



Erasmus+

A Strategic Partnership
Cooperation for Innovation and
the Exchange of Good
Practices

C. O. M. E. !

Cooperation on Mobility in Europe
2016 - 2018

Educational Material



Gymnasium Bad Nenndorf
Bad Nenndorf, Germany

CPR Compania de Maria
Santiago de Compostela, Spain

Spoleczne Gimnazjum Hispaniola
Warsaw, Poland

Collège Wilbur Wright
Champagné, France

We would like to thank profusely all the people who trusted and supported us:

- The students involved in the project
- The families who warmly hosted our partners
- The colleagues who took part in COME!
- Our headmasters and the administrative staff

Follow us: Ctrl+clic on the logos



Introduction

This manual is the fruit of a two-year cooperation between four schools, as part of an **Erasmus+ Strategic** school partnership funded by the European Commission.

➤ What is an Erasmus+ partnership?

An Erasmus+ school strategic partnership consists in a **close collaboration** between schools, who agree on a common topic and set their students working on this topic during two years. At the end of the project, you are expected to produce a final work representative of what you did with the students.

All the activities are funded by an **important European grant**, which allow teachers and students to meet abroad several times, and enable them to buy any material needed.

When you apply for an Erasmus+ grant, you preestablish a **two-year plan** and predefine most of the tasks you will give to your students. Some of these are common to all the partners, others are specific to one school. Indeed, schools, students and curricula can differ significantly and you cannot do exactly the same things.

➤ Our partnership: COME! Cooperation on Mobility in Europe

We are teachers in different subjects -English, Spanish, History, Geography, Library, Civics.

Our schools are situated in four different countries. The project was carried out by:

- Colexio Compañía de María, a Catholic multilingual school in Santiago de Compostela, Spain. It is over 250 years old and located in the very centre of the town. It hosts over 1,200 students daily, aged 6 to 18.
- Gymnasium Bad Nenndorf, a grammar school in a rural area south-west of Hanover, Germany. Most of the school's 1,200 students, aged 11 to 18, live in small towns and villages
- Hispaniola Middle School is part of Bednarska Democratic Charter Schools, the very first non-public comprehensive secondary schools established in Poland in 1989. It is situated in the post-industrial Wola district of Warsaw, Poland. It hosts less than 100 pupils, aged 11 to 15.
- Collège Wilbur Wright, a 450-pupil school situated in a small town of 2000, not far from Le Mans, France. Children, aged 11 to 16, mainly come from working class families, or belong to an increasing middle class recently established there.

We obviously observed that despite their differences, our societies were confronted with the **same political and social issues**, in particular issues related to migration, either migrations within Europe or from outside. Populations have to face a changing world whose transformations can arouse enthusiasm, but also provoke feelings of rejection or anguish.

Therefore, we regarded it as necessary to tackle this subject and help our students understand that **human mobilities, migrations, exchanges and international movements** are not a recent development, but that they have shaped our societies, our cultures, our economies and our imaginations.

➤ Why this manual and how to use it?

As said above, we have worked with our students on mobilities and transport, focusing on historic and current forms of mobility and migration, as well as literary and artistic representations of the topic. At the end of our two years, we all organised special **“project days”**, with activities for the whole schools.

You will find in this manual a selection of the activities we implemented that you can try in your own school if you want to work on mobility with your students.

Some of them are for young kids, other for older students. Some files are complete lessons (e.g. Guidebook) others offer ideas for final products (Tamata....) Some of them are a bit similar (Ellis Island), but the method is different. Some take a week, others can be done in a single lesson.

All can be improved and all can be adapted: this is not a theoretical manual, but a modest collection of tasks we have tried out.

We shared wonderful moments together during this two-year partnership, which combined hard work and friendly conviviality. We therefore hope that you will manage to use this manual, and take pleasure with it. Have fun!



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Abbreviations:

Bio: Biology; **Civ:** Civic education; **Eng:** English; **Fre:** French, **Geo:** Geography, **His:** History
Lit: Literature; **PE:** Physical Education; **Soc:** Social studies; **Tech:** Technology.



Activity File 01: A guidebook for Australia

1. General information

Topic/Title: Writing a guidebook about Australia. See appendices for the guidebook.	
Relevant subjects: English	
Language(s): English	
For foreign languages only: Students should have taken English for ca. three years at least	
Age group: 14-16	Time needed: ca. four hours
Product/Outcome: guidebook (paper and/or pdf).	
Material needed: copy of "Modern Family" (Season 5, Episode 20, optional, available on "Netflix"), worksheets (see below), computers	

2. Description/lesson plan

Duration	Activity	Points for preparation
5-10'	Teacher asks students to name sights in Australia they already know. Teacher explains that they will learn about some further sights by watching an episode of the US sitcom "Modern Family" which is set in Australia and provides some information on the sitcom and its main characters.	
25'	Students watch the episode "Australia" (S 05, E 20) and fill in the worksheet.	Prepare DVD or streaming copies of worksheet 1
10'	Students name their answers.	
10'	Teacher explains that they will learn more about the sights of Australia by writing their own guidebook and explains the assignment (cf. worksheet 2). Teacher then assigns sights (see list below) or lets learners choose their own sights.	worksheet 2 list with sights
ca. 120'	Students work in pairs and research their sights online. Then they produce the texts which they have to mail to the teacher for proofreading alongside with questions about their text.	
<i>Depending on the time available and organisational requirements the teacher (or a student) can either collate the texts into one pdf-file or produce a paper version of the texts. In any case all the texts and a separate document/paper with the questions must be available to each student for the next step.</i>		
30'	Students read the guidebooks and answer their peers' questions about the text.	copies of the guidebook and the questions
15'	Students compare their answers.	



Sights the students could write about:

Adelaide
Blue Mountains National Park
Brisbane
Canberra
Darwin
Great Ocean Road
Kakadu National Park
Melbourne
Perth
Port Arthur/Tasmania
Purnululu National Park
The Twelve Apostles
Uluru – Kata Tjuta Nat'l Park



A guidebook for Australia: worksheet 1

Down under

Modern Family: Australia

Watch the episode and complete the worksheet.

1. Explain why the family travel to Australia.

2. Who is Fergus Anderson?

3. Sights & Wildlife: Take notes on what you learn about these sights and animals.

Sights	Animals
Sydney Opera House: looks like	Jellyfish:
Bondi Beach:	Koala bears:
Bush:	Kangaroos:
Sydney Harbour Bridge:	Kookaburra:



Modern Family: Australia

Answer Key

1. Explain why the “modern family” members travel to Australia.

Phil’s mum left him some money to go to Australia as he was conceived there and it was a special place for her.

2. Who is Fergus Anderson?

He is a popular TV star in Australia who Mitch and Cameron spend some time with.

3. Sights & Wildlife: Take notes on what you learn about these sights and animals.

Sights	Animals
Sydney Opera House: looks like a ship with sails	Jellyfish: bite you and it hurts a lot
Bondi Beach: beautiful, clear water, topless, hot surfers	Koala bears: sometimes pee on people
Bush: home of the Aboriginals, can see many animals there, you can participate in a walkabout (=dance)	Kangaroos: born without hind legs, sometimes punch people
Sydney Harbour Bridge: you can climb on it and enjoy the view	Kookaburra: birds which are born blind



A guidebook for Australia: worksheet 2

Down Under

A guidebook for Australia

You and your partner will have to write an entry for our very own guidebook for Australia. Please follow these guidelines:

Content

- You must answer the questions from the worksheet, but you can also include any other piece of information you find interesting. You can also change the order.
- First take notes with the help of my questions, then produce your own coherent text.
- Your text must have at least 250 words and two or more relative clauses. Also use these linking words: *although, while, thus*
- Please also include a list of four questions about your text.
- You can use the expressions I have put on the worksheet, but you must not copy entire clauses from the internet.
- **You will be marked down for plagiarism or the use of digital aides to translate more than individual words.**

Style sheet

- Only use the template page I have provided.
- Use Arial, 11 point, spacing: 1 ½.
- Use the same font for the headline, which you, however, can print in bold.
- Do not use spaces to align your text.
- Insert a page break before writing down your questions.
- You can add one picture, use the correct button to place it in the text.

Send the complete text as a word-file to me by September 13th! Include the name of your sight in the file's name!



A guidebook for Australia

Questions	Words and expressions
What is the name of the sight?	
What makes your sight interesting and/or exciting?	<p>Many visitors come to ...</p> <p>People are fascinated by ...</p> <p>... attracts millions/thousands of tourists every year as ...</p> <p>... is very popular with ... since ...</p>
Summarize the history of your sight.	<p>... was built/created/opened in ... by</p> <p>... dates back to ...</p> <p>... decided to turn ... into ...</p> <p>... became ...</p>
Explain what you can do/see there. Here, you can also comment on possible negative effects of tourism on your attraction.	
Explain how you can get there.	<p>... can be reached via ...</p> <p>... is located near ...</p> <p>Most visitors travel to ... by</p>
Explain what you like best about your sight.	<p>What makes ... really special is that ...</p> <p>... is really unique as ...</p>



Activity File 02: Creating a travel brochure

1. General information

Topic/Title: Creating a travel brochure (here, Scotland). See appendices for the brochure.	
Relevant subjects: Geography	
Language(s): English, any	
For foreign languages only: Year(s) of instruction needed: ca. 4	
Age group: 13-16	Time needed: 300 min
Product/Outcome: Printable leaflet on a touristic region in Scotland	
Material needed: Computers with word processing software / internet	
Links: Collections of photos without copyright, e.g. pixabay.com, freepotos.cc	

2. Description/lesson plan

Duration	Activity	Points for preparation
20'	Introduction: Travelling to a different place – information needed and wanted	Blackboard for notes
15'	<p>Explaining the assignment and requirements (s.b.), setting up groups and assigning different regions of any country:</p> <p><u>A leaflet about a region of Scotland!</u> Collect material (texts and pictures) about a region of your choice! You can use every possible way to get information (internet, travel agency, library, books at home). The task is to make an information leaflet about the region you choose in English.</p> <p><i>Ask yourself the following questions:</i></p> <ul style="list-style-type: none"> - How can I get there? Where is it? What does it look like? (Geography) - What can I see there? What would be interesting for tourists? (Sights) - What other things can I do there? (Activities) <p>Write your own texts! (I will find out who only copied something!) Format: at least</p> <p>A4, folded twice or A4, folded once</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 150px; height: 100px; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); width: 100%; height: 100%; border-left: 1px solid black; border-right: 1px solid black;"></div> </div> <div style="border: 1px solid black; width: 150px; height: 100px; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); width: 100%; height: 100%; border-top: 1px solid black; border-bottom: 1px solid black;"></div> </div> </div> <p>No free space should be left!</p>	



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45'	Research on the regions: information and material (careful: usage of copyrighted photos, see above)	
175'	Project work in groups of up to four students, two each can prepare one DIN A4 page using word, usually assistance is needed for formatting issues like putting in photos and setting up columns, - it is best to save the files as pdfs to prevent changes in the format	
45'	Students present their leaflets, give feedback and choose the best one	Projector



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Activity File 03: Discovering Santiago de Compostela

1. General information

Topic/Title: Discovering Santiago de Compostela	
Relevant subjects: English, Social Studies, Arts.	
Language(s): English.	
For foreign languages only:	
Age group: 10th grade.	Time needed: 10 hours
Product/Outcome: Santiago tourist tour during the Santiago International meeting.	
Material needed: internet, paper, markers.	
Links: https://www.youtube.com/watch?v=MFhPueuyng8&feature=youtu.be http://ciamariasantiago.org/index.php/gl/galeria-imagenes/event/EnsaioErasmus http://ciamariasantiago.org/index.php/gl/novas/397-dia-de-traballo-no-grupo-erasmus-do-colexio	

2 Description/lesson plan

Duratio n	Activity	Points for preparation
Previous	Our Erasmus group boys and girls are informed about the activity they are going to develop during the meeting with our French, Polish and German friends. We will be actors and actresses who will explain the Santiago's heritage to our guests. Our boys and girls receive the script (written in Galician).	
300'	150' Helped by 3 English teachers, they prepare the English script -based in the Galician script they received previously-. 150' Helped by nine teachers, our Erasmus boys and girls essay their characters in different places of the city.	English department cooperation Language, English, Arts and Crafts and Social Studies Departments cooperation
240'	120' General essay -one week before the day-: every group develop the responsibility they have (actor or actresses; guide...). 150' Representation during the International meeting with our European partners (the video we have linked catch the idea we have developed in this activity).	



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Activity File 04: European Melting pot

1. General information

Topic Title: European Melting Pot	
Relevant Subjects: history, civics, social science	
Language: national / English	
Age group: from 8 grade up / 14 yrs olds or older	Time needed: 2 hours 10'
Product/outcome – poster / Powerpoint presentation	
Material needed: A1/A2 sheet of paper, pencils, crayons, paints, felt-tip pens, the Internet, a computer with Powerpoint or similar, installed	

2 Description / Lesson Plan

Activity	Duration	Points for preparation
15' Students have to do reasearch on different minorities in a few neighbouring or Project partnership countries and prepare maps of these countries. They need to find out the reasons for emigration and the places they arrived at. They mark with arrows the routes of their journey from the countries of origin, and include a short note describing the emigrants situation.	Giving instructions to students on what to look for in the Internet	
45'	Searching for the data	
1h	Preparing maps and description	
10'	Result presentation	

The Activity might be done in the form of Powerpoint presentation which should take similar time to prepare.



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Activity File 05: Eurotour

1. General information

Topic/Title: EUROTOUR	
Relevant subjects: Social Studies, Arts and Crafts, English, Ethics.	
Language(s): Galician and English.	
For foreign languages only:	
Age group: 6th and 7th grade.	Time needed: 7 hours
Product/Outcome: exhibition with stands.	
Material needed: internet, paper, markers.	
Links:	

2. Description/lesson plan

Duratio n	Activity	Points for preparation
50´	We start introducing the activity goal: to do a Tourist Fair to discover different European countries and their heritage. We divide every class in four students groups. Every group will study a country: Poland, Germany, France, etc. And we start to work.	In every subject they will investigate different items from the country they have chosen: general information about Geography (map, flag, population...) and Economy (economic sectors, unemployment rate,...) in Social Studies; political system and different cultures in Ethics; famous painters and works of art in Art and Crafts; food recipes in English.
300´	We keep on working during the different subjects class time.	
90´	The Project Day all the groups will show their work in the EUROTOUR FAIR. Every country will have its own stand. Secondary school boys and girls will visit the place and listen the 6th and 7th graders explanations.	



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Activity File 06 : The day of Europe

1. General information

Topic/Title: Day of Europe -We are all migrants-	
Relevant subjects: Erasmus group meetings -every Thursday, 2-4 pm-	
Language(s): Spanish.	
For foreign languages only:	
Age group: 9th grade.	Time needed: 10 hours
Product/Outcome: A Day of Europe event in a city auditorium.	
Material needed: computers, Auditorium, markers, projector.	
Links: http://ciamariasantiago.org/index.php/gl/galeria-imagenes/event/DadeEuropa-Todossomosmigrantes	

2. Description/lesson plan

Duratio n	Activity	Points for preparation
60'	<p>We present the work to do to our Erasmus students: the day of Europe -9th of May- we are going to honour the migrants, and we will try to count with the participation of four guest speakers who will share their own personal experiences about migration.</p> <p>To get this goal we organised our boys and girls into groups with the following responsibilities:</p> <ol style="list-style-type: none"> 1. The order group was in charge of preparing and controlling that everything was executed as planned, overseeing all minor details. These included welcoming the guests speakers and the public. 2. The audiovisual group was in charge of filming and taking pictures during the event. A documentary will be made with all the collected material so that everybody can make a good use of it later on. 3. The team of presenters opened the event with a short introduction of the panel, and they closed the event with a short speech. 4. The Media and communications group was in charge of writing a press release that was sent to the media. They handled the radio interviews, together with the teachers, and they contacted with EFE Agency, local and regional TV and Newspapers. 5. The production group was in charge of the sound and images during the event. 	
300'	The different groups prepare their work every meeting day in different rooms. The last 30 minutes we share our work to coordinate ourselves.	
90'	<p>DAY OF EUROPE CELEBRATION (9th of MAY)</p> <p>The day honoured the migrants, and we counted with the participation of four guest speakers who shared their own personal experiences about migration.</p> <p>- Nour Al- Hussen, from Raqqa (Siria) feels privileged, and made the audience understand with her intervention what it means having a double nationality, as well as living everyday with the thoughts of the hardship that</p>	



is taking place at her birth land in Siria, which affects most of her family and close friends.

- **Paco Durán** learnt a lot from this migrant experience. From his early days as a child, he experienced the misery that pushed his family to leave their country, as it was the case for many Spanish people at that time. The adaptation to England was hard and full of challenges, but the experience has been rich and crucial to define who he is today as a person.

- **Marisa Rodriguez** described a new reality of migration. She was a girl brought up by her grandparents while her parents worked in Germany. She learnt about the conditions foreign workers suffered in Germany at that time, and we understood the difficulties one has to go through when you are far away from your home land. It was moving listening to Marisa's appreciation to her parents, who were present in the audience.

- **Paula Romero** highlights another different reality of migration. She is a Spanish teacher in a International School in Norway, as well as in the Norwegian Diplomat Academy. Her experience is driven by the curiosity for learning, and discovering new cultures, as well as by love. Her current job as a Spanish teacher and consultant reflects a new society, our European society, which is multicultural and dynamic.

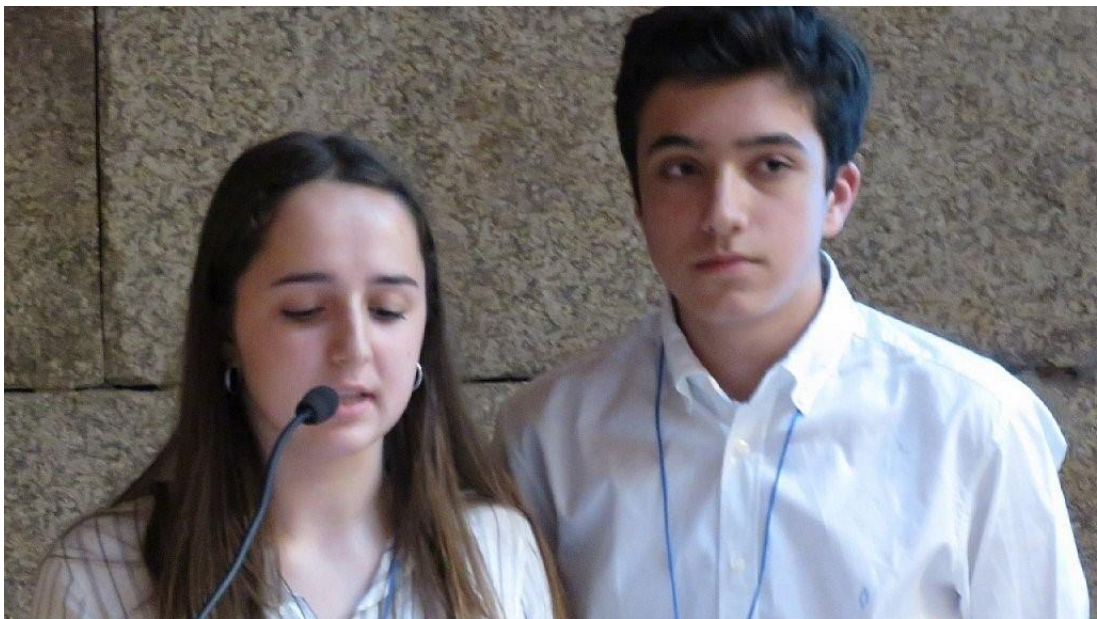
It was gratifying to see that the the four different testimonies reach have many points in common: the richness of migration for any society, the importance of acknowledging recognition of migrants, the right to migrate and not to migrate, and the reivindication of a multicultural and solidarious Europe towards the world.

The event was closed with a moving poem from a famous Galician writer, Celso Emilio Ferreiro. The students who organised the event, the whole school widely represented in the auditorium, the guest speakers, and all the audience continued the dialogue during almost 30 minutes inside and outside the place.



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Activity File 07: Ellis Island

1. General information

Topic/Title: Students work at different work stations to learn about the various steps of the immigration process at Ellis Island in the late 19th and early 20th century.	
Relevant subjects: History, Civics	
Language(s): English	
For foreign languages only: Students should have taken English for ca. four years or more	
Age group: 14-18	Time needed: ca. 200'
Product/Outcome: Fictional interview with an immigration officer or immigrant	
Material needed: <ul style="list-style-type: none"> - Picture of the Statue of Liberty - Classroom so that desks can be arranged into different work stations - Two computers with access to the internet - Worksheets (s.b.) and small signs with the stations' number 	
Links: This activity is based on the interactive tour of Ellis Island created by scholastic.com (cf. http://teacher.scholastic.com/activities/immigration/tour). You can find the relevant audio files by the following these links: http://teacher.scholastic.com/activities/immigration/tour/stop2.htm#tab3-content (Step 2) http://teacher.scholastic.com/activities/immigration/tour/stop10.htm#tab3-content (Step 10)	

2. Description/lesson plan

Duration	Activity	Points for preparation
15'	Teacher names topic and shows a picture of the Statue of Liberty. She/he then asks students to explain what they know about the statue and/or immigration to the US.	Picture of Statue of Liberty
5'	Teacher explains procedure (cf. worksheet 1) and explains that they will learn about the different steps of the immigration process. Teacher assigns students to different stations where they can begin. Teacher reminds the learners that they can make the assignments in any order and do not have to walk to no. 2 after having finished no. 1.	Copies of worksheet One can circle the number of the step where the students have to begin on the worksheet to save time. But be careful: Steps 3&4 are dealt with at the same work station.
ca. 120'	Students start at the assigned station and after finishing move on to another station.	Assignments For each step arrange a small "island" or "station" with two-three desks. Put the worksheets



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		on these desks and add a small sign with the number. For steps 2 and 10 you also need computers to play the audio files.
ca. 60'	Students write interviews with an immigration officer. They can also write from the immigrants' perspective or you can assign specific roles (e.g. a rejected immigrant on her/his way home etc.)	



The Ellis Island Experience: assignments

The Ellis Island Experience

Step 1: The Passage

Write down reasons why the trip to New York was so difficult for many immigrants. Use information from the text and the pictures.

Most of the immigrants who came to America through Ellis Island were from eastern and southern Europe. In many cases, they came to escape the poverty and religious intolerance that existed in small towns in countries such as Italy, Poland, and Russia.

They began their journey to America on foot, horseback, or train. Many trekked hundreds of miles across Europe to get to a seaport. When they arrived at the coast, they boarded a steamship.

The trip across the Atlantic Ocean lasted one to two weeks. Often the sea was rough and people would get sea sick.

The ships divided passengers by wealth and class. First- and second-class passengers stayed in staterooms and cabins. But most people were in third class, called "**steerage**." Steerage was a large, open space at the bottom of the ship with only a few windows. Most people slept in these large spaces with tens of other passengers with whom they also shared a bathroom.

As many as 3,000 people crowded the ships. They often came from different countries, spoke different languages, and belonged to different religions.



Emigrants en route to a harbor.



On board a steam ship travelling to the US.

Text from: <http://teacher.scholastic.com/activities/immigration/tour/stop1.htm#tab2-content>

Photos: The Statue of Liberty-Ellis Island Foundation, NPS.



The Ellis Island Experience
Step 2: The Arrival

Lawrence Meinwald who was born in 1914 arrived at Ellis Island in 1920. In this interview he describes his trip to the US and the moment when he first saw the Statue of Liberty.

a) First write down these words on your word list.

bunk bed	narrow bed, sometimes they are stacked on top of another bunk
denomination	German: Konfession
gull	bird who lives near the sea
kosher	special way of producing food, based on strict religious rules for Jews

b) Listen to the interview and write down what he says about food on board his ship.

c) Describe Lawrence's and the other passengers' to seeing the Statue of Liberty.

d) Try to explain why Lawrence, even decades later, still gets very emotional when talking about his arrival in the US:

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The Ellis Island Experience

Steps 3&4: The Baggage Room and the Stairs to the Registry Room

- a) Many immigrants did not want to leave their **luggage** in the **baggage** room. Try to explain why.
- b) Explain what the officers wanted to find out by making the newcomers climb a flight of stairs to the registry room.

Officers wearing uniforms greeted the ferryboat as it docked at Ellis Island. They shouted and motioned to the passengers to walk down the gangplank to the main building. The officers passed out numbered identity tags. The people who did not speak English were often unsure what the officers were saying. The **commotion** was overwhelming. Men, women, and children struggled off the boat carrying trunks, cloth sacks, and suitcases. They followed one another along a path and entered the imposing red brick building.

Wearing their numbered tags, the immigrants entered the Baggage Room on the building's ground floor. They had leave their **precious** belongings here until their inspection was done. Next, the immigrants went upstairs to the Registry Room. That is where the medical and legal inspections took place.

The immigration process already began on the winding stairs that led to the Registry Room. Doctors stood on the second floor and watched each person.



Immigrants leaving the ferryboat with their luggage.



Immigrants on the stairs to the Registry Room. (BTW: I cannot really explain why they are still having so much luggage.)

Text from: <http://teacher.scholastic.com/activities/immigration/tour/stop1.htm#tab3-content>
Photos: The Statue of Liberty-Ellis Island Foundation, NPS.



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The Ellis Island Experience Step 5: The Registry Room

Summarize the function of the Registry Room in one or two sentences.

The Registry Room was nicknamed the Great Hall because it is so big. The large rectangular room is 200 feet (ca. 61m) long and 102 feet (ca. 31m) wide. Many immigrants had never seen such a large indoor space.

The waiting area in the Great Hall had long metal rails that helped keep an orderly line as people went through the medical and legal inspections. The noise in this room could be intense. The sounds of thousands of voices bounced off the vaulted ceilings.

Officials in the Great Hall decided **whether** each person could enter the country right away or whether that person's case **required** further attention.



Text from: <http://teacher.scholastic.com/activities/immigration/tour/stop1.htm#tab5-content>
Photo: The Statue of Liberty-Ellis Island Foundation, NPS.



The Ellis Island Experience
Step 6: The Medical Exam

- Read the text and write down what kind of illnesses the officers at Ellis Island wanted to find.
- Write down what happened to immigrants who were diagnosed with a serious illness.
- Try to match the letters, which were written on people's clothes with chalk, to the following medical conditions.

back – conjunctivitis - definite signs of a mental disease – face – feet – lungs – pregnancy
- suspected mental disease – trachoma

The doctors at Ellis Island developed a system to identify immigrants who needed medical attention. The first test was a "six-second physical." A uniformed doctor looked for any signs of illness or **contagious** diseases. The doctor noted whether the immigrants limped or were short of breath, if their eyes were red, if they acted strange or seemed otherwise "abnormal".

From 1903 to 1914, immigrants were checked for trachoma, a contagious eye disease. Doctors used a tool called a buttonhook to lift a person's eyelid to look for the disease. The buttonhook was a well-known and feared part of the immigration process. People with trachoma were often sent back to their home countries.

If someone was considered a risk to the public health, his or her clothes were marked by a piece of chalk with an identifying letter. An "X" **denoted insanity**. A "P" denoted pulmonary (lung) problems. Immigrants who were marked were taken out of the line and kept for further examination. Sometimes ill immigrants were taken to a hospital on the island where they could be **cured**. Immigrants who passed the six-second exam continued through the maze of metal rails toward the far end of the hall for the legal inspection.



The Ellis Island Experience
Step 7: The Legal Inspection

Each arriving steamship's crew gave officials at Ellis Island a list of names of the passengers onboard. The manifest, as this list was called, had the name and a description of each passenger. One by one, the passengers were called forward to speak with a uniformed inspector seated on a tall stool behind a high desk. Interpreters helped the immigrants communicate. The immigrants had to answer the questions you see below and then the officer decided if the immigrant could enter the US or not.

Read the questionnaire from 1910 with which immigration officers tried to find out if someone would make a good US citizen. Then write down three questions you find sensible (vernünftig) and three questions you find strange. You must have at least two examples from the bottom third.

1. What is your name?
2. How old are you?
3. Are you male or female?
4. Are you married or single?
5. What is your occupation?
6. Are you able to read and write?
7. What country are you from?
8. What is your race?
9. What is the name and address of a relative from your native country?
10. What is your final destination in America?
11. Who paid for your passage?
12. How much money do you have with you?
13. Have you been to America before?
14. Are you meeting a relative here in America? Who?
15. Have you been in a prison, almshouse, or institution for care of the insane?
16. Are you a polygamist? Are you an anarchist?
17. Are you coming to America for a job? Where will you work?
18. What is the condition of your health?
19. Are you deformed or crippled?
20. How tall are you?
21. What color are your eyes/hair?
22. Do you have any identifying marks? (scars, birthmarks, tattoos)
23. Where were you born? (list country and city)
24. Who was the first President of America?
25. What are the colors of our flag?
26. How many stripes are on our flag? How many stars?
27. What is the 4th of July?
28. What is the Constitution?
29. What are the three branches in our government?
30. Which President freed the slaves?
31. Can you name the 13 original Colonies?
32. Who signs bills into law?
33. Who is the current President of the United States?
34. What is America's national anthem called?

Source: https://ntieva.unt.edu/pages/about/newsletters/vol_11/issue1/questions.htm



The Ellis Island Experience
Step 8: Detainees

Read the text and explain why Ellis Island was nicknamed "Isle of hope and isle of tears."

For most people, Ellis Island was the "Isle of Hope." But for the unfortunate few who failed the health or legal inspections, it was the "Isle of Tears". Luckily, only 2% of the people arriving at Ellis Island were not allowed to enter the US.

Legal **detainees** lived in a **dormitory** room on the third floor. They might wait a few days or even a month. Then their case would be reviewed in the Hearing Room and the final decision was taken.

People who were **detained** for medical reasons were cared for at the island's hospital or kept in quarantine. Some were treated for weeks, or even months. Eventually, a Board of Special Inquiry would review an individual's medical report and decide whether to allow him or her into the United States or to send him back. Sometimes pregnant women were kept at the hospital and during Ellis Island's 62 years as an immigration station, 355 babies were born there while more than 3,500 immigrants died on the island.

Steamship companies were responsible for taking back, free of charge, all emigrants who were turned away for medical and legal reasons. If someone under the age of 16 was turned away, a family member could also accompany that person home free of charge.



The Ellis Island Experience
Step 9: The stairs of separation

Read the text and then explain why this staircase was divided into three parts.



After the medical and legal inspections, the immigrants arrived at the top of another staircase at the other end of the Great Hall. This staircase had three **aisles**. Immigrants who were had to stay at Ellis Island for legal or medical reasons were often brought down the center aisle. People who were traveling west or south walked down the right side of the staircase. Those going to New York City or to the north walked down the left side.

At the bottom of the stairs was a post office, a ticketing office for the railways, and social workers to help the immigrants who needed assistance. There was also an office to exchange money from their home country for U.S. dollars. No matter where they were going after Ellis Island, immigrants needed money. **Exchange rates** for currencies (sg: **currency**) around the world were posted each day on the blackboard.

The Ellis Island Experience
Step 10: The Kissing Post

An area on the first floor of the building became known as "the kissing post." It got that nickname because it is where family and friends waited for their loved ones. After months or years apart, they kissed and hugged and shouted with joy and **relief**. For the immigrants, the long journey and the immigration process were finally over. They were in the US.

Listen to the interview with Estelle Belford who arrived on Ellis Island in 1905 at the age of five. She traveled to the US from Romania with her mother, as her father was already in America. While listening note down Estelle and her mother's reactions to seeing Estelle's father again.

The Ellis Island Experience
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The Ellis Island Experience: worksheet 1

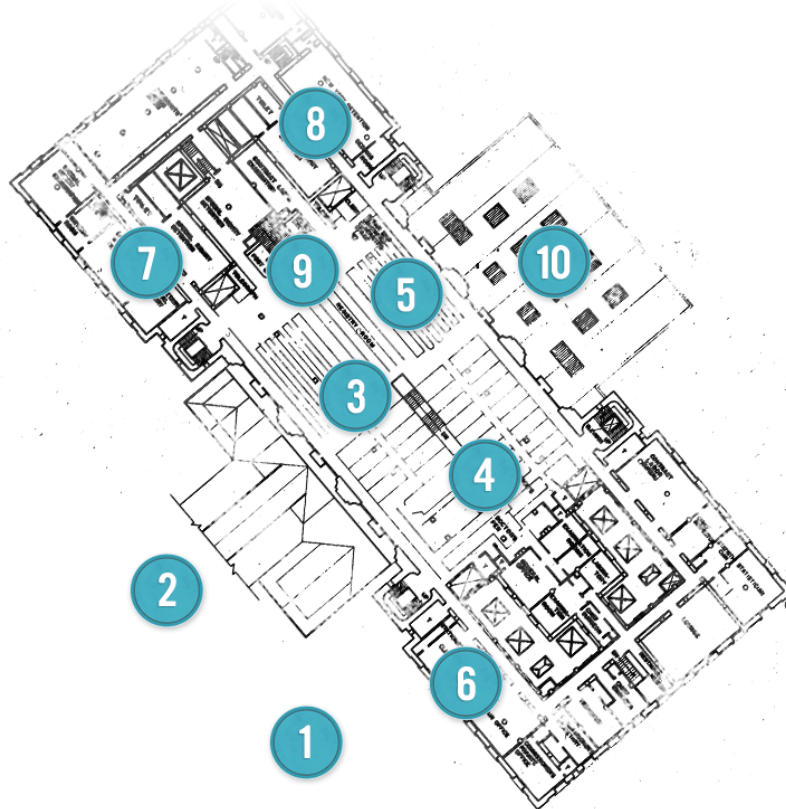
The US – a nation of immigrants Ellis Island

Between 1892 and 1924 Ellis Island, located in the harbor of New York City, was the main point of entry for immigrants coming to the US. The immigrants usually arrived by steam ship and were then taken to Ellis Island by a small ferryboat where the immigration process took place. Ca. twelve million people entered the US via this island and it is estimated that around 40% of US citizens today have at least one ancestor who once passed through Ellis Island. After 1924 it mainly served as a place **to detain** immigrants and the **facility** eventually closed in 1954 before it was re-opened as a museum in the late 1980s.

At the different stations you can learn more about the various steps immigrants passed after having arrived in New York. Please remember the following:

- You can work on the stations in any order but you must start with the station indicated on this worksheet.
- Add all the words in bold print to your word list.
- Leave everything at the stations and do not write on the papers there but use your own paper.
- Tick off the stations you have completed on the map below and then move on.
- After having completed all the stations complete the exercise at the bottom of this worksheet.

Map of Ellis Island Immigration Centre



Now write an interview with an immigration officer who works on Ellis Island in ca. 1910. Include information on his daily work and the different steps of the immigration process. Also explain her/his feelings when he deals with the immigrants, especially those who are sent back. You can of course choose what her/his specific task is. Your text must at least be 1 ½ page long.







Activity File 08: Welcome to Ellis Island

1. General information

Topic/Title: Welcome to Ellis Island	
Relevant subjects: Erasmus group meetings -every Thursday, 2-4 pm-	
Language(s): Spanish and English.	
For foreign languages only:	
Age group: 10th grade.	Time needed: 6 hours
Product/Outcome: The Project Day.	
Material needed: markers, paper, disguises...	
Links: http://ciamariasantiago.org/index.php/gl/novas/428-benvidos-a-ellis-island	

2. Description/lesson plan

Duratio n	Activity	Points for preparation
60´	We give a lesson to our students explaining the history of Ellis Island, the big Immigration Center in the New York bay (using the material our German partners prepared). After that explanation, we explain our students the work we have to do till the project day, when we have to convert our school in Ellis Island, so that we will receive European migrants arriving to US. Finally, we give them the script to start investigating and working in the next meeting.	
240´	The different groups prepare their work every meeting day in different rooms. They should make two products: <ol style="list-style-type: none"> 1. a lesson to explain to their 8th, 9th and 10th graders mates the history of Ellis Island (22nd of May). 2. The reception to our immigrants“ the 1st of June. The last 30 minutes we share our work to coordinate ourselves.	
70´	The lesson was taught during the first project day journey (22nd of May). In June, the 1st, our Erasmus students explained to their families and visitors the way they had to do as a European inmigrant of the late XIXth century, arriving at Ellis Island, the big Immigration Center in the New York bay. Firstly, let them know the hardness of the trip in the steamboats which went across the Atlantic ocean, then the great emotion seeing the Statue of Liberty, the fear to pass every step they must beat to get the entrance in the US (legal inspection, medical control,...), and the absolut happiness in the Kissing Post...	



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Activity File 09: The American melting pot

1. General information

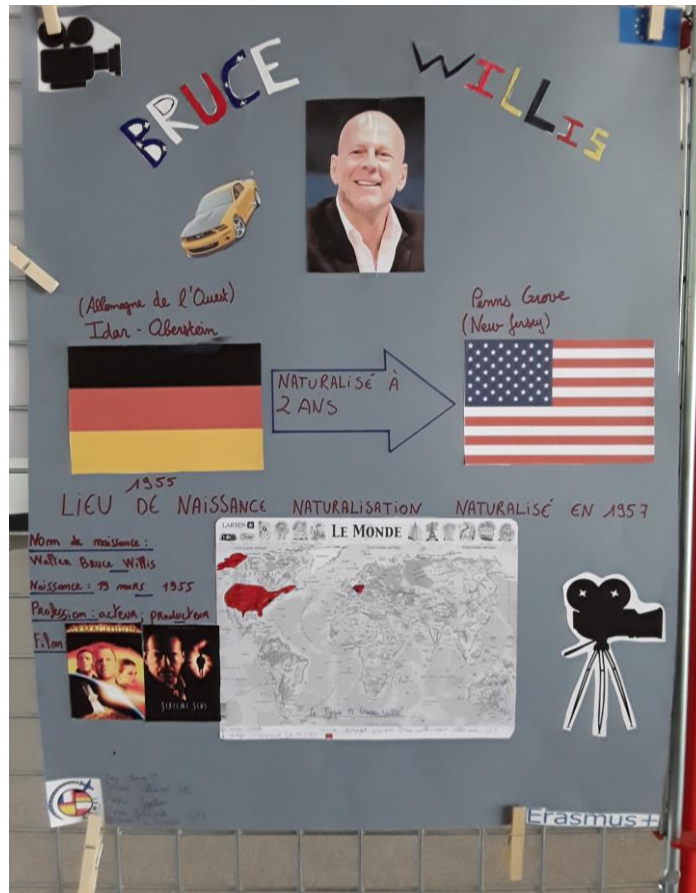
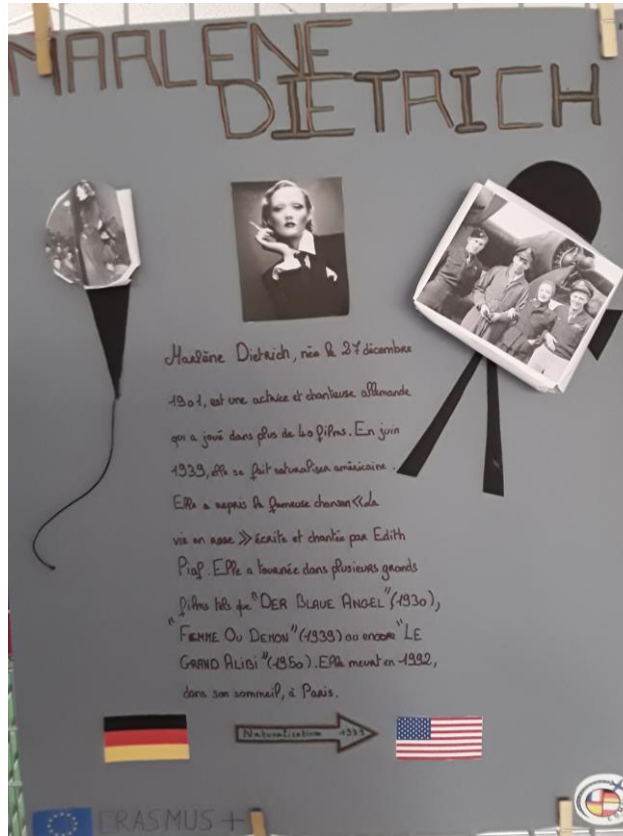
Topic/Title American melting pot	
Relevant subjects: History (or English)	
Language(s): French (can be done in English)	
Age group: 13-14, groups of 2 or 3	Time needed: 2-3 hours
Product/Outcome: Posters	
Material needed: internet, sheets of paper, felt-tip pens	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
15'	<p>Instructions :</p> <p>Students have to draw a poster about a famous American person born abroad.</p> <p>There must be on the poster : a short biography, his/her mobilities (map, diagram...), relevant illustrations, and Erasmus+ logo.</p> <p>It must be creative and attractive.</p>	.
25'	<p>On the internet, students look for a famous American immigrant, they collect information on his/her life</p>	.
1h20 or more	<p>Designing of the posters</p>	







Activity File 10: West side story project

1. General information

Topic/Title: West Side Story.	
Relevant subjects: Social Studies, PE, Literature, Music.	
Language (s): English and Spanish.	
For foreign languages only:	
Age group: 16-17 years old (11th grade).	Time needed: 900 minutes (20 lessons).
Product/Outcome:	
Material needed: computer, digital blackboard, mobile phones, wrapping paper, markers.	

2. Description/lesson plan

We have developed this activity during two months from different subjects and groups.

In the Literature area have connected the study of Shakespeare (focused in Romeo and Juliet) with West Side Story (and the conflict between different groups of migrants). Besides, our students have written a script to update the Romeo and Juliet's story.

During four PE lessons they have made a coreography to show that script they have worked in Literature.

The Music subject has cooperated with PE lessons to provide a music support to the coreography.

Four students from the Erasmus+ Club have prepared a lesson to explain the historical and social context in which was produced West Side Story. They have made a wrapping paper great poster to show the historical context in the world and US; the migration history and the different migratory waves, and how affect to New York; and the social and racial conflict). That lesson consist of a 30 minute explanation to the 11th grade students. Then, they had a time to resume the key aspects by a short Kahoot quiz.

The representation: <https://youtu.be/DRtSNLaArpQ>

See next page the full description



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Duration	Activity	Points for preparation
90'	During the Erasmus+ Club meeting four students investigated the West side Story first release year (1961). Furthermore, they started studying the different migratory waves to US, specially the New Immigration wave (1880-1930) and the big migration after 1945.	Computer. Teacher 15' lesson
90'	Second Erasmus Club meeting: they used wrapping paper to prepare a big poster divided in three different parts: 1961 (historical, social and cultural context), New York (the city rise and development), the social and racial conflict (focused in the film -West Side quarter-)	Wrapping paper and markers.
50'	Our four Erasmus+ students give a class to show the West Side Story context. Then they resume the key aspects of their exhibition with a short Kahoot quiz.	Computer and Digital Blackboard. One mobile phone each group.



Activity File 11 : The moment in life of a famous migrant

1. General information

Topic Title: The moment in life of a famous migrant	
Relevant Subjects: history, arts	
Language: national / English	
Age group: from 6 grade up / 12 yrs olds or older	Time needed: 3 hours
Product/outcome – poster + Powerpoint presentation	
Material needed: A1/A2 sheet of paper, pencils, crayons, paints, felt-tip pens, the Internet.	
The famous migrant history hunt - Posters of different migrants who gained fame posted around the school building beforehand.	

2. Description / Lesson Plan

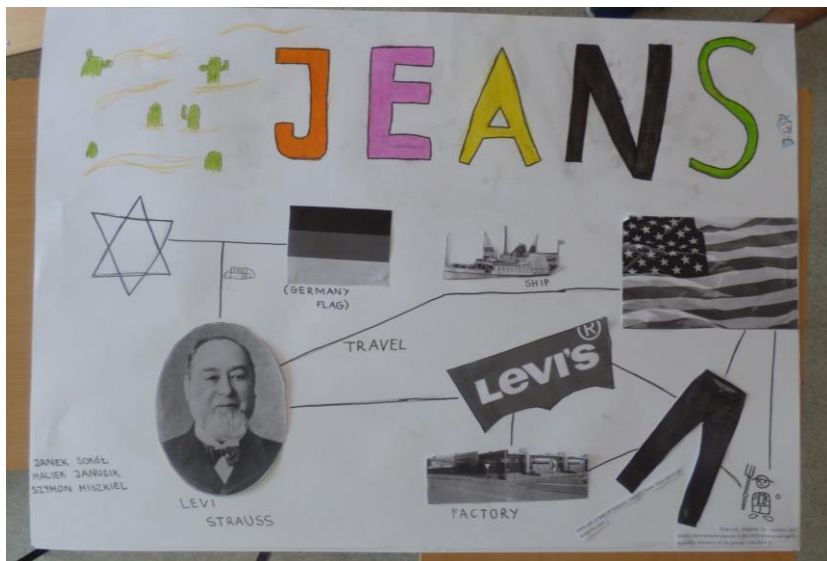
Duration	Activity	Points for preparation
15'	Giving instructions to students on what to look for in the Internet Students have to prepare a poster showing a moment in life of a famous migrant. They go on a poster hunt around school and pick 3 different posters. They do a short online research on their life to expand their knowledge about the migrant and choose one who seems to be the most appealing to them. They deepen their research to find out as much as possible about that person. On A1/A2 sheet of paper the students prepare a graphic representation of an important moment of the migrant's life or something that is associated with them. On completion, a public presentation with short description takes place.	
20'	Poster hunt	
45'	Collecting the information on the chosen migrant	
1h	Poster preparation	
30'	Short Powerpoint presentation expending on the migrant's life '	
10'	Story presentation	

The poster may focus on either one thing that is strictly connected with a given person or a situation from their life.

Optionally if time and skills allow students may also / alternatively draw a short comic strip presenting an important moment in their migrant's life.



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Activity File 22 : Memorials of slavery

1. General information


Topic/Title: Places of Memory - Slavery	
Relevant subjects: History, Civics	
Language(s): native language	
For foreign languages only:	
Age group: 13-14	Time needed: 3 hours + work at home
Product/Outcome: posters	
This activity comes after a lesson on slavery and trade. You need to have talked about slavery trade	
Material needed: paper, felt-tips and anything useful for posters	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
55'	The teacher gives a list of slavery memorials in the three continents involved in French slavery trade. In pairs, the students choose one place of memory. In the computer room: they visit the official website of the memorial they have chosen, and they collect info.	List of memory places, see appendix.
at school	They go on collecting info.	
55'	They present their results and start thinking of their poster. They list the material they will need	
55' (or at home)	They design their posters	
55'	The students design their posters, and present them to the class. They explain their choice.	



La maison des esclaves de Gorée au Sénégal



Salle d'exposition

- ↳ "Voyage sans retour" + embarquement vers les colonies
- ↳ Construite, 1780
- ↳ Nicolas Pépère
- ↳ opérer illégalement son commerce d'esclave
- ↳ Le gardien de sa mémoire, 7 février 2009
- ↳ Traite atlantique en 1804.

Dakar au Sénégal

- ↳ Île de Gorée
- ↳ 21,60 mètres de long, 9,35 mètres de large et 2,60 m. sur 2,60 m.
- ↳ 15 à 20 personnes
- ↳ 150 à 200 esclaves
- ↳ Trois mois
- ↳ Fémur humain
- ↳ Le bureau du maître des lieux
- ↳ Hébergement
- ↳ Une petite draps et un accès aux caves

LA PORTE DU NON RETOUR





classé par l'UNESCO

Esclaves qui l'impressionnent Qui?

construit pour la ville de Ouidah



symbolise la mémoire de la tragédie du commerce triangulaire

Porte de création 1991



Où? à Ouidah au Bénin

↳ transportent les esclaves de Ouidah aux Antilles.

Pourquoi?





Le Memorial d'Amistad

Amistad:

L'Amistad est un navire négrier espagnol. Il transporte des Africains vers l'Amérique. Lors d'un voyage les Africains se libèrent et s'emparent du navire. Ils débarquent dans une colonie Anglaise où l'esclavage a été aboli. Un procès a lieu car on ne sait pas si les Africains doivent être libres ou esclaves. Ils sont finalement considérés comme libres et ils retournent dans leur pays.



Pourquoi?:

Il a été construit pour rendre hommage aux Africains emprisonnés à New Haven.

Biographie:



Edward Hamilton est né le 14 février 1947 en Amérique. Il crée des sculptures sur l'esprit de la Liberté.

Description:

La "porte du non retour" est une sculpture créée par Ed Hamilton en 1992, cette sculpture faite de bronze, mesure 3,04 m de hauteur et se situe dans la ville de New Haven aux USA.

Lilian, Lhou, Lena, Léandre 4L ENC





Activity File 13: Working on Spielberg's *Amistad*

1. General information

Topic/Title: Analysis of Spielberg's film <i>Amistad</i>	
Relevant subjects: History, English, Civic education	
Language(s): native language	
This is part of a long sequence on slavery and slave trade. It activity can be followed by the activity on Memorials of slavery	
Age group: 13-14	Time needed: 3 hours
Product/Outcome: worksheet	
Material needed: DVD + video projector	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
3 x 55 min	Projection of the film. Then the students work on the questionnaire.	





COME ! MOBILITY

Amistad, Steven Spielberg



- Amistad : American film, issued in 1997, 148 min.
- Director : Steven Spielberg
- Main actors : Djimon Hounsou (Cinqué, the leader of the revolt), Anthony Hopkins and Morgan Freeman (Abolitionists)
- Write a short biography of S. Spielberg :

1. According to you, what is the main topic of this film ?
2. Where does this story take place ?
3. When does this story take place ?
4. What is your favorite scene ? Why ?
5. Summarize shortly the story of the film



Activity File 14 : Refugees workshop

1. General information

Topic/Title : What would you do? (What is it like to be a refugee in the 21st Century ?)	
Relevant subjects: English and Social Studies.	
Language(s): English.	
For foreign languages only:	
Age group: 9th and 10th grade.	Time needed: 3 hours.
Product/Outcome: PPT presentation.	
Material needed: internet and projector.	
Links: http://ciamariasantiago.org/index.php/gl/44-noticias/fila1/381-taller-de-refugiados-erasmus	

2. Description/lesson plan

Duratio n	Activity	Points for preparation
60´	After a first introduction to the refugees drama (some life´s testimony can help. Besides, we provide ways to get the information they need) we explain to the Erasmus group that they should give a lesson to their 9th and 10th grade mates.	
60´	They will prepare the lesson by peers. The PPT file can help them to develop the class (three teachers will answer their doubts during the lesson design process).	
60´	The Project Day our Erasmus group will give a 40 minutes lesson to their 9th and 10th grade mates during the English class. Then, they will answer all the questions their mates need to solve.	





Final powerpoint presentation

What would you do?

What is it like to be a refugee in the 21st Century?

WHAT DO WE REALLY MEAN WHEN WE TALK ABOUT...

- ASYLUM SEEKERS
- REFUGEES
- MIGRANTS/ IMMIGRANTS

IS IT THE SAME? WHAT ARE THE DIFFERENCES?

SO WHAT DOES THE INTERNATIONAL TREATIES TELL US ABOUT REFUGEES?

- To seek asylum is a right that is internationally recognised and the States HAVE THE OBLIGATION of complying with the law in this regard.
- This is a right listed in the article 14 of the Universal Declaration of Human Rights
- The Geneva convention defines the term refugee and who may be offered refuge. The signatory states (over 140 worldwide) must ensure its compliance
- The Principle of Non-Refoulement says that no state shall expel or return any person whose freedom is under threat.

WHY DO PEOPLE LEAVE?

THINK ABOUT THE REASONS WHY PEOPLE MAY DECIDE TO LEAVE THEIR COUNTRY, THEIR RELATIVES, THEIR CULTURE AND SEEK ASYLUM

REASONS FOR SEEKING ASYLUM

A WELL FOUNDED FEAR OF PERSECUTION AND RISK FOR THEIR LIVES ON THE FOLLOWING GROUNDS:

- GENDER
- RELIGION
- SEXUAL ORIENTATION
- POLITICAL BELIEFS
- ETHNICITY
- NATIONALITY
- IN THE 21st CENTURY, ANOTHER REASON SHOULD BE ADDED TO THIS LIST....WHICH ONE?

THEY WERE ALSO REFUGEES

- ALBERT EINSTEIN
- KARL MARX
- MIKA
- SIGMUND FREUD
- ANNA FRANK
- MARC CHAGALL
- GLORIA ESTEFAN



WHERE DO THEY COME FROM?

People fleeing persecution have different origins as well as reasons due to the different nationalities, ethnic group and grounds for seeking asylum. However, and according to the United Nations High Commission for Refugees (UNHCR), 55% of the total number of people seeking asylum come from the following three countries

- SYRIA
- AFGHANISTAN
- SOUTH SUDAN

WHERE DO THEY GO TO?

Contrary to what most mass media sometimes suggest, people fleeing their countries because of persecution DO NOT come to Europe. According to UNHCR data, the main countries receiving refugees and asylum seekers are those closer to their countries of origin.

- Turkey
- Pakistan
- Lebanon
- Iran



THE INTERACTIVE MAP OF EXILE

<http://www.therefugeeproject.org/#/2016>

WHAT SHOULD WE DO?

Millions of people on the move seeking refugee have a massive implications for the host countries.

What are (or should be) the priorities of these host countries' governments, in your opinion?

A SOCIAL INCLUSION PROJECT FOR ASYLUM SEEKERS AND REFUGEES

<http://solaarts.org/>

TO LEAVE EVERYTHING BEHIND AND FLEE

What would you take with you if you had to leave your home?

[https://www.youtube.com/watch?v=heDm - ZNCMs](https://www.youtube.com/watch?v=heDm-ZNCMs)



Activity File 15: A migrant's pledge - Tamata

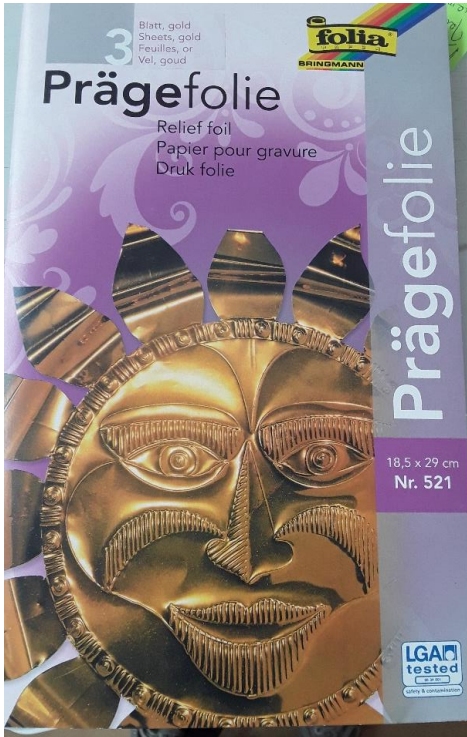
1. General Information

Topic/Title: Tamata	
Relevant subjects: Civic education	
Language(s): native language	
For foreign languages only:	
Age group: 11-14	Time needed: 1 hour
<p>Product/Outcome:“ tamata“.</p> <p>Tamata are “a form of votive offering or ex-voto used in the Eastern Orthodox Churches, particularly the Greek Orthodox Church. Tamata are usually small metal plaques, which may be of base or precious metal, usually with an embossed image symbolizing the subject of prayer for which the plaque is offered ». (Wikipedia)</p> <p>This activity is inspired by the installation of a Greek artist, Kalliopi Lemos (see link below). This installation, called „pledges“, is a migrant boat recovered by tamata.“ Lemos' tamata have been used on a now abandoned boat which has been used to transfer immigrants. The tamata are handcrafted from drinks cans and are incised with the names, dates and places of birth of immigrants.“ „</p> <p>Before the activity itself, you can obviously have a lesson on migrants (maps, figures...) or organise a discussion based on newspapers' articles. It depends on how much time you want to spend on this activity, and if it's part of the curriculum or not.</p>	
Material needed: thick white paper, metal sheet for embossing (silver, copper, golden).	
Links: http://a-place-called-space.blogspot.com/2014/09/pledges-by-kalliopi-lemos.html	

2. Description/lesson plan

Duration	Activity	Points for preparation
1h or more	<p>Students write a wish on a piece of metal (using a simple pencil). They paste their metal sheet on a piece of paper, and write their comments on the back (to explain their choice).</p> <p>They can write their wish in a foreign language, and add drawings, symbols...</p>	<p>If you don't have much time, you need to cut pieces of metal before hand (14 x 10 roughly), as well as pieces of white paper of the same size. .</p>

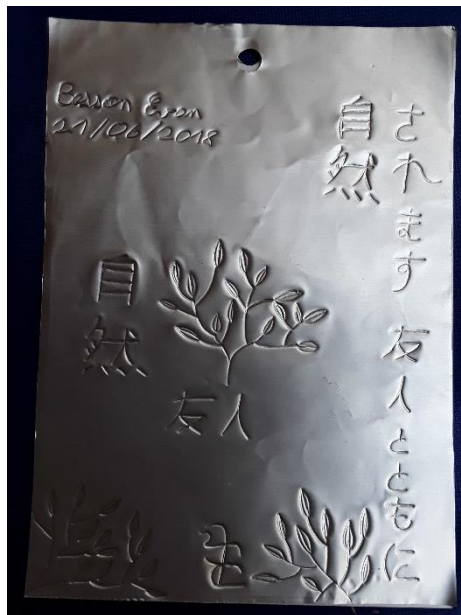




THE METAL
YOU NEED



EXAMPLES OF TAMATA



Mon vœu exprime le désir d'être ami avec la nature. /
 Après, je l'ai écrit en japonais car ils sont très respectueux de la nature.
 J'ai écrit à la verticale car c'est ainsi qu'écrivent les japonais.

Je souhaiterais me racheter un cheral. Parce que c'est ma passion.



Activity File 16: A migrant's suitcase

1. General information

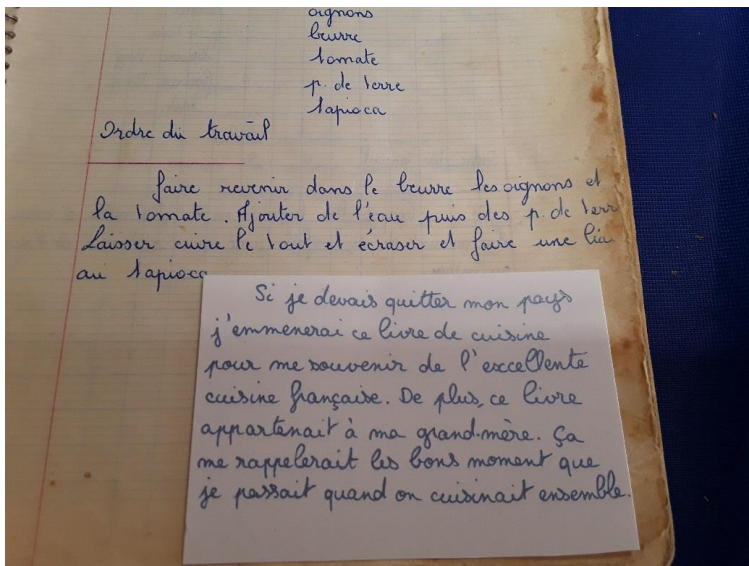
Topic/Title: My suitcase as a migrant	
Relevant subjects: Civic education	
Language(s): native language	
For foreign languages only:	
Age group: 11-15	Time needed: 1/2 hour (explanation)+ 1/2 hour, another day (setting)
<p>Product/Outcome: a suitcase full of objects brought by the students.</p> <p>This activity is inspired by a suitcase exposed in the Cité of Immigration in Paris: This suitcase was given by an Indian migrant, Soundirassane Nadaradjane. It is the case he brought in 1972 when he left India to settle in Paris. Before the activity itself, you can have a lesson on migrants (maps, figures...). It depends on how much time you want to spend on this activity, and if it's part of the curriculum or not.</p> <p>If you have time, you can also study the story of the museum itself (the Palais de la Porte dorée was built for the 1924 Colonial exhibition).</p>	
<p>Material needed : a big suitcase (an old one out of salvage preferably), and personal objects the students will bring. A videoprojector to show the interview of Mr Nadaradjane.</p>	
<p>Links: http://www.histoire-immigration.fr/collections/soundirassane-nadaradjane-l-homme-la-valise</p>	

2 Description/lesson plan

Duration	Activity	Points for preparation
1/2h	<p>The teacher shows Nadaradjane's short interview, and can show as well different kinds of objects that migrants gave to the museum.</p> <p>The teacher asks the students to bring an object they really care for, a souvenir of their family/country... No phones !! (we said that what matter are not phones themselves, but what you keep inside : pictures...). They have to imagine they will never go back home.</p>	Bring an empty suitcase
1/2h	The students put their objects in the case, and write short texts explaining why they chose this or that.	



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Activity File 17: Migratory words in French language

1. General information

Topic/Title: Migratory words	
Relevant subjects: French	
Language(s): native language	
We did the same kind of activity in an English lesson. The students had to find English words with a French origin	
Age group: 11-12	Time needed: 2 hours (or 1 hour if students work at home)
Product/Outcome: Posters illustrating the etymology of a word of their own language that has a foreign origin. It shows that our languages have been deeply influenced by human migrations and exchanges. Posters can be very simple, or more elaborate: it depends on the time you can spend on this activity)	
Material needed: sheet of paper, felt-tips, anything useful to design a poster	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
1h	Students look for French words that have been directly borrowed from a foreign language (using internet, dictionaries...). This can be done at home	.
1h	Students design posters illustrating one of the words they found. They write a very short text about the history of this word: origine of this word, date of its first use in the French language, possible difference between its first meaning and its meaning in French	



Algèbre

Le mot "Algèbre" est d'origine Arabe. En Arabe ça s'écrit "الْجَبْر" et sa prononciation est la même manière (al-jabr). Algèbre est un nom féminin c'est une partie des mathématiques.

Algèbre est devenu algebra en Latin et qui signifie "la réunion", "la reconstruction" ou "la connexion". En Espagne le mot algebra désigne celui qui pratique le calcul algébrique.

Tatouage

En 1858 le mot fut francisé en Tatouage et fit son apparition dans le dictionnaire de Littré.

Définition:
Un tatouage est un dessin à l'encre du Japon ou quelques autres pigments, habituellement décoratif ou symbolique, indélébile, sous la peau. C'est un type de modification corporelle. La technique du tatouage consiste à introduire dans la peau des matières colorantes (pigments).

Étymologie:
Le mot vient du tahitien *tatau*, qui signifie marquer ou dessiner. La racine du mot, *ta* signifie "dessin" et *aua* signifie "esprit, dieu". Le docteur Benchen, traducteur du deuxième voyage de Cook vers Tahiti en 1772 employa pour la première fois le mot *Tatou*.

SHAMPOING

Origine: Inde

Étymologie: Le mot *shampooing* vient de *shampoo*, un verbe anglais d'origine indienne datant de 1762 qui signifie "masser". Il est composé de l'hindi (qui est la langue la plus parlée en Inde) *champo* (चमो) qui est l'impératif de *champana* (चमना) qui signifie "râler, masser les muscles". Le mot *champana*, dérivé d'ailleurs en Sanskrit et en hindi, les fleurs d'une espèce de genre de magnolia qui ont une odeur des agrumes et qui étaient autrefois utilisées pour fabriquer des huiles pour les cheveux.

Le mot *shampooing* a lui été créé en 1877, depuis le mot hindi *champo* qui signifie "pâture, masses".

Magnolia fleur qui sert à fabriquer le shampooing indien.

Définition: Produit servant à laver ou à lever les cheveux, produit liquide et moussant utilisé au nettoyage, au lavage.

Flacon de shampooing ancien.

LE THÉ A ÉTÉ INVENTÉ EN CHINE, IL EST PASSÉ PAR PLUSIEURS PAYS AVANT D'ARRIVER EN EUROPE

THÉ

LE THÉ EST PRÉPARÉ PARTIR DE FEUILLES DE THÉIER TORRÉFIÉS APRÈS LA CUBILLETTE

ABRICOT

Définition: L'abricot est un fruit de couleur orange. C'est un fruit d'été. À l'intérieur on trouve un noyau marron. Le mot "abricot" est d'origine arabe.



Activity File 18 : Words of Foreign Origin in Polish

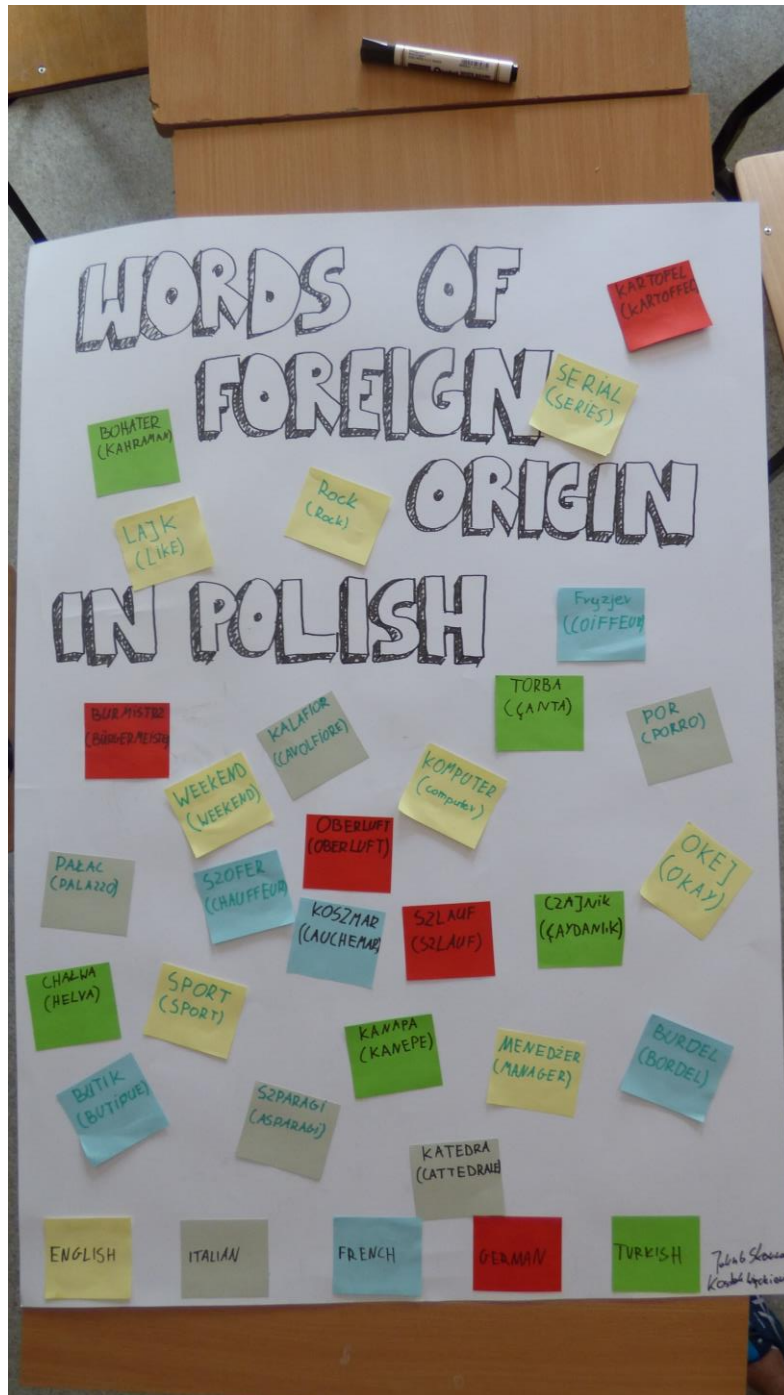
1. General information

Topic Title: Words of Foreign Origin in the national language	
Relevant Subjects: national language classes / Polish language class	
Language: national Polish/ English	
Age group: from 5 grade up / 11 yrs olds or older	Time needed: 2,5 hours
Product/outcome – poster / Powerpoint presentation	
Material needed: A1/A2 sheet of paper, small post-it notes in different colours, felt-tip pens, the Internet, a computer with Powerpoint installed, or similar, if done in electronic version	
For centuries the Polish language, as well as other national European languages, has been constantly changing due to various foreign influences, absorbing new words and phrases into the everyday speech, or transforming foreign phrases or words into the Polish way and incorporating them in that form on the daily basis. The more the people travelled the richer the language became and the more educated the population was. All these language changes have had both economic and historical context as well as a cultural one.	

2. Description / Lesson Plan

Activity	Duration	Points for preparation
15' Students have to prepare a poster with 30 words of foreign origin which found their way into the national language. They have to check the time frame, place and reasons why they entered the language. They use post-it notes of different colours for each respective language, stick it the poster and adding short information on time frame and reason	Giving instructions to students on what to look for in the Internet	
1h	Online research on words of foreign origin, precise dates, places and reasons	
1.15' Students prepare the posters. Divide the words into categories, countries of origin and the period they entered the national language as well as include a short historical note connected with a given word.	Designing the posters	
If done in electronic way, the idea remains the same but all the data is input in the Powerpoint presentation		





Activity File 19: Origin of our family names

1. General information

Topic/Title: Where does your family name come from?	
Relevant subjects: Civic education - geography	
Language(s): native language	
For foreign languages only:	
Age group: 10-11 (year 9)	Time needed: 1 hour
Product/Outcome: one big map (or several ones if needed: zoom on the local area/ other parts off he word...°	
Material needed: one computer for each kid (10 minutes, no more), one big map (already made)	
Links http://www.geopatronyme.com/ https://www.geneanet.org/nom-de-famille/	

2. Description/lesson plan

Duration	Activity	Points for preparation
25'	Discussion : what is a surname ? what is the official register of births, marriages, and deaths ? When was it created, why, by whom ? etc ...	
15'	Each student looks for the origin of his/her own name (in fact the place where this name was the more frequent in the beginning off he 20th C).	
15'	Each student write his name on a post-it and put it on the map	









Activity File 20: Better clothes

1. General information

Topic/Title: Students learn about the conditions under which most of the clothes sold in Europe are produced and sew their own accessories and/or clothes using clothes they no longer need.	
Relevant subjects: Civics, Geography, Arts	
Age group: 10-18	Time needed: ca. two days + presentation
Product/Outcome: handmade accessories and/or clothes	
Material needed: <ul style="list-style-type: none"> - needles, yarn, cloths, zippers, buttons, sewing machine(s), scissors etc. - sewing patterns - computers (optional) 	
Links: https://www.global-standard.org (GOTS homepage)	

2. Description

Duration	Activity	Points for preparation
Day 1	<p>Teacher and students discuss the conditions under which “fast fashion” for Primark, H&M, Zara etc. is produced. Possible question: “How can a T-shirt be sold for as little as € 2,99 ?” Teacher writes down the answers on the blackboard. If there is enough time, students can also do some research online.</p> <p>Result: Such low prices are only possible due to unsustainable and/or unfair methods of production which harm people and the environment.</p>	Here, you can also refer to the results of our activity “Clothes and their carbon footprint”.
	Students sew an envelope for a rectangular object (e.g. a cool-pack or a phone) using cotton cloth produced in a sustainable way.	This first activity helps teachers to assess students’ sewing abilities.
Day 2	<p>Students learn about the “Global Organic Textile Standard” (GOTS, s.a.) and its regulations concerning</p> <ul style="list-style-type: none"> - the growing of raw materials (e.g. cotton) - the production of clothes - transport - trade - clothes’ life-cycle <p>Students can research online and write down the differences to the production methods of clothes sold at Primark etc.</p>	computers (optional)



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	They can also be asked to find shops and/or brands adhering to these standards (e.g. Armedangels, Recolution etc.)	
	Students produce their own clothes and/or objects using existing sewing patterns or patterns they create themselves. In so doing they use old clothes they no longer wear to create new things, e.g. an old T-shirt is turned into a bag. These pieces can of course be adorned with new pieces of cloth, buttons etc.	
Day 3	<p>Students display the pieces of clothing they have produced.</p> <p>NB: When students from the German school displayed their clothes during the project day many people wanted to buy some of the things. The students always explained that their products were not for sale which shows the high value these objects had for the learners</p>	



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Activity File 21: The carbon footprint of our clothes

1 General information

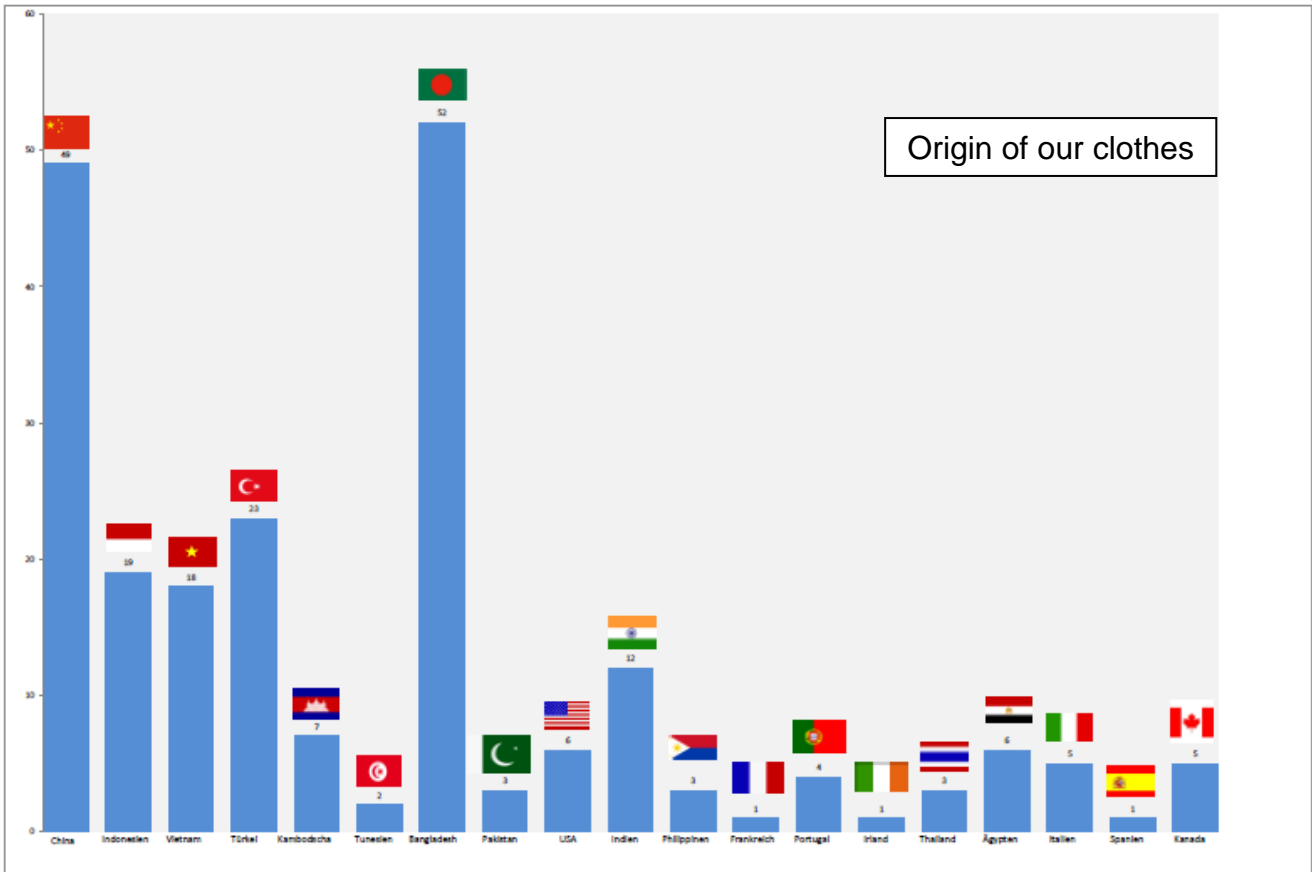
Topic/Title: Students create and conduct a survey with the aim of developing a better understanding of the conditions under which clothes are produced and sold. See appendices for results.	
Relevant subjects: Civics, Geography	
Age group: 13-18	Time needed: min. six hours
Product/Outcome: posters with statistics and graphs showing different aspects of the production of clothes and its environmental impact	
Material needed:	
<ul style="list-style-type: none"> - computers, preferably equipped with MS Excel or similar software - posters 	

2 Description/lesson plan

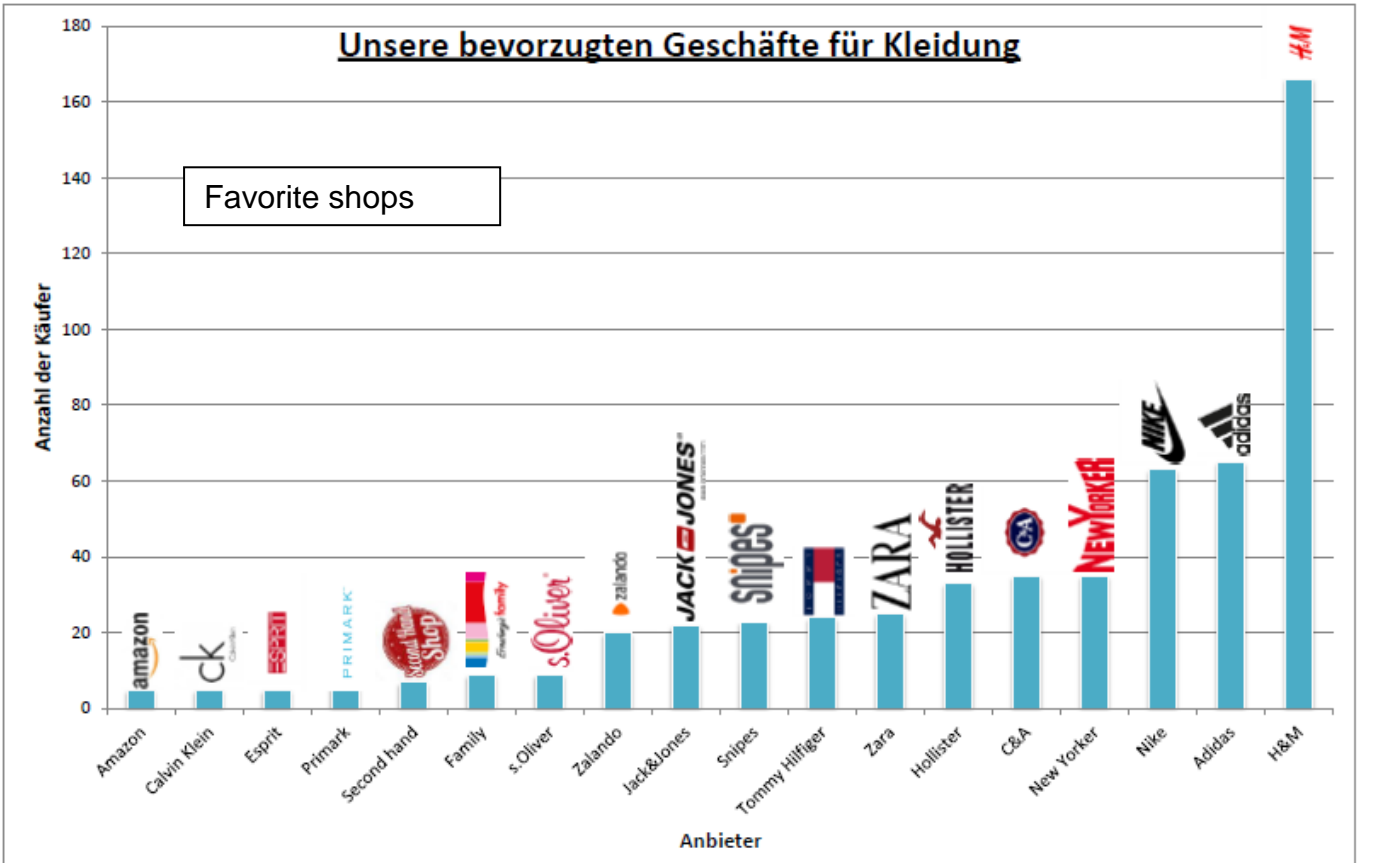
Duration	Activity	Points for preparation
90'	<p>Students develop questions for a survey to find out about the production methods of clothes and their environmental impact.</p> <p>Such questions could be:</p> <ul style="list-style-type: none"> - Where do you buy your clothes? - Which criteria are important for you when you buy clothes? (price, colour, sustainability ...) - Where was your T-shirt/sweatshirt ... etc produced? (Check the label!) - For how long do you usually keep (wear) a T-shirt? - Which brands do you like? - ... 	The questions must be written down as all the students need a copy of the questionnaire.
min. 90'	The students work in pairs and conduct the survey they have prepared at school (and/or other places) and write down the answers.	
180'	<p>Students meet in groups and each group is responsible for the answers to one question. They have to produce a statistic/graph using "Excel" or a similar programme and to add images etc. to make the results more easily understandable (cf. examples)</p> <p>The finished graphs must then be printed out on posters.</p>	Students often have difficulties using "Excel", it is also necessary to double check numbers once they are keyed in.
	The posters can be presented to another group, during a project or simply put up in an exhibition.	



Wo unsere Kleidung herkommt

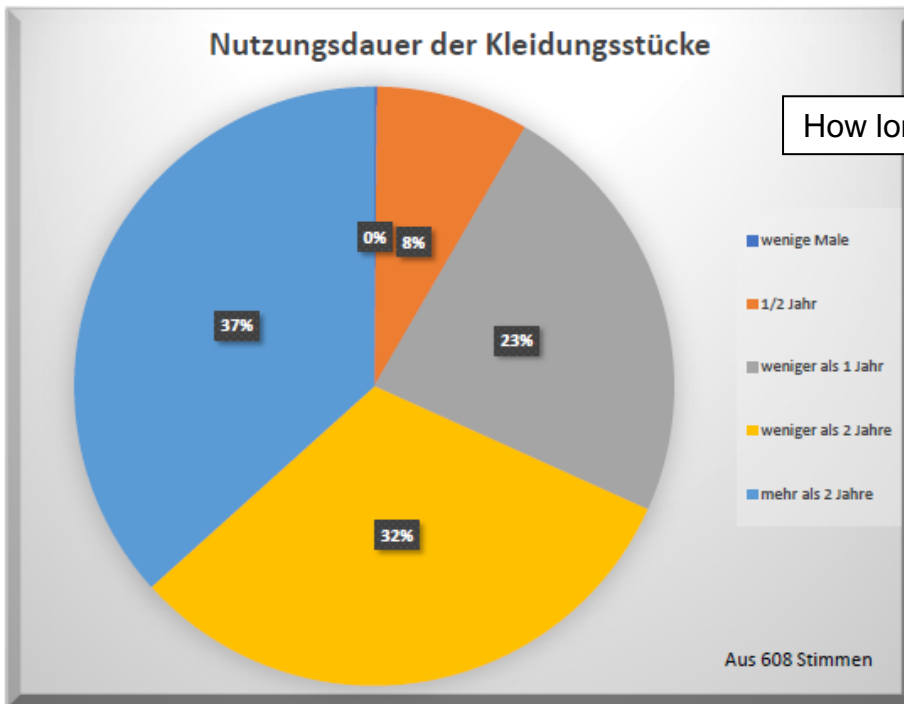


Unsere bevorzugten Geschäfte für Kleidung





Wie lange nutzen wir unsere Kleidung?



How long do we keep clothes ?

Nutzungsdauer (Kleidungsstücke)	
Dauer	Stimmen (aus 608)
wenige Male	1
1/2 Jahr	50
weniger als 1 Jahr	142
weniger als 2 Jahre	192
mehr als 2 Jahre	223

CO2 Transports Emission

Das CO₂ in unserer Kleidung

	Entfernung in km	CO ₂ (kg) pro Hose (500g)			CO ₂ (kg) pro T-Shirt (250g)				
		Flugzeug	Schiff	LKW	Flugzeug	Schiff	LKW		
Indien (Neu-dehli)	5949	14025	7885	1,98	0,06	0,43	0,99	0,03	0,22
China (Peking)	7368	20952	9683	2,45	0,08	0,53	1,22	0,04	0,27
Vietnam (Hanoi)	8328	17413	10710	2,77	0,07	0,59	1,38	0,03	0,29
Bangladesh (Dhaka)	7075	15116	9645	2,35	0,06	0,53	1,18	0,03	0,27
Ägypten (Kairo)	2891	6744	4630	0,96	0,03	0,25	0,48	0,01	0,13
Italien (Rom)	1184	4645	1504	0,39	0,02	0,08	0,20	0,01	0,04
Portugal (Lissabon)	2313	2462	2786	0,77	0,01	0,15	0,38	0,00	0,08
Cambodia (Phnom Penh)	9093	16953	12695	3,02	0,07	0,70	1,51	0,03	0,35
Spanien (Madrid)	1870	3693	2320	0,62	0,01	0,13	0,31	0,01	0,06
Taiwan (Taipeh)	8957	19043	11251	2,98	0,08	0,62	1,49	0,04	0,31
Türkei (Ankara)	2038	6642	2635	0,68	0,03	0,14	0,34	0,01	0,07
Pakistan (Islamabad)	5104	11859	6685	1,70	0,05	0,37	0,85	0,02	0,18
Indonesien (Jakarta)	10797	17837	-	3,59	0,07	-	1,80	0,04	-
Tunesien (Tunis)	1765	4792	4538	0,59	0,02	0,25	0,29	0,01	0,12
USA (Washington DC)	6713	9653	-	2,23	0,04	-	1,12	0,02	-
Philippinen (Manila)	9868	18277	-	3,28	0,07	-	1,64	0,04	-
Frankreich (Paris)	878	1786	1050	0,29	0,01	0,06	0,15	0,00	0,03
Irland (Dublin)	1317	1618	1661	0,44	0,01	0,09	0,22	0,00	0,05
Malaysia (Kuala-Lumpur)	9657	15491	13447	3,21	0,06	0,74	1,61	0,03	0,37
Tschechien (Prag)	280	6090	346	0,09	0,02	0,02	0,05	0,01	0,01
Canada (Ottawa)	6131	7339	7358	2,04	0,03	0,40	1,02	0,01	0,20
Myanmar (Naypyidaw)	7810	15087	11038	2,60	0,06	0,61	1,30	0,03	0,30



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Activity File 22: Climate change and Economy for the Common Good

1. General information

Topic/Title: Climate change and Economy for the Common Good	
Relevant subjects: Social Studies and Technology.	
Language(s): Galician and Spanish.	
For foreign languages only:	
Age group: 9th grade.	Time needed: 5 hours
Product/Outcome: presentation and exhibition with stands.	
Material needed: internet, paper, markers.	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
50'	We divide the class in four students groups. Every group receive a resume sheet about an item they should study: water, means of transport, packaging, residues, paper and batteries, energy, food. We explain them they must do two products: <ol style="list-style-type: none"> 1. A 10 minutes presentation to your classmates. 2. An experiment, poster, stand... they have to design to the exhibition about climate change and ecology we will do at the school. 	
150'	We keep on working during the different subjects class time. We will do small lectures (10') during the classes to explain important issues our students should learn: rogue economy, fair trade, environment damages, negative corporate externalities, consumerism and greenhouse effect.	
50'	Every group will have a stand in the Exhibition and explain to 7th and 8th graders its work.	



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Activity File 23: Globalization: the story of jeans

1. General information

Topic/Title: "Story of the blues , le voyage d'un jean" : Globalization	
Relevant subjects: Civic education - geography	
Language(s): native language	
For foreign languages only:	
Age group: 13 (year 9)	Time needed: 2 hours at least (not the same day)
<p>Product/Outcome: posters or mind maps.</p> <p>This activity is from a leaflet written by a French NGO : CCFD-Terre Solidaire. We did not experiment the whole activity which is described in the website, we only used part of their documents (« annexe 1 », a text, and « annexe 2 », diagram.</p> <p>Yet, if you click on the link, https://www.entraide.be/IMG/pdf/document_ccfd_carnet_voyage.pdf you will have access to the whole exercise, that includes maths.</p>	
Material needed: computer + videoprojector, sheet of paper and felt-tips	
<p>Links</p> <p>https://www.entraide.be/IMG/pdf/document_ccfd_carnet_voyage.pdf (whole activity)</p> <p>The text is a French short version of a longer and more difficult 2001 Guardian article : https://www.theguardian.com/g2/story/0,,497788,00.html</p> <p>You can find short films on youtube :</p> <p>https://www.youtube.com/watch?v=bE47ZXXyFr4</p> <p>https://www.youtube.com/watch?v=jmRWk-yFqZY</p> <p>For France and Germany : you can find interesting short videos on international trade on Arte. The program is called « Product » : https://www.arte.tv/fr/videos/058860-001-A/product/</p>	

2 Description/lesson plan

Duration	Activity	Points for preparation
15'	The teacher shows the films on youtube	
10'	Discussion with the students	
25'	The students work on the diagram	You have to download the documents and make copies.



5'	They start to design their poster or mind map, and list the material they will need (bits of fabric, studs...)	Paper, felttips, stuff to draw jeans
55'	Workshop on the posters or mind maps, presentation.	

Annexe 1

Du champ de coton au magasin, l'histoire du jean

Dans le centre commercial d'Ipswich, au Royaume Uni, une pancarte vante des « grandes marques de jean à un prix réduit ». Juste un jean, se nichant parmi des dizaines d'autres identiques. Un Lee Cooper, modèle LC10. Du 100 % coton. Mais aucune mention de l'origine, ce qui est sans doute tout aussi bien, sinon que mettre si on la connaissait vraiment ? Car cette boutique est le terminus d'un voyage dont les étapes, mises bout à bout, feraient une fois et demie le tour du monde.

Ce jean vient de Tunisie, plus précisément d'une petite ville de 3.000 âmes, banale, tranquille et poussiéreuse, qui ne compte pas moins de 3 usines fabriquant des vêtements Lee Cooper. Ici, 500 femmes travaillent à un rythme effréné, les yeux baissés, tous les muscles du corps tendus. Chacune a sa spécialité : fermeture Eclairs, poches, coutures latérales, ourlets. Mais cet atelier, cette petite communauté d'ouvrières, ne signe pas le début de notre pantalon. En un sens, il en marque plutôt la fin.

La toile rigide, d'un bleu sombre, arrive à Ras Jebel par les voies terrestre et maritime. Elle est en provenance de l'usine Italdenim en Italie, à près de 1000 kms de là, où elle a été filée, tissée et teinte. La teinture est de l'indigo synthétique, fabriquée à environ 500 kilomètres plus au nord, en Allemagne.

A Ras Jebel, on le coupe, le coud, le transforme de nouveau, cette fois en un tissu doux et agréable à porter, dans de gigantesques machines à laver industrielles, en utilisant de la pierre ponce extraite d'un volcan éteint de Turquie.

Et qu'en est-il du coton qui sert à fabriquer la toile ? Italdenim compte plusieurs sources d'approvisionnement, la principale étant le Bénin, en Afrique de l'Ouest. Le Bénin est l'un des pays cultivateurs d'Afrique de l'Ouest. En raison de la corruption et de la mauvaise gestion, les cultivateurs sont pour la plupart restés aussi pauvres qu'il y a cent ans, lorsque les français ont introduit cette culture dans la région.

En Tunisie, le coton béninois n'est pas le seul qui entre dans la fabrication de nos jeans. Il y a aussi les fils à coudre en coton. Ces fils sont produits en Hongrie, puis ils sont teints Espagne. L'entreprise hongroise achète la fibre polyester, qui donne au fil sa solidité, au Japon, où on la fabrique avec du pétrole importé d'Arabie Saoudite.

La fermeture Eclair provient du Japon et la bande en polyester sur laquelle la fermeture Eclair est cousue est produite en France. ?

Les rivets et une partie des boutons sont en laiton, ils sont fournis par une entreprise en Allemagne qui produit son propre laiton avec du zinc et du cuivre importés d'Australie et de Namibie.

D'après Fran Abrams et James Asill

The Guardian – Londres

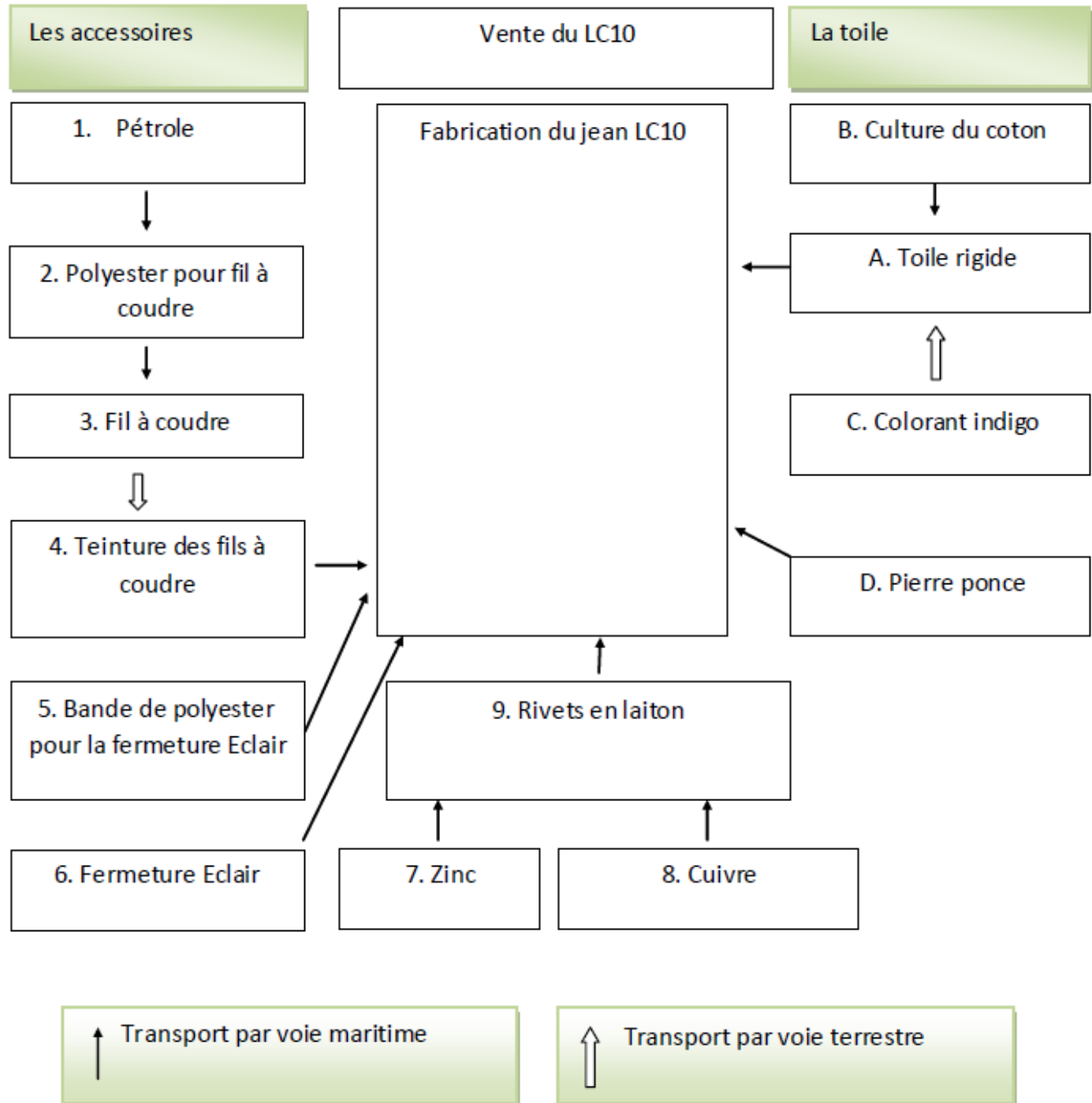
Extraits de « 100% coton, 100% global. Le tour du monde d'un jean », in Courrier international, 2 août 2001.



Annexe 2

Du champ de coton au magasin, l'histoire d'un jean

Schéma à compléter avec le nom des Etats suivants (certains peuvent être utilisés plusieurs fois) : Espagne, Japon, Namibie, Turquie, Hongrie, France, Allemagne, Australie, Arabie Saoudite, Bénin, Italie, Royaume-Uni, Tunisie.

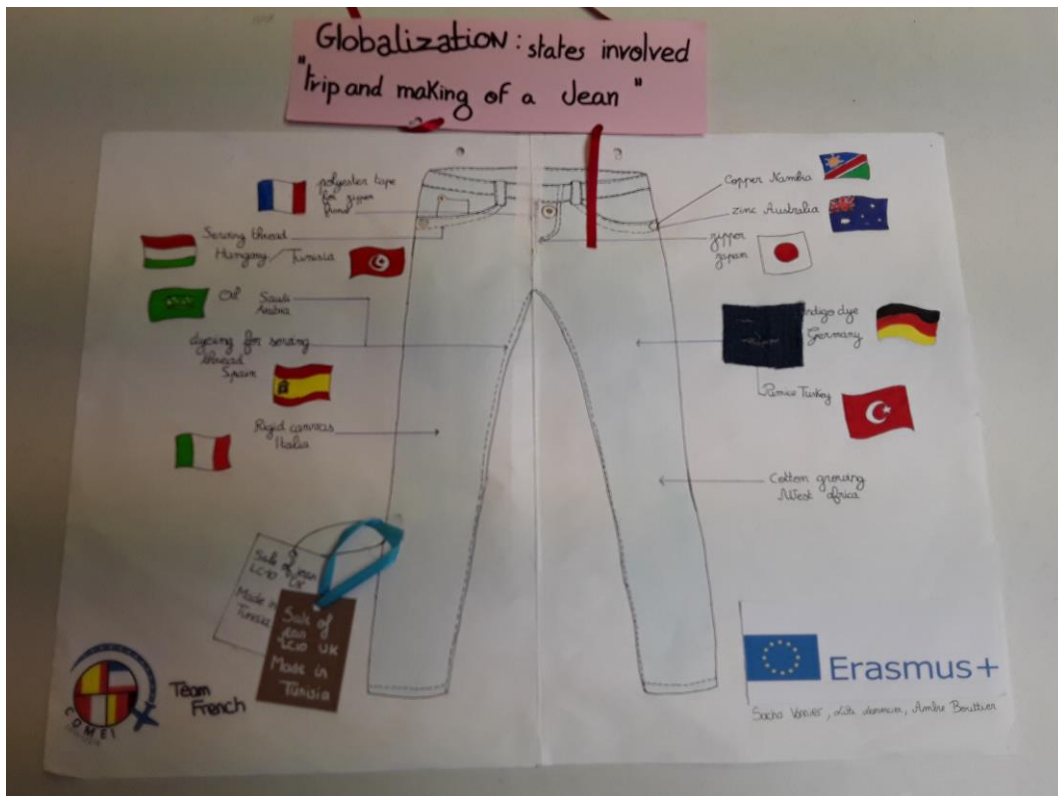




1 Saudi Arabia	Oil / Pétrole
2 Hungary	String / Fil à coudre
3 Tunisia	Pumice / Pierre ponce
4 Spain	Dye / Teinture
5 France	Ployesteir tape /Bande de polyesteir
6 Japan	Ployesteir
7 Australia	Zinc
8 Germany	Brass rivet / Rivet en laiton
9 Namibia	Copper / Cuivre
10 Turkey	String / Fil à coudre
11 Germany	Blue Dye / Teinture bleu
12 Italy	Rigid cavanax / toile rigide
13 Benign	Cotton crowing /Culture du cotton
14 United Kingdom	Selling /Vente



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Activity File 24: Garbage monsters

1 General information

Topic/Title: Garbage Monsters	
Relevant subjects: Biology, Arts, Geography, Civics	
Age group: Years 5-9 (Ages 10-15)	Time needed: 12 hrs
Product/Outcome: Self-made puppets which are created with garbage and which feature in theatre scenes dealing with the problem of garbage in the oceans left by tourists	
Material needed: sticks, garbage (cleaned plastic containers, newspaper, cardboard...), glue, paint in different colours, brushes, wire, fabric, smartboard, ten computers with a working internet connection, puppet stage	
Links: https://www.planet-wissen.de/technik/werkstoffe/kunststoff/pwieplastikimmer100.html https://www.youtube.com/watch?v=LJmWfYY3gJE	

2 Description/lesson plan

Duration	Activity	Points for preparation
30 min	The participants of the project get to know each other. Teacher asks the students to tell each other about their <ul style="list-style-type: none"> • plans for the summer holidays. • their favourite food on trips • what they would take to a picnic at the beach • the nicest/weirdest manmade object they have ever found in nature 	
15 min	Students watch a video about the problem of plastic waste in the ocean They collect questions about the topic of plastic waste.	Smartboard with internet connection to stream the video.
1,5 hrs	Working in pairs students used the internet about <ul style="list-style-type: none"> • the connection between tourism and plastic waste in the ocean. • the impact the waste has on the oceans and their ecosystems. • how we can prevent plastic waste. Students present their results and try to answer their questions.	
6 hrs	In groups of 4-5, students invent characters for “garbage monsters” and build their puppets on a sticker out of the garbage. While the paint/glue is drying the students invent little scenes for the puppets in which the “garbage monster” informs the audience about the problems caused by plastic waste in the ocean left there by tourists.	Instructions and material for puppet building



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3 hrs	Rehearsals of the scenes	Setting up of the puppet stage
45 min	Presentation of the scenes to other students	







Activity File 25: Commuting patterns of fellow students

1. General information

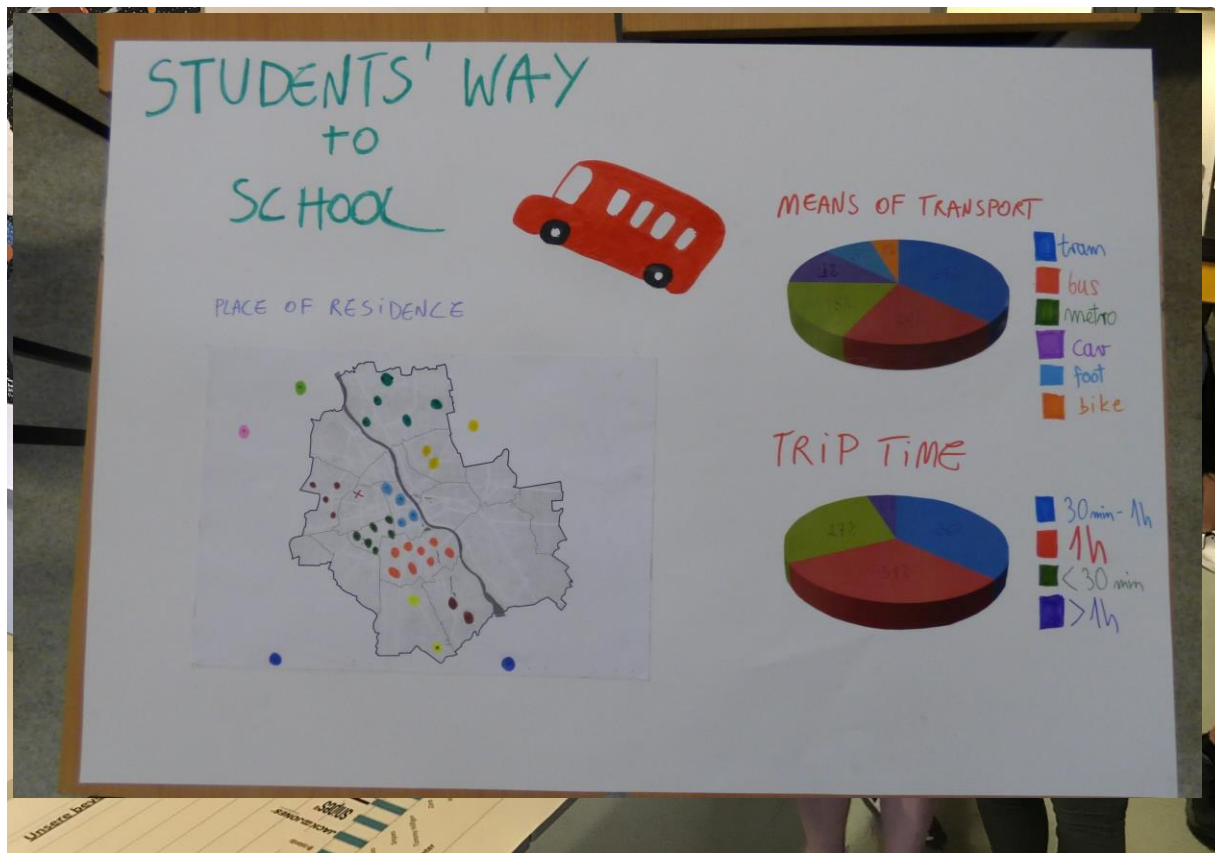
Topic Title: Commuting Patterns of fellow students	
Language: national	
Age group: from 6 grade up / 12 yrs olds or older	Time needed: 2,5 hours
Product/outcome – poster	
Material needed: A1/A2 sheet of paper, spare sheets of paper, pencils, crayons, paints, felt-tip pens, the Internet,	

2. Description / Lesson Plan

Duration	Activity	Points for preparation
15' Students have to prepare a poster showing travelling patterns to school of their fellow schoolmates with graphs referring to the distance they cover, the percentage of students using a given means of transport and the time they need to get to school. They start with designing a short survey with questions relating to their travel and interview the students at school to find out all the necessary data.	Giving instructions to students on what to look for in the Internet	
20'	Preparing a survey	
25' - depending on the number of students involved	Carrying out a survey	
1,5 h	Compiling the data, preparing the poster	

The time needed for this activity depends on the number of students involved as the tasks can be equally distributed among a bigger number of them and thus the time needed for the whole activity shortens.





Activity File 26: On the way to school

1. General information

Topic/Title: On the way to school („Sur les chemins de l'école“)	
Relevant subjects: Geography, Civic education	
Language(s): native language	
This activity was based on a film called „Sur les chemins de l'école“, available in English (On the way to school“), by Philip Plisson and produced by Disney. It shows kids in Kenya, India, Marocco and Patagonia, who have to walk to school and have to overcome many obstacles. If you can't use this film, you can still rely on newspaper articles on this topic.	
Age group: 11-12	Time needed: 3 hours
Product/Outcome: Work sheet, surveys, and a letter to local authorities, to ask for new layout to facilitate environmentally friendly means of transport (cycling, walking).	
Material needed: newspaper articles on how kids go to school in Africa/India etc... A video projector if you show a film.	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
2 x 55 min	The teacher gives out surveys about the way of our students go to school. (See appendix). Then students watch the film (or part of it) and fill in the work sheet (see appendix).	
1x 55 min	They write a short text about the differences between their lives and the lives of the children in the film. They get aware of how lucky they are. So, in the next lesson, the teacher can deal with education in the world, inequalities and the Rights of children. A small group of students wrote a letter to our Mayor to ask for the creation of a bicycle path, a « pedibus » and a safe place where parents can leave their children near school when they come by car.	



Here is the survey we gave to students :



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On the way to school

1. **How long does it take you to go to school ??**

- less than 5 min 5- 10 min 10- 15 min 15- 20 min 20- 30 min

2 **How do you go to school ?**

- by car on foot by bike by bus other (rollers...)

3 **How far is your school from home ?**

- 1-5 kms 6 -10 kms 11 -15 kms more than 16 kms

4 **Is it dangerous ?**

- very dangerous not really, a little bit not dangerous at all

5 **At what time do you leave home in the morning ?**

- between 7h and 7h30 between 7h30 and 8h after 8h

6 **At what time do you arrive at home in the evening (when lessons end at 17h) ?**

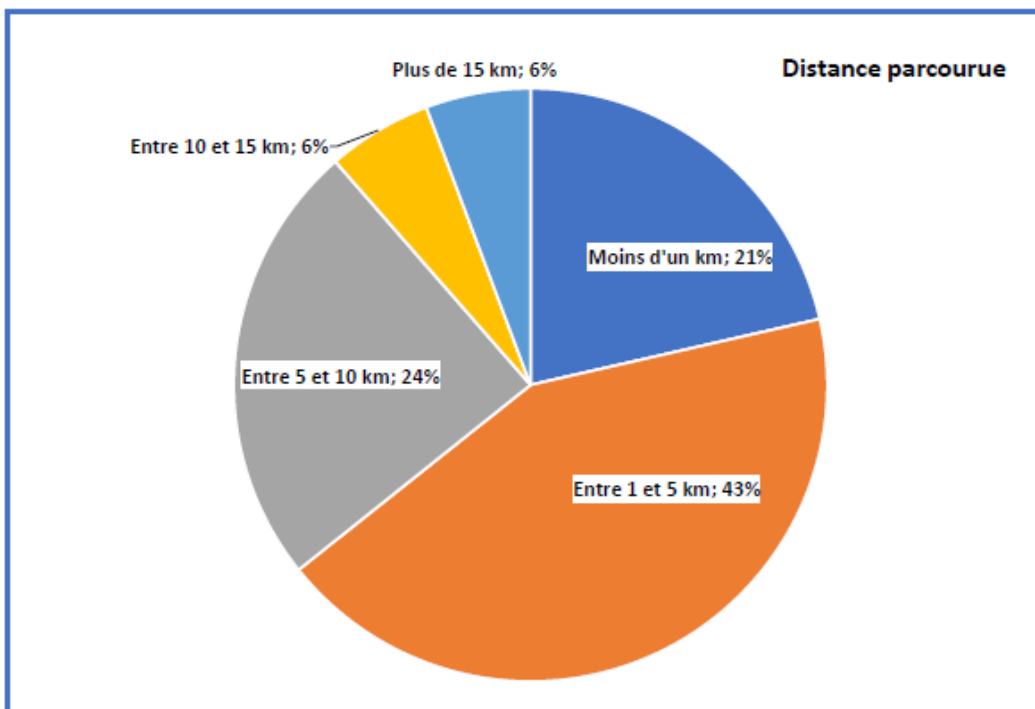
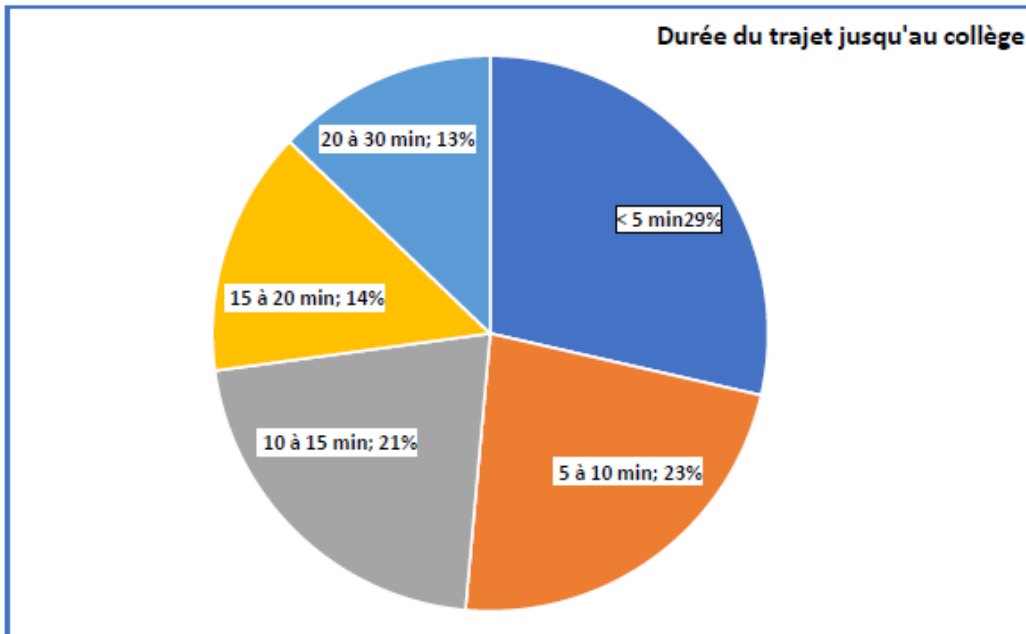
- 17h15 or earlier between 17h15 and 17h30 between 17h30 and 17h45
 after 17h45



Part of the results of the survey



Sur le chemin de l'école, classes de 6e - Statistiques 2017 - 2018





Activity File 27: European Car Parks and parking schemes.

1. General information

Topic Title: European Car Parks and parking schemes.	
Relevant Subjects: geography, nature class	
Language: national language class / English	
Age group: from 6 grade up / 12 yrs olds or older	Time needed: c. 3 hours
Product/outcome – Powerpoint presentation	
Material needed: the Internet, a computer with Powerpoint or similar installed	

2. Description / Lesson Plan

Duration	Activity	Points for preparation
15' Students have to analyse parking patterns in a few chosen European capitals, find out the location of the park&ride places, or similar, in the cities and focus on all the solutions designed by the authorities to minimalize traffic jams in the cities. They should start by preparing data on cars registered in each city and make a map of car parks with numbers of vehicles they can hold.	Giving instructions to students on what to look for in the Internet	
1,5h	Online research to collect the necessary data	
1,5h	Preparing the presentation	
10' each	Presenting the results	

If time allows, the task and the presentation may be extended by additional information on how the existing patterns influence the public transport usage and what the cities do to boost public transport and encourage their citizens to use it.

To do that, an additional 1h would be required.





* Car parks in European capitals



* Warsaw

Number of registered vehicles: 1 621 524



* Berlin

Number of registered vehicles: 810 762



* Paris

Number of registered vehicles (in the whole ile-de-France): 5 124 672





* Madrid

Number of registered vehicles: 1 743 618

- * Warsaw- making highly advanced public transport and introducing parking payment in city center, Park & Ride system
- * Berlin- building multilevel car parks in city center, banning all non-ecological cars to enter the city center
- * Paris- banning all diesel cars (made before 2001) to 2030 and promoting bikes
- * Madrid- banning cars to enter city center (except cars with guaranteed parking place)



* How each capital deals with parking problems

*Park and ride facilities are parking lots with public transport connections that allow people heading to city centers to leave their vehicles and transfer to a bus and rail system. They are very popular in Poland, United Kingdom and other European countries.



* Park & Ride



* THE END





Activity File 28 : Hot air balloons

1. General information

Topic/Title: „Hot-air balloons in 1870-1871	
Relevant subjects: History/ Arts/ Maths	
Language(s): native language	
Age group 11-12 + special needs pupils	Time needed: 1h for the making of the basket 1h for the making of the balloons 72h more or less to let them dry 1h at least to paint them 1h : research on the pilots
Product/Outcome: papier mâché balloons	
Material needed : cf appendix 2	
<p>During the war between France and Prussia in 1870/1871, after Napoleon III's defeat in Sedan, Paris was besieged. The government, in particular the Home Secretary Leon Gambetta, and important people managed to leave Paris thanks to hot-air balloons. It allowed them to organise French resistance. Balloons were also used to carry letters, and to maintain links between the capital and the rest of the country. They were the only means of communication.</p> <p>67 balloons were used, and they conveyed 164 passengers; 381 pigeons, 5 dogs and more than 2 million letters. Some never reached their final destination. Some landed in the Netherlands, in Belgium, and one even in Norway!</p>	

2. Description/lesson plan

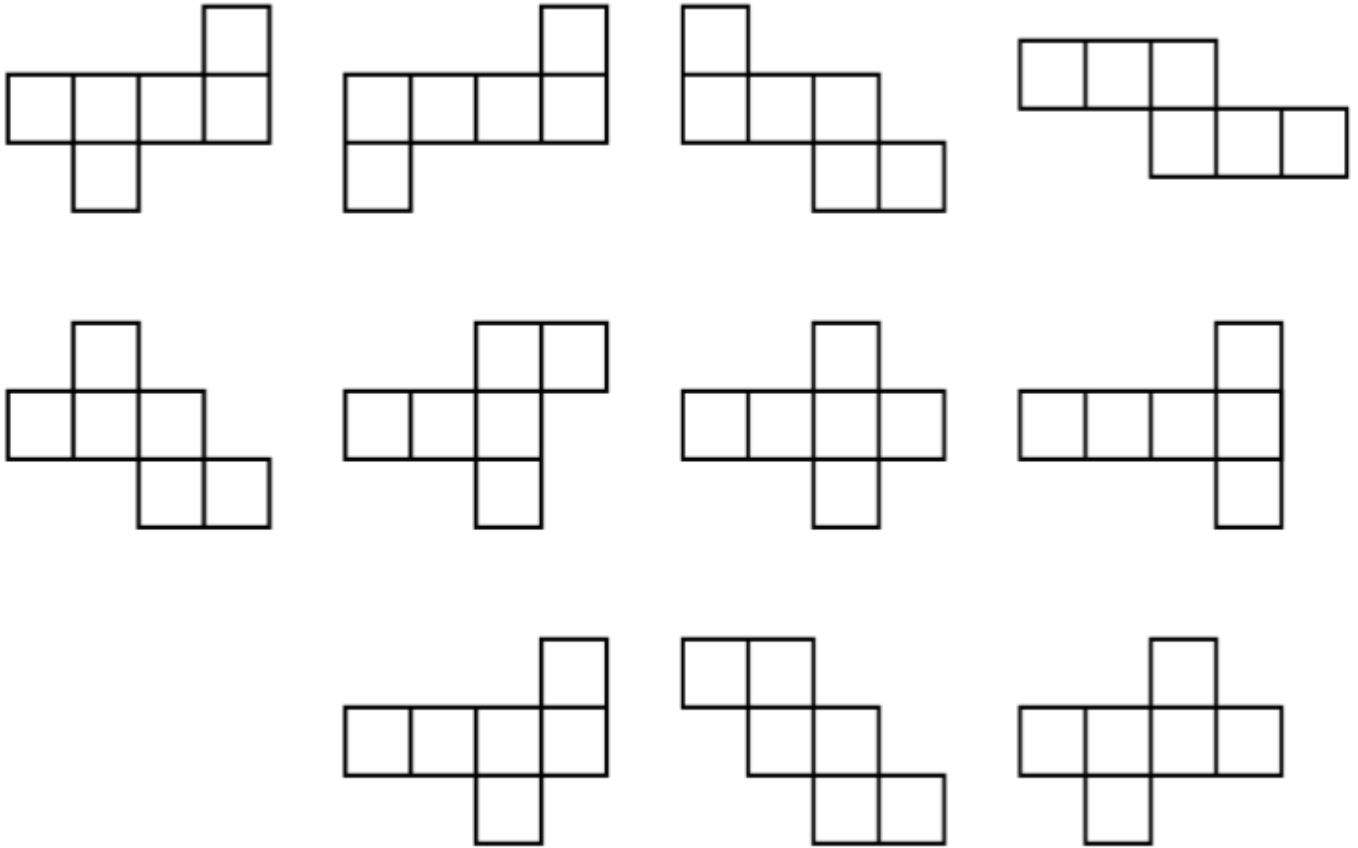
Duration	Activity	Points for preparation
1h	In maths lesson: making of the baskets 1	
2h	In art lesson: making of the papier mâché balloons.	
1h or more	In art lesson: Painting of the balloons	
1h'	In history lesson: presentation of the context (war, siege of Paris), research on the pilots and on the places where they landed.	



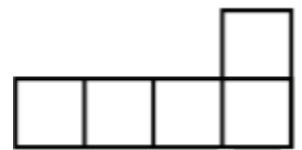
APPENDIX 1: DESIGNING THE BASKET OF A HOT-AIR BALLOON

The basket is a 7cm cube, with one side missing. You will have 5 squares in your pattern, not 6 as in a regular cube.

Here are the 11 ways of designing a cube. To draw your basket, you need to suppress one side of your template.



For instance, you can choose this pattern



Then you need to add strips. You will put glue on these strips to build the basket.
For instance:



Before building it, you have to decorate it. Be careful to the orientation of your faces, and to draw right side up.

APPENDIX 2 : MAKING OF A PAPIER MÂCHE HOT-AIR BALLOON

What you need :

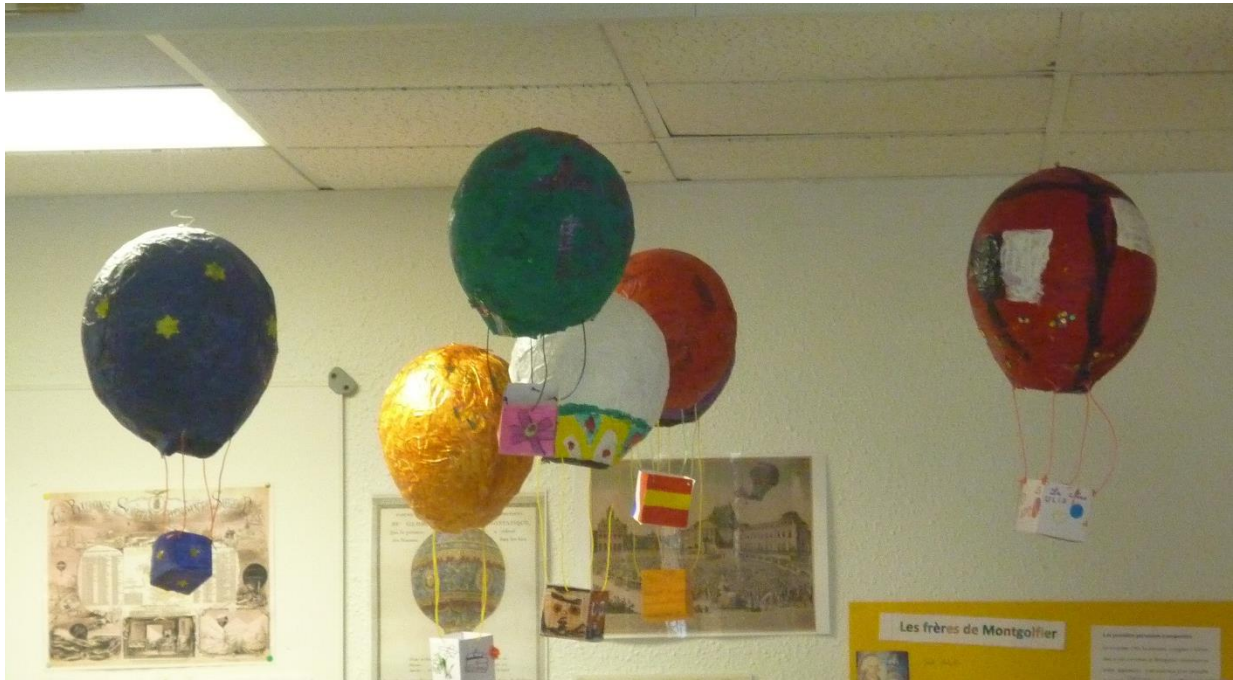
- Newspapers
- Glue for wallpaper
- Basin
- Paint roller (small)
- A rubber skin balloon
- A bucket
- Plastic thread (« scoubidou »)
- Drawing paper

What you have to do :

- Blow up balloon and place in a large bowl or a bucket for stability.
- Cut newspaper into long, skinny triangles.
- Prepare the wall paper glue in the basin : mix the glue flake with the required amount of water. Leave it for a while.
- Take the paint roller and cover it with glue.
- Cover your balloon with ONE layer of paper. Cover with glue again. Let it dry.
- Repeat the process three or four times
- Let your papier mache dry completely. This may take around 2-3 days
- When it's dry, pop the balloon, peel the latex from inside the bowl and discard.
- Tie 4 plastic threads at the bottom of the balloon, for the basket.
- Then, paint your balloon.



In France



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In Germany



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Activity File 29 : Wilbur Wright's flyer

1. General information

Topic/Title: Wilbur Wright's flyer: making of models	
Relevant subjects: History/Arts	
Language(s): native language	
Age group: 11-15	
Time needed: a whole day (at least !!)	
Product/Outcome: models	
<p>Material needed: see below (link to the Nasa's Wright brothers 1903 flyer model instruction)</p> <p>This activity was done first with special needs students : they took their time and they all managed to do it. Then, on the Project day, the special needs teacher taught others students of all ages.</p> <p>The special needs students even built a big model of the flyer, with an engine and rotating propellers. It was exposed in an exhibition dedicated to the Wright brothers.</p>	
Links: https://wright.nasa.gov/ROGER/1903model.htm	

Description/lesson plan :

You will get all the instructions in the Nasa file. You need to find a kind butcher to get the clean foam meat trays, because it's impossible to clean them up once they have been used.



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Activity File 30 Japanese paper cranes

1. General information

Topic/Title: Origami paper cranes	
Relevant subjects: History/ Civic education, Arts	
Language(s): native language	
Age group: 11-13	Time needed: up to you, a least 1 hour
Product/Outcome: Origami paper cranes.	
Material needed : origami paper	
Links: http://www.hiroshima-is.ac.jp/?page_id=230 https://www.origami-resource-center.com/sadako.html	

2. Description/lesson plan

Duration	Activity	Points for preparation
½ h	The teacher tells the story of Sadako Sasaki	.
½ h (or more)	Students start to make origami cranes. One or two of them design a poster about Sadako to explain the activity. The cranes are displayed everywhere as universal symbols of peace. The more you get, the better it is, of course !	Try to find an easy tutorial on the internet, to show it to the class.







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Activity File 31: Mythic trips and clay modeling

1. General information

Topic/Title: Trips in major ancient texts: <i>The Odyssey</i> , <i>The Epic of Gilgamesh</i> , <i>the Eneid</i> , and the Bible	
Relevant subjects: Literature, History, Arts	
Language(s): native language	
For foreign languages only:	
Age group: 11-12 (year 7)	Time needed: at least 3 hours
Product/Outcome: clay reproductions of famous episodes from founding texts You can also produce maps to show the trips	
Material needed: a good amount of air-dry clay (self-hardening), plastic knives and any kind of modeling, cardboard, paint. It's better to conduct this activity in an Art class, but we did it in the library.	
Links:	

2. Description/lesson plan

Duration	Activity	Points for preparation
1h or more	In French lesson: the teacher reads a few episodes of the <i>Odyssey</i> , the <i>Iliad</i> , the <i>Epic of Gigamesh</i> and the Bible (ex : Moses and the exodus from Egypt).	The teacher can add other classical texts featuring travelling heroes, expeditions etc... In France, these texts have to be studied in year 7.
1h	In History lesson: the teacher asks the students what they have learnt, and gives the instructions : Students are divided in groups of 4. They chose one episode that they are going to illustrate with clay. On paper, they prepare a first draft of their work, and list the items they can bring to improve their final model.	
2h or more, next day	The students start modeling.	It's better to have 2 hours in a row, for practical reasons (it takes time to settle everything and to tidy up afterwards). Yet, we did it over two days.



<p>1h (or less)</p>	<p>The students write short captions to explain their work. They present their model tot he rest of the class.</p>	<p>GILGAMESH'S EPIC</p>
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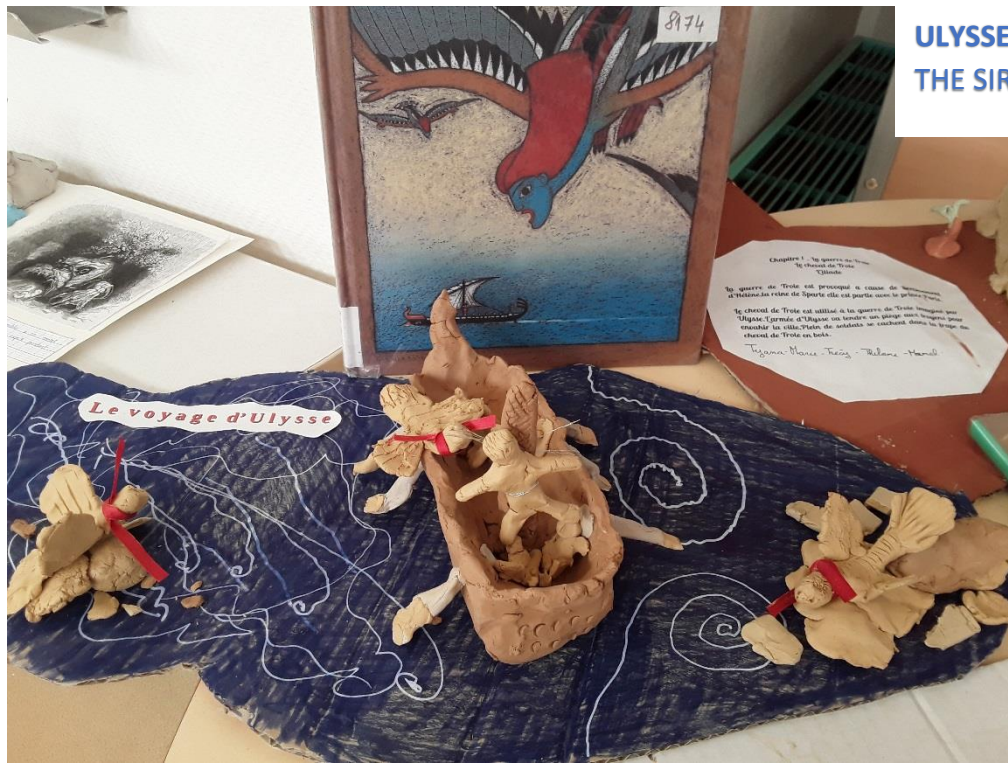
ULYSSES AND THE CYCLOP



CHARYBDE AND SCYLLA



ULYSSES AND
THE SIRENS



THE
TROJAN
HORSE





Activity File 32: Europe on the dancefloor

1. General information

Topic/Title: Europe on the dancefloor	
Relevant subjects: Music, PE	
Age group: 10-16	Time needed: 14 lessons
Product/Outcome: presentation of four different European dances, e.g. ballet, jumpstyle, sirtaki, jumpstyle,	
Material needed: <ul style="list-style-type: none"> - four computers with loudspeakers - flags of France, Greece, the Netherlands and Germany - YouTube tutorials for the four dances (s.b.) 	
Links: tutorials sirtaki: https://www.youtube.com/watch?v=CbmbSjeUrxo https://www.youtube.com/watch?v=AINtTMJAQpg https://www.youtube.com/watch?v=YHE5cvR5A1E tutorials jumpstyle: https://www.youtube.com/watch?v=SafckZZ_bmQ https://www.youtube.com/watch?v=TOUXOhEIBcY https://www.youtube.com/watch?v=92EHtMUKAns	
NB: During our project day this activity was conducted by four teachers so that each group was tutored by one teacher, but depending on the group size this project can also be carried out with fewer instructors.	

2. Description/lesson plan

Duration	Activity	Points for preparation
Day 1 lessons 1&2	Teachers present the four dances which can be shown at different stations of the classroom and ask students to match the dances and the flags. Students choose one dance they would like to try out thus forming four groups.	<ul style="list-style-type: none"> - videos of the four dances - flags
lessons 3-5	With the help of the tutorials the students practise the dances. Depending on their abilities students can practise two to five combinations on the basis of the respective basic steps.	<ul style="list-style-type: none"> - Ideally the groups ought to practise in different rooms.
lesson 6	Students present their dances to the entire group.	
Day 2 lesson 1	Students revise their steps from the day before. The students form new groups in which there are learners who worked on two different dances.	



lessons 2-4	In the new groups the students teach each other their dances so that eventually every student has practised two different dances.	
lessons 5&6	The students are assigned to groups for the final presentation and practise their show.	
<u>Day 3</u>	After a rehearsal the students present the four dances on a large stage.	

3. Appendix: Flags



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Appendix 01

A Guide book to Australia





The ultimate Australia guidebook
written and compiled by class 9a

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This guidebook was created as part of the Erasmus+ partnership "COME! – Cooperation on Mobility in Europe" and was printed with funds provided by the European Union.



Funded by the
Erasmus+ Programme
of the European Union



Adelaide

by Chiara and Alina

Adelaide is the capital of the state of South Australia. It's a coast city at the Saint-Vincent-Gulf. It was named after a British Queen, namely King William IV wife, and was not a penal colony. It's also called "City of Churches." Adelaide consists of the center and the park ring. The city has 1.3 million inhabitants and was founded in 1836. It stretches 20 kilometers from the coast to the end of the mountain range whose highest point is 710 meters.



In the summer, from December to February, the average temperature is 28 degrees Celsius, but it can also be as high as 40 degrees Celsius. In the winter the temperature is 5 to 15 degrees Celsius. Adelaide is called "the driest city in the driest state of the driest country of the driest continent of the world."

The park ring is 600 meters wide and consists of 27 retail parks and has places for sport, places for barbies and trails. The whole area is 20 square kilometers big.

In Adelaide there is the Art Gallery of South Australia where paintings of local painters are on display. The South Australia Museum has a big collection of Aboriginal objects. In the city there is also a shark museum, because of Rodney Fox who survived an attack of one of the biggest white sharks ever near the coast of Adelaide. In the nature reserve there is "Cleland Wildlife Park" with an impressive indigenous fauna. Adelaide has the fifth biggest airport of Australia. It is in west beach (ca. 8 km from the center).

Blue Mountain National Park

by Yasmin and Luise

Blue Mountain National Park is one of the most visited nature reserves of the whole country as well the best known national park in Australia which makes it one of the most important sights in Australia. The park is located in the Blue Mountains region of New South Wales, in eastern Australia. It has an area of 2,470 km². The highest point of the park is the Mount Werong with 1,215 m. It's known for its beautiful view and also for its remarkable geography, flora and culture. You can for example find some protected sites which are central to Aboriginal culture and which fascinates many visitors. The minister for tourism minister, Stuart Ayres, said in 2016 that the Park attracted 28.6 million visitors who spent 16.4 billion \$.

Blue Mountain National Park is one of the eight areas which are all managed by the NSW National Parks & Wildlife Service. The former conservationist, Myles Dunphy, was instrumental in the creation of the national parks when he first made a proposal for a „*Greater Blue Mountains National Park*“ in 1922. Still, it took until September 1959 before the park was founded and only in 2000 did it receive a special status as part of the Greater Blue Mountains World Heritage Area. The name of the park has its origin in the bluish fog caused by the



eucalyptus trees and their essential oils. And of course you can do and see plenty of things. The views from the park's lookouts are magnificent; you'll look out over hazy blue forests, waterfalls and rock formations. Echo Point at Katoomba is a popular spot, offering full

views of the iconic "Three Sisters". Take a picnic lunch or thermos to Wentworth Falls so you can stop for a while to admire the view. Or visit the famous "Three Sisters". The "Three Sisters" are an unusual rock formation and even one of the best known sights in the Blue Mountains. You can reach the park in just 90 minutes after leaving Sydney by car, or two hours by train. Personally I like the Three Sisters best because its unusual formation makes it so unique and worth seeing. Hope you have a great time visiting Blue Mountains National Park.

Brisbane

by Lisa and Gina

Brisbane is a city on the East Coast of Australia. With its 2.2 million inhabitants Brisbane is the third largest city of the entire country. Besides it is the capital of Queensland. In the past few decades Brisbane has grown to a big city with skyscrapers and modern buildings. The Brisbane River which ends in Moreton Bay and Story Bridge are two unique landmarks in the city. It is also called "New World City".

In the past Brisbane was a British penal colony. After becoming a part of Queensland the city was made into the capital and in 1925 many settlements around the city became parts of Brisbane. Since Australia is an island most of the tourists go by plane. From Germany it takes you more than 23 hours to get over



the eight time zones. But it's worth it! People love to go there with the whole family or just to

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relax on their own. Brisbane is well known for its mild climate. Some popular sights you should visit are for example Moreton Island in Moreton Bay.

There are many things you can do like snorkeling or feeding dolphins but it is 25 km away so if you want to go swimming nearby you should visit South Bank Parkland with its famous beach. Although it's dangerous to swim in the sea you can leave your kids alone at the beach because there are lifeguards everywhere and you don't have to worry while you go shopping at the big mall without them. Another exciting sight is Lone Pine Koala Sanctuary which has only Australian animals to look at. Tourists who love the nightlife should go visit Ann Street and go into some of the popular nightclubs.

A really good advice is to walk in the city center because there is a lot of traffic thus you can save a lot of time by biking. Unfortunately, the town is very crowded. Another negative fact is that it is always hot and dry even in the winter.

Our favorite sight is Moreton Island with all the dolphins and the sunny weather. Brisbane is a city which makes you smile even from looking at it. The people are very kind and happy.

Enjoy your trip and have fun! And always remember: In Brisbane every way leads you to a beach. Alright let's go!

Darwin

by Marie and Elias

A lot of tourists visit Darwin because of festivals like the Territory Day on 1st July, the Darwin Festival or the Chinese New Year which is also celebrated in Darwin. Darwin also has a popular beach. The Magnetic Termite Grounds are very popular for tourists as well because of the beautiful landscape and view. Darwin also has some museums for visitors interested in culture such as the Darwin Aviation Museum or the Defense of Darwin Experience Museum. The first settlers in Darwin were the Aboriginal people of the Larrakia language group. They had trading routes between Darwin and Southeast Asia to import goods. In the 1600s Dutch people came to Darwin and made the area known to Europeans. That's why there are areas with Dutch names like Arnhem Land. John Lort Stokes was the first British person to come to what today is Darwin in 1839. He named the port after the famous scientist Charles Darwin. Since 1869, Darwin has been a permanent settlement. Because of the gold rush Darwin's white population grew after 1872.

In 1911, the city was officially named Darwin. During World War Two, Darwin was attacked by Japanese warplanes. They left a big damage which make this raid the biggest attack on Australia ever. 243 people died because of this attack.

In Darwin, tourists can enjoy beautiful sunsets at Mindil Beach, which is also full of bars and restaurants. Darwin is also known for its wonderful landscape and nature, with areas like the Magnetic Termite Grounds, Berry Springs Nature Park, or the Crocosaurus Cove. Darwin is

also fun for younger people with its parks like Leanyer Recreation Park. For people who want to take part in Darwin's culture and history, there are also some interesting museums like the Museum and Art Gallery of the Northern Territory, the RFDS Darwin Tourist Facility or the Darwin Aviation Museum. The problem is that you're of course not the only one that wants to enjoy the nature, sunset or culture because Darwin is a popular and interesting place for a lot of tourists, so if you have a problem with tourists at your holidays, you won't have as much fun in Darwin as other people.

Darwin has a public transport system, so it's not a big problem to get there. You can also reach Darwin via Stuart Highway. I personally really like the landscape and nature of Darwin like the beach or the natural parks because they are pretty unique and interesting.

The Great Ocean Road

by Paula & Lukas Beye

The Great Ocean Road is a road which is 243km long. It runs along the Australian South coast between Torquay and Allansford in the state of Victoria. It's regarded as one of the most popular scenic routes for tourists in Australia. Every year more than 6.5 million people travel on the road.

People are fascinated by the Great Ocean Road because just driving on the road with this fantastic view is an adventure. During the ride you can always see the ocean and you almost feel like floating over it.



If you are tired of driving, many other activities are waiting for you. You have the possibility to do "Great Ocean Skydiving". On a tandem skydiving adventure you can surf the air as you fall from up to 14,000 feet. Another sight is the Tree Activity Otway Park. There you

can climb from tree to tree while you are hanging high in a canopy of leaves.

But how did people get the idea to build a road so close to the ocean? The idea dates back to 1886 and the first detailed plans were made in 1918 and 1919. 3,000 soldiers started to build this road after World War I and it was finished in 1932. It connected the towns which are near the coast and fishing ports. Once per year there is a marathon between Lorne and Apollo Bay.

Kakadu National Park

by Merle and Nayeli

Kakadu National Park is located on the east side of Darwin in Australia's Northern Territory. It's one of the most beautiful National Parks in Australia and has unique animals and plants. Its area is 19,804 square kilometres. Kakadu National Park is a cultural landscape. It's one of UNESCO's world heritage sites. It is run by the traditional owners (Australia's native people, the Aboriginals) and the employees of the park. The Aboriginals have a special relation to this place as they have lived there for 50,000 years. The park was founded in 1981. There are six different landscape formations, for example inlets and tidelands, lowlands, hilly areas, etc. Thus Kakadu National Park is very many-sided. Some well-known places are for example the Jim Jim falls (150 m high) and the various rock paintings.

Daily temperatures reach more than 30 degrees Celsius all over the year. During the summer months the climate is quite dry, whereas the chance of rain is at 90% from November to April. Four rivers run through Kakadu National Park: The East Alligator River, the West Alligator River, the South Alligator River and the Wildman Alligator River.

Many scenes of the 80ies movie "Crocodile Dundee" were shot around the East Alligator River where you can also find the famous giant saltwater crocodiles, which Australians call "salties". They can reach a size of seven meters. In this beautiful place over 280 different kinds of birds, 60 different mammals, 50 freshwater species, 10,000 insect species, 1,600 plant species and over 117 reptile species live. But the park does not only have special animals. It has many other sights, for example the Mamukala Wetland, which has a covered observation deck, or the Warradjan culture centre which has an exhibition on Aboriginal culture. Another special place is the Maguk Lake with a waterfall. There is also the Ubirr Rock art town which is a place where the Aborigines made their rock paintings. The park wasn't always called "Kakadu Park". Kakadu is based on Gaagudju which is the name of the Aboriginal language they spoke on the north side of the park.



Melbourne

by Niklas and Moses

Our text is about Melbourne. Melbourne is the capital of the Australian state of Victoria. More than 4.25 million people live there. It was founded by free settlers who had come from another British colony in Australia. Federation Square, which was opened in 2002 to commemorate the 100th anniversary of the Australian union, is the most popular attraction in Melbourne. More than 2,000 events have taken place there. It is a modern architectural building, which has got the biggest free Wi-Fi site of Australia. Another famous sight near Melbourne is the Great



Ocean Road, it's a road on the south coast of Australia. The road is 243 kilometers long and you have a nice view of the sea. A different sight in Melbourne is the Royal Botanic Garden of Melbourne where you can take a walk and relax. The entrance is in St. Kilda Street. The botanic garden owns more than 52,000 different

species of plants, so every plant lover is welcome. Not far away, you can see the sea. The Queen-Victoria-Market is one of the biggest markets of the world and was opened in the 20th March 1878. In Melbourne there is the National Gallery of Victoria, which is a museum and an art gallery. You find the gallery in the Southbank district of Melbourne. It was opened in 1861 and it's the biggest and oldest official gallery in Australia. The tallest building in Melbourne is the Eureka Tower. It was completed in 2006, it is 297.3 meters high and has got 91 floors. The Tower is on Collins Street.

Perth

by Maya and Tilo

Perth is a sunny city in south west Australia which is located about ten km away from the Indian Ocean. The city was founded in 1829. Today there are 1.97 million habitants living in the region of Perth. A lot of the citizens think that Kings Park is the heart of the city.

Kings Park is one of the most beautiful parks in the world! Originally it had been 172 hectares large but in 1901 it was extended to 400 hectares. Many visitors come to Kings Park because there is a viewpoint and you can enjoy the beautiful landscape. An upscale restaurant at the central point of the park fascinates a lot of visitors and tourists. Children can play at a big playing ground. The top attraction of Kings Park is the tree top walk. The 40-minute walk begins at the Lord Forrest Roundabout. The way leads through the botanic garden via a 52-meter

glass bridge to Beedawong Amphitheatre. While taking the trail the visitors can enjoy the view of the Swan Valley, the Canning River and the skyline. The park is attractive for the whole family, for young and also older people. The walk is often very crowded and that's becoming a problem because it gets very loud and that isn't good for the nature and the animals. There are a lot of busses and trains coming to Kings Park. In Perth there are a lot of possibilities to travel around, because of its very good public transport system.



Port Arthur/Tasmania

by Lukas Burghoff and Jonas

Our text is about Port Arthur which is a place in the state of Tasmania. Many visitors come to this place. But why? Well, because there are a lot of exciting and interesting sights! Port Arthur is recommendable to everyone. If you want to relax in your holidays then you can go to the national park. Moreover, there is the ghost tour which is very exciting. This place is full of mystery and fascination. You must experience the ghost tour, it feels like you are in the middle ages. There are castles and vampires and so much more!!! We would recommend to



you the unique ghost tour after a long day, after sunset because you have two parts on one day: The relaxing part and a few hours later the exciting part. Moreover, in our opinion, one of the Port Arthur villas is the best place to stay. Port Arthur is a very popular because of the things which are still

there from the past, as Port Arthur once was a penal colony. That is one interesting point in its history. Port Arthur was founded in 1830 and became famous, because in 1996 35 people died there in a massacre and because of the book "For the term of his natural life" by Markus Clarke . Moreover, Port Arthur has a population of just 300. I cannot understand why it has been a UNESCO world heritage site since August 2010 with so few people. Tourism is very important for the population. Since 1979 they have received money which they invest in the conservation of the sights. Moreover, Port Arthur can be reached via ship. Another option is the way by plane. Port Arthur is unique, because of its history. There are just a few other places which have a history like this.

Purnululu National Park

by Isabelle and Pauline

Purnululu National Park can be found in Kimberley, Western Australia. The original name of it was "Bungle-Bungle-National Park", which comes from the aboriginal tribe Kija who lived there for more than 20,000 years. But today it's an attraction



for tourists who want to experience an outback adventure. People are fascinated by the soft sandstones which can be up to 300 metres high. Many visitors come to do a sightseeing flight to admire the incredible view of the sandstone formations. In the park is also a camping site. It's popular to camp there or to explore the park on foot.

1987 was the year when the park officially became a nature reserve. Before, the park was just a home for Aboriginals and farmers. Just 16 years later UNESCO decided to turn it into a World Heritage site because of its unique sandstones (Bungles-Bungels).

The frog hole which is surrounded by stones is the perfect attraction for fans of water holes. If you enjoy theater you can consider the outdoor theater as well. The only thing that's not open for tourists or the general public is the holy places and tombs of the Aboriginals, even though no aboriginal still lives there anymore. If you decide to visit the park you'll need to know how to get there. It can be reached via bus or helicopter. But most visitors travel to Purnlulu by car. The problem with that is that you need to have an off-road car. What makes this park or nature reserve really special is the oddly looking stones which were formed by wind , sun and rain over the past centuries.

Sydney

by Emily P., Noah and Maximilian

Sydney is the state capital of New South Wales and the most popular cities in Australia. It was founded in 1788 and today it is an important place for tourists. Besides Sydney is located on the east coast of Australia on the Pacific Ocean.

Manly Beach: The beach is one of the most famous beaches in Australia and is 1.5 kilometers long. Captain Arthur Phillip gave it its name in 1788. He was the first governor of New South Wales. Moreover the Aboriginals said that the beach is seven miles away from Sydney but one million miles away from trouble. To get to the beach, you must first take the ferry "Circular Quay" to Manly Wharf. From there it is a two-minute walk to the beach with its gold coloured

sands. On the one side there is a very popular beach for surfers but in Manly it is very quiet and you can relax and go for a swim. Moreover, there is a path around the beach which is open to bikers, joggers and walkers. What makes the beach really special is that you can enjoy a hot summer's day there or you can also try to surf in the small bay.

Featherdale Wildlife Park: For those who want to explore and want to see indigenous animals the Featherdale Wildlife park is the best decision. Before Bruce Kibbare opened the park, Charles Wigg had owned it and it had been a poultry farm, but in 1972 Bruce Kibbare opened a home for native trees and plants in connection with a wildlife Park. People from all around come to visit the park to see kangaroos and the most popular Australian animal, the koala bear! You have the chance to take pictures, feed the animals, stroke the animals and you can even have a breakfast with a koala bear. As of 2017 it is the home to 1,700 animals.

The Park can be reached by the 725 bus which takes you from Blacktown Station right to the park. The journey on the bus takes 5-10 minutes (Prices: adult: \$32.00, child: \$17.00). It is very important to know that the animals have enough space in their enclosures and that they are treated very kindly (Opening times: 9:00-17.00).

Sydney Tower: You want to see the whole city of Sydney? Many people are fascinated by the 360-degree-view of the Sydney skyline from Sydney Tower. The tower was built on the highest point of Sydney. It was built on top of a shopping mall and is also a television tower. It took 6 years (from 1975 to 1981) to complete the tower. The opening was on 24th September 1981.

The name has changed often but in 2001 the tower was given the current name "Sydney Tower Eye". From the 16th platform, which is 250 meters high, you can see the complete Sydney skyline. It is very impressive that you can see 80 kilometers into the distance. In the distance you can see the blue mountains, the

beautiful beaches and some further buildings. Up on the tower there are touch screens with explanations in many different languages. Every

summer there is a challenge called "Tower Stairs Challenge" and people run up the 1504 stairs to win the race. The best time was recorded in 2006

when Paul Crake ran up the tower in 6.52 minutes. Most visitors travel to the

Tower by bus. The bus station is located near the tower. From here it is only a five-minute walk to the tower.



The Twelve Apostles

by Vanessa and David

The Twelve Apostles are a line of limestones, which were separated from the Australian mainland a few million years ago. They were originally named Sow and Piglets, but were renamed in 1950 in reference to the Bible. By now there are only five stones left. There, you can enjoy the beautiful sunset when the sun goes down behind the stones and the sea. You can take good pictures. You can also take a long walk on the beach. You have a beautiful view. You don't have to pay to enjoy all of this.

Many visitors were annoyed because there are a lot of tourists and you're basically never alone to enjoy the view in peace and silence. You can reach the stones on foot, because they are on the coast next to a big plain where you can take long walks. The most interesting fact is that the stones have been there for such a long time and how beautiful the sunset is when you watch the sun go down.

Uluru-Kata Tjuta-National Park

by Emily M. and Gesa

Uluru-Kata Tjuta-National Park is 500 million years old. It has a unique flora and fauna. The National Park has 36 rock formations and it covers 1,326 square kilometers. You can find the park near Ulara. Between 1918 and 1921 the park was declared an official aboriginal reserve. The Park was opened in 1987, and it has been a Unesco world cultural heritage site since then. Also it won the Picasso Medal. Since 1993 it has had a new name. The old name was Ayers Rock-Mt Olga National Park. It is the best known natural sight of Australia. There you can go hiking and you can take photos of the great nature. You can get there with a shuttle bus, thus you don't need to take your car but you can also take the car or the plane. While you have to drive 460 kilo meters from Alice Springs by car, you can use the plane and you only have to drive 26 kilo meters from the airport to Uluru. We like the great flora and fauna best. We would love to take photos of it. We also like that it's natural and very beautiful. For the indigenous people it's a holy mountain and it also is the symbol of the continent. If you want to spend three days there, you have to pay 25AUD.

Appendix 02

Travel brochure on Scotland



Dundee



(Created by: Erick and Benjamin)

The town today

Dundee is a modern city with many shopping centres and high streets



General information

-148,261 Inhabitants

-67 km²

-a town since 1191

We hope you enjoy your holidays in Dundee

source: Wikipedia and Google

Sights

In the middle of Dundee there is the Dundee Law, an old volcano

The Duphoke Castle is a very beautiful Castle in Dundee from the 18th Century

RRS Discovery in the harbor can be visited with Arctic-leadership

Golf museum about the Golf sport

St. Mary's Tower is a clock tower with a fantastic sight on Dundee

A Jute industry Museum can be visit

And many other things...



ANGUS

Area: 2.182km²

Capital: Forfar



Since 1996 Angus has been one of 32 Council Areas of Scotland. Angus borders on Aberdeen Shire and on Dundee. Angus is made of two regions. In the north and the west it is rocky and therefore hardly inhabited. In the south and the east there live more people.



Glamis Castle

This is a castle near Glamis in Angus. Elizabeth Bowes- Lyon spent her childhood there. Glamis Castle was built in 1372.



The famous legend about the castle is the one of the monster from Glamis. The monster was a child that lived in the family Bowes-Lyon. The legend says that the monster was captured in the Glamis Castle all its life and the chamber was bricked after it died.

House of Dun

House of Dun belongs to the organisation National Trust for Scotland in Angus. The House was built in 1730.



Cairngorms-National Park

The Cairngorms National Park is the biggest and the 2nd youngest of the 15 national parks of the United Kingdom. It's 4,582km² large. There are many animals such as red deer and the golden eagle.



EDINBURGH

The name of Edinburgh comes from the old king Clydo Eiddyn.

Edinburgh is the capital of Scotland.

In Edinburgh there live 495.360 people (2011).

The most popular twin cities are Munich, Nice and Florence.

Every summer there is the Edinburgh-Marathon with 16.000 people, who

like to win.



In Edinburgh you can visit many sights, like Lauriston Castle, Holyrood Park and Edinburgh castle.



You like to go shopping? In Edinburgh you can go shopping almost everywhere!

For the religious people: you can go to St. Giles' Cathedral



THE LOWLANDS

The Lowlands are in the south of Scotland. There you can visit many beautiful towns like Glasgow or Edinburgh. Glasgow is the biggest City in the Lowlands and in Scotland. The name of the centre of Scotland is Midland Valley or Central Lowlands.

In the summer you can go swimming, hiking and canoeing. You can also visit beautiful landscapes.



The Botanic Garden

The Botanic Garden in Glasgow is a big park. In the park there are many beautiful Greenhouses. Greenhouses are houses which are built with glass so that plants can grow well. One of the most beautiful is the Kibble Palace. The gardens are used for concerts but since 1891 they are the sight we know.



The Gallery of Modern Art

The Gallery of Modern Art is at Royal Exchange, a street in the middle of Glasgow. The house in which the gallery is looks very majestic. The art in museum is crazy and like the name says modern.



SIGHTS

Greater Glasgow

Area :3685 km²
Language: English, Scottish, Gaelic
Land:Scotland
London: 649 km away
People (2001): 1,199,629

Greater Glasgow are Glasgow and the kilometers around. In 2001 1,199,629 people live there.

Today over 1.7 million people live there. It's the biggest urban area in Scotland and the fifth biggest in Great Britain.

In the 19th century Glasgow was a small city but it has grown much since then.



Information

Airports

In Glasgow there are two airports, the Glasgow Prestwick International Airport and the Glasgow International Airport.

Car

You can drive everywhere by car, for example to the Clyde Valley. You can see landscapes like this.



Bus and Train

If you want to see sights in Glasgow you can take a bus or train. You can drive to the centre of Glasgow from the airport for example.

Regularly trains and busses drive.



Transport in Greater Glasgow

GREATER GLASGOW AND CLYDE VALLEY

Glasgow is the biggest town in Scotland. Glasgow has a changeful history in the past. Glasgow is on the river Clyde which is very important and the City has been the Second City of the Empire. The map of the city looks like a checkerboard pattern.



Glasgow at night

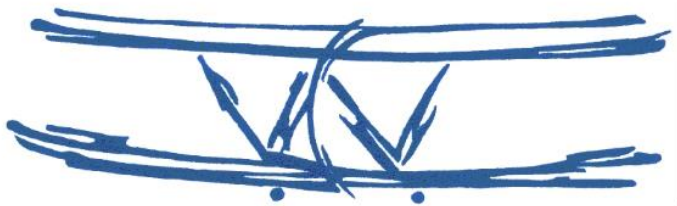


When night begins another Glasgow wakes up. The number of the restaurants will hit you down. But for most people of Glasgow having a party is the hobby number one and sometimes expensive. You can go to night-clubs, restaurants, theatres and pubs.



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