



EVALUATION OF ERASMUS+ -PROJECT:

“A Thousand Reasons to Communicate”

2014-2016

EVALUATION OF **THE UNIT PLANS MADE FOR ERASMUS+ -PROJECT**

Participators:

Nopankylän koulu (Finland)

2nd Primary School Agion Anargyron (Greece)

Szkola Podstawowa im. Mikołaja Reja (Poland)

Scoala Gimnaziala “Ioan Slavici” (Romania)

CEIP San José de Calasanz (Spain)

Barnburgh Primary School (United Kingdom)



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INSTRUCTIVE TEXTS

UNIT'S TITLE **TRADITIONAL AUTUMN RECIPES**

October 2014

This part of the project works started just at the time when we got the information that our project was accepted. So before this first work there was no time for getting together. We emailed a lot to get to understand the contents of our first project work.

Every school made their own kind of work and you can see it also from the unit plans. There were recipes from different salads to traditional dishes, desserts and pastries. A common thing was that they also made those food/desserts/pasteries they had in their recipes in every school. In the meeting in presentation of the unit plans we saw the pictures. From the unit plans you can also noticed that students' parents and grandparents were working with the project too as looking for traditional autumn recipes!

These unit plans were presented in the first meeting in Oradea, Romania, November 2014.

SOME COLLECTINGS FROM THE UNIT PLANS (INSTRUCTIVE TEXTS)

***Information for the reader: In “Learning objectives” there are included all the objects and aims which are told before “Activities and differentiation”.**

Learning objectives: the main goals were to understand a text with instructions and to know how to write instructions, also for different audiences. Students also learnt a lot of teamwork, learning together and a lot of new words in English. So translating into English was also an important learning objectives.

In **Digital competences** there were objects like: how to find information, how to make a presentation using Powerpoint, how to add photos into the document/text, how to use keyboard shortcuts and what are the copyrights for taking photos from websites. Every school used their digital skills for making the recipes written, and learnt a lot while making their outputs

Social and civic competence/Cultural awareness To respect foreign cultures and to establish a relationship between foreign celebrations and the ones taking place in the school were too good examples from the unit plans starting this program.

Activities and differentiation were very different depending of the ages of the pupils. More younger pupils and bigger groups, more teacher guiding the pupils in the process. Other



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things: Those who used painting programmes (tuxpaint or so) painted the ingredients and made collages of those. Many of us made a cookery book or booklet. Also videos were made. One speciality in these unit plans as teaching sequence was using the Talk for Writing Map, which was introduced us later during the meeting in Doncaster (UK/ autumn 2015).

It was good that we had a possibility to write in English or in native language. That's why it was easier to differentiate in those school that had pupils, who had difficulties in languages. Also activities adapted to the pupils with learning disabilities and the working groups were mixed.

Resources, which were used were versatile in general; many kind of books (riddles, fairy tales, sayings, mythology), songs even knife and a real pumpkin etc. Digital resources were usually ICT-resources/websites, use of Powerpoint, videos, cameras and so on. Of course iPads, computers, internet and some programs were included in resources in every unit plans. –The list of resources was encompassing.

In this work the Methodology that was used was very many-sided. There were methodology like: explanation, discovery, exercise, activating asking and a lot of networking/using visual media. Some of the new methodology were Talk for Writing –writing process, which was very interesting and making evaluation, peer review, when the pupils are evaluating also other pupils' works.

STUDENTS ASSESSMENT TRADITIONAL AUTUMN RECIPES

***There were three different ways (forms) of making the Student Assessment/ Success Criterias into the unit plans in our project. One was to do the assessment with a matrix with A-D. Another way was to put matrix to A-C and put percents in the “boxes”. The third one was to do the Success Criterias in verbal, make a list of the criterions that you have to fill to become acknowledged.. These three assessments' forms are so different of each other that it makes the compering rather hard, even impossible.**

*In our project Poland, Romania and Spain had a matrix with levels A-D, Greece had a matrix (A-C) with percents and United Kingdom and Finland had a verbal Student Assessment.

Because what was said above, there are only objects of the assessments in *this* evaluation.

The options for the assessment of Traditional Autumn Recipes were made to match with the Learning objectives, which are made for this unit. Here you see the Learning objectives of “Spooky, spooky” -work, Spain (matrix A-D).



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- * Knows the vocabulary worked
- * Participates and enjoys the activity
- * Follows the steps and understands the instructions correctly. Understands text that gives

This Learning objective “Knows the vocabulary worked” has got four levels: A is “Excellent”, B “Satisfactory”, C “With some help” and D for “With lots of help”.

Nine (9) of eleven (11) unit plans had matrixes and percents, two (2) of unit plans had an assessment used only criterions and acknowledged/failed.

TEACHER EVALUATION TRADITIONAL AUTUMN RECIPES

The results by counting the alternatives of percents (A-D) from all the matrixes from the evaluations of instructive texts (11).

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	5	6			
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	3	8			**)
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	4	7			***)
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	5	6			****)
Use of varied and relevant teaching resources.	5	6			*****)
Use of ICT resources to develop the task.	4	7			*****)
The assessment tools are adequate to the learning objectives.	3	8			*****)



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- **)
- Needed more time than expected.- Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task.
- Asking students to write a recipe from each on of the languages used in the school was a little bit boring from them.
- ***)
- PowerPoint was familiar to 6th-graders, not for others.
- ****)
- The group which is participating in this project is very heterogeous. For 6th-graters the methodologies we used were ok, but for 4th-graders, who are still exercising for example cooperative learning and peer review, they neede ore leading than expected.
- Children adopt the methodology to suit.
- *****)
- Visual and interactive techniques.
- *****)
- This year my students at 6th are mainly boys, which didn't want to use so much hand-writing. it was very easy to motivate them to use ICT.
- ******)
- One of the students has got a personal curriculum for Finnish and English and that I have to notice.

From the matrix, you'll notice that the results were very good. Every appraisers were very satisfied for the learning results.



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EXPRESSIVE TEXTS I

UNIT'S TITLE CHRISTMAS CARDS WISHES

November 2014

The second work, expressive texts I, contained making a digital Christmas card with Christmas wishes. These unit plans had many different ideas of making a Christmas card using ICT. The nearness of Christmas was taking a lot of time for fulfilling this part of the project, but the work was so interesting that we made it!

Some examples: the pupils were presented different kinds of wishes in English or in native language or in both ways. There were cards, which were made using some drawing programs, drawings with colourpencils, Word document, in which there were photos added with text, etc.

These unit plans were presented in the first transnational meeting in Athens, Greece, March 2015.

SOME COLLECTINGS FROM THE UNIT PLANS (EXPRESSIVE TEXTS I)

Some **Learning objectives**: The main issue was to use computer for working; to know how to use the mouse and the keyboard (younger pupils), how to use the keyboard shortcuts; exercises for every age. The other thing was knowing what kind of text is an expressive text.

In **Linguistic competences** developing story telling and writing skills was important. Also formulating greetings regarding Christmas. Learning Christmas words in English, in written and read and English grammar, to learn past tense were also taught. Other linguistic competences were to work out the transition from oral expression on writing, to be able to write short and concise messages and to use in context the various new lexical acquisitions. Year one and two in Spain learnt capital letters.

In **Digital competences** copying or saving images from the internet and inserting those images in a digital poster. To use a website to create a digital Christmas card. In Finland students learnt new programmes, but also a lot of behavior in internet; It's not allowed to copy what ever photos for your own use. That restrains a lot for doing school works using computer/internet. In Greece one of the students' digital competence was to get introduced to sending greeting messages via H / Y. So: copying and saving images, designing, sending and getting to know new programs.



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Some **Social and civic competence/Cultural awareness**: Polish students learnt to appreciate how Christmas is celebrated in other countries. Romanians appreciated among other things collaboration.

Activities and differentiation in teams, in groups and frontally. Students were watching a film as an introduction to the topic and completing the worksheets concerning the film. Students made decorations and Christmas cards sent greetings to schools participating in the Erasmus+ -program. In many schools the students were working together and teaching each other at the same time. A student, with special needs could ask help from other students or supporting teacher or assistant for using new programmes.

Resources (for reader to compare) In Greece they need cards, books, poems, songs, paintings and images. A DVD, worksheets, computers and internet; Paint and Word were the resources Romania needed. Spanish had tuxpaint, free images from internet, Biteslide website and Smilebox to make music slides where all the pupils' postcards were put together. In Finland they need four computers and two iPads and teacher's digicamera and programs like Biteslide, Tuxpaint. -And the final results were full of joy of Christmas!

The **Methodology** was "multicoloured", which is very good. Altogether the schools had more than 30 different methodological / didactic methods in use.

STUDENTS ASSESSMENT CHRISTMAS CARDS WISHES

Because Students assessments are so difficult to compare, which was not the meaning, here is, as an example, one assessment (Greece):

	A	B	C
They are able to write short and concise messages so attractive that they can express holiday feelings.	53%	42%	5%
They understand the relationship that wishes have to the tradition and culture of each country.	42%	47%	11%



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	A	B	C
They create their own collection of wishes.	77%	23%	
They create their own greeting card.	77%	23%	
They create their own greeting card on the computer.	59%	41%	
They search and collect information about the customs and traditions of Christmas and New Year.	83%	12%	5%
The use the experience of sending and exchange greeting cards.	23%	47%	30%

-In this A-level the percents tell, how many percent of the students did the work good.

TEACHER EVALUATION **CHRISTMAS CARDS WISHES**

The results by counting the alternatives of percents (A-D) from all the matrixes from the evaluations of expressive texts (5).



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PERSUASIVE TEXTS I

UNIT'S TITLE PEACE DAY'S SLOGANS

January 2015

This part of the project was very unfamiliar to Finnish students, because almost all of Finnish are Evangelical Lutheran. In the letter of Pope Francis the main subject was “Slavery”, which is very far from Finnish history, because in Finland, with today’s history, there hasn’t been slaves at all. However we all hope peace for the whole world and that made the subject more familiar to Finnish too.

“Peace is an occurrence of harmony characterized by lack of violence, conflict behaviours and the freedom from fear of violence. Our aim is to make a poster that includes this message.” (From unit plan of Greece, January 2015.)

It was nice to notice that the slogans which were written on posters were very positive and supportive and they were somehow the same in every countries. –These works were presented in meeting in Greece and we talked a lot about these works. They were very impressive.

These works and also unit plans of the first persuasive texts were presented in our first transnational meeting in Athens, Greece, March 2015.

[SOME COLLECTINGS FROM THE UNIT PLANS \(PERSUASIVE TEXTS I\)](#)

Learning objectives: To discuss concerning peace in the world. To learn about Peace Day. To understand the global significance of the heard message, connecting the received information with their previous knowledge.

Linguistic competences To be able to formulate slogans that promote world peace and goes along with the picture. To learn how to say/write shortly you think is important. To improve and develop English vocabulary.

In **Digital competences** there were objects like: To explore the internet and find information on the Day of Peace and the efforts made to achieve world peace. To use dictionary online, to insert pictures and slogans in the internet. To use computer to look at the posters. To find out from the internet how many different techniques are used to make posters.



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Social and civic competence/Cultural awareness To appreciate that we may live in peace. To learn the history of Peace day and how it is celebrated in other countries. To understand the necessity of a civic attitude that broadens and protects peace. To dismiss the ideas and concepts that develop aggression, xenophobia and racism.-The last one is very important message particularly just now, considering the situations all over the world!

Activities with this work were for example to use of Google and Power Point. and Prezi (new!). Construction of a poster collage, painting, digital image and text. Frontal work, individual work and while they were working by themselves, they asked opinions from their classmates. With this work the pupils were also listening songs and learning to sing those and reading and listening poems about peace.

For differentiation: to use the native language. For children with special educational needs, this might be a nice exercise, because many times it is easier for them to draw than to write.

Resources: songs, poems, videos, literature, fairy tales, riddles, mythology, websites. iPads, computers; internet. But also: pens, pencils, colored pencils. On more thing to mention for the resources: “The power of song”! Singing together “The Peace and Love” (by Gisela) (Spain, for whole school)

The **Methodology** contained for example Teaching discussion, explanation (teaching how to write a persuasive text), ideation, project work, team work/collaborative work, demonstration, exercise, computer-assisted learning.

*In these unit plans there was the biggest difference of how to use the computers/programs. Some of the schools made great and difficult posters with computers. Some of the schools used the computers for getting more information, which is important too.

STUDENTS ASSESSMENT PEACE DAY'S SLOGANS

As told earlier in our unit plans there were two different ways (forms) for Students Assessment. One was to do the assessment with a matrix with A-D and another to do it with words. It was rather hard to compare these assessments and find any common options. That's why there are only objects of the assessments in this evaluation.

Next page there is another assessment using filled criterions for having the work acknowledged:



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The work is acknowledged when:

- you have thought the colours
- the slogan is ok and it matches the theme which was given
- you have thought the way of writing the slogan and where to put it
- the layout is fine
- you have done your own assessment and took part of peer review

(Finland, January 2015)

In this work four (4) of five (5) unit plans had matrixes.

TEACHER EVALUATION PEACE DAY'S SLOGANS

The results by counting the alternatives of percents (A-D) from all the matrixes from the evaluations of persuasive texts I (5).

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	3	2			
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	3	2			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	2	3			
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	3	2			****)
Use of varied and relevant teaching resources.	2	3			
Use of ICT resources to develop the task.	2	3			*****)
The assessment tools are adequate to the learning objectives.	2	3			



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- ****) -The methodology has been adapted to the needs of the pupils with learning disabilities.
- *****) -There was not so much to use ICT.

Peace Day's Slogans can be found from: <https://twinspace.etwinning.net/3984/pages/page/15348>.

*From those works you'll find out that the idea of Peace Day was assimilated perfectly.



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Social and civic competence/Cultural awareness: To listen to others’ opinion and give your own. To get to know more about the history of your home; Cudgel War, ice age... and be proud of those. To discover common ground and expression with peers from other countries creating a narrative text that has contributed to the creations of many writers. To encourage students to read books. To enhance the development of a positively affective climate in the group.

Mathematical competence and basic competence in science and technology: To learn about geography of European countries participating in our Erasmus+.

Expression competence: To make a drama of one part of the story to be played at the meeting in Nopankylä school and rehearse it.

Activities in these unit plans there were aims like: before the production of a written narrative we (teachers) help students first with hearing, analysis and processing of the subject. The teacher can present the narrative layout on the blackboard, which will provide initial guidelines in cooperation with students (through brainstorming) and can guide them to develop all stages properly. Introducing specific vocabulary. Creating digital story, inserting photographs. Presenting stories using drama. Those who write about visiting Erasmus+-partner countries they decided which group is looking information of which country. At the same time they were doing that in Literacy, they were doing a topic on geography. All the things students learnt about geography, were going to be very useful as they were going to find things about Erasmus countries. They also decided how to illustrate the story for a comic version of their own adventure story.

For differentiation: The student who needs differentiation; his part of the story is going to be the shortest and it’s planned, written and translated with the help of his classmates. He can use native language. Pupils with special needs benefit from the help of a supporting teacher.

Resources: PC and projector, iPads, iPad minis, digicamera, drawings for the story made by younger pupils, Erasmus+-corner. Awesome pencils (Book of student) (vol. 1st, 2nd & 3rd) (workbook) (vol.1st &2nd), teacher’s Book. Language C grade, Athens.OEDB. Websites. Programs like Comic Life and Book Creator, Erasmus+-notebooks, description maps, the charts of scheme, the plan for dividing the story writing. Books about Crakov, its’ history and legends. Informatic Lab.

Timetable 15 hours work (during the lessons: Finnish, English, history, biology/geography and, art), as homework to write your own part of the story and translations for which you didn’t have time enough at school, not counted. Also time for practising the drama is not included.

The Methodology contained for example Conversation, demonstration, explanation, exercise, guided discussion, didactic game, learning through discovery, computer-assisted learning, ,



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guided writing, active learning using ICT, self-learning, Learning by doing, process writing, peer support, brainstorming, genre approach teaching, to teach specific vocabulary, to teach how to create a story using digital tools.

STUDENTS ASSESSMENT ERAS AND MUS STORIES

Because Students assessments are so difficult to compare, here is, as an example, another assessment (Poland):

A

B

C

D

To teach students how to write a story.

<i>The student is able to write a story using a wide range of vocabulary and structures.</i>	<i>The student writes a story appropriate vocabulary and structures but with some mistakes.</i>	<i>The student writes a very simple story using little vocabulary.</i>	<i>The student is not able to write a story.</i>
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To teach specific vocabulary used this kind of text.

<i>The student knows specific vocabulary very well</i>	<i>The student knows most of specific vocabulary.</i>	<i>The student uses very simple vocabulary.</i>	<i>The student has very poor vocabulary.</i>
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To teach how to translate the text into English.

<i>The student is able to translate the text.</i>	<i>The student is able to translate the text, but sometimes has some problems.</i>	<i>The student needs help translating the text.</i>	<i>The student is not able to translate the text.</i>
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To teach how to add photos and pictures to the text.

<i>The student is able to add photos to the text.</i>	<i>The student is able to add photos to the text but has some mistakes.</i>	<i>The student is able to add photos to the text with help.</i>	<i>The student is not able to add photos to the text.</i>
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*The unit plans of narrative texts I (the first) were done in many different ways. When shown in Finland, there were dramas dialogues and picture book read. In the picture book, or better say: photobook, there were digital figures, made by students, adventuring in real places (photos in the book).

There were students from Spain, Greece and Poland visiting in the transnational meeting in Nopankylä. The visiting students and hosting Finnish students showed their outputs. We all saw beautiful landscapes and learnt a lot of history of our partners' home countries from the outputs.



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INFORMATIVE TEXTS

UNIT'S TITLE **OUR TOWNS, REGIONS AND COUNTRIES**

September 2015

Another year of the project started with this very interesting work: A presentation of our town, regions and countries using informative text type. This was also going to be very exciting school year, because of the transnational meeting in Fraga. The students were full of enthusiasm and starting the project was easy.

These outputs, which the students made, were presented by teachers in the meeting in Doncaster, United Kingdom, November 2015.

SOME COLLECTINGS FROM THE UNIT PLANS (INFORMATIVE TEXTS)

Learning objectives: To explore our local area. To interview local residents to find out more about local area. To identify the key features of an information text. To use connectives to add cohesion to writing.

Linguistic competence: To find out important things about informative texts and to notice what is important to tell and what's secondary. Those important facts have to be said/tell in a short and effective way. To obtain the information we collected and then make a presentation. To develop English vocabulary. To define the concept “The beauty that lies in a landscape or an architectural monument”. Get utter and correct sentences. To use a wide range of vocabulary related to the topic when giving the oral presentation. To articulate in a comprehensible way a limited repertoire of sound patterns rhythm and basic intonation when giving the oral presentation. To understand and express information provided by pictures, draws, marks...

Mathematical competence and basic competences in science and technology. There we had: to place in the different autonomous communities and autonomous cities and their provinces in a Spanish map. To relate each autonomous community to its language, traditions and cultural manifestations. To identify representative elements of their environment: social groups, jobs, urban elements, natural elements.

Digital competences: To use internet to find information on sights included in our tour. To get familiar with the presentation tools. To teach how to make a PowerPoint presentation. To use



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new technologies to elaborate a task using correct vocabulary about a certain topic. Use of Word, Publisher, Biteslide and Google maps.

Social and civic competence/Cultural awareness. To discover the historical, social and cultural value of the sites we chose to visit, for us for the residents of our city. To discover the utilitarian value of the dances we have to chosen to present. To learn about our town and region. To become aware of necessary of civic behaviour in protencing nature and the national treasures. To value dversity and mutual respect, openness to overcome prejudices and for compromise. To show an attitude of active listening. To recognize and value the plurality of social customs, features and values and to respect equality between peoples. To remember to help your classmates if needed. **And expression competence:** To make a poster with varied information, considering the consepts of size, balance, proportion and color and adding text and images on them, using the most appropriate typography. To study and practise how to read aloud (pronunciation), how to express the text you have written.

Learning to learn competence: To use observation, manipulation, experience in order to explore and get to know the surrounding world better. To locate and recover explicit information on the reading of texts (letters in schools, classroom, rules, news, texbooks). To use observation, handling and experience to explore and know the world that surrounds them.

Activities were very different depending of the ages of the pupils, but the same with everyone: look for information from internet, books, booklets, maps. Go on a walk around village with class and discuss areas of interest – children to make notes. Taking pictures. Make a tour plan using Google maps. Presenting the work to classmates. Printing the presentation in a book.

*One speciality in these unit plans as teaching sequence was using the Talk for Writing Map, which was introduced us later during the meeting in Doncaster (UK/ autumn 2015).

-Draft: Children to create a plan using boxing up method (talk 4 writing) including their findings about their home village.

-Edit: Peer marking – with a partner to highlight key features of information texts in their partner’s learning – helps children to see the strenghts intheir writing and thier next steps in their learning. Children should then reread their draft in sections and edit to improve sentence structure, vocabulary and punctuation. Teacher to mark and provide feedback to enable child to improve their work.

-Write:Children to write their work. Lower Ability: to work in group with an adult to create information poster. Middle Ability: to create information PowerPoint. higher Ability: to handwrite using pen for displa and include images.

Differentiation It was good that we had a possibility to write in English or in native language. That’s why it was easier to differentiate in those school that had pupils, who had difficulties in



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STUDENTS ASSESSMENT OUR TOWNS, REGIONS AND COUNTRIES

Because Students assessments are so difficult to compare, here is an example of the objects of this part of the work, which were to be assessed (Romania):

- To define the concept “The beauty that lies in a landscape or an architectural monument”
- To utter clean and correct sentences
- To get acquainted with the specific terms of the informative text
- To use Google, images, Wikipedia, dex-online.ro
- To use PowerPoint
- To make a presentation ppt with images from Oradea, Bihor county and Romania
- To become aware of the necessity of civic behavior in protecting nature and the national treasures
- To value diversity and mutual respect, openness to overcome prejudices and for compromise
- To analyse/compare the differences between the cultures, traditions, mother tongues of the people inhabiting the area
- To communicate their impressions, ideas after the observation, to develop teamwork
- To use observation, manipulation, experience in order to explore and get to know the surroundings world better.

*The list of the topics depends of the learning objectives, as usual.



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EXPRESSIVE TEXTS II

UNIT'S TITLE WINTER & CHRISTMAS POETRY

December 2015

The second expressive texts, contained Winter and Christmas poetry. The unit plans contained many different ideas of learning about poetry. Some examples: the pupils were presented different kinds of poems mainly using their native language to learn the main features of poems. The same with the youngest pupils, Year 3, which had a target to improve the use of the language and favour creativity. During this period also for them were introduced concepts as: verse, stanza or rhyme as basic elements in poems.

*Some of these unit plans were presented in the transnational meeting in Mikolaja Reja, Poland, March 2016.

SOME COLLECTINGS FROM THE UNIT PLANS (EXPRESSIVE TEXTS II)

Learning objectives: Write an expressive poem about Christmas or winter. At the same time you got to know new vocabulary about winter and Christmas. To develop students' creativity and use their imagination. Students also got a lot of information of different techniques to write a poem.

One of those techniques was a Rhyme String game created by the pupils from the secondary classes. With that game the pupils could learn about rhymes (Romania).

In **Linguistic competences** you could find the use of many languages. In our Erasmus+-project there are half of the countries, which have more than one official language. Many schools were practising also their native language with writing the poems. That's why translating to English could have been more difficult with poems than with normal written texts.

In **Digital competences** there were objects like: how to use dictionary online, to learn more English grammar: the past tense. New programmes for writing the poems were “Biteslide”, “Tuxpaint” (also for drawing), online image editor “Pickmonkey”, “Tugxedo” and one program, which was ment for lower ability children named “Word mat”. It seems that many teachers chose the programs, which were free of charge.

Some **Social and civic competence/Cultural awereness** To work and learn together, to get to know more about the poetry of your country. To get to know famous poets. To learn that



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poems can express emotions, despite the country someone lives in. To learn how Christmas is celebrated in other countries.

*In these unit plans there were a lot of good and very important learning objects. You can find many different objects comparing the previous unit plans, even unit plans for poetry.

Activities and differentiation were very different depending on the ages of the pupils. Besides writing a poem, practising the rhymes and making poems texts in many kinds of shape, it is very important to read aloud or say aloud a poem the pupils have worked on in class. That's why there were many different ways of practising the pronunciation and reading poems.

For children with special educational needs, the activity with slow gestures is supported. At the same time you can point out similar objects or indicate slower actions in the verbs. In some cases it is better to use only your native language without any translations, so the child can feel the success.

One activity step model, different from the other was to work on poetry from different aspects. The result was a funny poem and students loved and enjoyed the activity:

-First they try to remember all types of poems; Haikus, calligrams, couplets...

-Then they decided to use a poem appropriate to students' ages and make a different activity using the British curriculum. The chosen poem was "Where broccoli comes from?" by Michael Rosen.

-The activity sheet was given to students after reading the poem had some blanks to fill. "Choose a vegetable/fruit... Choose a part of the body... choose a colour... And they fill the empty lines with these words and got a new, funny poem. (Spain, for year 4)

*The activities were many-sided and chosen with a lot of thinking.

Resources, in these parts of the project were school books, poems and songs, some websites, sounds and a recording machine, camera, paper/glue, scissors... Of course iPads, computers, internet and some programmes were included in resources in every unit plan. –The list of resources was good.

The **Methodology** was "multicoloured", which is very good. "Working together", said in many verbs, was the one that rose up over the others. This work was good for practising co-operation, working in groups and learning from each other.



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STUDENTS ASSESSMENT WINTER AND CHRISTMAS POETRY

Here is an example of the criterions that has to fill to get the work is acknowledged:

- I can adjectives
- I can use similes
- I can use metaphors
- I can use personification
- I can use a range of sentence lengths
- I can read through my learning to check it makes sense and is the best it can be
- Higher ability children - I can adverbs and adverbial phrases in my writing.

(UK, December 2014)

-These criterions are different in every school. They can be made by teachers, students or they are made in collaboration.

TEACHER EVALUATION WINTER AND CHRISTMAS POETRY

The results by counting the alternatives of percents (A-D) from all the matrixes from the evaluations of expressive texts II (12).



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ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	8	3	1		*)
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	8	4			**)
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	8	3	1		***)
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	9	2		1	****)
Use of varied and relevant teaching resources.	3	7	2		*****)
Use of ICT resources to develop the task.	6	4		2	*****)
The assessment tools are adequate to the learning objectives.	9	2		1	

Observations:

- *) - In this case mind maps were good to do for start
- ***) - We didn't have so many exercises, because of the lack of time.
- ***) - They had a really good time creating the poem.
- ****) -Enriching methodology. Advanced students help others with more difficulties.
- *****) - Biteslide for this work was too simple though it was unfamiliar for 4/6 students.
-We could have used more materials for the reinforcement of the contents related to rhyme.
-We just used the activity sheets.
- *****) -The self-assessment goes now very good. The peer review needs a little bit of guidance.
-We could have offered more variety.
-We could have reproduced the text (by a scan) in the interactive whiteboard to use new technologies or do something with the students. We didn't have time.

*The poems shown in Poland were very nice. The pictures, recordings and videos of children working and students reading/pronouncing were amusing and of course very endearing.



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NARRATIVE TEXTS II

UNIT'S TITLE OUR LEGENDS

January 2016

The second narrative text. “In this unit we are going to work on legends and learn some of their main features. The main aim is to provide students with good models of legends in order to recognize legends and myths among other kind of texts apart from learning, how to write a legend bearing in mind the main characteristics.” (From Spanish unit plan “European Legends” for 5 and 6 years, January 2016.)

The third text for this school year was to write legends from your country. The legends tell us the humanity’s history in a fantastic way. To start the unit it’s good to define what the word “legend” bears and also reread the features of narrative text type.

*Some of these unit plans were presented in transnational meeting in Mikolaja Reja, Poland, March 2016.

SOME COLLECTINGS FROM THE UNIT PLANS (NARRATIVE TEXTS II)

Learning objectives: To write a complete myth organized in a clear sequence of events, following the structure of The Golden Touch myth, and including choice vocabulary to enhance description and dialogue to show relationship between two characters (from British unit plan, January 2016).

Linguistic competences. To transmit effectively complex ideas using rich vocabulary and to use his imagination to give an interesting text. English grammar and vocabulary: verbs and adjectives for writing more descriptive texts. To develop reading and listening comprehensions. To understand the global significance of the message bonding the newly received information with the previously known. To write the words correctly and pay attention to the layout of their written texts (space between words). To dramatize a legend. For younger pupils: to localize words related to a topic to understand sentences in familiar topics. To make an effort to improve pronunciation.

Not so often used **Digital competences** To use digital resources to create a digital format of the legend. To develop digital skills through of Calameo (a publishing platform for documents and magazines).



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Social and civic competence To enhance the development of a positive affective climate in your group. To discover common ground for cooperation and expression with peers, creating a narrative text that has contributed to the creation of many writers. To enjoy with popular folklore.

In **Cultural awareness** there were competences like “To pay attention to differences in cultures, traditions and languages of people in European countries” and “ To respect and appreciate world’s history. –Very said!

Expression competence: to make a mural using different plastic techniques (for year 1 and year 2 pupils).

Activities and differentiation also in this unit were very different depending of the ages of the pupils. This time for younger pupils like: Colour the pieces of the dragon and Saint George and colour and cut out the letters for the title. -So colouring, cutting and glueing; good, basic methods. In these unit plans there were many times the words “legends” and “ myths”. One of the activity presented in these unit plans was to find out the differences between legends and myths. -Good point.

To get to know stories teachers read or brought to classrooms tales, short stories, novels, myths, legends, memoirs and videos for students to read or listen to teacher reading the texts. Individually, each student invents or creates a legend or a myth and with all the legends they make a book using “Storybird”. (This school class was collecting a portfolio for the British Council, in which this output is going to include.)

For children with special educational needs: the benefit of help of a supporting teacher.

*The activities were many-sided and chosen with a lot of thinking.

Resources in these part of the project were legends of their own countries, books, some websites, where to find legends, stories and fairytales. PowerPoint presentation on line. Worksheets find on line. Paper materials: sheets, pictures to be coloured images of the stories.

Of course iPads, computers, internet and some programmes were included in resources in every unit plans. –The list of resources was good.

The **Methodology** was “multicoloured”, which is very good. “Talk for writing” –process, Computing editing and publishing, augmented reality publishing. Augmented reality publishing. Teaching discussion, Teacher-directed, Pedagogy for combined class, Learning through discovery, Genre approach teaching, Dramatization; the list of methodologies seldom mentioned in our project.

*Noticed: this time there were more unit plans for younger pupils: aged 6-10, year 1 and year 2, year 3. Maybe this subject was easier to work also with the younger pupils; like a fairy tale.



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STUDENTS ASSESSMENT OUR LEGENDS

The students assessment (Success Criteria) were done in the same way than earlier.

(No examples of this unit)

TEACHER EVALUATION OUR LEGENDS

The results by counting the alternatives of percents (A-D) from all the matrixes from the evaluations of narrative texts II (10).

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	6	4			*)
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	5	5			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	4	5	1		***)
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	8	2			
Use of varied and relevant teaching resources.	7	3			*****)
Use of ICT resources to develop the task.	5	5			
The assessment tools are adequate to the learning objectives.	4	6			*****)

Observations:

- *) -And when you decide our subject yourself, it makes working more interesting.
- ***) -We didn't have so many exercises, but the task, as I understood it, was clear.



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- *****) -The methodology has been adapted to the level of pupils with learning difficulties
- *****) -The self-assessments run now very good. The peer review needs still a little bit of guidance.

*Those works of Legens where so well done. In some stories there were a lot of information from mythology of countries of our participants. The pictures were colourful. The stories were narrative as wanted. ICT had been used a lot!



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PERSUASIVE TEXTS II

UNIT'S TITLE VISIT MY TOWN

April 2016

The second persuasive text. The last of eight units.

On the 9th of May we are celebrating Europe Day. For us it was a day for learning (and teaching) more about the nature, geography, landscape, history and the culture of the participating countries.

Before this we had a time to make for example presentations and leaflets, which encourage our prospective guests; participating schools, students with their parents etc. to visit our city. We studied about our landscape, history, tradition and culture for learning and practising emotive language for a presentation with information that persuades people to visit our town.

*These works were presented by students in the Multiplier Event, Huesca 19.05.2016 to an audience full of teachers and the officials of school and education. (The fourth transnational meeting in Fraga, Spain, May 2016.)

[SOME COLLECTINGS FROM THE UNIT PLANS \(PERSUASIVE TEXTS I\)](#)

Learning objectives: To write a persuasive text in order to make all the participants of this Erasmus+ project to want to visit your town or at least want to learn more of it.

Linguistic competences: To interpret the general meaning and some of the main points of a persuasive text, transmitted slowly and clearly, if necessary accompany images to approach the understanding of the oral text. To use emotive language to write a persuasive text in order to make our Erasmus+ visitors wishing to learn more about our town. To ensure cohesion between words and to make a point and elaborate persuasive text. To use different techniques of argumentation. To develop English vocabulary, grammar; imperative form and the present simple tense.

Digital competences: To use Google to find more information. To teach and learn how to use Google tools. To use Word for notes, PowerPoint for a presentation or a virtual poster. To study Publisher for making leaflets. To use Prezi. A program for image processing. To practice



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ce to exploit several programs together to accomplish your work and to work between those. To improve images with the help of the editor in a digital presentation. To learn how to make an attractive slideshow.

Social and civic competence/Cultural awereness To work and learn together. To become aware of the importance of promoting your hometown, region. To seek the actions that the students themselves can take to promote their city..

To find different ways of seeing your own home town and village, to appreciate it. To pay attention to differences in culture, traditions and language of people in European countries.

Activities: Individual work, teamwork. Presentation of the topic using posters and examples (videos, advertisements...), use worksheet to work with the comcept, to create a persuasive rap about out town (whole class), make a PowerPoint presentations, oral activities to practice saying arguments to persuade someone else.

For differentiation: Teacher to mark and provide feedback to enable child to improve their work. A student with selective mutism had his own curriculum for taking part of the unit work.

Resources: Books and booklets, leaflets of your town, dictionaries, digital videos, computers and internet. Library. Dataprojector and document camera. Large paper, example of information texts, boxing up plan, iPads, Word mats and text type posters, images from iPad, steps to succcecc for peer assessment.

The **Methodology** contained for example Teaching discussion, explanation (teaching how to write a persuasive text), ideation, project work, team work/collaborative work, demonstration, exercise, computer-assisted learning.



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STUDENTS ASSESSMENT VISIT MY TOWN

Student assessment (success criterias) of Come to Fraga! (Spain)

A

B

C

D

LO1: To interpret the general meaning and some of the main points of a persuasive text, transmitted slowly and clearly, if necessary accompany images to approach the understanding of the oral texts.

<i>The student is able to understand the whole meaning of a persuasive text.</i>	<i>The student understands almost all the text but misses some pieces of information not very relevant.</i>	<i>The student understands some part of the text, but with lots of gaps.</i>	<i>The student understands basic information with teacher's help and guidance.</i>
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LO2: To use emotive language to write a persuasive text in order to make our Erasmus+ visitors wishing to learn more about our town.

<i>The student uses wide range of vocabulary and structures to complete the task.</i>	<i>The student uses a lot of vocabulary, but sometimes makes mistakes</i>	<i>The student uses basic vocabulary.</i>	<i>The student's vocabulary is very poor and mixes Spanish and English.</i>
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LO3: To make a PowerPoint presentation with images of our town and a catchy slogan.

<i>The student is able to make a PowerPoint presentation using images, changing the font of the slogan...</i>	<i>The student is able to make a PowerPoint presentation, adding fewer details.</i>	<i>The student needs some help making a PowerPoint presentation.</i>	<i>The student needs a lot of peer or teacher's help.</i>
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LO4: To learn and know more things about our town.

<i>The student can talk about and describe lots of things related to their town showing awareness.</i>	<i>The student can talk about and describe lots of things related to their town having some gaps.</i>	<i>The student can talk about and describe something related to their town but misses some information.</i>	<i>The student needs help to show awareness of things related to our town.</i>
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LO5: To develop strategies to persuade and convince someone about a point of view.

<i>The student uses very good arguments to try to persuade someone.</i>	<i>The student uses few arguments to persuade someone or may be unclear.</i>	<i>The student tries to persuade but the arguments are scarce and of low quality.</i>	<i>The student just informs without trying to persuade.</i>
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TEACHER EVALUATION VISIT MY TOWN

The results by counting the alternatives of percents (A-D) from all the matrixes from the evaluations of persuasive texts II (6).

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	5	1			
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	3	3			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	5	1			
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	3	3			****)
Use of varied and relevant teaching resources.	4	2			
Use of ICT resources to develop the task.	4	1	1		*****)
The assessment tools are adequate to the learning objectives.	3	3			*****)

Observations:

- ****) -The methodology has been adapted to the level of pupils with learning difficulties.
-Sharing examples of persuasive texts in detail helped children to identify key features themselves.
- *****) -This time more than earlier
-Use of iPads and PowerPoint.
- *****) -This time there were more tools for assessment than in other parts of the projects.



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*Some how you take notice from these unit plans that this is the final work. Every school tried to convince that to visit their town is the best you can do ;) The Unit plans were very multidimensional. The presentation we saw in Huesca were done by the plans. We saw Powerpoint shows and got leaflets to remember afterwards. We saw presentations with acting. The pronunciations were practised; so loud and clear. The expressions were impressive.

Teacher evaluations tells us that more than half of the teacher thought that achievement indicator 90-100% is the best option to describe this unit's work.





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THE SUMMARY of evaluation

The objectives of Our Erasmus+ project have been related to **key competences** to be achieved:

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, emails...)

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 to learn cultural aspects from other countries such as traditions or Arts expressions.



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LINGUISTIC KEY COMPETENCE:

We and the students have done a lot of work to improve students (and our own!) mother tongue/-s and foreign languages (mostly English). The observations we have done at school, the tests and self-assessments which the students have done at their schools and the digital assessments forms we have filled during the project prove that their linguistic skills have proved. They also have got more courage to use the foreign language. (Based on my own experiences.)

The text types are familiar now than at the time we started this project. As a teacher you can use text type terms in your classroom and the students know what you are talking about.

The didactical units have been done, presented and given to every teacher in those meetings to share those at their own schools.

DIGITAL COMPETENCE:

The unit plans indicate that every school increased or tried to increase to use of ICT at their schools. Many new computer programs have been taken for daily or at least weekly use. Essays are more and more written with Word or other writing programs. PowerPoint is now a common tool for presentations. We have talked via skype and keep in contact by changing e-mails. Next Christmas cards at our school are going to be done with Tuxpaint and sent as an e-mail.

We teachers have used eTwinning for spreading the information we have made and got. The site of eTwinning is informed for parents of the students and teachers, who are not in this project.

SOCIAL AND CIVIC COMPETENCES:

By the use of eTwinning every teacher, who has got an internet, is able to find our pages from eTwinning and get information also from other pages. From there it's possible to find interesting projects and meet interesting people to begin cooperative work among schools.

We have been exchanging our experiences during the meetings and transnational meetings among the teachers, with the offices and with the stuff of the schools we have gathered for the meeting. On the same events we have been sharing educative methodologies and techniques to be distribute those at their own schools and the other schools of the towns.



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CULTURAL AWARENESS AND EXPRESSION COMPETENCE:

One of our objects was to get to know other countries' culture and traditions. During the meetings and transnational meetings we have learnt a lot of those too. Besides these we have experienced amazing moments in foreign countries, learnt a lot of histories and saw many different landscapes.

Also following our unit plans we have taught the students to know and respect other countries cultures and traditions and ours too. We hope that in this way they'll grow to be more international, more open-minded and more tolerant generation.

Finally

For evaluating our project it has been made digital assessment forms for students and their parents and for teachers and sent to fill in both springs: The results can be found on our eTwinning web sites. After every transnational meetings we had students, they had a session, where they discussed what they had learnt and practiced that and their opinions were very positive. During the project all us teachers and heads have made evaluations at our schools.

Also our meetings have been evaluated. First every participant country evaluated every meeting and after that from those was the summary made. As an appendix you'll find the summary of meeting evaluations.



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THE SUMMARY OF MEETING EVALUATIONS

MADE DURING ERASMUS+ -PROJECT

THE SUMMARY OF MEETING'S EVALUATION: GREECE

MEETING'S OBJECTIVES:

1. To cooperate with other European schools exchanging experiences and good practices.
2. To share educative methodologies and techniques.
3. To learn more about Greek educative system.
4. To identify problems encountered when dealing with ICT resources.
5. To develop didactic units / lesson plans in order to improve our intellectual output.

1. What went well?

- We all enjoyed being in Athens/Greece
- The information before hand was good
- The meeting was well-prepared



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- Having sightseeings gave us a lot information about Creek history and culture and about Athens
- We had a lot of time for learning new methods in teaching and learning; -Good sharing of teaching methods
- The presentations of didactic unit/lesson plans and the works; which were done very good
- Learning more about Greek educational system
- Solving the problems with use of ICT, eTwinning, skype, face time and Dropbox; ICT support by Poland good clear explanations for any difficulties encountered
- To know about programmes you haven't used like Storybird and Comiclif
- Talking about assessments of our students and teachers' self-assessment.

2. What would have made it better?

- More discussing about the evaluation of our project
- Even more time for how to use those programmes, eTwinning, Drop-box,...
- We could have to allocate more time for intellectual product
- We could have seen more classes, or spend more time in the classrooms or maybe another school, like an infant school.



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This meeting gave the opportunity for all of us to get to know much better and co-operate more efficiently.

*Many thanks to Kostas and the whole Greek team for making us feel like home at their school! Your town is so beautiful and full of history!

THE SUMMARY OF MEETING'S EVALUATION: FINLAND

MEETING'S OBJECTIVES:

6. To cooperate with other European schools exchanging experiences and good practices.
7. To share educative methodologies and techniques.
8. To learn more about Finnish educative system.
9. To identify problems encountered when dealing with ICT resources.
10. To develop didactic units / lesson plans in order to improve our intellectual output.



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3. What went well?

- Were able to have a look at each other's work in order to see, how things could be done
- Had time to share educative methodologies and techniques
- Could develop didactic units/lesson plans in order to improve our intellectual output
- Be able to observe classes during real lessons
- Discussion with headteacher about education systems in Finland.

- Finnish curriculum contains lot of handwork; handicraft, art, home economics and healthy education. We had the change to see subjects like "sewing and wood" done manually by students
- Could see/visit in three different schools; junior high school bigger primary school and pre-school
- Created the questions for the Google questionnaires as planned (online)
- It was important to talk over some details of the project, unify some documents and discuss and arrange many things together
- The discussions for making clear the misunderstandings connected with the learning plans (intellectual product)



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- Students could do lots of activities with other students from other schools in Europe and used English to communicate among themselves; interact with other children their age.
- The place where we stayed in was beautiful, sauna combined with swimming in the lake was a new experience for students.
- Had an opportunity to see Finnish cultures, had a look inside a Finnish house, enjoyed sauna and Finnish traditional cuisine; both teachers and students
- Everything was very well prepared; the social program organized was good
- The good organization by the hosts; good team - work;
The working schedule; The good - tempered atmosphere
- The children had very good experiences like going to school riding a bike, swimming into a lake, walking in the forest, eating hot dogs in the fire camp, they could spend an afternoon with Finnish families, they enjoyed sauna, they loved jumping from tree to tree, learning how to play Finnish baseball...

4. What would have made it better?

- Maybe more time to look at ICT
- Participation: some students could have participated more



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*It was fantastic to visit Finland and meet Finnish people, talk to them. We could find out more about Finnish school, life, traditions, history. It was a great experience for teachers and students.

*Thanks to little Finnish team for all the work they done.

From Finnish team (self-evaluation and thoughts):

- First of all: We were very proud to host 21 students and 14 teachers in such a little village.
- Transporting our guests from Seinäjoki (and back to Seinäjoki) railway station went ok. Our parents were where they'd be and they were in time.
- We hope that our hostel was good enough and the view around was nice.
- Welcoming at school was warm considering the size of our school.
- Thinking of the time our guests were in Ilmajoki, the agenda was many-sided for both; students and the teachers and it worked.
- We hope that our guests enjoyed our nature, the workshops, Finnish food, the sights and activities we had.
- The service was Finnish! Those school days were real, normal way of our living, except the number of teachers and students; not practiced before.
- We were very proud of our students' parents for having taken the foreign students to visit in real Finnish homes and let the students take part of their daily living. The parents also participate



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in such many ways: sheets, bikes, helmets and those yellow waist-coats and of course transportings. :)

What would have made it better?

- We expected some students to participate more, to make contact with the students from other countries, try to make friends... We know that the language could be a problem, but we all have got hands;)

- On my behalf:

1)Me as a host felt many times that I was being kind of impolite or rude to rush our guests to be in time; to go in the bus, to leave a place we were visiting... and so on. In Finland it is unforgivable to be late. (People, who were working in those places we visited, telling about their workplace, job they do and the system they work with, had made plans to make our visit to be successful; plans that they could be absent from their own work and made somebody else to do their job during our visit...) -Hope this was forgiven!

2)Because we have only two teachers in whole school it was difficult to be a host to teachers, while they (we) were working and at the same time look that everything was going okay. I didn't feel fine for skipping some working sessions because of this.

**Always: Our guests could have seen more....



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THE SUMMARY OF MEETING'S EVALUATION: POLAND

MEETING'S OBJECTIVES:

11. To cooperate with other European schools exchanging experiences and good practices.
12. To share educative methodologies and techniques.
13. To learn more about Polish educative system.
14. To identify problems encountered when dealing with ICT resources.
15. To develop didactic units / lesson plans in order to improve our intellectual output.

5. What went well?

- We liked a lot of assembly. The songs leading to the next presentation of partner countries were well chosen
- We had a change to review the questionnaires for the families, students and teachers. It also requires a team effort
- We talked about the multiplying event and we divided the task for that day.
- We enjoyed an excellent social program in the afternoons



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- Presenting students poems and sharing valuable experiences regarding the possibility to present a subject in many different ways.
- We exchanged skills and experiences the construction tools that we can use.
- We got to know a lot from Polish culture and lifestyle
- It was good the organization of the time of working, because they ensured us enough time to discuss the problems we met meanwhile and to solve them. It helped a lot that we edited together the questionnaires and translated them to our native tongues.
- It was very helpful to talk about the lesson plans as it promoted the realization of an intellectual final product.
- We could meet and learn new techniques and IT programs through the presentation of working with expressive text types.
- It was nice and instructive visit to see the concentration camp and Warsaw.
- Our students had fun going to trip and living with other students.

6. What would have made it better?

- The time we had could have been used more effectively. We think that the main reason for not having done all the work, which was planned: too tight agenda?
- We would have liked to hear more about learning and education/school system in Poland



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THE SUMMARY OF MEETING'S EVALUATION: UNITED KINGDOM

MEETING'S OBJECTIVES:

16. To cooperate with other European schools exchanging experiences and good practices.
17. To share educative methodologies and techniques.
18. To learn more about English educative system.
19. To identify problems encountered when dealing with ICT resources.
20. To develop didactic units / lesson plans in order to improve our intellectual output.

7. What went well?

- The information and observing “Talk 4 Writing” -method during lessons gave a lot. Being able to observe different classes applying this methodology was the best. It is well known that children need a lot of moving, that's why this method seems to be very efficient in language teaching, as it prepares grammar and composition skills through the elaboration of a text, making different movements at the same time. After the presentation of theory it was a good experience to learn the technical part of this method.



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- The workshops were great; teaching children was mutual; the children increased our vocabulary, real English, new accent ;)
- The materials we got were useful and we had a chance to have a look at materials used in English schools.
- To learn details about culture and customs of some of us
- We attended the method of teaching that showed us that teaching and learning can be enjoyable and creative
- We learnt about that teaching many subjects that give knowledge to the students, but also give training to acquire skills and competencies
- We had a look at the didactic unit plans and agreed on different versions of the units according to each one's reality.
- We had the opportunity of learning about the English educative system.
- It was interesting to go to different classes and give them the opportunity to teach something from our culture. I hope it was an interesting week for the English children and they got to learn something from our countries.
- Noticing the educational preparedness of teachers who have assistants for both the preparation and the carrying out of the lesson
- Spending time together also out of school gave us good time to change ideas and thoughts and just enjoy the company of other teachers



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8. What would have made it better?

- It would have been more efficient to acquire T4W, if they had expended more time on the technical training.
- We all had different views for the unit. Maybe we see it as another task to do, even though it is one of the most important parts of our projects as we are designing a tool to be used by other teachers
- Instead of talking during workshops, it would be better to actually do something; not everyone was involved in the discussion and not everyone was concentrated 100%
- We always want to see more...
- Wanted to see Sherwood Forest;)

*Thank you English team for showing us Also it was nice to visit in wonderful York!

**The weather would have been better in some days, but that wasn't up to you. -And really: that was so “English”!

*Thank you Rosie and the team of teachers for showing us the town, locality, a functional school and teachers rolling the show! You gave us a lot of information about your way of teaching and about your school system. It was also interesting to see the performance of police dog in action.



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THE SUMMARY OF MEETING'S EVALUATION: SPAIN

MEETING'S OBJECTIVES:

21. To cooperate with other European schools exchanging experiences and good practices.
22. To share educative methodologies and techniques.
23. To learn more about Spanish educative system.
24. To identify problems encountered when dealing with ICT resources.
25. To develop didactic units / lesson plans in order to improve our intellectual output.

9. What went well?

- Lesson observations within a range of subjects at the host school
- Learning details about the Spanish curriculum
- Observation of the Spanish school facilities
- The organization and original timetable offering a range of experiences and the organization of the multiplier event
- Sharing practise from each country linked to text type genres
- Networking with other teaching professionals and discussing education systems



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- The possibility of having the common discussion about the methods and techniques used during the lessons and extra curricular activities
- The participation in usual classes during the week as well as the participation in the special events, like Welcoming Assembly, Multiplier Event, Sport Day, English Day. It has given us the deeper insight into Spanish educational system.
- Shared some methodologies through presentations with examples of work completed by pupils.
- Learning through experience and had the possibility of sharing experiences not only with the Spanish teachers but also with Spanish students and their parents. Using this opportunity to share the opinions and experiences between the teachers from all participating countries too.
- The working sessions (there a lot of those), which enabled us to discuss also ordinary technical problems which appeared during the realization of the project, as well as during the preparation of the materials to the multiplier event in Huesca. All the problems were solved thanks to the great help of Spanish ICT teacher Mr Jesus!
- Before the multiplier event in Huesca, where all our didactic units were presented, we had the possibility to show them to the coordinator of the project, Ms Monica Arellano and to present them to the other teachers to discuss all the parts which seemed unclear or incorrect to us or to the project coordinator. All those minor “mistakes” were corrected before the final presentation in Huesca.



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- All the didactic units from each country (the intellectual output results) were collected on one CD-Rom and given to each country for the future use and for sharing with other teachers, schools and other educational institutions in our countries. The units were sorted in a very organized in a way, which is a great help for the future use.
- The possibility to discover real Spain (not only the sights shown in tourists guides), to visit Spanish houses and to have some conversations with people “outside” the project, is a real treasure for our discovery of Spanish culture and history.
- Pupils from the Erasmus + project having the opportunity to stay with Spanish host families.
- Observations and tours of school
- Meeting with the mayor
- Presentation of didactic units at multiplier event and the whole Multiplier event was successful
- Internet connection was very good but we could have used more computers
- It was nice to experience the Sport Day; THAT WAS THE BEST! Stay all day by the river, ride in water having vests, canoes and inflatable boats are the best things you can think of!
- Also Multiplier Event was a big event also for our students. Speaking English in front of so many people is very exciting. English Day with activity of making a hat for a Viking, music and the parade were



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festive ending for the visiting week, without forgetting the party the parents arranged for the visiting students!

- All things considered the whole visit were something to remember for the rest of our life, both students and teachers!

10. What would have made it better?

- Almost everything was organized in a perfect way and we can only wish to take part in such meetings in the future.
- Would have been beneficial to observe full teaching lessons in Spanish school in order to get a better understanding of education system on a daily basis including planning and preparation.
- Translator for Spanish speeches at Multiplier event
- Proper sound system for students' presentations (Visit my town) at Multiplier event
- (About Multiplier event) We think that being late is so difficult for us, people coming for the northern Europe. To start everything at time is a matter of honor. That's why it is so difficult for us to be late or wait for something to start late. Only two things our students told as a negative point was "waiting" or "being late". So being in time would have made it better ;)



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*-Monica and her Spanish team had made a huge job for making us to see/visit and experience all the places they showed us. These visits expanded our knowledge of Spanish manners, culture, history. Extra thanks to Jesus for solving the ICT problems and helping with the materials for multiplier event Huesca!

*Many thanks to Mónica and her effective team for making such a week for us and our students. It needs a “huge much” planning and preparations to make everything work as it did. Extra thanks for last Saturday's guided tour in Barcelona. Hope that some day we'll meet again in another fine and improving project.

*As a summary of this two years long period we could obtain a total view of the whole process of working and could sum up the final products prepared by our teams.

We are really satisfied with the realization of the final product, which could help many teachers' work.

The dissemination was organised perfectly as our work could be well - known by a big public.

-Thank you all for sharing your thoughts and ideas!