About the project

Authors of this document:

School name:

Age of students:

Number of students involved:

Title of the project:

Duration of the project (in months / years):

Brief description (1 to 2 paragraphs):

Other intervenients in this project:

Subject domains involved:

Interdisciplinarity of this project (a short description on how the subject domains will work together to connect to each other and with the project's theme):

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Planning for student assessment

How students will be assessed

Recommendation: for each learning goal (content and competences) select an adequate tool to collect evidence and an associated metric. See examples below

Curriculum topics to be learned	**Tools we can use to collect evidence of these learnings**	**Assessment criteria we can use to assess our students.** ***Ex: level of correct answers in a quiz. Quality of a portfolio (with concrete evaluation criteria), etc.***
Competences to be developed	**Tools we can use to collect evidence of the development**	**Assessment criteria we can use to assess our students.** ***Ex: Rubrics with clear descriptors.***

When students will be assessed

Type of assessment	**Frequency**

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Our OTTERS project with guidelines for students

1. FEEL

Support note (you can erase this once you complete this section): *This is the moment when your project starts. In this phase, students will be introduced to the theme. The goal is for them to deeply learn about the issue at hand and to deeply understand how it connects to their daily lives and to their communities.*

Think of an engaging way to introduce them to the project, to capture their attention and curiosity, ensuring that they will be truly involved in the project throughout its different phases.
This is also when cocreation with students will start. This means that they can be the ones to identify the issues in their community related to water that they want to work on, they can vote on which citizen science program(s) they want to work with and learn the science behind it, including the scientific questions and methods.
In the next phase, they will put their use their imagination to IMAGINE solutions to the problem(s) raised.

Considering this, write down here HOW you will guide your students through this FEEL process, with enough detail that they can follow the steps on their own and for anyone else to replicate this process.

RESULTS OF THE FEEL PHASE:
By the end of your implementation, you can add here results from this phase, including pictures, aha moments, quotes from students and other people involved, etc. This can inspire others to design projects as amazing as yours.

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2. IMAGINE

Support note (you can erase this once you complete this section): *By this moment, your students should already be "specialists" in the theme they will be working on. So, now, it is the time to give wings to their imagination and explore all possible ideas about how to solve the problem.*

This can involve solutions to bring awareness into the community, ideas on how to participate and contribute to the chosen citizen science program(s), ideas on how to continue working on the issue after collaborating with the citizen science program, etc.

This phase should open the doors to free ideation and brainstorming. Include guidelines on how to do this process. For example, ask students to work in groups and write down all their ideas, vote on the preferred ideas, etc. Remind students to select ideas that are feasible considering the problem and all those involved in it.
Ensure that all students have the same opportunities to share their ideas and vote.

RESULTS OF THE IMAGINE PHASE:

By the end of your implementation, you can add here results from this phase, including pictures, aha moments, quotes from students and other people involved, etc. This can inspire others to design projects as amazing as yours. You can include here all the ideas from your students. This might help others to solve the problem too.

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3. CREATE

Support note (you can erase this once you complete this section): *In this phase students will give life to their ideas and start developing their solutions. It can relate to the participation in the citizen science program, collecting data, generating data, creating awareness materials, etc.*

Write down here guidelines for your students to think about how to plan their projects. How to select the necessary materials, define the steps they will take, who will do what, etc. Ensure that all students have the same opportunities to participate in this phase.

Open the doors to mistakes and encourage students to accept that failing is also an important part of the process.

RESULTS OF THE CREATE PHASE:

By the end of your implementation, you can add here results from this phase, including pictures, aha moments, quotes from students and other people involved, etc. This can inspire others to design projects as amazing as yours. You can include here pictures from their creations too.

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4. SHARE

Support note (you can erase this once you complete this section): *This is the final part of the process and many times one of the most rewarding. Let's share the work!*

This is the moment where whatever your students have created will be shared with others (colleagues, school community, extended community, etc.)

Write here guidelines that support students in identifying who their target audience is, and to prepare their presentation materials (slides, videos, posters, performances, etc.).

Include also a moment for reflection on the results, considering what worked well and what could be improved.

RESULTS OF THE SHARE PHASE:

By the end of your implementation, you can add here results from this phase, including pictures, aha moments, quotes from students and other people involved, etc. This can inspire others to design projects as amazing as yours. You can add here pictures of your students sharing their results and write down final considerations.

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