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Erasmus KA220-SCH

STEPS - Special Time for Each Pupil's Skills

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User Manual

JOINT SCALE

Entry

- **Presentation of the JOINT SCALE tool**
- **The purpose and scientific basis of the scale**

1. Creating a Digital Observation Scale (JOINT SCALE)

- **1.1. Purpose of developing the scale**
- **1.2. Steps in creating a scale**
- **Needs analysis**
- **Unification of indicators**
- **Digitalization of the tool**
- **1.3. Scale functionalities**

2. Using the Scale in Practice

- **2.1. In school practice**
- **2.2. Benefits for Students**
- **2.3. Benefits for Teachers**
- **2.4. International cooperation**

3. Using the JOINT SCALE Tool

- **Login and access**
- **Student selection and data assignment**
- **Observation Categories**
- **Functional Development**
- **Educational Development**
- **Psychological Development**
- **Social Development**
- **Data entry and reporting**
- **Team performance analysis**
- **Cooperation with parents**
- **International cooperation**

4. Ethical and Safety Principles

- **Personal data protection (GDPR)**
- **Anonymization of reports**
- **Positive pedagogy and inclusion**

Entry

This manual provides instructions for using the joint scale , developed as part of the Erasmus+ STEPS project, which aims to support the professional and personal development of students with special educational needs. This scale assesses progress in participants' functional, psychological, and social development.

The JOINT SCALE (a common digital observation scale) is a teaching and research tool whose primary goal is to standardize standards for monitoring the progress of students with special educational needs (SEN) within international educational partnerships. The tool's design is based on the principles of special education, individualized learning methodology, inclusion, and the concept of learning by doing . Its digital format enables ongoing data collection, comparative analysis, and qualitative and quantitative evaluation, which aligns with evidence-based approaches. education .

1. Creating a digital joint SCALE

1.1. The purpose of developing the scale

Joint SCALE was designed as a tool for monitoring and supporting the development of competencies in students with special educational needs. Its digital format enables systematic data collection, comparison of results between partners, and analysis of progress over time.

1.2. Stages of creating a scale

- Needs analysis – identifying the most important areas of student development: social, communication, professional, emotional and digital competences.
- Harmonisation of indicators – project partners (Poland, Romania, Greece, Türkiye) jointly developed a set of measurable indicators that are understandable and applicable in all countries.
- Digitalization of the tool – transferring the scale to a digital format (online forms, cloud-based observation sheets), which enables easy data entry and automatic collation.

1.3. Functionality

- the ability to enter observations by multiple teachers at the same time,
- automatic creation of progress reports,
- comparing results over different periods of time,
- availability in several design languages.

2. Using SCALE

2.1. In school practice

- The scale is used during workshops, mobility and online meetings.
- Teachers observe student behavior during activities and enter data into the system.
- The scale includes both hard skills (e.g., tool operation, task completion) and soft skills (e.g., group cooperation, emotion control).

2.2. Benefits for students

- the ability to track your own progress and notice changes,
- strengthening motivation thanks to visible work results,
- greater awareness of one's own strengths and areas requiring support.

2.3. Benefits for teachers

- an objective tool for assessing progress,
- a database useful for developing a Personal Vocational Development Plan,
- facilitated communication between teachers, specialists and parents.

2.4. International cooperation

Thanks to a unified digital format, partners can compare the results of students from different countries, analyze good practices and implement joint support strategies.

Using the JOINT SCALA tool

Login and access

Access to the tool is provided through a dedicated digital platform (Google Forms, cloud-based spreadsheets), secured with protocols compliant with personal data protection requirements (GDPR). User authentication is performed via institutional email addresses, ensuring data transparency and security. The system interface allows simultaneous use by multiple teachers, supporting teamwork and an interdisciplinary approach to evaluation.

Student selection and data assignment

Each student participating in the project has an individual profile in the system, which serves as the basis for long-term monitoring. Observations are made during classes, practical workshops, and international mobility. The educational context (time, location, type of activity) is recorded in the system, enabling analysis of the impact of environmental factors on the learning process.

Observation Categories

The Erasmus+ STEPS project's assessment categories, designed to support students with special educational needs, are based on the scientific foundations of special education and developmental psychology. They are divided into three main areas that, together, create a holistic picture of student progress.

1. Functional Development

This category focuses on assessing practical and technical skills necessary to perform everyday tasks and professional activities. This includes precision movements, hand-eye coordination, manual dexterity, and tool use. Observation in this area allows us to assess how effectively a student handles physical challenges, which is crucial for their independence and future employment.

Functional development has been divided into the following categories:

a. Communication
b. Interrelations of the objects
c. Numbers
d. Fractions
e. Measures
f. Shapes and colors
g. Gross motor skills
h. Fine motor skills
i. Using tools
j. Kitchen skills
k. Using computer

2. Psychological Development

Psychological development encompasses the student's emotional and motivational spheres. Traits such as commitment, patience, perseverance, and reactions to successes and failures are assessed. The scale allows for the assessment of self-esteem and willingness to take risks. This aspect is crucial, as emotional stability and high motivation are the driving forces behind overcoming difficulties and achieving goals.

development has been divided into the following categories:

a. Commitment and motivation
b. Perseverance and patience
c. Self-esteem and self-confidence

d. Emotions and dealing with them
e. Independence

3. Social Development

This category focuses on interpersonal skills, which are crucial for teamwork and social integration. This includes the ability to collaborate, communicate, empathize, and interact with others. Observations in this area allow for the assessment of how a student fits into a group, shares tasks, and supports peers, which has a direct impact on their future functioning in the workplace and social life.

Social development has been divided into the following categories:

a. Verbal and nonverbal communication
b. Group cooperation
c. Empathy and sensitivity
d. Peer relationships
e. Behavior in the environment

All three categories are closely interconnected and create a coherent framework for assessing the overall development of a student, reflecting the assumptions of contemporary pedagogy that promotes holistic education and is oriented towards practical life skills.

Each area is assessed on a numerical scale (e.g., 1–3), supplemented by a qualitative assessment. This approach combines the psychometric (quantitative) and hermeneutic (qualitative) dimensions, providing a more comprehensive picture of student functioning.

Data entry and reporting

The system enables systematic data entry after completed activities. Analysis is performed at the individual and collective levels. Monthly student development reports are generated, containing both quantitative data (scale scores) and qualitative data (observer comments). These reports serve as the basis for modifying individual educational and therapeutic programs (IEPs) and Personal Vocational Development Plans (PVDPs). This type of documentation serves as both a diagnostic and prognostic tool, enabling the planning of support activities.

Team performance analysis

Evaluation of the results takes place through meetings between teaching teams and inter-institutional meetings. The analysis includes diachronic (changes over time) and synchronous (between students and institutions) comparisons. Discussions serve to identify student strengths, developmental barriers, and design interventions. The results of the analyses form the basis for updating the PVDP and adapting teaching methods.

Cooperation with parents

Reports based on the JOINT SCALE serve as a communication tool with the student's family. They are discussed periodically, once per semester, during individual meetings. Results are presented in an accessible manner while maintaining the scientific nature of the assessment. Parents receive guidance on how to support their child in the home environment, which strengthens the coherence of educational and parenting interactions (the principle of triangulation: school, family, and student).

International cooperation

JOINT SCALE functions as a shared tool for all project partners. Data entered by individual institutions is collected in a digital repository (Google Drive). This enables comparative analysis and the identification of best educational practices. Selected reports and case studies provide material for the development of the Virtual Library and Guide Book , which serve as dissemination and standardization tools on a European scale.

Ethical and safety rules

The implementation of JOINT SCALE is carried out in compliance with ethical principles and legal regulations:

- Student data is protected in accordance with GDPR.
- Reports published outside the school environment are anonymized.
- The evaluation process focuses on the student's strengths, in line with the principles of positive pedagogy.
- Using JOINT SCALE promotes inclusion by eliminating the risk of marginalizing students with diverse abilities.

SPECIFIC SKILLS			
Functional development			
Category	**Skills**	**Score (0–3)**	**Notes**
Communication Skills	Indicates wants or needs verbally, by sign or with an Augmentative Technology device		
	Follows one-step directives		
	Follows two or more-step directives		
	Reads letters or specific signs/pictograms		
	Reads words		
	Reads sentences		
	Writes letters one by one		
	Writes words		
	Writes sentences		
INTERRELATIONS OF THE OBJECTS	Differentiates by quantity		
	Differentiates by size		
	Differentiates by height		

	Differentiates by thickness		
	Differentiates by weight		
	Differentiates by position: inside-outside		
	Differentiates by spatial positions: on-under		
	Differentiates by spatial positions: near-far		
	Differentiates according to being in front of or behind		
	Differentiates according to being on the right, left, and between things		
	Differentiates according to being empty or full		
NUMBERS	Rhythmic counting		
	Counts one by one until 50		
	Counts one by one until 100		
	Comprehends 1–10 natural numbers		
	Comprehends two-digit numbers		

	Write the numbers		
FRACTIONS	Shows the whole one between two things		
	Shows the half one between two things		
	Shows the quarter one between two things		
MEASURES	Makes measuring with finger		
	Measures the length of the object in meter		
	Measures the length of the object in centimeters		
	Knows that a meter is 100 cm		
	Knows that a centimeter is 10 mm		
	Draws a specified unit in centimeters with a ruler		
	Cuts paper and cardboard according to size		
	Cut fabric according to size		
	Measures with a glass		

	Measures with a spoon		
	Knows that a kilogram is 1000 grams		
	Measures weight using a scale		
	Says the time per hour		
	Says the time per half hour		
	Says the time per quarter hour		
	Knows that an hour has 60 minutes		
SHAPES AND COLORS	Draws geometrical shapes		
	Draws curve, accurate lines and a segment		
	Draws vertical and parallel lines		
	Differentiates geometrical shapes		
	Differentiates basic colors		
	Associates colors with objects		
GROSS MOTOR SKILLS	Identifies body parts		

	Walks in balance on a beam: forward, backward, sideways		
	Hops, makes different jumps		
	Jumps and spins on one foot		
	Can step by counting		
	Repeats patterns of sound or simple movements		
	Aligns body parts in relation with others		
	Eye-hand-leg coordinates		
FINE MOTOR SKILLS	Holds small objects with fingers		
	Keeps objects in the right place		
	Holds objects according to pattern		
	Moves held objects back and forth		
	Presses object firmly		
	Fixes and removes small objects		
	Fixes objects in holes and removes them		

	Arranges objects side by side		
	Pours without spilling		
	Cuts thread with scissors		
	Places beads on thread		
	Folds paper		
	Cuts out a pattern drawn on paper		
	Cuts material along outline		
	Combines two points by drawing		
	Glues surfaces indicated by pattern		
	Threads needle eyes		
	Ties two threads		
	Ties thread to a stick		
	Threads a needle into material		
	Sews by hand		
	Makes carbon copy		
	Copies patterns onto parchment		
	Draws pattern with outline		

	Draws a design on fabric or paper		
USING TOOLS	Uses the alarm clock		
	Uses the cooker		
	Uses the dishwasher		
	Uses the oven		
	Uses the fridge		
	Uses the toast machine		
	Uses the mixer		
	Uses the can opener		
	Uses pincers/pliers		
	Uses stapler		
	Uses cutting tools		
	Uses drilling tools		
	Uses a hoe or shovel		
Kitchen Skills	Lights matches or uses a lighter		
	Opens the bottle with an opener		
	Opens the can cover		
	Rubs butter on bread		
	Cuts the food into pieces		

	Cuts dough with a knife		
	Slices the food		
	Flakes the food		
	Peels potatoes with a knife		
USING COMPUTER	Turns on/off the computer		
	Opens files and pictures		
	Uses copy/paste/insert		
	Saves a file or picture		
	Prints the chosen file/picture		
Psychological Development			
Category	**Skills**	**Score (0–3)**	**Notes**
ENGAGEMENT AND MOTIVATION	Shows interest in the task		
	Finishing the task to the end		
	Taking the initiative		
	Request for additional tasks		
PERSISTENCE AND PATIENCE	Working on a task that is difficult		

	He doesn't give up after failure		
	Waiting for your turn		
SELF-ESTEEM AND SELF-CONFIDENCE	Expressing pride in your success		
	Accepting praise		
	Taking on new challenges		
EMOTIONS AND DEALING WITH THEM	Coping with frustration		
	Expressing satisfaction and joy		
	Responding appropriately to critical comments		
INDEPENDENCE	Working without constant teacher supervision		
	Selection of tools and materials		
	Providing help to others		
Social Development			
Category	**Skills**	**Score (0–3)**	**Notes**
VERBAL AND NON-VERBAL COMMUNICATION	Making eye contact		
	Answering and asking questions		

	Using the appropriate tone of voice		
	Expressing thoughts and needs		
GROUP COOPERATION	Sharing materials		
	Helping other group members		
	Participating in discussions		
	Taking and carrying out orders from others		
EMPATHY AND SENSITIVITY	Responding to the needs of others		
	Supporting colleagues in difficult times		
PEER RELATIONSHIPS	Making new friends		
	Integration with the group		
	Avoiding conflicts		
BEHAVIOR IN THE ENVIRONMENT	Appropriate behavior in and outside the group (e.g. during a trip)		
	Compliance with rules and standards		
	Showing respect for others		

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Observation sheets used during online project workshops and mobilities

PRINTING WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Turns on/off the computers			x	
2.	Opens the files and the pictures in the computer.			X	
3.	Copy/paste/insert			X	
4.	Saves the picture or the chosen file			X	
5.	Combines two points by drawing			X	
6.	Paints limited areas.		X		
7.	Sticks the showing objects surfaces together				
8.	Folds papers.				
9.	Cuts papers.				
10.	Cuts Paper and cardboard acording to size				
11.	Moves the object that is holded back and forward to push				
12.	Presses the object strongly				
13.	Fixes and removes small objects				

14.	Fixes suitable objects into the holes on a surface and removes them				
15.	Comprehends 1,2,3,4,5,6,7,8,9 and 10 natural numbers				
16.	Writes the numbers				
17.	Comprehends two digits numbers				
18.	Measures the length of the object shown in centimeters				
19.	Knows that a meter is 100cm				
20.	Knows that a centimeter is 10 mm				
21.	Draws a specified units of centimeters in length with a ruler				
22.	Differentiates beings in terms of their quantity				
23.	Put the things into order in terms of their quantity				
24.	Differentiates beings in terms of their size				
25.	Put beings into order in terms of their size				
Other :					
26.	Basic digital skills				
27.	To know how to protect themselfs by printing machines				
28.	Independance. Able to make a decision				
29.					
30.					

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JEWELERY MAKING WORKSHOP - Research team from in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device			x	
2.	Follows one step directives				
3.	Differentiates according to quantity				
4.	Differentiates according to size				
5.	Differentiates according to height				
6.	Differentiates according to thickness				
7.	Differentiates according to weight				
8.	Differentiates according to position: inside-outside				
9.	Differentiates according to spatial positions: on-under				
10.	Differentiates according to spatial positions: near-far				
11.	Differentiates according to being in front of or behind				
12.	Differentiates according to being on the right, left, and between things.				
13.	Differentiates according to being empty or full				
14.	Comprehends 1,2,3,4,5,6,7,8,9 and 10 natural numbers				
15.	Cuts paper and cardboard acording to size				
16.	Cuts the fabrics acording to size				

17.	Differentiates geometrical shapes				
18.	Differentiates basic colours				
19.	Holds small objects with fingers.				
20.	Ties two threads				
21.	Uses cutting tools				
22.					
Other :					
23.	To make a model				
24.	Enjoy repetitive pattern				
25.	Differentiates basic colours				
26.	Holds small objects with fingers				
27.	Have motivation				
28.					
29.					

DANCE WORKSHOP - Research team in Romania

Specific skills		Relevance			Notes:
Examples:		0 1 2			
1.	Identify the body parts			X	
2.	Walks in balance on a beam: forward, backward, sideways			X	

3.	Hops, makes different jumps			X		
4.	Jumps and spins on one foot			X		
5.	Can steps by counting			X		
6.	Repeates patterns of sound or simple movements			X		
7.	Aligns body parts in relation with others			X		
8.	Coordonates eye-hand-leg			X		
9.	Differentiates geometrical shapes		X			
10.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device		x			
11.	Follows two or more -steps directives			X		
12.	Rhythmic counting			X		
Others:						
13.	**Social skills**. **Collaboration**. Working in teams with other participants			X		
14.	**Rythmical skills** (combines songs with steeps)			X		
15.	Fallow and counting the steps			X		
16.	**Emotional Expression**: Using dance as a means to communicate and express feelings			X		
17.	**Motor Memory**: Learning and retaining choreography or movement sequences.			X		
18.	**Self-Discipline**: Consistent practice of movements and choreography to improve skills.			X		
19.	**Spatial Awareness**			X		

20.						

FLORAL ARRANGEMENTS WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device			X	
2.	Follows one step directives				
3.	Differentiates according to quantity				
4.	Differentiates according to size				
5.	Differentiates according to height				
6.	Differentiates according to thickness				
7.	Differentiates according to weight				
8.	Differentiates according to position: inside-outside				
9.	Differentiates according to spatial positions: on-under				
10.	Differentiates according to spatial positions: near-far				
11.	Differentiates according to being in front of or behind				
12.	Differentiates according to being on the right, left, and between things.				
13.	Differentiates according to being empty or full				
14.	Comprehends 1,2,3,4,5,6,7,8,9 and 10 natural numbers				

15.	Arranges the objects side by side				
16.	Cuts the model drawn on a paper.				
17.	Traces on a model that is drawn on a paper with a pencil				
18.	Sticks the showing objects surfaces together				
19.	Threads a needle				
20.	Ties two ropes eachother				
Other :					
21.	Follws one step directives				
22.	Differentiates according to quantity, size, hight, thickness..etc				
23.	Counting				
24.	Arranges the objects side by side				
25.	Proper combinations skills				
26.	Be creative				
27.	Use imagine – aestetic skills				
28.	Motor skills – to use intruments to measure & cut the flowers &ribbons				
29.	Combine cromatical colours				
30.	Following visual support				
31.					
32.					

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COOKING WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Lights the matches. Uses the pocket lighter			x	
2.	Opens the cover of a bottle with an opener				
3.	Opens the can cover				
4.	Rubs the butter on a slice of bread				
5.	Cuts the food into pieces				
6.	Cuts the dough with knife.				
7.	Slices the food				
8.	Flakes the food				
9.	Peels the food with a knife				
10.	Pour liquid from one container to another without spilling				
11.	Arranges the objects side by side				
12.	Measures with a glass.				
13.	Measures with a spoon.				
14.	Says the time a set time per hour				
15.	Uses the oven				
16.	Uses the fridge				
17.	Uses the mixer				

18.	Uses a kitchen scale				
19.	Comprehends natural numbers 0-100				
20.	Can read a receipe				
21.					
Other:					
22.	Reading skills				
23.	Basic mathematic skills				
24.	Aestetic skills				
25.	Motor skills				
26.	Time management				
27.	Ingredients knowledge				
28.	Hygenical skills				
29.					
30.					

HANDICRAFT WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0 1 2			
1.	Combines two points by drawing			x	
2.	Paints limited areas.				

3.	Sticks the showing objects surfaces together				
4.	Folds papers.				
5.	Cuts papers.				
6.	Cuts Paper and cardboard acording to size				
7.	Moves the object that is holded back and forward to push				
8.	Presses the object strongly				
9.	Fixes and removes small objects				
10.	Fixes suitable objects into the holes on a surface and removes them				
11.	Counts one by one until 50				
12.	Comprehends two digits numbers				
13.	Measures the length of the object shown in centimeters				
14.	Knows that a meter is 100cm				
15.	Knows that a centimeter is 10 mm				
16.	Draws a specified units of centimeters in length with a ruler				
17.	Differentiates beings in terms of their quantity				
18.	Put the things into order in terms of their quantity				
19.	Differentiates beings in terms of their size				
20.	Put beings into order in terms of their size				
	Other :				
21.	Attention to details				

22.	Petience and persistance				
23.	Fine motor skills				
24.	Creativity				
25.	Self-expression				
26.	Color discrimination				
27.					
28.					

MAGNET MAKING WORKSHOP - research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device				
2.	Follows one-step directives				
3.	Uses glue or adhesive tape to attach materials				
4.	Chooses decorative elements				
5.	Arranges decorative elements				
6.	Presses and holds materials in place to fix them				
7.	Moves hand precisely to place small objects				
8.	Cuts cardboard or foam to specific shape				
9.	Paints or colors within specific areas				
10.	Demonstrates spatial awareness in layout				
	Others:				

ART NOUVEAU STAINED GLASS WORKSHOP -
research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Uses safety equipment properly				
2.	Traces patterns on foil or plastic				
3.	Cuts shapes along marked lines				
4.	Marks shapes along the trace				
5.	Applies colors within specified shapes				
6.	Combines elements to complete visual composition				
7.	Demonstrates care in handling fragile materials				
8.	Follows visual instructions				
9.					
10.					
	Others:				

PHOTOGRAPHY AND ICT WORKSHOP- research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Turns on/off the camera				
2.	Holds camera steady				
3.	Frames and captures an image				
4.	Recognizes visual composition				
5.	Opens files/photos on a computer				

6.	Copies, saves and shares images				
7.	Follows a visual theme or instruction				
8.					
9.					
10.					
	Others:				

PLANTING HERBS WORKSHOP- research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Places seeds or seedlings into the soil				
2.	Covers seeds with soil				
3.	Waters the plant using a watering can				
4.	Identifies parts of a plant (root, stem, leaf, flower)				
5.	Arranges pots or containers				
6.	Follows the steps in the planting process				
7.	Demonstrates care and responsibility for living things				
8.	Differentiates plant sizes and types				
9.					
10.					
	Others:				

COOKING WORKSHOP research team from Poland

	Specific skills	Relevance			Notes:
	Examples:	1	2	3	
1.	Lights the matches. Uses the pocket lighter				
2.	Opens the cover of a bottle with an opener				
3.	Opens the can cover				
4.	Cuts the food into pieces				
5.	Cuts the dough with knife				
6.	Slices the food				
7.	Flakes the food				
8.	Peels the food with a knife				
9.	Pour liquid from one container to another without spilling				
10.	Arranges the objects side by side				
11.	Measures with a glass.				
12.	Measures with a spoon.				
13.	Uses the oven				
14.	Can read a receipe				
15.					
16.					
17.					
18.					
	others				
19.	Reading skills				
20.	Basic mathematic skills				
21.	Estetic skills				
22.	Motor skills				
23.	Time management				

24.	Ingredients knowledge				
25.	Hygenical skills				

ART WORKSHOP research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Folds papers				
2.	Cuts papers and blotting paper				
3.	Presses the object strongly				
4.	Fixes and removes small objects				
5.	Cuts Paper and cardboard acording to size				
6.	Presses the object strongly				
7.	Sticks the showing objects surfaces together				
8.					
9.					
10.					
	others				
11.	Attention to details				
12.	Petience and persistance				
13.	Fine motor skills				
14.	Creativity				
15.	Self-expression				

CARPET WEAVING WORKSHOP research team from Turkey

Specific skills	Relevance			Notes:
Examples:	1	2	3	

1.	Recognizes the weaving loom when shown.				
2.	Distinguishes weaving threads by their colors.				
3.	Selects the requested thread.				
4.	Stretches the thread on the loom with teacher's guidance.				
5.	Keeps the loom organized				
6.	Passes the thread over and under.				
7.	Pulls the thread tightly.				
8.	Places the woven row in alignment				
9.	Continues weaving without mixing the over–under sequence.				
10.	Repeats the same movement according to the instruction.				
11.	Chooses the specified color of thread.				
12.	Changes colors in the correct order.				
13.	Applies simple patterns by modeling the teacher				
14.	Notices incorrect weaving with teacher's help.				
15.	Tries again by correcting the mistake.				
16.	Completes weaving to the specified size.				
17.	Ties the threads.				
18.	Removes the carpet from the loom				
19.	Carries out the weaving process with teacher's reminders.				
20.	Weaves several rows independently.				
21.	Collects and organizes materials				
	OTHERS:				

MARBLING WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	1. Identify the tools and equipment used in marbling art.				
2.	2. Explain the basic techniques used in marbling.				
3.	3. In marbling, the student drops paint into water with a brush.				

4.	4. Manipulates the dripped paint with shaping tools.				
5.	5. Transfers the resulting pattern to paper.				
6.	6. Carefully removes the paper from the water.				
7.	7. Allows the paper to dry.				
8.	8. Uses tools and equipment appropriately during work.				
9.	9. Follows the rules of cooperation and patience within the group.				
10.	10. Explains the work performed.				
	Others:				

POTTERY WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Uses ceramic materials in accordance with given instructions.				
2.	Distinguishes different shapes on the ceramic surface.				
3.	Correctly names and uses colors.				
4.	Follows the steps of ceramic making in the correct order.				
5.	Uses a three-part object as a model and creates a similar one.				
6.	Kneads the ceramic clay with both hands.				
7.	Creates the given model using hand-eye coordination.				
8.	Uses necessary tools appropriately during the ceramic activity.				
9.	Applies techniques such as pinching and pressing with fingers.				
10.	Combines small parts to form a whole.				
11.	Verbally describes the ceramic work he/she has created.				
12.	Uses key concepts correctly during the activity.				
13.	Responds appropriately to the teacher's questions during the ceramic activity.				
14.	Accurately names colors, shapes, and objects.				
15.	Actively participates in group activities.				
16.	Waits for his/her turn during the activity.				
17.	Shows the product he/she made to peers.				
18.	Gives positive feedback about others' work.				
19.	Expresses satisfaction in displaying the final product at the end of the activity.				
	OTHERS:				

RATTAN WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Cut the rattans into lengths of 30 cm and 100 cm.				
2.	Soak the cut rattans in warm water and let them soften.				
3.	Place 6 horizontal and 5 vertical rattan strips on the table.				
4.	Cross the strips in a plus (+) shape and start weaving from the center.				
5.	Weave 3-4 rows using the over-under technique.				
6.	While expanding the weave, group the lower rattans in pairs.				
7.	Continue weaving the paired rattans using the over-under technique.				
8.	When you reach a diameter of about 10–12 cm, bend the ends backward.				
9.	Determine the endpoint of the bent rattan ends.				
10.	Loosen the determined points using a long crochet hook.				
11.	Trim the remaining long rattans appropriately with scissors.				
12.	Insert the end of the long rattans into the loosened spots.				
	OTHERS:				

POTTERY WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Knows the basic pottery and molding tools and machines				
2.	Kneads the clay in order to give shape				
3.	Follows simple instructions				
4.	Has fine motor skills				
5.	Creates a ceramic creation using hand-eye coordination.				
6.	Knows all the stages of pottery creations (shaping, coloring, glazing, baking, etc)				
7.	Keeps the workshop clean after finising the creations				
8.	Uses necessary tools appropriately during the ceramic activity.				
9.	Applies pottery techniques such as pinching and pressing with fingers.				
	OTHERS:				

Honey extraction WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Has fine motor skills				
2.	Hand – eye coordination				
3.	Follows step by step instructions				
4.	Is precise and careful when extracting the honey				
5.	Knows the basic tools and machines				
6.	Knows hot to use the fork tool				
7.	Knows how to use the honey extraction machine				
8.	Follows safety and hygiene instructions				
9.	Keeps space clean				

	OTHERS:				

Preparing breakfast WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Knows how to place the placemats, the napkins, froks, spoons, etc on the table				
2.	Follows simple instructions				
3.	Follows safety and hygiene instructions				
4.	Knows how to serve coffee / tea				
5.	Keeps the space clean				
6.	Cuts the cake into slices				
7.	Is polite and helpful				
	OTHERS:				

Mosaic WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Cuts paper into small pieces				
2.	Glue small papers into given pattern				
3.	Creates its own pattern				
4.	Has fine motor skills				

5.	Has patience				
6.	Can cooperate with classmate in order to create a bigger mosaic				
7.	Knows how to use different materials in order to create a mosaic				
8.	Keeps space clean				
	OTHERS:				

Cooking WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Can read the recipe and follow the instructions				
2.	Can chop the vegetables				
3.	Can grate the vegetables				
4.	Can knead the ingrediends and makes small pieces				
5.	Cuts the dough with knife				
6.	Knows the basic kitchen tools				
7.	Knows how to use kitchen				
8.	Peels the food with a knife				
9.	Knows how to fry				
10	Knows how to measure the ingrediens				
	OTHERS:				

Art WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	

1.	Folds papers				
2.	Cuts papers and blotting paper				
3.	Presses the object strongly				
4.	Follows simple instructions				
5.	Cuts Paper and cardboard acording to size				
6.	Presses the object strongly				
7.	Sticks the showing objects surfaces together				
8.	Has fine motor skills				
9.					
10					
	OTHERS:				

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