|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Place and time of meeting | Participants | Activity | Skills / soft skills | Objectives |
| Before LTT 1 | Teachers | Login on Twinspace | Training how to use it / collaboration |  |
|  | Students | Login on Twinspace | Training how to use it |  |
|  | students | Logo competition | Design / voting | Getting used to democratic procedures |
|  | students | Netiquette | Use of foreign language | Agree on common rules |
|  |  | Team building | Use of foreign language | Agree on common points |
|  |  | First papery contact | Use of foreign language |  |
|  | Teachers | Training in use of tools for creation and sharing of digital documents | Peer teaching / collaboration |  |
|  | Students | Training about benefits and dangers of the internet / social media | Critical thinking | Raising the awareness of benefits and dangers |
|  | Students | Preparing a school presentation in simple form (i.e. powerpoint) | Use of a tool for presentation/powerpoint  Use of foreign language | Finding the important information about the school |
|  |  |  |  |  |
| LTT 1 | Students | Presentation of their schools | Use of foreign language  Speaking in front of others | Raising self-confidence  Raising empathy |
|  | Students / teachers | Workshop with local artists | Working with the hands / voice | Raising creativity |
|  | students | Sports activity | Teamwork  (Grob-, Feinmotorik) | Raising awareness for a healthy lifestyle |
|  | Students / teachers | Training with other digital tools | ICT  collaboration |  |
|  | students | Collaborative work on articles for an online magazine (e.g. interviews with the local artists, sports results, impressions of the foreign students / interviews of the local students with them, interviews with the hosting parents, presentations of the local school and the region etc) | Use of foreign language  ICT, collaboration, critical thinking | Awareness of different cultures  Raising empathy  Raising self-confidence (as ambassadors) |
|  | Teachers | Evaluation whether scheduled activities have been completed in sequence and on time |  | Check of good procedure |
|  |  |  |  |  |
| Between the LTTs |  | Follow up of the LTT |  |  |
| November to February | Students / teachers | Finish the magazine and publish it |  |  |
|  | Students / teachers | Evaluation of the LTT | Critical thinking |  |
|  | Teachers | Adjustments for the next LTT |  |  |
|  | Students | Creation of a HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – Greetings and food | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
| End of November | Students | Christimas greetings containing Xmas traditions, typical food, songs etc | Use of foreign language  collaboration | Cultural awareness  Raising empathy |
| December | Students | Finish Christmas activity |  |  |
| End of January | Students | Valentine’s greetings |  |  |
|  | Students | Second part of the HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – sports and music | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
| February | Students | Preparation of students’ presentation with a different digital tool (e.g. Prezi) | ICT  Use of foreign language | Presentation of important information |
|  |  |  |  |  |
| March / April |  |  |  |  |
| LTT 2 | Students | Presentations of their schools | Use of foreign language  Speaking in front of others | Raising self-confidence  Raising empathy |
|  | Students / teachers | Training in Zfu / Debating | Use of foreign language  Strategies to convince  Respecting own rules  Critical thinking | Raising self-confidence  Raising empathy  Cultural awareness |
|  | Students | Workshop with local artists | Working with the hands | Raising creativity |
|  | Students / teachers | Sports activity | Teamwork  (Grob-, Feinmotorik) | Raising awareness for a healthy lifestyle |
|  | Students / teachers | Collaborative training with more digital tools (e.g. VR - cospaces) | ICT  Collaboration  Peer teaching (?) |  |
|  | Students | Collaborative work on articles to be published in an online magazine about the meeting (e.g. interviews with the artists, sports results, impressions of the participants or interviews made by local students with the participants, presentation of the local school, interviews with hosting parents) | Peer teaching  Teamwork  Use of foreign language  Critical thinking | Awareness of different cultures  Raising empathy  Raising self-confidence (as ambassadors) |
|  | teachers | Evaluation whether scheduled activities have been completed in sequence and on time |  | Check of good procedure |
|  |  |  |  |  |
| April / May |  | Follow-up of the LTT |  |  |
|  | Students / teachers | Finish the magazine and publish it | Teamwork |  |
|  | Students / teachers | Evaluation of the LTT | Critical thinking |  |
|  | Teachers | Adjustments for the next LTT | Collaboration |  |
|  |  | Third part of the HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – Debating: express wishes and suggestions | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
| May | Teachers, students, parents | Evaluation of the first year in the Erasmus+ project | Critical thinking |  |
|  | Teachers | Half-time report | Collaboration (if wanted) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Place and time of meeting | Participants | Activity | Skills / soft skills | Objectives |
| Before LTT 1 | Teachers | Login on Twinspace | Training how to use it / collaboration |  |
|  | Students | Login on Twinspace | Training how to use it |  |
|  | students | Logo competition | Design / voting | Getting used to democratic procedures |
|  | students | Netiquette | Use of foreign language | Agree on common rules |
|  |  | Team building | Use of foreign language | Agree on common points |
|  |  | First papery contact | Use of foreign language |  |
|  | Teachers | Training in use of tools for creation and sharing of digital documents | Peer teaching / collaboration |  |
|  | Students | Training about benefits and dangers of the internet / social media | Critical thinking | Raising the awareness of benefits and dangers |
|  | Students | Preparing a school presentation in simple form (i.e. powerpoint) | Use of a tool for presentation/powerpoint  Use of foreign language | Finding the important information about the school |
|  |  |  |  |  |
| LTT 1 | Students | Presentation of their schools | Use of foreign language  Speaking in front of others | Raising self-confidence  Raising empathy |
|  | Students / teachers | Workshop with local artists | Working with the hands / voice | Raising creativity |
|  | students | Sports activity | Teamwork  (Grob-, Feinmotorik) | Raising awareness for a healthy lifestyle |
|  | Students / teachers | Training with other digital tools | ICT  collaboration |  |
|  | students | Collaborative work on articles for an online magazine (e.g. interviews with the local artists, sports results, impressions of the foreign students / interviews of the local students with them, interviews with the hosting parents, presentations of the local school and the region etc) | Use of foreign language  ICT, collaboration, critical thinking | Awareness of different cultures  Raising empathy  Raising self-confidence (as ambassadors) |
|  | Teachers | Evaluation whether scheduled activities have been completed in sequence and on time |  | Check of good procedure |
|  |  |  |  |  |
| Between the LTTs |  | Follow up of the LTT |  |  |
| November to February | Students / teachers | Finish the magazine and publish it |  |  |
|  | Students / teachers | Evaluation of the LTT | Critical thinking |  |
|  | Teachers | Adjustments for the next LTT |  |  |
|  | Students | Creation of a HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – Greetings and food | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
| End of November | Students | Christimas greetings containing Xmas traditions, typical food, songs etc | Use of foreign language  collaboration | Cultural awareness  Raising empathy |
| December | Students | Finish Christmas activity |  |  |
| End of January | Students | Valentine’s greetings |  |  |
|  | Students | Second part of the HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – sports and music | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
| 6th February | Students / teachers | eSafety Day – local activities with possible collaboration |  |  |
| February | Students | Preparation of students’ presentation with a different digital tool (e.g. Prezi) | ICT  Use of foreign language | Presentation of important information |
|  |  |  |  |  |
| March / April |  |  |  |  |
| LTT 2 | Students | Presentations of their schools | Use of foreign language  Speaking in front of others | Raising self-confidence  Raising empathy |
|  | Students | Ice-breaking activity and games for students to get acquainted with each other and the school surroundings | Use of foreign language | Raising empathy  Raising self-confidence |
|  | Students / teachers | Training in Zfu / Debating | Use of foreign language  Strategies to convince  Respecting own rules  Critical thinking | Raising self-confidence  Raising empathy  Cultural awareness |
|  | Students | Workshop with local artists | Working with the hands | Raising creativity |
|  | Students / teachers | Sports activity | Teamwork  (Grob-, Feinmotorik) | Raising awareness for a healthy lifestyle |
|  | Students / teachers | Collaborative training with more digital tools (e.g. VR - cospaces) | ICT  Collaboration  Peer teaching (?) |  |
|  | Students | Collaborative work on articles to be published in an online magazine about the meeting (e.g. interviews with the artists, sports results, impressions of the participants or interviews made by local students with the participants, presentation of the local school, interviews with hosting parents) | Peer teaching  Teamwork  Use of foreign language  Critical thinking | Awareness of different cultures  Raising empathy  Raising self-confidence (as ambassadors) |
|  | teachers | Evaluation whether scheduled activities have been completed in sequence and on time |  | Check of good procedure |
|  |  |  |  |  |
| April / May |  | Follow-up of the LTT |  |  |
|  | Students / teachers | Finish the magazine and publish it | Teamwork |  |
|  | Students / teachers | Evaluation of the LTT | Critical thinking |  |
|  | Teachers | Adjustments for the next LTT | Collaboration |  |
|  |  | Third part of the  HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – Debating: express wishes and suggestions | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
| May | Teachers, students, parents | Evaluation of the first year in the Erasmus+ project | Critical thinking |  |
|  | Teachers | Half-time report | Collaboration (if wanted) |  |
| Summer  break |  |  |  |  |
| October |  |  |  |  |
| LTT 3 | Students | Presentations of their schools | Use of foreign language  Speaking in front of others | Raising self-confidence  Raising empathy |
|  | Students | Ice-breaking activity and games for students to get acquainted with each other and the school surroundings | Use of foreign language | Raising empathy  Raising self-confidence |
|  | Students | Workshop with the school’s art teacher | Working with the hands | Raising creativity |
|  | Students / teachers | Practice of debating in a cultural visit to Pnyx Hill, one of the earliest and most important sites in the creation of democracy | Peer teaching (students) | Critical thinking  Cultural awareness  Raising democratic awareness |
|  | Students / teachers | Attendance or performance of a dramatic play in an ancient theatre, monument of a great importance | Performance: collaboration, use of foreign language | Cultural awareness  Raising empathy |
|  | Students / teachers | Sports activity on the nearby mountain or in a recreation park in the nature (Zip lines, archery etc) | Teamwork  (Grob-, Feinmotorik) | Raising awareness for a healthy lifestyle, Awareness of the country’s natural environment |
|  | Students / teachers | Collaborative training with more digital tools (e.g. learning through gamification, Kahoot, Quizziz Quzlet etc.) | ICT  Collaboration  Peer teaching | Raising awareness for esafety  Raising self-confidence |
|  | Students | Collaborative work on articles to be published in an online magazine about the meeting (e.g. interviews with the artists, sports results, impressions of the participants or interviews made by local students with the participants, presentation of the local school, interviews with hosting parents) | Peer teaching  Teamwork  Use of foreign language  Critical thinking | Awareness of different cultures  Raising empathy  Raising self-confidence (as ambassadors) |
|  | teachers | Evaluation whether scheduled activities have been completed in sequence and on time |  | Check of good procedure |
|  |  |  |  |  |
| October / November |  | Follow-up of the LTT |  |  |
|  | Students / teachers | Finish the magazine and publish it | Teamwork |  |
|  | Students / teachers | Evaluation of the LTT | Critical thinking |  |
|  | Teachers | Adjustments for the next LTT | Collaboration |  |
|  |  | Fourth part of the  HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – expressions of hobbies and art | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
|  |  |  |  |  |
| November |  |  |  |  |
| End of November | Students | Christimas greetings containing Xmas traditions, typical food, songs etc | Use of foreign language  collaboration | Cultural awareness  Raising empathy |
| December | Students | Finish Christmas activity |  |  |
| End of January | Students | Valentine’s greetings |  |  |
| 6th February | Students / teachers | eSafety Day – local activities with possible collaboration |  |  |
|  |  |  |  |  |
| April / May |  |  |  |  |
| LTT 4 | Students | Presentations of their schools | Use of foreign language  Speaking in front of others | Raising self-confidence  Raising empathy |
|  | Students | Ice-breaking activity and games for students to get acquainted with each other and the school surroundings | Use of foreign language | Raising empathy  Raising self-confidence |
|  | Students | Workshop with local artists | Working with the hands | Raising creativity |
|  | Students / teachers | Sports activity | Teamwork  (Grob-, Feinmotorik) | Raising awareness for a healthy lifestyle |
|  | students | Training with cybermanagers | Peer teaching  esafety | RaRaising |
|  | Students / teachers | Collaborative training with more digital tools (e.g. ) | ICT  Collaboration  Peer teaching (?) |  |
|  | Students | Collaborative work on articles to be published in an online magazine about the meeting (e.g. interviews with the artists, sports results, impressions of the participants or interviews made by local students with the participants, presentation of the local school, interviews with hosting parents) | Peer teaching  Teamwork  Use of foreign language  Critical thinking | Awareness of different cultures  Raising empathy  Raising self-confidence (as ambassadors) |
|  | teachers | Evaluation whether scheduled activities have been completed in sequence and on time |  | Check of good procedure |
|  |  |  |  |  |
| May |  | Follow-up of the LTT |  |  |
|  | Students / teachers | Finish the magazine and publish it | Teamwork |  |
|  | Students / teachers | Evaluation of the LTT | Critical thinking |  |
|  |  | Fourth part of the  HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS – expressions of the digital media and esafety | Use of foreign language  Basic words in other (even local) languages | Cultural awareness |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Teachers | Final report on the project | Collaboration (if wanted) |  |
|  |  |  |  |  |
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