



A thousand reasons
to communicate



Erasmus+

2014-1-ES01-KA201-004749



A Thousand Reasons to Communicate

This project has been created to promote and support the development of the key competences. We will mainly concentrate on building up the Linguistic Competence, Digital Competence, Social and Civic Competence, and Cultural Awareness and Expression Competence. However, we also know that other competences, such as Learning to Learn, will play an important role when planning and doing the different activities.

We will study different components particular to each one of our countries, establishing comparisons that will help everyone understanding each other in a better way. We will cooperate through different common activities that will be the key to develop our students' oral and written skills. All this will enrich students with different contexts and will promote their learning.

Students need to develop their key competences in real contexts and this Erasmus+ project it will enable students to get in touch with same age pupils who live far away from them. Moreover, this joint project will give some of our students the opportunity to visit other schools and live a real exchange between students of different countries.

This project will use the Information and Communication technologies (ICT) as main tool, to promote the Linguistic Competence in the mother tongue of each partner and the foreign language/s both orally and written. The E-twinning platform will be used to connect teachers and students and to share and present the work done to all the educative community.



Objectives

The objectives that our project pursues are all connected to the development of the different key competences, “Key competences for lifelong learning”, established by the European Union (Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].)

We have related the different objectives to the key competences to be achieved. They are the following:

LINGUISTIC KEY COMPETENCE (in mother tongue and foreign languages):

Objective 1: To improve the linguistic competence in mother tongue/s.

Objective 2: To develop linguistic skills in foreign language in written and oral form (Reading, Listening, Speaking and Writing).

Objective 3: To communicate orally and in written form for different purposes, using different text types.

Objective 4: To design didactic units as a long lasting resource for other teachers.

DIGITAL COMPETENCE

Objective 5: To use the Information and Communication Technologies as a learning tool during the project.

Objective 6: To communicate using the new technologies (For example, E-twinning, chats, e-mails...)

SOCIAL AND CIVIC COMPETENCES

Objective 7: To enhance the European dimension of Education by promoting the joint cooperation among schools in Europe.

Objective 8: To cooperate with other European schools exchanging experiences and good practices and sharing educative methodologies and techniques.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

Objective 9: To encourage an open and respectful attitude towards cultural diversity and learn cultural aspects from other countries such as traditions or Arts expressions.

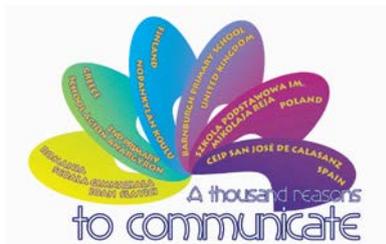


PARTICIPATING SCHOOLS

WHO ARE WE?

These are the schools that have been working together in this Erasmus+ project:

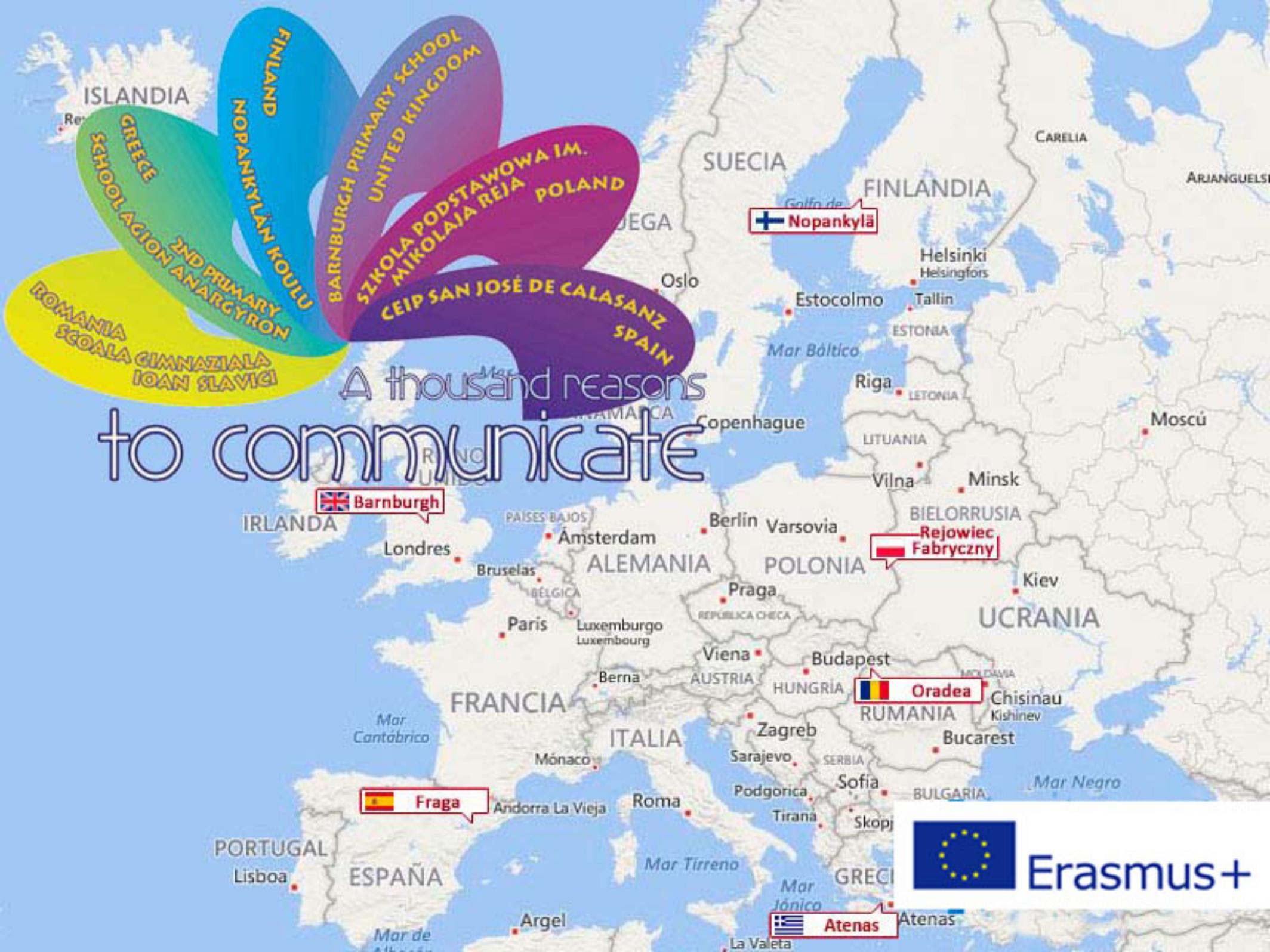
- **The SZKOŁA PODSTAWOWA im. MIKOŁAJA REJA w REJOWCU FABRYCZNYM** is a double for entry school in the East side of Poland. It is the only Primary and Secondary school of the town Rejowiec Fabryczny. Students have a special program to develop Arts and Music. They have a lot of experience in collaborating with European schools as it has participated in many European projects within Comenius.
- **Nopankylä Koulu** is one of the oldest schools in Ilmajoki. It is a typical village school in Finland. This year they have got 24 students from pre-school to grade 6, two teachers, a special needs assistant and a cook. They carry out many programs in the school, especially a national one that promotes following a healthy style and implies moving your body in order to fight against having a sedentary lifestyle.
- **Barnburgh Primary School**, from the United Kingdom, is a one form entry community Primary Co-educational school currently catering for approximately 220 pupils between 4-11 years. This includes part-time provision for 3-4 year olds in a 26 place Nursery as well as a playgroup, breakfast and after school club. The school is situated in a picturesque village on the outskirts of Doncaster and takes pupils from the immediate area as well as the two ex-mining towns of Goldthorpe and Mexborough.
- The **2nd Primary School Agion Anargyron** in the outskirts of Athens, Greece. It is a Primary school with around 400 students from year 1 to year 6. Students come from their neighborhood. Their condition of capital city and being in a very touristic one makes the school desire to participate in this kind of projects in order to develop their students linguist competence in foreign languages as they have many visitors from abroad.
- The **Scoala Gimnaziala "Ioan Slavici"** in Oradea, ROMANIA, is in the border with Hungary. That fact makes the school accommodate their learning to the reality of their



many particularities with Spanish culture, that is why we decided to start a mutual project together. The Greek school is in Athens, the biggest participating city in our project. That was going to be a good element of comparison between smaller school from rural areas and an urban city.

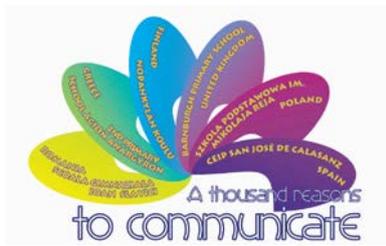
Etwinning brought also the partnership with the **Zespół Szkół Samorządowych Szkoła Podstawowa im. Mikołaja Reja**, from Poland, a country rich in history. Their condition of having been involved in so many international affairs during the last centuries made us wanting to know more about them to see how all that history had shaped the country and their people. Both the Polish and Spanish schools are in small towns. So that was going to help us understand each other easily when talking about local culture and traditions.

Finally, we got in touch with the Finnish school **Nopankylan koulu**, in Ilmajoki through a friend who had a Finnish friend whose friend was interested in participating in a European project. It was a unique opportunity to learn more from their educative system as it is considered one of the bests in Europe as Finnish students perform very well in international exams such as PISA. So, we were all eager to learn more from them.



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ERASMUS+ MEETINGS

FIRST YEAR

NOVEMBER 2014: MEETING AND TRAINING IN ROMANIA.

This was our kickoff meeting. On the 5-days training, teachers developed their knowledge on the use of ICT tools and E-twinning. This was essential for the development of the project. We had a training session on how to design the didactic units we were going to write when developing the project's activities. We trained ourselves on assessment tools that were going to help us to see how our students' competences were improving during the 2-years-project.

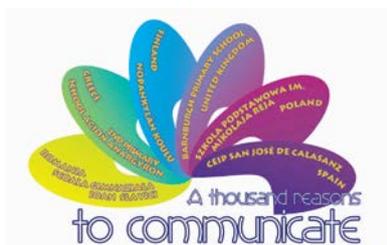
FEBRUARY 2015: FIRST TRANSNATIONAL MEETING IN GREECE.

We talked about the difficulties we had encountered when working with the new technologies in our classrooms after the training received in November. We shared best practices that worked well when developing our students' linguistic competence using the different text types in the classroom. We got ready for our next meeting that was going to be at the same time as the first mobility with students. We designed the draft agenda of activities our children were going to do while visiting Finland the following May. This meeting was very important as we started talking about how to design the process for our intellectual outcome. We revised how we created the first units. We talked about how we could improve our didactic units, too.

MAY 2015: SECOND TRANSNATIONAL MEETING AND SHORT-TERM EXCHANGE OF STUDENTS IN FINLAND.

Coordinators gathered all products done during the first year (lesson plans designed by teachers used during the school year, the results done by students...). We reviewed all the text types done during the first year and, taking into account the assessment criteria set, we reviewed the planning for the second year. We created some evaluation questionnaires for our families, students and teachers in order to learn about their personal views while doing the activities during the first year.

This meeting was at the same time our students were in a short-term exchange of students. We thought it was better that both meetings were at the same time. We have



agreed on having 2 teachers participating full time on the transnational meeting and 1 teacher accompanying the students. Students had the opportunity to exchange information about their schools, to talk about how enriching were the Erasmus+ activities done in the first year and they had time to learn how Finnish children learn in their schools.

SECOND YEAR

NOVEMBER 2015: MEETING AND TRAINING IN THE UK.

We had some training sessions to learn about new methodologies used in the United Kingdom. Teachers learned about how English teachers help their students developing their students' linguistic competences in their mother tongue. The methodology we learned about was "Talk for Writing". It was very interesting as it is an easy methodology we could use in our own classes and it was not difficult to do it when trying to develop our students' linguistic competence in foreign language. We had the opportunity to see the methodology in practice as we observed the teachers using it.

We spent some time reviewing the format used to do the didactic unit. We changed some things in the units to improve the assessment part.

MARCH 2015: THIRD TRANSNATIONAL MEETING. POLAND.

We analyzed how the project was going on. We established a working calendar until the end of the project to see how we were going to give shape to our intellectual outcome. We also developed the last meeting agenda and activities for students as it was going to be the meeting with the most students. We established how to edit our intellectual outcome as we were going to publish it digitally and present it in May 2015.

The Spanish team took some students to the meeting as they were participating in a short-term pupils' exchange. They had the opportunity to live together with Polish students and participate in different activities with them.

MAY 2015: SECOND TRANSNATIONAL MEETING AND SHORT-TERM EXCHANGE OF STUDENTS IN SPAIN:

This last meeting was held in the coordinating country. The final product (intellectual outcome) was presented in a dissemination conference in the capital city (Huesca), at regional level (in our teachers' resources center in the capital city of our Autonomous

Intellectual outcome



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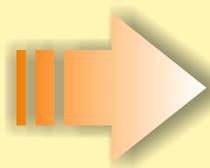


Erasmus+

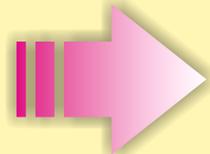


Intellectual outcome

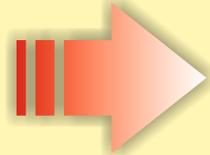
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INSTRUCTIVE TEXTS (Traditional Autumn Recipes)



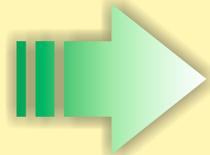
INFORMATIVE TEXTS (Our Towns, Regions and Countries)



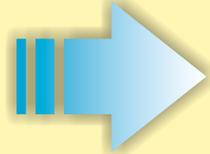
EXPRESSIVE TEXTS I (Christmas Cards Wishes)



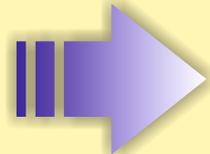
EXPRESSIVE TEXTS II (Winter & Christmas Poetry)



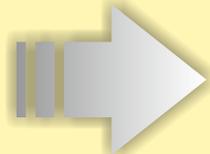
PERSUASIVE TEXTS I (Peace Day's Slogans)



PERSUASIVE TEXTS II (Visit My Town)



NARRATIVE TEXTS I (Eras & Mus Stories)



NARRATIVE TEXTS II (Our Legends)