PROJECT OUTPUTS

Project Outputs are the activities that the all partner schools do and some are divided up between schools. The individual task for each country will be decided in Slovakia.

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| Netherlands | Slovakia | Portugal | Ireland | Poland | Turkey |
| 7.3 |  |  |  |  |  |
| 7.6 |  |  |  |  |  |

Together/All schools/

Individual\*

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| 7.1 | Create a twinspace to promote and share the activities among partners.  Logo Competition | All partners – Done |
| 7.2 | Teachers guide for intercultural and social competences |  |
| 7.3 | “English in Action” workbook\* | Netherlands |
| 7.4 | Scratch Game \* |  |
| 7.5 | Inside out project exhibition |  |
| 7.6 | Mini CLIL Dictionary\* | Netherlands |
| 7.7 | “One Europe” Project performance |  |
| 7.8 | Outdoor parade |  |
| 7.9 | e-Magazine\*  students will make an e-magazine in the end of each LTTA for publishing for the local community, local goverment, parents and other stakeholders |  |
| 7.10 | Comparison of school rules  (wearing uniforms/ changing shoes/ canteen lunch/ breaks/ doing homework/ addressing teacher by name or Mr., Miss,.../ timetable ect.) – |  |
| 7.11 | Music clip \*  a music clip (a dance, song) will be recorded in a LTTA meeting - to present the cooperation of different cultures, - workshops on multicultural issues will be held (by an expert |  |
|  | puppets and stage parts will be made by students in workshops - and a short puppet show will be prepared to show the cooperation of international groups on the specific topic\* |  |
|  | To organize a multicultural evening - DIVERSITY DINNER PARTY - dancing, singing, playing traditional games, food tasting.\* |  |

Activities at school

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| 4.1 | Project Presentation for school staff | Laura McDowall – Done- to be uploaded |
| 4.2 | Active Citizenship |  |
| 4.3 | Questionnaires  P5 - Forming the questionnaires and surveys for parents, students, teachers.  P8 - Application of questionnaires to the parents about migration.  Application of questionnaires to the teachers who are assigned at the project. |  |
| 4.4 | April Fool Day = 1st April 2020 (worksheets) |  |
| 4.5 | Europe Day = 9th May 2020  (worksheets) | Claire Corley, |
| 4.6 | Red Cross Day – 8th May 2020  (worksheets) |  |
| 4.7 | Independence Day = 21 Jan 1919  (worksheets)  Thanksgiving worksheets (P8 |  |
| 4.8 | Traditional Dances  Customes  Comparison of festivals in different schools |  |
| 4.9 | Halloween  worksheets | Kahoot game. Claire Corley - Done |
| 4.10 | Back to school worksheets  Return from each trip |  |
| 4.11 | Nobel Prize  worksheets |  |
| 4.12 | European Day of languages |  |
| 4.13 | Country Day  students prepare a presentation about their national day, the importance, history, traditions - followed by workshop -to make drawings, handmade objects connected to the national day |  |
| 4.14 | Country Box  a plastic box filled with things like pictures or photos, maps, cultural objects, animals, flags, stamps and anything else that is typical of a particular project country |  |

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| P1- establishing detailed plan of preparation,  implementation, management, budget, creating outcomes and promoting international outcomes.  Coordinators are responsible for establishing the work  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  P1-with accountants responsible for the **budget** –  a detailed schedule of project management (ticket  redemption, redemption insurance policies,  principles of settlement in accordance with  applicable country law, planning expenses related  to project management, invoices) | Claire Corley  Gillian Dewane |
| P2  Give information about the project to the project team and all of the school staff | Emails. Claire Corley. |
| P3- Making **project promotion** through   1. press 2. banners 3. logo for a wide participation 4. common letter will be sent to all parents to invite them to participate in the project. | a)Terence  b) Henk – done  c) Claire Corley – Done  d) |
| P4 –**Slovakia Trip.**  Students and teachers have to think about their dreams and aspirations for a future Europe in which they will play an integral part.  Make possible proposals for laws, initiatives and improvements in order to create a better European Union, or at least a union closer to young people’s needs.  The aim is, of course, the development of the awareness of an active European citizenship to use at the exchange | Slovakia trip.  Teachers; 1)Claire Corley, 2) 3) |
| P5 - Forming the questionnaires and surveys for parents, students, teachers.  To assess whether the project has increased their chances, we will also use the answers to the following questions for students asked at the beginning of the project: Have you been abroad? Have you spent time with young foreigners? Have you travelled by plane? Have you used a foreign language in real life?  [4.3] |  |
| P5-**Making presentations** in classes about the  exchange in Slovakia by the students working  groups with the support of teachers. | Students that travel with the help of the teachers that travelled.  Presentation about each trip.  Netherlands = Laura  Slovakia=  Portugal=  Ireland=  Poland=  Turkey= Teachers only. |
| P8 - Application of **questionnaires** to the parents about migration.  Application of questionnaires to the teachers who are assigned at the project. |  |
| **Students** will **make videos** in which they will not only present their school premises but they will briefly introduce themselves as well; these videos will then be sent to all the partner schools, so that all the students can get to know each other.  Students use it in peer to peer learning during the LTTA meeting Digital outputs: students will make videos in which they will present their school/country; students will make videos to briefly introduce themselves. Both these videos and the previously mentioned ones will be sent to all the partner schools; students will make short videos during the project meetings and while doing activities. These videos will then be edited and made into one long video which will be used as a tool for assessment as a final product; |  |
| **Students** will write their **profiles**; then they will be sent to the partner schools so that the students that are going to host them can get some knowledge about their eating habits, possible allergies, hobbies, …; - |  | |
| A **project corner** will be organized at our school in the main block.  the flags of all the partner countries will also be displayed in this corner along the two years of the project; also with by e.g. banners. T shirts, Etwinning site, etc –  it will be regularly updated; this information will be exhibited along the two years of the project;  project corners will be created in each school where information and pictures/photos will be displayed to inform the public about the work of project participants, - live libraries – |  | |
| Students will **research** several kinds of information about each country; |  | |
| A big **billboard** will be made in which the distances between our school /town and all the partner schools/towns will be shown. It will be hung at the school main gate; - |  | |
| workshop on “**Integration/Social inclusion**”  students will discuss the following themes: “Getting to know other cultures and meeting other people can enrich your inner life and make you accept cultural differences in a natural way”/“Social inclusion measures carried out so far at our school/town” / “What have we learnt about social inclusion? How can we put into practice, for example, in our school/local community or anywhere else what we have learnt?” Then the conclusions will be presented to all; |  | |
| to learn about importance of diversity - a **debate** |  | |
| workshop on “**Well-being**” |  | |
| - each student will write and illustrate an **A4 diary** (sharing the experience of LTTA with other students) - all pages will be put together at the end of the project and copied for each school - to disseminate among all students in schools, teachers, parents and local community |  | |
| Students **research** and learn about the history/culture/institutions of the partner countries and create presentations to be shown to the wider school community (of course in all the activities all the means will be used: traditional, power point presentations, pictures, posters, drawings, the internet, shared websites, social networks etc). |  | |
| a **sports day** will be organized to keep a healthy mind in a healthy body - international groups will do sport activities together at every exchange | Host – Banagher Sept 2020 | |
| a poster will be created to compare and contrast the differences and similarities of our schools curriculums |  | |
| a debate with a migrant/a former homeless person/a former drug addict/minority member etc. will be prepared - a person will tell his/her own life story - "about living in exclusion", - |  | |