

ONLINE REFLECTIONS BOOK -2014/16



1st Primary School of Asvestohori, Thessaloniki, Hellenic Republic
Agrupamento de Escolas Templários, Tomar, Portugal
Björngårdsskolan Storkyrkoskolan, Stockholm, Sweden
Ernst-Hansen-Schule, Bielefeld, Germany
Escola Les Acàcies, Barcelona, Catalonia, Spain
St. Michael's Boys School, Galway, Ireland
Zakladna Skola sv. Cyrila a Metoda, Košice, Slovakia

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INTRODUCTION

RATIONALE FOR PROJECT:

Following reviews in our schools, we identified the following needs:

to improve the attainment of pupils especially those deemed to be at risk of dropping out of the education system;

to improve the attainment of pupils who struggle with literacy and numeracy;

to see cultural diversity and cultural heritage as strengths, and to utilise these strengths to develop ideals of global citizenship within our school communities;

to improve the ICT and digital competences of pupils;

to constantly develop the professional skills of teachers;

to further engage the parents and local communities with schools.

PLAN OF WORK:

The theme of global citizenship will be embedded in the curricula of our schools for the next two years.

We will work through this theme focusing on four modules of work: Sustainability and the Environment, Resources and Climate Change, Democracy and Citizenship, and Migration and Urban Growth. Using these modules we will be working across many curricular areas: Mother Tongue, Foreign Language, ICT, Environmental Sciences, Geography, Citizenship, Art, Music and Dance. Pupils will develop skills of expression, of thinking critically, of respecting others and resolving conflict.

They will reinforce their sense of identity, enhance their self-esteem, engage and participate in society, and learn that they too can make a difference.

PLANNED OUTCOMES:

A dedicated collaborative website, and a dedicated blog (featuring artwork of pupils).

A project logo.

Create on-line nature trails either in our school grounds, or in municipal parks in conjunction with City Halls (PMI). We will feature these nature trails, and the creating process, in an eTwinning Project.

We will also use grow boxes in every class to help pupils understand the process of growth and development of plants and vegetables (PMI). And maybe develop little commemorative areas/gardens reflecting the global dimension of our schools - Crocus project.

Introduce pupils to Scratch Coding.

Deliver dedicated training activity for teachers within our strategic partnership.

Banners for display.

Online review of the project.

Project newsletters.

Extra: Project song, citizenship survey of parents.

EXPECTED IMPACTS:

Deliver learning outcomes across most curricular areas and enhance pupils social, communication, investigative, research, presentation, problem solving and decision making skills.

Scratch Programming will have a big impact on the way that pupils engage with

technology, changing them from passive receptors to creative, expressive innovators.

Pupil self-esteem will be greatly enhanced, encouraging them to participate, engage and remain within the education system. This is especially important for those with low attainment as it raises their expectations and changes their views on what it is possible to achieve.

Pupils will have an enhanced sense of their own role as world citizens who respect and value diversity. They will have a better understanding of how the world works economically, politically and socially. They will participate in and contribute to communities ranging from local to global. They will take responsibility for their actions and be willing to act to make the world a more equitable and sustainable place. We believe that we will create a framework that engages the whole school community, and that serves democracy and human rights, promotes sustainability and culture and creates active and creative citizens.

School staff will become more creative and innovative as they apply what they learn about the different methodologies and approaches of their partners to their own classrooms. They will develop coding and artistic skills from engaging in workshops.

EUROPEAN DIMENSION:

We will embed a European ethos into our schools that will remain permanently in place after the project has finished. Our schools will have acquired an expertise in citizenship that we can apply to enhance pupil learning outcomes.

We will use technology in more creative and innovative ways, and we will be more pro-active in promoting environmental awareness.

The status of our schools will be enhanced not just within their wider communities but also nationally and internationally.

SUSTAINABILITY:

A critical report of our project will be published. It will be posted to our website and circulated to partnership agencies. We

believe that our project might serve as a template for projects in general. Our website will be accessible for two years after the end of project, and our evaluation reports will be hosted there. We will have an eTwinning project focusing on the process of creating our on-line nature trails accessible on-line. We expect schools will continue with other eco-themes over the coming years. The commemorative gardens will still be in place and will further develop over the coming years. Scratch Programming will become a very important educational tool in our schools.

CHAPTER 1

GENERAL REFLECTION ON THE TWO YEARS AND HOW EACH SCHOOL PROFITED FROM IT

By each National Coordinator

Agrupamento de Escolas Templários

Tomar, Portugal

On what concerns to our group of schools, this was the first entirely developed project; however, regarding Templários School, this was our 5th international partnership, meaning that since the year 2000 we are aware of the importance and benefits for all the school community. Almost the same happen with Santa Iria School, school which had its 4th project.

By enhancing this data, we are saying that we were absolutely sure about the outcomes, whatever they might be: they would be good!

The most challenging aspect we were confronted to these two years

was an inner reality: for the first time we were not dealing only with one or two schools in the same city with kids from kindergarden to 9th grade (around 15 years old); we were dealing with around 300 pupils from kindergarden to pre-university in 25 different schools spread over a wide

geographic area, either with urban and rural realities.

So, the first gain was for us to learn how to deal with such different realities converging into one purpose. What we found was that all school dynamics could be incorporated. That gave us the knowledge for future years,

with or without international projects: just for school every day work!

More than short term beneficts, what we have gained was the expertise and possibility of creating long term products for future use at school, namely an archaeologic camp for 8/9 till 12/13 years

old pupils and a book on the History of Tomar, written and published as a book and having a supporting website. These two particularities were born from the item Mirations and Urban Growth, wich we decided to work on the historical aspect. A city is a result of several and continuous settlements created by the same number of



migration waves, peaceful of not that much...

Another important aspect was Solidarity. As it was also an item of our project, several of the developed activities gave a wider glimpse what we could do for those who need the most. From the various activities we were involved in, we underline one in particular lead by the elder students: it was part of a national project with the support of the Presidency of the Portuguese Republic. In fact, our group, created for that purpose has been awarded as the national winner of 2015-16.

The competences acquired in Germany and Ireland on the context of the teachers' training programme were also very important for our future. The art workshop gave individual new tools to the teachers to put in practice in the classroom; Scratch Programming lead us to absorb the Portuguese pilot program led by the Ministry of Education, resulting from it that

in the year 2016-17 and the next one, at least, we will have for ALL 3rd and 4th graders in eleven primary schools involving about 200 pupils.

Several schools and different pupils and teachers of different ages worked in a lot of activities, involving the whole of the group of schools, which has to be underlined as a great result of inner cooperation. Furthermore, those activities enhanced the awareness of the school community towards global problems demanding global solutions. In other words, this international partnership, along the two years of its duration, helped to make the difference in the minds of our youngsters.

The creation of a nature trail inside the city park, very close to our primary school was also an added value for a new pedagogic permanent tool.

Björngårdsskolan Storkyrkoskolan Stockholm, Sweden

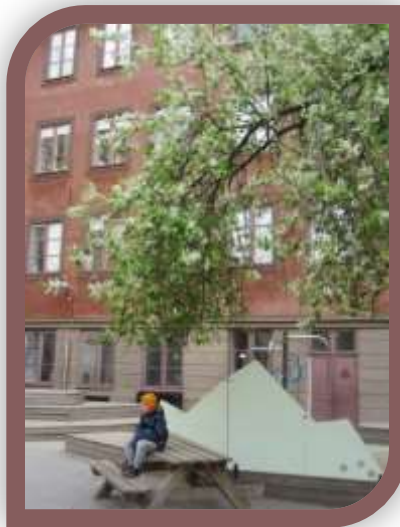
It was satisfying with four modules to follow. It made a good and clear structure.

We found that it was easy to embed the four themes in our Swedish curriculum. Having different themes at different semester was a good way to focus at one theme, at the time and discuss and plan among the staff and with the pupils how to work towards the goals.

Every subject could contribute with its special aspects.

To get less money in this Erasmus+ project, meant that fewer teachers could visit our partner countries which decreased the curiosity, joy and expectations of the project. Nevertheless it was the second time in a project which made us better equipped to focus and produce suitable activities with the students.

Sending teachers to the two workshops gave good results in both Art and



Technology/Scratch programming. Further training is always welcome and to experience education in another culture gives another aspect of input. The teachers attending the workshop Scratch, could easily start courses, as well as pass it on to colleagues. The pupils are motivated in learning programming these days, which is a key to success and at least 70 pupils can now use the programming tool.

During the modules sustainability, climate change and democracy/citizenship we could include our outdoor education-activities. Every month the student took part in lessons, outdoor for an example, questions about a sustainable society or made own tasks for other students in different classes.

Escola Les Acàcies

Barcelona, Catalonia, Spain

Our school, Les Acàcies, has participated in the Comenius project throughout the last years, and that is why we decided to participate in the Erasmus+ project during the 2014-2016 school years. Having had the experience of working with our students with and without the project, we want to emphasize that it has been a very enriching experience.

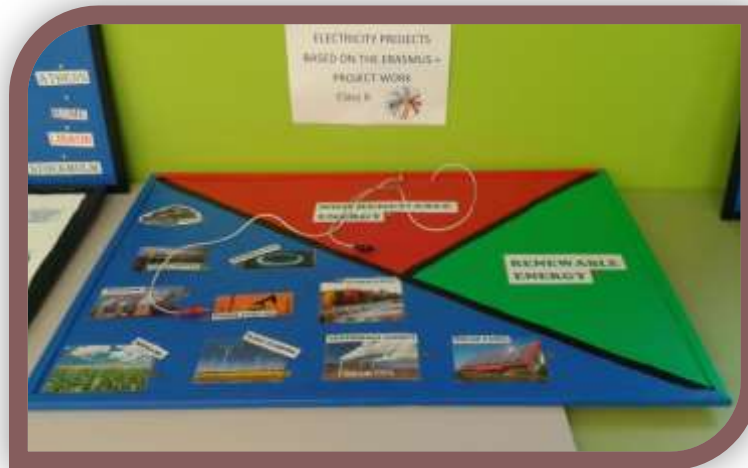
On one hand, it has been rewarding for the teachers who work in it, because we have the big opportunity to see how the other countries work in the world of the education. It allows that the teachers observe, grow, share and learn other dynamics, other activities and other ways to educate the children that we have in our classrooms. That is because besides being coordinators of the project, we also are teachers and we can see these realities every day in our classrooms and in the different schools from the countries involved.

On the other hand, in addition to the opportunity for the teachers to continue training and learning, we have the big protagonists of the teaching-learning process, that are the children. For the

school students, to participate in an Erasmus+ project means to be able to learn in a significant way, based on their interests, and therefore, they end up learning through a great motivation.

The children have a natural curiosity to know, to learn, to discover... but often this is braked because of an education in which they only listen to the lesson and in which they do not participate, in which they do not feel protagonists, and therefore, in which they do not see themselves involved and motivated

For us, the Erasmus+ project has been a very important core for learning, a starting point to develop and promote this curiosity,



the discovery, the participation and motivation of our students.

In addition, it should be noted that the four blocks of work that were chosen for these two years of project fit very well with the current reality in which we live nowadays.

During the first year we have worked the first and second block "Sustainability and environment" and "The climate change" that we could relate to another project in which the school is participating: "Sustainable schools", with which we have become an Agenda 21 school. In this way, working both projects at the same time, we could make more impact to the importance of being aware of the current environmental problems, and how we can help from the school, and from home; also involving the families to have a more sustainable and favourable attitude to take care of our environment.

During the second year, we have worked the third and fourth block "Democracy and citizenship" and "Migration and urban growth". These two subjects have also allowed us to make activities in which we have really enjoyed with the collaboration of the families. We have started from the idea of multiculturalism that exists in Barcelona, and with the large number of immigrant students and families from different nationalities that exist in our school. Through these blocks we have talked about the rights we have as human beings and citizens, the values, and above all we have taken this opportunity to know and share other customs, other cultures, other languages of the children and their families that we have in our classrooms.

Therefore, based on these four blocks we have organized what we would work during these two years of project with our students from 3 to 12 years old; that is from P3 to 6th grade.

St. Michael's Boys School Galway, Ireland

There are a number of notable differences between Comenius School Partnerships and Erasmus+ Strategic Partnerships. With Comenius the emphasis was on mobilities whereas with Erasmus+ the emphasis is on teacher professional development and pupil attainment. Comenius Partnerships lasted two years whereas there is the possibility of three year partnerships with Erasmus+. The preparation and pre-planning for Erasmus+ is much more time consuming and intense than the planning was for Comenius. The need for energetic and enthusiastic partners, who would embrace the European ethos and the extra workload demanded by Erasmus+, was essential.

With these differences in mind there was a need for strong experienced partners. We had previously worked with such partners from Portugal, Hellenic Republic, Germany, Spain and Sweden. They were more than willing to participate again. We also sourced a school from Slovakia with a very strong work ethic and with a strong interest in environmental issues. We then agreed on a cross-curricular theme that we believed could be adapted to include pupils of all abilities. In our plan we put a strong emphasis on pupil participation and attainment, and on teacher development.

Our theme of global citizenship incorporated hugely topical issues such as sustainability, citizenship, climate change and migration - issues that would both appeal to pupils and be completely relevant both as curricular topics but also important in the development of future mindsets and life skills.

At local level three aspects of the project have had a very strong impact on our school

community:

Coding
(Scratch),
Sustainability
and
Citizenship.

Pupils really
enjoyed
coding. It
allowed them
to be creative
and helped
them to
collaborate

and to communicate more effectively. It enabled them to develop their problem solving skills. And pupils had the possibility of accessing and working on their Scratch projects outside of school. As a result of these successes we will continue with coding after the project finishes.

As part of our work on sustainability pupils created small gardens in the school grounds. They planted vegetables, attended to them in the growing season, watched them grow, harvested them and ate some of them in class afterwards. They took great pride in



their garden and learned a lot about sustainability. Pupils were also involved in the creation of an online nature trail. This work will not stop with the close of the project. All classes will be allocated garden plots and the development of our nature trail will also continue.

Over the course of this and previous projects there has been a marked improvement in the citizenship skills of our pupils. We have observed that in some of

our partner schools there has been a formal process of giving pupils a voice through the creation of pupil councils. We plan to create a pupil council next year.

As I have outlined we had some problems with Erasmus+ initially but we have found it to be a very robust programme that enables teachers to further develop professionally, that facilitates school communities learning from each other, and that improves pupil motivation and attainment.

Zakladna Skola sv. Cyrila a Metoda Košice, Slovakia

Entering into the Erasmus + project, with six international partners, two years ago, our school set some general and specific aims. General goals - as an improving the ICT and digital competences of pupils, developing of professional skills of teachers, foreign language awerness, accepting cultural diversity cooperation of all project participants and within the school teams, developing the citizenship skills – these were the main stream lines not just for two years, but we are sure, they will continue long after the project finishes.

We considered that the specific aims - as a developing team work, cooperation with municipalities, critical thinking, parents involving into school and regional issues, mediation as a tool of conflict solving, art talent of our pupils developing - need to be strengthen in our school and regional environment.

Four project modules - Sustainability and Environment, Resources and Climate Changes, Democracy and Citizenship and Migration and Urban Growth – were the means that we tried to fulfil the set aims. We embedded the content of modules in

the school curricula and we enriched the education process.

The pupils of 5th and 6th with their teachers were involved the most into every project topic, but with cooperation of all members of our school, teachers, pupils, parents and municipalities. We have tried to include as many pupils as possible in the project. Exhibitions, displays, videos, articles, music – project hymn, art work, choir performances, eTwinning projects, contributions for dissemination in our school papers and municipalities, and school website, online book, newsletters for team

discussions, team work, presentations and feedback from parents are all cooperative and collaborative bonus elements that we have gained from being involved in the project.

Whole school entered into the collaborative parts of project calendar and project logo. There were many proposals and excellent art works. We have had exhibition and school competition for finding the winner. As a fruit of this activity, we have long term school competition “Our school has the talent” to be held in the beginning of June.



It seems that the workshops for professional development of teachers Art and Scratch Programming were an excellent choice. Teachers have worked in an international environment and have applied many of the techniques and new information in their classroom and schools .As the result of these activities, we have decided to embed the Scratch Programming in our curricula for the next years.

Nowadays, when people almost stop communicating with a seven international meeting we support the culture of gathering and formal and informal communication. Meetings in host schools

were full of the professionalism, and the pupils were delighted to display their work to a wider audience. They were accompanied usually with their parents, regional politicians and municipal body members. All meetings have enabled teachers of partner countries to get to know one another both on professional and social levels and these engagements are very important for sharing our partnership and many gifts and abilities that are among us on the national, cultural, professional, educational or organisational level. We see the importance of the project in improving our understanding and appreciation of cultural, historical and national diversity.

CHAPTER 2

Identify particular aspects of local work and how they were organized.

By each National Coordinator

Agrupamento de Escolas Templários

Tomar, Portugal

Regarding this aspect, we emphasize the following tasks:

Module Citizenship: The banner and solidarity fair: we have decided to include the giant banner as a product-instrument to other activity which was included on our project: the solidarity fair. By doing this, we were covering two goals at the same time. On one hand, we were working to create a dissemination product – the giant banner; on the other hand, through the work of our elder students, a public solidarity fair including donations, art work to be sold, used clothing for re-use,

creation of jams and other products as aromatic plants, was created in a municipal facility in order to help the most needed. This was a work that had a preparation of several months, although the banner painting had been faster. So, on this item, we had the intervention of several schools of our group of schools as well as different

levels: from primary to secondary and special needs, for instance.

Module Migrations and urban growth: Because of the singular aspects of our local History, we have decided that this module should be worked under the historical aspects. In fact, a city is a succession of several settlements, either pacific or... not that much. So, a lot of works have been produced under this theme in several of our

schools. The top work was the publishing of a book on the History of Tomar for kids, written by one teacher with the support of public authorities. From this book and all its contents, several field

visits were organized with the contribution of our school libraries so that kids, by class, might be aware of some historical aspects of our city and its development. In the end, all the works have been presented to all the school community of Templários School, school where this activity was deeply considered. Some other schools and kindergardens worked on the theme of



castles and one particular primary school commemorated its patron Prince Henry the Navigator. The gipsy community in our school is considerable, which made us also to work on it, mainly on the creation of the gipsy international flag, a day of gipsy culture in a primary school and the presentation of gipsy music and dances on the show prepared to the reception of the partners during the partnership meeting held in Tomar.

Module Sustainability: some works have been done. We particularly underline the work of one kindergarden: a book was rewritten: *Magical Walk: Templários* Kindergarden pupils have created and published a pdf magazine telling us a story about a magical kingdom where humans, animals and nature live in perfect harmony. This has been a work of illustration under the supervision of a sub-project "LEARN MORE WITH THE SCHOOL LIBRARY".

Module Climate: four power point presentations produced by 6th graders of Santa Iria School were the starting point for the work used on one of our partnership newsletters. In fact, from the

visualization of a Portuguese TV station programme named "Race against Time" demonstrated the net of effects caused by climate changes. It took two years to be filmed, edited and presented. In this show, a five countries voyage has been pathed since the Artic to the east Coast of the United States. Several questions related to global warming are raised, some answers are given and there's a big alert to the consequences cause by those changes in the Portuguese way of life for the next decades. Seeing this TV show and several other documentaries, the class became astonished and a brainstorming and debate on the theme let pupils quite worried and aware that the race against time had already begun. Later on, they were asked to research more about the theme in groups and that each group would create a Power Point presentation on our group works. The result were the four PowerPoint group presentations to be displayed at school and at the Erasmus Project Website.

Björngårdsskolan Storkyrkoskolan Stockholm, Sweden

We started our project in September 2014 with a survey for two of our classes about **Global Awareness**. The same survey was used by the other countries too. Now in May students are going to fill it in again, to see if the awareness has increased after our two years of focusing on sustainability. It will be very interesting.

Another early activity was when students brought their **old T-shirts** to school and used paint and pearls to decorate them. So the T-shirts got a new longer life.

The **Noble Day** was celebrated of course and we had different options to choose between. One option was to recycle things. Students brought material from home that was supposed to be thrown away and they tried to create new things from the rubbish. We had lots of new creatures everywhere in school after that!

During the first year students worked a lot in craft lessons with **recycling clothes**. Old clothes, sometimes too small and sometimes out of fashion or with stains on, got a new life as cuddly toys or an

apron instead of a skirt. It was a very popular project.

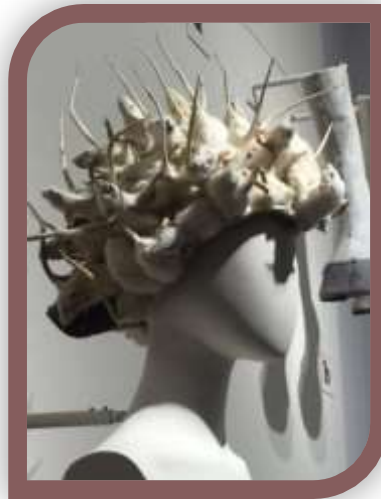
Valentine's Day was celebrated in a sustainable way. Students brought old tins and we cut them in shapes of hearts and then they decorated them with pearls and put a needle on so they could use them as a broach.

Fifth graders studied sustainability and **wrote texts** about how they wanted to change living so that we would have a better world with less pollution.

Both schools created **propaganda posters** to show what is important for children today. They suggested for example that we should take better care of polar bears and immigrants.

In February fifth and sixth graders went to the museum Liljewalch's to visit an exhibition called **Utopian bodies**. We could see costumes that they had made of old tires and milk for example and we also got to know that

Sweden now has a company that can recycle cotton. That is unique because it is a



very complicated process. They had also created clothes from old glass and parts from animals. We were all very amazed of

what we saw. I think sustainability was a very successful theme for our school.

Escola Les Acàcies

Barcelona, Catalonia, Spain

In the previous article, we have talked about the importance of the four blocks that have been chosen to work on the Erasmus+ project and how these were significant to the social reality that we live in our school, Les Acàcies. In this way, once the subjects were chosen, we had to think

how to

develop

them; that

is, how to

organize

ourselves

considering

that in our

school

there are

almost 400

students,

and their

ages range

from 3 to 12 years old. We must adapt the subjects to the different ages so they can be more close and significant to the children.

We thought on starting the project gathering the students, telling them what we would work on and suggesting them to think about how they could be involved in the different subjects in which we would have to work during the next two years. In that way, through the delegates of the classes came out the idea of observing the different nationalities of the students and their families of the school, and taking into account the percentages, each class chose the name of a city, a country or a continent

(depending on the age of each course) that represented their partners. So, all the primary school classes chose one and they started a project to discover and investigate all the countries that participate in the Erasmus+ project, as well as the different nationalities of our students.



On the

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(from 3 to

6 years old)

decided to

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of

developing

favourable attitudes to towards the environment, and they voted to choose as the name of the class an endangered animal.

From this decision the project was already presented and started up, and was easier to involve them in the different activities in which we participated with the other partners of the schools of Germany, Ireland, Sweden, Greece, Slovakia and Portugal.

In addition, we would also like to emphasize that for us, besides the experience and the opportunity that represents for the teachers, our priority has always been the students. And for this same reason, we

would like to stand out that the activities that the students have enjoyed more are the ones which we have done with the students from the other participant schools of the project. The possibility to our students to know children from other countries, who for them are really far, from different cities and cultures, when sharing the experiences makes us realize that the important things for the students are the same wherever you are.

Therefore, we would like to emphasize the opportunity to share through the recycling workshops that our students have made, creating through art, recycling and reusing waste materials, as well as the cooking workshops in which we have discovered traditional dishes from the countries that participate in the project. We also want to emphasize the opportunity of sharing via

video the experiences during the European Day, and sometimes that we have talked via Skype with the German students who had to come to visit us. And, above all, it was very important the possibility on travelling with our student to visit one of our partners of another country.

Therefore, with these words we want to emphasize that while the first step is to decide the organization of the activities in the transnational meetings; then, there is a transfer of the information to an Erasmus+ commission made up of school teachers, in which we end with the decisions; we have always taken into account the students opinions in the proposed activities from the beginning of the project, as well as the ones that emerge and realize from its interests, in the day-to-day classes.

St. Michael's Boys School Galway, Ireland

A Two-Year Project Calendar was the first major collaborative work between all partners. The Irish participation in the creation of this Calendar was an important local activity. The calendar was to comprise of three main themes - national, citizenship, and a project logo. We selected three classes to work on one of

these given themes. When the pupils completed their artwork there was a vote to select the winning work in each section. These three works featured in the calendar.

The winning logo from each country had the further possibility of featuring as the project logo. The coordinators voted for their favourite logo and the Hellenic logo was the

winner. This logo was enhanced by Latvian teacher and artist, Anita Ziverte, and it became our official project logo. This was an excellent national activity as it involved

pupils from the beginning of the project. The possibility of having some artwork in the calendar was very motivating for pupils.

The calendar was also very important in both the local and international dissemination process.

Another important local activity was the creation of

two small gardens. In one of these gardens pupils planted a number of varieties of potatoes. In the other garden they planted cabbage, kale and peas. They were involved

in the planting and fertilising of these plants. They organised themselves in teams to water the plants every week. They created tent like structures to support the peas. They loved getting involved in the

gardens and monitoring the growth of their crops. They harvested their crops. They ate the peas and the teacher cooked the



potatoes. They loved the idea that they could eat what they had grown. It made them aware that they could grow their own food, and it also made them aware that the

crops had to be looked after. They needed to be weeded and watered and cared for. It was a great eye-opening, enjoyable activity for the pupils.

Zakladna Skola sv. Cyrila a Metoda Košice, Slovakia

With a partial project "Crocuses" which involved us to plant the crocus bulbs we were reminded the victim of the Holocaust.

With Power Point

presentations the younger pupils have learnt a lot and as the reason of it the pupils of the 9th grade will visit Osviencim in Poland to know more about the dark part of the humankind history. Our project school activity" How to deal with?" concerning the mediation have created the young mediators that are trying to solve the rising conflict with their mediator's skills.

Exploring our school environment the pupils have found out many plants trees and flowers and have created the nature trail and it has become a part of international virtual nature trail presented at our project



website. Our pupils are prepared for competition in biology.

This year they have got very good results because they have participated in every

activity connected with protection of environment. Our school club has organised the activity as Day of Earth, storytelling afternoons for parents with recycle elements.

Collecting batteries, plastic bottles, aluminium tops are the activities that help protect our environment and educate our pupils to become more protective, to become better citizens and realise that each person has to role to play to make our world a better place for our children.

CHAPTER 3

Collaborative works

By each Collaborative Project Responsible person

1st Primary School of Asvestohori Thessaloniki, Hellenic Republic

E-Twinning Project

We had planned for an eTwinning of our pupils, to present the results of our activities, by uploading pictures and videos.

On twinspace (<https://twinspace.etwinning.net/1167/home>), we created categories that give information and activities about the project (project Launch, logo etc.), the cities and the schools that participate, and the calendar that was created during the project.

There are also categories based on the main subjects with which we have worked such as Sustainability, Democracy and Citizenship, Migration, Nature Trail, Climate Change and Crocus Project. In many of these categories there are subcategories for every country.

Finally there are categories for Dissemination, the Newsletters and the school actions.

Along the way we have considered though, that it was quite difficult to inform both Twinspace and the project website, and instead many partners simply uploaded in twinspace the links to our works on the website.



Project to organize better our collaborative works

Newsletter

Newsletters are a way of expression and communication of the school community with the local community. For this reason, we have decided to create 4 Newsletters, one

for each subject we have been working on during the two years of our project's framework: Sustainability and the Environment, Citizenship and Democracy, Migration and Urban Growth, Climate Change.

Every Newsletter had 8-9 pages. The first page was about the dedicated subject and the article was written by one of the coordinators. Every school had a page in order to present 1 or 2 articles about their actions, their views and the pupils' thoughts. The articles were written by a class or by a group of pupils or by a coordinator educator. Every school had the freedom of choice to decide by itself. The articles were accompanied with 3-4 relevant pictures.

The Newsletter was in a pdf form and as soon as it was created it was uploaded on E-twinning , on the program blog, on the school' s blog, while it could be sent by e mail to the national services , educators, pupils and parents.

Issuing the Newsletters was a successful effort of showing our project and our various actions. It was a creative process that gave pupils and educators the possibility to present their views, ideas and issues that they were interested in. Pupils and educators have cooperated creatively setting up bridges of communication with the other partners. The pupils became

familiar with the production of many kinds of texts and the ways of spreading the information as well as the use of computers. As a result it also contributed to the development of cooperation between the pupils and the improvement of their self-esteem because their own texts were published and read by a large public.

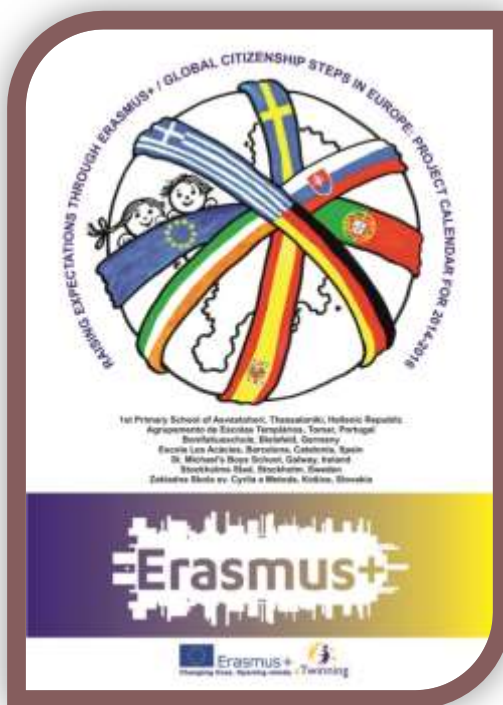
Finally Newsletters contributed to the opening of our school to the outside world, because they didn't address only a specific target group, that of the school community and the local community, but a much broader geographical and social target group.

Agrupamento de Escolas Templários Tomar, Portugal

The given and accepted responsibility of Tomar to be in charge of publications was mainly absorbed by the conception, distribution of work, editing and publishing of the project calendar and this final document, the online reflection book.

On both cases, Tomar put before the partners working proposals that were commonly accepted and, afterwards, a process of recollection of the partners' works and editing was the following step.

On what concerns to the calendar, a triple objective was given: each partner should choose, the way they decided, three illustrations to the calendar: a proposal for a general project logo to be done by the pupils and, through a school choice, the election of one final work to be included on a set of seven works. The coordinator, through online vote, would decide the winner. By the way, it was the Hellenic logo to win the contest. The other two drawings should interpret the way kids understand a



given citizenship concept and a particular moment of its city or country. By doing this, a set of 21 images plus 3 more images regarding Erasmus and Etwinning aspects plus the repetition of the reformulated winning logo, would give 24 images for 24 months since this was a two-year calendar.

The editing process was non-professional and located at school. We also decided on creating a second version of the calendar. In fact, we had a wall calendar and the same product as a brochure in order to give the chance, either to grown-ups and children to have a portable calendar. That was a good and original choice.

Finally, for this online reflection book, the explanation lives in itself. No more words are needed except that it might, if someone wants, be printed for material future memory.

Escola Les Acàcies

Barcelona, Catalonia, Spain

Each coordinator within the Erasmus+ project has tried to develop one task. We decided which activities we wanted to develop and each person has been in charge of one of them.

In other projects, we have always expressed the importance of being able to travel with children to share different experiences with them in first person. Germany has

always had this interest also, and for this reason in the transnational meetings in Germany, our school went with students; and in the transnational meeting in Barcelona, our school hosted the German students.

So, in this new Erasmus+ project we have seen that Germany was responsible for organizing the transnational meeting and the training meeting. We decided then, to choose another country to visit with our students.

During the transnational meetings it was decided that the German students would visit Barcelona, and for us it was a pleasure to be able to organize activities in which the visitors would participate in the classroom with our children.



We decided them to come on the same dates than the coordinators, so we all could enjoy this experience. In this way, seven students and the coordinators were able to

observe during two days the way we worked in the school and they could participate and share experiences inside the classroom.

After receiving the visit of the children, we also wanted to involve our students in a similar experience. Especially since for many of our students, considering the reality in their families, it would be the first time they could visit another country.

In that way, we decided to go to Sweden with ten students. The experience has also been very positive, because our students were able to be in the classes, in the school time sharing educational experiences with the schoolmates from Stockholm.

Before that, to get some closeness between the students, we have realized some activities with the students of Sweden and Barcelona to know each other. We have sent photographs, we have asked questions to each other through short texts and we have shared moments through programmes like Skype.

St. Michael's Boys School

Galway, Ireland

Each coordinator in this partnership had particular responsibilities. Ireland had two tasks - coordination of the project, and the creation and maintenance of the project website.

The coordination of the project initially involved the creation of our partnership team, the subsequent agreement on a cross-curricular theme of work, the selection of a set of outcomes or objectives, and the formulation of a two-year approach to the project indicating transnational and training meetings, along with a timeline of our proposed work. The formal application was then written and submitted to the Irish Agency for approval. After the first transnational meeting in Galway all coordinators became very actively involved in the running of the project. Ireland then chaired the transnational meetings, became the main conduit of communication, informed others of objectives and deadlines, and generally ensured that the project was

progressing according to the agreed schedule, and complying with the regulations as laid out in the contracts our agencies.



Ireland also had the task of creating and maintaining a website.

When teachers and pupils create a presentation, or simply wish to

highlight some aspect of their work, they like to post their outcomes immediately on a website. If they have to send their work to a webmaster to upload, the subsequent delay in posting these works diminishes the enthusiasm of the pupils.

So Paul Munroe created a website to which all partners could directly upload their work. This website would present the work of our project to the public and the website would be hugely important in the dissemination process. We were already familiar with Weebly and we opted for it again. The interface was very intuitive and it had many drop and drag features which made it very

easy to use. We decided to use the pro-version because of its added extras. We also opened a Vimeo account to which all partners could upload videos.

The banner of the website consisted of the project title along with the project and Erasmus logos. We opted for a white background as we felt it gave a clean uncluttered feel. We created a set number of pages that would feature the main aspects of the project - Home, Calendar, Sustainability, Migration, Climate Change, Citizenship, Dissemination, Collaboration and Art Blog. We added partner sub-pages to each of the work modules so that each partner could highlight aspects of pupils' work.

After the website was created each coordinator received editor invites so that they could upload directly to the website. It was easy to add videos or documents using the embed code. Images could be shown in a gallery format or by using a range of slideshow options. Headings and text could be easily added and edited and the website had a minimalistic, uncluttered look. Coordinators at local levels could immediately upload pupil's works.

The website became the official showcase of our project. Partners sent links of the websites to their respective agencies so that they could see our work in progress.

**Zakladna Skola sv. Syrila a Metoda
Košice, Slovakia**

NONE of its responsibility.

CHAPTER 4

Project Transnational Meetings: its organization and local profits

By each National Coordinator

1st Primary School of Asvestohori Thessaloniki, Hellenic Republic

The 3rd Transnational Meeting of this Strategic School Partnership took place in Thessaloniki on May 2015.

On Thursday May 14th the educators had the chance to visit the most important monuments of the city and then they visited the Byzantine Museum. In this museum the School choir was waiting for them where they sang at the hall making a unique atmosphere. After that there was a visit to the Pedagogical Department of Primary Education of the Aristotle University of Thessaloniki, where the Professor Nick Labrinou guided us and informed us about the function of the school and the training of Greek teachers.

On Friday May 15th a visit to school took place. All the pupils were waiting the visiting teachers in the playground to welcome them with drums and songs. Then the pupils presented a black theatre performance that they had prepared which was dedicated to the countries of the visitors at the events hall.

The visit to the classes followed. All the classes have learned about the countries which participated in the project and the pupils had the opportunity to showcase their work and to talk with the teachers. They spoke in English and that made them happy.

After the visit there were lunch and the coordinators meeting. We talked about the course of our work and we decided our next activities.

On Saturday May 16th we visited Chalkidiki and specifically Athitos, a traditional village offering breathtaking view to Toroneos Bay, and Nea Fokea, a long

sandy beach with clean waters where an imposing Byzantine Tower is located there up the hill, built in 1407, and also the church of Apostle Paul.

On Saturday night, a celebration was organized in cooperation with the Parents Association at the school playground with the big participation of pupils and parents. It was full of music, dancing, singing and



theatre. Everybody took part in this way not only the school community but also the parents and the local community. Everyone had the chance to learn about our project and to get to know the visiting teachers.

This meeting was a great joy for the pupils and the teachers of the school, because it was a chance for them to come together with educators from other European schools, to talk with them, to present their work and to change their ideas.

Agrupamento de Escolas Templários Tomar, Portugal



The fifth partnership held in Tomar was organized taking into consideration the balance among work, social activities, visits to schools and meetings with local authorities.

We had two working meetings in two of our group of schools: in the Templários primary School, and on the following day, another one in the Jacome Ratton Secondary School.

Regarding the visit to schools, three have been chosen: Templários primary school, where the delegations were received with a little presentation by the pupils and the offering of a symbolic flag of the country of each partner.

On the following day, Santa Iria high school was visited and pupils presented to the delegations some traditional dances and music. At the same time, an exhibit on the project was displayed.

After that, the delegations converged to Jacome Ratton Secondary School, where a huge presentation took place: kindergarden

and primary school children wearing the traditional clothing of Tomar and its festivity received the delegations, the partnership delegation was raised with other flags (national, municipal, school and EU), with the participation of local authorities and the general director of our group of school.

After this reception, a ceremony took place in the auditorium, where we had the speeches of our Director and our international Coordinator. A musical moment by students of the professional courses took place, followed by the presentation of gipsy dances and other songs by the little children of primary schools, as well as a dramatization of the legend of our patron saint.

To close the ceremony, booklets with the works produced in our schools for the calendar were given to the authors.

The planting of the Hellenic olive tree given two years ago was an important moment because it was planted on a public place, near the secondary school and symbolically

on the mandatory stop of the Portuguese St. James Path. By doing this we put the peace tree on the peace path.

Meetings with the Lady Mayor of the City of Tomar and authorities of the “Junta de Freguesia” were two other important moments, reflecting the importance our municipal leaders give to this international works.

The social part took place either in Tomar, by visiting the castle and convent of Christ, an important world heritage monument, and in Coimbra, city where the national

Portuguese coordinator studied, where the University was visited.

The more important gains we had was NOT ONLY the assumption that our 25 schools are one single and united body but also the fact that we all had to +put in our curricula all the preparation activities to receive our guests. We had this main concern: this meeting is a school activity and as such it has to be considered: the program of the visit was presented to the school Pedagogic Council and approved in our most important direction corpus.

Björngårdsskolan Storkyrkoskolan Stockholm, Sweden

We had the opportunity to welcome our partners to beautiful Stockholm in May, unfortunately the sun was gone and we had some rain instead!

The hotels we offered were two nice ships where we think our guests felt at home.

Our two schools had prepared lots of work. In Storkyrkoskolan every class studied one particular country and presented pictures and facts about them. The older students were familiar with working with different themes but for the younger ones it was a new and good experience.

In Björngårdsskolan students presented work from the four different modules.

There were also other preparations made, the home economic group baked lots of cookies for our guests and the choir prepared two performances. One performance at Storkyrkoskolan presented old Swedish folk songs and

at Björngårdsskolan we could listen to thematic songs from the modules and also our project song in different languages, cooperation between our different countries. Several students guided our guests around the schools, it was very popular and we think the students' self-esteem grew a lot.

Our school commissioner Olle Burell visited the performance and spoke to us about the importance of living in peace and to be solidary to all people. We also showed an ordinary class council where the pupils had prepared the matters in English.

Our banners were at display in the hall during the performance.

The sixth graders at Storkyrkoskolan had prepared a guiding at the medieval museum for the Spanish students and translated texts to read to them. They thought it was really good to have a real receiver for their efforts.



Sixth graders at Björngårdsskolan did the same but instead they guided them at the Wasamuseum.

Fifth graders at Storkyrkoskolan prepared tasks for our coordinators outdoor in the rain. For instance they tried to solve a mathematical problem and used a rubber ribbon to make different shapes with.

One afternoon we took the boat to the Modern museum to visit an exhibition about the Roma people in Sweden, due to our work about migration. All coordinators had also prepared by sending a typical picture from their country which we then tried to copy on seven different paintings, everyone got the opportunity to paint on every painting and the results were at display at the dinner in the evening.

All coordinators had also asked their students to take a photo of something at

home and describe what a good home is. The pictures were at display at both schools and our students could compare them. They could see both lots of similarities and also differences in children's home in Europe.

On Friday night the staff had prepared to show typical Swedish traditions. Our guests could try crayfish and "Glögg" and there was also a Lucia procession. After that we enjoyed a Swedish smorgasbord.

On Saturday we made a boattrip to Fjärderholmarna to see a glimpse of the archipelago. Our German partners were very interested in seeing every angle of the island!

I think most of the staff and students were very involved in our project meeting.

Ernst-Hansen-Schule Bielefeld, Germany

The 2nd Coordinator meeting took place in Bielefeld, in the End of March, just a couple of weeks after our art workshop. The Ernst-Hansen-Schule Bielefeld was in a very extraordinary situation then. Only 5 months earlier two different schools had moved together to become one school. Teachers and students as well as the new leadership were just getting to know each other and the locality got adjusted.

Hosting the delegation and planning a programme for those days brought the school and colleges together and introduced the whole school community to the ERASMUS Project.

We used Bielefeld's high standard and central hostel for accommodation as well as our partnership meetings. For Friday we had a congregation with the whole school as well as parents planned. Also politicians of the commune were present. Content was the launching of the project calendar as well as recognition of the student's participation by designing the logo and pages for the calendar. Some groups of students had prepared songs and dances for the guests and the School members.

After that, the guests got a tour through the classrooms. That same week, a project week on the theme "sustainability" was arranged at school. Every class picked a different topic and worked on that in many different ways for a couple of days. At the end of the week the students got the chance to exhibit and present their results

to our international guests. It was a very good experience for the students as well as an inspiration for the guests.

One other enriching event was the exhibition and workshop in MATRA, Hamm, that the delegation visited on Saturday. A practical teamwork project, the building of a house, helped us getting to know each other and learning how to work together. Another very mentionable team evening took place at the private house of the artist and friend of the project. It was filled with good food, laughter and games.

We are grateful for the effective and good time together as friends from all around Europe.



Escola Les Acàcies Barcelona, Catalonia, Spain

The penultimate Transnational Meeting was in Barcelona. For our school it was a pleasure to welcome the teachers of the Erasmus+ project again.

All the students lived a very exciting situation because they felt like showing the work they had been doing during these two courses about the Global Citizenship Steps in Europe. For this reason, the 5th grade students were volunteered to guide the guests in small groups. They accompanied them class by class, practicing their English, where each teacher and student proudly showed their work. Another group of students also wanted to accompany the teachers to the Gòtic quarter; one of the neighbourhoods that has more immigrants in Barcelona. Our students were also really excited, because besides knowing the teachers, they could know the German students with who they shared experiences before, writing each other, making activities and having videoconferences via Skype. For this reason, now, the German students shared activities and games in the classroom with the 6th grade students from our school.

This project has been really interesting because in our school there are many immigrants, with children and families of different nationalities. The topics of this project has enriched the way of working because both children and their families

have lived it very closely and they have participated a lot. As the meeting in Barcelona has been at the end of the project, the students and the families were really excited and the teachers were thrilled to see their involvement. As there was a willing to participate, there was a party on

Friday 22nd May in the afternoon. The party was in the school, outside school hours so everyone could attend. Thanks to the collaboration of the families who organized the party, the giants of the neighbourhood could come, also the big-headed and the “Castellers” of Barcelona. There was also music and hot chocolate to everyone.



In conclusion, these are some little anecdotes of the special that it was to have the opportunity to be the organizing country. They have been days in which all the teachers, students and families have shared the same goal, the same efforts and above all, the same excitement.

Often it's difficult to find moments of such union, and thanks to the work done with the Erasmus+ we could show and share experiences with teachers of other countries, but also among us; and these moments that enrich so much make you to grow as an educational community, as a school, a school for all.

St. Michael's Boys School Galway, Ireland

Partnership or transnational meetings have been hugely important in the life of this project. They have enabled partners to sort out arising difficulties, to set deadlines, to meet socially, to experience cultural difference, and to witness pupil performance. Moreover, they have also served to re-energise the partnership, and to engage the wider school communities in the project.

The First Transnational Meeting of this Strategic School Partnership took place in Galway. This meeting was very important in

that it set the benchmark for the following meetings. We were very fortunate that in that the Irish Minister of Education and Skills, Ms Jan O'Sullivan, launched our project. Also present were two past pupils, who were members of the Dáil (national parliament). The presence of these politicians ensured that the project got great local publicity. The choirs of St. Michael's and Holy Trinity Schools performed for the assembled guests. This performance also helped to increase awareness of the project among the wider school community. Moreover, the participation of pupils from an adjoining

school also helped in the dissemination process.

The visiting teachers visited every classroom in the school. This school tour was very important for both the pupils and teachers. Each class had been assigned a particular country. The pupils had learned a

little of the language, geography, and the heritage and culture of their adopted country. These visits provided pupils with the opportunity to showcase their work

and to question the visiting teachers about aspects of life and culture in that country. The visiting teachers observed how classrooms were organised and how the work of the pupils was presented. They learned about the management of the classroom.

Afterwards visiting teachers and pupils from sixth class planted crocus bulbs. These bulbs had been provided by the Holocaust Education Trust Ireland (HETI) as part of the Crocus Project. This project commemorates the young people who died in the Holocaust.



The flowering of these crocuses in spring reminds us of these young children.

After lunch we visited Galway Education Centre to have coordinators' meeting. (GEC had kindly provided us with this venue.) The meeting enabled us to discuss and the tease out issues, to make decisions and to put timelines in place to successfully implement our plans. Each partner was reminded of its responsibilities, and of the importance of working as team to complete our stated objectives. We also agreed on the exact dates of all upcoming training and transnational meetings. Paul gave a presentation on the workings of our Weebly Website. Each partner could upload images, albums, videos and text directly to the website rather than have to send the material to a webmaster.

We put strong emphasis on the social and cultural aspects of the visit. All meals were

organised in restaurants that sourced their food locally. The fact that we socialised as a group strengthened the bond between us. We began the partnership as partners but became friends in the process of completing our project. On Saturday we visited Bunratty Castle and Folk Park to give our visitors an insight into what life had been like in Ireland in the past. We then brought our visitors to watch a hurling match.

In effect, our transnational meeting was hugely important in informing the whole school community about the project. It enabled participating teachers to engage with each other at professional, social and personal levels. It clarified the timeframe for the operation of the project. It gave visiting teachers insights into Irish culture, and very importantly it provided a template for the rest of our transnational meetings.

Zakladna Skola sv. Cyrila a Metoda Košice, Slovakia

The fourth coordinator meeting that took place in Košice was carefully planned because nobody of the project participants was in Slovakia so we wanted to expose our project partners as many aspects of our culture and heritage as possible.

The guided tour through Košice on Thursday was the beginning of three days of spending time to explore history, geography, culture and also educational process and principles in our educational system. Our school is Catholic school so we started first day in Seminary where our pupils had the art work exhibition and school choir sang some songs. The performance was in presence of our Administration Body members and some parents. We invited also media and the reason was to disseminate the information about the project.

The busiest day was the second day - Friday because we prepared many different activities. Our pupils were guides for our guests and they took them to our school to

visit classrooms. We tried to involve our students in many aspects of organisation of the visit. They were real hosts and they had opportunity to practice English and present our country. The partners were welcomed in our chapel with our traditional folk welcome: salt and bread and folk songs. They continued visiting classrooms and every class presented their work in different ways – videos, performances in participant language some drama or music spots. The pupils have already learned about the countries of these teachers. The whole school assembly performance was the celebration of international gathering at the presence of Mayor of Košice and it was the part of celebration of 25th school anniversary.

The coordinator meeting was held in hotel Marathon and we discussed the Scratch Training in Galway, Partnership newsletter, Modules – Democracy and

Citizenship,
Migration,
Natural
Trail,
Project
Music,
Online
Book and
Tomar
meeting.
We spent



evening at the ballet performance – Bajadéra- it showed that music is an international language understood by everybody. It fulfilled the social and cultural aspects of the visit.

The third day- Saturday – was planned in the countryside. Despite of the weather we rafted the Polish border river Dunajec, saw the monastery, had

some Slovak specialities listened Slovak folk music and had beautiful time. Socializing part of the project was fully completed.

The coordinator meeting aims were completely reached. All participants have realized that gathering at the international level brings and broads social, cultural and personal dimensions.

CHAPTER 5

Training Activities: goals, feelings and results.

By each National Organizer

Ernst-Hansen-Schule Bielefeld, Germany

Art workshop 02.02- 06.02.2015



The Ernst-Hansen-Schule in Bielefeld was delighted to host the first international art workshop with 11 guests from 6 different countries. Many different German teachers were able to participate in selected events. We gathered for 5 days. Teachers and students worked and handcrafted together in two German schools in Bielefeld. The participants also visited the Bielefeld art hall, the local art-club and the Museum of Modern Art in Herford. Several workshops gave them new ideas for the work in their local school.

The main topic of the artweek was "transformation". One realisation of the topic had to do with the transformation of portraits, the other one with transforming used material into art.

Children like to work with photos, selfies, magazines, little scratches. From the 14th to the 19th century, painting had a focus to

depict people. Rich people paid artists to make a portrait of their family. Through photography and the development of science, the mapping function changed. Artists in the 20th century ignore social and political boundaries. Artists showed faces with pain, suffering and love. The body becomes a means of expression.

In the art week the participants transformed photographs of students from the partner schools. In preparation of the art week, every school sent 20 digital photos to the German school. The artist Gerwin Heinrich transformed these in Photoshop. In the art week in Bielefeld teachers and students then transformed more than 120 photos from students of the partner schools by using acrylic colours on the print. Each teacher took a copy of the photos back to their country, to do the same with their students.

The second goal was to discover art projects around the world, where artist transformed their hometowns. Moved by climate change, financial crises and low system resources, in more and more communities around the world people gather to initiate a substantial changes. In the so-called "Transition Towns" the idea is to give as many areas into the hands of citizens as possible (agriculture, transport, urban development, finance). Citizens take responsibility for their city.

This change is not seen by many as a better quality of life and as a revitalizing of life in the community. In cities that are affected by the financial and demographic change, artists develop new life-projects, collectively:

- Do things together
- Be responsible
- Exchange ideas, money, knowledge

Teamwork is very important to change the world. In the art weeks we devolved artwork as a group. In that group work new artistic methods were introduced to

one example we talked about is the Heidelberg Project.

The Heidelberg Project ("HP") is a Detroit-based community organization designed to

improve the lives of people and neighbourhoods through art. The mission is to inspire people to appreciate and use artistic expression to enrich their lives and to improve the social and economic health of their greater community.

Community is more and different than just an administrative unit. community lives by the commitment of the people who live in it and are

together effectively. Community means teachers. "Everyday materials" were used to produce new artworks.

One other very effective and memorable part of the workshop was a homemade meal. A group of German teachers conducted a cooking evening with traditional German dishes to cook and eat as a group with the international guests



St. Michael's Boys School Galway, Ireland

1st-5th June 2015

Scratch is a free computer application that allows students to programme their own interactive stories, games and animations. Scratch helps children to: think creatively, use higher order thinking skills, work collaboratively, develop Mathematical Skills and be actively engaged in their own learning.

The purpose of this training activity in June 2015 was to introduce twelve teachers from all schools of the partnership to Scratch, so they would then introduce it to their pupils in the school year 2015-2016. As well as understanding the operation of Scratch the tutor also focused on its benefits and how it can support Literacy and Numeracy in the curriculum.

During the course, delivered by Paul Munroe (St. Michael's School) in the Galway Education Centre, participants were enabled to:

gain an understanding of the potential uses of Scratch to support teaching and learning, with a particular focus on literacy and numeracy activities; become familiar with the main features of Scratch; access supports and resources for Scratch; create a

Scratch project demonstrating a knowledge of the software; and to use Scratch to support students with special educational needs.

The feedback from all participants was excellent. Initially they feared that coding might be very difficult but they quickly realised that the basics were simple and that a lot of self-learning was involved. They were also delighted with the collaborative aspects of Scratch - learning from each other - and also with the elements of

creativity within the software. They were very impressed with the venue and its facilities. They felt that the presentation of the course was excellent, and the content was most appropriate for their pupils.

These teachers subsequently

introduced Scratch into their schools. The feedback from each school was extremely positive. Pupils really took to Scratch. They saw it as something very enjoyable and creative. The fact that they worked in pairs meant that they were learning from each other. Each pair was able to work at a pace that suited them. Pupils also had the



possibility of continuing their work on Scratch outside of the classroom.

In fact the introduction of Scratch has been so successful that its use will be extended to many other classes in the coming years. It will feature in the curriculum of the Portuguese school and as well as being taught in the Irish school there will also be a Scratch Club. The Scratch training activity in Ireland has been responsible for the introduction of coding to all the schools of our partnership, not just on a one year trial but right into the future.

THE COURSE ITSELF

Scratch is a free computer application that allows students to program their own interactive stories, games and animations. Scratch helps children to:

- Think creatively

- Use higher order thinking skills
- Work collaboratively
- Develop Mathematical Skills
- Be actively engaged in their own learning

The purpose of this course was to introduce teachers to Scratch, so they would then teach it to pupils of their schools in 2015-2016. As well as understanding the operation of Scratch we also focussed on its benefits and how it can support Literacy and Numeracy in the curriculum.

Course Objectives:

During the course participants were enabled to:

- Gain an understanding of the potential uses of Scratch to support teaching and learning, with a



particular focus on literacy and numeracy activities

- Become familiar with the main features of Scratch
- Access supports and resources for Scratch
- Create a Scratch project demonstrating a knowledge of the software
- Use Scratch to support students with special educational needs

Course Content:

The course consisted of the following modules:

Module 1: An Introduction to Scratch Coding. Downloading and installing the software. Understanding the interface. Saving projects to an online account.

Module 2: Motion and looks in Scratch.

Practical activities to practice these skills

Module 3: Dialogue in Scratch. Using imported sound and images in Scratch.

Practical activities to practice these skills.

Resources on the Scratch website.

Module 4: Broadcasting and Sensing blocks in Scratch. Practical activities and projects to practice these skills.

Module 5: Data and Pen blocks in Scratch.

Practical activities and projects to practice these skills. Creating games in Scratch.

Creating 2-D shapes in Scratch using the Pen tool.

CHAPTER 6

General Reflection on the project

By Project general Coordinator

While our Strategic School Partnership had the acronym, "Global Citizenship Steps in Europe", its formal title was, "Raising Expectations through Erasmus+". So from the outset the main objectives of our partnership to deliver specific outcomes. These outcomes included: improving the attainment of pupils especially those deemed to be at risk of dropping out of the education system; improving the attainment of pupils who struggled with literacy and numeracy; seeing cultural diversity and cultural heritage as strengths, and utilising these strengths to develop ideals of global citizenship within our school communities; improving the ICT and digital competences of pupils; developing the professional skills of teachers and further engaging the parents and local communities with our schools.

Because our school communities were comprised of pupils from many different cultures and ethnic groupings, a consensus emerged among all partners that a cross-curricular project based on the theme of global citizenship would deliver not just the above mentioned outcomes but would also further develop citizenship skills of our pupils. The development of these skills was deemed to be very important to ensure that pupils not just participated in society, but

developed the confidence to voice their opinions.

After further discussions on the theme of Global Citizenship partners settled on four modules of work: Sustainability and the Environment, Resources and Climate

Change,

Democracy and Citizenship, and Migration and Urban Growth. These modules were embedded in the curricula of our schools for the following two years. We soon discovered that we could have worked on any one of the modules for the entire two years.



Moreover, each module was hugely topical. Migration, Climate Change, Sustainability, Urban Growth and Citizenship were featuring on news channels globally on a daily basis. The more we learned about them the more that we discovered that they are "fite fuaite" (totally connected and interlinked). For instance, most migration leads to urban growth. And people may have migrated in the first instance because agriculture was not sustainable due to climate change. The most powerful politicians in the world have not resolved these issues and neither have our pupils.

But in working through these modules pupils have gained knowledge and have enhanced their understandings of climate change, social justice, sustainable development, diversity, migration and

globalisation. They have sown seeds and watched the seeds develop, and they have learned what conditions these seeds need in order to germinate and grow. They have developed skills of expression, of thinking critically, of respecting others and resolving conflict. They have reinforced their sense of identity, enhanced their self-esteem, engaged and participated in discussion and debate. They have learned that they too can make a difference at a local level.

They understand that the manner in which they behave can have an impact on others and on their environment. This knowledge

makes them aware of each individual's importance in relation to the environment and sustainability. If many people take small steps together then the impact they make can be significant.

This partnership has served to raise not just pupils' expectations of themselves, but also their expectations of a better environment. They now understand and appreciate the role that they can play in bringing about such an environment.

CHAPTER 7

Pupils' reflections

Agrupamento de Escolas Templários

Tomar, Portugal

The Erasmus + project was very important for me because it has involved children and grown-ups of several nationalities and has contributed for us to know each other better and believing that, apart being all different, we may be equals as well. In spite of each one's language and ways of being, we can communicate and stay closer.

Rita Casimiro, 6th grade

I found this Project as a very interesting experience. In fact, it reminded us of so important problems as the respect toward human rights and the necessity of hosting migrants. I liked the themes about the protection of our planet, as well. The

subjects we dealt with worked as an incentive for us to become more active citizens.

Maria Carolina Val, 6th grade

This Project was interesting because we worked together, in group, and through our researches we learnt much more about present day problems that are common to the world. Furthermore, with the works we have done, we put our school aware to those problems and we have contributed for them to be more well known and well understood.

Ana Margarida Ferreira, 6th grade



Björngårdsskolan Storkyrkoskolan Stockholm, Sweden

Our reflection is on Migration subjects:

One week in March we had a project week about migration.

In the class we talked a lot about migration, what it is and why people migrate. One task was to think about which three things we would bring if we one day have to move. We wrote about it and also explained to our classmates and teachers why we picked those things. It was hard to decide only three things but it was very interesting to hear what everyone wanted to bring.



We also looked at pictures of refugees and wrote stories to the pictures. The theatre group made a play about migration.

In the Art class we created "migratory birds" with plaster, they became really nice.

I liked to have a special week about migration, it is an important subject and I think everyone learned a lot.

Mathilda, 4C, Sweden

We had a visit by an artist called Mor Faye from Africa. He talked to us in our class 6 about people moving in different countries and possible reasons for that.

First he talked about refugee movements



and he talked about his home country in Africa. He worked for his population to stay in his country and not move to Europe because he wants them to have a good life in the country they are born. He also showed us a film about people fleeing across

the Mediterranean Sea in small boats. Then we discussed about the sense of moving from different countries.

After that the workshop started. He told the class about his ideas, he wanted us to make our own pictures about migration and it could be about anything we had in mind. We painted on big papers and some students cooperated. We took photos with our I-Pads and made a slideshow of our images. To complete the slideshow we added our voices. We prepared a sentence to each



photo which we recorded. We showed the slideshow at a parents meeting. They became very emotional.

The theme migration came extra in focus in Sweden during the autumn because the country welcomed 160 000 refugees from

Syria and Afghanistan and some other countries to come and stay in Sweden.

Julius Class 6 Björngårdsskolan

**Ernst-Hansen-Schule
Bielefeld, Germany**

Our school works together with other European counties.

I liked it because I met people from other countries and learned about them.

We worked together in a programme and learned about peace and dime.

(Melissa, 15 years)

I found this project is very good. I live the European project. I like to see the photos of the students.

(Serkan, 16 years)

I think the exchange with other schools is very good.

It is good that teachers fly to other countries and visit partner schools. Because of their reports and pictures I got an impression of the other cultures.

(Niklas, 15 years)

I like it that we saw photos of the work of other students and their school. I learned how to protect the world's climate. It is important.

(Melanie, 14 years)



Escola Les Acàcies Barcelona, Catalonia, Spain

We have learnt a lot of things doing posters with words in other languages. It was so funny because with it we could learn so many different things we didn't know. **2nd grade** I liked because I could know their language and make friends. Even we didn't speak the same language, we could understand each other. **5th grade** We like it a lot because we have known boys and girls from other places in the world, we have listened how to speak in other languages and to know things about other countries, like their flags, typical food, their writing, etc. **2st grade** We enjoyed it a lot because we did a lot of things in class. We have brought lots of things from our homes like money, pictures, dolls, flags, books and postcards, jewels, cases, etc. that we had share with our partners. We have



known typical and beauty things about other countries. We've enjoyed a lot and we make a big effort participating in this project. **2nd grade**. We had a great time going around the school and showing them our classes. They learned about our culture and a little bit of Spanish. **5th grade** We enjoy when **6th grade** had lunch with the Erasmus people. What I liked most was when all the school did the Flash Mob. We love when they came to our class. At the playground some pupils danced with the Erasmus people. **4th grade**. We love when people from other countries come to our school. It was really funny when they came and they played and talked with us. We liked the FlashMob We liked they took pictures of us. **3th grade**. We loved the two subjects we studied this

year, democracy and citizenship and migrations. We did long and deep work, we have learned and thought a lot about things that happens around us, in our world, that we didn't realized. We felt older and mature working on this two subject. **6th grade.** I especially liked to do the "Falcons" with my group class. I liked when



Erasmus people came to our class. I liked to speak with the Germans. **4th grade** Our trip to Stockholm was a great opportunity that we won't have again. We were lucky to be able to go because it was an amazing trip. We will never forget it. We learned so many things, It was great and also very interesting. **6th grade.**



St. Michael's Boys School Galway, Ireland

Garden activity:

Sean: It was great fun. I learned a lot about growing vegetables.

Mikey: I loved eating the potatoes that I had grown myself.

Mateusz: I liked getting involved. I liked to see the vegetables growing.

Edward; I liked the job of watering vegetables.

Transnational visit:

Jimmy: I had the chance to ask about Messi.

Ramon: I was able to speak to the German teachers.

Michael: I loved the copying the Picasso pictures.

Europe

Oskar: It is good to have the right to travel around Europe.

Mikie: I liked singing for the Minister (for Education and skills)

Adam: It is good that people can vote. This does not happen everywhere.



Zakladna Skola sv. Cyrila a Metoda Košice, Slovakia

How have you contributed to the Erasmus+ project? What activities did you like the most? Would you like to join a similar project?

These are the questions that we asked our pupils and here's what they said:

We have shared the photos of our favourite place at home and its description. Last year we sent greetings to all the partner schools, because we celebrated the Day of Europe. I liked the visit of people from partner countries and I surely would like to join a similar project. **Dominika**

In September 2015 we prepared a programme for the guests from the Erasmus+ project in our school. I liked tasting the traditional Slovak food in my classroom. I would like to join it again. **Timea**

I liked this project very much, especially preparing the programme and writing

greetings for each country as a part of celebrating the Day of Europe. I want to continue with activities like these in the future. **Tamara**

It was a very good opportunity to meet people from other countries and to share our lives, values and culture with them. I hope that this project will continue in the future and that also other countries will join it. **Marianna**

We have contributed by many activities. We sent greetings to people from other European countries, we rehearsed a dance, a performance of a piano composition and our boys played football (they simulated a match between FC Barcelona and FC Bielefeld). In the gym another programme was prepared by the pupils from other classes who wanted to show their talent. In

our classroom we also prepared a very nice programme.

I would like to join some similar project, because it was very nice and funny. **Emu**

At the end of September the teachers of other countries arrived in Slovakia and they came also to our school. So we have decided to prepare the performance.

I played the piano for our guests. I liked it very much, because it was not only in our country, but the teachers of our school had the opportunity to visit the other countries



of the project as well. It was really a brilliant project and it is a pity that it is going to end soon. **Andrea**

We sent our greeting to other countries on the Day of Europe and we also prepared a programme for the guests from other countries. They really liked our programme and I was satisfied with our performance, because we managed it very well. I wish you good luck with other projects. **Daniel**

Our class contributed with the recording of the videos for each country which is participating in the Erasmus+ project. We sent the same greeting to each of the sixth countries separately. We also prepared a very nice programme for the teachers of these countries. All tasks connected with the project were very nice. I really liked them. It is very good experience, because you have the opportunity to meet and get to know other people. I also had the chance

to speak with one of the teachers and it was great, because I could practice my English. **Ema**

I played football with my classmates and we prepared the tasting of our national food and also of food which is typical for Germany, because our class presented the programme in German style. I liked this time, because we got to know teachers from other project countries and it was really interesting. I would like to take part in such projects and I think that the pupils could have more tasks there. **Marek**

We have prepared a performance for our guests and last year we sent greetings to each partner country. The project was very nice and interesting. A project like this could last longer. **Dávid**

SEPTEMBER 2014 till AUGUST 2016