

Connection to Project Curriculum - A friend in need is a friend indeed

N	teacher/school/ country	the subject	Objectives of the project	Note
1.	Manana Bakradze LEPL Mikheil Javakhishvili N 124 Public Schoo	Georgian language and literature	<p>the student should develop artistic-aesthetic taste; to develop the student's literacy (in addition to media literacy and digital literacy) skills; The student should develop the skills of creating and presenting and sharing different types of texts defined by the standard (including texts created using modern technologies); to develop a sense of respect and responsibility towards the native language and literature, Georgian culture in general; to contribute to the formation of the student as a person who respects other cultures;</p>	
2.	Nani Totladze LEPL Public school of village Ceronis of Kareli municipality	Fine and applied arts	<p>Characteristic features/artistic features of different eras/cultures/trends/styles of art</p> <ul style="list-style-type: none"> • The art of every era, culture, trend, style has its own characteristics, which are determined by various factors; • mutual influence plays a big role in the formation of art of different eras and cultures; • You can understand a lot about different eras and cultures through art. <p>In addition to subject outcomes, the following pervasive skills and values should also be targeted for learning and assessment from the national curriculum goals:</p>	

			<ul style="list-style-type: none"> • critical thinking; • cooperation; • compliance with ethical norms; • Observance of ethics and safety norms during research work. • Learning to study, independent activities; • use of information and communication technologies; • Literacy. 	
3.	mzia sakandelidze LEPL Tbilisi N45 public school	Geography/Science	<p>I. Study and analysis of the geographical environment (student achievement indicators):</p> <p>The student studies and analyzes the interdependence of man and nature in different geographical spaces.</p> <p>Evaluates the social and economic environment according to geographical space.</p> <p>II. Human geography and global processes:</p> <p>The student analyzes geographical conditions and inequality of access to resources between regions.</p> <p>Understands global and local social problems and establishes their geographical connection.</p> <p>III. Civic and environmental awareness:</p> <p>Develops social responsibility towards geographical problems.</p> <p>Participates in practical activities aimed at caring for the well-being of society.</p>	

4.	Vig Iuditm-Zsuzsi, Colegiul Național "Simion Bărnuțiu", Șimleu Silvaniei, Romania	English Language		
5.	Tihana Mudrovčić Tehnička škola Ruđera Boškovića Vinkovci, Croatia	English Language		
6.	Jana Mašlonková, Private school, Biela voda, Kežmarok, Slovakia	Civics, Ethics, Vocational subjects - clothing	<p>Promoting international cooperation - Pupils and teachers have the opportunity to work with partners from different countries, promoting mutual understanding and respect for other cultures.</p> <p>Improving digital competences - Projects often use digital tools for collaboration and communication, helping participants to develop ICT (Information and Communication Technology) skills.</p> <p>Developing language skills - Communication in eTwinning projects is often in a foreign language, which contributes to improving the language skills of both pupils and teachers.</p> <p>Fostering creativity and innovation - Projects encourage the development of original solutions and the use of different creative approaches to solve tasks and problems.</p> <p>Fostering teamwork and collaboration - Pupils and teachers work together in teams, learning to work effectively in a group and achieve goals together.</p> <p>Promoting lifelong learning - Projects contribute to the development of skills and knowledge that have long-term benefits and support personal and professional growth.</p> <p>Improving organisational and project skills - Participating in projects teaches planning, organising and project management.</p> <p>These objectives help students and teachers develop a number of key competencies that are important in today's globalized and digital world.</p>	
7	Tülay Ünel Ustalar	English language		

	Ahmet Erdem Anadolu Lisesi Bursa, Türkiye			
8	Natia Bardavelidze - LEPL Public School N1 of Terjola, Georgia	Georgian language and literature	<p>The student should be able to:</p> <p>Geo. Intr. 3 Use works created in a particular era and/or culture to express their own position or attitudes by discussing the issues, values, and views reflected in them.</p> <p>Geo. Intr. 6 Compose texts of various formats, types, and genres for a particular purpose (for example, to present the results of analysis, for self-expression, to convey moods, impressions, and emotions).</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Adequate use of linguistic and expressive means, including grammatical forms and syntactic constructions, for various purposes (e.g., interpreting what has been read, evaluating it, presenting one's own position, self-expression); • Purposeful use of language as a tool for expressing opinions; • Selection and use of verbal and non-verbal means to establish successful communication, taking into account communication factors (e.g., topic, audience, communication channel). 	
9	Maia Loria - LEPL N11 Public School of Samtredia	Georgian language and literature	<p>The student should develop the skills of working independently on different types of oral and written texts defined by the standard, understanding and analyzing them, interpreting and arguing; to develop the student's language skills, to enrich the vocabulary; the student should develop artistic-aesthetic taste; to develop the student's literacy (in addition to media literacy and digital literacy) skills;</p> <p>The student should develop the skills of creating and presenting and sharing different types of texts defined by the standard (including texts created using modern technologies);</p>	

			<p>to develop a sense of respect and responsibility towards the native language and literature, Georgian culture in general; to contribute to the formation of the student as a person who respects other cultures; To promote the formation of the student as a humane, values-oriented, creative and searching person.</p>	
10	Maia Matiashvili -LEPL Signagi Municipality village Jugaani Public School/ Georgia	Geography/Civic education	<p>Geo. Sab. 10. showing a caring attitude towards the environment; Geo. Sab. 11. Understanding the environmental, social and economic importance of sustainable development for the well-being of the population; Geo. USA 3. analyze the main characteristics and dynamics of the population to determine their impact on natural and social systems; The teaching-learning goals of the national curriculum are to develop the following penetrating skills and values: creative thinking, cooperation Communication, use of information and communication technologies, literacy Every person is an individual with a certain language, culture, tradition, who can make his unique contribution to the progress of the country or society. This will stimulate the adolescent's full development and help him to conduct intercultural dialogue both inside and outside the country;</p>	
11	Aylün Yaman Yolcu- Edirne High School-Türkiye	Chemistry/eTwinning Club	Developing foreign language skills, getting to know different cultures, developing information technologies, learning European values and European citizenship	
12	Assiye Şahin Akbulut İstanbulluoğlu Social Sciences High School Balıkesir Türkiye	Sociology,logic, psychology,philosophia	<p>Culture,city , friend ext Our project will contribute to the sociology course on culture. It is possible to enrich examples from our country and the world in material and spiritual culture with the activities in the project. We will write propositions from the topics we learnt in the logic lesson. In the democracy and human rights lesson, we will choose a logo</p>	

			and poster. We will give examples of the flag and anthem of the countries in the learning unit in the psychology course. We will share our digital skills, the web 2 tools we have learnt and e-safety in the learning unit.	
13	Tuğba KARACA Samsun İbrahim Tanrıverdi Social Sciences High School, Türkiye	English language	foreign language development, intercultural awareness, digital skills	
14	Mehtap ŞEN Marmaris Religious Anatolian High School, Türkiye	English Language	Foreign language improvement, intercultural awareness, digital technology development	
15	Selma EREN Balıkesir Burhaniye Hacı Mustafa Müdüroğlu O.O. Türkiye	Technology and Design		
16	Nilgün KORKUT Başakşehir Şehit Haki Aras Kız Anadolu İmam Hatip High School	English Language	Foreign language improvement, intercultural awareness, digital technology development	
17	Natela Narindoshvili- LEPL Signagi Municipality village Jugaani Public School /Georgia	elementary grades (science, Georgian language)	thematic framework Study topics should be related to the following topics: <ul style="list-style-type: none"> • Life, wishes, dreams, fantasies of peers; • game, fun, sports, holidays; travel; • family/house; relationships between family members; • school; learning and education; hard work • Values (eg, caring, compassion, goodness and evil); • Nature, the relationship between man and nature; • homeland, native culture; Cultural diversity (eg, celebrations). The student should be able to: Description of the location of Georgia;	

			Discussing weather components that change according to seasons for different regions of Georgia.	
18	Marina Kaldi 2nd Protypo Lyceum of Tripolis Greece	History, culture, Greek language and literature,	Students will learn and use vocabulary related to friendship, solidarity, and social relationships . They will practice idiomatic expressions and proverbs related to helping others . They can practice formal and informal speech , improving their conversational skills in real-life scenarios. The Greek curriculum emphasizes values and ethics in language learning.	
19	Manana Molodinashvili-LEPL Lagodekhi Municipality Village Kartubani Public School	Georgian language and literature	<ul style="list-style-type: none"> .To develop students' skills in working independently with texts, understanding, interpreting and arguing them; .To cultivate students' artistic and aesthetic taste; .TO support the formation of students as individuals who respect other cultures; .To promote the development of students as creative and inquisitive individuals oriented toward humanistic values; .To enhance skills in teamwork and effective use of technology 	
20 21	Marina Ilicheva, IP LT ORT "B.Z.Hertli", Moldova	English language	<p>1. Research and Comparative Writing</p> <p>Objective: Develop students' writing, reading comprehension, and socio-linguistic competences by researching and comparing how climate change affects different countries.</p> <p>Curriculum Integration:</p> <p>Writing: Students will write a structured comparative essay, using linking phrases, formal vocabulary, and coherent paragraphs.</p> <p>Reading: Students will gather information from academic texts or articles in English.</p> <p>Competences: This task enhances their linguistic (academic language use), socio-linguistic (understanding of different countries' contexts), and cultural awareness.</p>	

			<p>2. Formal Debates on Cultural Responses to Climate Change Objective: Strengthen speaking, listening, and linguistic competences through structured debates on cultural and societal reactions to climate change in different countries. Curriculum Integration: Speaking: Students will practice formal debating, learning how to construct arguments and use persuasive language. Listening: Students will develop active listening skills by responding to counterarguments. Competences: This task focuses on linguistic competence (formal register, argumentation), socio-linguistic competence (understanding cultural context), and social competence (collaboration and respectful discourse).</p> <p>3. Cultural Exchange Videos with Peer Feedback Objective: Practice writing and speaking skills, while enhancing linguistic, socio-linguistic, and cultural competences. Curriculum Integration: Writing: Develop formal and informal writing skills through script drafting. Speaking: Practice fluency and pronunciation in video recordings. Competences: Encourages linguistic competence (language accuracy), socio-linguistic (using language appropriate to the cultural context), and cultural competence (understanding different perspectives).</p> <p>4. Listening and Note-taking with Climate Change Documentaries Objective: Enhance listening comprehension and note-taking skills, while improving socio-linguistic competence by analyzing the language and cultural implications in climate-related media. Curriculum Integration: Listening: Develop active listening and comprehension of complex, authentic language. Writing: Summarize the documentary's main points in English using correct grammar and structure. Competences: Focuses on linguistic competence (comprehension</p>	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>of spoken language), social competence (critical thinking and summarization), and socio-linguistic awareness (how different regions address climate issues).</p> <p>5. Project-Based Cultural Poster with Presentations Objective: Encourage reading, writing, and speaking skills, while developing cultural and socio-linguistic competences. Curriculum Integration: Reading: Students will research and interpret information on cultural and environmental practices. Writing: Write concise descriptions for the poster using appropriate vocabulary. Speaking: Present the information formally to their peers. Competences: Focuses on linguistic competence (accurate language use), socio-linguistic competence (understanding and discussing cultural norms), and cultural awareness (appreciating the link between traditions and environmental actions).</p>	
21	Emine YILDIZ Dinar Vocational and Technical Anatolian High School	Child development and education teacher		
22	MARCU IULIA, SECONDARY SCHOOL NO. 8, SIBIU, ROMANIA	HISTORY, CULTURE, CIVIC EDUCATION	Getting to know different cultures, improving foreign languages, raising cultural awareness, researching information about different cultures, knowing about climate change.	
23	Izabela Mówka, Zespół Szkolno Przedszkolny w Lipinkach, Poland	English, German language	culture, history, friends, improving English	

24

Elena Gonzalez Gutierrez
Paul-Löbe-schule
Berlin, Germany

English language

Development of Language skills in English
Improvement of digital competences, ICTs
Promote exchange with students from other countries

25	Katarzyna Głaczowska, Publiczna Szkoła Podstawowa im. Komisji Edukacji Narodowej w Białobrzegach, Poland	English language	Getting to know different cultures, improving foreign languages, raising cultural awareness, researching information about different cultures, knowing about climate change.	
26	Tea Lomidze-LEPL Davit Kakiashvili Public School N2 of Khashuri, Georgia	English language ist.. Biology	IV.1. The student can listen and understand the ongoing interaction (dialogue, interview) between foreign language interlocutors on everyday topics. IV.6. The student can read and understand different types of informational text. IV.13. The student can compose a small text in which he shows the ability of self-expression. IV.16. The student can participate in the interaction. IV.17. The student can cope with the current communication situation. IV.18. The student can talk about familiar topics. IV.21. The student is familiar with the cultural realities of the target country/countries. IV.23. The student shows interest and a tolerant attitude towards the characteristics of cultures.	
27	Nana Grigalashvili	Georgia Tbilisi 156 public schools		
28.	Asmat Rodonaia LEPL Public School N9 of Zugdidi,, Georgia	Georgian language and literature	Geo. Sab. 8 Compilation and sharing of texts of different types and genres defined by the standard, taking into account the communication situation (during oral and/or written speech). Geo. Sab.11. selection and adequate use of oral, reading, writing strategies in accordance with the purpose	
29	Tina Saneblidze	Primary school teacher	The student's vocabulary will be enriched;	

	TBILISI Public School N32 Georgia		the ability of presentation will be developed; Ability to respect and be responsible for others. digital literacy skills will be developed; It will contribute to the development of the student as a humane values-oriented and creative person.	
30	Büşra ÇAY-Kahramankazan Kız Anadolu Imam Hatip High School,Türkiye	Computer Teacher	<p>INFORMATION TECHNOLOGIES AND SOFTWARE LESSON PLAN</p> <p>Lesson Topic:</p> <p>Safe Internet Use and Digital Citizenship (Unit: Information Security and Digital Ethics)</p> <p>Integration of the Proverb:</p> <p>“A friend in need is a friend indeed.” ➤ This proverb is linked to supporting friends in digital environments, standing against cyberbullying, and emphasizing solidarity and digital ethics.</p> <hr/> <p>◆ LEARNING OUTCOMES:</p> <p>The student;</p> <ol style="list-style-type: none"> 1. Gives examples of challenges encountered in digital environments. 2. Recognizes ethical behavior against cyberbullying and online harassment. 	

3. Understands the importance of being a trustworthy digital friend.
 4. Relates the meaning of “A friend in need is a friend indeed” to digital life.
 5. Explains the correct and responsible use of digital tools.
-

 **LESSON DURATION:**

40 minutes

 **INTRODUCTION (5 Minutes):**

- Present the following scenario to students:

“One of your friends is being bullied on a social media platform. You see it. What would you do?”

- Collect and write down students' answers.
- Then, write this proverb on the board:
“**A friend in need is a friend indeed.**”
- Ask: “How can this proverb be meaningful in the digital world?”

Lead a short discussion.

 **DEVELOPMENT (25 Minutes):**

◆ **1. What is Digital Friendship?**

- Introduce concepts: Digital citizenship, online empathy, and respect.
- Discuss the differences between real-life and online friendships.
- Ask: “Is being a digital friend just about messaging?”

◆ **2. Linking the Proverb with Digital Empathy:**

- Students relate the proverb to real digital situations:
 - A friend’s account gets hacked
 - Someone is being mocked online
 - A classmate asks for help, but everyone ignores them

◆ **3. Group Activity – Digital Ethics Poster Design:**

- Students create a mini poster with the theme:
“True friendship continues in digital life too.”

- The poster should include both the proverb and an ethical message.
(Tools: Canva, Google Drawings, PosterMyWall, etc.)
-

 **EVALUATION (5 Minutes):**

Ask students the following reflection questions:

1. What should we do when a friend faces trouble online?
2. How does the proverb “A friend in need is a friend indeed” apply to digital spaces?
3. What would you do if your friend’s social media account was hacked?

Students share their answers.

 **HOMEWORK / REINFORCEMENT ACTIVITY:**

- Assignment:
“Write a short story about a time when you helped a friend (or wanted to) in a digital setting.”
-

			<p> MATERIALS:</p> <ul style="list-style-type: none"> ● Computers / Tablets ● Canva or Google Drawings ● Sample posters ● Digital ethics list <hr/> <p> NOTES:</p> <ul style="list-style-type: none"> ● This lesson helps students learn ethical behavior in digital spaces while reinforcing the moral value of true friendship. ● The proverb gains new meaning within the context of modern digital life. 	
31	Bekir KARACA -Kahramankazan Kız Anadolu Imam Hatip High School, Türkiye	Assistant manager	<p>COURSE OUTCOMES: Student;</p> <p>Distinguishes the concepts of friendship and companionship.</p> <p>Evaluates the characteristics of a true friend within the framework of Islamic morality.</p> <p>Analyzes the meaning of the proverb “A friend is known on a dark day.”</p>	

			<p>Recognizes the examples of friendship and companionship of the Prophet Muhammad.</p> <p>Understands the importance of supporting friends in difficult times.</p> <p> COURSE DURATION: 40 minutes</p> <p> INTRODUCTION (5 minutes): Students are asked the following question: “Who do you think a true friend is?”</p> <p>The answers given by the students are written on the board.</p> <p>Then, the proverb “A friend is known on a dark day” is written in class.</p> <p>Students are asked to explain this proverb verbally.</p> <p> DEVELOPMENT (25 Minutes):</p> <ul style="list-style-type: none">◆ 1. Friendship with the Quran and Hadiths: Surah At-Tawbah 119: “O you who believe! Fear Allah and be with those who are truthful.” <p>The migration journey of Hz. Muhammad (pbuh) with his closest friend Hz. Abu Bakr is narrated.</p> <p>“Their supporting each other even when they were alone in the cave is an example of true friendship.”</p> <ul style="list-style-type: none">◆ 2. Friendship with Moral Values: Concepts such as cooperation, loyalty, trust, empathy are emphasized.	
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Group work: Students write a short scenario about “someone who helps a friend in trouble.”

- ♦ 3. Evaluating the Proverb from a Moral Perspective:
A discussion is held on when the saying “A friend is known in a difficult day” can be said.

Examples from modern life are given: An activity to remind us who is with us in times of earthquake, illness, and loneliness.

🎯 EVALUATION (5 minutes):
Students are asked the following questions:

When do you think true friendship is understood?

What did you learn about the friendship of the Prophet?

Have you experienced the proverb “A friend is known on a dark day” in your life?

The answers are shared in the classroom.

📖 LESSON REINFORCEMENT ACTIVITY (Homework):
They are asked to write a short article titled “Tell me about an incident you experienced regarding true friendship”.

Students who wish can also express this incident with a picture.

📌 MATERIALS:
Verse and hadith cards

Proverb poster

			Board-pencil Group work papers	
32	Antonia Tsagkli 3o Gymnasio Kalamatas	religion teacher	Know about others' cultures, interact with other people, improve language and technological skills.	
33	Nato Natmeladze	English Language	<ol style="list-style-type: none"> 1. Listening/reading and understanding didactic texts of different genres using language-grammatical means, strategies of knowledge of literary features to obtain the necessary information. 2. Oral speech using language -grammatical means, strategies of knowledge of genre characteristics according to a specific model or with the help of supports. 3. Creating a written text according to a specific model or with the help of supports, using the knowledge of the genre characteristics of linguistic and grammatical means and strategies. 4. Participating in interactions on familiar topics by selecting and using appropriate strategies on current familiar topics on actual issues or problems. With standard wear and clear speech are used. 5. Understanding the values of different cultural norms and showing a positive attitude towards cultural diversity: dialogue. 	
34.	Agnieszka Gut Szkoła Podstawowa im. gen M. Zaruskiego w Zielonkach Parceli	English Language	master language, culture, art, project cooperation and technical skills	
35.	Ekaterine Megrelishvili	English language	Students will gain knowledge about their own cultural background	

			<p>and heritage.</p> <p>they will have a good understanding of the Universal Declaration of Human Rights and its importance. Understanding and sharing individual and social values is important for community building.</p> <p>They'll become confident in expressing their knowledge about social and environmental issues through creative activities (e.g. storytelling, poster making).</p> <p>They 'll feel competent in teamwork and in the realization of joint projects.</p>	
36	Ana Tepnadze	English Lnaguage	<ul style="list-style-type: none"> · performing various functions in a group/team; ·Share resources, opinions, knowledge in order to solve problems jointly, to make decisions jointly. ·Performance of distributed work among group members. <p>Use of information and communication technologies</p> <ul style="list-style-type: none"> ·Searching for information/learning material (didactic, pragmatic, informational, entertainment-creative texts) on the Internet through various search engines; ·Using information and communication technologies to create educational materials and different types of texts and to implement projects. <p>Use of information communication technologies (eg, Word, PowerPoint) to process teaching materials and various types of electronic texts.</p>	

			<p>research</p> <ul style="list-style-type: none"> ·determination of the research task, research procedures, data collection methods and accounting forms; selection of appropriate resources; ·Conducting research, data recording and presentation/organization in various forms; ·data analysis, drawing conclusions based on reasoned reasoning; evaluation of research results; 	
37	Khatia Gogaladze	English language	<p>First Foreign Language (English Language) Standard For.VI.1.</p> <p>The student can listen and understand the ongoing interaction</p>	

between foreign language interlocutors (dialogue, monologue, interview) on various topics.

For.VI.7. The student can read and understand a short narrative text (eg, adapted story, memoir, true story, etc.).

For.III.16. The student can participate in the interaction.

			<p>For..III.18. The student can speak based on the aids.</p> <p>For..VI.21. The student is familiar with the cultural realities of the target country/countries.</p> <p>For.VI.22. The student shows interest and shows a tolerant attitude towards foreign language cultural and socio-cultural features.</p>	
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

38.	Nino Samkharauli / LEPL Gardabani Municipality Village Sartichala N3 Public School / Georgia	Chemistry	<p>Creative Thinking</p> <ul style="list-style-type: none"> ● Implementation of the design creatively. ● Accepting challenges, taking bold steps in school activities. ● Equally distribution and performance of work during group/teamwork; ● Readiness to perform various functions in a group/team; ● Constructive discussion of different ideas, views; ● Sharing resources, opinions, knowledge to jointly solve problems, make decisions collectively. <p>Entrepreneurship, Initiative Detection and Becoming aCase</p> <ul style="list-style-type: none"> ● Showing interest and curiosity in the learning and teaching process; ● Searching for new ideas, approaches, opportunities and implementing them to improve learning; ● Readiness to face challenges, to take bold steps. 	
39	Larisa Kavtaradze - LEPL public school of Tbilisi #177	Math	<p>Creative Thinking</p> <ul style="list-style-type: none"> ● Implementation of the design creatively. ● Accepting challenges, taking bold steps in school activities. ● Equally distribution and performance of work during group/teamwork; ● Readiness to perform various functions in a group/team; ● Constructive discussion of different ideas, views; ● Sharing resources, opinions, knowledge to jointly solve problems, make decisions collectively. 	

			<p>Entrepreneurship, Initiative Detection and Becoming aCase</p> <ul style="list-style-type: none"> ● Showing interest and curiosity in the learning and teaching process; ● Searching for new ideas, approaches, opportunities and implementing them to improve learning; ● Readiness to face challenges, to take bold steps. 	
40	Nona Papunashvili LEPL Akhmeta Municipalyti Village Magraani Public School	Georgian language and literature	<p>the student should develop artistic-aesthetic taste; to develop the student's literacy (in addition to media literacy and digital literacy) skills; The student should develop the skills of creating and presenting and sharing different types of texts defined by the standard (including texts created using modern technologies); to develop a sense of respect and responsibility towards the native language and literature, Georgian culture in general; to contribute to the formation of the student as a person who respects other cultures;</p>	
41	Tamar Kuliashvili-LEPL Public school of village	Georgian language and literature	<p>1.evaluating the text based on one's own experience expressing and explaining one's personal attitude towards the text; 2. Compilation and sharing of texts of different types and genres defined by</p>	

	Akhaldaba of Gori municipality		<p>the standard, taking into account the communication situation (during oral and/or written speech).</p> <p>3.functional use of knowledge of structural and organization elements for a specific purpose (during oral and/or written speech).</p>	
42	Mzia Bliadze - LEPL Surami Public School N4 (Georgia)	Biology-IST Technologies	<p>General skills: communication (communication with foreign peers), collaboration (group work), critical thinking and problem-solving skills are improved. Also, intercultural understanding and creativity are developed.</p> <p>Computer technologies: Students use games on the eTwinning platform, learn online communication tools (video calls, chats) and collaborative digital tools (editing documents, creating presentations). They create multimedia content and improve their mechanism and evaluation skills.</p> <p>Biology (or project): In biology projects, students develop scientific skills (data collection, analysis), expand biological concepts, learn data visualization and interpretation, and deepen environmental techniques.</p>	

