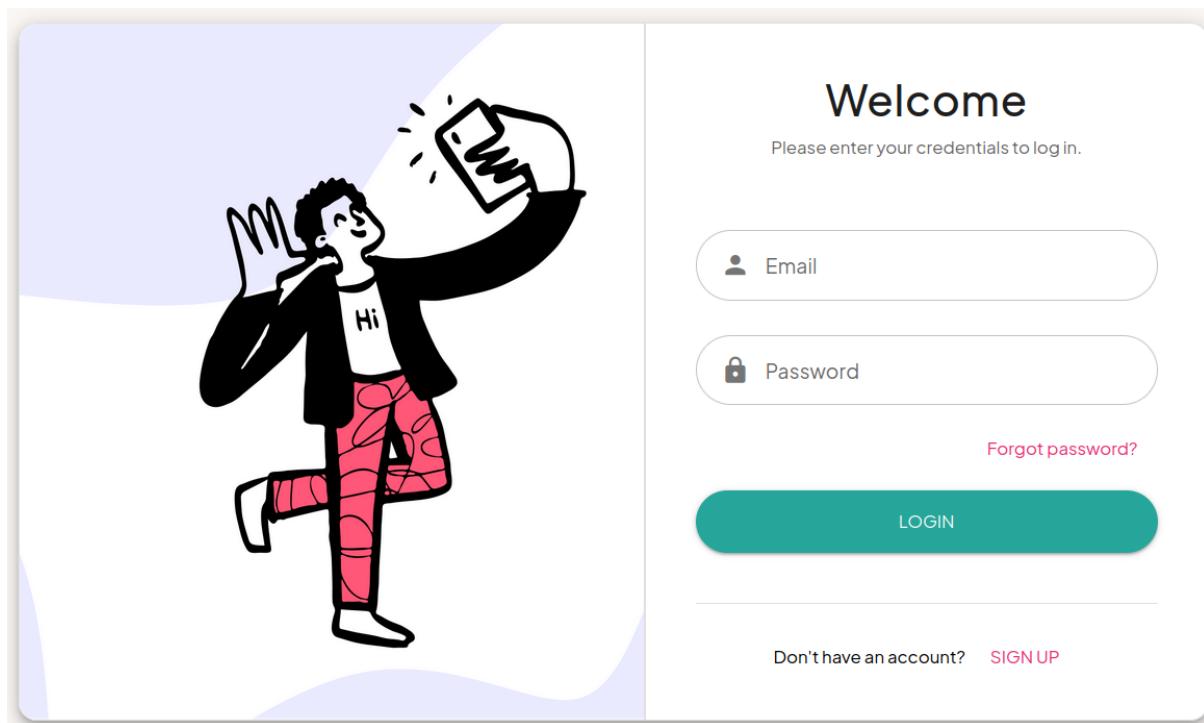
Figure 9: Login Form

Step 9: Create a list of your favorite activities.

if you click on the ♡ Like button contained on each activity you can create a list with your favorite ones. You can access the list of your favorite activities by the upper right menu under the "Profile" tab.
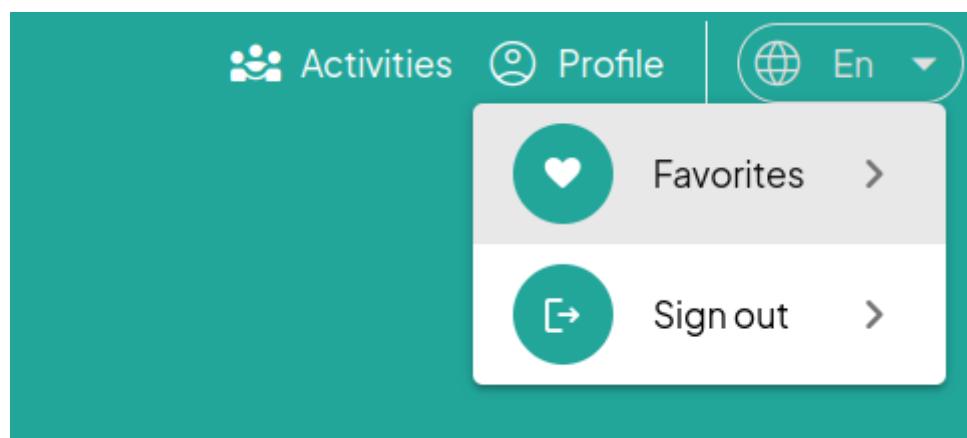
Figure 10: Favorites menu option

This list may help you to better organize the activities you find interesting and you wish to apply to your classroom.
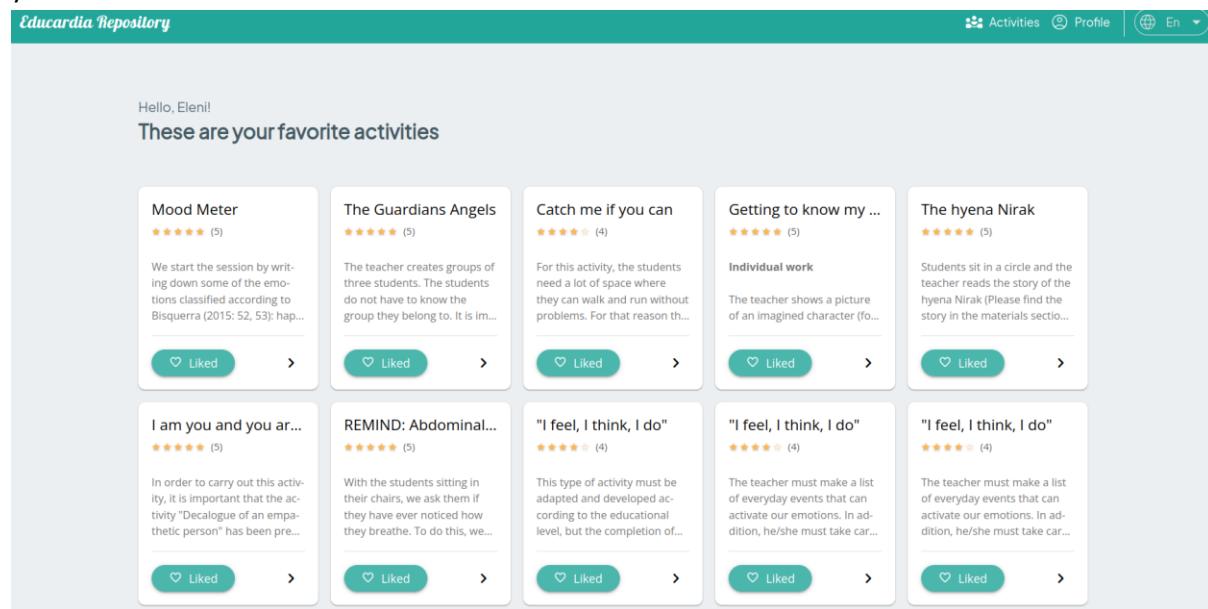
Figure 11: Favorite activities List

Step 10: Rate an activity

Furthermore, after applying an activity to your classroom you are more than welcome to rate the activity based on your personal experience. To do so, you open the specific activity and select the number of stars you think better fits its quality. The final rating of the activity is the average value of all the stars provided by the teachers.
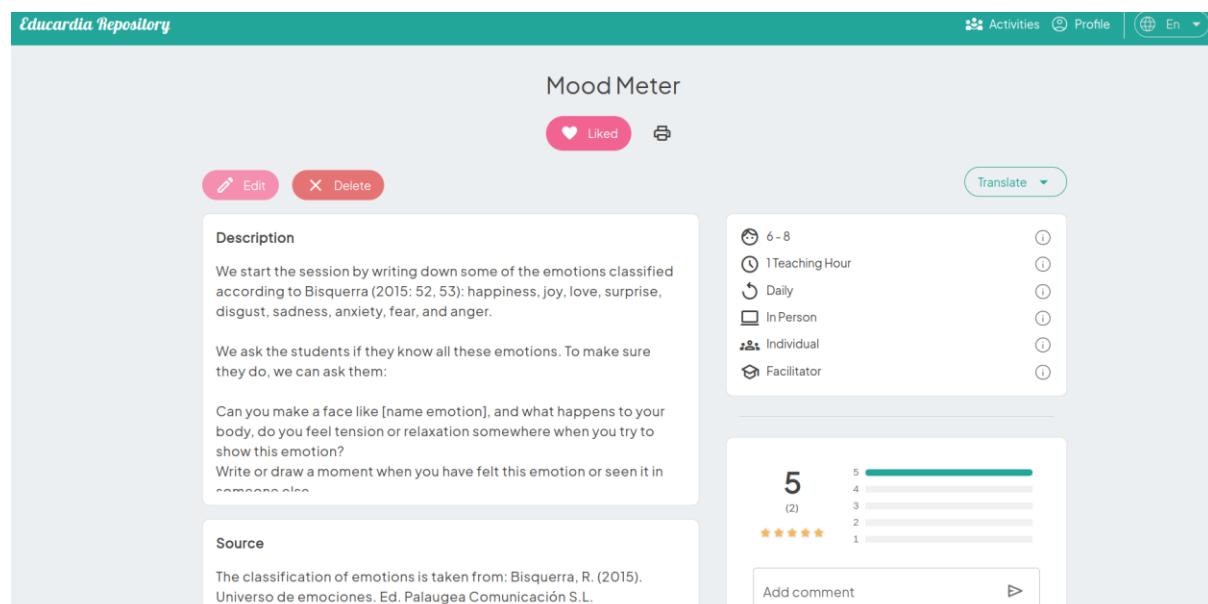
Figure 12: Rate an activity

Step 11: Evaluate an activity

Similarly, you may provide specific comments to the field that is below the rating stars. Try to be specific and constructive on your feedback and we will try to constantly improve the activities based on your comment(s).
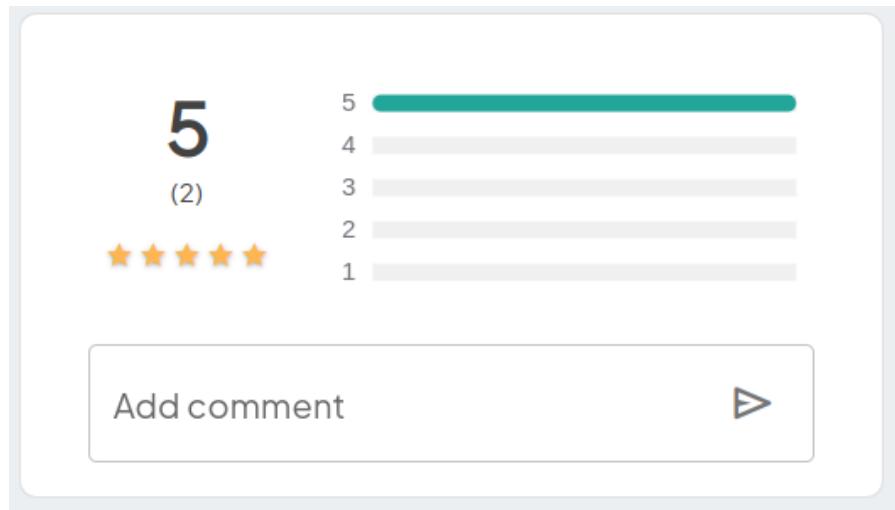

Figure 13: Evaluate/Comment an activity

Step 12: Create an activity

If you feel creative and you wish to contribute to the EduCardia SEL activities repository, you can also create your own activities. Please have in mind that before contributing, you should come in contact with our research team through the mail educardia@netmode.ntua.gr and be sure that your activity comes from an open access source or is designed by you with an open access license.

Next to the activities search button you may see the [+] button which is available only to the logged in users and is used for creating a new activity.
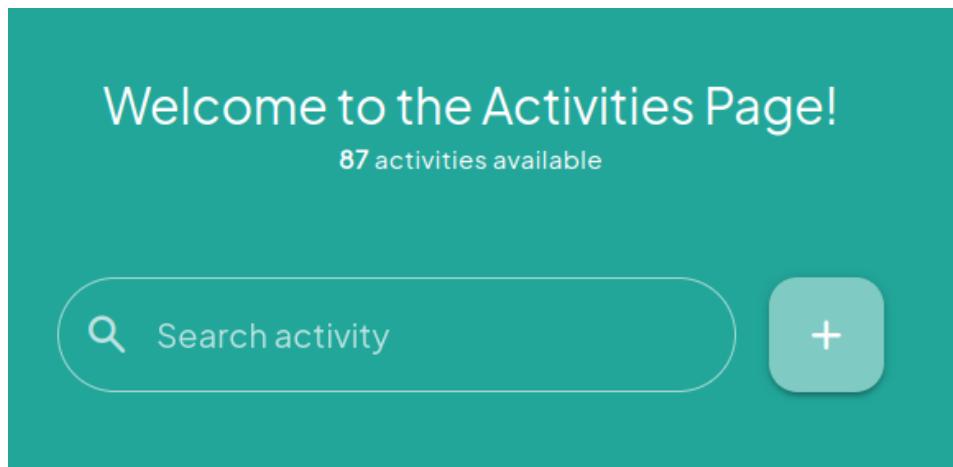
Figure 14: Create a new activity

Then you may follow the seven steps that will help you to formulate your activity based on the EduCardia activity template. After that you may press the **Finish** button. We will revise your activity and contact you regarding how we could make it public.
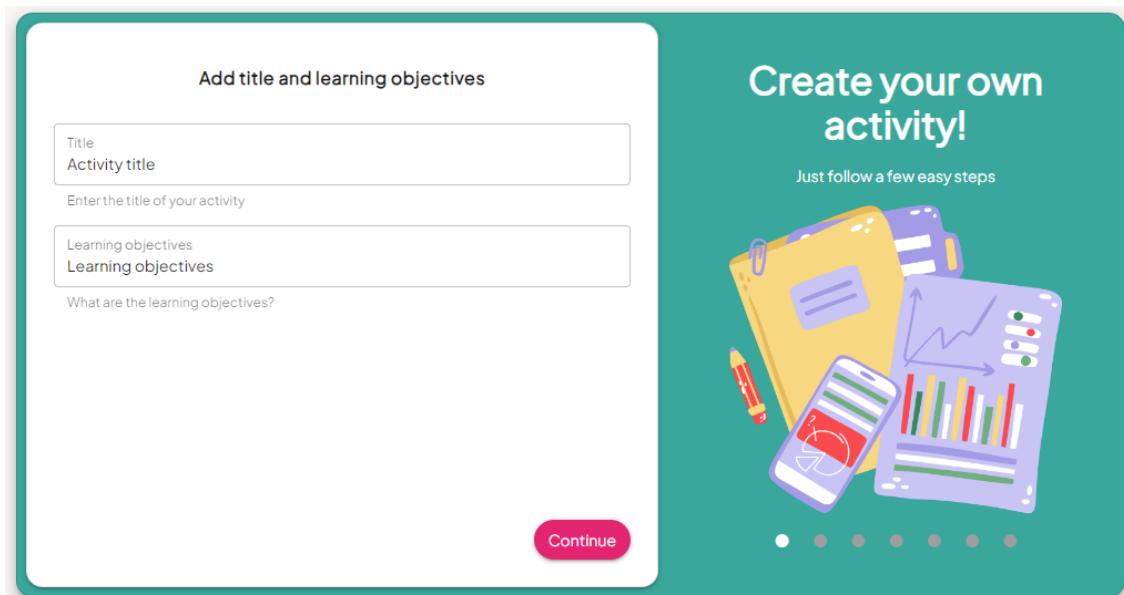

Figure 15: Create a new activity - step 1

If you are the owner of an activity you can also edit, delete it or translate it in all four languages that are supported by the EduCardia SEL activities Repository. All these options (edit, delete, translate) are available within the view page of a specific activity as seen in the screenshot below.

Figure 16: Edit, Delete, Translate an activity

Here we come to the end of this tutorial. Hope you had a good experience with the EduCardia SEL Activities Repository and you find it useful to be used in the future!