




Name of the project: **Mirror Mirror on the Wall**

Project duration: 09/2017 – 08/2019

PROJECT TIMETABLE

Month	Activities	Partners involved
9/2017	<p>I. Discussing the project in each school. Review of the school policy on inclusion and active citizenship. Teachers form groups to discuss the curriculum on active citizenship.</p> <p>II. Information meeting with the parents about the program.</p> <p>III. Creation of a presentation and communication corner about the project in each school.</p> <p>IV. Introduction of the Snow-White-Story in each school.</p> <p>V. Creation of the mascot of the project in each school.</p> <p>VI. First transnational meeting in Greece</p> <p>Target: To discuss about the program activities and timelines as stated in the application. Discussion about financial issues.</p> <p>First lecture organized in Greece/transnational seminar: “Active citizenship Education”</p> <p>Round table discussion: Insight into Greek practices on inclusion and active citizenship/valuable lessons to take home.</p> <p>Creation of evaluation questionnaires for measuring children’s active citizenship skills/abilities.</p>	
	<p>VII. <u>We meet the partner countries</u></p> <p>Project day- work on a class basis, introducing partner countries • cinema-movies</p> <p>Groups for further activities are formed across the board (1/2 and 3/4).</p>	
	<p>VIII. <u>Introducing the partner countries</u></p> <p>Joint projects introducing partner countries done in collaboration with general and education classes.</p> <p>Pupils make presentations on the partner countries based on their own experiences or interest.</p>	

IX. Pupil belonging to the Autism Spectrum

Discussion at a teachers' meeting in September 2017 about the Autism Spectrum and effective ways to handle autistic pupils. Participation of all the teachers and the special education teacher and speech therapist of the school. Development of a special program regarding the autistic child using Applied Behavior Analysis that emphasizes positive reinforcement and social interaction. The special educator attends the classroom of the child and helps his teachers to enable hip express emotions in different lessons of the program (e.g. images of self). Development of a special area in school/in one classroom as a play/instruction room where the lessons are first carried out and then "generalized" to the classroom. Start using educational software for autistic children such as ("Speaking for Myself"). The teachers of the child set weekly aims and evaluate their progress weekly.



X. Pupils of immigrant origin that have a problem with the Greek language.

At the beginning of every school year a catalogue of the pupils of immigrant origin will be produced. All of these pupils will be examined through a questionnaire that will be developed to measure their oral and written understanding, oral and written piece of own work, reading ability and reading comprehension. The teacher that will be responsible for these pupils will produce -based on this evaluation- an "action plan" with weekly set targets for each one of them. This teacher will work closely with the pupils' main teacher to assess the progress that each child is making monthly in school. The teacher will also use the project's timetable to produce material for these pupils regarding their level. Also differentiated teaching material will be produced by the other teachers to use in their classrooms, so that every child achieves according to his/her needs.

Skype meetings are also organized with the Greek school where these pupils can speak with the pupils of the other school to present their work and thus have an opportunity to develop their Greek language skills.



10/2017

XI. First evaluation based on the questionnaire measuring children's active citizenship skills/abilities that had been developed in Greece.

XII. **First thematic unit with the Mirror-Metaphor: All about me.** Target: To make the pupils understand and value their differences. Introduction of the Mirror Metaphor as seen in the Snow-White-Story.

XIII. Evaluation of pupils' attitudes towards themselves using the mirror note-book at the beginning.

Boosting the children's self-esteem through fairy tales through identification persons in fairy tales.

XIV. Use of a range of activities from "Active Citizens-Facilitators Toolkit" (www.activecitizens.britishcouncil.org) such as:






Activities	Page	Learning outcome
Globingo	42	Team-build and network within the group.
Speed Networking	43	Team-build and network within the group.
Tree of expectations	44	Understand active citizens.
Me and my identity	54	Self-awareness. Understand how identities and cultures form are expressed, change and are connected. Value different perspectives.
Two truths and a lie	57	Value for different perspectives – hold assumptions lightly. Team-build and network within the group.




XV. First Skype meeting: pupils speak to kids from the partner countries. They talk about themselves, their likes and dislikes.




XVI. Each child in the school chooses a country he wants to find a pen friend. Letters are sent to the schools and pupils are assigned a pen friend.


XVII. Evaluation of the kid's self-esteem and image using the mirror-note-book created in the schools.



	<p>XVIII. <u>Our partner countries -project day</u></p> <ul style="list-style-type: none"> ● Presentation of the ctivity in September ● Work in groups ○ each group deals specifically with a partner country 	
	<p>XIX. Getting to know the partner countries</p> <ul style="list-style-type: none"> ● Continuing working on the posters of the partner countries. ● Presentation of the finished group works. ● Supplying the Erasmus+ wall in the hall. 	
<p>11/2017</p>	<p>XX. Discussion in each school about their rights in the school/society. Pupils should be able to understand that despite the fact that they are different they have the same rights. Discussion about the rights of kids and humans as stated by the Declarations of Human Rights. (20th of November - UN Convention of the rights of the child.)</p> <p>XXI. Development of lesson plans that aim to raise the issue of violation of human rights in areas of our world. Upload of pupils' work on the blog. A video message from each school is upload in the e-Twinning platform regarding the work done in the project so far.</p>	 
	<p>XXII. <u>Christmas in our partner countries - project day</u></p> <ul style="list-style-type: none"> ● Traditions of partner countries on certain holidays 	

	<p>XXIII. Getting to know the Christmas traditions in the partner countries</p> <p>Exchanging Christmas greetings in e-Twinning and planning school's Christmas and independence party</p>													
<p>12/2017</p>	<p>XXIV. Second thematic unit with the Mirror-Metaphor: All about my family. The kids take an insight on their family. Evaluation of their attitudes towards their families at the beginning using the mirror-note-book.</p> <p>XXV. Pupils introduce their family to their classmates. Children present family traditions for Christmas and traditional stories. They share their stories in the e-Twinning Platform.</p> <p>XXVI. Use of a range of activities from "Active Citizens- Facilitators Toolkit" (www.activecitizens.britishcouncil.org) such as:</p> <table border="0"> <tr> <td data-bbox="376 687 1032 719">The wall of greatness</td> <td data-bbox="1048 687 1084 719">62</td> <td data-bbox="1178 687 1917 759">Self-confidence. Team-build and network within the group. Value different perspectives.</td> </tr> <tr> <td data-bbox="376 794 1032 826">Exploring cultural baggage</td> <td data-bbox="1048 794 1084 826">74</td> <td data-bbox="1178 794 1917 866">Value for different perspectives – have curiosity. Interested and ability to, learn and share through dialogue.</td> </tr> <tr> <td data-bbox="376 901 1032 933">Appreciating difference</td> <td data-bbox="1048 901 1084 933">75</td> <td data-bbox="1178 901 1581 933">Value for different perspectives.</td> </tr> <tr> <td data-bbox="376 991 1032 1023">The elephant and the blind men</td> <td data-bbox="1048 991 1084 1023">82</td> <td data-bbox="1178 991 1581 1023">Value for different perspectives.</td> </tr> </table> <p>XXVII. Kids are introduced in different family types as found in novels or movies: E.g. Snow-White, Matilda, Charlie and the Chocolate Factory etc.</p>	The wall of greatness	62	Self-confidence. Team-build and network within the group. Value different perspectives.	Exploring cultural baggage	74	Value for different perspectives – have curiosity. Interested and ability to, learn and share through dialogue.	Appreciating difference	75	Value for different perspectives.	The elephant and the blind men	82	Value for different perspectives.	 
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	<p>XXVIII. <u>Pupil Belong to a National Minority</u></p> <p><u>Preparation of a week of activities</u></p> <p>A simple questionnaire will be prepared and given to pupils to see what they know about the minorities in Cyprus. Unit will be prepared for the National Minority of Maronites in Cyprus and its endangered language (Cypriot Maronite Arabic). Pupils of the school will work closely with the Maronite NGO “Hki Fi Sanna” (Speak in our Language!) to inform the Cypriot Community about the possibility of losing one language in Cyprus since “The Cypriot Maronite Arabic” is in the Red Book of Endangered languages of UNESCO</p> <p>Pupils will prepare a social advertisement on endangered languages. Pupils will watch a presentation regarding the Maronites in Cyprus and their history. The questionnaire will be given again at the end of the unit to see the progress. Also, through a semi structured interview, pupils will be given the opportunity to express their views on minority rights and the need for action.</p>	
	<p>XXIX. <u>Celebrating 100-year-old Finland</u></p> <p>Preparation of the independence day festival in the school with all the pupils. Special educators and pupils working together with the general classes. Documenting the party to eTwinning. Discussions of the different kind of independence and it’s worth to every human.</p>	
	<p>XXX. <u>No to child labor and exploitation! - learn about the rights of children when discussing children's rights</u></p> <p>OBJECTIVES: The children should be able:</p> <ul style="list-style-type: none"> • To know their rights • To identify child labor as a global problem • To see forms of child labor in their own community • To understand the position of children as pupils and not as workers until they are of age 	

	<ul style="list-style-type: none"> To Speak, and develop critical thought <p>ACTION:</p> <ul style="list-style-type: none"> Teaching materials and packages assembled using articles, websites, videos, documentaries, etc. Conversation about child labor in Greece and around the world Taking suggestions: theatrical presentation & musical events, free time for children to create art on the subject of child labor. 										
<p>1/2018</p>	<p>XXXI. Discussion about “Duties”/ Rules in the school/ community/ world. The target is to make pupils understand that the duties act as boundaries to our rights and also that duties/ rules are the same for everybody. Pupils discuss their school rules and the system of positive or negative reinforcement used in each school. Pupils present their school council and their school rules by using the e-Twinning platform.</p> <p>XXXII. Development of lesson plans that aim to promote dialogue competences in children and their ability to learn and share through dialogue. Use of a range of activities from “Active Citizens-Facilitators Toolkit” (www.activecitizens.britishcouncil.org) such as:</p> <table border="0"> <tr> <td>Four words</td> <td>84</td> <td>Understand dialogue and when it can be used–Purpose, principles and approaches to dialogue.</td> </tr> <tr> <td>Dialogue is not...</td> <td>86</td> <td>Understand dialogue and when it can be used–Principles of dialogue.</td> </tr> <tr> <td>Dialogue through story-telling</td> <td>101</td> <td>Value for different perspectives. Purpose of dialogue-community development. Approaches to dialogue-listening and questioning skills.</td> </tr> </table> <p>XXXIII. Pupils create a work in the school that shows their basic rules e.g. they write one rule in each step of their school ladder. Picture is send to the other schools through the-twinning platform.</p> <p>XXXIV. A box of communication is established in each school to enable children have a voice in the school life and in the way rules are applied.</p>	Four words	84	Understand dialogue and when it can be used–Purpose, principles and approaches to dialogue.	Dialogue is not...	86	Understand dialogue and when it can be used–Principles of dialogue.	Dialogue through story-telling	101	Value for different perspectives. Purpose of dialogue-community development. Approaches to dialogue-listening and questioning skills.	
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2/2018

XXXV. A family day is organized in each school where family members come to school to share their traditions. "A Fair of Different Cultures/ Stories" is organized in each school, where pupils present together with family members something they are proud of concerning their family. A poster competition is organized between schools with the slogan "I am proud of my family". Pupils discuss in this occasion about rules in competitions. Posters are uploaded to the e-Twinning platform and winners are to be announced in the next transnational meeting in Finland on March.

XXXVI. Evaluation of the kids' attitudes towards their family using the mirror-note-book created in the schools.



XXXVII. **Let's speak to our language! (UNESCO'S International Mother Language Day)**

OBJECTIVES:




- to strengthen the beliefs of pupils regarding the value of their mother tongue
- to introduce the teachers to the language spoken by the pupils
- to match and translate the meaning of words between the pupils mother tongues and the Greek language
- to open the school to the local community and to the parents of pupils
- to strengthen relations between the teachers and the community of their pupils




ACTIONS:





- Parents of pupils come to school.
- Recitation of fairy tales in all the languages spoken to the schools both.
- Translations of famous songs or parts of songs in all the languages of our school.
- Theatrical performances with dialogue in all the languages spoken to our schools.



Results of the day are uploaded on the e-Twinning platform.









	<p>XXXVIII. <u>An yearly celebration of the Valentine's day</u></p> <p>Pupils have secret friends in the school and they have to find them. Cooperation with special classes. A yearly charity event is also organized. Preparations for the Finland's transnational meeting.</p> <p>Preparations for the annual joint spring café, where special and general classes set up a pop-up café for a day.</p>	
<p>3/2018</p>	<p>XXXIX. Second transnational meeting in Finland</p> <p>Target: To discuss about the program targets achieved so far and the continuity of the project. Discussion about financial issues. Presentation of pupils' work.</p> <p>Second lecture/seminar organized by Finland/transnational seminar: "Active Citizenship in the Finnish Curriculum- Effective Practices"</p> <p>Round table discussion: The use of project work in an active citizenship education.</p> <p>XL. Third thematic unit with the Mirror-Metaphor: All about my school. The kids take an insight on their school. Evaluation of their attitudes towards their school at the beginning using the mirror-note-book.</p>	
<p>4/2018</p>	<p>XLI. Pupils contact a research in their schools in Mathematics to find out how many ethnicities exist in their school. Graphs are drawn.</p> <p>XLII. Pupils present their school with a PowerPoint Presentation (with photos and videos) in the e-Twinning platform.</p>	



	<p>XLIII. April 8th - On International Romani Day</p> <p>OBJECTIVE:</p> <ul style="list-style-type: none"> •to learn about important Romani figures in Greece and abroad •to ensure that the Romani children feel proud of their origin and culture and how they too have their own cultural values •to ensure that the teachers have created a close bond with their pupils and have won their confidence •to recognize important personalities in the local communities with the purpose of social integration and the recognition of well-known or famous Romani in Greece and abroad •to look at Romani references in literature (Esmeralda, Notre Dame), in painting (Bizet’s Carmen), music (Flamenco, Hungarian gypsy violin), arts (basketry, construction of metal utensils), the craft of relevant Romani literature, colors in clothes. 	
<p>5/2018</p>	<p>XLIV. Pupils engage in dialogue using the dialogue techniques they have already learned about what they like and what they want to change in their school.</p> <p>XLV. Pupils participate to a collective activity in school: e.g. to prepare a breakfast, arrange and tidy up the place, to take care of their garden (exchange of flower seeds of the partner countries via mascots).</p> <p>XLVI. Use of skype so as pupils share what they like and what they want to change in their school. Exchange of ideas.</p>	
<p>6/2018</p>	<p>XLVII. Development of lesson plans that aim to promote co-operation competences in children and their ability to learn and share through co-operation.</p> <p>XLVIII. Children are told stories that promote the idea of co-operation.</p> <p>XLIX. Children discuss the pros and cons of co-operation. Then they write a contract about team work.</p> <p>L. By using theatrical play they make stories that show the value of cooperation.</p> <p>LI. Pupils form groups and decide what they want to change in their school. Work is shared and action follows that serves as an evaluation of the unit as well.</p> <p>LII. Pupils share their results on the e-Twinning platform.</p>	







	<p>LIII. <u>Rhythm as a way of communication, as it will be World Music Day</u></p> <p>Objectives: Developing of the pupils' competency to be a part of a group and co-operate. Increase of pupil's motivation to come to school. Developing pupils self confidence. Making pupils learn Greek through music/musical games.</p> <p>Actions: In Science and Technology pupils construct musical instruments. In Music they make a special lesson to learn about the different type of percussion instruments since the ROMA culture is connected with them. Pupils write simple stories in Greek and sing them by making music on the percussion instruments. They share their stories through the e-Twinning platform. They use also body movements to make their stories more creative.</p>	 
8/2018	<p>LIV. <u>Our partner countries –project day</u></p> <ul style="list-style-type: none"> • new groups are being formed-pupils should now get to know another partner country • preparation of the visit of the partner countries in Germany 	
	<p>LV. <u>Introducing the partner countries to new pupils now joining the project.</u></p> <p>The project is introduced to the entire school at the beginning of the school year so that the new pupils will learn about the project too.</p>	




<p>9/2018</p>	<p>LVI. Skype meeting. Children share experiences about their summer holidays. Works of the children are uploaded on the blog.</p> <p>LVII. Letters are sent to the pen pals about the summer holidays.</p> <p>LVIII. Pupils fill in a questionnaire that asks their opinion about what is democracy and how democratic is their school.</p> <p>LIX. Development of lesson plans that aim to cover the value of democracy.</p> <p>LX. Children prepare a presentation about the origins of democracy in Greece, as Greece is a partner country.</p> <p>LXI. Pupils engage in debate activities about the value of democracy.</p> <p>LXII. Pupils are given the chance to do a campaign in the school about the pupil-council election, to vote and be voted for.</p> <p>LXIII. The new pupil council of each school presents their vision for the school.</p> <p>LXIV. The story book starts in Cyprus.</p> <p>LXV. The same questionnaire about democracy is filled again as a means of evaluation.</p> <p>LXVI. Third transnational meeting in Germany</p> <p>Target: To discuss about the program targets achieved so far and the continuity of the project. Discussion about financial issues. Presentation of pupils' work.</p> <p>Third lecture/ seminar organized by Germany / transnational seminar: "Effective inclusion practices in the German Educational System".</p> <p>Round table discussion: Opening the school to the community, effective practices in all the countries so far/ creating a Handbook of Inclusion through active citizenship, guidelines to all participant countries.</p>	
	<p>LXVII. <u>Pupils of immigrant origin that have a problem in the Greek language.</u></p> <p>At the beginning of every school year all the pupils of immigrant origin will be examined through a questionnaire that will be developed to measure their oral and written understanding, the ability to produce an oral and written piece of work, reading ability and reading comprehension. The teacher that will be responsible for these pupils will produce, based on this evaluation, an "action plan" with weekly targets for each one of them. This teacher will work closely with the pupils' main teacher to assess the progress each child is doing monthly in school. The teacher will also use the project's timetable to produce material for these pupils regarding their level. Furthermore, differentiated teaching material will be produced by the other teachers to use in their classrooms so that every child achieves according to his/hers needs.</p> <p>Skype meetings will also be organized with the Greek school, where these pupils can speak with the pupils of the other schools to present their work and hence have an opportunity to develop their Greek language skills.</p>	


<p>10/2018</p>	<p>LXVIII. Fourth thematic unit with the Mirror Metaphor: All about my community/ city. The kids take a critical look into their community/ city. Evaluation of their attitudes towards their community/ city at the beginning using the mirror notebook.</p> <p>LXIX. Development of lesson plans about the history of the community/ city, of places of historical interest, of people in the community that wrote history. Upload of work on the blog.</p> <p>LXX. Visit/ walk to the community/ city. The pupils learn the main organizations of their community/ city and their role. A possible visit to some of these organizations is arranged.</p> <p>LXXI. The school opens to members of the community. An open day is organized where important people of the community/ city come to the school to present their work and discuss their “Images of the community/ city”. A network is formed. Results are uploaded on the e-Twinning platform.</p>	
<p>11/2018</p>	<p>LXXII. In groups the children think what type of co-operations the school could have with some of these organizations: e.g. to raise money for a charity organization, to help an environmental organization to one of its events etc. An action plan is set with the active involvement of pupils.</p> <p>LXXIII. A Skype meeting is organized for sharing ideas about the action plan.</p> <p>LXXIV. The story book travels to Germany.</p> <p>LXXV. Evaluation of the kids’ attitudes towards their community/ city using the mirror note-book created in the schools.</p> <p>LXXVI. Literature of the partner countries (reading project week)</p> <ul style="list-style-type: none"> • Identify special personalities of the partner countries in the center of literary works • Heroes from children's books of the partner countries 	 
	<p>LXXVII. <u>Equality in the literature</u></p> <p>Working on stories that deal with equality. Re-writing/acting stories that show separation and intolerance, for example “The Ugly Duckling”.</p> <p>Preparations for school’s Christmas party.</p>	

<p>12/2018</p>	<p>LXXVIII. Fifth thematic unit with the Mirror Metaphor: All about my country. The kids have a look at their country. Evaluation of their attitudes towards their country at the beginning using the mirror -note book.</p> <p>LXXIX. The story book travels to Greece.</p> <p>LXXX. The pupils form groups to prepare a presentation about their country which then they upload on the blog.</p> <p>LXXXI. The children study about how their country is ruled and how the elections are carried out. Possible visits at the Parliament are organized.</p>	
	<p>LXXXII. <u>No to child labor and exploitation! - Learn about the rights of children when discussing children's rights</u></p> <p>OBJECTIVES: The children will:</p> <ul style="list-style-type: none"> • Learn their rights • Understand child labor as a global problem • See forms of child labor in their own community • Understand the position of children as pupils and not as workers until they are of age • Learn to speak and develop critical thinking <p>ACTION:</p> <ul style="list-style-type: none"> • Teaching materials and packages assembled using articles, websites, videos, documentaries, etc. • Conversation about child labor in Greece and around the world • Taking suggestions: theatrical presentation & musical events, free time for children to create art on the Subject of child labor. 	

<p>1/2019</p>	<p>LXXXIII. A “Parliament for Pupils” is organized in each country where pupils discuss a matter of common interest with pupils from the neighboring schools e.g. the refugee movement in Europe and the role of the European countries or ways to save the environment.</p> <p>LXXXIV. Pupils learn about people in their country who “wrote history”, people they are really proud off. They are taught to justify their choice by referring directly to the impact that these people have had in society. Each country shares two of these people with all the other participant countries by making a presentation on the e- Twinning platform.</p> <p>LXXXV. Each country writes a song that reflects its history, political situation, culture and shares it to the blog./ Alternatively each country presents these information in a coat of arms.</p> <p>LXXXVI. Children are taught in their language about persuasive writing and ways to write their opinions in the newspapers. Pupils are encouraged to write about things they want to change in their countries in newspapers so as to become more active about things that are happening in their country.</p> <p>LXXXVII. Evaluation of the kids’ attitudes towards their country using the mirror- notebook created in the schools.</p>	
<p>2/2019</p>	<p>LXXXVIII. Fourth transnational meeting in Cyprus: Target: To discuss about the program targets achieved so far and the continuity of the project and about financial issues. Presentation of pupils work on the two priorities. Third lecture/ seminar organized by Cyprus/ transnational seminar: “Theatre Education for Inclusion and Active Citizenship”. Round table discussion: Actions needed to achieve the priorities set by the children. Forming of groups. Discussion of the work done so far on the Handbook of Effective Practices.</p> <p>LXXXIX. Sixth thematic unit with the Mirror Metaphor: All about Europe. The kids take a critical look at Europe. Evaluation at the beginning of their knowledge and attitudes towards Europe using the mirror -note book.</p> <p>XC. Pupils learn about the main European organizations and their role by visiting the Offices of the European Union in the Area.</p>	

	<p>XCI. <u>Let's speak to our language! (UNESCO'S International Mother Language Day)</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To strengthen the beliefs of pupils regarding the value of their mother tongue. • To introduce the teachers to the language spoken by the pupils. • To match and translate the meaning of words between the pupils mother tongues and the Greek language. • To open the school to the local community and to the parents of pupils. • To strengthen relationship between the teachers and the community of their pupils. <p>ACTIONS:</p> <ul style="list-style-type: none"> • Parents of pupils come to school. • Recitation of fairy tales in all the languages spoken at the schools. • Translations of famous songs or parts of songs in all the languages of our school. • Theatrical performances with dialogue in all the languages spoken at our schools. 	 
<p>3/2019</p>	<p>XCII. Pupils of grade 4, 5 and 6 form groups and discuss the main challenges of Europe in 2019. Pupils discuss these challenges with pupils of other countries through a Skype meeting and decide 2 priorities for further work.</p> <p>XCIII. The story-book travels in Finland.</p> <p>XCIV. Organization of a day about Europe in each school where pupils can learn about Europe's countries, history, challenges, authorities, important persons etc. Material from these events is shared on the e-Twinning platform.</p> <p>XCV. Evaluation of the kids' attitudes towards Europe using the mirror-notebook created in the schools.</p>	   

	<p>XCVI. <u>Yearly multi-subject learning weeks</u></p> <ul style="list-style-type: none"> • Pupils work together in different workshops. The topic will be decided later. Organizing the café within the workshops. 	
<p>4/2019</p>	<p>XCVII. Groups are formed in each school that work on the priorities set and discussed in the meeting of Cyprus. Action plan is carried forward.</p> <p>XCVIII. The story book is completed and illustrated.</p> <p>XCIX. Final material for inclusion through active citizenship is gathered and uploaded in the e-Twinning space.</p> <p>C. The schools start to be prepared for the last transnational meeting in Germany in May 2019.</p> <p>CI. Pupils come in contact with speeches of people who managed to make a difference to society e.g. Martin Luther King. They write their own speech about how they want their world. Abstracts will be presented in the final meeting in May in Germany.</p>	
	<p>CII. <u>April 8th - On International Romani Day</u></p> <p>OBJECTIVE:</p> <ul style="list-style-type: none"> •to learn about important Romani figures in Greece and abroad •to ensure that the Romani children feel proud of their origin and culture and how they too have their own cultural values •to ensure that the teacher creates a close bond with his/her pupils and wins their confidence •to recognize important personalities in the local communities with the purpose of social integration and the recognition of well-known or famous Romani in Greece and abroad •to look at Romani references in literature (Esmeralda, Notre Dame), in painting (Bizet's Carmen), music (Flamenco, Hungarian-Gypsy violin), arts (basketry, construction of metal utensils), the craft of relevant Romani literature, colors in clothes 	

<p>5/2019</p>	<p>CIII. Schools work for the completion of the final results as mentioned above.</p> <p>CIV. A seminar is organized in every school with the participation of neighboring schools, organizations and the educational authorities. The results of the program are presented and the handbook is given in an electronic form.</p> <p>CV. Final meeting with the participation of pupils in Germany: “Real Democracy Means Having a Voice”. The seminar is organized in the country that democracy was born in, to show kids their right to have a voice and being heard. A petition is written, full of ideas from children about a better world. The summer months are used to getting as many people to sign the petition and disseminate the ideas of the project.</p> <p>CVI. Pupils, teachers, parents and all the important others fill in an electronic evaluation in the platform set by Germany about the whole project.</p> <p>CVII. Possible discussion on the continuity of the Project.</p>	
<p>09/2017 - 06/ 2019</p>	<p>CVIII. <u>Children with difficulties in mathematical reasoning/applications</u></p> <p>All the children of the school will be assessed using reliable tests that the Cypriot school developed when it participated in another Erasmus + project (Kyriakides et al., 2014). Each teacher will then create the profile of all their pupils, to be shared with the special need teacher if needed. The evaluation will act as the basis for the creation of differentiated lessons in maths, which will take into consideration the level of each child. For making differentiation more easy, the school will use it from Year 1 and adapt the material of Andrell Education Ltd “Big Math’s, Beat That” to the Greek language. This is an assessment tool that allows teachers to see exactly what their children do and don’t know in mathematics. At the same time, it provides them with a fun and motivating way to track their own progress and set their own targets for numeracy. The children are constantly challenged to increase their own score and the teacher's’ role increasing the level of each child is of central importance.</p>	