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EURAC – European Resources and Challenges

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# Project book



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## Activity 1: Young people in Europe – what challenges does a digitized world create?

This topic started our project and was carried out from home.

Young people must create the new Europe and social media and other digital tools offer opportunities, but there are also challenges. How does this affect youth culture and, ultimately, democracy and cultural formation?

Danish pupils prepared a questionnaire about the social media and we answered the questions. Then, Max from Slovakia compared our results.

### 1.1 Questionnaire about the social media

#### 1.1.1 Survey – OŠ "Ivana Brlić Mažuranić" Strizivojna, Croatia

12 pupils participated in this questionnaire.

| Questions  | Answers   |
|--|---|
| Which social medias do you use the most?   | Instagram (9 pupils), Messenger (5), Whats App (7), Facebook (7), Viber (2), Snapchat (1)   |
| Would you like social medias to be used in class and why? And why do you use these particular social medias the most?            | Yes (1), No (10), Maybe (1)<br>These social media are the most interesting (4), because communication (3), because parents permission (1)   |
| When did you get your first social media?  | At the average age of 10 they got first social media.   |
| How many hours do you use social medias a day?   | On average 2 hours per day  |
| What do you use social medias to?  | Mobilephone (12), laptop (5), tablet (2), desktop PC (3)  |
| What do you think social media means for your identity? And do you have another identity on the social medias than in real life? | Positive effect (3), nothing special (2)<br>Have one profil (7), More than one profil (1), don't have a profil on some social media (1)   |
| How will your everyday life be without social medias?  | Ok (1), less interesting (6), more interesting (3), same (2)  |
| What do you think social medias means for your relation to family and friends?   | I have enough time for my family (3)<br>Normal relationship (4)<br>Better interaction with friends (2)<br>Bad relationship (1)<br>It would be better than we can play and hang out more (1) |
| Is it easier to say things through social medias compared to real life? And why?   | Yes, it's easier (5)<br>No (6)<br>Same (1)  |

|  |  |
|--|--|
| <p>Do you talk about social medias with your parents?<br/>And when you do, what do you talk about?</p> | <p>Yes, we talk (5), No (7)<br/>We talk about:<br/>social media addiction (1)<br/>what I do (1)<br/>with whom I communicate (1)<br/>sport (1)</p>  |
| <p>Are you very addicted to social medias?</p>   | <p>Yes (0), No (12)</p>  |
| <p>Have you got new friends through social medias?<br/>And how many?</p>                               | <p>Yes (5), No (7)<br/>How many:<br/>One pupils said that have 500 friends<br/>One said 15 friends<br/>One saidthat have more in reality than virtuality<br/>One said that meet more cousins on social media<br/>One said that only have friends I know in real life</p> |

### 1.1.2 Survey – ZŠ Přimda, Czech Republic

| Questions  | Answers  |
|--|--|
| Which social medias do you use the most?   | Facebook - 21<br>Messenger - 20<br>Instagram - 28<br>Twitter - 3<br>Snapchat - 2<br>Whatsapp – 1<br>I don't use any social medias – 2  |
| Would you like social medias to be used in class and why? And why do you use these particular social medias the most?            | YES 3                      NO 30<br>Why do we use social medias?<br>- fun 11<br>- entertainment - 12<br>- stay in touch with friends/family – 16<br>- looking for information - 2  |
| When did you get your first social media?  | 6 years – 2<br>10 years – 9<br>11 years – 6<br>12 years – 11<br>13 years – 3   |
| How many hours do you use social medias a day?   | 0,5 – 1 hour – 7<br>1 – 2 hours – 3<br>2 – 3 hours – 6<br>3 – 4 hours – 6<br>4 – 5 hours – 5<br>5 – 6 hours – 4<br>7 – 8 hours – 3<br>8 – 10 hours – 3   |
| What do you use social medias to?  | chatting with friends / family – 31<br>watching serials – 1<br>sharing photos – 13<br>watching videos – 3<br>listening to music – 1<br>playing games – 2<br>looking for news – 3<br>showing my parkour skills – 1  |
| What do you think social media means for your identity? And do you have another identity on the social medias than in real life? | What do they mean for you?<br>- opportunity to contact friends – 18<br>- something dangerous, I protect my privacy – 3<br>- importance (when you don't have any social media, you are "nobody") – 1<br>- be happy – 2<br>- be famous – 1<br><b>Identity:</b> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>- my own – 21</li> <li>- another one – 2</li> </ul>  |
| How will your everyday life be without social medias?                                       | <ul style="list-style-type: none"> <li>- normal, they aren't important for life – 9</li> <li>- the same – 8</li> <li>- better (more time for me, my family, I would go out with friends,...) – 5</li> <li>- boring – 4</li> <li>- I wouldn't be able to listen the music, communicate with my friends and family, I would have less friends – 5</li> <li>- I wouldn't mind life without them, they aren't important for life – 4</li> </ul> |
| What do you think social medias means for your relation to family and friends?              | <ul style="list-style-type: none"> <li>- I can communicate with my friends / family whenever I want – 21</li> <li>- not much – 2</li> <li>- nothing, I don't use them – 2</li> </ul>  |
| Is it easier to say things through social medias compared to real life? And why?            | <p>YES – 15 (I have time to think about the thing I want to tell, nobody disturbs me,...)</p> <p>Sometimes – 4</p> <p>NO – 21</p>   |
| Do you talk about social medias with your parents? And when you do, what do you talk about? | <p>YES – 13 (about the people I am writing to, about my friends, photos, news, my videos, about the safe using of the social news and about the danger of using them – 2)</p> <p>NO – 18</p> <p>Sometimes – 2</p>   |
| Are you very addicted to social medias?   | <p>YES – 11</p> <p>NO – 23 (I don't need them)</p>  |
| Have you got new friends through social medias? And how many?                               | <p>None – 6</p> <p>0 – 10 friends – 7</p> <p>11 – 20 friends – 1</p> <p>21 – 30 – 3</p> <p>40 – 50 – 2</p> <p>more than 50 / a lot of – 10 (1 pupil has 500 friends through social medias)</p>  |

### 1.1.3 Survey – Haahrs skole Svendborg, Denmark

| Questions  | Answers  |
|--|--|
| Which social medias do you use the most?   | snapchat (32) insta (11) Face (19) youtube (11) andet (4)  |
| Would you like social medias to be used in class and why? And why do you the use these particular social medias the most?        | no (26) yes (6) maybe (7)  |
| When did you get your first social media?  | 6 år (1) 7 år (1) 8 år (3) 9 år (11) 10 år (10) 11 år (11) 12 år (1)                                   |
| How many hours do you use social medias a day?   | 1 hour and under (10) 2 hours (6) 3 hours (7) 4 hours (5) 5 hours (1) 6 hours (3) 7 hours + (5)        |
| What do you use social medias to?  | nothing (7) gaming (6) news (3) chat with friends (27)   |
| What do you think social media means for your identity? And do you have another identity on the social medias than in real life? | i'm the same person (21)<br>i'm different online (20)<br>maybe a bit different (2)                     |
| How will your everyday life be without social medias?  | boring (27) different (6) same (5)   |
| What do you think social medias means for your relation to family and friends?   | more contact with friends (18)<br>less family time (12)<br>nothing (12)                                |
| Is it easier to say things through social medias compared to real life? And why?   | yes (37) because you don't look the person straight in the eyes<br>no (4) because you can't explain it |
| Do you talk about social medias with your parents? And when you do, what do you talk about?                                      | no (28)<br>yes (14)  |
| Are you very addicted to social medias?  | yes (16) maybe a bit (10) no (15)  |
| Have you got new friends through social medias? And how many?  | nej (12)<br>yes (30)   |



### 1.1.4 Survey – ZŠ Š. M. Daxnera, Rimavská Sobota, Slovakia

14 students participated in the survey

| Questions   | Answers  |
|---|--|
| Which social medias do you use the most?  | Facebook – 13 /messenger included/<br>Instagram – 10<br>Snapchat - 8<br>WhatsApp - 7<br>YouTube – 7<br>Twitter – 3<br>Nothing - 1  |
| Would you like social medias to be used in class and why? And why do you use these particular social medias the most? | Yes, it helps us to learn. (2)<br>No, because it does not matter to use them in class. (5)<br>Yes, because it can give us new information and it is better to read it from social media than from paper print. (2)<br>Yes, sometimes there are more information on social medias than in books.(3)<br>No, because students will not pay attention during lessons and they would do what they want not what the teacher says. (2)<br><i>We use Facebook the most because there is everything we need, we can post videos, photos, documents, questionnaires, how do we feel, our experiences, comments, information etc. Then we can chat here, create pages, like pages, share information, we can create group calls, chats etc.</i><br><i>But we should really think about what we post and what personal data we share with the others.</i> |
| When did you get your first social media?   | When I was 10 – 12: (8)<br>Under 10: (5)<br>Don't have: (1)  |
| How many hours do you use social medias a day?  | Almost a day: (4)<br>5 hours: (1)<br>3 – 4 hours: (5)<br>2 hours: (2)<br>Once or two times a week: (1)<br>Don't use: (1)   |
| What do you use social medias to?   | For reading what is new (1)<br>For fun (watching videos on YT, reading posts, writing comments, etc.) (2)<br>For communication (chatting, phoning etc.) (10)   |

|  |  |
|--|--|
|  | Don't use (1)  |
| What do you think social media means for your identity? And do you have another identity on the social medias than in real life? | <p>I think that social media do not influence my identity. (5)</p> <p>Social media just represent just the place where we can watch videos, see photos and many interesting or funny things and also chat with friends. (4)</p> <p>We can see what our friends do during day or where are they. (3)</p> <p>I think all of the people who have accounts on social media must really think about what to upload. (5)</p> <p>I don't have another identity (11)</p> <p>I have another identity (3)</p>  |
| How will your everyday life be without social medias?  | <p>I do not know. (2)</p> <p>I would have a good day. (3)</p> <p>I will be bored. (3)</p> <p>I cannot imagine my life without social media. (2)</p> <p>I would talk more with my parents and my friends. (4)</p>   |
| What do you think social medias means for your relation to family and friends?   | <p>Nothing. (4)</p> <p>It is good when you have some family members abroad or some friends and we can talk with them or chat with them even if they are in another part of our country or even world. (3)</p> <p>We would spend more time with my family and friends. (4)</p> <p>Social media destroy our relation with our families because we spend a lot of time online. (3)</p>  |
| Is it easier to say things through social medias compared to real life? And why?   | <p>It is easier to say things and express your feelings online because the real life is much more difficult. (3)</p> <p>It is easier for those people who are shy and maybe they would never tell some things in real life. (2)</p> <p>Sometimes it is easier. (2)</p> <p>On social media most of people are confi-dent and sometimes they have fake identi-ties, so they can post what they post. (3)</p> <p>It is easier to say things through SM but it is better to say them in real life, because we can see other people reactions. (3)</p> <p>It is not easier. (1)</p> |

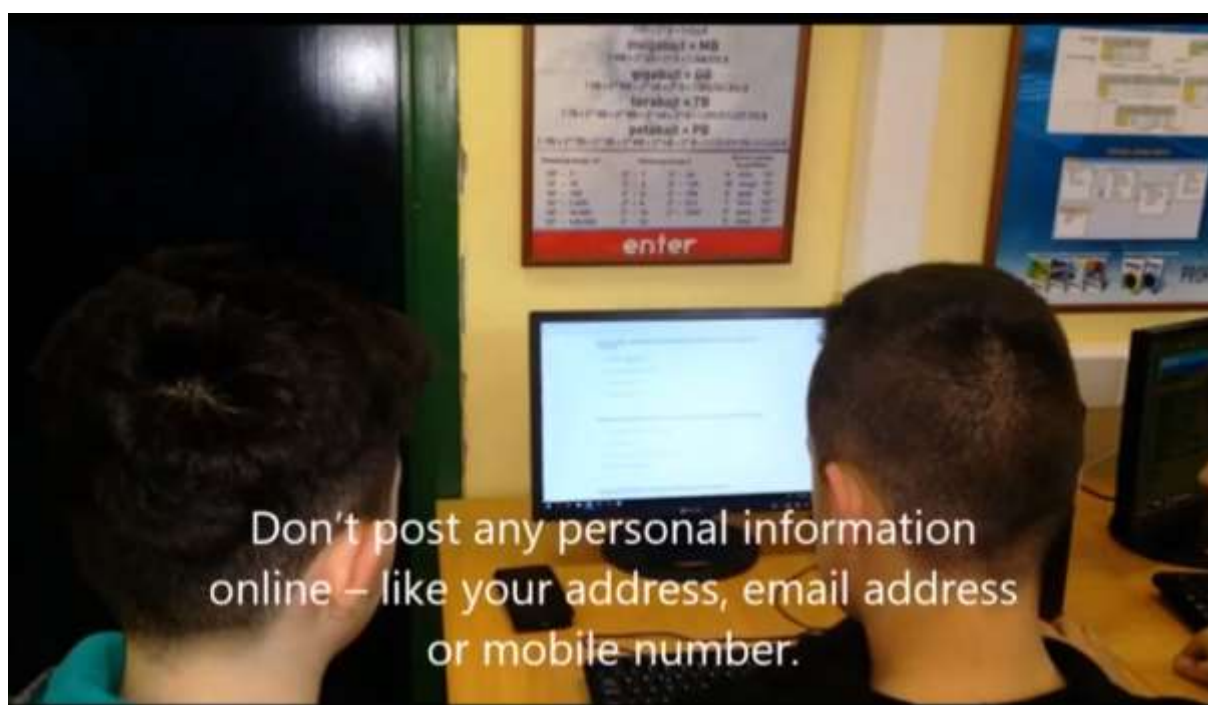
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|--|--|
| <p>Do you talk about social medias with your parents? And when you do, what do you talk about?</p> | <p>I do not talk with my parents about social medias. (7)<br/> I talk about social media only with my friends. (2)<br/> I talk with my parents only about people that they know. But we usually do not talk about it a lot. (2)<br/> I talk with my parents about danger on social media and I also show them my friends, their photos and posts. (2)<br/> My parents even know my nickname and my password so that they can avoid dangerous things. (1)</p> |
| <p>Are you very addicted to social medias?</p>   | <p>Yes (2), A bit (8) No (3)<br/> One student has no account</p>   |
| <p>Have you got new friends through social medias? And how many?</p>                               | <p>Yes (6)<br/> More than 100 (1)<br/> More than 50 (1)<br/> From 20 -50 (4)<br/> No (7)<br/> No account 1</p>   |

## 1.2 Safer Internet Day

Pupils from Přimda created some posters about the Safer Internet Day and they recorded some short videos how to behave on the Internet



Pupils from Strizivojna recorded a video about the safe behaviour on the Internet.



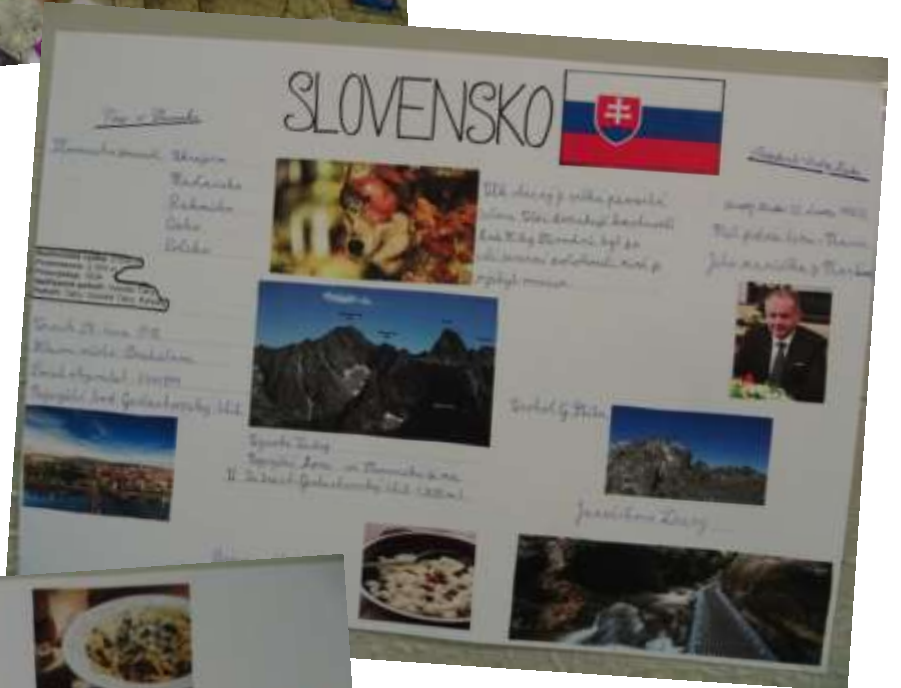
### 1.3 Day of Europe

On the 7th May 2018, pupils from Přimda celebrated the Day of Europe (the eTwinning Day). We played some board games about Europe and created posters about our partner countries. Then we solved quizzes about our partner countries.

**We are playing board games about Europe:**



Our posters



# Turecko



**Veľkosť**  
- 783 562 km<sup>2</sup>  
- 78,3 milióna km<sup>2</sup>  
- 100 krát väčšie ako Slovensko  
- 100 krát väčšie ako Česko



**Stolica**  
- Istanbul



**Kuchyňa**  
- Kebab  
- Dolma  
- Samsa  
- Baklava



**Historia**  
- Stará civilizácia  
- Byzantská ríša  
- Osmanská ríša  
- Turecko



**Právnym prezidentom**  
- Recep Tayyip Erdoğan

**Právnym ministrom**  
- Ahmet Davutoğlu

# Dánsko



**Veľkosť**  
- 43 046 km<sup>2</sup>  
- 5,5 milióna ľudí  
- 1,1 milióna ľudí



**Stolica**  
- Kodaň



**Kuchyňa**  
- Smetana  
- Pivo  
- Chlieb  
- Maslo  
- Mlieko

**Historia**  
- Stará civilizácia  
- Dánska ríša  
- Dánsko

**Právnym prezidentom**  
- Margrethe II.

**Právnym ministrom**  
- Lars Løkke Rasmussen





## 1.4 Rescue squad

On the 17<sup>th</sup> May 2019, pupils from Přimda learnt about the work of our rescue squad and they also learnt how to save someone's life



## Activity 2: The Byzantine and Ottoman Empire

Croatia and Turkey were responsible for the topic.

These two realms represent two different cultures and religions - namely Christianity and Islam. What conflicts have this cultural meeting resulted in, and what does it mean for the present? We learnt about the topic during the learning activity in Croatia.



Our presentations about the Byzantine and Ottoman Empire



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# The Byzantine Empire

Primary school „Ivana Brlic Mažuranić“, Strizivojna, Croatia




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# The Ottoman Empire

Primary school „Ivana Brlic Mažuranić“, Strizivojna, Croatia



Funded by the Erasmus+ Programme of the European Union

# THE BYZANTINE EMPIRE




Primary School of Štefan Marko Daxner  
Michelle, Dominika and Adam K

# OTTOMAN EMPIRE

PERLA, BIBA & ADAM D

ERASMUS+

## THE SIMILARITIES BETWEEN BYZANTIUM AND OTTOMAN EMPIRES

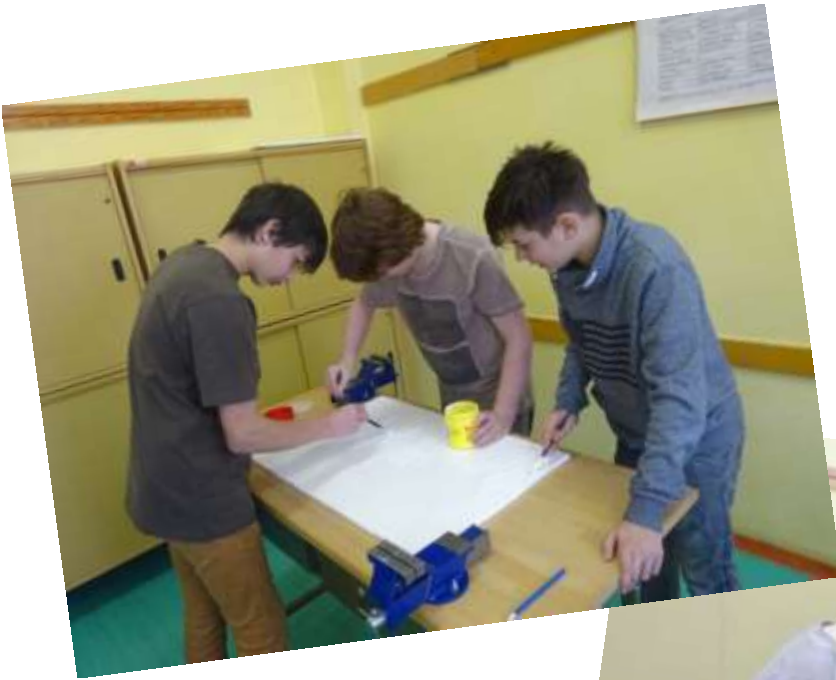
### Activity 3: The idea of Europe – past, present and future

This activity was realised at our particular schools and during the learning activity in Přimda (Czech Republic)

When did the idea of a united Europe begin to develop? Was it with the creation of The European Community or started it earlier?

#### 3.1 Czech Republic: Death marches

There were many death marches that went through our region. We've learnt about this tragic part of the history and we've created a map of the marches



### 3.2 Czech Republic: Excursion to Tachov

On the 22nd March 2018, we visited Tachov. There was the Legionary train at the railway station. We learnt about the history of the Czechoslovak legionaries during and after the WW I.



### 3.3 Czech Republic: Excursion to Stříbro and Kladruba

On the 23rd May 2018, pupils from the 8th and 9th grades visited the old miner's work in Stříbro and the monastery in Kladruba

The old miner's work in Stříbro - it is an open-air museum nowadays



Visit of the monastery in Kladruby



We took a close look at one of the bunkers that created the fortification of Czechoslovakia in 1930s



### 3.4 Czech Republic: Czechoslovak pilots in RAF

We participated in two very interesting lectures about the Czechoslovak pilots who fought in RAF during the WW II

11th June 2018



20th February 2019





### 3.5 Czech Republic: Excursion to Pilsen

On the 22nd June 2018, we visited Pilsen.

Our first stop was in the Great Synagogue that is really very nice



Then we visited the West Bohemian Museum and learnt about the life in Pilsen during the WW I and about the foundation of Czechoslovakia in 1918



### 3.6 Czech Republic: 100<sup>th</sup> anniversary of Czechoslovakia

On the 31st October, we celebrated the 100th anniversary of Czechoslovakia. Our state was founded on the 28th October 1918.

**The 9th graders prepared different tasks and quizzes for their younger classmates**



We created posters about the foundation of Czechoslovakia



### 3.7 Czech Republic: Day of science and technique

On the 9th November 20418, we visited the museum in Tachov again. There were many workshops and displays about science and technique. We enjoyed all of them.



### 3.8 Easter traditions

Pupils from Přimda visited the Ethnographic Museum in Pilsen and learnt about old Easter traditions. They also created some Easter decorations.



### 3.9 A year in a village

Pupils from Přimda visited the Ethnographic Museum in Pilsen and learnt about the life in a village hundred years ago. They also were allowed to try out some old crafts.

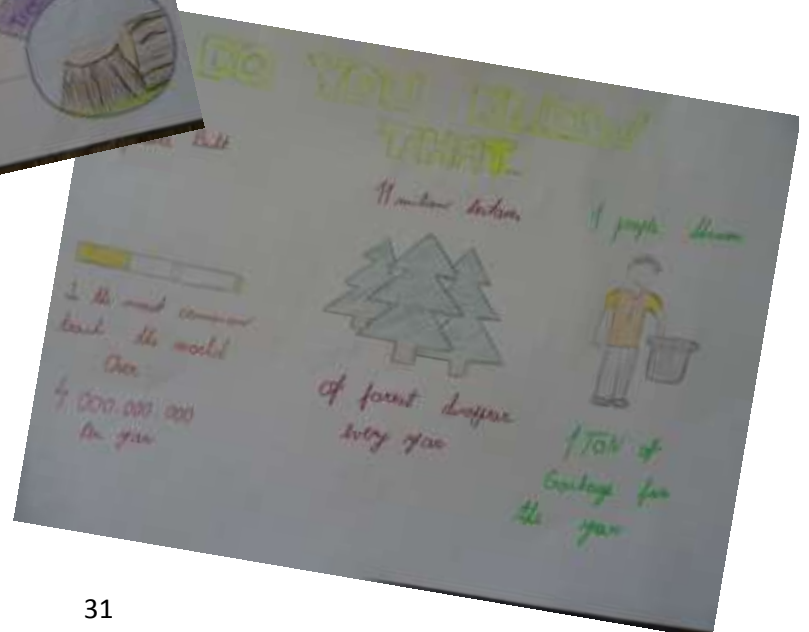
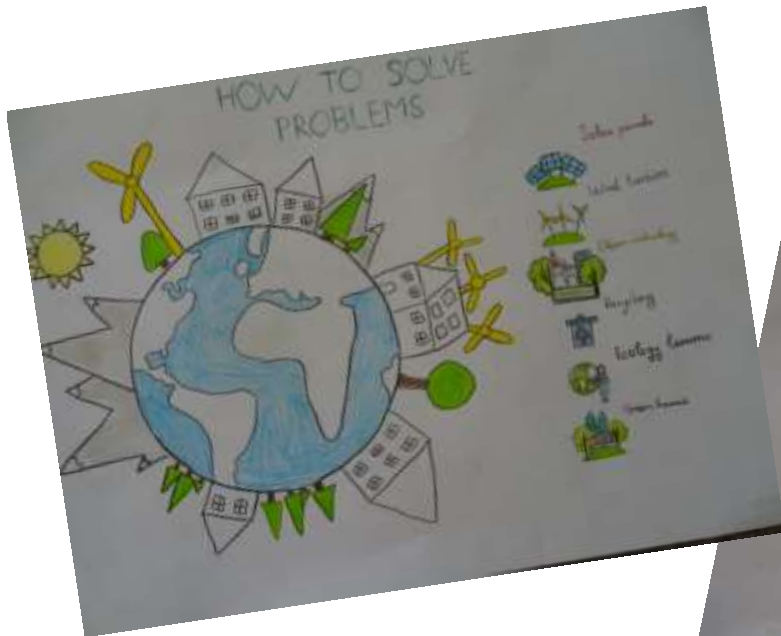


## Activity 4: How to ensure sustainable development?

All partners worked from home

Which environmental problems are there in the various partner countries, and how can you create common and sustainable solutions to them?

Pupils from Přimda have created posters about our environmental problems





PRIMARY SCHOOL IN PRIMDA

## SUSTAINABLE DEVELOPMENT

There isn't any MAIN problem. There are many problems. One of the biggest problems is that we are running out of water and this problem is growing. How can we stop it? During brushing your teeth don't let the water run for a long time. Don't take a bath - have a shower. If you are having a shower let run the water just a little.




The second problem is cutting down the trees because of the palm oil that is being added to many food and candies.



This is the presentation from Primary school "Ivana Brlić Mažuranić" Strizivojna

We collect plastic caps to help patients get medications.

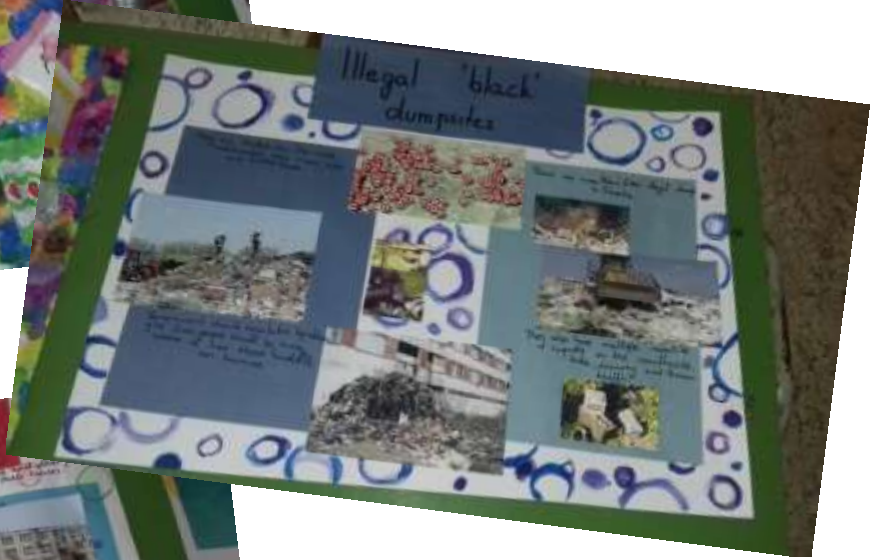


### How to solve the problem?

- In our school we separate waste.
- Part of the waste is recycled.
- Part of the waste is grouped and sold, like paper and plastic.




Posters from Rimavská Sobota, Slovakia



## Activity 5: Poverty then and now

This task was solved during the learning activity in Denmark

How are vulnerable groups treated back in the 1800s and until World War 2? What is the situation today in the individual partner countries? What can we do to correct problems?

### Visit of the poorhouse in Denmark




## Activity 6: Notable personalities

Work from home

It gives the opportunity to learn about the culture of the partner countries through the personalities who have been given a special status and significance.

### 6.1 Czech notable personalities

**CHARLES IV.**




Source:  
[https://sk.wikipedia.org/wiki/S%C3%BABab%20or%3ACharles\\_IV.-John\\_Ocko\\_votive\\_picture-fragment.jpg](https://sk.wikipedia.org/wiki/S%C3%BABab%20or%3ACharles_IV.-John_Ocko_votive_picture-fragment.jpg)


Karl IV was born in 1316 and died in 1378. He was Roman-German King from July 1346. He became Roman Emperor in 1355. He was Bohemian King. He built the University in Prague. He rebuilt the castle in Prague. Prague was the centre of Holy Roman Empire.

**Tomáš Garrigue Masaryk**

He was born in Hodonin (7th March 1850). He was the first president of Czechoslovakia. He was a significant philosopher and teacher. His wife was Charlotte Garrigue. He was elected as a president on the 14th November 1918. He was elected as a president on the 24th May 1934 for the last time. His successor was Edvard Beneš. He said that Zelenohorský a Královédvorský handwritings were fake. His first piece of work was Česká otázka, it is about revival of our state. Naše nynější krize was the second piece of his work and it is about exact politician questions and Oslava sociální was the third piece of his work and it is about politician problems. He is known for revision of Hisner Affair in 1899. He died on the 14th September 1937. His son was Jan Masaryk. He was also a diplomat and a politician.






https://cs.wikipedia.org/wiki/Tom%C3%A1%C5%A1\_Garrigue\_Masaryk#/media:Soubor:Tom%C3%A1%C5%A1\_Garrigue\_Masaryk\_1895.PNG



Jaroslav Seifert was born on twenty-third of September 1901 in Žižkov and died on the tenth of January 1986 in Prague in the Czechoslovakian Socialist Republic. He was a poet and a writer, journalist and a translator. He was a member of the movement Devětsil and stood at the beginning of Czech artistic Poetism. He is the only man that got the Nobel's Prize for Poetism (10th December 1984). Despite complicated relation with the communistic power he received the title of National Artist. When he got the Nobel Prize he was really sick so his daughter was on the takeover of the prize. Some of his works are: Šel malíř chudě do světa (The painter walked poorly into the world) - Maminka (Mummy) - Chlapec a hvězdy (Boy and stars) - Halleyova Komet (Halley's Comet) - Město v slzách (City in tears)

**Emil Zátopek**

- HE BECAME THE FIRST PERSON IN THE WORLD WHO RAN 10 KM UNDER 29 MINUTES
- HE MADE 18 WORLD RECORDS.
- HE WAS ONE OF THE GREATEST ATHLETES IN THE WORLD.
- IN HELSINKI IN 1952, HE RAN HIS MOST POPULAR RUN AT THE OLYMPIC GAMES
- HE WAS FAMOUS THANKS TO HIS RUNNING-STYLE AND FACIAL EXPRESSION
- FIRST TIME HE WON THE OLYMPIC GAMES WAS IN LONDON IN 1948, WHERE HE RUN 10 KM
- HE WAS BORN ON 19/9 1922 IN CZECHOSLOVAKIA
- HE DIED ON 21/11 2000 (IN PRAHA IN CZECH REPUBLIC) HE WAS 78 YEARS OLD
- HIS MOTTO: „IF YOU WANT TO WIN SOMETHING, RUN 100 METERS. IF YOU WANT TO GET AN EXPERIENCE RUN MARATHON.“

## JAN HUS

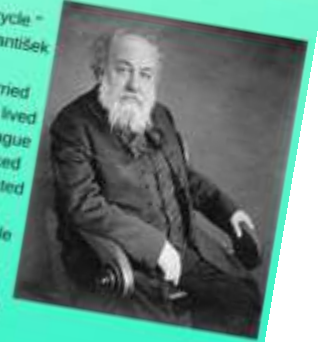
- He was a Roman Catholic priest and medieval religious thinker, reformer of Bohemia
- He was born in 1371 in Husinec near Prachatic
- In 1393, he got the bachelor's degree
- In 1396, he got the master degree of free arts
- 1402 he became preacher
- Jan Hus is the biggest reformer of Bohemia
- Jan Hus was burned on 6th July 1415
- Jan Hus wrote: "O svatokupectvi" - "About simony", "Postilla" and "O cirkvi" - "About church" - "De ecclesia"



[https://commons.wikimedia.org/wiki/File:Jan\\_Hus\(1370-1415\).jpg](https://commons.wikimedia.org/wiki/File:Jan_Hus(1370-1415).jpg)

## Mikoláš Ales

- He was one of the most significant painters
- He started painting when he was four years old
- Picture "Jan Žižka" is one of the most popular artwork of Mikoláš Ales
- In 1879, he created the cycle "Vlast" - "Homeland" with František Zeníšek
- 29th April 1879 he got married with Martina Kailova and they lived together in Malá Strana in Prague
- In 1880 - 1881, he worked for National Theatre and illustrated for Arbe's magazine Šotek
- In 1889, he created a cycle illustrations for national song "Osířelo dítě" - orphaned child
- Mikoláš Ales created 8000 various pictures



[https://commons.wikimedia.org/wiki/File:Ales\\_Portrait.jpg](https://commons.wikimedia.org/wiki/File:Ales_Portrait.jpg)

## Bedřich Smetana

- one of the most famous Bohemian composers

### Famous works:

- Vyšehrad, Vltava, Šárka, Dalibor, Prodaná nevěsta, Hubička and more



<https://www.cestkatelevize.cz/ide/bedrich-smetana/>

He was born on the 2nd March 1824.

He played the violin but his father didn't have appreciation for that.

He cared about music much more than about school.

At 1848 he established the music school and got married to Kateřina Kolářová.

When Kateřina died, he got married to Betty Ferdinandová.

At 1874 he became deaf, but he still composed.

He died on 5th December 1884.

## 6.2 Slovak notable personalities



**Pavol  
Emanuel  
Dobšinský**

16 MARCH 1828 - 22 OCTOBER 1885



**Alexander  
Dubček**

27 NOVEMBER 1921  
7 NOVEMBER 1992



**Štefan Banič**

23rd November 1870 - 2nd  
Janurary 1940



*Marta Hlušiková*  
9th October 1952




**Daniela Rapavá**

16th January 1956

### 6.3 Croatian notable personalities

Luka Modrić  
Croatian football player  
33 years



IVANA BRLIĆ-MAŽURANIĆ  
ČUDNOVATE ZGODE SEGRTA HLAPICA  
IVANA BRLIĆ-MAŽURANIĆ  
*Pite is davnine*  
BOOKS OF IVANA BRLIĆ-MAŽURANIĆ  
By her is ours school got name.



KING  
TOMISLAV

JOSIP JURAJ  
STROSSMAYER  
~4. February 1815. - 8. May 1905.  
~Croatian politician, Roman Catholic bishop and benefactor  
~Josip Juraj Strossmayer died in Đakovo at the age of 90

## 6.4 The Andersen's Night

We participated in the activity called Andersen's Night on the 29th March 2019. Pupils who visit the Reader's club and the ERAclub prepared some activities for their younges classmates from the 4th grade (members of "Klubík").

**Pupils are solving the quiz about H. Ch. Andersen**



**Pupils from Klubík are creating their Tree of fairy tales**





## Activity 7: Europe's challenges of migration and refugees

This task was solved during the learning activity in Slovakia

Should we seek common solutions within the EU? Is it a challenge for cohesion and the risk of increased terrorism and social difficulties that there are coming refugees to a country or region?

### Presentation from the Czech Republic



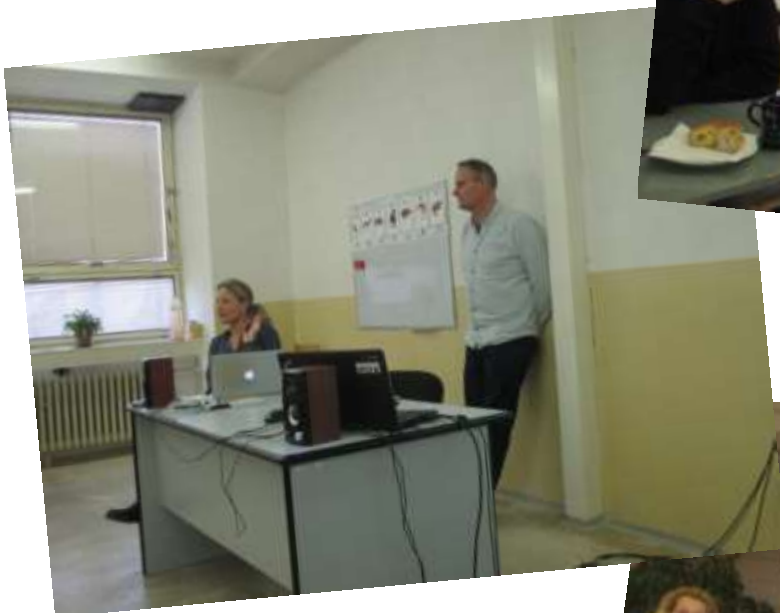
### Presentation from Croatia



## Transnational project meetings

### 1. Rimavská Sobota, Slovakia

Our first transnational project meeting took place in Rimavská Sobota (Slovakia) on the 8th - 10th November 2017



## 2. Přimda, Czech Republic

The second transnational project meeting took place in Přimda (Czech Republic), on the 2<sup>nd</sup> – 4<sup>th</sup> May 2018



### 3. Strizivojna, Croatia

The third international project meeting took place in Strizivojna (Croatia), on the 2<sup>nd</sup> – 3<sup>rd</sup> May 2019



## Learning activities

### 1. Strizivojna, Croatia

11<sup>th</sup> – 16<sup>th</sup> March 2018

The main topics of this learning activity were the Byzantine and Ottoman Empire

#### Walk through Đakovo



Official welcome at school





History workshop at school



Byzantine and Ottoman Empire – presentations and workshop



Visit of the State stud farm in Đakovo



Turkish afternoon -  
mosaics





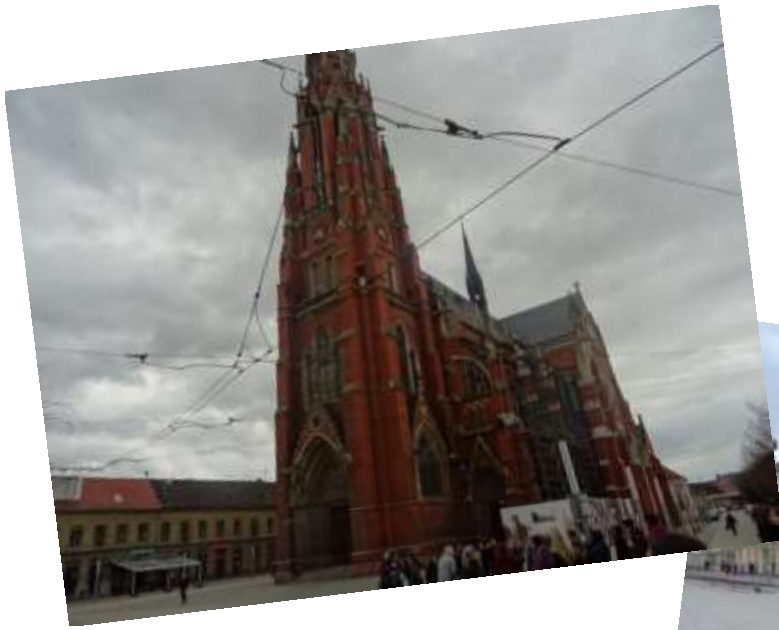
Visit of the Cathedral in Đakovo







Visit of the Đakovština Museum - workshops



Visit of Osijek



Visit of Vukovar



Boat trip on the river Danube



Visit of the Museum of Vučedol Culture



Evaluation of the learning activity – creating posters, presentations, videos



Games without borders



## 2. Přimda, Czech Republic

15<sup>th</sup> – 20<sup>th</sup> April 2018

The topics of the meeting were history, present and future of Europe

### Official welcome



### Ice-breakers





Visit of the castle in Přimda



History of our countries – presentations



Contest Europe at school: posters about important personalities



Turkish afternoon - Marbling



Turkish afternoon - Etamin





**Trip to Pilsen – Workshops in the Westbohemian Museum**



**Trip to Pilsen – Visit of the Historical Underground**

**Trip to Pilsen – Visit of the zoo**





Quiz about the WW I



Planting our Tree of Liberty



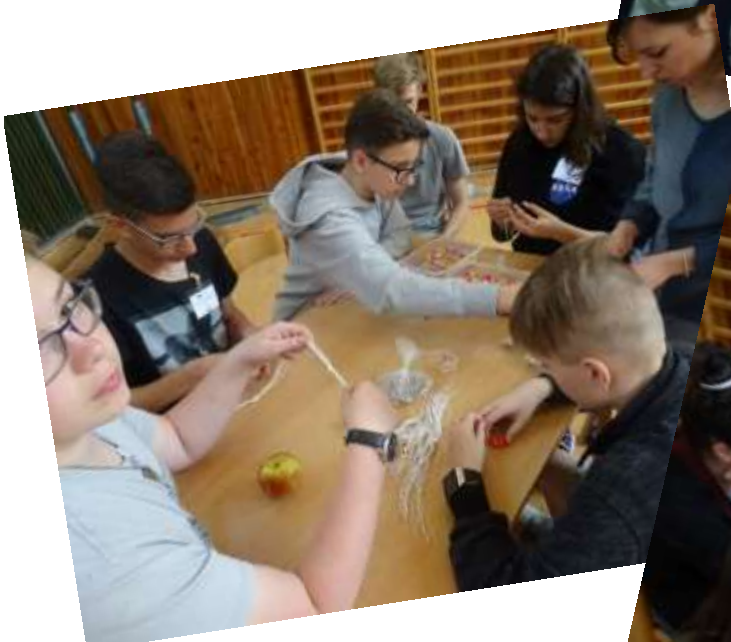
Board games – Value of Europe



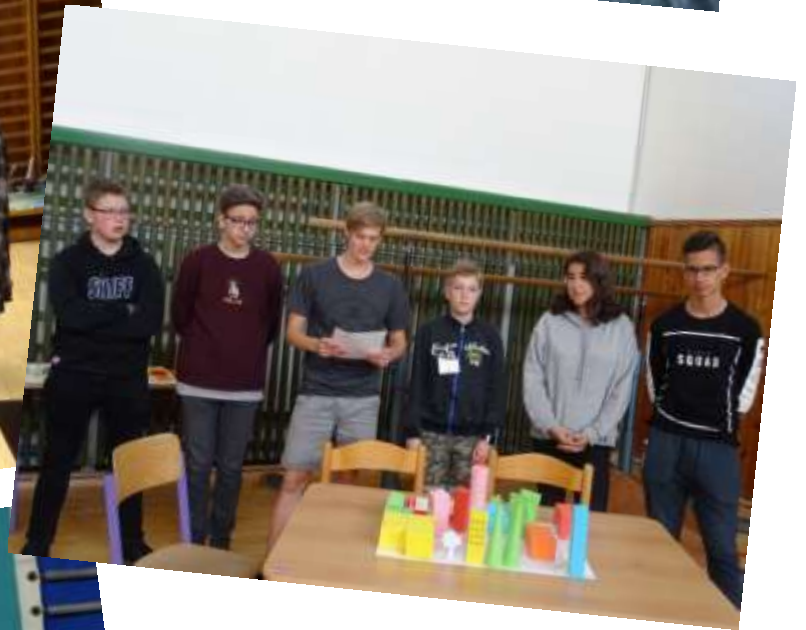
Board games – Do you know Europe?



Fundraising afternoon



European city of future





Visit of the House of History in Holýšov –  
WW II and the former concentration camp in  
Holýšov



Visit of the Iron Curtain Museum in Rozvadov



Evaluation of the learning activity – creating posters







Closing ceremony and singing Auld Lang Syne



Croatian team



Danish team



Czech team



Slovak team



Turkish team

### 3. Svendborg, Denmark

23<sup>rd</sup> – 28<sup>th</sup> September 2018

The main topic of the meeting was poverty – then and now



Sightseeing in Copenhagen – the Little Mermaid statue

Walk through Svendborg





Official welcome



Visit of the church Vor Frue Kirke

Visit of the town hall





**Creating posters about poverty**



**Visit of the open-air museum**



**Visit of the Egeskov Castle**



**Visit of the H. CH. Andersen's Museum**



Visit of Odense



Visit of the Poorhouse



**Presentation in classrooms**



**Dancing**



**Turkish afternoon - Cooking**



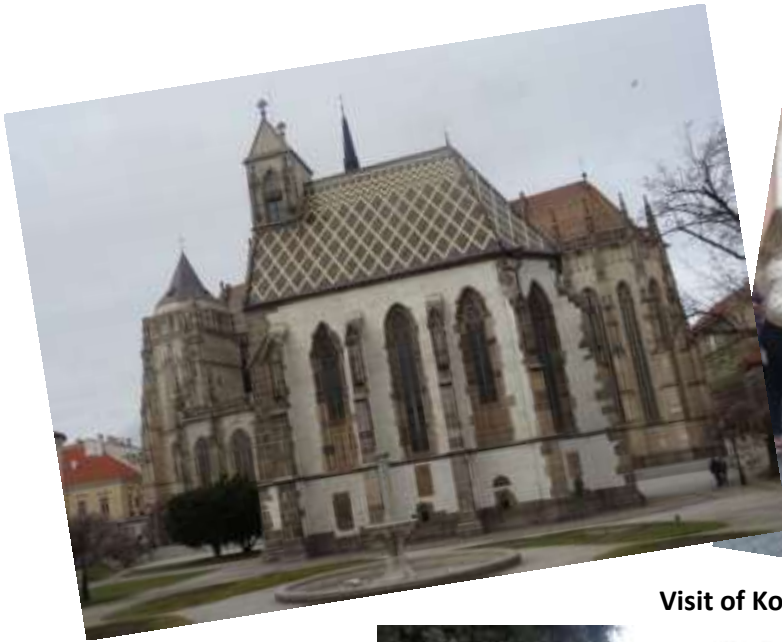
## 4. Rimavská Sobota, Slovakia

10<sup>th</sup> – 15<sup>th</sup> March 2019

The main topics of this learning activity were migration and refugees



Visit of Betliar



Visit of Košice





Official welcome



Presentations about migration





Slovak traditional handcrafts





Visit of the town hall



Workshops in the museum in Rimavská Sobota



Tatra Mountains – the Ice Dome

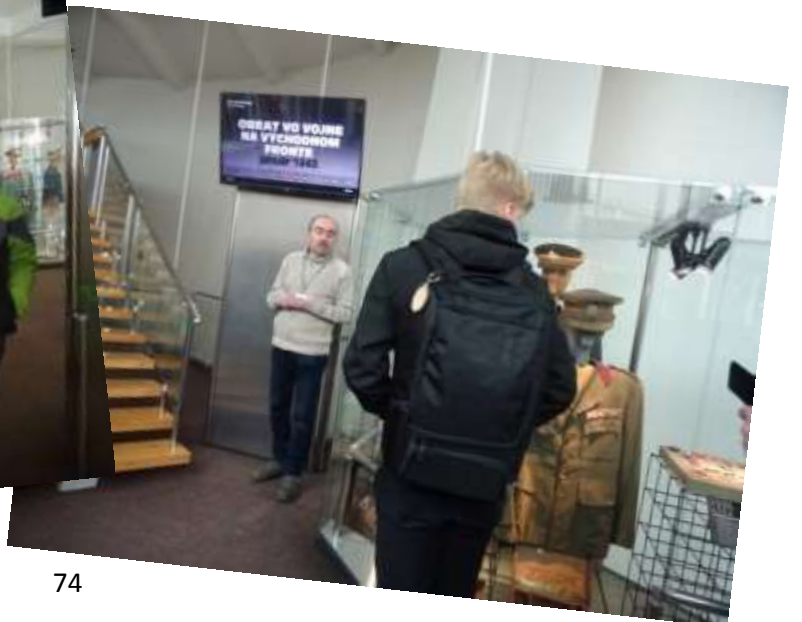




Wooden church in Hronsek



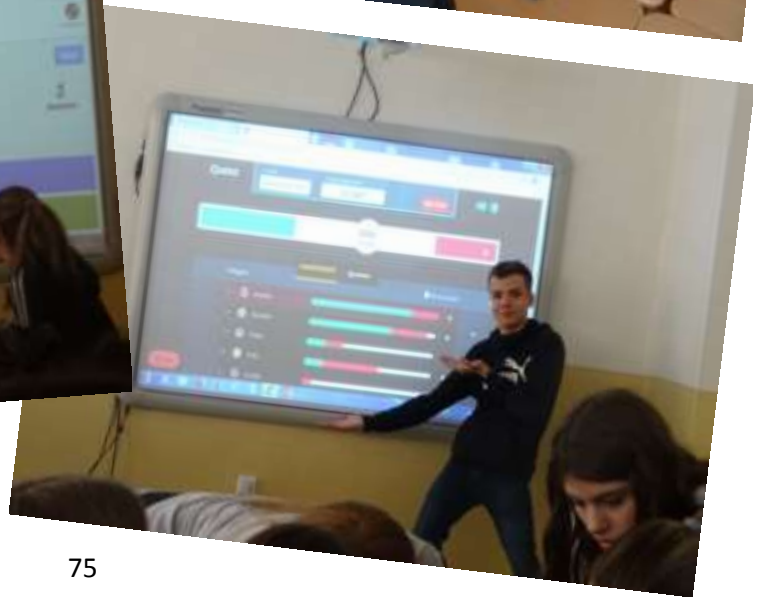
Museum of Slovak Uprising in Banská Bystrica



Castle Slovenská Ľupča



Quizzes about notable personalities



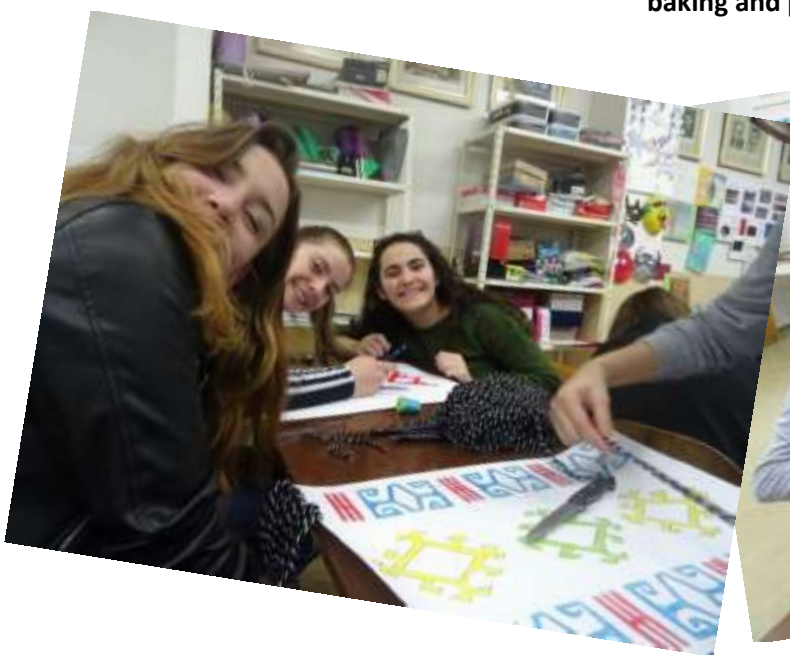
**Workshop about Christianity and Islam**



**Interview with a Syrian refugee**



**Turkish afternoon –  
baking and painting**

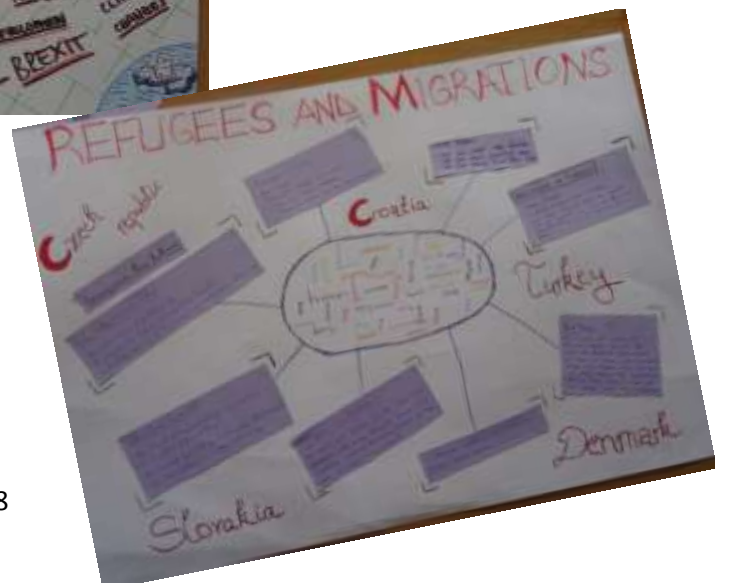
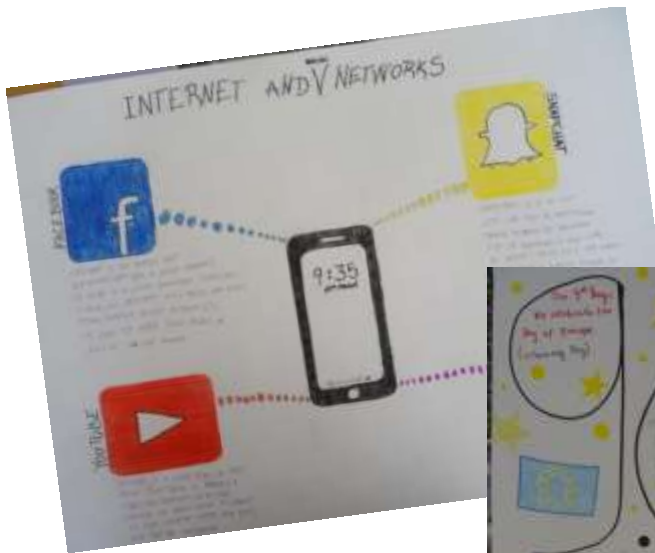


Evaluation of the learning activity in Slovakia – creating posters and videos





Evaluation of our project activities



**Traditional Slovak dances**



**Performance of the 8<sup>th</sup> graders**





## Key words to the particular topics

### Democratic key words

| English                   | Czech                     | Croatian             | Danish                       | Turkish                | Slovak                  |
|---------------------------|---------------------------|----------------------|------------------------------|------------------------|-------------------------|
| Parliamentarianism        | Parlamentarismus          | Parlamentarizam      | Parlamentarisme              | Parlementerizm         | Parlamentarizmus        |
| Populism                  | Populismus                | Populizam            | Populisme                    | Halkçılık              | Populizmus              |
| Separation of powers      | Oddělení pravomocí        | Podjela vlasti       | Adskillelse af magten        | Güçler Ayrılığı        | Oddelenie právomocí     |
| Minority protection       | Ochrana menšin            | Zaštita manjina      | Beskyttelse af minoriteter   | Azınlık Hakları        | Ochrana menšín          |
| Freedom of speech         | Svoboda projevu           | Sloboda govora       | Ytringsfrihed                | İfade Özgürlüğü        | Sloboda prejavu         |
| Freedom of assembly       | Svoboda shromáždění       | Sloboda okupljanja   | Forsamlingsfrihed            | Örgütlenme Hakkı       | Sloboda zhromažďovania  |
| Freedom of association    | Svoboda sdružení          | Sloboda udruživanja  | Foreningsfrihed              | Sendikal Haklar        | Sloboda združovania     |
| Religious freedom         | Náboženská svoboda        | Vjerska sloboda      | Religionsfrihed              | İnanç Özgürlüğü        | Náboženská sloboda      |
| Citizenship               | Státní občanství          | Građanstvo           | Medborgerskab                | Vatandaşlık            | Štátne občianstvo       |
| Referendum                | Referendum                | Referendum           | Folkeafstemning              | Halk Oylaması          | Referendum              |
| Political ideologies      | Politické ideologie       | Politička ideologija | Politiske ideologier         | Siyasi Görüşler        | Politické ideológie     |
| Nation                    | Národ                     | Narod                | Fædreland                    | Ulus                   | Národ                   |
| International cooperation | Mezinárodní spolupráce    | Međunarodna suradnja | Internationalt samarbejde    | Uluslararası İşbirliği | Medzinárodná spolupráca |
| Globalization             | Globalizace               | Globalizacija        | Globalisering                | Küreselleşme           | Globalizácia            |
| The Internal Market       | Vnitřní trh               | Unutarnje tržište    | Det indre marked             | İç Pazar               | Vnútrotný trh           |
| Constitution              | Ústava                    | Ustav                | Grundlov                     | Anayasa                | Ústava                  |
| Legal certainty           | Právní jistota            | Pravna sigurnost     | Retssikkerhed                | Yasal Kesinlik         | Právna istota           |
| Equality                  | Rovnost                   | Jednakost            | Lighed                       | Eşitlik                | Rovnosť                 |
| Rights and duties         | Práva a povinnosti        | Prava i obveze       | Rettigheder og pligter       | Grev Hakkı             | Práva a povinnosti      |
| Cohesion in society       | Soudržnost ve společnosti | Kohezija u društvu   | Sammenhængskraft i samfundet | Örgütlenme Hakkı       | Súdržnosť v spoločnosti |

## Byzantine and Ottoman Empire

| English                                       | Czech                   | Croatian       | Danish                 | Turkish          | Slovak           |
|---|-------------------------|----------------|------------------------|------------------|------------------|
| Empire  | Říše                    | Carstvo        | Imperium               | İmparatorluk     | Ríša             |
| Sultanate                                     | Sultanát                | Sultanat       | Sultan-dømme           | Saltanat         | Sultanát         |
| Sultan  | Sultán                  | Sultan         | Sultan                 | Sultan           | Sultán           |
| Grand Vizier                                  | Velkovezír              | Veliki Vezir   | Storvesir              | Baş Vezir        | Hlavný vezír     |
| Janissary                                     | Janičáři                | Janjičari      | Janitshar              | yeniçeri         | Janičari         |
| Landowner                                     | Statkář                 | Spahije        | Jord-besidder          | Toprak sahibi    | Statkár          |
| Mosaic  | Mozaika                 | Mozaik         | Mosaik                 | mozaik           | Mozaika          |
| Baths/Spas                                    | Koupele/lázně           | Kupelji        | Spabad                 | Hamam            | Kúpele           |
| People (rightless Christian Turkish subjects) | Poddaní v Osmanské říši | Raja           | Folk                   | Teba             | Poddaní          |
| Islamisation                                  | Islamizace              | Islamizacija   | Islamisering           | Müslümanlaştırma | Islamizácia      |
| Mosque  | Mešita                  | Džamija        | Moske                  | Cami             | Mešita           |
| Minaret                                       | Minaret                 | Minaret        | Minaret                | Minare           | Minaret          |
| Islam   | Islám                   | Islam          | Islam                  | İslam            | Islam            |
| Pashalic (province in the Ottoman Empire)     | Pašalik                 | Pašaluk        | Pashalic               | Paşalık          | Pašalík          |
| Vassal country                                | Závislá země            | Vazalna zemlja | Vassalland             | Vasal Şehri      | Vazalská krajina |
| Conquerors                                    | Dobyvatelé              | Osvajači       | Erobrerer              | Fatih            | Dobyvatelia      |
| Tribute in male children/tribute in blood     | Krvavá daň              | Danak u krvi   | Hyldest til drengebørn | Haraç            | Krvavá daň       |
| Caliph  | Kalif                   | Kalif          | Kalif                  | Halife           | Kalif            |
| Koran   | Korán                   | Kuran          | Koram                  | Kuran            | Korán            |
| Military Border                               | Vojenská hranice        | Vojna Krajina  | Militær-grænse         | Askeri sınır     | Vojenská hranica |

## Idea of Europe

| English  | Czech                                       | Croatian  | Danish                           | Turkish                               | Slovak  |
|--|---|---|----------------------------------|---------------------------------------|---|
| History  | Historie                                    | Povijest  | Historie                         | Tarih                                 | História  |
| War  | Válka                                       | Rat   | Krig                             | Savaş                                 | Vojna   |
| Future   | Budoucnost                                  | Budućnost   | Fremtid                          | Gelecek                               | Budúcnosť                                       |
| European commission                                | Evropská komise                             | Europska komisija                                   | Europæisk kommission             | Avrupa Komisyonu                      | Európska komisia                                |
| Atomic bombs                                       | Atomové bomby                               | Atomska bomba                                       | Atombombe                        | Atom Bombası                          | Atómové bomby                                   |
| Death marches                                      | Pochody smrti                               | Marš smrti  | Døds-marcher                     | Ölüm Marşı                            | Pochody smrti                                   |
| Migration  | Migrace                                     | Migracija   | Migration                        | Göç                                   | Migrácia  |
| Education  | Vzdělání                                    | Obrazovanje   | Uddannelse                       | Eğitim                                | Vzdelávanie                                     |
| Team work  | Spolupráce                                  | Timski rad  | Samarbejde                       | Takım Çalışması                       | Tímová práca                                    |
| Supressing rasism                                  | Potlačení rasismu                           | Smanjivanje rasizma                                 | Modarbejde racisme               | İrkçılık                              | Potlačenie rasizmu                              |
| Gender equality                                    | Rovnost mezi pohlavími                      | Jednakost spolova                                   | Ligestilling                     | Cinsiyet Eşitliği                     | Rovnosť pohlaví                                 |
| Authorized abortion                                | Povolení potratů                            | Legalni pobačaj                                     | Fri abort                        | Kürtaj Hakkı                          | Povolenie potratov                              |
| General interests                                  | Obecné zájmy                                | Opći interes  | Generelle interesser             | İlgi Alanları                         | Všeobecné záujmy                                |
| European parliament                                | Evropský parlament                          | Europski parlament                                  | Det europæiske parlament         | Avrupa Parlamentosu                   | Európsky parlament                              |
| Reform of education                                | Reforma školství                            | Reforma školstva                                    | Uddannelse-reformer              | Eğitim Reformu                        | Reforma školstva                                |
| Permission for homosexual marriages                | Povolení homosexuálních sňatků              | Legalni homoseksualni brak                          | Homovielser                      | Eşcinsel Evliliği Hakkı               | Povolenie homosexuálnych manželstiev            |
| Permission for homosexual couples to adopt a child | Povolení homosexuálním párům adoptovat dítě | Mogućnost usvajanja djeteta homoseksualnim parovima | Homo-seksuelles ret til adoption | Eşcinsel Çiftlerin Çocuk Edinme Hakkı | Povolenie adoptovať dieťa homosexuálnymi párami |
| Legalization of marijuana                          | Legalizace marihuany                        | Legalizacija marihuane                              | Legalisering af hash             | Uyuşturucu Serbestliği                | Legalizácia marihuany                           |
| Present  | Přítomnost                                  | Sadašnjost  | Nutid                            | Belge                                 | Prítomnosť                                      |
| Human rights                                       | Lidská práva                                | Ljudska prava                                       | Menneske-rettigheeder            | İnsan hakları                         | Ľudské práva                                    |

## Sustainable development

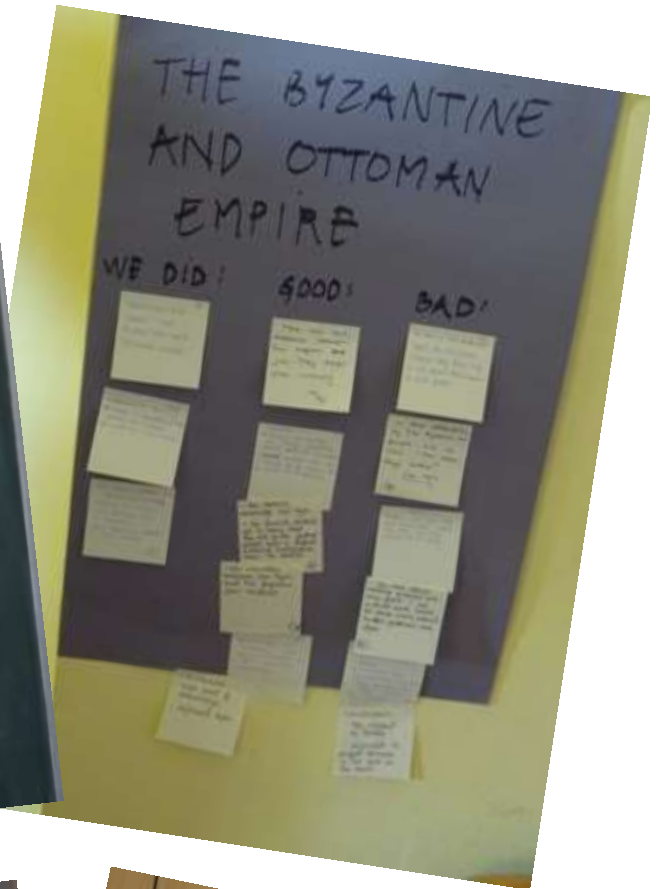
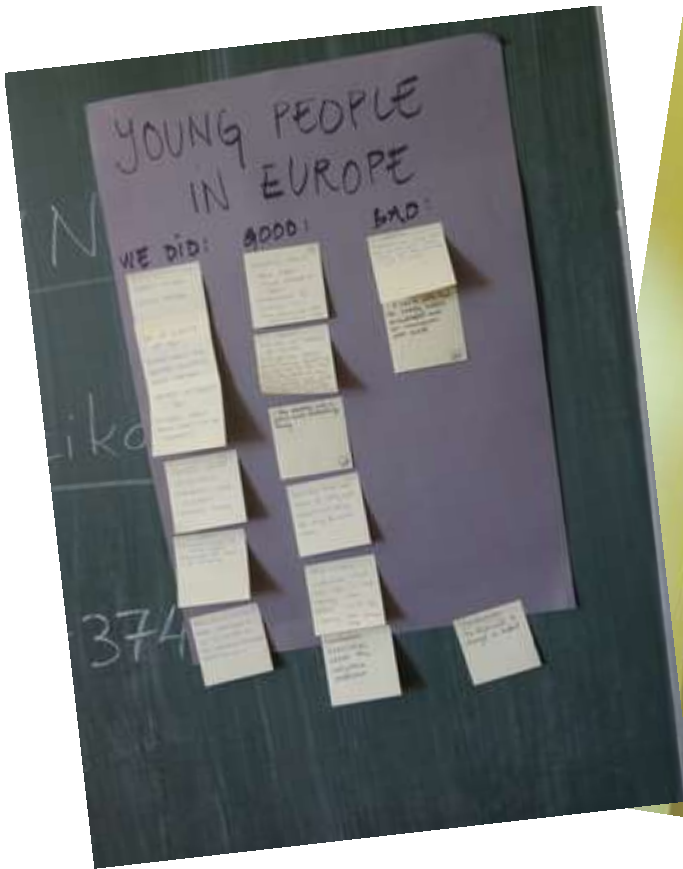
| English                 | Czech                           | Croatian             | Danish                 | Slovak                   |
|-------------------------|---------------------------------|----------------------|------------------------|--------------------------|
| Black Dumpsites         | Černé skládky                   | Ilegalna odlagališta | Illegale losse-pladser | Čierne skládky           |
| Greenhouses Gases       | Skleníkové plyny                | Staklenički plinovi  | Drivhusgas             | Skleníkové plyny         |
| Recycle                 | Recyklovat                      | Recikliranje         | Genbrug                | Recyklovať               |
| Deforestation           | Odlesňování                     | Deforestacija        | Skov-rydning           | Odlesňovanie             |
| Desertification         | Desertifikace (přeměna v poušť) | Opustinjavanje       | Ørken-dannelse         | Dezertifikácia           |
| Climate change          | Klimatické změny                | Klimatska promjena   | Klima-forandring       | Klimatické zmeny         |
| Natural resources       | Přírodní zdroje                 | Prirodni resursi     | Naturlige ressourcer   | Prírodné zdroje          |
| Save Energy             | Šetřit energii                  | Štednja energije     | Spare energi           | Šetriť energiu           |
| Ecology                 | Ekologie                        | Ekologija            | Økologi                | Ekológia                 |
| Environment             | Životní prostředí               | Okoliš               | Miljø                  | Životné prostredie       |
| Sustainable Development | Udržitelný rozvoj               | Održivi razvoj       | Bære-dygtig udvikling  | Trvalo udržateľný rozvoj |
| Pollution               | Znečištění                      | Zagađenje            | Forurening             | Znečistenie              |
| Harmful                 | Škodlivý                        | Štetno               | Skadelig               | Škodlivý                 |
| Ecosystem               | Ekosystém                       | Ekosustav            | Økosystem              | Ekosystém                |
| Rubbish                 | Odpadky                         | Smeće                | Affald                 | Odpadky                  |
| Global warming          | Globální oteplování             | Globalno zatopljenje | Global-opvarmning      | Globálne otepľovanie     |
| Reuse                   | Opětovně využívat               | Ponovno koristiti    | Genbrug                | Opätovne využiť          |
| Endangered species      | Ohrožené druhy                  | Ugrozene vrste       | Truede arter           | Ohrozené druhy           |
| Waste                   | Odpad                           | Otpad                | Affald                 | Odpad                    |
| Extinct                 | Vyhynulý                        | Izumrijeti           | Uddød                  | Vyhynutý                 |

## Notable personalities

| English         | Czech      | Croatian    | Danish         | Turkish    | Slovak     |
|-----------------|------------|-------------|----------------|------------|------------|
| Writer          | Spisovatel | Pisac       | Forfatter      | Yazar      | Spisovateľ |
| Composer        | Skladatel  | Skladatelj  | Komponist      | Besteci    | Skladateľ  |
| Sportsman       | Sportovec  | Sportaš     | Sportsmand     | Sportmen   | Športovec  |
| King            | Král       | Kralj       | Konge          | Kral       | Kráľ       |
| Queen           | Královna   | Kraljica    | Dronning       | Kraliçe    | Kráľovná   |
| President       | Prezident  | Predsjednik | Præsident      | Başkan     | Prezident  |
| Politician      | Politik    | Političar   | Politiker      | Siyasetçi  | Politik    |
| Violinist       | Houslista  | Violinist   | Violinist      | Kemancı    | Huslista   |
| Actress         | Herečka    | Glumica     | Skuespiller    | Aktris     | Herečka    |
| Football player | Fotbalista | Nogometaš   | Fodboldspiller | Futbolcu   | Futbalista |
| Jockey          | Žokej      | Džokej      | Jockey         | Jokey      | Džokej     |
| Journalist      | Novinář    | Novinar     | Journalist     | Gazeteci   | Novinár    |
| Poet            | Básník     | Pjesnik     | Digter         | Şair       | Básnik     |
| Soldier         | Voják      | Vojnik      | Soldat         | Asker      | Vojak      |
| Leader          | Vůdce      | Vođa        | Leder          | Lider      | Vodca      |
| Doctor          | Doktor     | Liječnik    | Doktor         | Doktor     | Lekár      |
| Scientist       | Vědec      | Znanstvenik | Videnskabsmand | BilimAdamı | Vedec      |
| Exploration     | Výzkum     | Israživanje | Udforskning    | Kaşif      | Výskum     |
| Prince          | Princ      | Princ       | Prins          | Prens      | Princ      |
| Princess        | Princezna  | Princeza    | Prinsesse      | Prenses    | Princezná  |

## Evaluation of our project

We evaluated our project during the Transnational Project Meeting in Croatia



### POVERTY

| WE DID:       | GOOD:         | BAD:          |
|---------------|---------------|---------------|
| [Sticky Note] | [Sticky Note] | [Sticky Note] |
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### NOTABLE PERSONALITIES

| WE DID:       | GOOD:         | BAD:          |
|---------------|---------------|---------------|
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### MIGRATION AND REFUGEES

| WE DID:       | GOOD:         | BAD:          |
|---------------|---------------|---------------|
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Good

Short term exchanges:

They were getting more and more open minded. (The pupils)  
The topics are very good regarding our main purpose.  
You need background knowledge and they got it.  
Aware of the need of changing curriculum.

Has to be changed

They have to learn about democracy in daily life  
More teachers have to be part of international and democratic projects (very difficult!)  
We need to learn them democratic skills: Communicating, cooperating, role plays etc.  
Work shops for teachers or pupils: How to listen, how to communicate, cooperate.  
A course about important keywords relevant for the project.  
Proposal for topic: The principles of religious values and rules in the society.

DEMOCRACY:

- respect of other human rights and cultures
- accept of other humans with different religion and values
- via learning activities the students learned about other values
- values of Europe
- they understood that every human are the same inside
- more discussions
- more self-esteem
- they made new friends
- more aware about environment
- the student understood that it is important to work in school to improve society and own possibilities
- good with work in international groups
- spreading the experiences to other kids at school
- icebreakers and getting to know each other in a few

HISTORY:

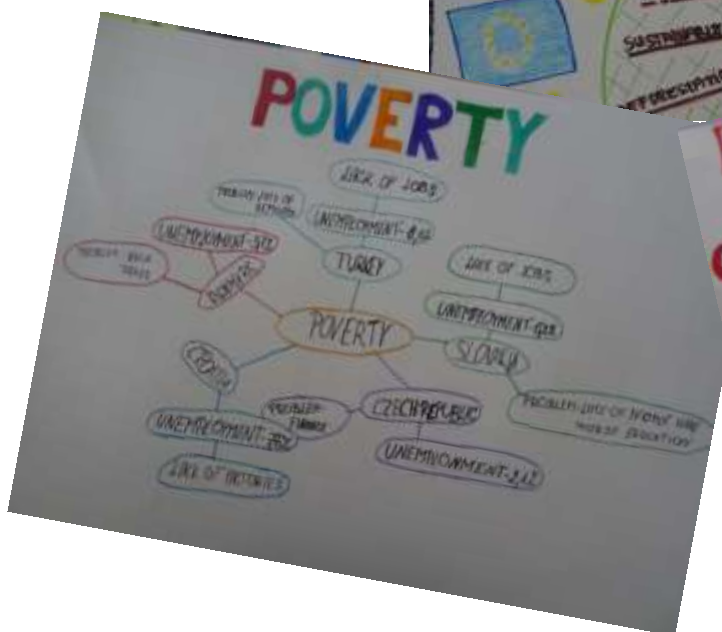
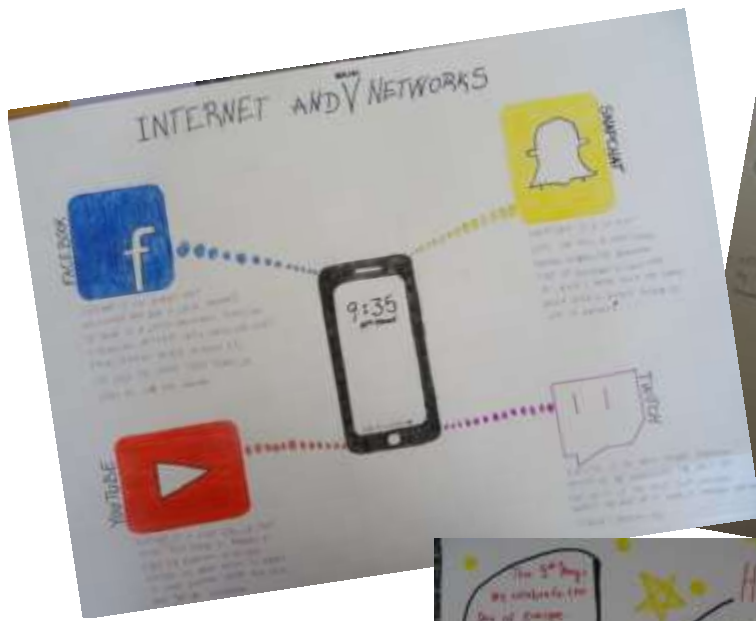
- learning about your own history
- ... others notable persons
- they visited historical places in 4 countries

WHAT COULD WE HAVE DONE / NEW IDEAS:

- single meetings so we could have discussed our details should have worked with suitable groups
- visiting each others houses in the daytime
- visiting suitable groups / organizations in other countries
- more home stays if possible
- more work in international groups
- more similar amount of students from each country
- "twinspace" - the children could have discussed via chat platform
- it would have been great with a shared platform, vice they could have been able to look back
- day of Europe were you spread the knowledge
- evaluate each time



Pupils evaluated our project at the end of the learning activity in Slovakia



## **Outputs of our project**

### **The app**



<https://eurac-app.glideapp.io/>

### **The webpage created by the Slovak group**

<http://eurac.herokuapp.com/>

### **The webpage created by the Croatian group**

<https://euracproject.home.blog/>

### **Our TwinSpace**

<https://twinspace.etwinning.net/44075/home>