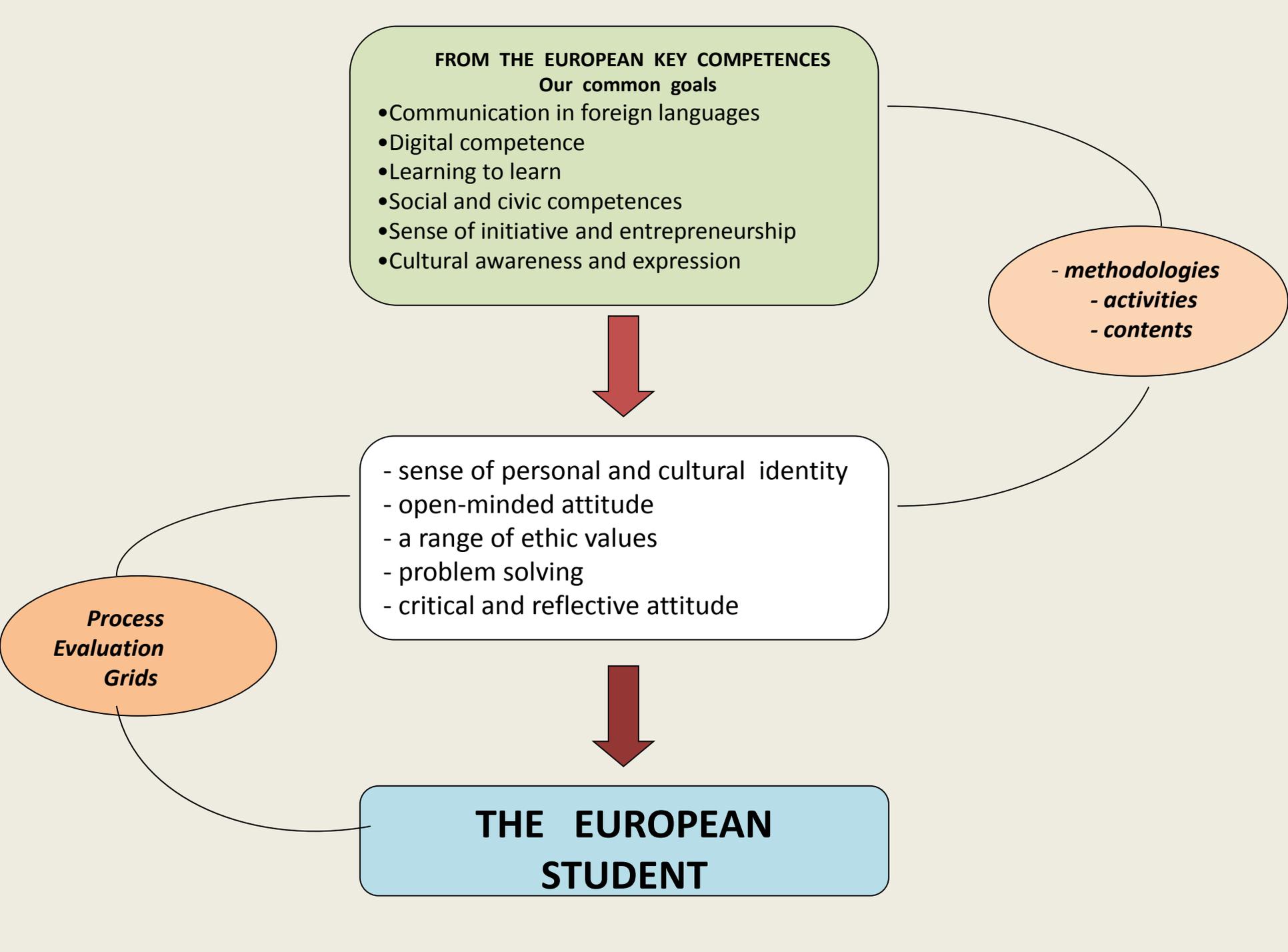


**FROM THE  
EUROPEAN FRAMEWORK  
TO  
P.L.A.C.E.S. PROJECT**



# P.L.A.C.E.S. PROJECT

## step 1: creating the logo

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
<b>ITALY</b>	<ul style="list-style-type: none"> <li>- Global approach and Knowledge of European dimension of learning</li> <li>- Developing of a sense of belonging to a great community</li> <li>- Work in team for a common aim</li> <li>- Sharing diversities</li> </ul>	<ul style="list-style-type: none"> <li>- Communicative approach</li> <li>- Questioning and Discussion</li> <li>- Use of Graphic Organizers</li> <li>- Whole Class</li> <li>- Discovery Learning</li> <li>- Cooperative Learning</li> <li>- Interest groups</li> <li>- Pairs or informal groups</li> <li>- Inquiry / Problem Solving</li> <li>- Giving tasks of responsibility and simple management</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming about the concept of "logo"</li> <li>- analysis of logos related with the students' life (sport logos, game logos, etc.)</li> <li>- To define the characteristics of a common European logo</li> </ul>	<p>The success indicators for this activity are:</p> <ul style="list-style-type: none"> <li>- diligence</li> <li>- interest</li> <li>- giving proposals</li> <li>- respect of roles and tasks</li> <li>- sense of responsibility</li> <li>- open minded attitude</li> <li>- reflective attitude</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>Global approach and Knowledge of European dimension of learning</li> <li>- Developing of a sense of belonging to a great community</li> <li>- Work in team for a common aim</li> <li>- Sharing diversities</li> </ul>	<ul style="list-style-type: none"> <li>Communicative approach</li> <li>- Questioning and Discussion</li> <li>- Use of Graphic Organizers</li> <li>- Whole Class</li> <li>- Discovery Learning</li> <li>- Cooperative Learning</li> <li>- Interest groups</li> <li>- Pairs or informal groups</li> <li>- Inquiry / Problem Solving</li> <li>- Giving tasks of responsibility and simple management</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming about the concept of "logo"</li> <li>- analysis of logos related with the students' life (sport logos, game logos, etc.)</li> <li>- To define the characteristics of a common European logo</li> </ul>	<p>The success indicators for this activity are:</p> <ul style="list-style-type: none"> <li>- diligence</li> <li>- interest</li> <li>- giving proposals</li> <li>- respect of roles and tasks</li> <li>- sense of responsibility</li> <li>- open minded attitude</li> <li>- reflective attitude</li> </ul>

<p><b>BULGARIA</b></p>	<ul style="list-style-type: none"> <li>- Fostering and boosting creativity</li> <li>- A teambuilding and training workshop with an energizing activity</li> <li>- Key element of learning - student motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming to encourage innovative ideas and collaborative thinking</li> <li>- Developing of a system for a unique situation</li> <li>- Artistic creativity and vision</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion - “Logo” - a symbol created for the purpose of identification –I earning what a logo is, what it represents and what it is supposed to do</li> <li>- Critical thinking and problem-solving; being selective</li> </ul>	<ul style="list-style-type: none"> <li>-work ethic</li> <li>- focus on both individual and collaborative problem-solving</li> <li>- Increase of students' confidence in their own skills</li> <li>- An individual’s sense of being accepted, valued, included, and encouraged by others</li> </ul>
<p><b>GERMANY</b></p>	<ul style="list-style-type: none"> <li>- developing an object of identification</li> <li>-a kind of corporate identity symbolizing the aims of the project</li> </ul>	<ul style="list-style-type: none"> <li>Identifying/detecting local particularities</li> <li>--developing a sense of belonging and orientation (“spirit of place”)</li> <li>-from the local to the national to the European dimension of of such an identification /approach</li> </ul>	<ul style="list-style-type: none"> <li>-invitation of the local museum archivist who presents and explains local and regional legends and their connection to historic events</li> </ul>	<ul style="list-style-type: none"> <li>-identification with logo</li> <li>-(developing) a competitive spirit for making the best logo in the contest</li> </ul>

<p><b>SLOVAKIA</b></p>	<ul style="list-style-type: none"> <li>- Raise awareness of being a member of European community,</li> <li>-Team buiding and team working</li> <li>- being self motivated</li> <li>- sharing diversities</li> </ul>	<ul style="list-style-type: none"> <li>-Artistic creartivity and innovative ideas</li> <li>-Pairs or informal groups</li> <li>- questions, inquiry//problem solving</li> <li>- feeling of responsibility and simple managenet</li> </ul>	<ul style="list-style-type: none"> <li>-Search and discussion what logo represents , where is used what for,(the Internet, school logos,)</li> <li>- discussion – what the project is about, the meaning of the name, find the connection among the involved countries</li> <li>-Creation of logo in pairs or individually</li> </ul>	<ul style="list-style-type: none"> <li>-Encouraging</li> <li>-Open-minded attitude</li> <li>-Being respectful</li> <li>-Giving proposals</li> </ul>
<p><b>GREECE</b></p>	<p>Global approach and Knowledge of European dimension of learning</p> <ul style="list-style-type: none"> <li>- Developing of a sense of belonging to a great community</li> <li>- Work in team for a common aim</li> <li>- Sharing diversities</li> </ul>	<p>Communicative approach</p> <ul style="list-style-type: none"> <li>- Questioning and Discussion</li> <li>- Use of Graphic Organizers</li> <li>- Whole Class</li> <li>- Discovery Learning</li> <li>- Cooperative Learning</li> <li>- Interest groups</li> <li>- Pairs or informal groups</li> <li>- Inquiry / Problem Solving</li> <li>-Giving tasks of responsibility and simple management</li> </ul>	<ul style="list-style-type: none"> <li>• Searching for material in our school library and on-line (google, wikipedia).</li> <li>• Survey history and literature .</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>• Discussion</li> <li>• Questioning</li> <li>• Observation</li> <li>• Cooperation</li> <li>• Learning about common activities and how to respect different opinions.</li> </ul>

<p><b>CYPRUS</b></p>	<ul style="list-style-type: none"> <li>- Work together, work in teams</li> <li>- -sharing ideas and diversities</li> <li>- -motivate to learn and aknowledge different countries, languages and arts by researching and studying.</li> </ul>	<ul style="list-style-type: none"> <li>-communacation 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, Paint and P.Pt</li> </ul>	<ul style="list-style-type: none"> <li>-working as a group</li> <li>-brainstorming about how “logo”should be</li> <li>-explaining the project so they have a better idea on what to draw.</li> <li>Have them look in the internet to find other logos so they get an idea how it should be presented</li> </ul>	<ul style="list-style-type: none"> <li>-showed a lot of interest</li> <li>-they were responsible and showed respect to each others work</li> <li>-recognition of whiche is better than the other</li> <li>Had many proposals</li> </ul>
<p><b>TURKEY</b></p>	<ul style="list-style-type: none"> <li>- Provide cultural interaction between counties of Europe .</li> <li>- Developing of a sense of belonging to a great community</li> <li>- Work in team for a common aim</li> <li>- Sharing diversities</li> </ul>	<ul style="list-style-type: none"> <li>- Learning by doing active learning</li> <li>- discovery learning questions and answer</li> <li>- multiple intelligences</li> <li>- postmodern approach</li> </ul>	<ul style="list-style-type: none"> <li>- brainstorming about the concept ‘logo’.</li> <li>- investigating universal myths</li> <li>- learn how to create a logo</li> </ul>	<ul style="list-style-type: none"> <li>- observation</li> <li>- questioning</li> <li>- diligence</li> <li>- cooperation</li> <li>- sense of responsibility</li> <li>- reflective attitude</li> </ul>

<p><b>ROMANIA</b></p>	<ul style="list-style-type: none"> <li>-to give a visual representation of the project</li> <li>- to promote the common European dimension of learning</li> <li>- work in team for a common aim</li> </ul>	<ul style="list-style-type: none"> <li>- Communicative approach</li> <li>- Whole class</li> <li>- Cooperative Learning</li> <li>- Discovery learning</li> <li>- -Inquiry / Problem Solving</li> <li>- Assigning tasks of responsibility and simple management</li> </ul>	<ul style="list-style-type: none"> <li>- Researching and brainstorming about the concept of logo</li> <li>- Sketching out ideas</li> <li>- Reviewing the design</li> <li>- Add finishing touches to the overall design</li> </ul>	<p>An effective logo, in what concerns this activity, should be:</p> <ul style="list-style-type: none"> <li>-simple but eye-catching</li> <li>-appropriate for its intended purpose</li> <li>-easy to understand</li> </ul>
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# P.L.A.C.E.S. PROJECT

## step 2: Creating the Puppet

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
<b>ITALY</b>	<ul style="list-style-type: none"> <li>-Improving knowledge and awareness of national traditions by researching historical and folk figures</li> <li>-Developing creativity and and the problem solving thinking</li> <li>- Work in group respecting the assigned task</li> </ul>	<ul style="list-style-type: none"> <li>- researching on the Web</li> <li>-Comparing the characteristics of different materials</li> <li>-Asking and working with different curricular teachers</li> <li>- Turning an idea into a 3D puppet</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorming- What figure in our traditions can best represent the Italian culture and history?</li> <li>-Collecting ideas and creating sketches</li> <li>-Choosing together the most representative character</li> <li>-Comparing and choosing the best technique to create it, with the help of the Art teacher</li> <li>-Creating the puppet</li> </ul>	<ul style="list-style-type: none"> <li>-Teamwork</li> <li>-Emotional involvement and good contribution of ideas</li> <li>-Cooperation</li> <li>- Respect of the assigned tasks</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>-Developing imagination, creativity, critical thinking, entrepreneurship and teamwork</li> <li>- Student/teacher interaction, sharing of opinion and ideas</li> <li>-Learning by doing</li> </ul>	<ul style="list-style-type: none"> <li>-Research on the internet, books</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 – What sort of hero/heroine connected to the local tradition and folklore can attract students' imagination and arouse them to creativity?</li> <li>-Creating a puppet sketch in various art techniques</li> <li>- Choosing the best sketch</li> <li>- Choosing the most appropriate and easy-to-handle natural materials</li> <li>- Designing and creating the puppet in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Learning to work in teams, belonging to a group</li> <li>- Gain self-esteem, arouse motivation</li> <li>- Increase the student's emotional involvement leading to an emotional experience</li> <li>- Learning about a nation's heritage, traditions and legends by a puppet-narrator</li> </ul>

<p><b>GERMANY</b></p>	<p>„A spirit of Place“: Getting a feeling of the local legends and their locations</p> <p>Selecting a legend according to categories to the given categories of genres (student sieve through material selecting an appropriate local legend)</p> <p>Visualizations of the selected legends in a sketch in teams</p> <p>Feasibility study: Can the sketch be modeled into a 3D-puppet?</p> <p>Modelling a movable puppet in comparison to dolls etc.</p> <p>Recognition of the legend in the puppet ( Does the viewer recognize who the puppet personifies?)</p>	<p>Teamwork for finding the appropriate legend connected to a sense of identification</p> <p>Creating enthusiasm by showing a little puppet video play</p> <p>Video manuals on how to make puppets-on-a-string</p> <p>Gallery walk to check and compare the technical feasibility (stability, movability of components of the puppet) and aesthetic quality and recognizability</p> <p>Modellization by trial and error and passing the experience to others</p>	<p>Activation of all senses: reading legends, listening to the archivist's legends, drawing the sketch, modelling a head, sawing the other body parts (including the smell of wood), hammering iron connections of body parts (including acoustics), selecting the appropriate cloth according to haptic impression, painting of puppets or parts, glueing and sewing</p>	<p>The Puppet: Adoption of other roles and identities to facilitate difficult, unpleasant or hidden messages</p> <p>The gallery walk as a means to improve the students evaluation skills</p> <p>Feeling of home(liness) because of regional insides</p> <p>Insight that legends do not exist on a national level but exist on a regional level where they also create identity</p>
<p><b>GREECE</b></p>	<ul style="list-style-type: none"> <li>. creativity</li> <li>. team work</li> <li>.planning and designing</li> <li>.building of self confidence</li> </ul>	<ul style="list-style-type: none"> <li>. searching and learning</li> <li>. analysing the project</li> <li>. group work</li> <li>. individual work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>.choosing of the hero</li> <li>.collecting information</li> <li>. choosing materials</li> <li>. creating the puppet following a picture</li> </ul>	<ul style="list-style-type: none"> <li>. target driven activities based on challenge</li> <li>.efficient cooperation among the students</li> <li>. sense of self fulfillment</li> </ul>

<p><b>CYPRUS</b></p>	<ul style="list-style-type: none"> <li>-team work/team bonding</li> <li>-improve communication</li> <li>-student motivation and creativity</li> </ul>	<ul style="list-style-type: none"> <li>-research on the legend</li> <li>-imagination on how to make it look</li> <li>-assign responsibilities to each individual student</li> </ul>	<ul style="list-style-type: none"> <li>-choosing the material to use to create puppet</li> <li>-creating the puppet and dressing it up</li> <li>-creating the scene for the part in the Bulgarian play</li> </ul>	<ul style="list-style-type: none"> <li>-Learning to work cooperatively with others</li> <li>-Increase of students' involvement and motivation</li> <li>-student awareness of the different legends around Europe</li> </ul>
<p><b>TURKEY</b></p>	<p>Developing artistic and creative skills, Learning how to work as a team Motivating students by the use of art</p>	<p>Research Design artistic creativity and vision Learning by doing "show me and I remember! involve and I understand! Peer learning</p>	<p>Choosing materials Designing and building the puppet Brainstorming Critical thinking Team work Creativity and imagination</p>	<p>Gaining self-esteem and personal satisfaction Increasing the awareness of students' Belonging to a group Using creativity and artistic skills The puppet (learning by doing)</p>
<p><b>ROMANIA</b></p>	<ul style="list-style-type: none"> <li>- learning by investigating</li> <li>- motivating the students to read legends and historical facts and be able to tell them apart</li> <li>-exploiting the students' artistic abilities</li> </ul>	<ul style="list-style-type: none"> <li>-investigation</li> <li>-conversation</li> <li>-brainstorming</li> <li>-research</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorming- Who is the most popular legendary figure from Transylvania?</li> <li>-Research- Dracula's figure and costume</li> <li>-Designing the puppet</li> </ul>	<ul style="list-style-type: none"> <li>- Learning to work cooperatively with others;</li> <li>- Gaining self-confidence and personal satisfaction</li> </ul>

<b>BULGARIA</b>	<ul style="list-style-type: none"> <li>- Arts becomes active in all its componenets</li> <li>- Developing creative expression</li> <li>- A teambuilding - come to consensus, give and take of ideas</li> <li>- Key element of learning - student motivation</li> </ul>	<p>Researching stage – type of puppet (materials), sketches (visualisation)</p> <p>Making a puppet ( head, parts of the body, clothes, shoes</p> <p>Description and video</p>	<p>Research of materials: choosing the hero (the Internet, books of legends)</p> <p>Drawing of sketches</p> <p>Creating and making the puppets</p>	<p>Working in teams, increasing motivation and awareness of team work</p> <p>Effect of the emotional experience</p>
<b>SLOVAKIA</b>	<p>Motivatiing students to investigate the legends</p> <p>Learning by doing</p> <p>Team work</p> <p>Developing creativity and artistic skills</p>	<p>Researching the various versions/ appearances of the national hero</p> <p>Training course – how to make a puppet</p> <p>Making a wooden puppet (parts of the body and clothes, shoes)</p>	<p>Choosing the legendary hero</p> <p>Designing the puppet, including the sketches</p> <p>Woodworking, sewing,creating the puppet and gripping</p> <p>Video about the puppet</p>	<p>Teamwork and cooperation</p> <p>Emotional involvement and feeling of pride in national traditions</p> <p>Awareness of similarities and differences in European legends</p>

# P.L.A.C.E.S. PROJECT

## step 3: Writing an e-book

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
<b>ITALY</b>	<ul style="list-style-type: none"> <li>-Improving the Project work and the Learning by doing</li> <li>-stimulating pupils to cooperative learning</li> <li>-Creating opportunities for cross-curricular teaching</li> <li>- Improving TIC competences</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorming</li> <li>-Peer to peer education</li> <li>-Cooperative learning</li> <li>- Team work</li> <li>-Logical and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>-Experimenting the tool “Storyjumper”</li> <li>-Defining the content (the legend to write)</li> <li>- searching / producing/ collecting materials (pictures and story)</li> <li>- Personalizing the ebook with creativity</li> </ul>	<ul style="list-style-type: none"> <li>-Process monitoring observation</li> <li>-Contribution of ideas, opinions and creativity</li> <li>-Involvement degree of the students</li> <li>-Team work ability (sharing ideas, tasks division, sense of responsibility)</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>- improving ICT and digital skills</li> <li>- improving English and native language skills and competences</li> <li>- encouraging team work among students</li> <li>- encouraging imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>-Peer group learning</li> <li>-Learning by doing</li> <li>-Cross-curricular teaching and learning</li> <li>-Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>- Experimenting web tool „storyjumper”</li> <li>-researching legends and defining the contents of the e-book</li> <li>-drawing/illustrating/producing pictures/paintings in portrait/landscape format</li> <li>- making an e-book in pairs or in groups</li> <li>-personalizing the e-book</li> <li>- sharing it on different project web portals</li> </ul>	<ul style="list-style-type: none"> <li>- Involvement degree of the students</li> <li>- Team work ability and task distribution</li> <li>- Sense of responsibility</li> <li>- Contribution of ideas, opinions</li> <li>- Process monitoring observation</li> </ul>

<p><b>GERMANY</b></p>	<ul style="list-style-type: none"> <li>-Practising and improving ICT skills</li> <li>-Motivating students to learn and use an innovative tool</li> <li>-Crosscurricular teaching</li> <li>-strategic definition of aims and steps of putting them in practice</li> <li>-Working in teams</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>-Peer group learning</li> <li>-Learning by doing</li> <li>-Cross-curricular teaching and learning</li> <li>-Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>-Defining appropriate material (pictures and stories ,music,art products)</li> <li>-Transforming the material for transnational use</li> <li>-Experimenting with the tool “Storyjumper“</li> <li>Creative writing and usage of the tool</li> </ul>	<ul style="list-style-type: none"> <li>- degree of personal involvement of the students</li> <li>- effective task distribution within a team</li> <li>- Sense of responsibility,particularly towards other team members</li> <li>- Contribution of ideas, opinions</li> <li>- Process monitoring observation</li> </ul>
<p><b>GREECE</b></p>	<p>Team work. Helping create a working -together environment. Improving cooperation. Planning and choosing. Improving writing skills. Building of self- confidence.</p>	<p>Brainstorming. Team work. Making decisions on the means in the project. (digital library, books, internet) Searching and learning.</p>	<p>Story jumper experience. Forming a plan of what to write. Decision making. Research/ team work. Producing the writing.</p>	<p>Display of the creativity of the students. Efficient cooperation among the students. Understanding of the process and use of it for future reference.</p>
<p><b>SLOVAKIA</b></p>	<ul style="list-style-type: none"> <li>Practising and improving ICT skills</li> <li>Motivating students to learn and use an innovative tool</li> <li>Crosscurricular teaching</li> <li>Work in collaborative groups of students</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Team work</li> <li>Logical and critical thinking</li> <li>Reciprocal learning</li> </ul>	<ul style="list-style-type: none"> <li>Collecting materials (pictures and stories)</li> <li>Translating the chosen story</li> <li>Experimenting the tool “Storyjumper“</li> <li>Creative writing and using the tool</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring by observation</li> <li>Sharing ideas and opinions</li> <li>Group’s assessment</li> </ul>

<p><b>CYPRUS</b></p>	<ul style="list-style-type: none"> <li>-Creating opportunities for cross-curricular teaching</li> <li>-Improving ICT competences</li> <li>--Student bonding</li> <li>-Sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorming</li> <li>- Team work</li> </ul>	<ul style="list-style-type: none"> <li>-Study storyjumper</li> <li>Collecting material for the story</li> <li>Drawing pictures for the story</li> <li>Use imagination to personalize the story</li> </ul>	<ul style="list-style-type: none"> <li>-Full involvement of students</li> <li>-Sharing ideas</li> <li>-Creative</li> <li>-Team work</li> </ul>
<p><b>TURKEY</b></p>	<ul style="list-style-type: none"> <li>- Creating books</li> <li>- Learn about computer programs to create books</li> <li>- Embody the legendary hero</li> <li>- Develop creativity</li> <li>- Make brainstorm</li> <li>- Thinking and writing in English</li> <li>- Learn the own culture and to be able to present it in English</li> </ul>	<ul style="list-style-type: none"> <li>- Team work</li> <li>- Brainstorm</li> <li>- Drawing and writing</li> <li>- Questions and answers</li> <li>- Learn by doing and experiencing</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Experimenting the tool "Storyjumper"</li> <li>- Writing stories about the legend hero</li> <li>- searching / producing/ collecting materials (pictures and story)</li> <li>- to draw pictures about the story and scan</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Process monitoring observation</li> <li>-Contribution of ideas, opinions and creativity</li> <li>-Presenting and watching the e-book</li> <li>- Team work ability (sharing ideas, tasks division, sense of responsibility)</li> </ul>
<p><b>ROMANIA</b></p>	<ul style="list-style-type: none"> <li>-improving ITC competences</li> <li>-developing students` cooperative writing</li> <li>--learning by doing research about legends</li> <li>-showing interest in reading legends</li> <li>- encouraging cooperation and friendship among the members of the group</li> </ul>	<ul style="list-style-type: none"> <li>-brainstorming</li> <li>-investigation</li> <li>-conversation</li> <li>-cooperative learning</li> <li>-team work</li> </ul>	<ul style="list-style-type: none"> <li>-Experimenting the tool "Storyjumper"</li> <li>-choosing the legend</li> <li>-searching / producing/ collecting materials (pictures and story)</li> <li>- Personalizing the ebook with creativity</li> </ul>	<ul style="list-style-type: none"> <li>- Contribution of ideas, opinions and creativity</li> <li>- The students` involvement in the task</li> <li>- Team work ability (sharing ideas, tasks division, sense of responsibility)</li> </ul>

**BULGARIA**

- Improving Learning by doing
- Improving effective team-working – idea generation, decision-making, problem-solving, action planning, time management
- Improving ITC skills
- Improving language skills

- Mind-mapping
- Project management – WATERFALL
- Inquiry-based learning
- Learn-Teach-Inspire approach
- Collaboration

- Establishing the topic and defining the content
- searching, collecting, analysing materials
- Creating a cohesive story
- Designing – working on illustration around the written text
- Experimenting the web tool StoryJumper

- Participatory evaluation - challenge and motivation; contribution and creativity; flexibility and involvement
- Teamwork skills –communication, coordination, expanding ideas, opinion exchange, group decision making, responsibility
- Goal-based efficient and effective project task implementation

# P.L.A.C.E.S. PROJECT

## step 4: composing a rap song and a movie

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
<b>ITALY</b>	<ul style="list-style-type: none"> <li>-Going over shyness</li> <li>-Experimenting new ways of expression</li> <li>-Discovering new attitudes and personal possibilities</li> <li>-Learning how to use a camcorder</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming of English words</li> <li>-Researching on the vocabulary</li> <li>-Miming activities for acting</li> <li>-Group work with task assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to rap songs and analyzing their pattern</li> <li>-Identifying some key-words suitable to express our project and searching for other rhyming words</li> <li>- adapting the right rhythm</li> <li>- Acting and videotape the sequences of a legend</li> </ul>	<ul style="list-style-type: none"> <li>-Emotional involvement and interest for the activity</li> <li>-desire of going over shyness</li> <li>- Desire of experimenting new ways of expression</li> <li>-Good contribution to the group work</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>-experimenting new innovative ways and methods of conveying legends</li> <li>-improving ICT and digital skills and competences</li> <li>-improving English language skills</li> <li>-improving presenter skills and overcoming shyness</li> <li>-improving rhythm and scene movements</li> <li>-learning how to make videos</li> </ul>	<ul style="list-style-type: none"> <li>-creating lyrics in English that rhyme</li> <li>-enriching English vocabulary</li> <li>-miming, acting, singing „rap”</li> <li>-group and team work</li> <li>- cross-curricular teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>-telling a famous local legend through rap songs</li> <li>-producing a rap song that rhymes and memorizing it</li> <li>-producing music for the song by using various musical instruments</li> <li>-miming, acting and videorecording sequences of a legend at a legendary place</li> <li>- putting sequences of video-clips into one video film, adding title , subtitles and sound</li> </ul>	<ul style="list-style-type: none"> <li>- interest for the activity</li> <li>- overcoming shyness and being emotionally involved in the activity</li> <li>-experimenting new ways of expressing legends</li> <li>-contribution to group work and peer-to-peer learning</li> </ul>

<p><b>GERMANY</b></p>	<p>Preparation of students to act as peer teachers for the Erasmus guests /visit</p> <p>Learn to cut videos</p> <p>Experimenting and testing various software tools for editing videos</p> <p>New and innovative access to English texts</p>	<p>Group work in testing and comparing,sharing ideas</p> <p>Testsing rhyme creators on the internet</p> <p>Crosscurricular learning and overall competences</p>	<p>-finding appropriate music to underline the visual message</p> <p>-defining sequences of the video for different music genres</p> <p>- putting sequences of video-clips into one video film, adding title , subtitles and sound</p>	<p>- overcoming shyness and being emotionally involved in the activity</p> <p>-experimenting new ways of producing texts in English</p> <p>-contribution to group work and peer-to-peer learning</p> <p>degree of personal involmnet in the activity</p>
<p><b>GREECE</b></p>	<p>Art creation.</p> <p>Creativity of students.</p> <p>Planning and performing.</p> <p>Building of self- confidence.</p> <p>Sense of cooperation.</p> <p>Sense of learning through having fun.</p>	<p>Thinking and creating.</p> <p>Group work in producing art.</p> <p>Creative skills.</p>	<p>Choosing a myth.</p> <p>Collecting information.</p> <p>Writing a song using rhymes.</p> <p>Visualisation of the idea.</p>	<p>Efficient cooperation among students.</p> <p>Sense of creativity.</p> <p>Sense of self fulfillment.</p>
<p><b>SLOVAKIA</b></p>	<p>Practising rhyme writing skills/stanza writing</p> <p>Learn how to make a video sequences</p> <p>Cutting and editing a video</p>	<p>Practising rhyme writing skills/stanza writing</p> <p>Learn how to make a video sequences</p> <p>Cutting and editing a video</p>	<p>Researching the rap songs</p> <p>Choosing proper vocabulary to write a poem</p> <p>Acting in a video</p>	<p>Experimenting and experiencing of different ways of self expressions</p> <p>Good spirit of team work</p>

<p><b>CYPRUS</b></p>	<ul style="list-style-type: none"> <li>-experiencing the acting in their own movie</li> <li>Experimenting new ways of expression</li> <li>Learning how to use a camcorder</li> </ul>	<ul style="list-style-type: none"> <li>-Group work with task assignment</li> <li>-Researching on the vocabulary</li> <li>-Miming activities for acting</li> </ul>	<ul style="list-style-type: none"> <li>-Videotaping sines for the Legend chosen</li> <li>-Writing the rap song to use in their movie</li> <li>- adapting the right rythm for the rap song they wrote</li> </ul>	<ul style="list-style-type: none"> <li>-Good contribution to the group work</li> <li>--excided on their results on the movie making</li> <li>-Excited about acting in a studio and creating their own movie</li> </ul>
<p><b>TURKEY</b></p>	<ul style="list-style-type: none"> <li>- Social being</li> <li>- To make friends, ,make teamwork</li> <li>- Learning how to use v ideo recorder, video cut and merge programs</li> <li>- Learning by doing and experiencing the story of the legend</li> <li>-Improve English vocabulary and make a correct English word pronunciations</li> </ul>	<ul style="list-style-type: none"> <li>- Learning by drama and acting</li> <li>- To write English poems about the legend</li> <li>- Learning by doing</li> <li>- Learnin g by sing ing</li> <li>- Learning by asking and answering questions to each other</li> </ul>	<ul style="list-style-type: none"> <li>- Animate the legend in the legend's place with costumes</li> <li>-Write poetry and composing legends about in English</li> <li>- To memorize poetry</li> <li>- Say poetry as a rap song</li> <li>- Videos and songs to merge and create video clips</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video clip created</li> <li>-Asking and answering questions to each other</li> <li>- Having developed a good friendship and team work</li> </ul>
<p><b>ROMANIA</b></p>	<ul style="list-style-type: none"> <li>- writing a rap song that contains rhyming words</li> <li>- Improvising melodies</li> <li>- Creating personal approaches to using a camcorder (movements, dance, background)</li> <li>- Developing students` creativity</li> </ul>	<ul style="list-style-type: none"> <li>-Group work with task assignment</li> <li>-brainstorming on the touristic sight</li> <li>-collaborative research on a selected topic related to making music</li> </ul>	<ul style="list-style-type: none"> <li>-finding the right rhythm and beat of the song</li> <li>-Listening to rap songs and analyzing their pattern</li> <li>- Acting and videotape the sequences of a legend</li> </ul>	<ul style="list-style-type: none"> <li>- The contribution in creating the song and performing it</li> <li>- The students` involvement in fulfilling the task</li> <li>- desire of going over shyness</li> </ul>

**BULGARIA**

- Improving Learning by doing
- Improving effective team-working – idea generation, decision-making, problem-solving, action planning, time management
- Improving ITC skills
- Improving language skills

- Mind-mapping
- Project management – WATERFALL
- Inquiry-based learning
- Learn-Teach-Inspire approach
- Collaboration

- Establishing the topic and defining the content
- searching, collecting, analysing materials
- Creating a cohesive story
- Designing – working on illustration around the written text
- Experimenting the web tool StoryJumper

- Participatory evaluation - challenge and motivation; contribution and creativity; flexibility and involvement
- Teamwork skills –communication, coordination, expanding ideas, opinion exchange, group decision making, responsibility
- Goal-based efficient and effective project task implementation

# P.L.A.C.E.S. PROJECT

## step 5: delivering in public performances

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
<b>ITALY</b>	<ul style="list-style-type: none"> <li>-Improve self confidence</li> <li>- challenge fears and personal limits</li> <li>- learn the steps of a valid public presentation</li> <li>- dominate emotions</li> <li>-be communicative and persuasive</li> </ul>	<ul style="list-style-type: none"> <li>- Group work: managing the verbal language</li> <li>-Group work: managing the non-verbal language</li> <li>-Group work: comparing and choosing the right visual aids</li> </ul>	<ul style="list-style-type: none"> <li>-choose simple and understandable words</li> <li>-group exercise to modulate the tone of voice</li> <li>- group games in order to experiment the importance of mime, gesture, posture</li> <li>- group researches on the Web and creation of a presentation</li> </ul>	<ul style="list-style-type: none"> <li>- participation and involvement</li> <li>- analytical skills</li> <li>- desire to improve</li> <li>- persuasive skills</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>- improve self esteem and self confidence</li> <li>- learn how to give presentations and speeches in public</li> <li>-overcome fear and emotions</li> <li>-be persuasive</li> <li>-develop presentation and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- work in pairs: managing the verbal and non-verbal language</li> <li>-choosing the appropriate text and images , as well as the right visual aids</li> </ul>	<ul style="list-style-type: none"> <li>- research on the internet</li> <li>-visiting a legendary place to make photos for the PPT presentation</li> <li>- combining images and text in order to create an appealing PPT presentation</li> <li>-practicing speech skills and acknowledging the importance of mime, gestures, posture and eye-contact with the audience</li> </ul>	<ul style="list-style-type: none"> <li>-desire to improve</li> <li>-analytical skills</li> <li>-persuasive skills</li> <li>- participation and involvement</li> </ul>

<b>GERMANY</b>	<ul style="list-style-type: none"> <li>--gain self-confidence</li> <li>---ability to express one`s ideas convincingly</li> <li>--usage of body language to express and underline one`s ideas</li> <li>--readiness and skill of presenting ideas in public</li> </ul>	<ul style="list-style-type: none"> <li>-Group work:study public performances- internet research in the meaning and usage of gestures (body language)</li> <li>--group work: public performance within the group with group feedback on further improvement</li> </ul>	<ul style="list-style-type: none"> <li>-analyze word fields in terms of denotation and connotation and register</li> <li>-presenting/speaking in different registers and examining its effect</li> <li>-analyse and practise frequent rhetoric devices</li> <li>-group game:speaking for one minute without using designated words</li> </ul>	<ul style="list-style-type: none"> <li>-degree of involvement and participation</li> <li>-( degree of)meeting the parameters of:</li> <li>-voice modulation</li> <li>-usage of gestures and mimics</li> <li>-persuasiveness</li> </ul>
<b>GREECE</b>	<ul style="list-style-type: none"> <li>- inspire self confidence</li> <li>- develop understanding</li> <li>- practise reading, learning and conveying ideas.</li> <li>- learn how to make conduct with an audience.</li> <li>- be flexible, energetic, enthusiastic</li> <li>- make strategic decisions.</li> <li>- stimulate imagination.</li> </ul>	<ul style="list-style-type: none"> <li>- group work- reading, learning and practising.</li> <li>- making conduct with the audience.( verbal, eye conduct, use of voice : volume, pace, pitch)</li> </ul>	<ul style="list-style-type: none"> <li>- careful planning.</li> <li>- group meeting to make strategic decisions.</li> <li>- creation of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- involvement of participants.</li> <li>- improvement of the communicational and assertive skills.</li> <li>- inspiration and planning.</li> </ul>
<b>SLOVAKIA</b>	<ul style="list-style-type: none"> <li>Realize the importance of gestures and facial expressions</li> <li>Learn how to speak in public</li> <li>Learn how to overcome stress and shyness</li> <li>Improve self confidence</li> <li>Develop communication and presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Verbal and non-verbal communication/language</li> <li>Choosing the appropriate text and matching with the images</li> </ul>	<ul style="list-style-type: none"> <li>Speech skills,</li> <li>Eye contact with the audience</li> <li>Research on the internet</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive skills</li> <li>Analytical skills</li> <li>Participation and involvement</li> </ul>

<b>CYPRUS</b>	<ul style="list-style-type: none"> <li>-Learn to speak in front of an audience</li> <li>--learn how to control the fear of speaking in public</li> <li>--improve self confidence</li> <li>--try to paa on what they speak about through body language</li> </ul>	<ul style="list-style-type: none"> <li>-working as a group to find exactly what to present</li> <li>--writing their thoughts down and trying to put them together to create their story presentation</li> <li>--working together in choosing the right visual aids for the presentation</li> </ul>	<ul style="list-style-type: none"> <li>-practicing the story telling</li> <li>-learning how to use the tone of voice while speaking loud</li> <li>-Reearching internet to find what to present and what visual aids to us for the presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement of their own personality</li> <li>--Involvement in group work</li> <li>--Expressing themselves in front of others with no fear that they will make a mistake</li> </ul>
<b>TURKEY</b>	<ul style="list-style-type: none"> <li>- Control enthusiasm</li> <li>- Self expression</li> <li>- Interpersonal social intelligence development</li> <li>- Enhance social communication skills</li> <li>- Improving improvisational speaking skills</li> <li>- Using body language, gestures and mimics correctly</li> <li>- Develop expressive language</li> </ul>	<ul style="list-style-type: none"> <li>- Expression</li> <li>- Brainstorming</li> <li>- Discussion</li> <li>- Drama</li> <li>- Project based learning</li> <li>- Constructivism</li> <li>- Learning by doing</li> </ul>	<ul style="list-style-type: none"> <li>- Research on cultural myths</li> <li>- Preparing legendary presentation</li> <li>- Work with the group</li> <li>- Make a presentation with a group</li> </ul>	<ul style="list-style-type: none"> <li>- participation and involvement</li> <li>- analytical skills</li> <li>- desire to improve</li> <li>- persuasive skills</li> </ul>
<b>ROMANIA</b>	<ul style="list-style-type: none"> <li>- Developing team spirit</li> <li>- Developing ways of channeling emotions</li> <li>- develop ing students' overall fluency</li> <li>- -delivering persuasive and informative speeches</li> <li>- -overcoming fear and anxiety of delivering public speeches</li> </ul>	<ul style="list-style-type: none"> <li>-group work: managing the verbal and non-verbal language</li> <li>-choosing the appropriate text and images , as well as the right visual aids</li> </ul>	<ul style="list-style-type: none"> <li>-Researching the topic, the audience</li> <li>-preparing supporting materials such as PowerPoint</li> <li>-giving the presentation, focusing on: effective use of the voice : audibility, voice quality, use of pausing, elimination of distracting vocal fillers; use of gesture, posture, eye-contact.</li> </ul>	<ul style="list-style-type: none"> <li>- achieve the assignment's purpose</li> <li>- Making the audience interested in the topic</li> </ul>

<p><b>BULGARIA</b></p>	<ul style="list-style-type: none"> <li>- Improve self-esteem and boost self-confidence</li> <li>- Learn how to express your ideas and present information clearly and effectively</li> <li>- Improve skills how to communicate better in presentations and to the teacher and classmates</li> </ul>	<ul style="list-style-type: none"> <li>- Teamwork - be able to work effectively with others for planning and presenting together</li> <li>- Group work – improving communication: verbal and nonverbal language</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing, choosing and combining images and text in order to create an appealing PPT presentation</li> <li>- Public speaking games to develop speech fluency and confidence – “From Fear to Fun!”</li> <li>- Group work – “A Good Speech Is like a Good Conversation” - rehearsing how to make an ordinary speech extraordinary!</li> </ul>	<ul style="list-style-type: none"> <li>- desire to improve performance</li> <li>- self-awareness and self-confidence</li> <li>- more effective communication</li> <li>- persuasion and influencing skills</li> </ul>
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# P.L.A.C.E.S. PROJECT

## step 6: presenting legends on the stage - pantomime and play

	AIMS	METHODOLOGIES	ACTIVITIES	EVALUATION
<b>ITALY</b>	<ul style="list-style-type: none"> <li>-- learn to listen to yourself and to the other</li> <li>--develop the awareness of one's body and that of another</li> <li>-- develop concentration and the ability to respect turns, working for a common result</li> <li>--learn to dominate silence and give importance to gesture</li> </ul>	<ul style="list-style-type: none"> <li>- circle time to read and understand the story</li> <li>- circle time for silent games</li> <li>- pair work for body games</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>- vision of a pantomime and focus on its features</li> <li>--brainstorming about different-shaped houses</li> <li>- researches on the Web for pictures of "Trulli" and explanation of their characteristics</li> <li>- reading of the story and division of its plot in sequences</li> <li>-- focus on the main feeling of each sequence</li> <li>-- body games for the expression of feelings</li> </ul>	<ul style="list-style-type: none"> <li>-- interest and involvement in the activities</li> <li>-- attention and concentration</li> <li>-- ability in dominating own body</li> <li>--ability in expressing emotions through gesture and facial mime</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>-interactive theatre practices that help students in their educational process (learning)</li> <li>-developing collective and teamwork competence and collaboration</li> <li>-controlling the emotional intelligence and ability to cooperate ,even in stressful moments (like a performance)</li> <li>-developing self-confidence, imagination, concentration, communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- role play and acting out to teach the student through experience, for example, to learn the facts of an historical event (legend) by acting it out</li> <li>-teaching history and cultural heritage through drama</li> <li>-memory-based teaching</li> <li>-drama games</li> </ul>	<ul style="list-style-type: none"> <li>-researching the legends iin the library or on the Web in order to pick the most appropriate one to act it out</li> <li>-reading the legend about the Croatian Checkboard Coat of Arms</li> <li>- creating a plot and making a written script</li> <li>-dividing the roles in the play, making costumes and scenery, choosing the backgroundd music for the show</li> <li>- rehearsing speech, intonation and body language</li> </ul>	<ul style="list-style-type: none"> <li>- as a curriculum subject ,it uses various dramatic elements ,such as movement, voice, concentration, improvisation and role play to aid the personal development of the student</li> <li>-teacher becomes a conceptual artist who moulds knowledge, feelings, thoughts, sensations and experience into an active and activating process</li> <li>-acceptance of guiding role of the teacher without formal authority</li> </ul>

<p><b>GERMANY</b></p>	<p>-Learn to transfer text in motion (movement)</p> <p>--awareness of the meaning of gestures and mimics</p> <p>--development of a plan of motion and performing it</p> <p>-- to perform in front of others</p>	<p>-- think – pair-share for the choice of the main topics of the legend</p> <p>-- group work for the choice of the music and the stage props</p> <p>-- circle time to exercise themselves in playing a drama</p>	<p>-reading the story and</p> <p>-sequencing the text into scences</p> <p>-discussing of how to transfer textual mewaning into meaningful gestures and motions</p> <p>-assessing the effects of body language</p>	<p>-degree of involvement</p> <p>-knowledge of the meaning of gestures and mimics</p> <p>-ability to emphasize one’s message with body language</p>
<p><b>GREECE</b></p>	<p>Get to know your body's limits.</p> <p>Experience communication without speaking</p> <p>Using your mind to find new forms of communication.</p> <p>Working together for the best result</p>	<p>Pair work.</p> <p>Theatre techniques acting and directing.</p> <p>Acting without speaking games.</p>	<p>Research on the Greek mythology.</p> <p>Decision making of the appropriate myth.</p> <p>Acting exercises without speaking.</p> <p>Choice of the song relevant to the myth.</p> <p>Miming games.</p>	<p>Pair work on the whole process.</p> <p>Acquisition of new skills acting and miming.</p> <p>Learning to have control over one's body.</p> <p>Expressing feelings without verbal communication.</p>
<p><b>SLOVAKIA</b></p>	<p>Develop concentration on body language and gestures</p> <p>Learn how to work in silence</p> <p>Watch and follow the others</p>	<p>Reading and understanding the story</p> <p>Body games, silent games</p> <p>Group work to create performance</p>	<p>Reading the story</p> <p>Focusing on the feelings of the sequences</p> <p>Practising the body games and silent games</p> <p>Practising the performance</p>	<p>Expressing emotions and feelings</p> <p>Concentration on gestures and mime</p>

<p><b>CYPRUS</b></p>	<ul style="list-style-type: none"> <li>-Experience communication without speaking</li> <li>-Learn how to act in silence</li> <li>-developing self-confidence, imagination, concentration, communication skills</li> </ul>	<p>Group work to create the performance of pantomime</p> <p>Studying the act and practicing to perform without speaking</p>	<p>Research on the myth of Aphrodite and Adonis.</p> <p>Decision making of the appropriate scene.</p> <p>Acting without speaking</p>	<p>Work as a group.</p> <p>Learn to listen and adapt to others decisions..</p> <p>Expressing feelings without talking in the act.</p> <p>interest and involvement in the activities</p>
<p><b>TURKEY</b></p>	<ul style="list-style-type: none"> <li>- to express feelings using body movements</li> <li>- to discover feelings</li> <li>- learning feelings</li> <li>- Development of expression skills on stage</li> <li>- Increased self-esteem</li> <li>- Development of non-verbal relationships</li> <li>- Increased ability to play</li> <li>- Expressing emotions with physical movements</li> </ul>	<p>By doing and experience</p> <p>Space between</p> <p>Meditation</p> <p>Intensive attention</p> <p>Observation</p>	<ul style="list-style-type: none"> <li>- Observe Semazenes</li> <li>- Investigate Semazenes</li> <li>- Able to turn around with music</li> <li>- Imitate whirling dervishes</li> <li>- Be able to perform parts of Whirling Dervishes</li> <li>- Learning the meaning of Whirling dervishes</li> </ul>	<ul style="list-style-type: none"> <li>-Learning to control body movements</li> <li>-Be able to turn around without losing balance</li> <li>-Move in harmony with music</li> <li>-Feels like a whirling dervish</li> </ul>
<p><b>ROMANIA</b></p>	<ul style="list-style-type: none"> <li>- Learning the importance of cooperation through collaboration</li> <li>- manipulating body movements and facial expressions to convey appropriate emotion and meaning in dramatizations</li> <li>- developing the ability to express themselves imaginatively and creatively</li> </ul>	<p>group work: listen to and accept the viewpoints and contributions of others</p> <p>-Storytelling</p> <p>-improvisation in finding the right choreography for the dance and the rhyme of the song</p>	<p>researching the song based on a legend, translating it from Romanian into English, finding the rhythm and rhyme</p> <p>-creating the costumes for the dance</p> <p>-creating the choreography</p> <p>-rehearsing the song and the dance (posture, movements, facial expressions)</p>	<ul style="list-style-type: none"> <li>- Emotion conveyed through the voice and dance</li> <li>- The students perform confidently</li> <li>- The students` commitment to their roles (as a group)</li> </ul>

<p><b>BULGARIA</b></p>	<ul style="list-style-type: none"> <li>- Get to know more about Pantomime, often called the art of silence</li> <li>- Learn to act a scene using only the body without the use of speech</li> <li>- Develop nonverbal communication skills – use of facial expressions, gestures and body language to convey ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Work in a group - organise ideas, perceive, interpret, understand and analyse, and use imagination</li> <li>- Learn through imitation – a field of creativity!</li> <li>- Game time - a way of self-expression, expressing feelings and interpreting the feelings of others - learning through playing a role and movements to develop the creative potential and critical thinking skills</li> <li>- Choice of materials for digital work - sense of mastery, decision-making</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a pantomime script based on a legend</li> <li>- Choose scenes - simple yet entertaining and easy for the audience to interpret what's going on</li> <li>- Choose costumes, accessories and music background that should move the story forward</li> <li>- Digital work – creating a collage to best conveying the story idea</li> </ul>	<ul style="list-style-type: none"> <li>- Building confidence and feeling of inclusion and independence</li> <li>- Completing tasks through teamwork, cooperation and exchange of ideas</li> <li>- Activating learning through the arts – ability to retell stories or sequence of events through expressive bodily and facial movements</li> </ul>
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