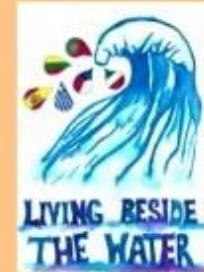




Erasmus+



**EUROPEAN PROGRAMME ERASMUS+**  
**"LIVING BESIDE THE WATER"**

# **BOOK OF METHODOLOGY**

**2019 - 2022**

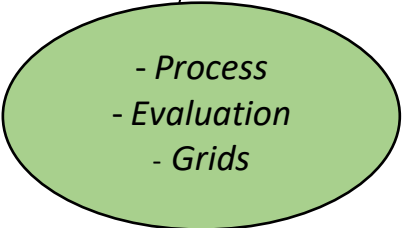
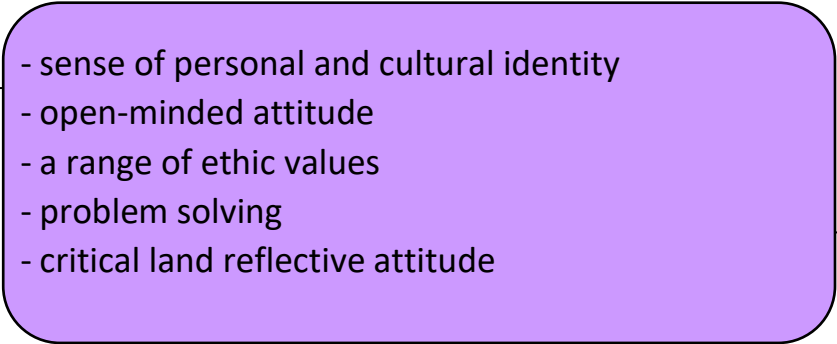


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***THE EUROPEAN FRAMEWORK  
IN THE PROJECT  
"LIVING BESIDE THE WATER"***





# PROJECT "LIVING BESIDE THE WATER"

## Step 1: Creating the logo

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

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


	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
  <b>PORTUGAL</b>	<ul style="list-style-type: none"> <li>- to present a visual of the project;</li> <li>- to promote team working for a mutual aim;</li> <li>- to develop a sense of being part of a larger multicultural group;</li> <li>- to motivate the ability of learning;</li> <li>- to get familiar with different countries and languages;</li> <li>- to share ideas and perspectives;</li> <li>- to promote artistic and digital skills.</li> </ul>	<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"> <li>- Introduction class on identity for the technical objectives of visual identity elaboration;</li> <li>- Oral discussion with students about the importance of visual identity as identification of our project;</li> <li>- Searching for information about identity elements of the territory related to the topic of water;</li> <li>- Preparation of proposals for visual identity designs;</li> <li>- Selection of the two visual identity designs to be presented;</li> <li>- Execution of the prototypes in vector drawing, using the software Illustrator, until the final product is obtained;</li> <li>- Elaboration of the reasoning text for the choice of the two visual identity designs;</li> <li>- English Reading training.</li> </ul>	<ul style="list-style-type: none"> <li>- Level of involvement in the implementation of the proposed activities;</li> <li>- Participation in brainstorming;</li> <li>- Sense of responsibility;</li> <li>- Peer Cooperation;</li> <li>- Respect for group opinions</li> <li>- Public presentation of the visual identity designs for parents, students and teachers.</li> </ul>


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






# **PROJECT "LIVING BESIDE THE WATER"**


## *Step 2: Creating the mascot-doll*

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

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


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



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



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

# PROJECT "LIVING BESIDE THE WATER"

## Step 3: Theatrical performance or pantomime

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



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



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





# **PROJECT "LIVING BESIDE THE WATER"**

## *Step 4: Creating a multimedia poster*

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



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



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



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

# PROJECT "LIVING BESIDE THE WATER"

## Step 5: Creating of Tourism brochures (leaflets)



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

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



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



# PROJECT "LIVING BESIDE THE WATER"

## Step 6: Creating a digital map

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



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

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