|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Completed by** |
| **Logo Design** | After selecting students to take part in project, students, in pairs or groups of threes design a logo which represents our project: “United in Diversity”. All designs/drawings will need to be uploaded into our Google Drive under each school folder. Esmeralda Salgado will create a Monkey Survey so that students can vote the design they prefer. | **15 October to do designs**, although King’s Students will problably be late as project cannot be launched officially until we are given the green light by BC due to German withdrawal. |
| **Who are we?** | Live session in video, using skype or live session with etwinning as preferred. Where students will introduce themselves. Students will talk to the partners which country they will be working with and will speak in their mother tongue.  2 minutes per students.  17 students from Kings to talk to 18 students from Andrés Vandelvira.  8 studens from Kings to talk to 15 students from College Chaloupe Saint Leu.  Teachers to arrange time for this to take place and try system first.  Students can also prepare questions in the Target Language to their partners.  As a language follow up activity, students can write a summary of what they hear. | To be set up by each school leader with their correspondent student group at King’s Ely |
| **Staff: To carry out Impact + exercise** | Esmeralda will download exercise in google account. The idea is to use the tool to establish how desired outcomes (our project objectives) will be measured throughout the project: tests, survey, specific learning activity/product, use of TL by students etc… | Mid November |
| **Initial Survey for students** | To be done by each school individually, although we can share ideas/documents to measure students’ linguistic and ICT knowledge and cultural awareness prior to project. The ideas is to have a second survey at the end to demonstrate impact. | End of November |
| **What makes us British/Spanish/French?** | To explore what makes us British, Spanish and French. Students will require the brainstorming and research of the following concepts:  Our traditions/ festivals and how these link to religion  Key historical/ geographical events  Language and its historiy/etymology  The role of music and dancing  The role of immigration in our country and how it has shaped us.  This is to be conducted in TL .  After research, students can interview members of their community to find out more. students will show their ideas via a presentation. Students use TL. Students/ schools may choose from: Google slides/ Powepoint/ videos/ Clips/ P rezzi / any other app which will allow interactivity of videos, photos etc.. Students may work in pairs or small groups.  Final presentations to be shared on Google Drive and link created to etwinning. | By February |
| **Let’s see each other’s perceptions.** | Students will see each presentations, one or two per country and will reflect on these, which will lead to discussions in the TL or own language:  What is different in the heritage seen in partner’s presentations and ours and what is the same?  Why is different good?  What is a stereotype?  Why stereotypes can be negative? | To be decided by March |
| **What makes who I am?** | Students will identify a dance, a costume, festival, object, monument, historical event or a selection of these within their country of origin and explain why it is important to them and a symbol of their identity. To be done in the TL and to use Padlet to share information. | By Easter |
| **Welcome to Europe!** | Students from all three countries will work on a collaborative Prezi where they will present a 7 or 9 day Tourist Guide for their partners to follow if they were to visit La Réunion, Spain or the UK. Students will work in the TL, to develop their linguistic skills. English students learning French will work in French and those learning Spanish will work in Spanish.    Welcome to Europe will be divided into: Welcome to La Réunion, Welcome to Spain and Benvenu a La Grande Bretagne/ Bienvenido a Gran Bretana. Students from each country will work in pairs on their own section and on a particular day of the guide.    For each day, students must give as much information as possible for their guide: use of videos, photos, list of activities to do etc..in the case of a festival, students must include history of the festival, what it consists of, why it is worth seeing it etc..    Each school/ group will be free to approach this task and section of the Prezi, as best suits the heritage of their country. For example, Festivals could be a big aspect of the Spanish guide but no so prominent in the case of the UK. Students will need to decide and agree on aspects/ cities/ landmarks/ festivals/ traditions etc.. they want to include in their country guide.    As a result, we will have a tourist guide about three countries in Europe created by all students taking part in this project celbrating the diverse heritage of Europe while allowing students to understand and reflect on each other's costums and traditions.    This acivity will be developed in one of the workshops in our last Mobility via Welcome to Europe flyer and Video. |  |

We can try to make most activities before our mobility activity, however, I don’t see any issues why the last two could be done afterwards too, so that all activities are done well and are not just rushed!

**Our Objectives:**

**1. Raising awareness of the importance of Europe’s cultural heritage and its diversity within a common project.**

**2. Supporting social inclusion and tolerance, developing critical thinking and youth engagement in the community and beyond.**

**3. Development of linguistic skills in the Target Language within the curriculum.**

**4. In the case of the British school: to see an increase/ impact in numbers of students wanting to study their chosen TL to GCSE and/or Alevel.**

**5. Use of innovative practices via technology to enhance collaboration and language acquisition.**

**6. Development of advanced digital skills within an educational context.**

**7. Motivation of disengaged students via the use of digital technologies**