SHAPING THE NETWORK COMPETENCIES OF YOUNG GIRLS FROM MINOR TOWNS AND RESTRUCTURED AREAS AS FUTURE BUSINESS LEADERS OPERATING IN A 4.0 ECONOMY

TEACHERS' TOOLKIT

PART 3

TOOLS AND IDEAS FOR COLLABORATIVE ONLINE PROJECT WORK

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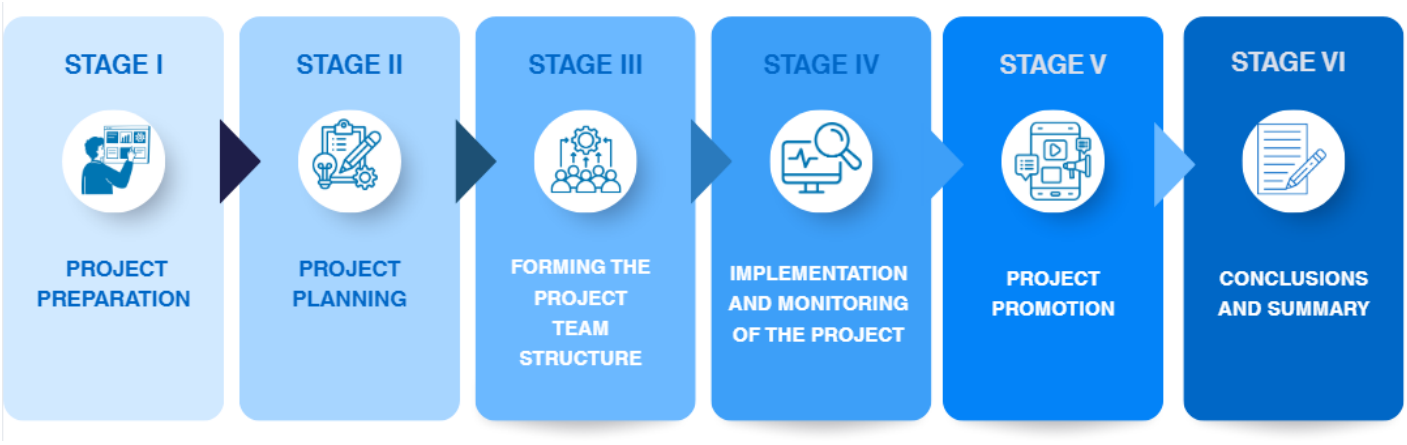
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"Tools and Ideas for Collaborative Online Project Work" is Part 3 of the Teachers' Toolkit developed within the deliverable "Shaping the Network Competencies of Young Girls from Minor Towns and Restructured Areas as Future Business Leaders Operating in a 4.0 Economy."

This toolkit supports teachers, trainers, and facilitators who work with teenage girls and young women in communities where access to networks, role models, and entrepreneurial opportunities may be limited. Its purpose is to translate the project's vision into practical, classroom-ready guidance that helps educators build future-oriented competencies—including collaboration, communication, leadership, digital confidence, and entrepreneurial thinking—through structured project-based learning.

Part 3 focuses specifically on how to run collaborative projects online (or in blended formats). It proposes a step-by-step approach across six stages of project work—from preparation and planning to team structure, implementation, promotion, and reflection—so educators can guide students through real teamwork experiences that mirror how modern organisations operate in a 4.0 economy.



STAGE I: PROJECT PREPARATION

Stage objective:



Define the problem or need that the project is intended to address. Defining the main objective of the project, specific objectives, and main assumptions of the project. Identifying the project's target audience and their needs. Developing a preliminary vision of the project and its scope. Preliminary analysis of risks and limitations. Gathering and engaging the project initiation team.

Expected learning outcomes:

- The student explains what entrepreneurial competences are and gives examples of their application in everyday life.
- The student is able to recognize selected entrepreneurial competences in themselves and identify areas for development.
- The student recognizes the importance of developing entrepreneurial competences for their professional and personal future.
- The student understands the structure and purpose of a business plan.
- Students are able to prepare a simplified business plan for the purposes of the project.
- Students are able to present the concept of the project in a convincing and structured manner.
- Students are able to formulate goals in accordance with the SMART method.
- Students are able to distinguish between general and specific goals.
- Students are able to assess whether a goal meets the SMART criteria.

Competencies to develop:



- Individual: independence and responsibility, organization of one's own work, openness to new ideas and learning.
- Social: cooperation and communication within a team, ability to work in an online group, building commitment and trust within a team.

- Cognitive skills, creativity, analytical thinking, critical thinking, problem solving, strategic thinking.
- Social and emotional competencies, ability to cooperate, communication skills, emotional resilience;
- Agility in learning, continuous learning, focus on development, self-motivation;
- Leadership skills, decision-making, strategic thinking, motivating people (creating an attractive vision), shaping a culture of openness and cooperation

Recommended meeting scenarios:



The first stage includes three recommended scenarios (for more details see Scenario Book):

- Entrepreneurial competencies – significance, development, and future
- Business plan
- Project goals, SMART technique

Recommended Methods and Tools



Tabel 1: Recommended methods and tools

Method	Description	Tool
Brainstorming	Students generate ideas together and record them in a graphic form.	Mind Map
Individual work with self-reflection	The student analyzes their competences and progress.	Self-assessment Card, Growth Tree
Graphic method	Students create diagrams to organize knowledge or actions.	Mind Map, Growth Tree

Group work	Students work on a joint solution, sharing roles and ideas.	Mind Map, Growth Tree
Practical activity method	Students design solutions and carry out specific tasks.	Growth Tree, Exercise: “Idea for a Start”
Case analysis / peer assessment	Students evaluate an example created by others and identify areas for improvement.	Exercise: “Experts Evaluate”, Self-assessment Card
Presentation and argumentation	Students present and defend an idea using a plan and reflections.	Mind Map, Self-assessment Card
Reflection and discussion	Students analyze experiences and share conclusions.	Self-assessment Card, Growth Tree
Analysis and classification	Students organize information according to set categories.	Mind Map
Reflection and self-assessment	Students assess the quality and effectiveness of their own actions.	Self-assessment Card, Growth Tree, “SMART or NOT?” Exercise
Didactic discussion	Students compare different points of view and justify their opinions.	Self-assessment Card, Mind Map
Individual self-reflection (goal)	Students independently create and evaluate their own goals using the SMART method.	Worksheet: “Formulating My SMART Goal”

Questions supporting the achievement of the subject's objectives:

- Is entrepreneurship just about starting a business? Why or why not?
- Which entrepreneurial skills do you consider to be your strengths, and which would you like to develop?

- Why do employers pay attention to soft and entrepreneurial skills, and not just knowledge?
- How can developing entrepreneurial skills help you in the future – not only at work, but also in everyday life?
- Why is a business plan created?
- What elements should every business plan contain?
- Who can be the recipient of a business plan (to whom and for what purpose is it presented)?
- What does the acronym SMART mean and what are its elements?
- How to distinguish between a general goal and a specific goal?
- Which elements of SMART are most often overlooked?

Activity Examples

- **Self-assessment card**

Description: Students assess their work, commitment, or achievements based on specific criteria (e.g., a scale, reflective questions).

Objective: To develop self-reflection skills, strengthen independence, and promote responsibility for one's own learning.

Scenario: Entrepreneurial competences – significance, development, and future

- **Mind map**

Description: The student presents an issue in the form of a graphic network of related concepts – from the main topic to the details.

Objective: Organizing knowledge, developing creativity and logical thinking, planning activities or statements.

Scenario: Entrepreneurial competences – significance, development, and future

- **Development tree**

Description: The student visualizes their development – they write down their resources in the roots, their actions in the trunk, and their results and goals in the crown.

Objective: To raise awareness of progress, motivate further work, and reflect on the individual development path.

Scenario: Entrepreneurial competences – significance, development, and future

- **Exercise: "Idea for a start" – business plan outline**

Description: Students, individually or in teams, fill out a simplified business plan template, answering questions about the idea, target group, costs, and promotion.

Objective: To shape entrepreneurial thinking, develop planning skills, and formulate the basic elements of business activity.

Scenario: Business plan

- **Exercise: "Experts evaluate" – business plan analysis**

Description: Students, acting as experts, analyze someone else's business plan (e.g., a sample or a classmate's) and evaluate it according to prepared criteria.

Objective: To develop critical thinking, learn through evaluation, and strengthen argumentation and constructive feedback skills.

Scenario: Business plan

- **Exercise: "SMART or NOT?"**

Description: Students analyze sample goals and evaluate whether they comply with the SMART principle (i.e., whether they are: S – specific, M – measurable, A – achievable, R – realistic, T – time-bound).

Objective: To develop critical thinking skills and the ability to recognize the characteristics of well-formulated goals.

Scenario: Project goals, SMART technique

- **Worksheet: "Formulating your own SMART goal"**

Description: Students create their own goal in accordance with the SMART principle, filling in its individual elements in a clear form.

Objective: To practice formulating goals and planning actions in a concrete and achievable way.

Scenario: Project goals, SMART technique

Recommended Tools for Use when Working with Students



1. Self-assessment sheet

First and last name: _____

Rate how much you agree with the following statements by selecting a number from 1 to 5.

Table 2. Self-assessment sheet

NO.	STATEMENT	1 - STRONGLY DISAGREE	2 - RATHER DISAGREE	3 - SOMETIMES YES, SOMETIMES NO	4 - RATHER AGREE	5 - STRONGLY AGREE
1	I can plan my actions and set priorities.					
2	I like to take initiative and act independently.					
3	I can work in a team and collaborate well with others.					
4	I'm not afraid to try new solutions and take on challenges.					
5	I can solve problems creatively.					

6	I can organize work – mine and others' – to achieve a goal.					
7	I can assess risk and make responsible decisions.					
8	I am motivated to act and can persevere despite difficulties.					

Final reflection:

1. My strongest entrepreneurial competencies are:

_____

2. The competency I most want to develop is:

_____

3. How can I work on developing it in the near future?

_____

Suggested scoring for the self-assessment sheet:

- 0–16 points – low level of entrepreneurial self-assessment
- 17–28 points – medium level
- 29–40 points – high level (awareness and/or actual competencies)

2. Mind Map

Instruction: Around the concept of “Entrepreneurial Competencies”, create a mind map. Write the main keyword in the center of the page and then expand the map by answering the following questions:

1. What are entrepreneurial competencies?

2. What specific traits or skills can be included?

3. Why are they important in school, at work, and in everyday life?

4. Which well-known people (from real life, the internet, or history) are examples of entrepreneurial individuals for you? Why?

5. Which entrepreneurial competencies do you already have, and which would you like to develop?

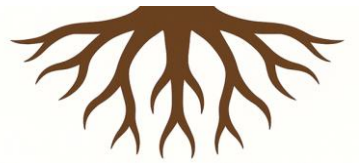
Traditional tools: whiteboard, flipchart

Digital tools: Canva, Miro, MindMeister, Padlet

3. Tree of Growth

Instruction: Draw a symbolic tree that fills the entire page. Complete its parts according to the guidelines below:

ROOTS – What can I already do?



In the roots of the tree, write your strengths – the entrepreneurial competencies you already have or are currently developing.

TRUNK – What do I want to develop?



In the trunk, write the competencies that are important to you but still need improvement.

CROWN – Where am I going?



In the crown of the tree, write your goals, dreams, or actions you want to achieve by developing your entrepreneurial competencies.

Traditional tools: whiteboard, flipchart

Digital tools: Canva, Miro, MindMeister, Padlet



Figure 1. Tree of Growth

4. “Idea to Launch” – Creating a Business Plan Framework

1 – Introduction: The teacher presents (in class or via chat/video) the structure of a simple business plan. Students receive a template (in paper or digital form – e.g. Google Docs or Jamboard) including the following sections:

- name of the venture
- idea description
- target audience / customers
- needs and resources
- costs and funding method
- what we want to achieve

2 – Group Work: Students work in groups to choose a business idea (e.g. school mini-café, online workshops for younger students, handmade product sales, board game rental, etc.).

3 – Planning: Students complete each section of the template, focusing on the logic of the idea, feasibility, and available resources.

Online version: Students work in an editable file (e.g. shared Google Doc); they may also use Miro, Notion, Canva Whiteboard, or Padlet.

BUSINESS PLAN TEMPLATE (SIMPLIFIED VERSION)

1. Name of the venture:

Write the name of your project or business idea.

2. Idea description:

Briefly describe what your idea is about.

3. Target audience:

Who will benefit from your product or service?

4. Needs and resources:

What resources will be needed (people, equipment, materials)?

5. Action plan:

What are the main stages of implementing the idea? Provide a timeline.

6. Costs and funding:

What are the estimated costs? Where will you get the funding from?

7. Expected outcomes:

What results do you want to achieve? Are you aiming for profit, social impact, or other outcomes?

8. Strengths / Weaknesses / Opportunities / Threats:

What are the strengths of your idea, and what could be a challenge?

5. “Experts Evaluate” – Pitch Simulation and Business Plan Analysis

Students present their previously developed business ideas using Canva, Google Slides, or Genially. In the online version, the session can take place on platforms such as Zoom or Microsoft Teams. Student groups evaluate each other’s projects using a scoring sheet.

Expert Evaluation Sheet – Business Plan Presentation

(Online version: Microsoft Forms, Google Forms, Mentimeter, Padlet, Jamboard / Miro / Canva Whiteboard)

Rate the project presentation based on the following criteria by awarding points on a scale from 1 to 5.

Table 3. Expert evaluation sheet

Criterion	Description	Points (1–5)
Innovation of the idea	Does the idea stand out, is it original or interesting?	
Clarity of the presentation	Was the idea presented in a clear, organized, and understandable way?	
Feasibility and practicality	Is the project achievable with the available resources?	
Target audience	Has the audience for the idea been well defined?	
Market potential / impact	Does the project have a chance for success and real impact (social or economic)?	

Total score: _____ / 25

Expert’s signature: _____

6. Exercise: “SMART or NOT?” – Goal Analysis

The teacher presents students with example goals. In the online version, tools such as Padlet, Google Forms, or Wordwall can be used.

Example goals:

1. Goals aligned (or almost aligned) with the SMART technique:

- By the end of March, we will organize three educational meetings for students in grades 7–8 on healthy eating.
- Within two weeks, we will create and publish a promotional video for our ecological campaign, which will be viewed by at least 200 people.
- By June 15, we will prepare an exhibition in the school library featuring student work on the topic of tolerance.
- Our goal is to collect 100 kg of pet food for the shelter within four weeks.
- We will conduct a survey among students in grades 5–8 about their interests and present the results as an infographic by the end of May.

2. Partially SMART (missing 1–2 elements):

- We want to encourage students to be more physically active.
- We will organize a book drive.
- We will create a bulletin board about important values.
- We will raise ecological awareness in the school.
- Our project will improve the atmosphere in the classroom.

3. Not SMART / too vague:

- We want to change something.
- Our goal is to become better people.
- We'll do something fun.
- We'll organize something for the school.
- The project is supposed to help others.

Students work in groups to assess each goal using the SMART technique with the help of a worksheet:

Worksheet – "SMART or NOT?"

Read the following project goals. Evaluate each one according to the five SMART criteria:

S – Specific, M – Measurable, A – Achievable, R – Realistic, T – Time-bound.

Mark which criteria are met, then choose one goal and try to improve it.

Table 4. Worksheet – SMART or NOT?

GOAL	S	M	A	R	T	COMMENT / WHAT CAN BE IMPROVED?
We want to change something.						
We will conduct a survey among students in grades 5–8 about their interests and present the results as an infographic by the end of May.						
Our goal is to become better people.						
We'll do something fun.						
We'll organize something for the school.						

Our goal is to collect 100 kg of pet food for the shelter within four weeks.						
The project is meant to help others.						
By June 15, we will prepare an exhibition in the school library with student artwork on the topic of tolerance.						
We want to encourage students to be more physically active.						
We will organize a book drive.						
Within two weeks, we will create and publish a promotional video for our ecological campaign, which will be viewed by at least 200 people.						
We will create a bulletin board about important values.						
We will raise ecological awareness at school.						

By the end of March, we will organize three educational meetings for students in grades 7–8 on healthy eating.						
Our project will improve the atmosphere in the classroom.						

Improve the selected goal

Choose one of the goals above that does not meet all SMART criteria and rewrite it below:

Example: „We want to encourage students to be more physically active."

New SMART version of the goal: *By the end of May, we will organize two outdoor activities during school breaks to encourage students in grades 5–8 to engage in physical activity*

.....

.....

.....

.....

7. Worksheet - “Formulating Our Own SMART Goal”

“Formulating Our Own SMART Goal” Each student group chooses a project topic (e.g. ecological, social, school-related). Then, they formulate one general goal and 2–3 specific goals according to the SMART principle. Fill in the table below by answering the guiding questions and constructing SMART goals.

Apps for online use: Google Docs, Canva, Miro, Word Online, OneNote, Padlet, Jamboard, Mentimeter, Google Forms.

Table 5. SMART Matrix

SMART CRITERION	GUIDING QUESTION	YOUR ANSWER/GOAL STATEMENT
S – Specific	What exactly do you want to achieve?	
M – Measurable	How will you know it was successful?	
A – Achievable	Is it possible under your circumstances?	
R – Relevant	Does it make sense and is it necessary?	
T – Time-bound	By when will you do it?	

General project goal:

_____

Specific project goals:

1._____

2._____

3._____

STAGE II: PROJECT PLANNING

Stage objective:



Define the activities and tasks to be completed, create a task schedule for project implementation, determine the resources necessary for project execution, identify potential risks and develop contingency plans, plan the method of online communication within the team.

Expected learning outcomes:

- Student recognizes and names basic time management techniques (e.g. the ALPEN method, Eisenhower matrix, Pomodoro technique, SMART goal planning).
- Student can plan their day or week using a selected time management technique.
- Student understands the importance of time management in achieving personal, educational, and professional goals.
- Student can identify and use digital tools that support teamwork and project implementation.
- Student can apply the principles of safe and responsible use of technology.
- Student can collect, process, and present digital data necessary for completing project tasks.
- Student understands the stages of an educational or social project.
- Student can assign activities to the appropriate phases of a project.
- Student understands the importance of the project team, promotion, and evaluation.

Competences to develop:



- **Planning and work organization** (creating schedules, assigning tasks).
- **Analytical and strategic thinking** (needs analysis, risk anticipation, creating a realistic action plan).
- **Communication and teamwork** (coordinating activities, sharing responsibilities, solving problems).

- **Digital competences** (using tools for online collaboration and document creation).
- **Information and data search and analysis skills**.
- **Digital competences and online safety**.

Individual competences: responsibility for assigned tasks, independence and initiative, logical thinking, attention to detail and accuracy.

Social competences: ability to work in a team, team communication, openness to compromise and negotiation, building trust and a shared goal within the team.

Recommended meeting scenarios:



The second stage includes three recommended scenarios:

- Time Management Techniques
- Digital Competences in Project Implementation
- Stages of Project Development

Recommended Methods and Tools



Table 6. Recommended methods and tools in project planning

METHOD	DESCRIPTION	TOOL
Brainstorming	Generating ideas quickly by students on a specific topic.	Digital tool map: *"What might be useful for us?"*
Individual work with self-reflection	Independent student work with an element of reflection on their actions or knowledge.	Worksheet – *Analyzing my day*
Graphic method	Presenting information visually, e.g. diagrams, mind maps, infographics.	Exercise: *"Project Puzzle"*
Group work	Solving tasks collaboratively in small student teams.	Exercise: *"Online Project in Action"*
Practical action method	Learning by doing – carrying out a specific task or project.	Exercise: *"Online Project in Action"*
Case study / peer assessment method	Analyzing a specific case and evaluating peer actions.	Exercise: *"Match the Technique to the Situation"*
Presentation and argumentation	Students present their results and justify their opinions.	Exercise: *"Project Puzzle"*
Reflection and discussion	Discussing experiences, conclusions, and insights after completing a task.	Exercise: *"Digital Collaboration Code"*
Analysis and classification	Organizing information into categories, searching for relationships.	Exercise: *"Match the Technique to the Situation"*
Reflection and self-assessment	Evaluating one's own actions and progress.	Worksheet – *Analyzing my day*

Didactic discussion	Structured exchange of views moderated by the teacher.	Exercise: *"Digital Collaboration Code"*

Questions supporting the achievement of topic objectives:

- Which time management techniques are most effective in a student's daily life, and why?
- How does the Eisenhower Method differ from the Pomodoro Technique, and in what situations is it worth using each of them?
- How can you use the time management techniques you've learned to plan your studies and organize a school project?
- What digital tools can support project implementation?
- What does responsible use of technology in teamwork mean?
- How can you ensure data security in a project?
- What is the purpose of creating a business plan?
- What elements should every business plan include?
- Who can be the recipient of a business plan (to whom and for what purpose is it presented)?

Activity Examples

Based on a set-example of scenarious: Time Management Techniques, Digital Competences in Project Implementation and Stages of Project Development.

Scenario 1: Time Management Techniques

1. "Worksheet – Analyzing My Day"

Description: The student completes a worksheet in which they describe their typical day in detail – hour by hour. They indicate how much time they spend on studying, resting, household chores, and using digital media. The activity can be done on paper or digitally (e.g. as a table in a word processor).

Objective: The aim is to help the student become aware of how they manage their time and which activities consume most of it. The exercise develops planning skills, encourages reflection on personal habits, and serves as an introduction to effective time management techniques.

Scenario 2: Digital Competences in Project Implementation

1. "Match the Technique to the Situation"

Description: Students receive a set of short situation descriptions (e.g. *"I have too many tasks and don't know where to start"* or *"I often get distracted while studying"*) along with a list of time management techniques (e.g. ALPEN, Eisenhower, Pomodoro, SMART). Their task is to match each situation with the appropriate technique and justify their choice.

Objective: The aim is to develop the ability to recognize and apply suitable time management techniques in various contexts. The exercise promotes problem analysis, decision-making, and reflection on the effectiveness of different methods.

2. "Digital Tool Map – What Could Be Useful to Us?"

Description: Students create a visual map of digital tools that can support them in implementing their project. They select applications or programs that can be used for planning, communication, creating materials, or presenting results. Each tool is assigned to a specific stage of the project. The work can be done individually, in pairs, or in teams, using online boards (e.g. Padlet, Miro) or paper cards.

Objective: The goal is to develop digital competences and the ability to select and apply appropriate technological tools in project work. The exercise supports activity planning and promotes task-oriented thinking using technology.

3. "Online Project in Action"

Description: Students work in small teams to carry out a mini online project using digital tools (e.g. Trello, Google Docs, Canva), going through the stages of planning, execution, and presentation.

Objective: To learn teamwork and how to use online tools for collaboration and project management.

4. "Digital Collaboration Code"

Description: Students collaboratively create a set of rules for effective online teamwork – covering aspects such as communication, responsibility, and meeting deadlines.

Objective: To develop clear principles for effective and safe digital collaboration within a project team.

Scenario 3: Stages of Project Development

1. **Exercise: "Project Puzzle"**

Description: Students receive scattered elements of a project (e.g., goals, activities, resources, outcomes) and are tasked with arranging them into a logical structure to create an example project framework.

Objective: Students learn the basic components of a project and practice identifying the relationships between them. The aim is to develop planning and logical thinking skills.

2. **Exercise: "Project Timeline"**

Description: Students create a visual timeline on which they place the successive stages and activities of the project, taking into account their duration and interdependencies.

Objective: Students learn how to plan activities over time and understand the stages of project implementation. The aim is to develop organizational skills and the ability to anticipate the sequence of tasks.



Worksheet – Analyzing My Day - My Typical Day – Time Breakdown

Fill in the table based on one weekday.

Table 7. Recommended methods and tools in project planning – working with students

TIME	WHAT DID I DO?	WAS IT IMPORTANT?	WAS IT URGENT?
6.00-7.00			
7.00-8.00			
8.00-9.00			
9.00-10.00			
10.00-11.00			
11.00-12.00			
12.00-13.00			
13.00-14.00			
14.00-15.00			

15.00-16.00			
16.00-17.00			
17.00-18.00			
18.00-19.00			
19.00-20.00			
20.00-21.00			

Reflection – answer the following questions:

a) Which activities took the most time?

.....

b) Did you notice any "time-wasters"? Which ones?

.....

c) What would you do differently if you were to plan this day again?

.....

My resolution for the future:

What can I change to manage my time better? (1–2 sentences)

.....

Activity: Match the Technique to the Situation

- The teacher divides students into small groups.
- Each group receives a set of real-life situations along with the names of four time management techniques: Eisenhower Matrix, Pomodoro Technique, ALPEN Method, SMART Rule.
- The task of each group is to match the most appropriate technique to each situation and briefly justify their choice.

Example situations for analysis:

1. You have several homework assignments, a math test, and an urgent presentation to prepare for tomorrow.
2. You want to improve your grades over the next month – you set specific goals and a plan of action.
3. You find it hard to focus, so you divide your study time into short blocks with breaks.
4. You have many daily responsibilities – you decide to plan your day including time for rest.
5. You have a long-term school project – it's important, but the deadline is a month away. You don’t know where to start.
6. You want to prepare for a biology olympiad but also make time for other activities.

Digital version:

Jamboard: create a board with tiles – one for each situation – and “sticky notes” with the names of the techniques. Students drag and place the notes onto the correct tiles and type a short justification.

Wordwall (Matching activity) : use the “Matching” type. Each situation appears on the left, and each time management technique on the right.

Reflection – answer the questions:

a) Which of the time management techniques you've learned was the easiest to understand, and why?

.....

b) In what school or home situation could you apply the technique you've chosen?

.....

b) What was difficult for you when planning your own day or week?

.....

Digital Tool Map: “What Could Be Useful to Us?”

Students work in groups to brainstorm and list all the digital tools they know that could support project work. (They use an A3 paper sheet or digital templates such as Jamboard or Padlet.)

They categorize the tools into four sections:

- Planning and work organization
- Communication and collaboration
- Content creation (graphics, presentations, texts)
- File storage and sharing

They also divide the tools into two groups:

1 – Tools we know and can use

2 – Tools we would like to learn more about

Summary: Final presentations by each group followed by a short discussion on the diversity and usefulness of the listed tools.

Practical Exercise: “Online Project in Action”

Students are divided into groups and create a shared document or project – such as a project action plan, a moodboard, or a graphic promoting the project – using digital tools.

The task should:

- include the project title and goal,
- contain graphic or text elements created collaboratively,
- be saved and shared with the teacher.

Summary:

Each group gives a short presentation of their outcome, followed by a reflection: “What worked well? What was difficult? How did you divide the tasks?”

Exercise: "Digital Collaboration Code" – Brainstorming

1 – Introduction: Students learn from the teacher the answers to the following questions:

- What does netiquette mean?
- What are the key rules of online communication?
- What risks may arise when working online?

2 – Group work:

The teacher divides the students into groups. Each group creates their own "Digital Collaboration Code". Students may use the following prompts:

- How do we start an online conversation?
- What do we do when something doesn't work?
- How do we share files?
- How do we sign our messages?
- How do we respond to others' mistakes?

The activity can be completed on paper in the classroom or using digital tools such as: Padlet, Jamboard, Mentimeter, Canva, Google Docs.

Exercise: "Project Puzzle" – Matching Activities to Project Stages

The exercise can be done individually or in groups. For the online version, tools such as Zoom, Microsoft Teams, Padlet, Jamboard (Google), Miro, and Canva (whiteboard / collaborative) can be used.

Match the project activity to the appropriate stage of the project.

Table 8. Project puzzle exercise – template

PROJECT ACTIVITIES	PROJECT STAGES
1. Defining the project goal 2. Needs assessment 3. Role distribution 4. Creating a timeline 5. Task assignment 6. Making a poster 7. Advertising on social media 8. Monitoring progress 9. Solving problems during implementation 10. Writing the report 11. Organizing a summary meeting 12. Analyzing results 13. Thanking partners 14. Evaluating activities 15. Collecting promotional materials	Project preparation stage
	Project planning stage
	Creating the project team structure
	Project implementation and monitoring
	Project promotion
	Conclusions and summary

“Project Timeline – Template”

Fill in the project timeline by writing down specific actions under each of the six stages. Mark key actions with K, risky actions with R, and actions dependent on others with Z.

Example project topics for the exercise:

- Health Day at school
- First aid workshop
- Eco-action: tree planting
- Donation drive for an animal shelter
- School campaign “No to Hate”

Table 9. Project timeline template

STAGE	ACTIONS (LIST IN DETAIL)
Project preparation stage	
Project planning stage	
Creating the project team structure	
Project implementation and monitoring	
Project promotion	

Conclusions and summary	

Reflection Sheet

1. Which stage was the most difficult for your group? Why?

.....

2. Which actions were key for your team? What was the biggest challenge?

.....

3. If you were to plan this project again – what would you change?

.....

STAGE III: FORMING THE PROJECT TEAM STRUCTURE

Stage objective:



To define the roles and tasks of team members. To select team members based on their competencies and predispositions. To establish rules for cooperation, communication, and decision-making within the team. To appoint a project leader or individuals responsible for specific areas. To plan internal meetings and online communication channels for the team.

Expected learning outcomes:

- Student understands what interpersonal communication is and can identify its key components.
- Student can recognize communication barriers and suggest ways to overcome them.
- Student consciously applies the principles of active listening and clear information exchange in school and everyday situations.
- Student understands what teamwork is and what benefits it brings.
- Student can define team roles and adjust their own actions accordingly.
- Student develops the ability to collaborate, plan joint actions, and resolve conflicts within a group.
- Student can assign tasks according to roles in a project team.
- Student knows the principles of effective teamwork and communication.
- Student can plan actions by assigning responsibilities to specific individuals

Competencies to develop:



- Planning and organizing team work.
- Interpersonal communication and collaboration.
- Decision-making and conflict resolution.
- Analytical thinking (role assignment, assessment of predispositions).

- Managing responsibilities and roles within a team.
- Building trust and engagement within a group.
- Digital competencies.
- Ability to search for and analyze information and data.
- Digital literacy and online safety.

Individual competencies: Planning and organizing work, analytical thinking, and decision-making.

Social competencies: Team collaboration and engagement, interpersonal communication, and conflict resolution.

Recommended meeting scenarios:



The third stage includes three recommended scenarios:

- Interpersonal communication
- The importance of teamwork
- Task assignment in a project

Recommended Methods and Tools



Table 10. Method and tools for forming the project's team

Method	Description	Tool (Exercise)
Individual reflection	Independent analysis of one's own experiences and progress.	Reflection sheet: "What kind of communicator am I?"
Individual and group reflection	Analysis of actions and progress both individually and with the team.	Team observation sheet: "How do we work together?"
Pair work – practical exercise	Task completed together by two students.	Pair exercise: "Clear and unclear messages"
Practical activity method	Learning through direct action and experience.	Exercise: "Who does what?" – role and task division
Teamwork – project method	Planning and implementing projects together in a team.	Team exercise: "Dream City"
Observation and self-assessment	Monitoring one's own actions and drawing conclusions.	Team observation sheet: "How do we work together?"
Reflection / skills analysis	Assessment of one's competence level and its development.	Reflection sheet: "What kind of communicator am I?"

Questions supporting the achievement of learning objectives:

- What does it mean to communicate effectively?
- Which behaviors support good communication and which ones make it difficult?
- Why is the way we speak (intonation, facial expressions, gestures) just as important as the content itself?
- What are the most common communication barriers in your environment and how can they be overcome?
- What makes a team work effectively?
- What roles can appear in a team and why is each of them important?
- What challenges may arise in teamwork and how can they be addressed?
- How can tasks be matched to team members' skills?
- How can you tell that a task has been assigned effectively?
- What is the difference between a leader and a performer?

Activity Examples

Reflection sheet: "What kind of communicator am I?"

Description: Students independently assess their strengths and weaknesses in communication by analyzing how they interact with others.

Objective: To develop self-awareness and the ability to reflect on one's own communication style.

Scenarios: Interpersonal communication, the importance of teamwork and task assignment in a project.

<u>Scenario 1: Interpersonal communication</u>

Pair exercise: "Clear and unclear messages"

Description: Students work in pairs to analyze examples of clear and unclear messages and practice formulating statements in a clear and understandable way.

Objective: To improve the ability to communicate precisely and effectively.

Scenario 2: The importance of teamwork

Team exercise: "Dream City"

Description: A team of students collaboratively designs a "dream city," making decisions about its functioning, values, and priorities.

Objective: To develop collaboration, creativity, and decision-making skills within a group.

Scenario 3: Task assignment in a project

Exercise: "Who does what?" – role and task division

Description: Students assign roles and tasks within the team, planning who is responsible for specific parts of the work.

Objective: To develop the ability to plan team work and take responsibility for assigned roles.

Team observation sheet: "How do we work together?"

Description: Students observe and assess how their team collaborates, focusing on communication, engagement, and role distribution.

Objective: To improve teamwork skills and develop reflection on the effectiveness of group collaboration.

Recommended Tools for Use when Working with Students



Reflection Sheet: "What Kind of Communicator Am I?"

First and last name:

Assess your communication skills by answering the questions below honestly. Tick the answers that apply or write your own.

1.When I talk to other people, I usually:

□ Listen to them until they finish before I speak

□ Interrupt when I have something important to say

□ Sometimes drift off in my thoughts and don't listen attentively

2. What helps you communicate with others? (Tick all that apply)

□ Maintaining eye contact

□ Smiling and a positive attitude

□ Speaking in a clear and simple way

□ Avoiding judgment of the person I'm talking to

3. What makes communication more difficult for you? (Tick all that apply)

□ Jumping to conclusions too quickly

□ Stress or shyness

□ Lack of patience to listen

□ Fear of being judged

□ Difficulty expressing emotions

4. Can you recognize emotions in the person you're talking to (based on voice tone, facial expressions, posture)?

□ Definitely yes □ Rather yes □ Rather no □ Definitely no

Final Reflections

5. Take a moment to think and tick what you feel after the lesson:

□ I have a better understanding of what “good communication” means

□ I have noticed something about myself that I want to work on

□ I appreciate how important it is to listen to others

□ I can now better assess what kind of communicator I am

□ What I learned today will be useful in everyday life

□ I want more communication exercises because I see how important this is

6. Now choose one sentence that best summarizes your takeaway from today:

□ Communication is more than just speaking.

□ Active listening is one of my strengths.

□ I want to be someone who is easy to talk to.

□ I need to work on listening better.

□ I was surprised by how much depends on nonverbal communication.

□ Now I know what good communication in a team really means.

Pair Activity: "Clear and Unclear Messages"

1 – Preparation:

The teacher hands out drawings – only to one person in each pair (this person is the **Describer**). The other person – the **Drawer** – is not allowed to see the image. If the activity is done online, the teacher sends the image to one student in each pair privately.

2 – Task:

The Describer must explain the drawing so that the Drawer can recreate it as accurately as possible – without seeing the original and without using gestures, only through verbal communication. In an online format, the teacher assigns pairs to breakout rooms (e.g., on Zoom or Microsoft Teams).

3 – Comparison and reflection:

Students compare the original image with the recreated drawing: Were they similar? What went well? What was challenging?

Discussion in pairs or in a group:

- What was the most difficult part of describing the image?
- Which words were clear, and which were confusing?
- What would you improve next time?

Online drawing and collaboration tools (for the Drawer):

- Jamboard
- Whiteboard
- Miro
- Paint

Team activity: "Dream City"

Each group designs:

- the name of the city
- 3–5 districts / functional zones (e.g. residential, educational, recreational, ecological, technological)
- means of transportation
- eco-friendly solutions (e.g. green roofs, solar panels, waste sorting)
- places for social integration
- elements of "dreams" – something unique and creative (e.g. underground bike metro, a waterfall in the city center, a treehouse school)

Each group prepares:

- a city map – drawn by hand (in person) or created digitally (online)
- a concept presentation – given orally or in bullet points

Team roles (suggested):

- Chief Planner (coordinates the project)
- Architect (responsible for spatial layout)
- Ecology Specialist
- Team Spokesperson (presents the project)
- Secretary / Graphic Designer (takes notes and/or draws the map)

Online version – tools:

- Map: Canva, Jamboard, Miro, Google Slides, AutoDraw
- Collaborative work: Google Docs for planning
- Presentation: oral (via Meet/Zoom/Teams) or slides

Team Observation Sheet: "How Do We Work Together?"

After completing the group work, students fill in the sheet below. Evaluate your teamwork on a scale from 1 to 5 (1 – strongly disagree, 5 – strongly agree).

The sheet can be completed in class or online (using Google Forms, Microsoft Forms, Mentimeter).

Table 11. Collaboration feedback

COLLABORATION AREA	RATING (1–5)
We listened to each other	
Everyone had a chance to speak	
Tasks were divided fairly	
We helped each other	
We made decisions together	
We stuck to the agreed time/plan	
Everyone was engaged in the team work	
We were able to resolve misunderstandings calmly	

Summary:

- What went well for us as a team?
- What can we do better next time?

Exercise: "Who Does What?" – role and task assignment

1. The teacher presents example roles in the project:

- Leader / Coordinator
- Graphic Designer / Technical Support
- Promoter / Promotion Specialist
- Documenter / Note-taker
- Subject Matter Expert

2. Students fill in a worksheet:

- choose or receive a project topic,
- list the key tasks that need to be completed,
- assign each task to a selected team member,
- justify the assignment (Why this person? What are their skills? Does it match their abilities?).

ONLINE version:

- Tools: Google Docs, Miro, Padlet (board with columns: Task – Person – Justification – Deadline)
- Students work in breakout rooms (Zoom / Teams) and complete the worksheet or board together.

Worksheet “Who Is Responsible for What” – Task Assignment in the Project

Table 12. Task assignment and justification – template

TASK	RESPONSIBLE PERSON	JUSTIFICATION OF THE CHOICE	DEADLINE

Reflection questions

1. Does each person in the team have a comparable amount of responsibilities?

.....

2. Are there any tasks that might be problematic? How did you plan for that?

.....

3. What will you do if someone doesn’t complete their task on time?

.....

STAGE IV: IMPLEMENTATION AND MONITORING OF THE PROJECT

Stage objective:



Implementation of planned activities in accordance with the project schedule. Coordination of tasks and teamwork. Monitoring progress and compliance with the plan. Responding to emerging problems and making necessary adjustments. Documenting activities and collecting data for evaluation.

Expected learning outcomes:

- Student is able to identify potential threats and risks in project implementation.
- Student is able to analyze problem situations and seek possible solutions.
- Student is able to collaborate with the team in resolving conflicts and crises.
- Student is able to plan activities over time and monitor their execution.
- Student understands the importance of cooperation, flexibility, and problem-solving during project implementation.
- Student is able to respond to difficulties and modify the action plan.

Competencies to develop:



Carrying out tasks according to the plan. Monitoring progress and responding to problems. Communication and teamwork. Independence and responsibility. Digital competencies. Problem-solving. The ability to search for and analyze information and data. Digital literacy and online safety.

Individual competencies: Independence in action, responsibility for quality and timeliness, self-management, flexibility, and the ability to react quickly.

Social competencies: Effective team communication, collaboration within a project team, giving and receiving feedback.



Recommended meeting scenarios:

The fourth stage includes two recommended scenarios:

- Risk Management and Problem Solving

- Project Implementation

Recommended Methods and Tools



Table 13. Methods and tools – Implementation and monitoring

METHOD	DESCRIPTION	TOOL / ACTIVITY
Practical action method	Learning through active engagement and hands-on experience.	Exercise: Kanban Board
Teamwork	Planning and carrying out tasks together as a group of students.	Exercise: Kanban Board
Problem-based method / responding to change	Solving real or simulated problems, adapting actions to changing circumstances.	Exercise: "Project in Trouble" – problem analysis and team decision
Reflection and analysis	Analyzing actions and their results, drawing conclusions.	Exercise: Kanban Board
Case study / situational method	Discussing specific cases and looking for possible solutions.	Exercise: "Project in Trouble" – problem analysis and team decision
Group discussion / decision making	Exchanging views and making decisions collectively as a team.	Exercise: "Project in Trouble" – problem analysis and team decision
Problem-based method	Encouraging students to independently solve challenging situations and explore various solutions.	Exercise: "Project in Trouble" – problem analysis and team decision

Questions supporting the achievement of learning objectives:

- What types of risks may occur in a project?
- What should you do when something goes off plan?
- What methods help in analyzing and solving problems?
- How can you check if the actions are going according to plan?
- What should you do when difficulties or delays arise?
- Why is it important to monitor progress?

Activity Examples

The following scenarios will be assessed: risk management and problem solving, and project implementation.

Scenario 1: Risk Management and Problem Solving

Exercise 1: "Project in Trouble" – problem analysis and team decision

Description: Students work in groups on a crisis scenario within a project, analyzing the problem and jointly deciding how to solve it.

Objective: To develop problem analysis, teamwork, and decision-making skills in challenging situations.

Scenario 2: Project Implementation

Exercise 2: *Kanban Board*

Description: Students plan and monitor the implementation of project tasks using a Kanban board, dividing the work into stages (to do, in progress, done).

Objective: To develop skills in organizing teamwork, monitoring progress, and responding flexibly to changes.



Exercise: "Project in Trouble" – Problem Analysis and Team Decision

Remote or in-person group work with access to online tools (Padlet, Google Docs, Jamboard, Zoom, Microsoft Teams), in small teams.

The teacher presents a problematic situation, for example:

Your team is working on a school project called "Green School – Eco Campaign".

Two weeks before the final event:

- one of the team members stops responding to messages,
- the shared folder with files has disappeared from the drive,
- the school refuses permission to use the planned room for the presentation.

Work together to analyze the situation using a problem analysis sheet:

Table 14. Problem analysis exercise

QUESTION	TEAM'S ANSWER
What problem occurred?	
What are the possible causes?	
What consequences might result from this situation?	
What possible solutions do you have?	
Which solution do you choose and why?	
How will you divide the tasks within the team?	

KANBAN BOARD

Work format: group work (3–5 people)

1. Come up with a simple project to carry out, e.g. “Health Day at School” or “Reading Promotion Campaign”.
2. List all the actions needed to complete the project.
3. Divide the tasks among team members, then assign them to the appropriate columns on the board.

Example tasks:

- Create a poster
- Book a room
- Write a social media post
- Finalize the budget
- Design a presentation
- Prepare the event scenario
- Contact the project supervisor
- Gather necessary materials

Table 15. KANBARD BOARD – template

TO DO	IN PROGRESS	DONE

Final Reflections:

- What helped you keep control over the activities?
- Did the Kanban board make planning easier?
- What changes would you make in your next project?

STAGE V: PROJECT PROMOTION

Stage objective:



To present the project results to a wider audience. To raise awareness and interest in the project topic. To strengthen the image of the team and the involved students. To evaluate promotional activities. To preserve the project outcomes in digital form. To develop skills in presentation, self-promotion, and media communication.

Competencies to develop:



- Carrying out tasks according to the plan.
- Monitoring progress and responding to problems.
- Communication and teamwork.
- Independence and responsibility.
- Digital competencies.
- Problem-solving.
- The ability to search for and analyze information and data.
- Digital literacy and online safety.

Individual competencies: Independence in action, responsibility for quality and timeliness, self-management, flexibility, and the ability to react quickly.

Social competencies: Effective team communication, collaboration within a project team, giving and receiving feedback.

STAGE VI: CONCLUSIONS AND SUMMARY

Stage objective:



To gather key information about the project. To summarize the project. To evaluate the project implementation. To reflect on the experiences gained. To develop recommendations for future projects. To celebrate achievements and share feedback.

Competencies to develop:



- Communication and collaboration: Communicating using digital technologies (using digital collaboration tools), sharing information and content through digital means, problem-solving, and decision-making.
- Information and data literacy: The ability to search for, analyze, and use information in a digital environment.
- Digital competence and safety: General proficiency in using digital technologies and ensuring online safety (e.g., data protection, privacy, cybersecurity).



Individual competencies: Ability to self-assess and reflect, critical thinking and analysis, responsibility for one's own learning, ability to draw conclusions, ability to plan further development.

Social competencies: Teamwork, interpersonal communication, empathy and respect for others' work, shared responsibility, negotiation and reaching common conclusions.

Expected learning outcomes (Stages V and VI):

- The student is able to analyze the outcomes of the project and draw conclusions.
- The student knows evaluation methods and can select appropriate ones for the objective.
- The student is able to present the project and its results to a relevant audience.

Recommended meeting scenarios:

Stages five and six include one recommended scenario: Evaluation and Promotion of the Project.

Recommended Methods and Tools (Stages V & VI)

Table 16. Recommended methods and tools – Stages V & VI

METHOD	DESCRIPTION	TOOL / ACTIVITY
Project method	Students complete the project by analyzing its process and presenting the results.	Evaluation Sheet, 'Show it to the World!' activity
Mini workshop with group work	Students discuss the successes and challenges of the project in small groups.	Group work with Evaluation Sheet
Research method (survey, interview, observation, data analysis)	Students collect opinions from project participants or recipients (e.g., evaluation survey).	Self-assessment and project evaluation survey
Simulation of promotional campaign	Students plan and present a simulated campaign to promote the project outcomes.	'Show it to the World!' – presentation simulation
Design thinking	Students develop a creative way to share project information with the target audience.	Creating promotional materials (poster, video)
WebQuest	Students search online for inspiration to promote and summarize the project.	WebQuest: How to promote a project online?
Problem-Based Learning (PBL)	Students analyze how to improve future projects based on past mistakes.	Problem discussion: 'What would we do differently?'

Reflection and self-analysis	Students reflect on their roles and engagement in the project, individually or in groups.	Evaluation Sheet, reflection journal
Practical action method	Students independently develop and carry out a form of project promotion.	Preparation of a presentation, video, or poster
Presentation and self-presentation	Students learn how to showcase their work results to a group or community.	Presentation in the 'Show it to the World!' activity

Questions supporting the achievement of learning objectives (Stages V & VI):

- What was accomplished, and what was not? Why?
- What methods can be used to check whether the project was successful?
- How can the project results be effectively presented to others?

Activity Examples

Scenario: Evaluation and Promotion of the Project

Exercise 1: *Project Evaluation Sheet* (Stage V)

Description: Students complete the Project Evaluation Sheet, analyzing the project process, outcomes, and their own engagement.

Objective: To develop skills in reflection and team performance evaluation, as well as identifying strengths and areas for improvement.

Creative exercise 2: *"Show it to the World!"* (Stage VI)

Description: Students prepare a creative form of project promotion (e.g., poster, video, presentation) and present it to a selected audience.

Objective: To develop skills in self-presentation, communication, and promoting the results of teamwork.

Recommended Tools for Use when Working with Students



Project Evaluation Sheet

Online tools that can be used: Google Forms, Microsoft Forms, Mentimeter, Padlet.

Complete the evaluation sheet below after finishing the project.

1. What do you consider the greatest success of the project? Why?

   .....

2. What was the biggest challenge for you during the project? How did you handle it?

   .....

3. Did you complete all the planned activities? If not – what didn't work out and why?

   .....

4. How do you evaluate the teamwork? What worked well, and what could have been improved?

   .....

5. What skills did you develop while working on this project?

   .....

6. What would you change in the future when carrying out a similar project?

   .....

7. How do you evaluate the final result of the project (e.g. quality, engagement, alignment with the plan)?

   .....

8. How could the project results be presented or promoted to a wider audience?

   .....

Final Reflections – After Completing the Project:

1. What are you most proud of after completing the project?

   .....

2. Which actions of your team had the greatest impact on the project's success?

   .....

3. What would you do differently if you had to start this project again?

   .....

4. How can this experience be useful to you in the future (at school, work, or in life)?

   .....

5. How do you evaluate the effectiveness of how your team presented the project results?

   .....

6. Which reactions or feedback from the project's audience were most valuable to you?

   .....

7. How do you feel after completing the project – fulfilled, motivated, tired? Why?

Exercise: "Show It to the World!"

1. Identify the purpose of promotion. Discuss the following questions in your group:

- Who should find out about our project?
- What do we want them to remember?
- Why is it worth talking about this?

2. Choose a form of promotion. The group decides which form of promotion to prepare:

- poster or flyer
- social media post
- presentation or short video
- promotional slogan or song
- invitation to an event

3. Create your promotional material. Use available tools (paper, markers, computers, Canva, Genially, PowerPoint, etc.). Focus on:

- simplicity of the message
- attractive format
- suitability for the target audience

4. Presentation and evaluation:

Each group presents their idea. The class votes: "Which material best encourages people to learn more about the project?" (e.g. stickers, sticky notes, online voting)

5. Final Reflections

- What was the most difficult part of promoting the project?
- How is promotion different from a simple description?
- How does the choice of format affect the effectiveness of the message?

PROJECT PROPOSALS

1. **Cookbook**
2. **Plan for the Ideal Class Trip**
3. **Guide to My Town or Region**
4. **Social Campaign** (e.g. against hate speech)
5. **School E-Magazine**
6. **Class Chronicle** – film or digital album
7. **Bridge Between Generations** – interviews and conversations with grandparents about life in the past; students' reflections in the form of a blog, podcast, or e-book
8. **Lookbook** – student fashion catalog
9. **Tourist Guides**
10. **Online Guide for Seniors** – how to use the internet
11. **Style Guide for Seniors**
12. **Animal Adoption Campaign** – blog or website
13. **Digital Etiquette** – how to be polite online
14. **My Future – My Choices** – introducing students to possible career paths after finishing school
15. **The Footprint I'll Leave** – my impact on the world