THE PROJECT

▶ OUR GOALS

The project includes the development, implementation and evaluation of a SEL based program with an inclusive approach using digital methods, called SEL4@ll, to strengthen European youths' socio-emotional skills, well-being and inclusive school contexts by promoting openness, inclusion and diversity.

♥ EDUCATIONAL INNOVATION

Following a co-creation approach and including especially students with fewer opportunities, their preferences and opinions will be included in the design of the serious game. SEL4@ll will be programmed as a web-based online platform that will be available in English, Finnish, German, Italian and Spanish. In addition, digital teaching materials will be developed, which include a teacher's manual and video tutorials to facilitate implementation by teachers.

👥 COOPERATIVE PARTNERS

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

UNIVERSITÄT GREIFSWALD
Wissen lockt. Seit 1456

UNIVERSITÀ DEGLI STUDI DI PERUGIA
A.D. 1308
unipg

VNIVERSITAT D VALÈNCIA

ASSOCIATED PARTNERS
University of Jyväskyla
University of Eastern Finland

CONTACT US

✉

sel4all@uni-greifswald.de

YOU CAN FIND US

🌐

https://ews.uni-greifswald.de/forschung/sel4all

ON X
@sel4all

ON INSTAGRAM
@sel4allproject

ERASMUS+
COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

SEL4@LL

Promoting well-being among European adolescents an inclusive and digital programme to strengthen socioemotional competencies

ABOUT US AND OUR MISSION

BACKGROUND

Socio-emotional skills (SES) are critical in determining how effectively individuals adjust to their surroundings, contributing to *well-being, creativity,* and *inclusion* by encouraging diverse perspectives, supportive and collaborative atmosphere where all students feel valued, engaged and live up to their potential.

OUR RESPONSIBILITY

Educational institutions should support adolescents in their socio-emotional development by embedding practical strategies (programs, interventions, projects) directly into the curriculum.
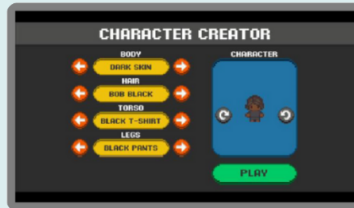
TARGET GROUPS

Our target groups are elementary and lower secondary school students.

WHY?
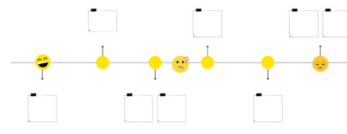
To foster students' personal development, their responsible and creative contribution to a global and democratic society.
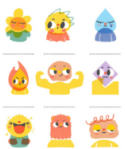
INSIGHT INTO GAME DESIGN

INSIGHT INTO TEACHING MATERIAL

Sort out the emotions and write down everyday situations in which you feel like the icon.

I know these feelings:

Conflict resolution. Read the following scenario and write a solution from the perspective of an icon and then from your own perspective.

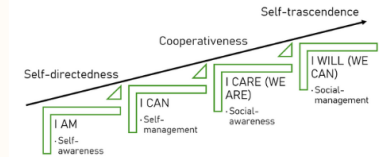# SOCIAL-EMOTIONAL EDUCATION: THE MODEL

Figure 1: Own presentation.

The theoretical model of Social-Emotional Education, as articulated by Cefai et al., emphasize the cultivation of skills and dispositions that enable individuals to navigate their social and emotional environments effectively. The essence of these models lies in fostering holistic development, where students are empowered to build self-awareness, manage emotions, establish positive relationships, and make responsible decisions.

References:

Cefai, C., & Cavioni, V. (2014). Social and Emotional Education in Primary School: Integrating Theory and Research into Practice. Springer.

Cloninger, C. R. (2004). Feeling Good: The Science of Well-being. Oxford University Press.

MULTI-DIMENSIONAL DEVELOPMENT

SEL4@LL

- Personal Development
- Cognitive Development
- Emotional Development
- Moral Development
- Social Development