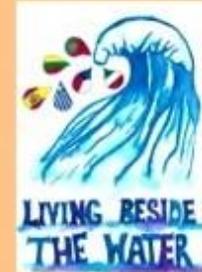




Erasmus+



EUROPEAN PROGRAMME ERASMUS+
"LIVING BESIDE THE WATER"

BOOK OF METHODOLOGY

2019 - 2022

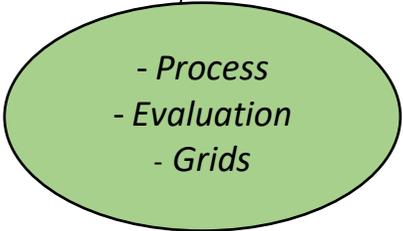
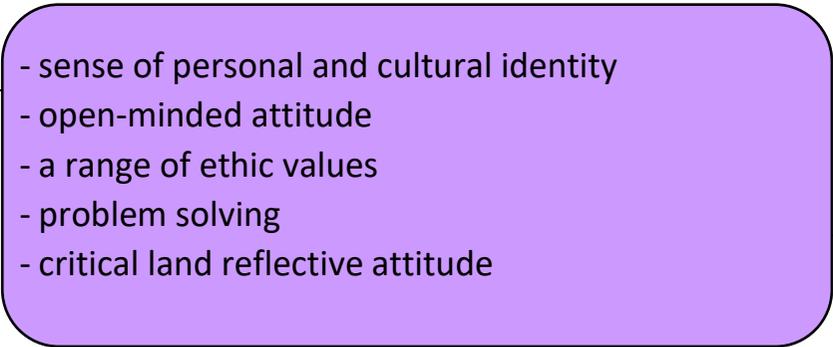


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***THE EUROPEAN FRAMEWORK
IN THE PROJECT
"LIVING BESIDE THE WATER"***



PROJECT "LIVING BESIDE THE WATER"

Step 1: Creating the logo

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 CZECH REPUBLIC	<ul style="list-style-type: none"> - to present results of common work - to work as a team to achieve its target - to acknowledge different countries, cultures and languages - to develop artistic, digital and communicative skills - to promote learning skill 	<ul style="list-style-type: none"> - Discussion - Brainstorming - Collaborative thinking - Creativity and ideas 	<ul style="list-style-type: none"> - Discussion about importance of the logo for the project - Internet search – famous logos, other projects' logos - Focus on the sense and importance of the Erasmus projects 	<ul style="list-style-type: none"> - Discussion - Observation - Collaboration - Critical thinking - Taking responsibility - Respecting different opinions
 GREECE	<ul style="list-style-type: none"> - to present a visual of the project - to promote team working for a mutual aim - to develop a sense of being part of a larger multicultural group - to motivate the ability of learning - to get familiar with different countries and languages - to share ideas and perspectives - to promote artistic and digital skills 	<ul style="list-style-type: none"> - Communicative approach - Questioning and Discussion - Brainstorming to encourage ideas and collaborative thinking - Artistic vision- creativity - Problem solving techniques - Assigning tasks of responsibility 	<ul style="list-style-type: none"> - Search and discussion about what a logo is, where it is used and what for, (the Internet, any known logos e.tc) - Survey history and literature to decide the content - Writing a small paper - Making constructive criticism of the work of others - Producing the logo after full discussion and communication 	<ul style="list-style-type: none"> - Increase of students' confidence in their own skills - Discussion - Questioning - Observation - Cooperation - Learning about common activities and how to respect different opinions - Learning of roles and tasks - Sense of responsibility - Open minded attitude

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>ITALY</p>	<ul style="list-style-type: none"> - to promote collaborative work - to promote creativity and art - to understand the meaning and the importance of a Logo - to increase their motivation in being part the EU - to learn to discuss ideas and consider different points of views 	<ul style="list-style-type: none"> - Communicative approach - Cooperative learning approach - Task based approach - Scaffolding 	<ul style="list-style-type: none"> - Brainstorming on the meaning of Logo and its importance - Discussion on the value of the Erasmus project - Internet search - Sharing of ideas for the Logo - Production 	<ul style="list-style-type: none"> - Promotion of team work - Develop and demonstrate respect for others' works - Cooperation - Increase students motivation - Enhancing student autonomy - Enhancing student self-esteem - Stimulating student involvement and enjoyment of learning
 <p>LITHUANIA</p>	<ul style="list-style-type: none"> - to present one of the homework task of the project – to create the logo - to find and motivate some volunteer students who are in the project and one a teacher as well in order to fulfill the task – create the logo - to share ideas and perspectives for the task in team - to integrate multicultural aspects 	<ul style="list-style-type: none"> - Brainstorming method - Discussion - Critical thinking - Theoretical approach and basis for creation the logo - Setting deadlines for time management skills 	<ul style="list-style-type: none"> - Search and discussion about what a logo is, where it is used, what for, are the any requirements for it - Analyze the contest of the project - Pick up useful ideas after brainstorming method and discussion - Use of digital devices/ paper and pencil - Analysis of the first results, some corrections - Describing the hidden meaning of the logos 	<ul style="list-style-type: none"> - Underlining positive aspects in order to promote motivation and confidence during the creation process - Positive feedback after final result

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 PORTUGAL	<ul style="list-style-type: none"> - to present a visual of the project; - to promote team working for a mutual aim; - to develop a sense of being part of a larger multicultural group; - to motivate the ability of learning; - to get familiar with different countries and languages; - to share ideas and perspectives; - to promote artistic and digital skills. 	<p>Project methodology</p> <p><u>1. Introduction</u> Explanatory class on visual identity, symbol and logo.</p> <p><u>2. Development</u> <u>Observation and analysis:</u> Problem definition; research, definition of objectives and constraints; Brainstorming.</p> <p><u>To project:</u> drawn sketches of ideas and creative process; Brainstorming; development; improvement of projects and again Brainstorming to choose the definitive product.</p> <p><u>Execution:</u> execution of the prototype in vector drawing, through the appropriate software, with the necessary adjustments settled through a last Brainstorming; final product.</p>	<ul style="list-style-type: none"> - Introduction class on identity for the technical objectives of visual identity elaboration; - Oral discussion with students about the importance of visual identity as identification of our project; - Searching for information about identity elements of the territory related to the topic of water; - Preparation of proposals for visual identity designs; - Selection of the two visual identity designs to be presented; - Execution of the prototypes in vector drawing, using the software Illustrator, until the final product is obtained; - Elaboration of the reasoning text for the choice of the two visual identity designs; - English Reading training. 	<ul style="list-style-type: none"> - Level of involvement in the implementation of the proposed activities; - Participation in brainstorming; - Sense of responsibility; - Peer Cooperation; - Respect for group opinions - Public presentation of the visual identity designs for parents, students and teachers.

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 SPAIN	<ul style="list-style-type: none"> - to present our school and city to our partners - to promote team working for a mutual aim - to develop a sense of being part of a larger multicultural group - to learn a basic group of words in different languages - to learn and understand costumes and history of other countries - to promote ICT skills 	<ul style="list-style-type: none"> - Communicative approach - Questioning and Discussion - Brainstorming to encourage ideas and collaborative thinking - Problem solving techniques - Assigning tasks of responsibility - Learn to work in groups 	<ul style="list-style-type: none"> - Search and discussion about what a logo and a mascot is, where it is used and what for, (the Internet, any known logos e.tc) - Discussion about what was the best topic for a logo and mascot. - Know the opinion of the team about the works presented. - Take photos and videos to know the opinion of teachers and students about Erasmus projects 	<ul style="list-style-type: none"> - Increase of students' confidence in their own skills - Discussion - Questioning - Observation - Cooperation - Learning about common activities and how to respect different opinions - Understanding the history of other countries - Sense of responsibility - Open minded attitude

PROJECT "LIVING BESIDE THE WATER"

Step 2: Creating the mascot-doll

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 CZECH REPUBLIC	<ul style="list-style-type: none"> - Team work – decision making - Developing communication skills - Improving creative ideas and skills - Taking initiative 	<ul style="list-style-type: none"> - Research into history of the folk legends where the „vodnik“ appears - Brain-storming the ideas regarding the appearance of the mascot - Delegating single tasks 	<ul style="list-style-type: none"> - Designing the puppet - Choosing methods and materials - Working independently on each part - Putting the parts together - Working together as a team 	<ul style="list-style-type: none"> - Teamwork - Working effectively towards the common aim - Cooperating and sharing ideas - Sense of achievement

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 GREECE	<ul style="list-style-type: none"> - Team work/team bonding - Improve communication - Student motivation and creativity planning and designing - Building of self-confidence - Developing artistic and creative skills - Motivating students by the use of art - Arts becomes active in all its components 	<ul style="list-style-type: none"> - Researching the various versions/appearances of the chosen form of the puppet - Training course: How to make a puppet 3D by an accomplished artist and creating a handmade puppet - Cross-curricular consulting and sharing of ideas - Individual and groupwork: Splitting the tasks in order to create a common product - Learning by doing - Students are active choice making agents - Strong interaction and opinion-exchange process with the tutoring teacher 	<ul style="list-style-type: none"> - Brainstorming: Who or what is the most suitable figure of clean water - Collecting information - Choosing techniques / materials - Designing the puppet - Critical thinking - Team work - Creativity and imagination 	<ul style="list-style-type: none"> - Teamwork - Emotional involvement and good contribution of ideas - Respect of the assigned tasks - Gain self-esteem, arouse motivation - Target driven activities based on challenge - Efficient cooperation among the students - Sense of self fulfillment

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>ITALY</p>	<ul style="list-style-type: none"> - Creating an identity - Reflecting on our origins and cultural identity - Promoting collaborative work - Respecting others' opinion - Developing artistic and creative skills - Considering different points of view - Creating a sense of belonging - Improving students' motivation and creativity 	<ul style="list-style-type: none"> - Cooperative learning - Learning by doing - Communicative approach - Task based approach - Scaffolding - Design thinking 	<ul style="list-style-type: none"> - Brainstorming - Internet search - Choosing techniques and materials - Designing the draft and creating the mascot doll - Realizing a power point presentation 	<ul style="list-style-type: none"> - Promoting team work - Developing and demonstrating respect for others' works - Cooperation - Increasing students' motivation - Enhancing students' autonomy - Enhancing student's self-esteem - Stimulating students' involvement and enjoyment of learning
 <p>LITHUANIA</p>	<ul style="list-style-type: none"> - Experience communication in the team work - Improve communication, self-expression through the art - Student motivation, creativity, original thinking in planning and designing process - Building of self-confidence - Developing artistic and creative skills - Motivating students by the use of their sensations involved in art activities 	<ul style="list-style-type: none"> - Group work: listen to and accept the viewpoints and contributions of others concerning the shape of the mascot-doll - Training course: how to make a handmade doll - Individual and groupwork: sharing the tasks and responsibilities in order to create a mascot-doll - consulting with the art teacher during the whole process - Evaluation of the final product 	<ul style="list-style-type: none"> - Mind map finding out what kind of the mascot-doll could be related to the three rivers: Nemunas, Neris and Jiesia - Mind map finding out the suitable figure of the mascot-doll - Sketching activities of the mascot-doll - Choosing the best material for creation of the mascot-doll - Sharing responsibilities and tasks in the process - Presentation of the mascot-doll using story jumper 	<ul style="list-style-type: none"> - Involvement and motivation in the group work - Ability to cooperate in the group work - Attention and concentration in the activities - Ability to discuss and share ideas and different views - Students' responsibility for their tasks - Acceptance of a guiding and consulting role of the art teacher

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 PORTUGAL	<ul style="list-style-type: none"> - Organize working groups to promote collaborative work - Research information associated to the mascot - Promote study visits to learn about the mascot and its natural environment - Planning the various phases of the mascot's implementation - Choosing the most appropriate materials and building the mascot - Develop artistic and creative skills - Motivating students for art - Motivating students by the use of art - Arts becomes active in all its components - Developing language and multimedia skills in order to make the video about the mascot making processes 	<ul style="list-style-type: none"> - Searching for information in various media - Field trip to the mascot's natural environments, using photography - Sharing ideas about the materials to be used - Work in small groups - Learn how to execute the various steps of the mascot - Strong interaction in the decision making process between students and tutor teacher 	<ul style="list-style-type: none"> - Brainstorming: Which bird best represents aquatic environments - Study visit to the Corroios marsh - Collecting information - Choosing techniques / materials - Designing the puppet - Critical thinking - Creativity and imagination - Team work 	<ul style="list-style-type: none"> - Degree of involvement in teamwork - Contribution to the development of ideas - Respect for work and peer involvement - Fulfillment of established goals and challenges - Cooperation among the students

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 SPAIN	<ul style="list-style-type: none"> - Develop team work - Improve communication using English - Student motivation in planning and designing our 3d mascot - Building of self-confidence - Develop artistic and creative skills - Motivate students by the use of art 	<ul style="list-style-type: none"> - Research different ways of making our mascot Dropy - Cross-curricular consulting and sharing of ideas - Individual and groupwork: Splitting the tasks in order to create a 3D Dropy - Learning by doing: use recycled material, glue, paint, use hot glue guns... - Students are active choice making agents - Strong interaction and opinion-exchange process with the tutoring teacher 	<ul style="list-style-type: none"> - Brainstorming: Who or what is the most suitable figure of a drop of water - Choosing techniques, tools and materials - Designing the puppet - Making our 3D puppet - Critical thinking - Team work 	<ul style="list-style-type: none"> - Teamwork - Good contribution of ideas - Respect deadlines of the assigned tasks. - Gain self-esteem, arouse motivation - Efficient cooperation among the students - Sense of self fulfillment

PROJECT "LIVING BESIDE THE WATER"

Step 3: Theatrical performance or pantomime

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 CZECH REPUBLIC	<ul style="list-style-type: none"> - Working together as a part of the team for the best result - Developing self-confidence, concentration and communication skills - Developing skills to perform - Introduction of the Czech culture to other partners - Developing other ways of communication 	<ul style="list-style-type: none"> - Team work – listening and considering opinions of other team members - Focus - Choosing important part of our culture to be introduced - Practicing the performance - Team work – recording the video And creating the subtitles 	<ul style="list-style-type: none"> - Choosing the folk song with an element of water - Translating the lyrics to English - Practicing the performance – singing and the guitar playing - Digital work: editing the video and putting the subtitles 	<ul style="list-style-type: none"> - Working as a part of the team Learning to consider and accept other people’s decision - Taking interest and part in the activities - Accepting the role of others
 GREECE	<ul style="list-style-type: none"> - Experience communication without speaking - Using your mind to find new forms of communication - Working together for the best result - Developing self-confidence, imagination, concentration, communication skills - Increased self-esteem - Development of non-verbal relationships - Increased ability to play 	<ul style="list-style-type: none"> - Group work: listen to and accept the viewpoints and contributions of others - Reading and understanding the story - Storytelling - Studying the act and practicing performing without speaking - Meditation - Intensive attention - Observation - Group work for the choice of the pictures and the creation of the digital work 	<ul style="list-style-type: none"> - Research on the Greek mythology - Decision making of the appropriate myth related to water - Acting exercises without speaking - Choice of the song relevant to the myth - Miming games - Digital work: creating a video to best conveying the story idea 	<ul style="list-style-type: none"> - Work as a group - Learn to listen and adapt to others decisions - Expressing feelings without talking in the act - Interest and involvement in the activities - Attention and concentration Knowledge of the meaning of gestures and mimics when learning the pantomime - Acceptance of guiding role of the teacher without formal authority

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>ITALY</p>	<ul style="list-style-type: none"> - Developing self- confidence - Developing team work and promoting cooperative skills - Developing photographic and digital skills - Promoting personal initiative - Planning and managing tasks - Promoting different learning approaches - Improving English language skills. - Improving acting abilities 	<ul style="list-style-type: none"> - Cooperative learning - Learning by doing - Communicative approach - Task based approach - Scaffolding - Project based learning 	<ul style="list-style-type: none"> - Brainstorming - Choosing the most effective means to represent our city - Translating into English - Taking photos of the most significant places in Livorno - Choosing the photos to use - Dividing the poem in parts, assigning the roles and recording - Video making 	<ul style="list-style-type: none"> - Promoting group work. - Developing and demonstrating digital skills - Cooperation - Increasing students motivation - Enhancing students' language skills. - Enhancing students' self-esteem - Stimulating students' involvement and enjoyment of learning
 <p>LITHUANIA</p>	<ul style="list-style-type: none"> - Experience communication through discussion and group work - Developing self-confidence, imagination, concentration, communication skills - Developing creativity, critical thinking - Developing skills of decision making - Increased ability to play - Increased knowledge of the shadow theatre elements. 	<ul style="list-style-type: none"> - Group work: listen to and accept the viewpoints and contributions of others - Reading and understanding the main idea and the plot of the play - Studying the act and practicing shadow theatre elements. - Observation - Group work for the creation of the digital work (video) - Evaluation of the final product 	<ul style="list-style-type: none"> - Research on the ecological side expected to be revealed in the play - Decision making of the appropriate expressions, forms of acting in the play - Making dolls for the shadow theatre - Digital work: creating a video 	<ul style="list-style-type: none"> - Involvement and motivation in the group work - Ability to cooperate in the group work - Attention and concentration in the performance - Ability to discuss and share ideas and different views. - Acceptance of a guiding and consulting role of the drama teacher

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>PORTUGAL</p>	<ul style="list-style-type: none"> - Develop reading, writing and communication skills in the English language - To value Portuguese literature - Know several forms of theatrical representation - Conceive sceneries and characters for the theatrical representation with the use of puppets - Contact with professionals of the theater - Develop collaborative work among peers 	<ul style="list-style-type: none"> - Reading the book "The Girl from the Sea" - Watching the play "The Girl from the Sea" - Adaptation of the text for theater and respective translation - Trip to the Municipal Theater for voice and body expression training - Reading practice in English and voice recording - Choice of materials to make the puppets and images - Execution, in group, of the puppets and the scenery - Making of the video 	<ul style="list-style-type: none"> - Reading out loud the text in Portuguese and English - Field trip to the Municipal Theater. Workshop with actors - Research of information for the elaboration of the puppets and scenery - Elaboration of the puppets and scenery - Acting training - Video execution 	<ul style="list-style-type: none"> - Degree of involvement in teamwork - Contribution to the development of ideas - Respect for work and peer involvement - Fulfillment of established goals and challenges - Cooperation among the students
 <p>SPAIN</p>	<ul style="list-style-type: none"> - Experience communication through puppets - Find a local legend related to water - Work together for the best result - Develop self-confidence, imagination, concentration and communication skills - Increase self-esteem - Develop non-verbal relationships - Increase creative skills by making puppets and stage decor 	<ul style="list-style-type: none"> - Create a play script - Read and understand the story - Storytelling - Study the story and practice performing with puppets - Meditation - Intensive attention - Observation - Group work for the choice of the puppets and stage decor 	<ul style="list-style-type: none"> - Research the local mythology - Decision making of the appropriate myth related to water - Choose and make a puppet - Choose and make the stage decor - Rehearse story 	<ul style="list-style-type: none"> - Work as a group - Learn to listen and adapt to others decisions - Expressing feelings using your voice - Interest and involvement in the activities - Attention and concentration - Learn how to use a puppet - Acceptance of guiding role of the teacher without formal authority

PROJECT "LIVING BESIDE THE WATER"

Step 4: Creating a multimedia poster

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 CZECH REPUBLIC	<ul style="list-style-type: none"> - Develop digital skills - Work as a part of international team - Make others aware about ecosystems in our country - Learn about other cultures - Develop self-motivation 	<ul style="list-style-type: none"> - Working in a team - Communication in English - Use of various digital tools - Problem solving - Collaboration 	<ul style="list-style-type: none"> - Learning – what is a poster, how to create it, what it represents and what is it supposed to do - Basic layout of the poster - Critical thinking and problem solving - Looking for materials online (google, wikipedia) - Preparation of pictures and text for the poster - Participating in creation of the poster - Presentation of the poster 	<ul style="list-style-type: none"> - Presentation - Discussion - Collaboration - Observation - Learning about common activities and respecting different opinions
 GREECE	<ul style="list-style-type: none"> - Raise awareness of being a member of European community - Team building and team working - Being self-motivated - Provide cultural interaction between countries of Europe - Learning and using of new digital tools 	<ul style="list-style-type: none"> - Communication and discussion in frequent meetings - Working in groups - Inquiry and problem solving - Assigning tasks of responsibility - Use of ICT, Photoshop - Whole class - Cooperative Learning - Discovery learning 	<ul style="list-style-type: none"> - Discussion: a multimedia poster, what to include - Learning what a poster is, what it represents and what it is supposed to do - Critical thinking and problem-solving; being selective - Searching for material in our school library and on-line (Google, Wikipedia) - Survey history, literature and images - Writing a small paper. - Creating a multimedia poster 	<ul style="list-style-type: none"> - Discussion - Questioning - Observation - Cooperation - Learning about common activities and how to respect different opinions. - Encouraging - Open-minded attitude - Being respectful - Giving proposals

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>ITALY</p>	<ul style="list-style-type: none"> - Developing self- confidence - Developing team work and promoting cooperative skills - Developing and digital skills - Promoting different learning approaches - Improving English language skills 	<ul style="list-style-type: none"> - Cooperative learning - Learning by doing - Communicative approach - Task based approach - Scaffolding - Project based learning - Learning by doing 	<ul style="list-style-type: none"> - Brainstorming: creating a multimedia poster - Researching and analyzing different posters - Choosing the most representative photo of our city. - Creating a short video with a drone - Planning and creating the multimedia poster 	<ul style="list-style-type: none"> - Promoting group work - Developing and demonstrating digital skills - Cooperation - Increasing students motivation - Enhancing students' language skills - Enhancing students' self-esteem - Stimulating students' involvement and enjoyment of learning
 <p>LITHUANIA</p>	<ul style="list-style-type: none"> - To get acquainted with the similarities and differences between European countries; - Team building and discussion of activities; - Be self-motivated; - Learn and use new digital tools; - Cooperate with partner teams in joint activities. 	<ul style="list-style-type: none"> - Refining ideas using brainstorming techniques in meetings; - Work in groups; - Ways to search for information; - Division of activities and responsibilities in the group; - Use of ICT, video production; - Saving information in QRcode; - Collaborative learning. 	<ul style="list-style-type: none"> - Discussion: search for the delivered object; - An explanation of what a poster is, what its structure is and what its content is; - Critical thinking and problem-solving; - Material search on the Internet (Google, Wikipedia); - Filming and editing of a video film, selection of music; - Extraction of essential information and preparation of the text; - Create a multimedia poster. 	<ul style="list-style-type: none"> - Discussion and asking questions; - Observation and listening; - Cooperation and communication; - Ability to hear each other and acceptance of different opinions; - Open approach; - Respectful communication; - Sharing ideas.

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 PORTUGAL	<ul style="list-style-type: none"> - Researching and organise relevant contents for the development of the poster design from a cultural heritage perspective - Getting to know the cultural heritage of the regions of each partner country - Using web tools for creating digital contents - Using collaborative tools for the construction of the collective poster, namely CANVA 	<ul style="list-style-type: none"> - The teachers of each country guide their students while researching and organizing the contents - Multimedia contents (photographs, videos, StoryJumper, genially) are sent to the host country of the meeting via email. - Elaboration of a script about the features of CANVA - The students responsible for creating the multimedia poster are invited to participate in CANVA - The students responsible for creating the multimedia poster download the contents on the collective poster during the online meeting - Each student presents his part of the poster to the other partners 	<ul style="list-style-type: none"> - Discussion: a multimedia poster, what to include - Searching for material in our school library and on-line - Writing a small paper - Development of the collective poster in a virtual activity - Presentation of the poster by each of the partner countries in a virtual activity 	<ul style="list-style-type: none"> - Increase of students' confidence in their own skills - Discussion - Questioning - Observation - Cooperation - Learning about common activities and how to respect different opinions - Learning about roles and tasks - Sense of responsibility - Open-minded attitude

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 SPAIN	<ul style="list-style-type: none"> - To present an example of our cultural heritage - To learn and enjoy the cultural heritage of other countries - To promote team working for a mutual aim - To develop a sense of being part of a larger multicultural group - To learn a basic group of words in different languages - To promote ICT skills 	<ul style="list-style-type: none"> - Communicative approach - Questioning and Discussion - Brainstorming to encourage ideas and collaborative thinking - Problem solving techniques - Assigning tasks of responsibility - Learn to work in groups - Use of ICT resources 	<ul style="list-style-type: none"> - Ideas about how to prepare the multimedia poster - Brainstorming and development of problem solving skills - Creation and searching for materials to create a poster - Study of our cultural heritage - Preparation of a script. - Creating a multimedia poster 	<ul style="list-style-type: none"> - Increase of students' confidence in their own skills in new technologies - Discussion - Questioning - Observation - Cooperation - Group working skills - Understanding the cultural heritage of other countries - Sense of responsibility - Open minded attitude

PROJECT "LIVING BESIDE THE WATER"

Step 5: Creating of Tourism brochures (leaflets)

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 CZECH REPUBLIC	<ul style="list-style-type: none"> - Decision making - Working as a part of the team - Motivation - Creative ideas - Developing digital skills - Learning to work with new digital tools - Considering different opinions - Improving language skills 	<ul style="list-style-type: none"> - Discussion and brain storming in the teams meetings - Learning to work with different digital tools - Working in groups as well as individually 	<ul style="list-style-type: none"> - Choosing touristically attractive places - Making decision about the leaflets' layout - Choosing digital tools to be used - Looking for informations and pictures on the internet - Creation of four leaflets 	<ul style="list-style-type: none"> - Development of the English speaking skills - Improvement of presentations skills - Building pupils' self-confidence - Learning about different approach towards common target
 GREECE	<ul style="list-style-type: none"> - Student motivation and creativity - Planning and designing - Building of self-confidence - Team-work – decision Promoting collaborative work - Promoting artistic and digital skills - Taking initiative - Considering different points of view - Improving English language skills 	<ul style="list-style-type: none"> - Working in a team - Communication and discussion in frequent meetings - Use of ICT, Photoshop - Brainstorming to encourage ideas and collaborative thinking - Working in groups 	<ul style="list-style-type: none"> - Learning – what is a brochure, how to create it, what it represents and what is supposed to do - Discussion: a brochure about economy and tourism, what to include - Layout of the brochure - Searching for material in our school library and on-line (Google, Wikipedia) - Creating two brochures in paper and online 	<ul style="list-style-type: none"> - Promoting group work - Developing and demonstrating digital skills - Observation – Cooperation - Enhancing students' language skills - Enhancing students' self-esteem - Sharing ideas - Learning about common activities and how to respect different opinions

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>ITALY</p>	<ul style="list-style-type: none"> - Developing and promoting team work and cooperative skills - Developing creative and digital skills - Improving students' motivation - Motivating students using new digital tools - Improving English language skills - Building self- confidence through the knowledge and application of technology - Encouraging curiosity and initiative 	<ul style="list-style-type: none"> - Cooperative learning - Learning by doing - Project- based learning - Design thinking - Brainstorming - Communicative approach 	<ul style="list-style-type: none"> - Researching information about tourist leaflet - Choosing techniques and the most suitable digital tool to design a leaflet - Researching information about economy and tourism related to our city, using different ICT tools - Deciding what information to include on the leaflet - Designing the leaflet using the chosen digital tool 	<ul style="list-style-type: none"> - Promoting group work - Developing and demonstrating digital skills - Enhancing students' language skills - Cooperation - Stimulating students' involvement and enjoyment of learning - Sharing and discussing ideas and opinions - Increasing students' motivation
 <p>LITHUANIA</p>	<ul style="list-style-type: none"> - Team-work – decision Promoting collaborative work and creativity - Planning and designing - Promoting artistic and digital skills - Improving English language skills - Searching for targeted information and encouraging initiative - Considering different points of view 	<ul style="list-style-type: none"> - Mind map to refine the topic. - Art of hosting method to highlight key aspects - Use of ICT, Canvas applet - Collaboration in a team 	<ul style="list-style-type: none"> - Explaining what a brochure is and what its structure is - Discussion: what should be the topic of the brochure, what will be the focus - Learning to work with the Canvas app - Search for information and video material on the Internet (Google, Wikipedia) - Coding of information with QR code - Creating a brochure on the Canvas platform 	<ul style="list-style-type: none"> - Teamwork skills development - Learning to work with the Canvas app - Development of digital skills - Monitoring - Cooperation - To develop students' language skills - Sharing experiences - Developing tolerance for the opinion of another

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 PORTUGAL	<ul style="list-style-type: none"> - To research and organise relevant information - To get to know the different tourist regions of the country - To select the most appropriate digital tools for leaflet making - To promote collaborative work and group initiative - To promote the development of artistic and digital skills - To improve knowledge of the English language - To respect different points of view 	<ul style="list-style-type: none"> - Group discussion of the work plan - Work in small groups with guidance for the research and selection of information - Use of digital tools: Canva for leaflets and Google Earth for the presentation of our team work during the virtual meeting - Oral presentation training 	<ul style="list-style-type: none"> - Making a presentation for students on the rules of making a leaflet - Searching, selecting and organising information (text, image and QRcode) - Designing 7 leaflets, one for each tourism region - Working sessions, in small groups, to improve the layout and information on the leaflets - Elaboration of a project on Google Earth for online presentation - Oral presentation training sessions 	<ul style="list-style-type: none"> - Progression of skills: searching for and organising information, linguistic and digital literacy - Group work: cooperation and autonomy - Participation in sharing ideas - Formative assessment of final products
 SPAIN	<ul style="list-style-type: none"> - Team working - Taking initiative - Developing creative ideas - Working on digital and communication skills - Promoting artistic and digital skills - Improving english language skills - Considering different points of view - Knowing the culture of other countries 	<ul style="list-style-type: none"> - Questioning and Discussion - Brainstorming to encourage ideas and collaborative thinking - Problem solving techniques - Assigning tasks of responsibility - Learning to work in groups - Using digital resources 	<ul style="list-style-type: none"> - Learning – what is a brochure, how to create it, what it represents and what is supposed to do - Brainstorming about what to include in the brochure - Searching, selecting and analyzing information about the brochure - Designing the brochure 	<ul style="list-style-type: none"> - Promoting group work - Respect and accept the opinions of others - Developing and demonstrating digital skills - Observation – Cooperation - Enhancing students’ self-esteem - Understanding the cultural heritage of other countries - Sense of responsibility - Open minded attitude

PROJECT "LIVING BESIDE THE WATER"

Step 6: Creating a digital map

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 CZECH REPUBLIC	<ul style="list-style-type: none"> - Team work – searching for information, assessing and making decisions - Learning new digital skills - Motivating students to learn, be creative , make decisions, communicate and collaborate in a team 	<ul style="list-style-type: none"> - Searching on the internet - Discussion - Taking responsibility for single tasks - Choosing the places to be described - Exdecution of the tasks 	<ul style="list-style-type: none"> - Brainstorming – interesting places to be described - Browsing different websites in search fo interesting information - Search for the places’ official videos - Discussion within the team and the teachers - Learning to work in the interactive map 	<ul style="list-style-type: none"> - Collaboration in the team - Building self confidence in making decision and using digital tools - Keeping the dead lines
 GREECE	<ul style="list-style-type: none"> - Team- work - decision making - Improving creative ideas and skills - Experience communication in the team- work - Developing artistic and creative skills - Motivating students by the use of digital tools - Learning something new 	<ul style="list-style-type: none"> - Discussion - Creativity and ideas - Assigning tasks of responsibility - Critical thinking - Learn to work in groups - Design thinking - Decision making on the material to be used - Execution of the task 	<ul style="list-style-type: none"> - Brainstorming: Which sites are going to be used - Study of the various tasks using Wikipedia information and official sites of the places. - Choosing the videos accompanying the sites - Consulting the teachers - Preparing the final outcome 	<ul style="list-style-type: none"> - Level of teamwork - Cooperation among the students - Sense of self confidence in using digital tools - Respect deadlines of the assigned tasks. - Level of attention and involvement - Enhancing students’ self-esteem - Cooperation among the students

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 <p>ITALY</p>	<ul style="list-style-type: none"> - Developing team work and promoting cooperative skills - Developing creative and digital skills - Improving English language skills - Encouraging curiosity and initiative - Motivating students using new digital tools - Improving English language skills - Learning about other cities history and culture - 	<ul style="list-style-type: none"> - Cooperative learning - Learning by doing - Brainstorming activities to share ideas - Use of ICT tools - Communicative approach - Project-based learning - Decision making 	<ul style="list-style-type: none"> - Researching information about a digital map and the shared digital tool - Choosing the Italian cities and places that will be used for the digital map - Researching information about the cities in terms of history, culture and art - Deciding and selecting information - Researching and choosing the video to use on the digital map - Uploading the information on the shared digital tool 	<ul style="list-style-type: none"> - Promoting group work - Enhancing students' self-esteem - Increasing students' motivation and cooperation - Sharing and discussing ideas and opinions - Enhancing students' autonomy - Stimulating students' involvement and enjoyment of learning
 <p>LITHUANIA</p>	<ul style="list-style-type: none"> - Teamwork – brainstorming - Purification of creative ideas - Improving collaboration skills - Development of ICT skills - Encouraging creativity - Search for new information 	<ul style="list-style-type: none"> - Work in groups - Creative tasks - Distribution of activities - Critical thinking - Selection of the end result and the means by which the task will be performed - Time planning and sharing of responsibilities 	<ul style="list-style-type: none"> - The brainstorming method: planning the delivery of objects - Working with information sources: an overview of tourist sites. - Video search and editing - Discussion of the prepared material with a geography teacher. - Providing information on the google maps platform (working with an ICT teacher) 	<ul style="list-style-type: none"> - Student communication and teamwork - Expanding digital skills - Time and activity planning - Promoting students' self-esteem and confidence

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
 PORTUGAL	<ul style="list-style-type: none"> - Developing skills in the use of digital tools - Taking decisions in the context of group work - Developing language and communication skills - Developing skills for searching, selecting, and organizing information 	<ul style="list-style-type: none"> - Group work - Decision making on the material to be used - Assigning tasks of responsibility for each member of the team - Critical thinking 	<ul style="list-style-type: none"> - Brainstorming to decide the places and relevant information to be used - Preparation of short texts on the subject - Choosing the videos to be included on the digital map - Session to learn how to use the tool - Preparation of the final product - Presentation training of the digital map 	<ul style="list-style-type: none"> - Cooperation among the students - Sense of self confidence in using digital tools - Level of attention and involvement
 SPAIN	<ul style="list-style-type: none"> - Team working - Taking initiative - Developing creative ideas - Working on digital and communication skills - Promoting artistic and digital skills - Improving english language skills - Considering different points of view 	<ul style="list-style-type: none"> - Questioning and Discussion - Brainstorming to encourage ideas and collaborative thinking - Problem solving techniques - Assigning tasks of responsibility - Learning to work in groups - Using digital tools 	<ul style="list-style-type: none"> - Learning – what is a digital map, how to use it and how to present the information. - Brainstorming about what to include in the map - Searching, selecting, and analyzing information about the contents of the map 	<ul style="list-style-type: none"> - Promoting group work - Respect and accept the opinions of others - Developing and demonstrating digital skills - Observation – Cooperation - Enhancing students’ self-esteem - Sense of responsibility - Open minded attitude