



Bridge

E+ project

TOOLKIT

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MANAGING LEARNING SKILLS 1 World orientation with a mobile gps

Asturia vzw

n. 48

Methodologies: Asturia - World orientation with a mobile gps

A special point of attention in schools is the use of a mobile gps and its images (both photos and videos) that children can make even with the cheapest models. After this task learners are able to work with spatial coordinates (geotags and geodata), know how to enrich images with geographical positions and had a discussion about concepts such as privacy and linking of personal data.

Methodology:	Group work	Strategies for developing world orientation with a mobile gps
Subject	Geography	
Life skill related	Managing learning	
Title	World orientation with a mobile gps	
Age/Grade	12 - 14	
Timing	90 minutes	
Suggestion for who facilitate	Children of the age of 14 who need knowledge about the use of mobile gps in world orientation.	
Description of the activity	<p>Step 1: The learners take photos of their environment, preferably outside the school walls, e.g. from the wider school neighbourhood, a visit to a stand, or other excursion. Each photo is subsequently saved with its so-called "geotags" (the geographical coordinates of the specific location).</p> <p>Step 2: Organise photos and geotags stored in a computer file, for example using software programs such as Flickr, Picasa or iPhoto and Google Earth. Students use satellite images or Street View/Google maps images to find out where the photo was taken.</p> <p>Step 3 Geotagging makes it possible to identify the exact position of a person from a photo. People often don't realise that photos can contain this "hidden" data. Concepts such as privacy and availability of personal data can be discussed here.</p> <p>Step 4: Organize a class discussion about the possibilities and (privacy) risks of such geotags.</p> <p>Points of attention</p> <ul style="list-style-type: none"> - This exercise requires cell phones with a geotagging function. Not all mobile phones have this. However, recent digital cameras also have such a function. - Using Flickr, Picasa and Google Earth requires you to download (free) software. You will find them on the download pages below: <ul style="list-style-type: none"> • Flickr: http://www.flickr.com • Picasaweb: http://picasaweb.google.com • Google Maps and Street View: http://maps.google.be/intl/nl/help/maps/streetview/ • Google Earth download page: http://www.google.com/intl/nl/earth/index.html <p>Additional information and resources http://nl.wikipedia.org/wiki/Geotagging</p>	

MANAGING LEARNING SKILLS 2 Ecosystem Project

YAEDA

Template

n. 49

Methodologies: Project- based learning. Inquiry-Based Learning, Reflective Practice, Collaborative Learning, Self-Assessment

Objective: To develop students' skills in planning, organizing, monitoring, and reviewing their own learning through an ecosystem project.

Methodology:	Project- based learning	
Subject	Biology	
Life skill related	Managing Learning	
Title	Ecosystem Project	
Age/Grade	14 - 16	
Timing	120 minutes	
Suggestion for who facilitate	Biology teacher, science teacher, educator Activity in small groups	
Description of the activity	<p>Introduction to Managing Learning: Start with a brief discussion on the importance of managing one's own learning. Explain the key components: planning, organizing, monitoring, and reviewing.</p> <p>Project Planning: Assign each student or group an ecosystem to study (e.g., rainforest, desert, coral reef). Students create a project plan outlining their research questions, resources needed, and a timeline for tasks. Provide a project planning template to help students organize their thoughts and tasks.</p> <p>Research and Data Collection : Students begin their research using the provided resources, following their project plan. Encourage students to take notes and organize information in a structured manner. Circulate the room to offer guidance, ensuring students stay on task and adhere to their plans.</p> <p>Monitoring Progress : Have students pause their research to assess their progress against their project plans. Encourage students to reflect on what is going well and identify any challenges or adjustments needed. Each groups present the topic to the class Provide a simple monitoring checklist to help students track their progress and make necessary changes.</p> <p>Review and Reflection: Students complete a reflection journal entry about what they learned, how they managed their learning, and any adjustments they made. Facilitate a brief discussion where students share their experiences and insights about managing their own learning</p>	

MANAGING LEARNING SKILLS 3 Cultivating Focus, Organization, and Knowledge Gap Awareness

Asociatia Edulifelong

Template

n. 50

Methodologies: Supporting Managing Learning Skills in Mathematics

This detailed activity plan combines mindfulness techniques with strategies for identifying and rectifying knowledge gaps in mathematics, empowering students to assume responsibility for their learning and excel in the subject.

Methodology:	mindfulness techniques	strategies for identifying and rectifying knowledge gaps in mathematics
Subject	subject of your choice	
Life skill related	Managing Learning Skills	
Title	Cultivating Focus, Organization, and Knowledge Gap Awareness	
Age/Grade	12 - 14	
Timing	60 minutes	
Suggestion for who facilitate	Mathematics Teacher/ School Counselor/ Support teacher	
Description of the activity	<p>Activity Overview:</p> <p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> Commence the session by highlighting the significance of managing learning skills, specifically focus, organization, and awareness of knowledge gaps, within the realm of mathematics. Illustrate how these skills contribute to academic achievements and overall well-being. <p>Mindful Warm-up (10 minutes):</p> <ul style="list-style-type: none"> Guide students through a concise mindfulness exercise to center their attention and promote mental tranquility. Encourage deep breathing and mindfulness of the present moment. <p>Interactive Discussion (10 minutes):</p> <ul style="list-style-type: none"> Lead a discourse on the concept of knowledge gaps and their impact on mathematical learning. Prompt students to recall instances where they encountered difficulties grasping specific mathematical concepts or skills. <p>Identifying Knowledge Gaps Activity (15 minutes):</p> <ul style="list-style-type: none"> Distribute a self-assessment worksheet or quiz covering recent key mathematical topics. Urge students to conscientiously complete the assessment and pinpoint areas where they feel less confident or perceive gaps in comprehension. <p>Group Discussion and Peer Collaboration (10 minutes):</p> <ul style="list-style-type: none"> Arrange students into small groups and encourage them to share their self-assessment outcomes with peers. Prompt discussions on strategies to address knowledge gaps and offer mutual support in learning. <p>Guided Practice for Addressing Knowledge Gaps (15 minutes):</p>	

- Supply students with learning resources like textbooks, online tutorials, or supplementary worksheets related to identified areas requiring improvement.
- Lead a guided practice session where students work independently or in pairs to revisit and reinforce challenging concepts.

Reflection and Goal Setting (5 minutes):

- Regroup the students and prompt them to reflect on their experiences in recognizing and rectifying knowledge gaps. Use this Canva Board to gather their weak areas
https://www.canva.com/design/DAF9aw2Cwzl/Z9S1kircyC5bkkvrylBI1A/view?utm_content=DAF9aw2Cwzl&utm_campaign=designshare&utm_medium=link&utm_source=editor
- Guide students in setting specific and attainable goals to enhance their comprehension of identified mathematical concepts.
<https://www.canva.com/design/DAF9bPDJ5b4/c3f36OyabN66eOP4qSA8Ww/edit>

Conclusion (5 minutes):

- Recap the key points covered during the session, emphasizing the significance of managing learning skills and taking proactive steps to address knowledge gaps.
- Encourage students to continue applying mindfulness, organizational techniques, and self-assessment practices to bolster their mathematical proficiency.

MANAGING LEARNING SKILLS 4 Creative writers

IRECOOP AAS

Template

n. 51

Improve students' language skills through writing activities.

Developing the competence of 'Managing Learning' through the planning and management of school projects.

Foster students' collaboration and autonomy in managing their own learning.

Methodology:	managing learning. ideas and materials to make the classroom a welcoming environment / working in groups / collaboration e	
Subject	Italian	
Life skill related	Managing Learning	
Title	Creative writers	
Age/Grade	11 - 14 Suggested for interested students in the literacy field	
Timing	240 minutes	
Materials / Suggestion for who facilitate	Necessary Materials: <ul style="list-style-type: none"> • Paper and pens • Computer or tablet with Internet access • Online educational resources • Sheets of paper, post-it notes, colored pens • Tools for creating multimedia presentations (e.g., PowerPoint) <p>Activity in small groups. Activities are developed in 4 meeting</p>	
Description of the activity	Lesson 1: Introduction to Creative Writing <p>Opening Activity (15 min):</p> <ul style="list-style-type: none"> • Discussion about the creative writing process and the importance of creativity. • Example: Show a short motivational video about the art of creative writing or use an interactive infographic illustrating different literary genres and creative writing techniques. • Use Mentimeter to create interactive surveys on literary genres and Strikingly or Canva to create infographics and visually present creative writing techniques. <p>Free Writing Exercise (20 min):</p> <ul style="list-style-type: none"> • Students write freely on a topic of their choice, encouraged to express their ideas freely. • Example: Write a short story based on an evocative image. • Provide students with colored post-it notes to write their ideas on, allowing them to easily organize and visually display them on the board or a mural panel. • Use Padlet to let students share their free writing digitally and visualize ideas on the virtual board, and Storybird to stimulate creative writing through inspiring images. 	

Discussion and Feedback (15 min):

- Students share their writings and exchange constructive feedback, promoting a supportive and collaborative environment.
- Example: Compliment positive aspects of the stories and offer suggestions for improvement.
- Use a virtual whiteboard or mind mapping software to collect shared ideas during the discussion, creating a visual diagram of key ideas.
- Use Miro or Jamboard for creating interactive concept maps and organizing ideas from the discussion, and Google Forms to create a survey.

Lesson 2: Project Design

Brainstorming Activity (20 min):

- Students identify common themes from the free writing and generate ideas for writing projects.
- Example: Brainstorm themes such as adventure, mystery, or fantasy. Use an interactive presentation showing stimulating images and guiding questions to encourage creativity and idea generation.
- Use Jamboard or Mural for online collaboration and creative idea generation via a virtual whiteboard, and Piktochart or Canva to create engaging infographics.

Group Formation (15 min):

- Divide the students into groups according to their interests and each group chooses a theme for their writing project.
- Example: Create theme groups like "Time Travel" or "Mystery Explorers."
- Use an online application for creating surveys or quizzes to help students identify common interests and form groups based on their preferences.
- Use Kahoot or Quizizz to create interactive quizzes that help students identify common interests and form groups based on results, and Trello or Asana to facilitate group management and writing project planning.

Preliminary Research (25 min):

- Groups conduct online research to gather relevant information about their chosen theme, using reliable sources.
- Example: Research historical facts or legends related to the group's theme.
- Use data storytelling tools to visually present the information collected during preliminary research, making it more accessible and interesting for students.
- Use tools for creating infographics, interactive charts, narrative maps, dynamic dashboards, and interactive images containing links to online resources and additional information about the chosen topic. (Tableau Public, Infogram, Google Data Studio, Piktochart, StoryMap JS, Canva, Thinglink, etc.)

Lesson 3: Drafting and Editing

Writing Phase (25 min):

- Groups work together to draft the text, applying linguistic and organizational skills.
- Example: Write a detailed screenplay for a story based on the chosen theme.

- Use collaborative writing software allowing students to work simultaneously on the same document, facilitating collaboration and idea sharing.
- Google Docs or Microsoft Word Online are useful for allowing students to collaborate on text drafting in real-time and provide mutual feedback.
- Hemingway Editor is interesting for improving clarity and consistency of the text during the writing phase.

Review and Editing (20 min):

- Students exchange texts for review and offer constructive feedback to improve the quality of writing.
- Example: Identify weak points in the plot and suggest changes to make it more engaging.
- Use an interactive whiteboard or virtual whiteboard to share editing suggestions in real-time, encouraging active participation from all students in the review process.
- Use Padlet to create a virtual wall where students can share their editing suggestions and collaborate on peer review of texts.

Lesson 4: Project Presentation

Presentation Preparation (25 min):

- Groups prepare a multimedia presentation of their project, using tools like PowerPoint to enrich their presentation.
- Example: Create a presentation with images, charts, and videos that support the story's theme.
- Use multimedia presentation tools like Prezi or Canva to create dynamic and engaging presentations that include relevant images, videos, and charts for the project.

Presentation and Discussion (20 min):

- Each group presents their project to the class, sharing main contents and answering questions from classmates.
- Example: Answer questions about the research conducted and the creative process.
- Use a real-time survey application to collect questions and feedback from other students during presentations, encouraging interaction and active participation from the entire class.

Evaluation:

Evaluation will be based on active participation, the quality of writing and presentations, group collaboration, and the ability to manage the learning process.

Final Notes:

This course encourages students to develop creative and managerial writing skills through the exploration of themes of interest to them. The use of multimedia tools and collaborative activities makes learning engaging and stimulating, facilitating the autonomous management of school projects. This activity could also be implemented in a longer path in this subject.

MANAGING LEARNING SKILLS 5 History on Stage

IRECOOP AAS

Template

n. 52

Deepening the understanding of history through the analysis of significant events.

Develop 'Managing Learning' competence by promoting resilience and perseverance in historical study.

Deepening historical understanding through research, presentation and peer review.

Methodology:	Managing Learning /peer review / teamwork / collaboration	
Subject	History	
Life skill related	Managing Learning	
Title	History on Stage	
Age/Grade	11- 14	
Timing	240 minutes	
Suggestion for who facilitate	Required Materials: <ul style="list-style-type: none"> • Historical texts or online resources about history • Paper and pens • Large sheets of paper or whiteboard paper • Peer evaluation sheets <p>Activity in small groups. Activities are developed in 2/4 meeting</p>	
Description of the activity	Lesson 1: Historical Research <p>Opening Activity (15 min):</p> <ul style="list-style-type: none"> • Introduce the concept of "Managing Learning" and peer evaluation. Explain the importance of taking control of one's learning and providing constructive feedback on others' work. • Use an interactive approach. For example, start a guided class discussion on the meaning of "Managing Learning," encouraging students to share their ideas on how they can take control of their learning. Then, present the concept of peer evaluation, explaining that it involves providing constructive suggestions and critiques to help others improve. Show examples of useful and non-useful feedback and discuss the differences. <p>Individual or Small Group Research (40 min):</p> <ul style="list-style-type: none"> • Students select a historical topic of interest and conduct individual research using historical texts or online resources. They can focus on an event, period, or historical figure. <ul style="list-style-type: none"> ◦ During individual research, students might choose topics like the French Revolution, the fall of the Roman Empire, or the life of a historical figure like Martin Luther King Jr. Provide a list of reliable online resources or suggest specific historical texts to consult. Students can then use this time to examine available sources, take notes, and gather relevant information on their chosen topic. • This activity can also be done in small groups, focusing on collaboration, idea sharing, and developing teamwork skills while exploring a historical topic of interest. 	

- Form groups of 3-4 students and allow them to choose a historical topic of interest. Provide a list of options or let the groups choose independently. Each member can take on a specific role to maximize efficiency, such as a lead researcher, note-taker, or coordinator.
- Groups collaborate using provided online resources or other available sources, dividing the work, examining different sources, and comparing gathered information to get a comprehensive view of the topic.
- After research, group members reconvene to discuss and synthesize collected information, compare notes, highlight key points, and identify areas needing further investigation.
- Finally, the group prepares a collective presentation based on their research, with each member contributing their unique findings and perspectives.

Presentation Preparation (25 min):

- Students prepare a brief presentation based on their research, highlighting key points and relevant information. They can use paper or slides to support their presentation.
 - Students can use online tools and applications to organize and present the information gathered. For example, if researching the French Revolution, a student might create a presentation including historical context, causes, main events, and consequences of the revolution. Encourage creativity by using images or diagrams to make the presentation more engaging.

Lesson 2: Presentation and Evaluation

Student Presentations (40 min):

- Each student or group presents their research to the class using the information gathered during the research and presentation preparation phases.
 - For instance, a student studying the French Revolution might present an overview of key events, involved leaders, and the revolution's causes and consequences, using slides with images and historical data to illustrate concepts.

Discussion and Feedback (40 min):

- After each presentation, students provide feedback using peer evaluation sheets. They can evaluate the clarity of the presentation, the completeness of the information, and the presenter's ability to engage the audience.
 - Peer evaluation criteria include clarity (whether the topics were presented understandably and logically), completeness (whether the main aspects of the topic were covered), and engagement (whether the presenter maintained audience attention).

Final Reflection (15 min):

- After presentations and feedback, the teacher guides a brief reflective discussion. Students are encouraged to share their opinions on the feedback received and the overall experience of managing their learning and evaluating their peers' work. They can discuss what they learned, challenges faced, and how they plan to use the feedback for future presentations or historical research.

Notes:

This activity integrates history teaching with developing the life skill of "Managing Learning," encouraging students to take an active role in their learning process and critically evaluate their peers' work. Peer evaluation sheets foster collaboration and shared responsibility in the classroom.

Attachment: Peer Evaluation Sheet for Student Presentations

Peer Evaluation Sheet for Student Presentations

- Presenting Student/Group Name: _____
- Evaluator's Name: _____

Clarity of Presentation:

1. Little clarity; topics were confusing and illogical.
 2. Sufficient clarity, but some points were not clearly explained.
 3. Good clarity; topics were understandable and logical.
 4. Excellent clarity; topics were presented exceptionally well.
- Score: _____

Completeness of Information:

1. Incomplete information; many main aspects were not covered.
 2. Some missing information; some main aspects were not covered.
 3. Fairly complete information; most main aspects were covered.
 4. Complete information; all main aspects were thoroughly covered.
- Score: _____

Ability to Engage the Audience:

1. No engagement; presentation was boring and monotonous.
 2. Little engagement; some attempts but not very effective.
 3. Moderate engagement; some interesting moments but others less engaging.
 4. High engagement; presentation was dynamic and engaging throughout.
- Score: _____

Additional Feedback (optional): [Space for written feedback]

MANAGING LEARNING SKILLS 6 Chaos Organized

IRECOOP AAS

Template

n. 53

Try to not interrupt the participants when they go wrong, just be patient and respect the time of the exercise. Don't be judgmental, try just to note the fact, don't use words such as right or wrong, bad, and so on. Try to focus the participants on the results, say to don't take it too personal, but just for the sake to understand how can be improved the life skill related or the learning of the subject.

Methodology:	Cooperative learning	
Subject	Maths, chemistry, physics	
Life skill related	managing learning	
Title	Chaos Organized	
Age/Grade	11/14 Middle school, first grade high school	
Timing	45 min	
Suggestion for who facilitate	Try to not interrupt the participants when they go wrong, just be patient and respect the time of the exercise. Don't be judgmental, try just to note the fact, don't use words such as right or wrong, bad, and so on. Try to focus the participants on the results, say: "to don't take it too personal", but you have to understand how to improve the life skill related on the learning of the subject.	
Description of the activity	<p>Material needed: a rope, some sheets (half of A4) with pieces of the formulas needed to be memorized. Decide several formulas that the participants they have learn (or supposed to).</p> <p>Divide it in single parts that will be placed on the sheets and put them on the floor in random order. Put the rope in order to make a space around all the sheets, to enclose them.</p> <p>Now the participants must be all around the extern of the rope. The task is to touch with one foot and nothing else (with the body standing out from the inner space of the rope) the right part of the formula the teacher will declare to build. The participants cannot say to each other the correct order of the formula when the game is started.</p> <p>There will be 3 rounds, you can divide the class in groups from 5 to 10. Start with something simple, before the round begins. Give 2 the group minutes time to see the formula and learn it (or you can explain the formula before the game). Between the rounds give them 5 minutes to organize them, to find strategies and so on.</p> <p>At the end of the third match make a follow up on the life skill used, the various approaches to resolve the game, the formulas and how they can improve the ability to focus and memorize the knowledge needed to "win the game". Try to understand which processes are used to focus and memorize, ask if during the game there was a lot of confusion, or some distraction, if they have tried to repeat the formula or if they need to focus on the meaning of the formula. Then try to make another match to try to differ approaches to memorizing the formula. You can simplify the task with just writing the formulas on a board but nameless (if it is too hard, or it is the first time they see the formula, you can write the name too, in that case you can just ask at the end of the matches if they understand better the formula with this kind of activity or not).</p> <p>If you think the exercise, even so, is too hard, try first to use sheets with numbers from 1 to 20 and the task to ask them to touch them in order to make practice easier.</p>	



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