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

SUPPLEMENT

SAMPLE LESSON PLANS WITH RECOMMENDED ONLINE TOOLS

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Creators:

Jacek Bendkowski Anna Kowalska Małgorzata Świerkosz-Hołysz	WSB University, Poland
Gražina Čiuladienė Agota Giedrė Raišienė	Mykolas Romeris University, Lithuania
Matěj Mareš Martina Pokorná	Responsible Society NGO, Czech Republic
Paula Mihai	Transylvanian Furniture Cluster, Romania

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STAGE 1

I. Entrepreneurial Skills – Importance, Development and Future



General objectives of the lesson:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing awareness of the importance of entrepreneurial skills.
- Reflecting on one's own strengths and areas for development.
- Understanding the role of entrepreneurial skills in personal and professional life.

Learning outcomes (student):

- Uses digital tools for collaboration, presenting information, and self-assessment in the learning process.
- Explains what entrepreneurial competencies are and gives examples of their application.
- Recognizes their own entrepreneurial competencies and identifies areas for development.
- Recognizes the importance of entrepreneurial competencies for their future.

Teaching questions supporting the achievement of 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 your everyday life?

Teaching tools and activities:

- Self-assessment card
- Mind map
- Growth tree

Course outline: suggestions for digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – guided conversation (5 min)

Digital tools:

- Whiteboard / Miro / Mural – for recording associations in real time.
- Mentimeter / Padlet – to create a word cloud around the term "entrepreneurship".

Activities:

- The teacher asks the question: "Is entrepreneurship just about starting a business?"
- Students write their associations on a shared board.
- Summary in the form of a short presentation (Canva / PowerPoint online).

2. Mind map (10 min)

Digital tools:

- Miro / Whiteboard / Jamboard – for creating mind maps.
- Padlet – as an alternative board for collecting ideas from different groups.

Activities:

- Students work in pairs (breakout rooms) to create an online mind map.
- They answer questions such as what are entrepreneurial skills, what characteristics do they include, why are they important, etc.

- The results of their work are presented to the forum by sharing their screen or a link.

3. Competency self-assessment card (10 min)

Digital tools:

- Google Forms / Microsoft Forms – for individual self-assessment.
- Docs / Online Notepad / Word Online – for written reflection.

Activities:

- Students fill out an online form assessing their skills.
- They also write down a short reflection: “What are my strengths? What do I want to develop?”
- The teacher shows the summary results on a chart (automatically generated by the form).

4. Growth tree (15 min)

Digital tools:

- Canva / Book Creator – for creating graphic development trees.
- Google Docs / Word Online – for the text version of the tree.
- Miro / Padlet – for presenting finished works.

Activities:

- Students visualize their competencies in the form of a tree:
  - Roots – my resources
  - Trunk – what I want to develop
  - Crown – my goals
- They send or publish their finished work on a shared Padlet/Trello board.

5. Reflection and summary (5 min)

Digital tools:

- Padlet / Trello / Slack (reflection channel) – for recording final reflections.
- ClickUp (optional) – for planning student development activities.

Activities:

- Students write a reflective sentence (e.g., “The most important skill I want to develop is... because...”)
- The teacher writes down the most important conclusions on a shared board (Miro / Whiteboard).

6. Class evaluation (optional):

Digital tools:

- Google Forms / Microsoft Forms – short online survey.
- Docs / Word Online – alternatively, written reflection.

Questions:

- What did you learn today?
- What are you taking away from this class?
- How can you use this knowledge?

II. Business Plan



General objectives of the lesson:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing the ability to define project assumptions, including its main objective, scope, schedule, audience, and success criteria.
- Developing analytical thinking skills by identifying the problem or need that the project is intended to address and conducting a preliminary analysis of risks and constraints.
- Strengthening teamwork skills by jointly developing a preliminary vision for the project, establishing key objectives and tasks, and defining roles in the initiating team.

Learning outcomes (student):

- Understands the structure and purpose of a business plan.
- Is able to prepare a simplified business plan for the purposes of the project.
- Can present the concept of the project in a convincing and organized manner.

Teaching questions supporting the achievement of the subject's objectives:

- 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)?

Teaching tools and activities:

- Exercise: “Idea for a start” – business plan outline
- Exercise: “Experts evaluate” – business plan analysis

Course outline: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – "What is a business plan?" (10–15 min)

Digital tools:

- Interactive whiteboards: Whiteboard, Jamboard, Miro
- Presentations: PowerPoint, Canva, Book Creator
- Document editors: Word, OpenOffice, Notepad

Activities:

- The teacher asks an introductory question: Why do we create a business plan? – students write their associations on the online board (Jamboard, Miro).
- Short presentation by the teacher: What is a business plan and what is it for?
- Discussion of a simplified business plan outline, step by step.

2. Exercise: "Idea for a start" – creating a business plan outline (25–30 min)

Digital tools:

- Document editors and teamwork tools: Google Docs, Canva Whiteboard, Notion, Padlet, Miro
- Project management applications: Trello, ClickUp

Activities:

- Students work in groups to choose a project topic (e.g., a mini school café, selling handicrafts).
- Together, they complete the business plan outline according to the template:
    - Project name

- Description of the idea
- Target group
- Needs and resources
- Action plan (stages, schedule)
- Costs and financing
- Expected results
- Strengths/weaknesses, opportunities/threats

- Students work in real time in a shared tool (e.g., Google Docs / Miro / Canva Whiteboard).

3. Exercise: "Experts evaluate" – pitch simulation and business plan analysis (20–25 min)

Digital tools:

- Presentations: Canva, PowerPoint, Google Slides, Genially
- Online forms: Google Forms, Microsoft Forms, Mentimeter
- Interactive boards: Padlet, Jamboard, Miro

Activities:

- Groups present their ideas in the format of their choice (presentation, infographic, mini-video).
- The other students, acting as "experts," evaluate the projects using a prepared evaluation sheet, e.g., in Google Forms or on Padlet.
- Evaluation criteria (scale 1–5):
  - Innovativeness of the idea
  - Clarity of the presentation
  - Realism and feasibility
  - Well-defined target group

- Market potential / social or economic impact

4. Reflection and summary of the class (5–10 min)

Digital tools:

- Boards and chats: Padlet, Whiteboard, Google Chat
- Reflection forms: Google Forms, Microsoft Forms

Activities:

- Students complete reflective sentences:
  - The most difficult part of working on the business plan was...
  - I was surprised that...
  - The most interesting idea was presented by the group...
- The teacher collects the statements and summarizes the most important skills developed during the class (e.g., resource analysis, action planning, idea presentation).

5. Evaluation of classes (optional)

Digital tools:

- Online forms: Google Forms, Microsoft Forms, Mentimeter
- Apps with gamification elements: Kahoot!, Wordwall

Activities:

- Short open-ended questions or summary quiz:
- What did you like most about working on the business plan?
- What new skills did you acquire?
- Which digital tool was the most convenient to work with?
- How confident do you feel in analyzing a business idea? (scale 1–5)

III. Project Objectives, SMART Technique



General objectives of the lesson:

- Developing digital competences through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing the ability to formulate project objectives in accordance with the SMART technique and to define key assumptions, scope, and success criteria.
- Developing analytical skills by identifying a problem or need, analyzing risks, and conducting a preliminary assessment of project feasibility.
- Improving project planning skills by identifying the target audience, determining their needs, and preparing a preliminary vision for the project and the initiating team.

Learning outcomes (student):

- Can formulate goals in accordance with the SMART method.
- Can distinguish between general and specific goals.
- Can assess whether a goal meets the SMART criteria.

Teaching questions supporting the achievement of the subject's objectives:

- What does the acronym SMART mean and what are its elements?
- How can you distinguish between a general goal and a specific goal?
- Which elements of SMART are most often overlooked?

Teaching tools and activities:

- Exercise: “SMART or NOT?”
- Worksheet: “Formulating your own SMART goal”

Class schedule: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – "Why do we set goals?" (10–15 min)

Digital tools:

- Boards and visualizations: Jamboard, Miro, Whiteboard, Padlet
- Presentations: Canva, PowerPoint, Book Creator

Activities:

- Introductory conversation: the teacher asks the question:
  - Why is a well-defined goal important in a project?
- Students write down their associations on Padlet or an online board.
- The teacher presents the SMART method:
  - S – specific
  - M – measurable
  - A – achievable
  - R – relevant
  - T – timebound

2. Exercise: "SMART or NOT?" – goal analysis (20–25 min)

Digital tools:

- Interactive boards and quizzes: Padlet, Wordwall, Mentimeter
- Online forms: Google Form
- Document editors: Word Online, Google Docs

Activities:

- The teacher presents the students with a set of project goals in three groups:
  - Compliant with the SMART principle
  - Partially compliant
  - Noncompliant (too general)
- Students in groups receive a "SMART or NOT?" worksheet – their task is to:
  - Check which SMART criteria are met for each goal (S, M, A, R, T)
  - Choose one goal that does not meet all the criteria and correct it according to the SMART principle
- The groups work in an editable file (e.g., Google Docs or Padlet) and then present the selected corrected goal.

3. Exercise "Formulating our own SMART goal" – working on the project (25–30 min)

Digital tools:

- Document editors: Google Docs, Word Online, OneNote
- Shared boards: Padlet, Jamboard, Canva Whiteboard, Miro
- Reflection/interactive forms: Google Form, Mentimeter

Activities:

- Each group chooses a project topic (e.g., environmental, social, school).
- Students receive a worksheet: "Formulating our own SMART goal" and complete:
  - 1 general project goal in line with the SMART principle
  - 2–3 specific goals
- As an aid, they answer the questions in the SMART matrix:
  - What exactly? How will we measure success? Is it realistic? By when?

- Students write their finished goals on the board (Jamboard/Miro) or present them to the class.
- The teacher can point out the strengths of the selected goals and make corrections where necessary.

4. Reflection and summary (5–10 min)

Digital tools:

- Online reflection: Padlet, Whiteboard, Miro, Google Forms

Activities:

- Students complete the sentences:
  - A well formulated goal is one that...
  - Thanks to SMART, I now know that...
  - The biggest challenge for me was...
- The teacher collects the statements and summarizes the role of goals in the project and their impact on the success of the activities.

5. Evaluation of classes (optional, 5 min)

Digital tools:

- Online forms: Google Forms, Microsoft Forms, Mentimeter
- Educational games: Wordwall, Kahoot!

Activities:

- Short questionnaire with questions:
- How well do you understand the SMART technique? (scale 1–5)
- Which element of SMART do you find most difficult?
- Can you now formulate a project goal on your own?

- A review quiz can be conducted (Kahoot! / Wordwall).

STAGE 2

I. Time Management Techniques



General objectives of the course:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Learning and understanding time management techniques and their application in everyday learning and project work.
- Developing the ability to plan and organize activities, including distinguishing priorities and using time effectively.
- Developing an attitude of responsibility and independence by reflecting on one's own work style and striving to improve it.

Learning outcomes (student):

- Recognizes and names basic time management techniques (e.g., ALPEN method, Eisenhower matrix, Pomodoro technique, SMART goal planning).
- Is able to plan their day or week using a selected time management technique.
- Recognizes the importance of time management in achieving personal, educational, and professional goals.

Teaching questions supporting the achievement of objectives:

- What time management techniques are most effective in a student's everyday life and why?
- How does the “Eisenhower” method differ from the “Pomodoro” principle and in what situations is it worth using each of them?
- How can you use the time management techniques you have learned in planning your studies and organizing a school project?

Teaching tools and activities:

- Worksheet – analysis of your own day
- Exercise: match the technique to the situation

Course outline: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – guided conversation (5 min)

Digital tools:

- Padlet – for creating a mind map
- Whiteboard / Miro / Mural – for recording students' answers
- PowerPoint / Canva – for presenting the topic

Activities:

- The teacher asks the question: “What do you associate with time management? Why is it worth planning your day?”
- Students write down their associations on Padlet or an online board.
- Summary in the form of a PowerPoint or Canva presentation.

2. Worksheet – analysis of your own day (15 min)

Digital tools:

- Google Forms / Word / Notepad / OpenOffice – for filling in the worksheet yourself
- Book Creator / Canva – for visualizing your daily schedule
- Docs Online / Word Online – for recording your reflections

Activities:

- Students analyze their day by writing down how much time they spend on various activities.

- They fill out the worksheet (in the text editor or online form of their choice).
- They write a short reflection: “What takes up most of my time? What do I want to change?”

3. Exercise: Match the technique to the situation (15 min)

Digital tools:

- Wordwall / Kahoot! – quiz matching situations to techniques
- Miro / Padlet – for group work
- Slack / Trello – for publishing answers in pairs or groups

Activities:

- Students work with examples of everyday situations (e.g., “I don't know where to start studying,” “I always put everything off until the last minute”)
- They match the appropriate technique (Pomodoro, Eisenhower, ALPEN, SMART)
- The results are discussed in a forum, and students justify their choices.

4. Reflection and summary (5 min)

Digital tools:

- Padlet / Slack / Whiteboard – for writing final reflections
- ClickUp – for planning development activities

Activities:

- Students write a reflective sentence:
- “The technique I want to test this week is... because...”
- The teacher writes down the conclusions on a shared board or Slack.

5. Evaluation of classes (optional):

Digital tools:

- Google Forms / Microsoft Forms – evaluation survey
- Word / Docs Online – alternative written form

Questions:

- What did you learn today?
- Which technique was the most interesting for you and why?
- How do you intend to use it in your life?

II. Digital Competences in Project Implementation



General objectives of the course

- Developing digital competences through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing skills for responsible, safe, and conscious use of digital technologies in group activities.
- Strengthening the ability to search for, process, and present digital data relevant to project implementation.
- Building an attitude of responsibility, reliability, and cooperation in the online environment.

Learning outcomes (student):

- Can recognize and use digital tools that support teamwork and project implementation.
- Can apply the principles of safe and responsible use of technology.
- Can collect, process, and present digital data necessary for project tasks.

Teaching questions supporting the achievement of the subject's objectives:

- What digital tools can support the implementation of the project?
- What does responsible use of technology in teamwork mean?
- How to ensure data security in the project?

Teaching tools and activities:

- Map of digital tools: “What could be useful to us?”
- Practical exercise: “Online project in action”
- Exercise: “Code of digital cooperation”

Course outline: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – guided discussion + association cloud (5 min)

Digital tools:

- Mentimeter / Padlet – for brainstorming associations
- Whiteboard / Jamboard / Miro – for jointly recording definitions
- Canva / PowerPoint – for presenting the concept of "digital competence"

Activities:

- The teacher asks the question: "What do you associate with digital competence?"
- Students write their answers on Padlet or Mentimeter.
- The teacher discusses the associations and presents the definition of digital competence, its importance in project work, and examples of tools.
- A visual map of the skills needed to work online is created together.

2. Exercise: Digital tools map "What could be useful to us?" (15–20 min)

Digital tools:

- Padlet / Jamboard / Miro – for creating a tools map
- Canva / Google Slides – alternative form of graphic presentation

Activities:

- Students work in groups to list digital tools they know that are useful for the project.
- They divide the tools into four categories:
    - Planning and organization
    - Communication and collaboration

- Content creation
- File storage and sharing

- Then they mark which tools they know and can use, and which ones they would like to learn about.
- They create a visual presentation or board with a tool map.
- Summary:
  - Groups present their maps.
  - The teacher leads a short discussion on the variety of tools and their applications.

3. Practical exercise: "Online project in action" (20–25 min)

Digital tools (to be chosen by students):

- Google Docs / Canva / PowerPoint / Padlet / Jamboard / Notion
- Microsoft Word / Miro / Figma – for creating graphic content or plans
- Cloud drives (Google Drive / OneDrive) – for sharing files

Activities:

- Students work in groups to create a mini-project – this can be:
  - a project action plan,
  - a mood board (inspiration board),
  - promotional graphics for the project.
- The team determines the title and goal of the project, collaborates on the content, and saves the final result in the selected tool.
- The finished material is shared with the teacher via the cloud or email.
- Summary:
  - Presentation of each group's work.

- Reflection: “What worked?”, “What was difficult?”, “How did we divide the tasks?”

4. Reflection exercise: “Code of Digital Cooperation” (15 min)

Digital tools:

- Padlet / Mentimeter / Google Docs / Canva / Jamboard – for developing rules

Activities:

- The teacher discusses the following concepts with the students: netiquette, risks of working online, rules of good digital communication.
- Students work in groups to create a Digital Cooperation Code – rules for communication, file transfer, responding to errors, etc.
- The results can be recorded in the form of a poster, presentation, or document.
- The codes are presented to the class and discussed together.

5. Reflection and conclusion of the class (5 min)

Digital tools:

- Padlet / Slack / Google Chat – for recording final reflections
- Google Forms / Microsoft Forms – reflection survey (optional)

Activities:

- Students complete reflective sentences, e.g.:
  - “The most useful tool for me was...”
  - “I learned that when working online, it is worth...”
- The teacher summarizes the class and records the class's conclusions in a Notion or Google Docs file.

6. Evaluation of classes (optional)

Digital tools:

- Google Forms / Microsoft Forms / Mentimeter / Slido / Kahoot! (in open question mode)
- Word / Docs Online / Notepad – offline versionWord / Docs Online / Notepad – offline version

Activities:

- Students individually answer evaluation questions – online or in writing.
- The teacher can collect the results anonymously and prepare a short summary.
- Sample evaluation questions:
    - What did you learn today about digital skills and working online?
    - Which digital tool was new or particularly interesting to you?
    - What was the most difficult thing for you in online group work?
    - What digital skills would you like to develop in the future?
- Rate on a scale of 1–5: How useful were today's classes for your work on projects?

III. Stages of Project Creation



General objectives of the lesson:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing project planning skills by defining tasks and dividing work within a team.
- Developing organizational skills by creating a project schedule and identifying the necessary resources.
- Improving the ability to anticipate difficulties and manage a team by analyzing risks, developing a contingency plan, and establishing rules for online communication.

Learning outcomes (student):

- Understands the stages of an educational or social project.
- Is able to assign activities to the appropriate phases of the project.
- Knows the importance of a project team, promotion, and evaluation.

Teaching questions supporting the achievement of the subject's objectives:

- What are the main stages of project implementation?
- What do we do in the preparation phase and what in the implementation phase?
- How is a project team formed?
- Why is it worth monitoring project activities?

Teaching tools and activities:

- Exercise: “Project puzzle”
- Exercise: “Project timeline”

Class schedule: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – "What does a project consist of?" (10–15 min)

Digital tools:

- Interactive and visual boards: Whiteboard, Jamboard, Miro, Canva Whiteboard
- Presentations: PowerPoint, Book Creator, Padlet

Activities:

- The teacher asks an introductory question:
- What stages need to be planned in order to successfully complete the project?
- Students write their answers on a shared board or chat (e.g., Padlet, Jamboard).
- Presentation of the basic stages of the project:
    - Preparatory stage
    - Planning stage
    - Team structure creation
    - Implementation and monitoring
    - Promotion

2. Exercise: "Project puzzle" – matching activities to stages (15–20 min)

Digital tools:

- Interactive whiteboards and teamwork: Padlet, Jamboard, Miro, Canva Whiteboard
- Collaboration platforms: Zoom, Microsoft Teams, Slack

Activities:

- Students work individually or in groups.

- They receive a list of 15 project activities (printed or online).
- Their task is to match each activity to the appropriate project stage.
- The work can be done on a digital board or in a spreadsheet (Google Docs/Word).
- Groups discuss their choices in a forum – the teacher moderates a short discussion.

3. Exercise: "Project timeline" – planning stages (20–25 min)

Digital tools:

- Document editors: Google Docs, Word, Notepad, OpenOffice
- Project management: Trello, ClickUp, Miro
- Visual boards: Canva Whiteboard, Jamboard

Activities:

- Students choose a project topic (e.g., "Health Day," "Eco-Action," "No Hate").
- In groups, they complete the timeline template by entering:
  - specific activities for each of the six stages,
  - marking key (K), risky (R), and dependent (Z) activities.
- The work is done in teams, e.g., in Trello, Miro, or a document editor.
- After completion, the groups present their plans to others (in class or online).

4. Reflection and summary (5–10 min)

Digital tools:

- Reflection boards: Padlet, Whiteboard
- Reflection forms: Google Forms, Microsoft Forms

Activities:

- Students individually or in pairs fill out a reflection card:

- Which stage was the most difficult for your group? Why?
- What activities were key? What was the biggest challenge?
- What would you change if you were to plan this project again?

- Responses can be collected digitally or on a board (Jamboard, Padlet).

5. Evaluation of the class (optional, 5 min)

Digital tools:

- Online forms and educational games: Google Forms, Kahoot!, Wordwall
- Mood/competence assessment boards: Mentimeter, Mural

Activities:

- Short anonymous survey with closed and open questions:
  - How confident do you feel in planning project activities? (1–5)
  - Which exercise was the most engaging for you?
  - How would you rate your cooperation with the team?
  - What would you like to improve in future projects?

I. Interpersonal Communication



General objectives of the lesson:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing effective interpersonal communication skills through recognizing elements of communication, applying the principles of active listening, and expressing thoughts clearly and precisely.
- Raising awareness of the importance of verbal and non-verbal communication and recognizing and overcoming barriers to communication in school and everyday situations.
- Building an attitude of openness, empathy, and reflection on one's own communication style in order to improve relationships and effective collaboration with others.

Learning outcomes (student):

- Understands what interpersonal communication is and can identify its basic elements.
- Can recognize communication barriers and identify ways to overcome them.
- Consciously applies the principles of active listening and clear communication in school and everyday situations.

Teaching questions supporting the achievement of the subject's objectives:

- What does it mean to communicate effectively?
- What behaviors help good communication and what behaviors hinder it?

- Why is not only the content important in communication, but also the way of speaking (intonation, facial expressions, gestures)?
- What are the most common communication barriers in your environment and how can they be overcome?

Teaching tools and activities:

- Reflection card: “What kind of communicator am I?”
- Pair exercise: “Clear and unclear messages”

Course outline – suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – guided conversation (5 min)

Digital tools:

- Mentimeter / Padlet – for creating a word cloud
- Whiteboard / Miro / Jamboard – for recording students' answers
- Canva / PowerPoint – for presenting the concept of communication

Activities:

- The teacher asks the question: “What do you associate with the word ‘communication’?”
- Students write their associations on Padlet or Mentimeter.
- The teacher discusses examples with students, pointing out different forms of communication
- Presentation in Canva or PowerPoint: definition of interpersonal communication, elements (sender, receiver, message, feedback, channel, context).

2. Reflection card: "What kind of communicator am I?" (15 min)

Digital tools:

- Google Forms / Microsoft Forms / Typeform – for completing the online reflection survey
- Mentimeter / Kahoot (in survey mode) – for collecting anonymous class responses
- Canva / Word / PDF – desktop or printable version

Activities:

- Students individually complete the reflection card, answering questions about their own communication skills.
- The card includes questions about listening style, communication barriers, emotion recognition, and attitude towards the interlocutor.
- After completing the card, students share (voluntarily) a selected conclusion or highlighted reflection – in a forum or chat.
- The teacher summarizes: what characteristics promote good communication, what are the typical difficulties, and what is worth paying attention to.

3. Pair exercise: "Clear and unclear messages" (15 min)

Digital tools:

- Jamboard / Whiteboard / Miro / Paint – for drawing online
- Zoom / Microsoft Teams / Google Meet – for dividing into rooms and working in pairs
- Padlet / Miro / Docs Online – for recording reflections after the exercise

Activities:

- 1 – Preparation:
    - The teacher distributes drawings (offline) or sends them to selected students in pairs (online). Only the Describer can see the picture. The Drawer has a blank sheet of paper or an open drawing tool.

- 2 – Task:
    - The Describer describes the picture so that their partner can draw it – without gestures, without showing the picture, only with words.
    - In the online version, students work in separate rooms.
- 3 – Comparison and reflection:
    - Students compare their drawings with the originals and discuss:
        - Were the drawings similar?
        - What worked well in the description and what was distracting?
        - Which words or ways of speaking were unclear?
        - What could be improved?
    - The discussion takes place first in pairs and then in a forum (or chat). Students can write one reflection on a shared online board or in a shared document.

4. Reflection and summary (5 min)

Digital tools:

- Padlet / Whiteboard / Slack / Miro – for writing final reflections
- ClickUp / Trello / Notion – as a space for recording individual resolutions

Activities:

- Students complete the reflective sentence:
    - “Today I understood that in communication it is important to...”
    - “I will start paying more attention to...”
- Reflections can be entered on a shared board or in a group chat.
- The teacher records the most important class conclusions.

5. Evaluation of the class (optional, 5 min)

Digital tools:

- Google Forms / Microsoft Forms / Slido / Mentimeter (survey)
- Word / Docs Online – written alternative

Sample questions:

- What did you learn today about interpersonal communication?
- What was the most interesting or surprising for you?
- How can you use these skills in your everyday life?

II. The Importance of Teamwork



General objectives of the course:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing social skills through group collaboration, joint decision-making, and team tasks.
- Raising awareness of the importance of teamwork in achieving common goals and the role of each team member in building effective collaboration.
- Building an attitude of responsibility, commitment, and openness to cooperation with others, with mutual respect and support.

Learning outcomes (student):

- Understands what teamwork is and what its benefits are.
- Is able to define the roles of team members and adapt their own actions accordingly.
- Develops the ability to cooperate, plan joint activities, and resolve conflicts within a group.

Teaching questions supporting the achievement of the subject's objectives:

- What makes a team work effectively?
- What roles can there be in a team and why is each of them important?
- What difficulties can arise in teamwork and how can they be dealt with?

Teaching tools and activities:

- Team exercise: City of Dreams
- Team observation card: “How do we work together?”

Course outline: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – guided conversation + visualization (5 min)

Digital tools:

- Mentimeter / Padlet – for association cloud
- Whiteboard / Miro / Jamboard – for joint recording of answers
- Canva / PowerPoint – for presenting definitions and examples

Activities:

- The teacher asks the question: "What do you associate with teamwork?"
- Students write their answers on Padlet or Mentimeter.
- The teacher discusses the associations and then presents the concept of teamwork, its characteristics, and benefits (slides in Canva or PowerPoint).
- A shared map of the characteristics of good cooperation is created on the whiteboard.

2. Team exercise: "City of Dreams" (20 min)

Digital tools:

- Miro / Jamboard / Canva / Google Slides – for creating a city map
- Google Docs / Microsoft Word / Notepad – for planning and recording project assumptions
- Trello / ClickUp / Teamworki / Team Canvas – for assigning roles and managing tasks
- Zoom / Microsoft Teams / Google Meet – for working in online team rooms (if remote)

Activities:

- Division into teams (4–6 people) – the teacher assigns roles: planner, architect, ecology specialist, spokesperson, graphic designer/secretary.
- Task: to design a “Dream City” according to set criteria.
- Map creation:
  - Analog version: drawing on paper.
  - Online version: map in Miro, Canva, Google Slides, AutoDraw.
- Planning and coordination:
  - Roles recorded in Trello or ClickUp.
  - Ideas and descriptions in Google Docs or Word.

3. Team observation card: “How do we work together?” (15 min)

Digital tools:

- Google Forms / Microsoft Forms / Mentimeter – online survey
- Word / Docs Online / Notepad – version for filling in on a computer or offline

Activities:

- Students individually fill in the teamwork assessment card.
- The assessment takes into account aspects such as: listening to each other, fair distribution of tasks, commitment, conflict resolution.
- The results can be summarized in the form of an anonymous collective analysis in Mentimeter.

4. Reflection and summary (5 min)

Digital tools:

- Padlet / Whiteboard / Slack / Miro – for recording final reflections
- ClickUp / Trello / Notion – for recording individual development resolutions

Activities:

- Students complete reflective sentences:
  - "In teamwork, it is important to..."
  - "Next time, I will try to..."
- Conclusions can be recorded on a shared board or in a group chat.
- The teacher records shared reflections and good practices on the Miro board or in a class document in Notion.

5. Evaluation of classes (optional)

Digital tools:

- Google Forms / Microsoft Forms / Slido / Kahoot! (open quiz mode)
- Word / Docs Online / Notepad – offline version

Sample questions:

- What did you learn about teamwork?
- What was the most difficult and what gave you satisfaction?
- What team characteristics do you think are most important?

III. Assigning Tasks in a Project



General objectives of the course:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing the ability to define the roles and responsibilities of project team members, taking into account their skills and aptitudes.
- Improving teamwork by establishing rules for communication, decision-making, and organizing work in a project team.
- Developing the ability to plan team structure by appointing a project leader and people responsible for specific areas of activity.

Learning outcomes (student):

- Able to assign tasks to roles in a project team.
- Knows the principles of effective teamwork and communication.
- Can plan activities and assign responsibilities to specific individuals.

Teaching questions supporting the achievement of the subject's objectives:

- How to match tasks to the skills of team members?
- How to recognize that a task has been assigned correctly?
- How does a leader differ from an executor?

Teaching tools and activities:

- Exercise: “Who is responsible for what?” – division of roles and tasks

Course of the class: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – "Who is responsible for what in the project?" (10–15 min)

Digital tools:

- Visual boards: Whiteboard, Jamboard, Miro
- Presentations: Canva, PowerPoint, Book Creator

Activities:

- The teacher begins with a guided discussion: Why is it important to assign tasks within a team?
- On the board (e.g., Padlet, Miro), students write down their associations with project roles.
- The teacher then presents examples of roles in a project (coordinator, promoter, graphic designer, documentarian, subject matter expert) along with a brief description of the competencies and responsibilities of each role.
- Students can briefly consider what role they would most like to take on and why.

2. Exercise – "Who is responsible for what?" – task assignment card (20–25 min)

Digital tools:

- Document editors and column-based boards: Google Docs, Padlet, Miro, Trello

Activities:

- Students work in teams (in person or online in team rooms).
- They choose a project topic or receive one from the teacher.
- Based on the "Who is responsible for what" worksheet:
    - They list the main activities to be carried out in the project,
    - They assign them to specific people from the team,
    - They justify their choice (aptitude, skills, experience),
    - They set a deadline for each activity.

- The work can be done in Padlet (with columns: Task – Person – Justification – Deadline) or in a shared online document.

3. Reflection and summary (5–10 min)

Digital tools:

- Reflection boards and forms: Padlet, Miro, Google Forms, Whiteboard

Activities:

- Students answer reflection questions:
  - Does everyone in the team have a comparable amount of responsibilities?
  - Are there any tasks that may be problematic? How did you anticipate this?
  - What will you do if someone does not complete their task on time?
- Answers can be recorded on a shared board or form, and selected conclusions are discussed in a forum.
- The teacher emphasizes the importance of balance in the team and responsibility for assigned tasks.

4. Evaluation of the class (optional, 5 min)

Digital tools:

- Forms and quizzes: Google Forms, Kahoot! Wordwall
- Mood and reflection boards: Mentimeter, Padlet

Activities:

- Students anonymously complete a short online survey:
  - How well do you understand how to assign tasks in a project? (scale 1–5)
  - What was the most interesting part of this exercise for you?
  - What did you find most difficult?

- The teacher can use the results to modify future project activities.

I. Risk Management and Problem Solving



General objectives of the course:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Developing the ability to identify risks and analyze problems that arise during project implementation.
- Shaping attitudes of responsibility, flexibility, and readiness to make decisions in difficult and unforeseen situations.
- Improving teamwork through joint problem solving, planning alternative actions, and responding to threats.

Learning outcomes (student):

- Can identify potential threats and risks in project implementation.
- Can analyze problematic situations and look for possible solutions.
- Can work with a team to resolve conflicts and crises.

Teaching questions supporting the achievement of the subject's objectives:

- What types of risks may arise in the project?
- What to do when something goes wrong?
- What methods help in analyzing and solving problems?

Teaching tools and activities:

- Exercise: “Project in trouble” – problem analysis and team decision

Course outline: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – "Risks in a project" (10–15 min)

Digital tools:

- Mentimeter / Padlet – for brainstorming.
- Whiteboard / Jamboard – for jointly recording definitions.
- PowerPoint / Canva – for presenting the concept of risk management.

Activities:

- The teacher asks the question: "What could go wrong in a project?"
- Students write their answers on Padlet or Mentimeter.
- The teacher discusses the associations and explains what risk is and how to manage problems in a project.
- A simple map of risks and ideas for solving them is created together.

2. Exercise: "Project in trouble" – problem analysis and team decision (20–25 min)

Digital tools:

- Padlet, Google Docs, Jamboard – for problem analysis and recording answers.
- Trello / Miro / Team Canvas – for planning activities.

Activities:

- Students are divided into groups of several people (stationary or online work).
- The teacher presents the problem situation: "Your team is working on a school project called Green School – eco campaign. Two weeks before the final:
    - one of the team members stops responding to messages,
    - the folder with files has disappeared from the shared drive,
    - the school does not agree to use the planned room for the presentation."

- The groups analyze the situation by filling out a problem analysis sheet.

3. Reflection and summary of the class (10 min)

Digital tools:

- Mentimeter / Padlet – for recording reflections.
- Canva / PowerPoint – for a visual summary of conclusions.

Activities:

- Students complete the sentences:
  - "I learned that in the project..."
  - "In crisis situations, the most important thing is..."
- The teacher discusses examples of effective solutions with the class and emphasizes the importance of cooperation.

4. Evaluation of classes (optional)

Digital tools:

- Google Forms / Microsoft Forms / Kahoot! – for a short survey.
- Word / Docs Online – offline version.

Activities:

- Students answer the questions:
  - What did you learn about risk management?
  - What was the most difficult part of analyzing the problem?
  - What strategies would you like to try in future projects?
- The results are collected and discussed by the teacher.

II. Project Implementation



General objectives of the lesson:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Improving the ability to carry out planned activities according to schedule and respond to the current needs of the project team.
- Developing cooperation and task coordination skills in the project team, including monitoring progress and compliance with the plan.
- Developing the ability to document the course of project implementation and collect data needed for later evaluation.

Learning outcomes (student):

- Able to plan activities in time and monitor their implementation.
- Understands the importance of cooperation, flexibility, and problem-solving during implementation.
- Can respond to difficulties and modify the action plan.

Teaching questions supporting the achievement of the subject's objectives:

- How can you check whether activities are going according to plan?
- What should you do when difficulties or delays arise?
- Why is it important to monitor progress?

Teaching tools and activities:

- Exercise: Kanban board – online versions of tools such as Trello and Miro can be used

Class procedure: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – "How to implement a project effectively?" (10–15 min)

Digital tools:

- Interactive whiteboards and presentations: Whiteboard, Padlet, Canva, PowerPoint, Book Creator

Activities:

- The teacher begins with a guided discussion:
  - Why does project implementation not always go according to plan?
- Students write down their associations or experiences on the board (Padlet/Whiteboard).
- A brief introduction to the Kanban board method:
  - Division of tasks into three stages: To do – In progress – Done
  - Help in monitoring progress, responsibility, and priorities

2. Exercise – "Project implementation with a Kanban board" (25–30 min)

Digital tools:

- Task and sprint management: Trello, ClickUp, Teamworki, Miro, Mural
- Document editors / spreadsheets: Google Docs, Word, Excel, Notepad

Activities:

- Students work in teams (3–5 people) – in person or online in group rooms.
- They choose a project topic (e.g., "Campaign to promote reading," "Health Day at school").
- They fill in the Kanban board:

- They list all the activities necessary to complete the project,
- They assign tasks to specific team members,
- They move tasks to the appropriate columns: To do – In progress – Done

- Finally, each group discusses their progress: what they have planned, what they have already done, what still lies ahead.

3. Reflections and summary (5–10 min)

Digital tools:

- Reflection boards: Padlet, Whiteboard, Miro
- Text forms: Google Docs, Google Form

Activities:

- Students answer reflective questions in teams or individually:
  - What helped you stay in control of your activities?
  - Did the Kanban board facilitate planning and collaboration?
  - What changes would you make in the next project?
- The teacher summarizes the class conclusions and emphasizes the importance of monitoring progress and flexibility in action.

4. Evaluation of the class (optional, 5 min)

Digital tools:

- Forms and quizzes: Google Forms, Kahoot! Wordwall, Mentimeter

Activities:

- Students anonymously complete a quick survey:
  - How much did the Kanban board help you understand the project implementation process? (scale 1–5)

- Which moment of teamwork was the most important or the most difficult for you?
- Would you like to use this method in future projects? Why/why not?

STAGE 5 AND 6

I. Project Evaluation and Promotion



General objectives of the lesson:

- Developing digital skills through the use of interactive online tools for collaboration, content presentation, and self-evaluation.
- Improving project summary skills by evaluating its progress, results, difficulties encountered, and formulating conclusions and recommendations for the future.
- Developing project result promotion skills by preparing presentation materials, communicating with recipients, and strengthening the team's positive image.
- Shaping an attitude of responsibility for the sustainability of project activities by documenting results and storing them in digital form.
- Strengthening teamwork skills by celebrating successes together and sharing feedback with project recipients.

Learning outcomes (student):

- Can analyze the results of a project and draw conclusions.
- Knows evaluation methods and can choose the right ones for the job.
- Can present the project and its results to the appropriate audience.

Teaching questions supporting the achievement of the subject's objectives:

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

Teaching tools and activities:

- Exercise: Project evaluation card

- Creative exercise: “Show it to the world!” – Project promotion

Course outline: suggested digital tools that can be used to conduct classes: Microsoft Teams, Google Meet, Zoom

1. Introduction – “Why is it important to evaluate and promote a project?” (10–15 min)

Digital tools:

- Interactive boards and collaboration tools: Whiteboard (Microsoft), Padlet
- Reflective quizzes: Kahoot! Quizizz
- Presentations: Google Slides, PowerPoint Online

Activities:

- The teacher starts a discussion: Why do we need project evaluation? Why is it worth sharing the results with others?
- Students write their answers on Padlet or the Whiteboard.
- A short explanation of the two key stages:
    - Project evaluation (analyzing activities, teamwork, challenges)
    - Promotion of results (reaching the audience, building the team’s image)
- Together, the class defines the difference between a "description" and "promotion".

2. Activity: “Project Evaluation Sheet” (20–25 min)

Digital tools:

- Online surveys and forms: Google Forms, Microsoft Forms, Mentimeter
- Reflection boards: Padlet

Activities:

- Students, individually or in groups, complete the project evaluation sheet, answering questions about:
    - Successes, difficulties, task completion, collaboration, skill development
    - Suggestions for improvement, reflections, and ways to present the project's outcomes
- Online version: students fill in a form (Google Forms or Padlet) or work together in a shared online document.
- Selected answers can later be used in the promotional activity.

3. Activity: "Show It to the World!" – promoting project outcomes (25–30 min)

Digital tools:

- Tools for creating promotional content: Canva, PowerPoint, Book Creator, CapCut
- Social media and video creators (simulation): TikTok, Instagram, Facebook

Activities:

- Identify the goal of promotion – students work in teams to answer the following questions:
    - Who should hear about our project?
    - What do we want them to remember?
    - Why is it worth sharing this?
- Choose a form of promotion – e.g., a poster, social media post, short video, slogan, or event invitation.
- Create the promotional material – focusing on clarity, simplicity, and appeal. Students use digital tools such as Canva, Book Creator, CapCut, or PowerPoint.
- Presentation and voting – each group presents their work. The class votes on which material best promotes the project (e.g., using Padlet voting, sticky notes, or QR code linking to a form).

4. Reflections and summary (5–10 min)

Digital tools:

- Reflective quizzes and word clouds: Mentimeter, Quizizz, Padlet

Activities:

- Students respond to reflective questions:
- What was the most challenging part of promoting the project?
- How is promotion different from a simple description?
- How does the chosen form affect the effectiveness of the message?
- What did the evaluation process teach you about yourself and your team?
- Answers can be recorded on a digital whiteboard, in a word cloud, or via an anonymous quiz.

5. Lesson evaluation (optional, 5 min)

Digital tools:

- Surveys and feedback: Google Forms, Mentimeter, Quizizz, Wordwall

Activities:

- Students evaluate the lesson by answering questions such as:
    - What did you enjoy most about working on promotion and evaluation?
    - How useful are these skills for your future (in school, work, or life)?
    - Which digital tool best supported your work during the lesson?