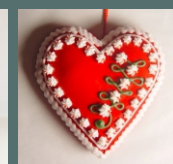
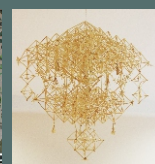


The Guide of Methodology to the educational program

„Employment of old crafts of European countries
for development of entrepreneurship skills“

Erasmus +, KA - 2 project „Do It Yourself“
2015-2017



"Do It Yourself" (DIY) 2015-2017



Funded by the
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The coordinating school



The partner schools



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INTRODUCTION

Not everyone can be good at science but almost everyone is able to develop one's creative abilities. In order to help youngsters find their place in this consumerist society and changing labor market we need to develop the entrepreneurship of our young generation. We want our pupils to change their attitude from "use it" to "do it yourself". What is more, we aim to direct the youth to such common values as close communication and self-perfection in regard to the pride of national identity and tolerance to other nations, environmental awareness and social entrepreneurship in the context of European cooperation.

Getting to know national old crafts of our own country and other European countries we can develop better understanding of different cultural backgrounds. Similarities and differences of national features defined by historical and social factors prove all nations to have evolved due to the same satisfaction of practical needs.

The knowledge gained through practice is long lasting and turns into skills. We aim to make our pupils turn to a practical and creative way of learning about their culture taking a closer look at old crafts which can give enormous satisfaction of self-realization and practical benefit. Isn't it amazing to be able to create some household things or decorations by themselves, what is more, to create things which are unique due to national patterns, ornaments and making techniques.

We all are becoming the citizens of the global village with abundance of information and new technologies, and we and teenagers especially lack real communication, deeper knowledge about the essential values of each nation such as culture, traditions and customs which have to be conveyed from generation to generation. The gained craft skills and entrepreneurship competences are very useful in one's personal life and may even shape future career.

THE PURPOSE AND THE STRUCTURE

This Guide of Methodology is a manual for technology teachers and other secondary school educators who would like to develop young people's entrepreneurship skills employing the old crafts of the European countries, participants of Erasmus+ KA-2 programme Project „Do It Yourself“. The Guide of Methodology with DVD includes the project activity outputs: educational program "Employment of old crafts of European countries for development of entrepreneurship skills"; the short descriptions of the distinctive old crafts of partner countries; the lesson plans of 27 lessons with the methodology of making handicrafts based on those distinctive old crafts and using recyclable materials for realisation of a common old craft- basketry; 8 lesson plans and handouts for teaching business ABC; the photos with the short descriptions of 4 different variations of the same modernized national costume; the photos of the teachers and students' project teams who are the authors of all the materials in this Guide and DVD, and the teachers' commentaries about the Project itself; the Internet link to the Project „Do It Yourself“ web page where visitors to the web page can find the photo gallery and videos about all Project mobility meetings, the project quarterly newsletters, the photos from the Trade Fairs and other celebrations and events, and many other links and materials created during two years of the project.

The DVD has 9 tutorial videos of all old crafts included in the Project, the PPT presentations about these old crafts and the presentations to be used for business ABC lessons.

ROKIŠKIO JUOZO TUMO-VAIŽGANTO GIMNAZIJA - the coordinating school

Rokiskis Juozas Tumas-Vaižgantas gymnasium is the only gymnasium in Rokiskis town which provides secondary education. There are two branches of the gymnasium (Senieji Rūmai and Romuva) with 115 teachers and 758 students aged 15-19 totally. The gymnasium has 2 psychologists, a social worker and a specialist working with the special needs pupils. The Romuva branch takes part in the project. Most of the students are Lithuanians from Rokiskis town but some students live in rural areas and are taken to school by school bus. Our students learn three foreign languages, the first of them is English, the second one is optional – German or Russian. In form 10 (form 2 in gymnasiums), pupils are able to choose subject modules and study optional subjects following their bent and abilities. Compulsory education is provided up to the 10th form. Then students can choose to undergo an Assessment of Foundation Education test. After passing the exams, they can choose to study in a secondary school that focuses on academics, or undergo vocational training in vocational schools. Secondary education is provided for two years (forms 3 and 4 in gymnasiums). Pupils study according to individual education plans. The gymnasium participates actively in national and international projects and has rich experience of ecological national projects. Several times the gymnasium has won the Green Flag for ecological activity.

(prepared by teacher Sandra Liugienė)

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PRVA EKONOMSKA ŠKOLA - partner school

The First School of Economics is state Secondary Vocational School of Economics, covering Economics as the only one educational profile. It provides four year education of formal character pursuant to the teaching curricula for economics and legal vocation adopted by Ministry of Science, Education and Sports of Republic of Croatia.

The First School of Economics has been educating young generations for 130 years and preparing them for the world of entrepreneurship. The long tradition and quality of implementing the teaching process in education for entrepreneurship makes the school a leading school of economics in the Republic of Croatia. The quality of the school's work is confirmed by the membership in the Academy of Central European Schools. School, parallel with regular education for pupils, provide the programs of retraining and adult education programs, and is actively involved in reducing unemployment and increasing entrepreneurial and business communication competencies of those who can't find work. Nowadays 1100 pupils attend the school and 83 teachers work there. The teaching staff of the First School of Economics possesses superior knowledge and experience in the process of teaching for entrepreneurship. Teachers are permanently attending education and professional trainings in the field of education for entrepreneurship. Many teachers are textbook authors by which the curriculum for economic profession is performed in the Republic of Croatia. They are mentors for teachers, masters, authors of textbooks, scientific and professional papers, etc. Within the curriculum, teachers cover these topics: the basics of tourism, entrepreneurship, family business, finance, management of small and medium-sized enterprises, and teachers perform a program in which pupils simulate the founding of their own small company, which is jointly administered for two years.

(written by Borut Razbornik , Class 3.F)

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ESCOLA SECUNDÁRIA ANTÓNIO DAMÁSIO (ESAD) - partner school

Escola Secundária António Damásio is a public secondary school situated on the oriental side of Lisbon in the borough of Olivais. It is sited in the heart of a residential area close to the river Tagus, the main railway station and the international airport (1800 metres away). The school was originally built in the early eighties and was substantially renovated 5 years ago.

There are approximately 160 teachers and 1600 students at ESAD. Many of these reside in the borough, although a significant number come from the neighbouring areas. The student population is socially and culturally diversified with students from different social backgrounds and nationalities.

The curricular offer is also diversified: there are regular, vocational and professional courses. However, most of our students attend regular upper secondary education courses. To enroll in the 10th form, students must pass the 9th form national examinations and only then do they choose the field of studies they wish to pursue: humanities or sciences and technology. As for foreign languages, students learn French or Spanish and English.

The school has got a well- equipped library, a cafeteria and a canteen (300 meals are served from Monday to Friday), good sports facilities, well-equipped laboratories, ICT rooms, electronics rooms and 40 classrooms, ... The students participate in several projects and activities (conferences, sports contests, field trips, visits to Museums and exhibitions, theatres, fairs, etc.) that are part of the Annual Activity Plan of the school.

The school is committed to: providing a welcoming and stimulating learning environment, in partnership with parents, local authorities and local community; shaping more caring, competent and cultured citizens.

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I.I.S. FRANCESCO ORIOLI - partner school

Our institute is a secondary vocational school called « ISIS F. ORIOLI» and it is situated in Viterbo and in Tuscania. ISIS F. Orioli represents a high value resource for its territory. Its structure has several educational path embracing many of the aspects of the modern work market. Our students receive update education connected with the modern professional required skills through the use of many didactic laboratories and activities. The legal education project adopted by all the teachers and students stresses our strong aim to fight against all kind of "mafia" organizations.

All our activities enrich the training offer providing enduring interaction among students, teachers and other professional figures operating in our school.

The main aims of the "ISIS Orioli" are:

- * Consider the student as the central element of the relation teaching/learning.
- * Innovative teaching.
- * Drop out prevention.
- * Teachers, students and families involvement.
- * Build networks of schools.

We are one hundred twenty teachers with nine hundred ninety seven students from fourteen to nineteen. Many of our students have a particular difficult social economic situation. We also have about fifty students with special needs followed by a special team of 35 teachers. The Italian pupils often come from families with poor means, they are interested in learning a manual profession so they can work as soon as they get off the secondary school and very few attend university.

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Irena Laužadienė,
the coordinator of the project,
the leader of the project group in Lithuanian school

The Erasmus+ KA-2 project “Do It Yourself” started for the Lithuanian team much earlier when the idea of it was generated. It was great that the teachers, once met at the teacher training course in Malta, joined the project, built their teams; and they all together found plenty of enthusiasm, determination and creativity to go through this project.

It was amazing to witness what impact the project made on the people who got involved in different project activities. The most wonderful thing was to see how the skeleton of the project gained its „flesh and blood“ and became a living creature. The planned activities evolved and were filled with teachers and student's participation, knowledge and emotions. Due to the project activities the students and teachers not only improved different competences but also enormously developed their cultural outlook and personal attitudes towards people of different nations.

As the coordinator of this project I have gained an enormous experience of arranging different documents, events and trips, planning meetings and activities and coping with the challenges while doing that. I am immensely grateful to the project leaders and teachers in partner countries who have been really helpful, well-meaning and understanding and who did their best to create project products and fulfill the planned activities with their colleagues and students' help.

The support and help of Gediminas Matiekus , the head teacher of Rokiškis Juozas Tumas-Vaižgantas gymnasium, and other teachers have been very important and appreciated from a very beginning of the project. Working as a team brings satisfaction and outstanding results. I strongly believe that accumulated practice and experience of working on this project will be greatly beneficial for the participants of the project as well as for all the schools involved in it. The Lithuanian teachers involved in the project : Loreta Rimšienė, Rita Sabalienė, Sandra Liugienė, Nijolė Zabarskienė, Virginijus Maurica, Donatas Puidokas.

Students' team



Teachers' team





Patrizia Falesiedi,
the leader of the project in Italian school

To be a partner of the DO IT YOURSELF project was a great experience for me. Since ever I am very interested in Erasmus projects and international education and teaching. This project gave to me, my colleagues and students the chance to be involved in traditional crafts of four different countries. Teachers and students attended the workshops with a lot of interest and curiosity and they all felt very enriched after two years of working and meeting. Reproducing old crafts was also a way to get in touch, to improve our foreign language and to get in touch with different cultures and traditions. Students have become very close during the meetings and many of them are still in touch on regular basis, I was also particularly happy to work with the coordinator and group leaders of the other countries. The four of us met several years ago at a seminar in Malta and since then, with the help of this project, we have been close friends.

The Italian teachers involved in the project: Pier Paolo Giacobbi, Silvia Trenta, Mario Lombi, Loretta Tofanicchio, Maria Cristina Baleani, Ilaria Cherubini, Clelia Vincenti, Giuseppina Russo.

Teachers' team



Students' team





Igor Čizmadija,
the leader of the Project in Croatian school

Participation in this project enabled the students of our school to learn new things about old crafts, to improve their language skills and get to know other cultures and customs. Because of the mobility the students made permanent connections with students from the partner schools.

Thanks to the DIY project, The First School of Economics has become recognizable in the European network of schools and got the opportunity to create partner relations with other schools.

I had the opportunity to lead a project and participate in its realization. I had the chance to get to know colleagues from the schools involved in the project, and to become friends with some of them. I hope this project will continue in all schools involved in the project as well as in other schools that want to experience the beauties of this project and to teach students about old crafts.

The Croatian teachers involved in the project: Zoran Babić, Velimir Fleischer, Katica Katalinić.

Students' team





Teresa Carvalho,
the leader of the Project in Portuguese school

According to all the members of the Portuguese team, taking part in this Erasmus + project was definitely a very worthwhile experience.

Getting to know different European cultures and lifestyles was very enriching both for the students and the teachers.

During our stay in the different countries we were met with different learning activities that were both challenging and motivating. Also, the crafts that were chosen were quite interesting and important as they carry the weight of the history of the country and its people. Moreover, the visits that were planned to museums and other beautiful places proved invaluable for all of us as they provided a wider picture of all the lovely countries we visited and contributed to broaden one's horizons.

Working together as a team was also quite stimulating and gratifying as we learned a lot from each other and had the opportunity to exchange teaching/ learning experiences. This experience proved invaluable for the school itself and the educational community as we had the chance to engage many others in the activities that took place at school (fairs, workshops, *project weeks* and *project days* activities, etc.). Relevant information about the project was provided through the students' articles that were published and in the newsletters, project webpage, school's webpage, etc., which contributed to expand the knowledge about these countries and cultures. To our Croatian, Lithuanian and Italian partners a very special thanks for their support and their friendship, for providing a wonderful stay in their countries and for all the lessons learnt within the project.

A special thanks to the coordinator of the project, Irena Lauzadiene, whose efforts, leading ability, persistence and dedication were quite important to meet the goals that were set.

Last but not least, a special thanks to the school directors and the families that received our students, for the warmth of their welcome and for making us feel at home.

Students' team



The Portuguese teachers involved
in the project: Teresa Carvalho,
Ana Filomena Alves,
Luísa Belo, Jaquelina Martins



THE SHORT DESCRIPTIONS OF THE OLD CRAFTS

LICITAR HEARTS (Croatia)

The tradition of licitar making in Croatia dates back to the 18th and 19th century. In the towns of Karlovac, Koprivnica, Varaždin and Zagreb licitar makers were reputable craftsmen, and their products were a popular favourite among members of all social classes. This decoration is traditionally produced in the central and eastern parts of Croatia. Licitar is a colorfully decorated cake made of honey dough. Traditionally it is of bright red colour and produced in various shapes and sizes, but mostly in the shape of a heart. Small size licitars are favourite decoration of Christmas trees in Croatian homes, whereas large size licitars are created for giving as a gift to loved ones at special occasions. The custom of giving heart shaped licitars to express love and devotion to another person is deeply rooted in the Croatian traditional heritage. Since 2010 the tradition of making licitar hearts is included in the UNESCO list of intangible world cultural heritage in Europe.



Source:

<http://www.licitar.hr/hr>

<http://www.min-kulture.hr>

Prepared by:

Dalija Stanić, 3.F



WOODEN TOYS (Croatia)

Traditional wooden toys of Croatian Zagorje are under the protection of UNESCO and have been on the list of intangible world cultural heritage in Europe since 2009. As a material for making wooden toys traditional craftsmen use soft wood, such as willow, linden, beech or maple.

According to tradition, wooden toys are made by men and painted by women. In the 19th century watercolour or ink was used for toys painting, and ecological paint or varnish is used today. Traditional craftsmen use the most basic colours for toys painting, which are drawn in floral or geometric patterns. The most famous traditional wooden toy of Croatian Zagorje is “čikačoka”, or also called “klepetača”.



It is a bird or a butterfly on wheels connected to a wooden stick, and its wings flap when it is pushed. In addition to the wooden toys, you can also find fifes, furniture for dolls, horses and other things.

Prepared by:
Hana Štefanac, 3.F



RAPHAEL'S ANGELS (Italy)

Sistina Madonna was painted by the master between 1512 and 1513, commissioned by Pope Julius II of the Oak for the new church of the Benedictine monastery of San Sisto in Piacenza.

The image is powerful: a shaded green curtain reveals an amazing Marian epiphany, amongst the Sisto pope and Barbara saints. Mary, with the Child in her arms, looks directly at the spectator. Below, the lower edge is treated as a real parapet, where Saint Sisto has supported the triangle, the papal tiara. And here, in the center, the two angels look out, added - he says - from Raffaello at a later time for compositive reasons. The two angels, among the most popular performances of the artist and figurative culture of the Renaissance, were reproduced as independent subjects from the nineteenth century. And still today they are one of the most iconographic motifs ever made in the world. A prominent element within the painting, the winged angels beneath Mary are famous in their own right. As early as 1913 Gustav Kobbe declared that "no cherub or group of cherubs is so famous as the two that lean on the altar top indicated at the very bottom of the picture." Heavily marketed, they have been featured in stamps, postcards, T-shirts, and wrapping paper. These cherubim have inspired legends of their own. According to a 1912 article in *Fra Magazine*, when Raphael was painting the *Madonna* the children of his model would come in to watch. Struck by their posture as they did, the story goes, he added them to the painting exactly as he saw them. Another story, recounted in 1912's *St. Nicholas Magazine*, says that Raphael rather was inspired by two children he encountered on the street when he saw them "looking wistfully into the window of a baker's shop." Raphael's chalk angels are usually made using chalk, water and rubber or plastic plaster cast. The procedure is quite easy you only have to mix water and chalk powder being careful to obtain a smooth semi-liquid substance. Then it must be poured into the plaster cast. Once it is made you should wait for a few hours in order to let it dry out and, at this point, it is finished. Once the technique has been learnt it could be applied to other objects or shapes.

The chalk angels are often used in a raw way, white as they are, but they are also painted in gold or other pastel colours typical for the sixteenth century.

Raphael's chalk angels are very common in Italy as home decorations. As they also have a strong religious meaning of custody and protection, they are also used to decorate churches and religious sites.



THE LENCI CLOTH (Italy)

The lenci cloth is a non-woven cloth (without warp and weft) obtained by felting the wool fibers generally carded sheep or mohair goat hair. It is a very versatile materials and it can be used in many ways. It is characterized by being warm, light and thin, very easy to cut and sew . Not being a fabric, it does not tend to fray when cut, will not come apart and does not need therefore finishing seams. It was invented by the Lenci Company for making artistic dools enterely made of cloth. The Company was founded in Turin in 1919 by Henry and Helen Scavini; its name come from the nickname of Helen (“Helechen”). Dolls, of great value, were made entirely of cloth: for molds shaped cloth was pressed into heads, faces painted, perfectly finished dresses, accessories and attention to detail. To try to make dolls washable-that truly these were never-was covered with a thin muslin cloth and, to mimic the skin velvety, sprinkled with powdered velvetine. The advent of other materials radically changed the production of celluloid dolls, making obsolete cloth ones and those in China.

The lenci factory soon become a meeting point for artists and a source of ideas, open to collaborations of artists of the time. Since many years the “pannolenci” is traditionally used to make also objects of decoration and jewelry.

The craft we are going to realize is lenci cloth jewelry, mostly earrings necklaces and pins. To realize this crafts, very common in Italy, we will need the Lenci cloth, a pair of sharp scissors, some hot glue and our immagination.

Cutting and glueing the Lenci cloth we can even realize a wide range of objects like dolls, home decorations, Christmas decorations, bags and dresses. During our workshop we will also use pins and very simple materials for jewelry like earring keepers, pins, and also plain wooden stick for making fullcoloured bookmarks.



PAPER CUTTING (Lithuania)

At the end of the 19th century and the first decades of the 20th century applied paper cuttings were an important decoration of the interior of the peasants' dwelling houses. Paper cuttings were used by country people to decorate the shades of lamps, corner shelves, and the frames of photos, paintings and mirrors. Windows, sideboards and shelves used to be decorated with paper curtains with elaborated patterns. Paper cuttings- mats were put under flower pots. Festive paper-cut placements laid under cakes were very popular too. Modest paper-cuts were used to decorate the edges of coffins. On All Saints' Day, white paper cuts with simple patterns were used to protect the burning candles against being put out by wind.

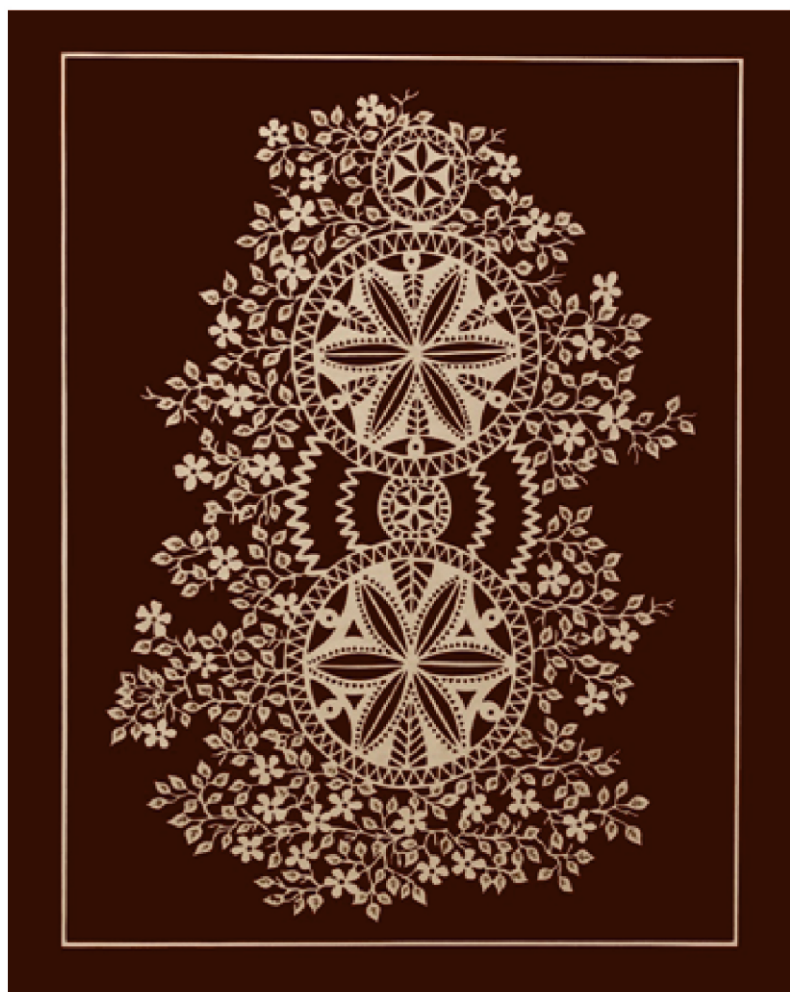
Although making paper-cuts was popular all over Lithuania, paper-cuts were exclusively used for decorating of the interior in rural areas. They were considered to be the occupation of the peasantry therefore they vanished in the course of time.

People tried to get white paper for cutting. The thinner paper was the more layers could be folded. The poorest people who had no white paper used to cut curtains and other home decorations from newspapers. Cutting was an occupation for children and women. They mostly used to cut with big scissors and some of them used small knives. Paper decorations used to be replaced several times a year, i.e. before the major public and family holidays- Christmas, Easter, Whit Sunday, wedding, christening or anniversaries.

Patterns usually were repetitive, simple, and geometric: diamonds, circles and triangles that made up the entire ornament. More talented cutters produced big format and more complex paper-cuts using the shapes of animals and plants for their patterns but different flowers and birds prevailed. Special cutting containing silhouettes of birds, horses, apples, wheat-ears decorated the seats of the bridegroom and bride during wedding-parties as symbols of wealth, well-being, and fertility. The patterns of traditional Lithuanian paper-cuts are related to decorations of other branches of folk art: patterns on glory-boxes, distaffs, Easter eggs and embroidery.

It was a usual thing to dispose of old, yellow and grey paper-cuts, nobody stored them. Quite a large collection of applied paper-cuts is stored in the national Museum of Lithuania. The oldest paper-cuts remained only in photos.

Prepared by Ugne Kolosovaite,
Lithuanian student
The main source- the book "Paper short
curtains", Odeta Tumėnaitė- Bražėnaitė,
Utena, 2014



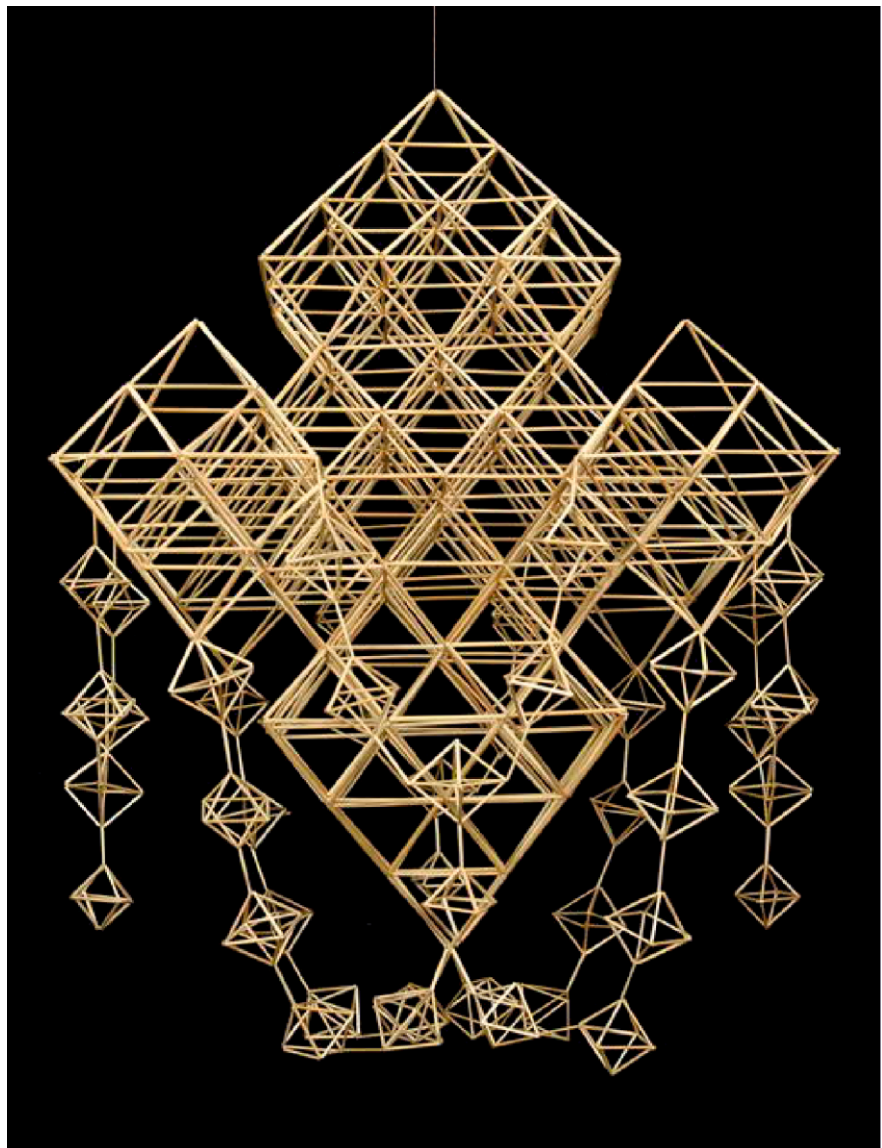
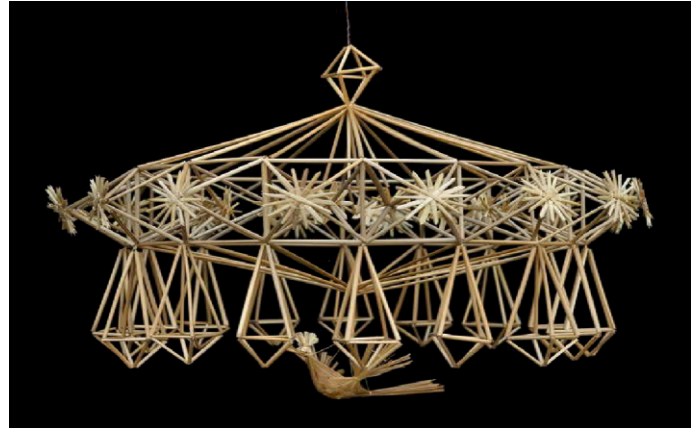
STRAW PLAINTING (Lithuania)

Straw plaiting is one of the oldest handicraft works in the whole world. It was created even earlier than pottery, because construction made of straws were used to create a base for a clay dishes. It is a method of manufacturing textiles by braiding straw. People made hats, chests, baskets, shoes, accessories and room decor details using this technique. Some of the most talented weavers managed to create furniture as well, which was a luxury in manors.

One of the most famous and widespread room decor detail was a Straw Garden in Lithuania. A Straw Garden is made of dry straws which are thread on the yarn in special order to create a three-dimensional geometrical object. The process of creating a Straw Garden requires patience and concentration, but it is easy and fun to do it!

The upper part symbolizes the sky, middle part-the human and bottom part-hell. People believed in the meanings of the signs in the past, so they liked to add some special symbols in the middle of the Straw Garden to make it more valuable for them (e.g.: a bird made of straws meant a connection between the sky and hell, a star symbolized the sun and light.). People used to hang them in the middle of the room where they spent the most of the time. Straw plaiting is one of the most valuable handicraft in Lithuania, a lot of people appreciate plaited things which they can buy in the fairs made by Lithuanian artisans.

Prepared by Beata Kirstukaite,
Lithuanian student



THE ARRAIOLOS' RUGS (Portugal)

The Arraiolos' rugs are rugs embroidered in wool, over a jute made of cotton or linen, characteristic of the village of Arraiolos, which is situated in the province of Alentejo in Portugal. These rugs are usually large and are quite sturdy. Their structural and decorative basis show their strong Persian and oriental influences. Also, the design shows the symmetry that is characteristic of these rugs.

The oblique cross point, also known as Arraiolos' needlepoint, is the characteristic needlepoint used to make these rugs. This technique gives the tapestry convenient endurance and consistency and allows a faithful reproduction of all geometric and artistic designs.

It is believed that this art began to be practiced in the XVI century in the village of Arraiolos.

However, the oblique cross point has been used in the Iberian Peninsula since the XII century. What enabled the development of this tapestry were the favourable conditions provided by the village: an enormous amount of feedstock (wool), material (looms) and rugs craftsmen related to weaving.

The manufacturing process involves three different steps. First the outlines of the drawings are designed, then the drawing outlines are filled and finally the background around them. These rugs are an important symbol of the Portuguese culture. They have been a very important decorative element in palaces and manor houses throughout the centuries. They are known worldwide and are currently made in various places in Portugal as well as in other countries.



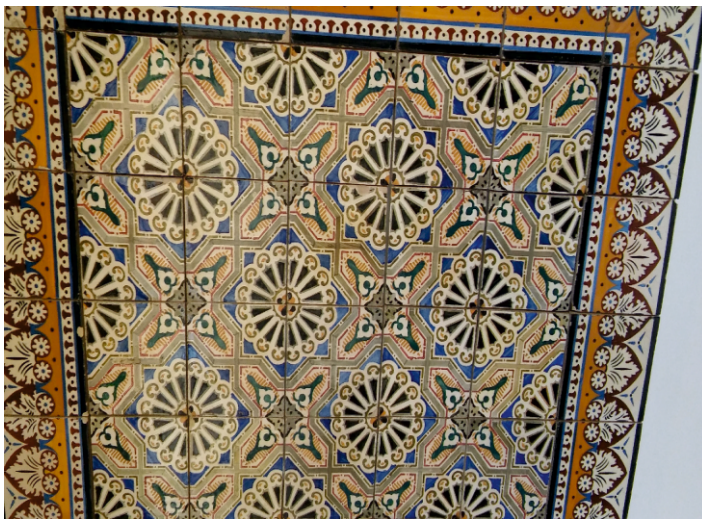
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and Vladyslav Camarnytsyi

AZULEJO TILES (Portugal)

The “azulejo” industry was introduced in Portugal in the 15th Century, when parts of the Iberian Peninsula were still under Moorish rule. Although many assume the word is a derivation of azul (Portuguese word for “blue”), the word is Arabic in origin and comes from az-zulayj, which roughly translates as “polished stone” Lisbon's azulejo-clad buildings are not all centuries old. In fact, in the early 20th Century, this use of tile was subsequently abandoned. In the 1950's, however, the use of tiles on walls and panels was revived. Beautiful examples can be seen on the walls of the underground stations, most of them painted by renowned Portuguese painters.

In many older buildings, the themes evoke historical episode reports, mythological scenes or religious iconography. In addition, a wide range of decorative elements (geometric or floral motifs, etc) was very often used. Tiles are not only captivating; they are an artistic expression of the Portuguese culture. That's why, in 1971, Lisbon's Madre de Deus convent, with fascinating tile art examples, was converted into the Tile National Museum, so as to preserve the memory of this important craft.



The expression “ouro sobre azul” (gold against blue) originates from the use of golden wood carvings of the churches' ceilings and altars and the blue patterned tiles on the walls. This ancient expression means “something magnificent, perfect”. This combination of colours was frequently used by kings and queens in the Renaissance and throughout the 18th century.

written by students: Maria Antunes, Teresa Rita,
Sofia Lee, Ines Radrigues, Afonso Cascao,
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BASKET WEAVING - COMMON CRAFT

Basket weaving (also basketry or basket making) is the process of weaving or sewing pliable materials into two- or threedimensional artefacts, such as mats or containers. Craftspeople and artists specialised in making baskets are usually referred to as basket makers and basket weavers.

Basketry is made from a variety of fibrous or pliable materials—anything that will bend and form a shape. Examples include pine straw, stems, animal hair, hide, grasses, thread, and fine wooden splints. Indigenous people are particularly renowned for their basket-weaving techniques. These baskets may then be traded for goods but may also be used for religious ceremonies. The parts of a basket are the base, the side walls, and the rim. A basket may also have a lid, handle, or embellishments.

Most baskets begin with a base. The base can either be woven with reed or wooden. A wooden base can come in many shapes to make a wide variety of shapes of baskets. The "static" pieces of the work are laid down first. In a round basket, they are referred to as "spokes"; in other shapes, they are called "stakes" or "staves". Then the "weavers" are used to fill in the sides of a basket.

A wide variety of patterns can be made by changing the size, colour, or placement of a certain style of weave. To achieve a multi-coloured effect, aboriginal artists first dye the twine and then weave the twines together in elaborate patterns.

Some facts from history

While basket weaving is one of the widest spread crafts in the history of any human civilization, it is hard to say just how old the craft is, because natural materials like wood, grass, and animal remains decay naturally and constantly.

The oldest known baskets have been carbon dated to between 10,000 and 12,000 years old, earlier than any established dates for archaeological finds of pottery, and were discovered in Faiyum in upper Egypt. Other baskets have been discovered in the Middle East that are up to 7,000 years old. However, baskets seldom survive, as they are made from perishable materials.

During the Industrial Revolution, baskets were used in factories and for packing and deliveries.

Wicker furniture became fashionable in Victorian society.

During the World Wars, thousands of baskets were used for transporting messenger pigeons. There were also observational balloon baskets, baskets for shell cases and airborne pannier baskets used for dropping supplies of ammunition and food to the troops.

https://en.wikipedia.org/wiki/Basket_weaving



THE INTEGRATED EDUCATIONAL PROGRAM OF TECHNOLOGIES AND ENTREPRENEURSHIP

„EMPLOYMENT OF OLD CRAFTS OF EUROPEAN COUNTRIES FOR DEVELOPMENT OF ENTREPRENEURSHIP SKILLS“

Scope: 35 academic hours per school year, 1 academic hour a week

Students' age: 17-18 , higher classes

The peculiarity and relevance of the program

Our modern society is changing very quickly and everyone needs to be ready to adjust to changing social, political and cultural situations. The world has become a big village and getting to know other cultures and nations is as important as to understand who we are ourselves in order to cooperate in all spheres of life. Imagination, creativity, risk taking, decision making and innovation are the most remarkable features of entrepreneurship. Creative, open-minded and decisive young people can easier cope with the challenges of our consumerist society and changing labor market. The entrepreneurship of our young generation should be developed to change their attitude from "use it" to "do it". While learning about old crafts of European nations young people not only can develop the entrepreneurship features but they also expand their cultural outlook, develop their tolerance and respect towards different nations as well as feel proud of their national identity.

The objectives of the program:

- 1.To develop students' entrepreneurship skills employing the old crafts of European countries.
- 2.To enhance students' social, cultural and cognitive competencies.
- 3.To enrich students' personalities and boost general knowledge.

The aims of the program:

- 1.To present the distinctive old crafts of Croatia, Italy, Lithuania and Portugal , and to teach students the techniques in order to create some handicrafts based on those old crafts.
- 2.To expand students' knowledge about the culture and history of Croatia, Italy, Lithuania and Portugal.
- 3.To enhance students' imagination and creativity as well as artistic abilities.
- 4.To develop students' communicational and organizational skills.
- 5.To increase students' interest in learning foreign languages as the main key to international cooperation.
- 6.To change students' attitude towards consumerist society encouraging environmentally-friendly approach.

The content of the program:

- 1.The 1st Croatian distinctive old craft - Licitar Heart s - 3 academic hours.
- 2.The 2nd Croatian distinctive old craft - Wooden Toy „Klepetuša“- 3 academic hours.
- 3.The 1st Italian distinctive old craft - Raphael's chalk angels - 3 academic hours.
- 4.The 2nd Italian distinctive old craft - The lenci cloth- 3 academic hours.
- 5.The 1st Lithuanian distinctive old craft - Paper cutting- 3 academic hours.
- 6.The 2nd Lithuanian distinctive old craft - Straw plaiting - 3 academic hours.
- 7.The 1st Portuguese distinctive old craft - Arraiolos needle point- 3 academic hours.
- 8.The 2nd Portuguese distinctive old craft - Azulejo - 3 academic hours.
- 9.The common craft- Plaiting from recyclable materials - 3 academic hours.

- 10.The business ABC- Entrepreneurship: its main components and personal features of an entrepreneur - 1 academic hour.
- 11.The business ABC- Idea search - 1 academic hour.
- 12.The business ABC- Family business and marketing - 2 academic hours.
- 13.The trade fair- The plan of the trade fair - 1 academic hour.
- 14.The trade fair- How to set the selling price of the product and to have successful selling - 1 academic hour.
- 15.The trade fair- The poster of the trade fair -2 academic hours.

Evaluation

Informal evaluation will be used at the end of each lesson (or each 3rd lesson when learning the techniques of old crafts. The teacher will print the handout of the students' self-evaluation where each student will put a tick or other sign in the corresponding box according to his/her progress and success.

Recourses:

- 1.The tutorial videos and PPTs on the DVD.
- 2.The internet links.

METHODICAL RECOMMENDATIONS FOR THE LESSON PLANS

Each lesson plan has the description with the photos and explanations of the necessary materials and the references to the visual materials on the DVD. 3 lessons are devoted for the realisation of one old craft. The lesson plans have the summary, the objectives, the aims, the recourses and materials needed as well as the instructions of the implementation of each old craft. However, teachers are free to plan the activities for students to complete the handicraft during 3 lessons.

The lesson plans about business ABC follow the old craft lessons and give just basics. These lessons focus on the information which might be essential and very useful in preparation for trade fairs where students could sell their handicrafts produced in the course of learning the techniques of the old crafts of European countries.

At the end of each lesson (each 3rd lesson when learning the techniques of old crafts) the teacher might use the handout of the students' self-evaluation which can be printed on A3 format paper and attached to the board or on the classroom wall. Each student should put a tick or other sign in the corresponding box according to his/her progress and success.



CROATIAN DISTINCTIVE OLD CRAFT - LICITAR HEARTS

Summary:

1. Subject: technologies
2. Topic: Croatian old craft
3. Grade/level: 11th/12th
4. Objective: To master the technique of creating the Licitar heart
5. Time: 3 lessons



Aims:

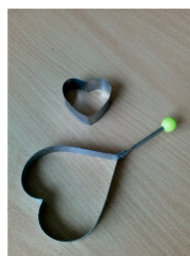
1. To get to know about Croatian distinctive old craft- Licitar hearts.
2. To learn and practice how to make the Licitar hearts.

Resources:

1. The presentation of the craft on the DVD.
2. Instructional materials: the tutorial video of the workshop on the DVD.

Materials:

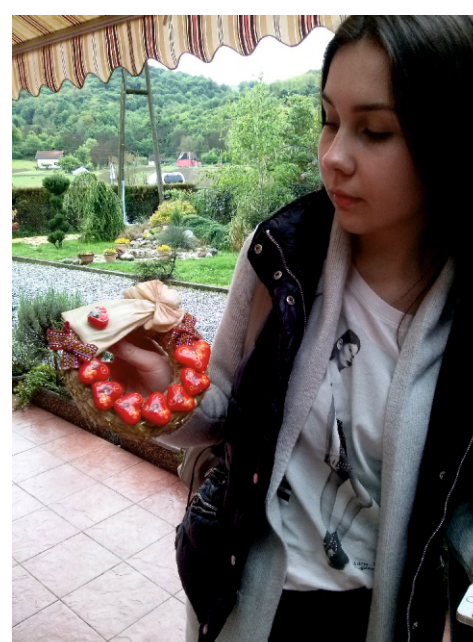
1. Ingredients for the biscuits: flour, baking powder, water, sugar;
2. Ingredients for the decorative mass: gelatin, red, green and blue edible paint, potato starch, sugar syrup;
3. Other materials:
 - a) some little pieces of mirror;
 - b) a rolling pin;
 - c) a heart-shaped cutter;
 - d) a piece of string;
 - e) a piping bag.



Implementation

1. Read the description – the Power Point presentation on the DVD ([HR1-Licitar Heart.pdf](#)).
2. Watch the video on the DVD ([HR 1- Tutorial of Making Licitar hearts.mp4](#)).
3. Make the biscuits for Licitar hearts.
4. Prepare the red mass for dipping and covering the Licitar hearts in red colour.
5. When the Licitars dry up, decorate them and apply for practical things.

The results - the photos of student's works



Students' self-assessment. Use the handout "Self-assessment"

CROATIAN DISTINCTIVE OLD CRAFT- WOODEN TOY “KLEPETUŠA”

Summary:

1. Subject: technologies
2. Topic: Croatian old craft
3. Grade/level: 11th/12th
4. Objective: To master the technique of making the wooden toy “Klepetuša” – a bird on the wheels.
5. Time: 3 lessons



Aims:

1. To get to know about the Croatian old craft- wooden toys.
2. To learn and practice how to make wooden toys.

Resources:

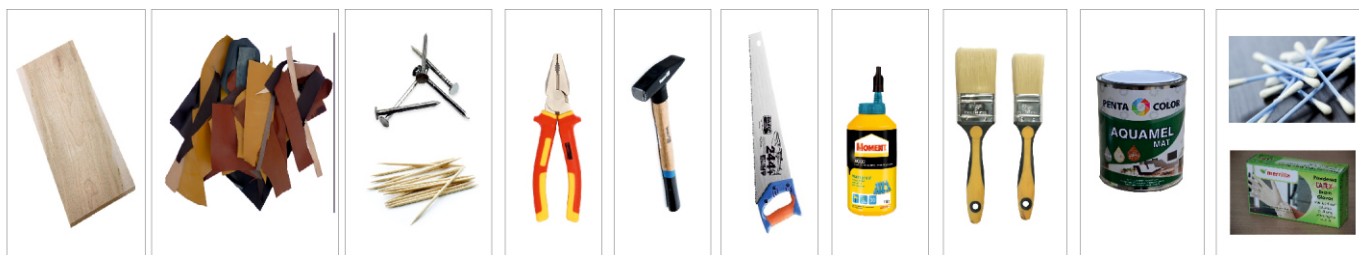
1. The presentation of the craft.
2. The scheme with the drawing shapes.
3. Instructional materials: the tutorial video of the workshop.

Materials:

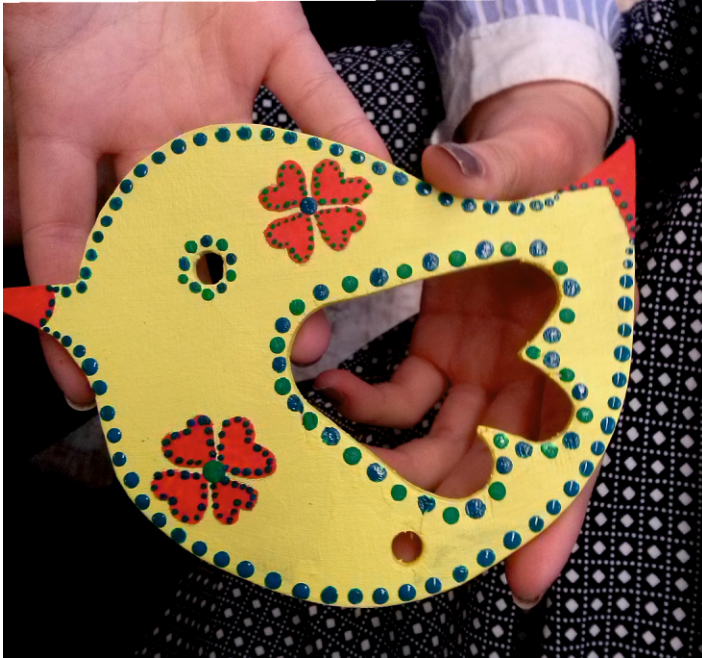
1. A piece of willow, maple or linden plank
2. A piece of leather
3. Two pieces of wire per bird
4. Small nails
5. A hammer and pliers
6. A saw for wood
7. Wood glue
8. Brushes
9. Paint of different colours (white, blue, red, green)
10. Ear sticks/dental sticks
11. Latex gloves

Implementation

1. Read the description - the presentation on the DVD ([HR2-Wooden Toys.pdf](#)).
2. Watch the tutorial video - DVD ([HR2 -Tutorial of making wooden toys.mp4](#)).
3. Prepare the parts of the bird according to the given scheme - DVD ([HR2-Scheme of wooden toy Klepetuša.pdf](#)).
4. Nail the parts of the birds together and paint them.
5. Watch the tutorial video again - DVD ([HR2 -Tutorial of making wooden toys.mp4](#)).
6. Decorate the painted birds with point patterns using special tool or small sticks. Let them dry out.



The results - the photos of student's works



Students' self-assessment. Use the handout "Self-assessment"

ITALIAN DISTINCTIVE OLD CRAFT - RAPHAEL'S CHALK ANGELS



Summary:

1. Subject: technologies
2. Topic: Italian old craft
3. Grade/level: 10th/11th
4. Objective: To master the technique of making Raphael's chalk angels
5. Time: 3 lessons

Aims:

1. To get to know the history of Raphael's chalk angels.
2. To learn the technique of making Raphael's angels.
3. To create the decoration with the made angels.

Resources:

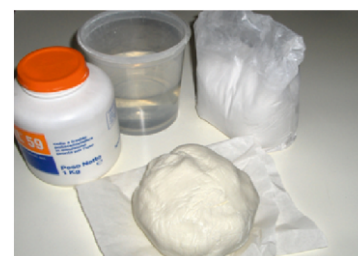
1. The description of the craft. The Power Point presentation about the old craft.
2. Instructional materials: the tutorial video of the workshop.

Materials:

1. Some chalk powder and water.
2. Plastic or silicon plaster cast.
3. shoe polish cream and a kitchen sponge.

Implementation

1. Read the description – the presentation on the DVD ([IT1-Raphael's angels](#)).
2. Watch the instructional video- DVD ([IT1- TUTORIAL Raphael's angels](#)).
3. Prepare the mixture from chalk powder and water and pour that mixture into the plastic casts.
4. When the angels dry up, take them out of the casts. Polish them with shoe cream and attach some ribbon or other prepared material to them in order to get a decoration.





The results - the photos of students' works



Students' self-assessment. Use the handout "Self-assessment"

ITALIAN DISTINCTIVE OLD CRAFT- THE LENCI CLOTH

Summary:

1. Subject: technologies
2. Topic: Italian old craft
3. Grade/level: 10th/11th
4. Objective: To master the technique of Italian distinctive old craft lenci cloth
5. Time: 3 lessons

Aims:

1. To get to know the history of Italian lenci cloth.
2. To make some handicrafts using pannolenci material.

Resources:

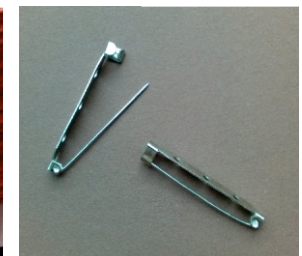
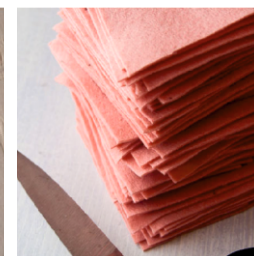
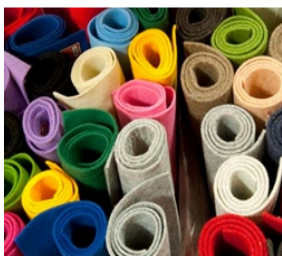
1. The description of the craft - the PPT on the DVD.
2. Instructional materials: the video of the workshop on the DVD.

Materials:

1. Pannolenci material.
2. Hot glue.
3. A pair of tiny and sharp scissors.
4. Sheets of paper for modeling.
5. Pins.

Implementation

1. Read the description - the presentation on the DVD ([PIT2 - Italian Panneloci](#)).
2. Watch the tutorial video on the DVD ([IT2- tutorial of Pannolenci craft.mov](#)).
3. Take a Pannolenci pattern where you will cut the shapes.
4. Draw the shape, put it on Pannolenci and cut it with the scissors.
5. Put together the shapes using some hot glue.
6. In this case we will make a bookmarker choosing the colour we prefer and stick it with the shapes.
7. In the same way we can realize necklaces, earrings and pins.



LITHUANIAN DISTINCTIVE OLD CRAFT- PAPER CUTTING

Lesson summary:

1. Subject: technologies
2. Topic: Lithuanian old crafts
3. Grade/level: 10th/11th
4. Objective: To master the paper cutting technique in order to create handicrafts.
5. Time allotment: 3 lessons



Aims:

1. To create the handicrafts decorated with paper cuttings.
2. To learn more about Lithuanian culture and history.

Resources:

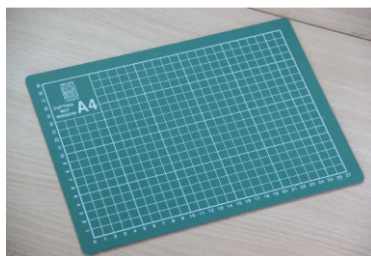
1. The description of the craft- the PPT on the DVD (LT1- Papper cutting)
2. Instructional materials: the tutorial video on the DVD (LT1-Tutorial-Papper cutting)

Materials:

1. Office paper A3, 160g/m2.
2. Cutting mat.
3. Very tiny and sharp cutting scissors.
4. Cutting knife.
5. Cylindrical glass.
6. White glue and white sticking gum.

Implementation

1. Read the description [DVD \(LT1- Papper cutting_1\)](#).
2. Watch the instructional video [DVD \(LT1-Tutorial-Papper cutting\)](#).
3. With a simple pencil draw a sketch/pattern on the paper.
4. Cut the picture according to the pattern.
5. Glue the cut work on the glass.
6. Apply the work in the surrounding.



The results - the photos of students' works

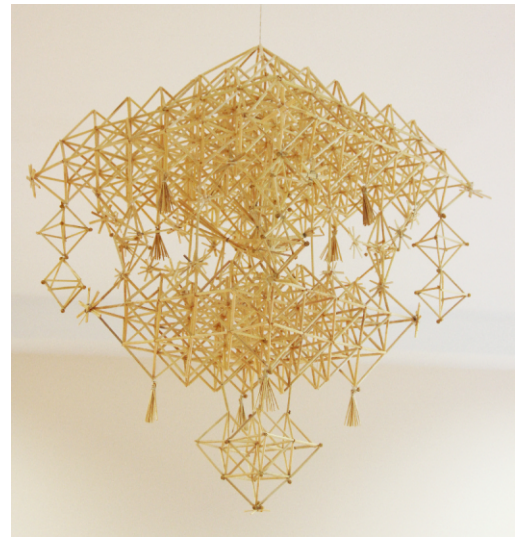


Students' self-assessment. Use the handout "Self-assessment"

LITHUANIAN DISTINCTIVE OLD CRAFT- STRAW PLAITING

Lesson summary:

1. Subject: technologies
2. Topic: Lithuanian old craft
3. Grade/level: 10th/11th
4. Objective: To master the technique of straw plaiting in order to create handicrafts.
5. Time allotment: 3 lessons



Aims:

1. To create the handicrafts from straw.
2. To learn more about Lithuanian culture and history.

Resources:

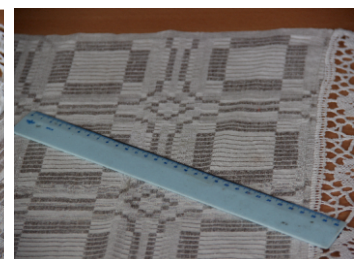
1. The description of the craft : the PPT on the DVD ([LT2-Straw plaiting](#)).
2. Instructional materials: the tutorial video on the DVD ([LT2-Tutorial-Straw decorations](#)).

Materials :

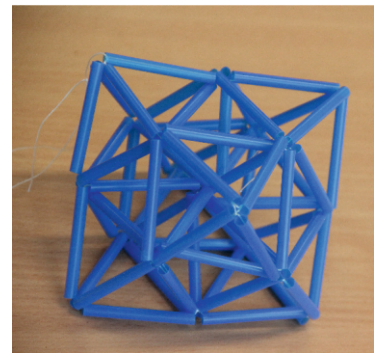
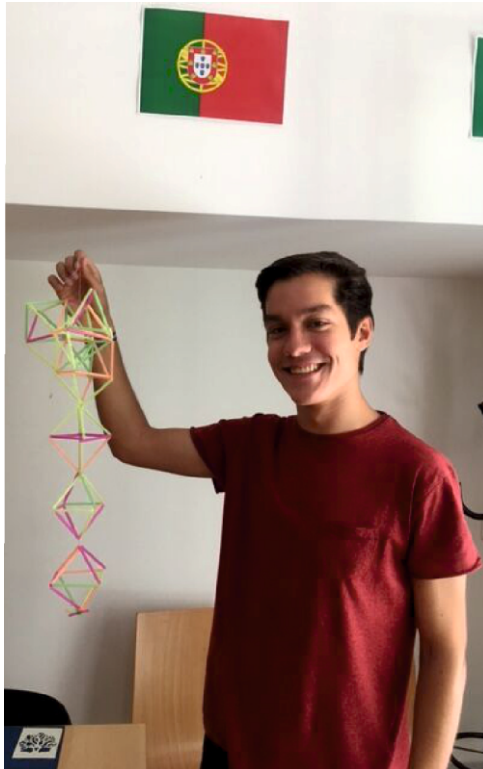
1. Linen thread and a long needle.
2. Some dry and long straws.
3. Regular scissors.
4. A long ruler.

Implementation

1. Read the description- the presentation on the DVD ([LT2-Straw plaiting](#)).
2. Prepare the materials needed for making the decoration. The length of the straw sticks can be chosen different, but all sticks have to be of the same length. Instead of natural straws plastic sticks can be used.
3. Watch the instructional video - DVD ([LT2-Tutorial-Straw decorations](#)).
4. Prepare the straw sticks. Construct the straw elements and join them to get a straw garden/decoration.
5. Apply the work in the surrounding.



The results - the photos of students' works



Students' self-assessment. Use the handout "Self-assessment"

PORTUGUESE DISTINCTIVE OLD CRAFT - ARRAIOLOS NEEDLE POINT

Summary:

1. Subject: technologies
2. Topic: Portuguese old craft
3. Grade/level: 10th/11th
4. Objective: To master the Arraiolos'needle point technique to create tapestry handicrafts
5. Time allotment: 3 lessons

Aims:

1. To get to know about the origins and history of Portuguese old craft- Arraiolos'oblique cross point.
2. To learn and practice the Arraiolos' needle point.

Resources:

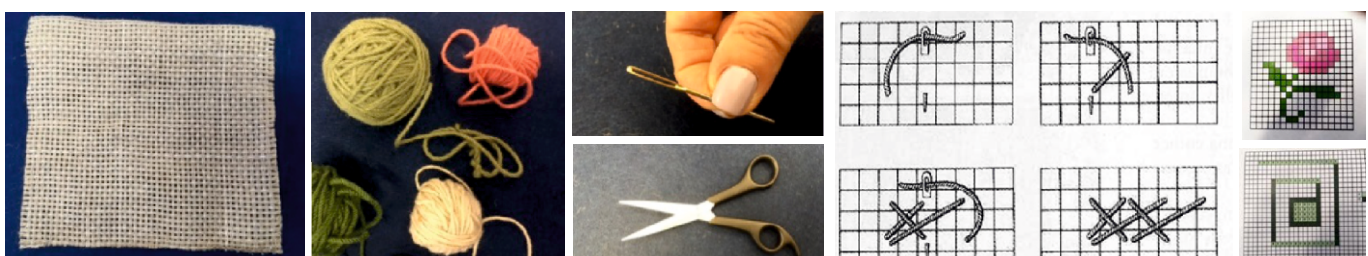
1. The description of the craft – the PPT on DVD ([PT1-Arraiolos' Rugs_1.pptx](#)).
2. The photo album of the works based on this craft – the PPT on the DVD ([PT1-Arraiolos'Rugs_2.pptx](#)).
3. Instructional materials: the tutorial videos of the workshop.

Materials:

1. A piece of jute (rough natural fibre used in many textile applications).
2. Tapestry wool (yarn 100% virgin wool of different colors).
3. A pair of scissors.
4. Thick needle (blunt tipped sewing needle) with a rounded tip.
5. Drawing with basic instructions (see also PPT).
6. Drawing (simple example).
7. Drawing (Portuguese rose).

Implementation

1. Read the description – the PPT on DVD ([PT1-Arraiolos' Rugs_1.pptx](#)).
2. Watch the instructional videos ([PT1-Tutorial_Arraiolos_1](#); [PT1-Tutorial_Arraiolos_2](#)).
3. Study the PPT ([PT1-Arraiolos'Rugs_2.pptx](#)).
4. Decide what object, a purse, a bag or a carpet, etc., you want to make and cut off the necessary size of the jute for that.
5. Draw the pattern on the piece of the jute and following the scheme (see below) embroider the pattern.
6. Fill the left space of the jute with the wool in the same way.
7. Complete the handicraft to get a practical object.



The results - the photos of student's works



Students' self-assessment. Use the handout „Self-assessment“

PORTUGUESE DISTINCTIVE OLD CRAFT - AZULEJO TILES

Lesson summary:

1. Subject: technologies
2. Topic: Portuguese old craft
3. Grade/level: 10th/11th
4. Objective: To master the tile painting technique to create tile handicrafts.
5. Time allotment: 3 lessons



Aims:

1. To get to know about the Portuguese old craft- tile painting.
2. To create tile handicrafts.

Resources:

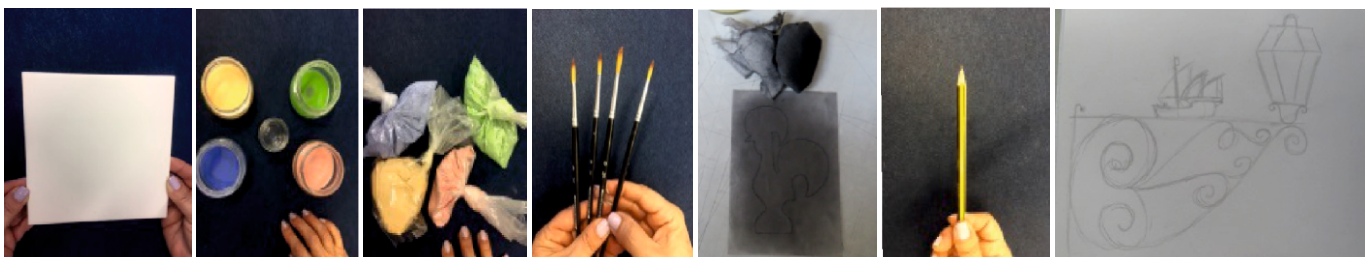
1. The description of the craft –the PPT on the DVD ([PT2-Azulejo_1.pptx](#)).
2. The photo album of the works based on this craft – the PPT on the DVD ([PT2-Azulejo_2.pptx](#)).
3. Instructional materials: the tutorial videos of the workshops on the DVD.

Materials:

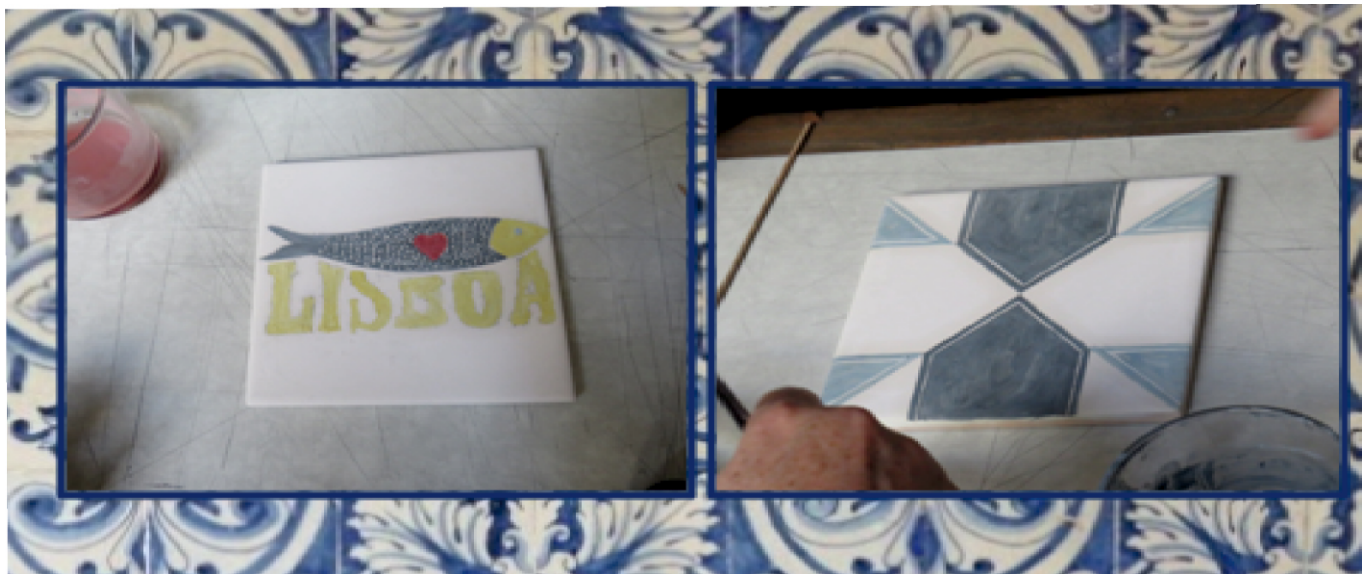
1. Ceramic tile(unglazed).
2. 3 or 4 different colors of pigment (depending on the pattern).
3. 4 thin brushes.
4. A tin with water to wash the brushes and 4 containers each for a different paint.
5. A pencil to draw the design on the unglazed tile.
6. A drawing on a stencil (optional) to transfer the design with graphite powder.
7. Drawing for reproduction(example).

Implementation

1. Read the description- the PPT on the DVD ([PT2-Azulejo_1.pptx](#)).
2. Look at the photos- (the PPT on the DVD ([PT2-Azulejo_2.pptx](#)).
3. Watch the tutorial videos: [PT2-azulejo1 \(1\).mp4](#); [PT2-azulejo2.mp4](#).
4. Take a pencil and draw a design on the ceramic tile.
5. Put the pigments on the designed tile with the thin brushes.
6. Put the tiles in the oven to bake.



The results - the photos of students' works



Students' self-assessment. Use the handout „Self-assessment“

COMMON OLD CRAFT - PLAITING FROM NEWSPAPER STICKS

Lesson summary:

1. Subject: technologies
2. Topic: Lithuanian old crafts
3. Grade/level: 10th/11th
4. Objective: To master the weaving technique in order to create handicrafts.
5. Time allotment: 3 lessons

Aims:

1. Using recyclable paper to create practical handicrafts.
2. To learn more about Lithuanian culture and history.

Resources:

1. The description of the craft- the PPT on the DVD ([LT3- Weaving](#)).
2. Instructional materials: DVD ([LT3-Tutorial-Plaiting from newspapers](#)).

Materials:

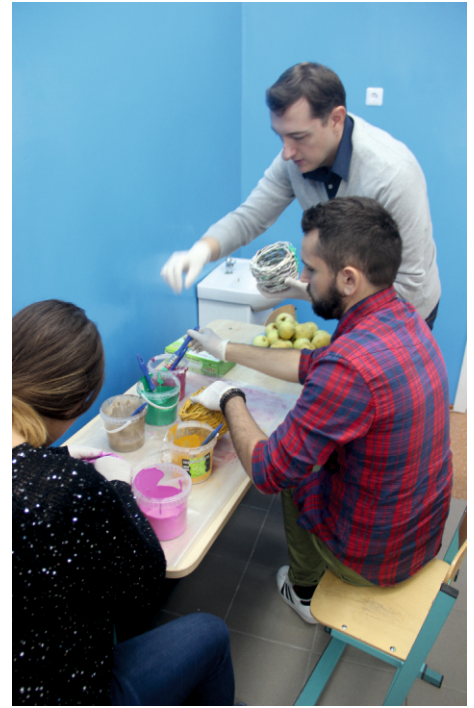
1. Latex gloves.
2. Brushes for painting.
3. Acrylic paint of different colour.
4. Water lacquer or impregnant.
5. White glue.
6. Plastic containers and carton circles (the size of the bottom of the plastic container).
7. Sticks made from recyclable newspapers.

Implementation

1. Watch the instructional video on the DVD ([LT3-Tutorial-Plaiting from newspapers](#)).
2. Watch the presentation on the DVD LT3-Plaiting from old newspapers.
3. Prepare a lot of paper sticks for plaiting. The number of the sticks depends on the size of the box you are going to make. For example, you will need about 30 sticks for a medium size pencil case.
4. Find the container and prepare the two carton bottoms for your work.
5. According to the instructions on the video or presentation plait your basket.
6. If you want, you can paint the finished basket withn colour paint, and when it is dry put some water lacquer or impregnant . If you want your basket to look more natural, just cover your finished work with water lacquer or impregnant. Let your work dry out before using it.



The results - the photos of students' works

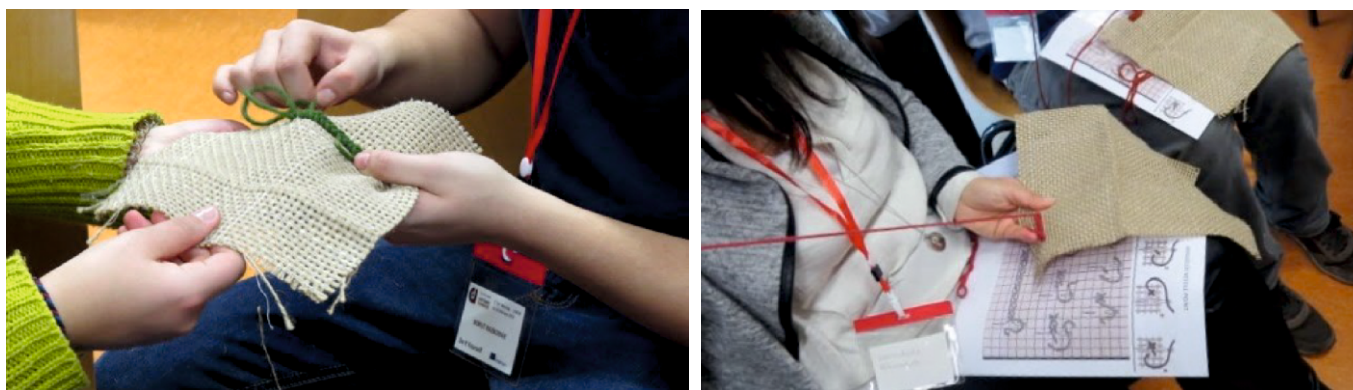


Students' self-assessment. Use the handout "Self-assessment"

ARRAIOLOS NEEDLEPOINT AND TILE PAINTING WORKSHOPS (Project Newsletter Nr. 2, 1st project meeting in Lisbon, Portugal)

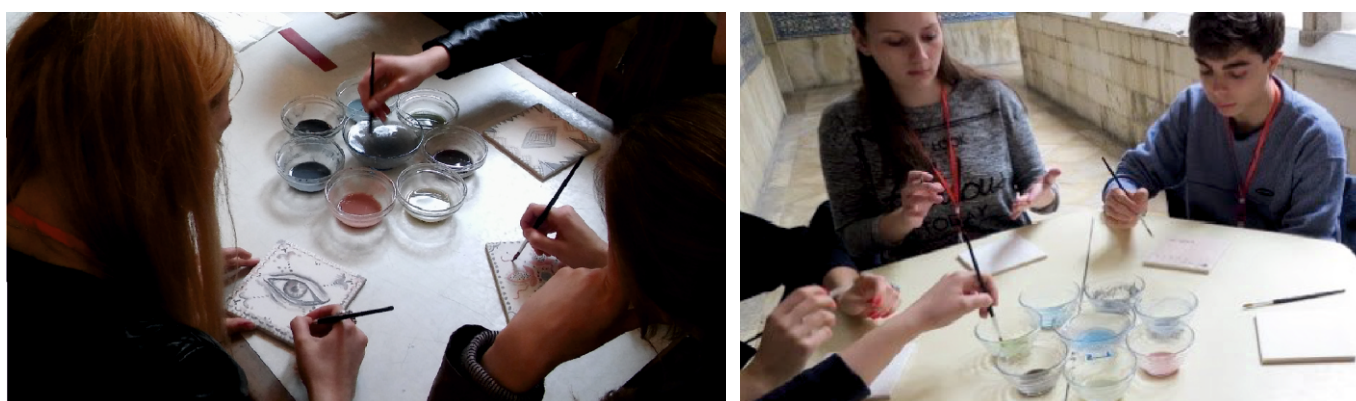
On 22nd February 2016, during the ERASMUS+ Portugal week, we had the workshop to show foreign students one of our traditional handicraft. In the afternoon, we went to the DIY room to teach and practice the art of arraiolos embroidery. With the help and supervision of two craftswomen we labored in this task for more than two hours. Even though the task is time consuming and requires patience and skill we soon realized that everybody was rapidly learning the basics and at the end most were actually embroidering better than us. This activity also enabled interesting and pleasurable socializing moments.

Bárbara Núncio Calçada and Sara Santana, Portuguese students



In the afternoon of the 24th of February all the participants of the project visited the Tile Museum located near downtown. The purpose of this visit was to learn more about the origins of this ancient craft and the history of this important art. It was an opportunity to broaden ones knowledge about techniques, themes, use of colour, and the process of "azulejo" production. Furthermore, we learned about the evolution of the tile in Portugal since its introduction in our country (15th century) until nowadays. This visit to the Tile Museum consisted of two different parts. The first one was the visit to the museum itself and the second one the workshop, especially arranged for the purpose of painting tiles. Students and teachers sat around the tables and were explained the basics about how to paint tiles. There were containers with different ink colours and each one of us was given one tile. Every student and teacher had to put their creativity at work so as to create a design and then paint it. This activity required patience, time, skill and dedication. After being painted the tiles went to the oven for the last cooking process. All the students and teachers were very pleased with this experience. Everybody was able to contact directly with one of the most ancient arts practiced in Portugal and the feedback was excellent.

Gonçalo Mesquita, Portuguese student



LICITAR AND CHILDREN WOODEN TOY "KLEPETUŠA" MAKING WORKSHOPS (Project Newsletter Nr. 3, 2nd project meeting in Zagreb, Croatia)

On the third day of the mobility, students and teachers went to the Zagorje region, to a town called Marija Bistrica to visit the crafts that make the traditional Croatian products, Licitar hearts and wooden toys for children. First we visited the traditional gingerbread making craft of the Šćuric family, where Mrs Brankica Šćuric showed us the process of making Licitar hearts. Students and teachers could sample and taste the gingerbread which Licitar hearts are made of. After the tasting, a workshop was held where each student and teacher could make his or her own Licitar heart. The hearts that were made were given as a unique souvenir.

After this workshop all the participants of the mobility were transported to a typical Zagorje hillside house, which had a magnificent view of the surrounding area. The Cesar family greeted all the participants and prepared the homemade traditional delicacies which the students and teachers could try.

In the traditionally decorated Zagorje hillside house, a workshop of making a traditional dish called "Tenka gibanica" (thin cheese and egg pie) was organised. This dish was baked in a baker's oven. The last activity of the day was a workshop of decorating the wooden toys. After the procedure of decorating the wooden toys was explained, students and teachers chose their own "Klepetuša" wooden toy and started decorating it.

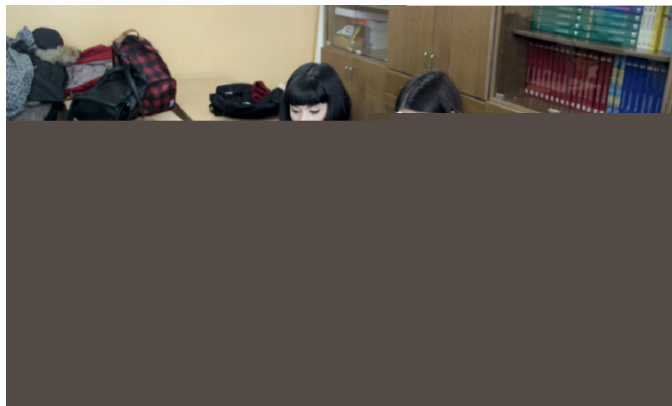
During the process of decorating the wooden toys, we could sample and taste both the sweet and salty versions of "Tenka gibanica". Each student and teacher took his or her "Klepetuša" toy home as a reminder of this interesting day in the Zagorje region.

Iva Primorac , Croatian student



THE WORKSHOPS OF THE LITHUANIAN OLD CRAFTS (Project Newsletter Nr. 4 , 3rd project meeting in Rokiskis, Lithuania)

It was decided to divide participants into three groups for the workshops. The workshops were organized in three different classrooms so that all participants could try them and create their own product. There were enough materials for every participant which were prepared in advance by Lithuanian Project team. The Craftswomen Gita Kolosovienė (paper cutting), Regina Raišienė (weaving from paper wickers) and Laima Klasinskiene (straw plaiting) introduced the old crafts and explained the main techniques of the crafts. They also helped the teachers and students when they needed some help. The workshops were very enjoyable especially when the participants managed to complete their work and see a product.

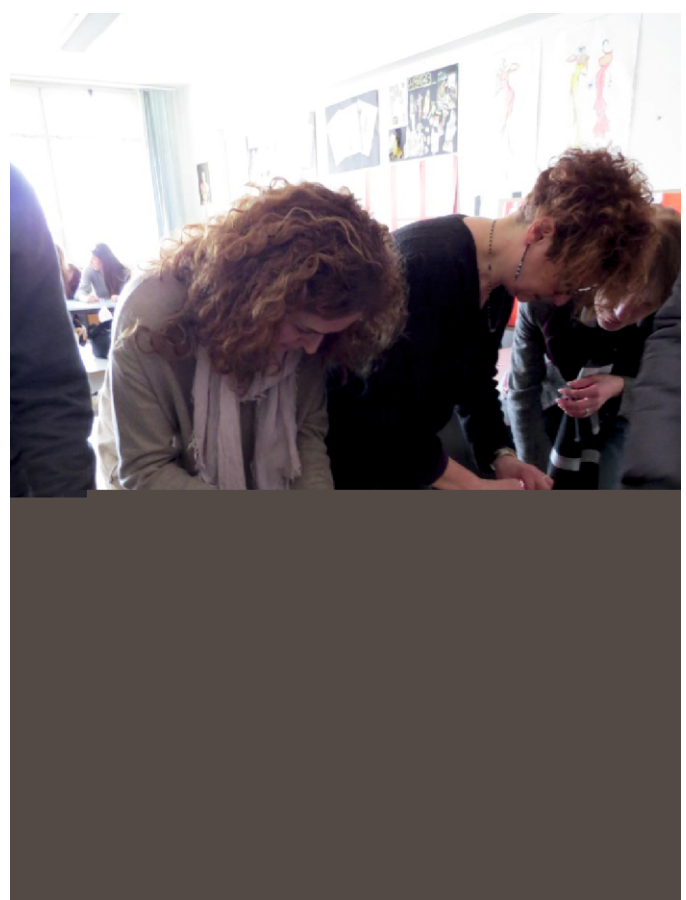


THE PANNOLENCI AND RAPHAEL'S CHALK ANGELS' WORKSHOPS (Project Newsletter Nr. 5 , 4th project meeting in Viterbo, Italy)

On the second day, we all worked at the “Pannolenci” workshop where students and teacher had the chance to realize jewellery, necklaces, bracelets, brooches and bookmarkers. Helped by the fashion course teachers each student and teacher produced his own object using this very particular kind of material which is very popular all over Italy.

The following morning the participants of the Project meeting met at the artistic lyceum to be involved in the making process of Raphael's angels craft. All teachers and students were given the materials to work on it and instructed on how to use plaster cast, water and chalk powder. This craft is also very common in Italy. It represents Raphael's art but it also has a religious meaning concerning care and protection.

Patrizia Falesiedi,
Italian leader of the project



Summary:

1. Subject: economy
2. Topic: Entrepreneurship
3. Grade/level: 11th/12th
4. Objective: To work out what the entrepreneurship is.
5. Time allotment: 1 lesson

Aims:

1. To define the term "ent

IDEA SEARCH

Summary:

1. Subject: economy
2. Topic: Idea search
3. Grade/level: 11th/12th
4. Objective: to develop students' creativity, imagination and critical thinking as the main personal features of young entrepreneurs.
5. Time allotment: 1 lesson

Aims:

1. To introduce students to different methods of idea search.
2. To brainstorm the ideas for producing new products based on European old crafts.

Resources:

1. The presentation on the DVD ([Idea search.pptx](#)).
2. The handout on the DVD ([Idea search.docx](#)).
3. The handout on the DVD ([check your ideas.docx](#)).
4. The presentations of European old crafts on the DVD.

Materials:

1. The handouts, A3 paper, pens and highlighters.
2. The photos or examples of the handicrafts made while learning European old crafts.

Implementation

1. Students (Ss) are asked to sit in small groups. They are given a sheet of A3 paper (they can use their own notebooks).
2. T (teacher) gives Ss the photos or shows the examples of made handicrafts using the presentation 'Idea search.pptx' on the DVD.
3. Ss are given the handouts 'How to search for ideas' (T can print them from the DVD ([Idea search.pptx](#))) or they can read them on the screen. After looking through the handouts Ss have to think of and put down their ideas how European old crafts can be adapted for creating new practical things. T sets a time limit of 15- 20 minutes.
4. Then T gives Ss the list of the questions (T can find it on the DVD- 'check your ideas.docx') or show them on the PPT presentation. They have to answer the questions and decide which ideas might be implemented practically. If most of the questions about the idea of a new product can be answered, Ss highlight that idea.
5. Ss make a new list of their highlighted ideas. The lists are displayed on the classroom wall.

The results

1. Ss will be introduced to different ways how to generate ideas.
2. Ss will learn how to check their ideas to make sure if they might be successful.
3. Ss will make a list of ideas how to apply and combine European old crafts in order to make useful practical things.

Possible suggestions:

1. Old chairs painted and decorated the way in which Croatian wooden toys are decorated, and the chair seats having the covers made using Arraiolos needle point technique.
2. Handbags or cases for mobile phones made from 'lenci' cloth and decorated using Portuguese needle point technique.
3. Italian old craft of "paneloci" cloth as well as Lithuanian paper cutting technique can serve for making different Easter or Christmas cards and decorations).

Students' self-assessment

Use the handout "Self-assessment".



FAMILY BUSINESS AND MARKETING

Summary:

1. Subject: economy
2. Topic: Family business and marketing
3. Grade/level: 11th/12th
4. Objective: To learn basic business terms
5. Time allotment: 2 lessons



Aims:

1. To learn about family business and marketing.
2. To integrate ideas from the previous lesson as ideas for family business.
3. To generate ideas for advertising a new product.

Resources:

The presentations on the DVD:

[the-lesson-about-family-business.pdf](#)

[AB Rokiskio Suris 2016_EN_students3.ppt](#)

The links to the project web page:

<https://diyerasmus.files.wordpress.com/2016/03/the-lesson-about-family-business.pdf>

<https://diyerasmus.files.wordpress.com/2016/03/the-lesson-about-marketing.pdf>

Materials:

1. Handouts of presentations; the handout “What makes a good poster”
2. Paper, pens, crayons, etc.

Implementation

1. Students are asked to read the presentations ([the-lesson-about-family-business.pdf](#), [AB Rokiskio Suris 2016_EN_students3.ppt](#)).
2. Students sit in groups of 4 or 5. The teacher asks students to use their list of ideas from the previous lesson and decide which idea could be used to start or be a part of a family business. Students discuss their choice in groups and later introduce it to other groups.
3. Students are asked to make a list of ideas what they should include in their poster or leaflet promoting their chosen new product.
4. Students make a poster of their new product on paper.

The results

1. Students will gain some basic information about family business and marketing.
2. They will prepare a poster of a new product on paper.

Students' self-assessment

Use the handout “Self-assessment”.

THE PLAN OF A TRADE FAIR

Summary:

1. Subject: economy
2. Topic: The plan of the trade fair
3. Grade/level: 11th/12th
4. Objective: To develop team-working, problem-solving and decision-making skills. To increase students' creativity, organizational and communicative skills.
5. Time allotment: 1 lesson

Aims:

1. To arrange the plan of the fair.

Resources:

1. The presentation on the DVD ([Trade Fair.pptx](#)).
2. The handout on the DVD.

Materials:

Some pens, the handouts: 'Plan of the Fair'

Implementation

1. Students are asked to sit in small groups of 4-5 students. The teacher gives students the handouts of the fair plan and asks them to discuss and complete it with the exact data: time, place, responsible people, etc. The teacher sets the time limit of 20 minutes.
2. Then students introduce their plan to the other groups. When all the plans are introduced students and the teacher together prepare the most relevant final plan of the trade fair.

The results

1. Students will prepare a plan of the trade fair.
2. Students will learn to share responsibilities.

Students' self-assessment

Use the handout "Self-assessment".



HOW TO SET THE SELLING PRICE OF THE PRODUCT AND TO HAVE SUCCESSFUL SELLING

Summary:

1. Subject: economy
2. Topic: How to set the selling price of the product and to have successful selling.
3. Grade/level: 11th/12th
4. Objective: To develop team-working, problem-solving and decision-making skills.
To increase students' creativity, organizational and communicative skills.
5. Time allotment: 1 lesson

Aims:

1. To learn how to define the selling price of the product.
2. To get to know the basics of successful selling.

Resources:

1. The presentation on the DVD ([Trade Fair.pptx](#)).
2. The handouts on the DVD.

Materials:

Some pens, the handouts: 'Prime cost of the product'

Implementation

1. Students are asked to sit in small groups of 4-5 students. The teacher gives students the handouts "Prime cost of the product" and asks them to complete the given tables with the exact data and count the prime cost of their produced products and to decide on the selling price of the products for the trade fair. The teacher sets the time limit of 20 minutes. Later students discuss the prices with the other groups and the teacher. If they find out that the prices might be too high, they try to find the ways how to reduce them and set the final selling prices for the fair.
2. The teacher asks the students to discuss in groups what the most important components of successful selling are. Then they introduce and discuss their ideas together with other groups. Finally, the conclusions are drawn.

The results

1. They will set the prices for the products for the fair.
2. Students will gain some useful knowledge about selling prices and successful selling, and they will feel more confident organizing the fair.

Students' self-assessment

Use the handout "Self-assessment".



THE POSTER OF THE TRADE FAIR

Summary:

1. Subject: economy
2. Topic: The poster of the trade fair
3. Grade/level: 11th/12th
4. Objective: To prepare a poster of the trade fair with computer.
5. Time allotment: 2 lessons

Aims:

1. To get to know the peculiarities of an effective poster.
2. To develop students creativity.

Resources:

The Internet

Materials:

1. The handout on the DVD - What makes a good poster the internet links (students can search for other links) for tips:
<http://www.howdesign.com/design-creativity/ten-poster-design-tips/>
www.wikihow.com/Make-a-Poster-Using-Microsoft-Word
<http://www.creativebloq.com/print-design/how-design-poster-pro-tips-7133634>
2. The link to the photos from the project "Do It Yourself" fairs:
<https://diyerasmus.wordpress.com/activities/>
3. Computers.

Implementation

1. Students are given the handouts 'What makes a good poster' and they are asked to read them.
2. After that students are shown some photos from the project "Do It Yourself" fairs.
3. Then they are given the Internet links where they can find useful and helpful information how to design and make an effective poster.
4. Students work to create the poster for their trade fair. They continue and finish their work in the following lesson.

The results

1. Students will get to know the main requirements for a good poster.
2. They will develop their creativity and improve IT skills.
3. Students will create posters for the trade fair.

Students' self-assessment

Use the handout "Self-assessment".



THE HANDOUT

HOW TO SEARCH FOR IDEAS?

Repeat someone's successful idea.

Using two or more existing ideas invent a new one.

Solve the problem of other people.

Improve/perfect implemented ideas.

Expand your hobbies.

Do what you are good at.

Use recyclable materials to create new things.

Use ideas from your trips to other countries.

“Brainstorm” ideas in groups.

Talk to other people and listen to them, get interested in their needs.

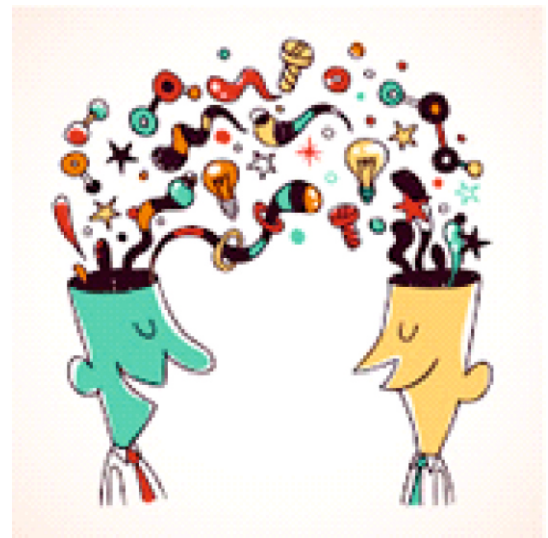
Look for an empty “niche” in the market for your product placement.

Look for ways to do something in an innovative way.

Upgrade the existing product.

Dream and fantasize.

Always seek for possibilities...



THE HANDOUT

THE PRIME COST OF THE PRODUCT

	<i>Product 1</i>	<i>Product 2</i>	<i>Product 3</i>	<i>Product 4</i>
Indirect costs:	bookmarks...			
Expenses for materials				
Payment for work				
Package				
Direct costs:				
Equipment/tools				
Electricity/heating				
Advertising				
Transportation				
Production costs:				
Prime cost per item:				

***The prime cost of the produced item is counted dividing the production costs by the number of the items produced.**



THE HANDOUT

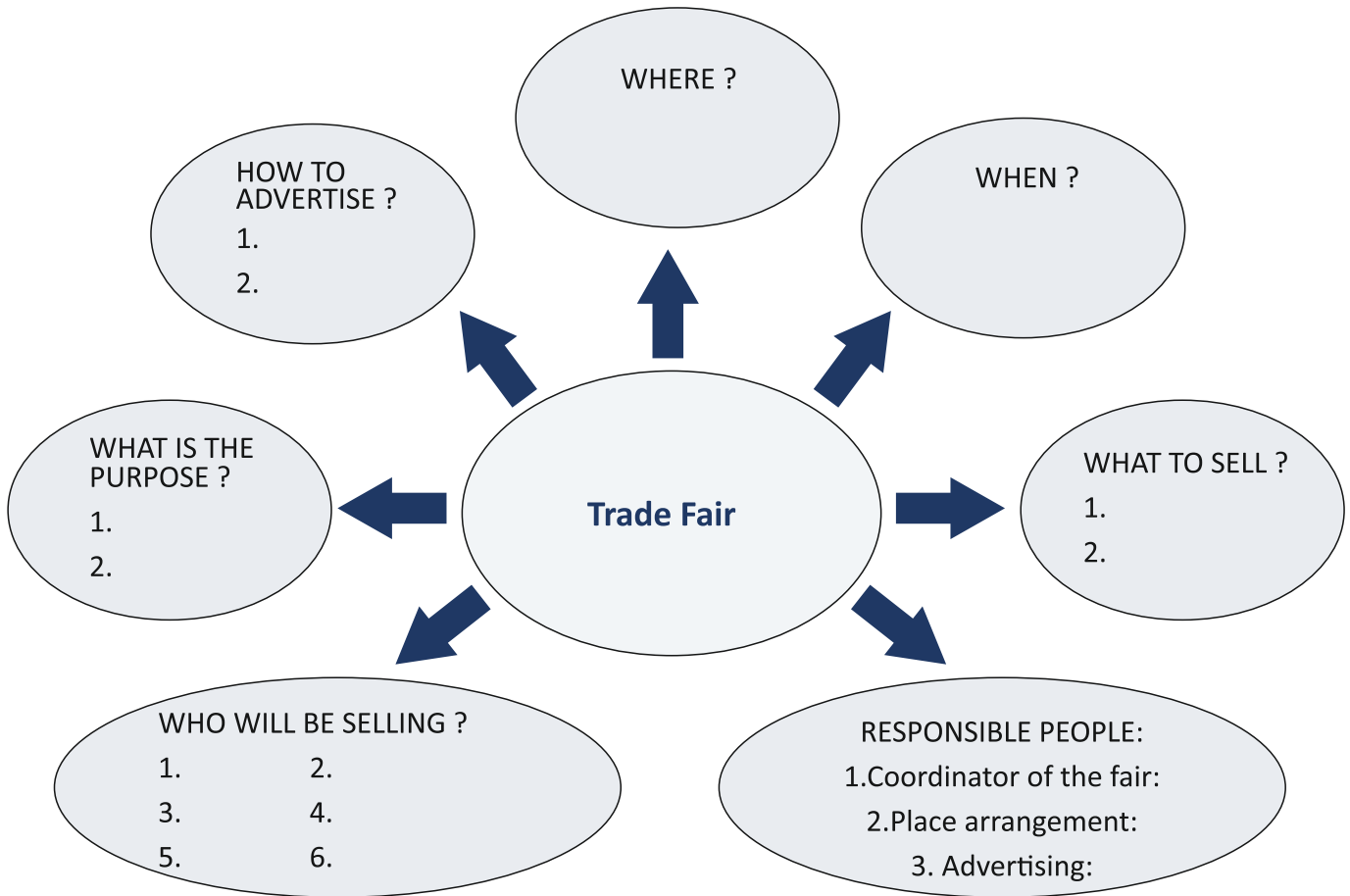
ANSWER THE QUESTIONS TO CHECK YOUR IDEAS

1. Is it possible to do?
2. Will you be able to do that themselves?
3. Are there any competitors?
4. Will your product be better than competitors' ?
5. Who will buy your products?
6. Will there be many buyers of the product?
7. Why should they buy your product?
8. What will be the price?
9. Why wasn't it produced earlier?
10. Is it legal? Isn't it dangerous?
11. Are you able to defend your idea? (author's rights, label,...)
12. Is it worth to expand your idea?
13. Is it easy to fake your product?
14. Do you need much money to start implementation of your idea?
15. Won't your everyday duties and studies be neglected due to implementation of your new idea?



THE HANDOUT

THE PLAN OF THE TRADE FAIR



THE HANDOUT

WHAT MAKES A GOOD POSTER?

- 1.Original** - Something eye - catching that makes the public want to stop and read it (color, pictures, drawings, unusual shape, etc.)
- 2.Simple** - Put 1-2 basic points on each poster.
- 3.Colorful** - Use color for emphasis, variety, and to get and hold attention. But use colors sparingly.
- 4.Organized** - Make your points easy to read and follow.
- 5.Readable** - If using more than 5-6 words, use capital and lower case letters rather than only capitals.
- 6.Educational** - Use a poster when it helps explain a point more clearly to your audience.
- 7.Spaced** - space areas between letters adequately.
Use 1 ½ letter width between words and 3 letter widths between sentences.
Margins should be larger on the bottom and equal on the other 3 sides.
- 8.Neat**
- 9. Accurate** - spelling and all information should be correct.
- 10. Action** - Tells the viewer to do something and makes him/her want to do it.

Color Readability

Consider legibility when selection colors.

Many color combinations harmonize well.

But they may not read well.

The following combinations are listed in order of readability

- 1.BLACK** on medium Yellow.
2. Medium Dark **GREEN** on White
3. Medium Dark **RED** on White
4. Medium Dark **BLUE** on White
5. **WHITE** on medium Dark Blue
6. **BLACK** on White
7. Medium **YELLOW** on Black
8. **WHITE** on medium Dark Red
9. **WHITE** on medium Dark Green
10. **WHITE** on Black






THE HANDOUT

SELF-ASSESSMENT

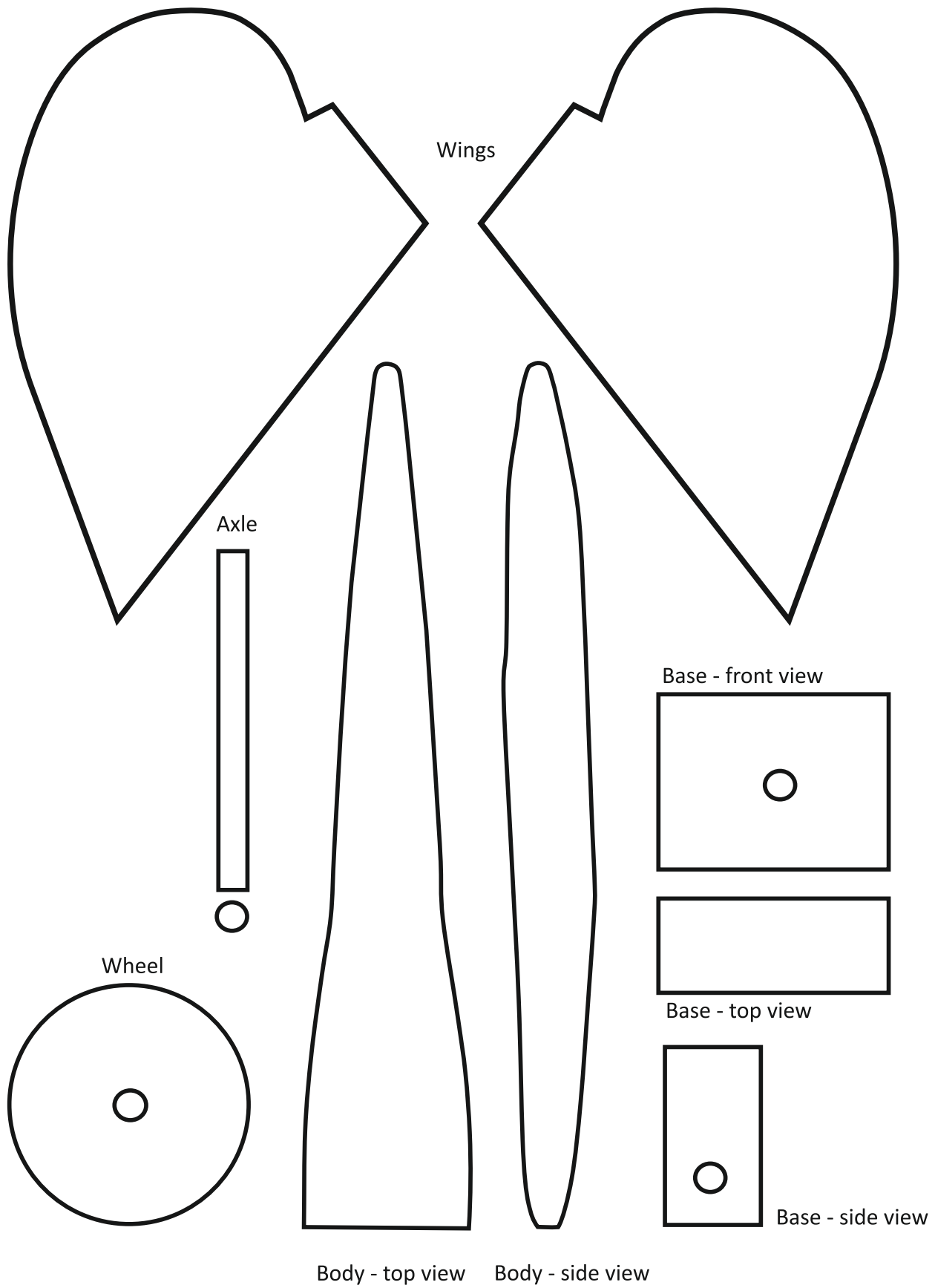
TOPIC OF THE LESSON(S):

.....

 <p>Very successful</p>	 <p>Successful</p>	 <p>Needs more explanation/practice</p>



Croatian wooden toy „Kepetuša“



MODERNIZED NATIONAL COSTUME

The Italian school had a task to create a modernized national costume. The Italian students prepared and offered a few models to choose from. During the project meeting in Croatia it was decided that the model created by Italian student Irene Corsi was the best. Then fashion teacher Clelia Vincenti made 4 plain dresses which were handed in to all partners for decoration. All partner had to decorate the given costume using their traditional patterns and colours and bring the decorated costumes to the project meeting in Viterbo, Italy.



THE CROATIAN VERSION OF A MODERNIZED NATIONAL COSTUME

A dress is decorated with traditional Croatian markings.

On the waistcoat made in gold embroidery is a Croatian interlace which represents a three-strand plait and dates back to the 9th century. Under the interlace, which imitates a pocket, is a Croatian tricolor.

On the apron the word Erasmus is made in gold embroidery written in Old Slavic script called Glagolitic which dates from the mid 9th century.

An ethno ribbon is tied around the waist, which is also sewn onto the edges of the sleeves of the blouse.

Other accessories include a handmade necklace with five gold coins (ducats), earrings made of gold wool and a badge in the form of a Licitar heart made in gold embroidery.

The footwear which accompanies this traditional costume is in the style of the countryside and is called opanak (peasant shoe/sandal). It is plaited out of pigskin.



THE ITALIAN VERSION OF A MODERNIZED NATIONAL COSTUME

The Italian national costume was made in Viterbo by the students of the fashion course. The initial design, which was introduced to all Project partners, was created by Italian student. It was drawn, cut and realized in our school. Its decorations are very simple but very effective: it has been decorated using the Pannolenci material which was also the material we utilized for one of the Italian workshops. The patterns are stylized flowers in the colors of the Italian flag : red ,white and green. The whole effect is a mixture of modern fashion and old tradition. The two elements we tried to focus on during the Project were to be innovative following the traditions and costumes of our country.



THE LITHUANIAN VERSION OF A MODERNIZED NATIONAL COSTUME

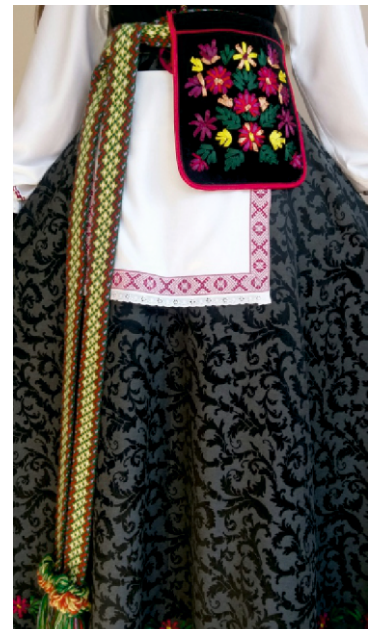
We chose to use red, yellow and green colours for embroidery because these colours dominate in the Lithuanian national costumes. The embroidery is done in an unconventional way- using decorative strip, but it is colourful, expressive and really impressive. The bottom of the skirt and the sides of the vest are embroidered with the repetitive motif of the flower.

Lithuanian women always liked white colour very much, their aprons, shirts and head wear were white. They usually were decorated with red patterns. The apron of our costume is embroidered with red strip according to the patterns of the Highlands region in Lithuania (Rokiskis belongs to that region).

The important part of the Lithuanian national costume are accessories: head wear, scarfs, wristlets, waist belts. In order to create a solid picture of a national costume we made a „dalmon“- a pocket which is attached to the waist belt(it is an attribute of the traditional national costume of the coastal region). We also made the wristlets and decorated them using the same flower motif.

You can also see the plaited handmade waistbelt which is very authentic. During celebrations single girls used to wear gorgeous headwear. The headwear of our costume is called „kalpokas“. This is a traditional headwear of the brides in Northern Lithuania. It is a small crown decorated with textile flowers.

Loreta Rimšienė, technology teacher, Lithuanian project team



THE PORTUGUESE VERSION OF A MODERNIZED NATIONAL COSTUME

The decoration of the Portuguese costume results from a combination of three different elements from three different regions.

We have decided to embroider the corset with typical motifs of the northern costumes from the region of Viana do Castelo. In some regions, these include flowers, which are typically seen, on the scarves worn on the head, on the shoulders and also on skirts. Also, some amorous motifs were embroidered with golden thread representing the many golden ornaments that women wear on top of the corsets with heart shaped pendants among others.

The third motif is to be found on the apron, which was an idea borrowed from the Madeira Island costume.

Madeira's costume is thought to be influenced by the Minho costume with Moorish, African and Flanders influences. The wollenshirts are coloured and striped.



1st Meeting

DO IT YOURSELF

22-26 FEBRUARY 2016
LISBOA- PORTUGAL
Escola Secundária António Damásio






2nd Meeting

DO IT YOURSELF

WHEN
May 2nd - 6th, 2016

WHERE
Zagreb, Croatia
The First School of Economics



<https://diyerasmus.wordpress.com>




3rd meeting

DO IT YOURSELF

October 10-14
IN ROKISKIS, LITHUANIA

Rokiskis Juozas - Tumas
Vaizgantas gymnasium






4TH MEETING PROJECT

DO IT YOURSELF PROJECT

VITERBO

6-10 MARCH 2017 ITALY




D
October 17-19th, 2017

In Rokiškis, Lithuania
2nd **T**ransnational meeting

ITALY
CROATIA
LITHUANIA
PORTUGAL
S
E
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F



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ROKIŠKIO
JUOZO TUMO - VAIŽGANTO
GIMNAZIJĄ

www.diyerasmus.wordpress.com

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