**Evaluation sheet for students**

## Erasmus+ Project: “Water Unites Us!”

## Date: Friday, April 5, 2019

## Place (Local coordinator): Metkovic, Croatia

## Name of Institute: Srednja škola Metković

**Country:**

***My evaluation of the 4thShort Term Exchanging of Group of Pupils (STEGP) and the work done so far (September, 2018 – April, 2019)***

**A) Please choose only one option.**

In the project activitiesin our school are involved: a) students and teachers equally, **X, X, X**, b) mainly students, c) mainly teachers. **X, X, X, X, X, X, X.**

**B)**Please tick the right box on the table **(X)**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Nr** | **Categories** | **1 excellent** | **2 very good** | **3 good** | **4 acceptable** | **5 weak** |
| **1** | Cooperation among students (in our school) | **Χ, X, X, X, X, X, X, X, X** | **X, X** | **X, X** |  |  |
| **2** | Cooperation among studentsand teachers (in our school) | **X, X, X, X, X** | **Χ, X, X, X, X, X** | **X, X** |  |  |
| **3** | Cooperation among studentsfrom different countries | **Χ, X, X, X, X, X, X, X, X, X** | **X** | **X, X** |  |  |
| **4** | Influence of my thinking on ecofield | **Χ, X, X, X** | **X, X, X, X, X, X, X** | **X, X** |  |  |
| **5** | Inspiration to take part in new ecoactivities | **Χ, X, X, X, X, X** | **X, X, X, X** | **X, X, X** |  |  |

**C) Please make one or more choices.**

**C1) Advantage(s)** of working on the topic"Αrt and crafts and cooking: the cultural dimension of aquatic ecosystems!" is/are:

**a)** chance to learn more for “Αrt and crafts and cooking of traditional sea dishes”, **X, X, X, X, X, X, X, X, X, X**

**b)** cooperation with schoolmates, **X, X, X, X, X, X, X, X, X**

**c)** cooperation with teachers, **X, X, X, X, X, X**

**d)** chance to take part/participate in school life, **X, X, X**

**e)** cooperation with other partners (ecocentres, local clubs...), **X, X, X, X**

**f)** understanding myself as a team member (understanding the responsibility of being a team member), **X, X, X, X, X, X, X, X, X, X**

**g)** link between school education and real life, **X, X, X, X, X**

**h)** link between school education and Mother nature, **X, X, X, X, X, X, X**

**i)** understanding that each of us can influence the environment, **X, X, X, X, X, X**

**j)** new skills and abilities to work with new tools, software etc., **X, X, X, X**

**k)** active use of “art and craftsmethods, techniques and organs”, **X, X, X, X**

**l)** active use of “kitchen technology”, **X, X, X, X, X**

**m)** better skills in communication in English, **X, X, X, X, X, X, X, X, X, X, X**

**n)** better skills in communication in the mother tongue, **X**

**o)** better skills in “kitchen technology”, **X, X**

**p)** better skills in art and crafts **X, X, X, X, X, X**

**q)** understanding of own national identity, and social and cultural differences between nations, mutual enrichment in this field. **X, X, X, X, X, X, X, X, X, X, X**

**C2)** Working on the topic "Αrt and crafts and cooking: the cultural dimension of aquatic ecosystems!", **we raised our interest for/became better at**:

**a)** searching for information from various sources (leaflets, books, Internet, magazines, ...), classifying it and using it, **X, X, X, X, X, X**

**b)** new vocabulary using,  **X, X, X, X, X, X**

**c)** using new knowledge in other school subjects and in real life, **X, X, X, X, X, X, X, X**

**d)** saying and formulate ideas and opinions, **X, X, X, X, X, X, X, X, X, X**

**e)** cooking, **X, X, X, X, X, X, X**

**f)** art and crafts methods, techniques and organs, **X, X, X, X, X, X, X, X**

**g)** using the Internet for searching for information and its sorting, **X, X, X, X, X**

**h)** exchanging and sharing information with other schoolmates / participants, **X, X, X, X, X, X, X, X, X**

**i)** teamwork, **X, X, X, X, X, X, X, X, X**

**j)** online communication with schoolmates / partners / participants, **X, X, X, X, X, X, X, X**

**k)** face to face communication with schoolmates / partners / participants, **X, X, X, X, X, X, X, X, X, X**

**l)** in active use of kitchen utensils, **X, X, X, X, X**

**D)** As far as i) the 4thSTEGP work done, and ii) the work done for the project so far (September, 2018 – April, 2019), are concerned, we consider the following aspects to be **negative**:

1. During our visits in Dubrovnink and in Split we would like to have more spare time to explore the cities.
2. We would like to be with the whole Croatian team during the trips.
3. Not enough communication between Croatian students and their teachers because there were many occasions where different local students told the exchange students different meeting times etc
4. Some activities were not planned well, these activities were constantly changing and we could not do some activities because lack of the time.
5. Wake up early, long walk, bus ride.

**E)** Other aspects/proposals which are important:

(Here you can present your detailed opinions or remarks about extra aspects/proposals that may not be mentioned):

1. We understood that, although we are different, we are similar.
2. We created new friendships with students from other countries and a multicultural communication was developed.
3. We managed to be much more sociable and we gained knowledge and experiences.
4. We frankly enjoyed the hospitality of the families there.
5. I had a good time, exchanging cultures means a lot to me and meeting my peers from different nations was great.
6. New vocabulary using.
7. Teamwork.