METHODOLOGY MINIGUIDE

Project Based Learning Lesson Plans







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Partner Schools

Institut El Palau (Sant Andreu de la Barca – Spain)

Şcoala Gimnazială "Ştefan cel Mare" (Vaslui-Romania)

Fahrettinpaşa Ortaokulu (Tarsus-Turkey)

Katolickie Gimnazjum im. Sw. Melchiora Grodzieckiego (Cieszyn-Poland)

Kendal College of Further Education (Kendal-Great Britain)

Istituto Comprensivo Giovanni XXIII (Isernia-Italy)

1 Gymnasium Kamaterou (Athens-Greece)

APLL Implantation des Arts et Métiers (La Louvière-Belgium)





	PROJE	CT CALEN	N D A R	page 1
Project: The Amazing Game o	f Ancient European Trails		Time Frame:	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	P	ROJECT WEEK ON	I E	
Notes				
	P F	ROJECT WEEK TW	0	
Notes				



Project:				page 2
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	PR	OJECT WEEK THR	E E	1
Notes				
	P R	OJECT WEEK FO	U R	
Notes				

	PROJECT (OVERVI	E W		page 1
Name of Project:	The Amazing Game of the Ancient Europe	an Trails – Introduction o	of ourselves	Duration:	2 months
Subject/Course:	Comenius Project	Teacher(s): Comenius	Team	Grade Level:	
Other Subject Areas to Be Included:					
Project Idea					
Summary of the issue, challenge, investigation, scenario, or problem:	The students must do a presentation of the	e school and the national	educational system.		
Driving Question	How would you present your school to tea	chers and students from	eight different count	ries in a meeting?	?
Content Standards to be taught and assessed:	ICT, English language, Art, History.				
21st Century Skills to be taught and assessed:	Collaboration	x	Other:		×
taught and assessed.	Communication (Oral Presentation)	х		Citizenship	Х
	Critical Thinking/Problem Solving	х		ICT	х



Major Droducto 9	Crount	Presentation of the school	ПDr	esentation Audience
Major Products &	Group:	Presentation of the school	шгі	Class
erformances		Presentation of the national education system		School
			х	Community
	Individual:			Experts
				Web
				Other:

		P R O	JECT OVER	V	I E W pag	ge 2
Entry Event to						
launch inquiry, engage students:	Romanian Meeting					
Assessments	Formative Assessments	Quizzes/T	ests		Practice Presentations	Х
	(During Project)	Journal/L	earning Log		Notes	х
	(During Project)	Prelimina	ry Plans/Outlines/Prototypes		Checklists	х
		Rough Dr	afts		Concept Maps	
		Online Te	sts/Exams		Other:	
	Summative Assessments	Written P	roduct(s), with rubric:		Other Product(s) or Performance(s), with	Х
	(End of Project)	Oral Prese	entation, with rubric		Peer Evaluation	Х
		Multiple (Choice/Short Answer Test		Self-Evaluation	
		Essay Tes	t		Other:	
Resources Needed	On-site people, fac	ilities:	ICT classroom,			
	Equipment:		Computers			
	Materials:		Presentation software			
	Community resour	ces:				
Reflection Methods	(Individual, Group,	Journal/Lear	ning Log	х	Focus Group	X



and/or W Class		Whole-Class Discussion	х	Fishbowl Discussion	
Cluss	,	Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE **Project: The Amazing Game of the Ancient European Trails Knowledge and Skills Needed by Students** Scaffolding / Materials / Lessons to be Provided **School and Local School System Presentation** to successfully complete major by the project teacher, other teachers, experts, **Products** products and presentations mentors, community members students need to complete **Power Point** Design of a powerpoint presentation Computer, design and art software, Presentation **Current English lessons** Translate texts into English Research and comparative analysis of european education Internet based research systems ? ?



	PROJECT	OVERVIEW		page 1
Name of Project:	The Amazing Game of the Ancient Europea	n Trails – Introduction of ourselves	Duration:	2 months
Subject/Course:	Comenius Project	Teacher(s): Comenius Team	Grade Level:	
Other Subject Areas to Be Included:			•	1
Project Idea				
Summary of the issue, challenge, investigation, scenario, or problem:	Design of the project local blog. Review of expectations and prejudices about observations done by the travelers.	t the country and school hosting the next	meeting and compa	rison with the
Driving Question	Do you have any expectation about the nex expectations and the observations done the	, ,	erences do you find l	between your
Content Standards to be taught and assessed:	ICT, English language, Art, History.			
21st Century Skills to be taught and assessed:	Collaboration	X Other:		Х
	Communication (Oral Presentation)	х	Citizenship	Х
	Critical Thinking/Problem Solving	Х	ICT	Х



Major Products &	Group:	up: Design of a poster about Romania		Presentation Audience		
Performances				Class		
		Build of the project blog		School		
			х	Community		
	Individual:	Research about the hosting country		Experts		
				Web		
				Other:		

	ı	P R O	JECT OVER	V	I E W	age 2
Entry Event to						
launch inquiry, engage students:	Romanian Meeting					
Assessments	Formative	Quizzes/T	ests		Practice Presentations	Х
	Assessments	Journal/Le	earning Log		Notes	х
	(During Project)	Prelimina	ry Plans/Outlines/Prototypes		Checklists	х
		Rough Dra	afts		Concept Maps	
		Online Te	sts/Exams		Other:	
	Summative Assessments	Written P	roduct(s), with rubric:		Other Product(s) or Performance(s), with	Х
	(End of Project)	Oral Prese	entation, with rubric		Peer Evaluation	Х
		Multiple (Choice/Short Answer Test		Self-Evaluation	
		Essay Test	t		Other:	
Resources Needed	On-site people, facili	ties:	ICT classroom,			
	Equipment:		Computers			
	Materials:		Presentation software			
	Community resource	s:				
Reflection Methods	(Individual, Group, Jo	ournal/Learr	ning Log	х	Focus Group	х



and/or W Class		Whole-Class Discussion	х	Fishbowl Discussion	
Cluss	,	Survey		Other:	

	PROJECT	OVLIVI		page 1
Name of Project:	The Amazing Game of the Ancient Europe	an Trails – Introduction of o	urselves Duration:	2 months
Subject/Course:	Comenius Project	Teacher(s): Comenius Tea	m Grade Level:	:
Other Subject Areas to Be Included:				•
Project Idea				
Summary of the issue, challenge, investigation, scenario, or problem:	Design of the project local blog. Review of expectations and prejudices abo observations done by the travelers.	out the country and school ho	sting the next meeting and com	nparison with the
Driving Question	Do you have any expectation about the ne expectations and the observations done the	, -	ng? What differences do you fir	nd between your
	ICT, English language, Art, History.			
	Ter, English language, 711t, History.			
Content Standards to be taught and assessed: 21st Century Skills to be taught and assessed:	Collaboration	х	her:	
taught and assessed:		x Oi	cher: Citizenship	



Major Products &	Group:	Design of a poster about Romania	2Pr	esentation Audience
Performances	·			Class
		Build of the project blog		School
			х	Community
	Individual:	Research about the hosting country		Experts
				Web
				Other:

		P R O	JECT OVEF	RVIEW	page 2
Entry Event to launch inquiry, engage students:	Romanian Meeting				
Assessments	Formative Assessments (During Project) Summative Assessments (End of Project)	Prelimina Rough Dr. Online Te Written P	Learning Log ary Plans/Outlines/Prototypes rafts ests/Exams Product(s), with rubric: sentation, with rubric Choice/Short Answer Test	Practice Presentations Notes Checklists Concept Maps Other: Other Product(s) or Performance(s), Peer Evaluation Self-Evaluation Other:	x x x x x x x x x x x x x x x x x x x
Resources Needed	On-site people, facil Equipment: Materials: Community resource		ICT classroom, Computers Presentation software		



Reflection Methods	(Individual, Group, and/or Whole	Journal/Learning Log	х	Focus Group	х
	Class)	Whole-Class Discussion	х	Fishbowl Discussion	
		Survey		Other:	

	ſ	P R	O J	Ε	С	Т	0	V	Ε	R١	V	ΙE	W	,			page	e 1
Name of Project:	The Amazing	Game of	the A	ncien	nt Euro	opea	n Trail	s – Illu	ıstrat	ions	for t	he ga	me ta	ble	Duration:		2 months	
Subject/Course:	Comenius Pro	ect					Teacl	ner(s):	Com	eniu	s Te	am			Grade Leve	el:		
Other Subject Areas to Be Included:																		
Project Idea																		
Summary of the issue, challenge, investigation, scenario, or problem:	The students best 3.	ne students must paint with traditional techniques 10 DIN-A-4 sheets to illustrate the squares of the game and choose the est 3.																
Driving Question	How would y	ou prese	nt you	r trai	il and i	its wi	ildlife ι	using o	only ir	nage	s?							
Content Standards to be taught and assessed:	Sciences, Art,	History.																
21st Contume Skills to be	Collaboration											ther:						.,
21st Century Skills to be taught and assessed:	Collaboration									Х		mer.						X
	Communicati	on (Oral	Presen	tatio	n)					Sciences						Х		
	Critical Thinki	ng/Probl	em Sol	ving						Х					ICT			х

Major Products & Performances	Group:	resentation Audience Class		
		is larger from 10 students.	х	School Community
	Individual:	Drawing and painting of one illustration.		Experts
				Web
				Other:

		P R O	JECT OVER	V	I E W	age 2
Entry Event to						
launch inquiry, engage students:	Spanish Meeting					
Assessments	Formative	Quizzes/T	ests		Practice Presentations	
	Assessments	Journal/L	earning Log		Notes	
	(During Project)	Prelimina	ry Plans/Outlines/Prototypes		Checklists	
		Rough Dr	afts	Х	Concept Maps	
		Online Te	sts/Exams		Other: Finished colour illustrations	Х
	Summative Assessments		roduct(s), with rubric:		Other Product(s) or Performance(s), with	Х
	(End of Project)	Oral Prese	entation, with rubric		Peer Evaluation	
		Multiple (Choice/Short Answer Test		Self-Evaluation	
		Essay Tes	t		Other:	
Resources Needed	On-site people, fac	ilities:	ICT classroom, Art workshop			
	Equipment:		Scanner, art materials			
	Materials:		Pencils, watercolors, sketchbooks, sca	inner		
	Community resour	ces:				
Reflection Methods	(Individual, Group,	Journal/Lear	ning Log		Focus Group	х



_	Class)	Whole-Class Discussion	Fishbowl Discussion	
	33,	Survey	Other:	

PROJECT TEACHING AND LEARNING GUIDE

Project: The Amazing Game of the Ancient European Trails-design of the table board

School and Local School	Knowledge and Skills Needed by Students		Scaffolding / Materials / Lessons to be Provided
System Presentation Products students need to complete	to successfully complete major products and presentations		by the project teacher, other teachers, experts, mentors, community members
Illustrations for the board of the desk game	Select the most representative features of your trail by hiking and taking sketches and pictures of the itinerary and its wildlife	?	Sciences, sports, art lessons/ Sketchbook/Naturalistic drawing
	Design illustrations representative of your trail	?	Art lessons/Art materials/
	Select the best and scan them	?	ICT's skills
		?	



PROJECT TEACHING AND LEARNING GUIDE

Project: The Amazing Game of the Ancient European Trails-design of the animal mascot and the logo of the game

Design of the animal mascot and the logo of the game students need to complete	Knowledge and Skills Needed by Students to successfully complete major products		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members										
Design of an animal mascot and the logo of the game	Design an animal mascot representative of all of our countries as a part of the European Union	?	Sciences, art lessons/ Sketchbook/Naturalistic drawing										
	Design a logo for the game	?	Art lessons, ICT's/Art materials, art and design software/										
	Select the best	?	Project teacher, students										
		?											



	PROJECT	OVERV	I E W		page 1						
Name of Project:	The Amazing Game of the Ancient Europea the logo of the game	n Trails – Design of the an	imal mascot and	Duration:	2 months						
Subject/Course:	Comenius Project	Teacher(s): Comenius Te	am	Grade Level:							
Other Subject Areas to Be Included:											
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	The students must design with traditional of the logo should include a space to insert the reasons of their choice. The best design will	e animal mascot of any oth	ner partner. The cho								
Driving Question	How would you symbol the European Union	n through an animal masco	ot? And our game w	vith only typeface	es and colors?						
Content Standards to be taught and assessed:	Sciences, Art, Design, History.										
21st Century Skills to be taught and assessed:	Collaboration	x	Other:		Х						
	Communication (Oral Presentation)			Sciences	Х						
	Critical Thinking/Problem Solving	х		ICT	x						

Major Products &	Group:	Selection of an animal mascot and a logo for the game.	҈҈Pr	esentation Audience
Performances				Class
				School
			х	Community
	Individual:	Drawing and painting of an animal mascot and a logo for the game.		Experts
				Web
				Other:

		P R O	J	E (СТ		0	V E	R	V	ΙE	W		page 2	
Entry Event to															
launch inquiry, engage students:	Spanish Meeting														
Assessments	Formative	Quizzes/1	Quizzes/Tests								Prac	ctice Presentations			
	Assessments (During Project)	Journal/L	earnir	ng Log	,						Notes				
	(During Project)	Prelimina	Preliminary Plans/Outlines/Prototypes								Che	Checklists			
		Drafts						Х	Con	cept Maps					
		Online Te	Tests/Exams								Other: Finished colour illustrations				Х
	Summative Assessments	Written P	Product(s), with rubric:					Other Product(s) or Performance(s), with				Х			
	(End of Project)	Oral Pres	Oral Presentation, with rubric								Peer Evaluation				
		Multiple Choice/Short Answer Test									Self-Evaluation				
		Essay Tes	t								Oth	er:			
Resources Needed	On-site people, facil	ities:	ICT (classro	oom,	Art w	orksh/	ор							
	Equipment:	Equipment: Materials:				aterial	ls								
	Materials:					Pencils, watercolors, sketchbooks, scanner									
	Community resource														



Reflection Methods	(Individual, Group, and/or Whole	Journal/Learning Log	Focus Group				
	Class)	Whole-Class Discussion		Fishbowl Discussion			
		Survey		Other:			

			Р	R	0 1	JE	СТ		0 V	Ε	R V	l E	E W						page	e 1
Name of Project:	Т	The Am	azing G	ame o	of the A	Ancient	t Europe	ean 1	rails – D	raft of	the ru	les for	the gam	е	Duratio	n:		2 mc	onths	
Subject/Course:	C	omeniu	us Proje	ct				Т	eacher(s): Com	enius 1	Геат			Grade L	.eve	el:			
Other Subject Areas to Included:	о Ве							•						•				•		
Project Idea																				
Summary of the issue, challenge, investigation, scenario, or problem:					-				_		-		spiration tion versi		e Trivial	Pur	rsuit a	and in	the Gan	ne of
Driving Question	,	What would be the rules of a perfect desk game to play hours and hours?																		
Content Standards to taught and assessed:	be N	Mathen	natics, L	.angua	ge Art	s, Engli	sh, Art													
21st Century Skills to taught and assessed:	be C	Collaboi	ration								х	Other	:							X
	C	Commu	nication	n (Oral	Prese	ntation	1)					Language Arts					Х			
	C	Critical ⁻	Thinkin	g/Prob	olem Sc	olving					Х	X Art								
Major Products &	Group:		Discus	sion at	bout h	ow the	rules sh	nould	be and	plan o	the ru	ıles.			26	Pres	entatio	on Aud	ience	
Performances	•										(Class								
																S	School			



	1	Writing of the rules.	х	Community
Indiv	ividual:	Drawing and painting of one illustration.		Experts
				Web
				Other:

		P R O	JECT OVEF	R V	I E W pa	age 2
Entry Event to						
launch inquiry, engage students:	Turkish Meeting					
Assessments	Formative	Quizzes/T	ests		Practice Presentations	
	Assessments	Journal/Le	earning Log		Notes	
	(During Project)	Prelimina	ry Plans/Outlines/Prototypes	Х	Checklists	
		Rough Dra	afts	Х	Concept Maps	
		Online Te	sts/Exams		Other: Finished colour illustrations	Х
	Summative Assessments	Written P	roduct(s), with rubric:	х	Other Product(s) or Performance(s), with	Х
	(End of Project)	Oral Prese	entation, with rubric		Peer Evaluation	
		Multiple (Choice/Short Answer Test		Self-Evaluation	Х
		Essay Tes	t		Other:	
Resources Needed	On-site people, facil	ities:	ICT classroom, Art workshop			
	Equipment:		Scanner, art materials, text processo	or softwa	nre	
	Materials:		Pencils, watercolors, sketchbooks, so	canner		
	Community resource	es:				
Reflection Methods	(Individual, Group, J	ournal/Learr	ning Log		Focus Group	x



and/or W		Whole-Class Discussion	х	Fishbowl Discussion	
Cluss	,	Survey		Other:	

			Р	R	Ο.	JE	СТ		0 V	E F	R V	l E	W						page	1
Name of Project:	-	The Am	azing G	iame o	of the /	Ancien	t Europe	ean T	rails – Dr	aft of	the ru	les for	the game	е	Duratio	n:		2 moi	nths	
Subject/Course:	C	Comeniu	ıs Proje	ct				Т	eacher(s)	: Come	enius 1	Геат			Grade L	evel	l:			
Other Subject Areas to Included:	о Ве							,						•			•			
Project Idea																				
Summary of the issue, challenge, investigation, scenario, or problem:					-				f the gan		-		-		e Trivial	Purs	suit ai	nd in t	he Gam	e of
Driving Question		What would be the rules of a perfect desk game to play hours and hours?																		
Content Standards to taught and assessed:	be I	Mathen	natics, l	Langua	ige Art	ts, Engli	ish, Art													
21st Century Skills to taught and assessed:	be	Collaboration X Other:												X						
		Commu	nicatio	n (Oral	l Prese	entation	n)					Language Arts					х			
	(Critical [*]	Thinkin	g/Prob	olem S	olving					Х	X Art								
Major Products &	Group:		Discus	sion at	bout h	now the	rules sł	nould	be and p	olan of	the ru	ıles.			2	rese	ntatio	n Audie	ence	
Performances	•										Cla	Class								
																Sc	chool			



	Writing of the rules.	х	Community
Individual:	Drawing and painting of one illustration.		Experts
			Web
			Other:

		P R O	JECT OVEF	R V	I E W	age 2
Entry Event to						
launch inquiry, engage students:	Turkish Meeting					
Assessments	Formative	Quizzes/T	ests		Practice Presentations	
	Assessments	Journal/Le	earning Log		Notes	
	(During Project)	Prelimina	ry Plans/Outlines/Prototypes	Х	Checklists	
		Rough Dra	afts	Х	Concept Maps	
		Online Te	sts/Exams		Other: Finished colour illustrations	Х
	Summative Assessments	Written P	roduct(s), with rubric:	Х	Other Product(s) or Performance(s), with	Х
	(End of Project)	Oral Prese	entation, with rubric		Peer Evaluation	
		Multiple (Choice/Short Answer Test		Self-Evaluation	Х
		Essay Tes	t		Other:	
Resources Needed	On-site people, facil	ities:	ICT classroom, Art workshop			
	Equipment:		Scanner, art materials, text processo	or softwa	re	
	Materials:		Pencils, watercolors, sketchbooks, so	canner		
	Community resource	es:				
Reflection Methods	(Individual, Group, J	ournal/Learr	ning Log		Focus Group	X



and/or W		Whole-Class Discussion	х	Fishbowl Discussion	
Cluss	,	Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE Project: The Amazing Game of the Ancient European Trails-design of the booklet of rules **Knowledge and Skills Needed by Students** Scaffolding / Materials / Lessons to be Provided **School and Local School System Presentation** to successfully complete major by the project teacher, other teachers, experts, **Products** products and presentations mentors, community members students need to complete Write the rules of the game. Symbolize in the rules the Draft of the rules Mathematics, Sciences, Geography geographic features of your trail as traps, forward squares... Design illustrations for a only picture version of the rules Art lessons/Art materials/ Design the cover of the booklet Art lessons/Art materials/ Select the best and scan them ICT's skills ?



Name of Project:	The Amazing Game of the Ancient Europe	an Trails – Draft of the bo	Duration:	2 months
Subject/Course:	Comenius Project	Teacher(s): Comenius	Team Grade Level:	
Other Subject Areas to Be Included:			•	<u>'</u>
Project Idea				
Summary of the issue, challenge, investigation, scenario, or problem:	 The students have to plan a draft of the bo Foldable board 8 counters and passport A sand hour clock A hat for the Master of the Gam A octahedron die of 12 cm high 		to include	
Driving Question	How would be a containing box for the gar	me?		
Content Standards to be taught and assessed:	Technologies, English, Art			
21st Century Skills to be taught and assessed:	Collaboration	х	Other:	
•	Communication (Oral Presentation)		English	
	Critical Thinking/Problem Solving	X	Art	



Major Products &	Group:	Discussion about how the design of the box.	2Pr	esentation Audience
Performances	-		х	Class
				School
				Community
	Individual:	Design of the plan of the box		Experts
				Web
				Other:

	1	P R O	J	E (СТ	C	O V	E R	R V	ΙE	W	page 2	2
Entry Event to													
launch inquiry, engage students:	Polish Meeting												
Assessments	Formative	Quizzes/T	Quizzes/Tests				Pra	ctice Presentations					
	Assessments	Journal/Learning Log				Not	tes						
	(During Project)	Prelimina	Preliminary Plans/Outlines/Prototypes			Х	Che	ecklists					
		Rough Dra	Rough Drafts			Х	Cor	ncept Maps					
		Online Tests/Exams				Oth	ner: Finished colour illustrations		Х				
	Summative Assessments	Written P	Written Product(s), with rubric:				Oth	ner Product(s) or Performance(s)	, with	Х			
	(End of Project)	Oral Presentation, with rubric Multiple Choice/Short Answer Test				Pee	er Evaluation						
						Self	f-Evaluation		Х				
		Essay Tes	t							Oth	ner:		
Resources Needed	On-site people, facili	ties:	ICT c	classro	oom, ,	Art wo	rkshop						
	Equipment:		Scan	ner, a	art ma	nterials	, intern	et					
	Materials:		Pencils, watercolors, sketchbooks, scanner										
	Community resource	es:											



Reflection Methods	(Individual, Group, and/or Whole	Journal/Learning Log		Focus Group	х
	Class)	Whole-Class Discussion	х	Fishbowl Discussion	
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE Project: The Amazing Game of the Ancient European Trails-design of the booklet of rules **Knowledge and Skills Needed by Students** Scaffolding / Materials / Lessons to be Provided **School and Local School System Presentation** to successfully complete major by the project teacher, other teachers, experts, **Products** products and presentations mentors, community members students need to complete Draft of the box. Symbolize in the design the main features Design of the box Art, Technologies, Geography of the countries involved. Design the end plans of the box Technologies/Art materials/ ? ? ?



	PROJECT	OVERVIEW		page 1
Name of Project:	The Amazing Game of the Ancient Europea	n Trails – Story Board of the Video Game	Duration:	2 months
Subject/Course:	Comenius Project	Teacher(s): Comenius Team	Grade Level:	
Other Subject Areas to Be Included:				
Project Idea				
Summary of the issue, challenge, investigation, scenario, or problem:	The students have to plan the story board o graphics will be taken from the former design	•	f computer game α	designers. The
Driving Question	Which sequence of screens may follow the	videogame?		
Content Standards to be taught and assessed:	English, Art			
21st Century Skills to be taught and assessed:	Collaboration	X Other:		
taugnt and assessed.	Communication (Oral Presentation)		English	
	Critical Thinking/Problem Solving	X	Art	



Major Products &	Small group:	Discussion about how the sequence of screens of the videogame.	2Pr	esentation Audience				
Performances			х	Class				
				School				
				Community				
	Individual:	Design the storyboard of the videogame.	Х	Experts				
				Web				
				Other:				

		P R O	JECT OVER	V	I E W	age 2
Entry Event to						
launch inquiry, engage students:	UK Meeting					
Assessments	Formative	Quizzes/1	ests		Practice Presentations	х
	Assessments (During Project)	Journal/L	earning Log		Notes	
		Prelimina	ry Plans/Outlines/Prototypes	Х	Checklists	
		Rough Drafts			Concept Maps	
		Online Te	sts/Exams		Other: Finished colour illustrations	Х
	Summative Assessments	Written Product(s), with rubric: Oral Presentation, with rubric Multiple Choice/Short Answer Test			Other Product(s) or Performance(s), with	Х
	(End of Project)				Peer Evaluation	
					Self-Evaluation	х
		Essay Tes	t		Other:	
Resources Needed	On-site people, facil	ities:	ICT classroom, Art workshop			
	Equipment:		Scanner, art materials, internet			
	Materials:		Pencils, watercolors, sketchbooks, scanner			
	Community resource	es:				



Reflection Methods	(Individual, Group, and/or Whole	Journal/Learning Log		Focus Group	
	Class)	Whole-Class Discussion	х	Fishbowl Discussion	
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE Project: The Amazing Game of the Ancient European Trails-Design of the storyboard for the videogame **Knowledge and Skills Needed by Students** Scaffolding / Materials / Lessons to be Provided **School and Local School System Presentation** to successfully complete major by the project teacher, other teachers, experts, **Products** products and presentations mentors, community members students need to complete Design of the Knowledge of what a storyboard is and its importance to Art lesson plan a complex project involving a team of experts like a storyboard film, a videogame... Art materials/Storyboard handouts/Powerpoint software Design of the storyboard. ? ? ? ?



	PROJECT	O V E R V	I E W		page 1
Name of Project:	The Amazing Game of the Ancient European	Trails – Design of acces	sories of the game	Duration:	3 months
subject/Course:	Comenius Project	Teacher(s): Comenius To	eam	Grade Level:	
Other Subject Areas to Be Included:					
Project Idea					
Summary of the issue, challenge, investigation, scenario, or problem:	The students have to design the accessories of	of the game: passport, st	amps and counters.		
Driving Question	How would you resume the game in a passpo	ort?			
	How would you symbolize the main features	of your culture in a stam	p?		
Content Standards to be taught and assessed:	English, History, Technologies, Art				
21st Contume Skills to be	Collaboration		Other:		
21st Century Skills to be taught and assessed:	Collaboration	X	other:	I Part and	
	Communication (Oral Presentation)			History	,
	Communication (Oral Fresentation)			English	,
				Technologies)
	Critical Thinking/Problem Solving	Х		Art)



Major Products &	Small group:	Design of the passport and stamp	?Pr	esentation Audience
Performances	x x		Class	
				School
			X	Community
			Х	Experts
				Web
				Other:

		P R O	JECT OVER	V	I E W	page 2		
Entry Event to								
launch inquiry, engage students:	Greece Meeting							
Assessments	Formative	Quizzes/T	ests		Practice Presentations			
	Assessments	Journal/L	earning Log		Notes			
	(During Project)	Prelimina	ry Plans/Outlines/Prototypes	Х	Checklists			
		Rough Drafts			Concept Maps			
		Online Te	sts/Exams		Other: Finished colour illustrations	Х		
	Summative Assessments	Written P	roduct(s), with rubric:		Other Product(s) or Performance(s), with	х		
	(End of Project)	Oral Presentation, with rubric Multiple Choice/Short Answer Test			Peer Evaluation			
					Self-Evaluation	Х		
		Essay Tes	t		Other:			
Resources Needed	On-site people, facil	ities:	ICT classroom, Art workshop					
	Equipment:		Scanner, art materials, internet					
	Materials:		Pencils, watercolors, sketchbooks, sca	Pencils, watercolors, sketchbooks, scanner				
	Community resource	es:						



Reflection Methods	(Individual, Group, and/or Whole	Journal/Learning Log		Focus Group	х
	Class)	Whole-Class Discussion	х	Fishbowl Discussion	
		Survey		Other:	

Project: The Amazing Game of the Ancient European Trails-Design of the passport

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School and Local School System Presentation Products students need to complete	Knowledge and Skills Needed by Students to successfully complete major products and presentations		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Design of the passport	Knowledge on how the passports portray the main features of a country or culture.	?	Research about traditional and modern passports/Art lesson
	Design of the passport	?	Art materials/Scanner
		?	
		?	
		?	



Project: The Amazing Game of the Ancient European Trails-Design of the stamp

School and Local School System Presentation Products students need to complete	Knowledge and Skills Needed by Students to successfully complete major products and presentations		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Design of the stamp	Knowledge on how the stamps are one of the first printing techniques and traditional stamps.	?	Research about traditional and modern stamps/Art and History lesson
	Design of the stamp	?	Art materials/Scanner
		?	
		?	
		?	



Project: The Amazing Game of the Ancient European Trails-Design of the counters

School and Local School System Presentation Products students need to complete	Knowledge and Skills Needed by Students to successfully complete major products and presentations		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Design of the counters	Design of mascot in a very simple way to be printed by a 3D printer	?	Research about symbolism and culture awareness/Art and History lesson
	Design of the counter	?	Art materials/Scanner
		?	
		?	
		?	



	PROJECT	OVERVIE	W	page 1		
Name of Project:	The Amazing Game of the Ancient Europea	Duration:	3 months			
Subject/Course:	Comenius Project	Teacher(s): Comenius Team	Grade Level:			
Other Subject Areas to Be Included:		-	·	1		
Project Idea						
Summary of the issue, challenge, investigation, scenario, or problem:	The students have to translate the board ar	nd instructions into a living game				
Driving Question	How would you play the board game with li	How would you play the board game with living counters in the gardens of a palace?				
Content Standards to be taught and assessed:	Mathematics, English, Technologies, Art					
21st Century Skills to be	Collaboration	_X Other:				
taught and assessed:			Mathematics	Y		
	Communication (Oral Presentation)		English	Х		
			Technologies	Х		
	Critical Thinking/Problem Solving	X	Art	X		

Major Products &	Small group:	Design of the dresses and accessories to play the living version of the game.	 Pr∈	esentation Audience
Performances			х	Class
				School
			Х	Community
			Х	Experts
				Web
				Other:

		P R O	J	Ε	С	Т	0	V	E R	V	I	Ε	W		page 2	
Entry Event to																
launch inquiry, engage students:	Italy Meeting															
Assessments	Formative	Quizzes/1	ests									Pract	tice Presentations			
	Assessments	Journal/L	earni	ng Lo	og							Note	es			
	(During Project)	Prelimina	ry Pla	ans/C	Outlir	nes/Pr	ototy	oes		Х		Chec	klists			
		Rough Drafts			х		Conc	ept Maps								
		Online Tests/Exams					Othe	r: Finished colour illustrati	ons		Х					
	Summative Assessments					Othe	er Product(s) or Performan	ce(s), with		х						
	(End of Project)	Oral Pres	entat	ion,	with	rubric	:					Peer	Evaluation			
		Multiple	Multiple Choice/Short Answer Test					Self-l	Evaluation			Х				
		Essay Tes	Essay Test				Othe	er:								
Resources Needed	On-site people, facil	ities:	ICT	class	sroon	n, Art	work	shop		•						
	Equipment:	Equipment:			Scanner, art materials, internet											
	Materials:			Pencils, watercolors, sketchbooks, scanner												
	Community resource	es:														



Reflection Methods	(Individual, Group, and/or Whole	Journal/Learning Log		Focus Group	х
	Class)	Whole-Class Discussion	х	Fishbowl Discussion	
		Survey		Other:	

Project: The Amazing Game of the Ancient European Trails-Design of the dresses

School and Local School System Presentation Products students need to complete	Knowledge and Skills Needed by Students to successfully complete major products and presentations		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Design of the passport	Knowledge on how to design a dress.	?	Research about traditional and modern dresses/Technologies lesson about fashion design
	Design of the dress	?	Art materials/Scanner
		?	
		?	
		?	



Project: The Amazing Game of the Ancient European Trails-Conversion into a living game version

School and Local School System Presentation Products students need to complete	Knowledge and Skills Needed by Students to successfully complete major products and presentations		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Conversion from the board game into a living version	Enlargement scales	?	Scaling lesson/Research about the dimensions of the gardens of the castle/
	Design of the plan of the ground of the game	?	Technical drawing materials/Scanner
		?	
		?	
		?	









Assessment guidelines: GROUP WORK SELF-ASSESSMENT

From http://www.cmu.edu/teaching/assessment/assesslearning/groupWork.html

(adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)

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Rating	Comments, Examples, Explanations, etc.
Group Participation Attends meetings regularly and on time.	
Time Management & Responsibility Accepts fair share of work and reliably completes it by the required time.	
Adaptability Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism.	
Creativity/Originality Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.	
Communication Skills Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.	
General Team Skills Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.	
Technical Skills Ability to create and develop materials on own initiative, provides technical solutions to problems.	
Scoring For each category, award yourself and each member of your team a score using this scale.	 3 – Better than most of the group in this respect 2 – About average for the group in this respect 1 – Not as good as most of the group in this respect 0 – No help at all to the group in this respect





Assessment guidelines: ORAL PRESENTATIONS

From http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/ (Adapted from Huba, M.E., & Freed, J.E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning (pp. 156-157). Allyn & Bacon: Needham Heights, MA)

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	3-Sophisticated 2-Competent		1-Not yet Competent
Components			
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation. The font on the visuals is readable. Information is represented and organized to maximize audience comprehension. Details are minimized so that main points stand out.	Communication aids contribute to the quality of the presentation. • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids.	Communication aids are poorly prepared or used inappropriately. Font size is too small to read. Too much information is included. Details or some unimportant information is highlighted, and may confuse the audience.
Content	3-Sophisticated	2-Competent	1-Not yet Competent
Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.





Assessment and Evaluation

Use of Language	3-Sophisticated	2-Competent	1-Not yet Competent
Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.,)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
Responsiveness to Audience	3-Sophisticated	2-Competent	1-Not yet Competent
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.





Assessment guidelines: GROUP PRESENTATIONS

From http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/

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	3-Sophisticated	2-Competent	1-Not yet Competent
Research			
Quality (e.g. use of varied sources, evaluated and validated sources, accurate information)	Information is accurate; resources are legitimate; resources are varied when appropriate	Information is mostly accurate with only a few minor errors; one resource may be questionable; resources good but not varied enough	Information is unreliable and/or inaccurate; resources are not valid
Broad spectrum of information (e.g. on political, economic, social, historical and geographical dimensions)	Includes all five dimensions	Includes four of the five dimensions	Includes three or less dimensions
Content of Presentation	3-Sophisticated	2-Competent	1-Not yet Competent
Substantive use of information (e.g. explanations on political, economic, social, historical and geographical dimensions are complete and helpful; made connections, inferences, drew conclusions, noted convergence and divergence among resources)	Explanations of dimensions are complete and helpful and indicate how the dimensions interact with each other; draw conclusions, make connections and inferences	Explanations are complete and helpful but include little or no interaction among dimensions or explanations aren't quite as complete or helpful but there is an indication of interaction among dimensions; draw some conclusions and make some inferences but miss obvious ones	Incomplete and/or not helpful explanations with little or no indication of interaction among dimensions; presents others' information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences)
Effective slides (e.g. coherent, logical	Slides clearly aid the speaker in telling a coherent story	For the most part slides are helpful in telling the story with only a few glaring	Slides interfere with the story





Assessment and Evaluation

progression, well organized, include main points not details, "tell a story")		problems	
Communication	3-Sophisticated	2-Competent	1-Not yet Competent
Clarity (e.g. explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points, responds well to questions)	Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject	Presentation is coherent for the most part, but missing 1 or 2 important elements	Presentation lacks coherence
Style (e.g. speaks in sentences, clear enunciation, fluent delivery, well paced, maintains eye contact, fits time requirement, clearly practiced)	Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, doesn't run over allotted time	Presentation is polished, for the most part, but missing 1 or 2 important elements	Presentation is not polished
Self-Evaluation	3-Sophisticated	2-Competent	1-Not yet Competent
Analysis of group process and individual role within it	Clearly articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future, considering self as well as others	Discusses only two of the three; discusses group without discussing self; discusses self without discussing group	Does not articulate any of the three – what worked well and why, what didn't work well and why, how to improve





Assessment guidelines: SELF ASSESSMENT ON CLIL ASSIGNMENTS

Adapted from http://www.spfk12.org/Page/5960

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Risk-Taker	Х	Student's Reflections	Teacher Feedback	
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All of my side-talk is in my mother tongue instead of English

I do not accept English.

I sustain conversation (keep it flowing.)

I jumpstart dialogue.

Takes Control of Learning

I challenge myself to be the best I can be by completing tasks and finding a way to raise the bar.

I go on "autopilot."

If I finish early, I challenge myself by...

Supports Classmates

I try to "bump up" my classmates when they struggle or hesitate because they don't know how to do an activity.

I invest in other's work by listening to their risk-taking.

I'm a team player!

Expands with Extensions

I "bump up" my language using extension words to add details/explanations, and to justify my choices or opinions.

Understands Directions

I take off into activities quickly and by myself.

I REALLY watch and listen to get instructions.

Vocabulary

I incorporate past and new vocabulary, challenge words and "specialized" words I ask for or my teacher gives me.





Assessment and Evaluation

Accent

I pay close attention to pronunciation

Respectful

I show consideration for myself and others.

Persistent

I stay on task and complete language activities, even

when the work becomes challenging.

I can go on "autopilot."





Feedback: STUDENT'S PORTFOLIO

Adapted from http://www.trinitycollege.com

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The student must ensure that it is attached to the final version and included in the portfolio.

Advice to the student

CRITERIA	X
Task fulfilment	
Parts of the task have not been completed — look at the instructions again	
The task does not meet the requirements set — look at the instructions again	
This work does not appear to be entirely your own — you must choose a different task	
Your work contains some irrelevant details and/or repetition	
You should add some more ideas	
You should give more description	
The format, style and/or register are not appropriate to the task	
The task is too long/short — check the word length range	
Organisation	
Your presentation and/or layout need to be improved	
You should check and improve paragraphing	
You need to add an introduction	
You need to add a conclusion	
You need to rewrite the task with more legible handwriting or word-process your work	
Grammar	
You need to check and improve the grammar of your work	
You should use a greater range of grammatical structures	
You need to check your word order	
Vocabulary	
You should use a greater range of vocabulary	
You need to check you are using the correct words	
Spelling/Punctuation	
You should check the spellings of words in your work	
You should check and improve the punctuation in your work	