Erasmus+

Changing lives.
Opening minds.

Get in shape for Europe (Part II)

2021

GET IN SHAPE FOR EUROPE

(Part 2)

Changing lives. Opening minds.

2021

ERASMUS⁺ school exchange partnership
"Get in shape for Europe" (GISE)

Partners:

"Ștefan Procopiu" High School (Romania, Vaslui) - coordinator

Foreign Language Secondary School (Pleven, Bulgaria) - partner

5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner

The High School of Economics and Gastronomy (Tarnów, Polonia) – partner

I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italia) - partner

http://lspvs.ro/erasmus-gise/
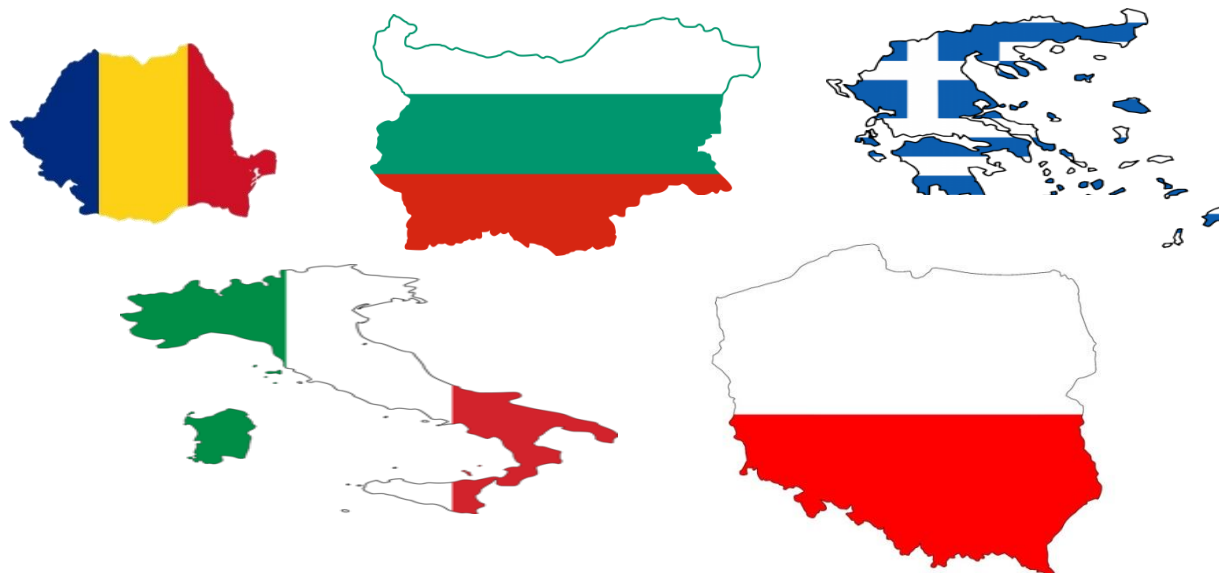
GET IN SHAPE FOR EUROPE

CONTENTS

I.PROJECT PRESENTATION

During the period 1 September 2018-31 August 2020, five European schools will work together to implement the School Exchange partnership "Get in Shape for Europe" (GISE). The partner schools are:

➢ The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
➢ Foreign Language School (Pleven, Bulgaria)-partner
➢ 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
➢ The High School of Economics and Gastronomy (Tarnów, Poland)-partner
➢ I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

We discovered that here is a need for activities and projects that will make Europeans fall back in love with Europe again. School and education has an important role to play in promoting the common European values enshrined in the EU Treaty, values that are a prerequisite for creating a socially coherent society. Partner schools need opportunities to develop a conducive environment to the promotion of European values among pupils. Social, civic and intercultural competencies foster inclusiveness. So, the goal of the project is to promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.

The target groups for the implementation of project activities are the teachers and students aged 14 to 19.

SPECIFIC OBJECTIVES:
▪ O1-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship
▪ O2-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation
▪ O3-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
▪ O4–institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation

RESULTS AND IMPACT
a)intangible results: teachers and students will:
▪ improve their knowledge about the project theme (democratic values and fundamental rights, inclusion and non-discrimination, active citizenship), about EU (history, values, politics), about culture and civilization of partner countries
▪ improve their skills and competences (intercultural learning, teamwork, organization, communication, responsibility, adaptability, flexibility, digital competences, English communication)
▪ develop attitudes (positive attitude towards the EU, inclusive and non-discriminatory attitudes, tolerance and mutual respect, a better understanding of cultural and linguistic

diversity, critical spirit, civic spirit), increasing motivation, positive attitude towards oneself and others

b)tangible results:
- 5 short-term exchanges of groups of pupils (C2, C4, C6, C8, C10) and 5 short-term joint staff training events (C1, C3, C5, C7, C9)
- 5 European clubs, 7 brochures, dissemination and evaluation materials, local activities, integration of results in school activities

This project contributes to the institutional development of schools from several points of view, such as strengthening the European dimension of schools and increasing the capacity to operate at European level by exchanging experiences, methods and best practices and integrating them into the teaching and extra-curricular activities of partner schools, creating, in partner schools, a friendly, inclusive and democratic environment, strengthening the cooperation between the teachers involved in the project activities (which can generate new ideas, new activities, new projects), increasing the quality of education offered in partner schools as teachers will improve their knowledge and skills that will be used in didactic and educational work, promoting schools in the educational community, strengthening cooperation with local institutions.

Our project aims to contribute to the implementation of the European policies mentioned in the documents (such as Europe Strategy 2020, Paris Declaration, Proposal for a Council recommendation-17 January 2018) aiming to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is the social, civic and intercultural competences that foster inclusion.

PROJECT PARTNERS

- **"Ștefan Procopiu" High School (Romania, Vaslui) - coordinator**

- **Foreign Language Secondary School (Pleven, Bulgaria) - partner**

- **5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner**

- **The High School of Economics and Gastronomy (Tarnów, Polonia) – partner**

- **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy) - partner**

Due to the pandemic, the implementation period of the project was extended by 12 months until 31.08.2021.

II. Short-term exchanges of groups of Pupils – Learning/teaching/training activity – ”Get in Shape for Europe ... in Greece” (5-7 November 2019)

Description of the activity:
Title: Get in shape for Europe … in Greece
Host partner: 5th General Senior High School of Aigaleo (Aigaleo, Greece)

PARTICIPANTS:
- **“Ștefan Procopiu” High School (Romania, Vaslui): 4 students**
- **Foreign Language Secondary School (Pleven, Bulgaria): 6 students**
- **5th General Senior High School of Aigaleo (Aigaleo, Greece): 24 students**
- **The High School of Economics and Gastronomy (Tarnów, Polonia): 6 students**
- **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy): 4 students**

Work sessions
- Ice breaking activities, presentations and discussions (about the students' country, town, school)
- Presentations and discussions, learning and teaching activities based on themes related to democratic values, fundamental rights, active citizenship, nondiscrimination, hate speech, and media manipulation, the Internet and social networks. (“My country, my town, my school”, “Freedom of expression and hate speech in the digital age”, ”Fake News and Media Manipulation”, “Cyberbullying – a new problem of the digital era”, “GDPR-Data protection in the digital era”, “E-Democracy (Digital Democracy)”, learning and teaching activities based on solving work tasks adapted from the "Think Literacy: Cross-curricular Approaches, Literacy Lessons", an intellectual product developed under the "Skills for Life: Literacy" Strategic Partnership (SLL).
- Workshops:
  - “How well do you know your digital self? Let's find out how your online footprint affects your democratic competences”;
  - “Real or Fake? Disinformation and democracy”, “Why is it so important nowadays to be fully aware of media manipulation and how does that affect our lives?”;
- Learning and teaching activities, study visits:
  - “Polysemy of the Park of Aigaleo: Space, Time, People”-“The metro of Aigaleo and its museums”: an alternative cultural route”;
  - “Democracy in Ancient Athens and Democracy Today”;
  - “Are the oracles of the ancient times related to the fake news of modern times?”, the “Pythia oracles giving game” and “Solidarity from the navel of the Earth in Delphi”.
- evaluation exercises, granting of attendance certificates, granting the achievements certificates.

The activities were coordinated by:
- Greek teachers;
- Ms Olga Gkotsopoulou, PhD candidate at the Faculty of Law and Criminology of Vrije Universiteit Brussels
- Mr George Moschos and Ms Matoula Papadimitriou, founding members of Initiative for Article 12.

WELCOME

To the

5ᵗʰ General Senior High School of Aigaleo

ATHENS GREECE

Erasmus+

7

The Mayor of Aigaleo, who gave the partners a medalion with Cliestene, was present at the opening ceremony of the transnational activities

The Greek students from the target group of the Gise project, presented a short artistic performance in order to present us some of their traditional songs and dances.

"How well do you know your digital self? Let's find out how your online footprint affects your democratic competences"

"Real of Fake? Disinformation and democracy", "Why is it so important nowadays to be fully aware of media manipulation and how does that affect our lives?"

"Pythia oracles giving" activity

Delphi is best known as the home of the famous Oracle, the Pythia, the sibyl, a powerful priestess at the sanctuary dedicated to Apollo, who saw the future of kings and nations. She used to give ambiguous answers to the questions posed.

The students played the game posing questions to Pythia and receiving equivocal answers, becoming thus aware of the disinformation and manipulation techniques currently implemented. The ambiguous answers are also relevant today.

What, then, is media education than an effort to decipher the ambiguous messages of our day and reveal the false imprint on any news or rumor?

"Solidarity from the navel of the Earth in Delphi"

Granting the achievements certificates

EUROPEAN SOLIDARITY

III. Short-term exchanges of groups of Pupils – Learning/teaching/training activity – ”Get in Shape for Europe ... in Romania” (14-16 April 2021)

Description of the activity:
Title: Get in shape for Europe … in Romania
Host partner: **“Ştefan Procopiu” High School (Romania, Vaslui**

PARTICIPANTS:
- **“Ştefan Procopiu” High School (Romania, Vaslui): 33 students**
- **Foreign Language Secondary School (Pleven, Bulgaria): 9 students**
- **5th General Senior High School of Aigaleo (Aigaleo, Greece): 7 students**
- **The High School of Economics and Gastronomy (Tarnów, Polonia): 15 students**
- **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy): 4 students**

Activities/tasks carried out:
- Warm-up activities, group activities
- Intercultural activities: presentations, discussions, quizizz, games (”My country, my city, my school”, ”What do I know about GISE countries?”)
- Presentations and discussions, learning and teaching activities based on themes related to democratic values, fundamental rights, active citizenship, nondiscrimination, hate speech, and media manipulation, the Internet and social networks: ”Fake news”, ”Hate speech and freedom of expression”, ”Gender Equality as a fundamental European value”,   ”Exploring gender equality: Women who inspire Europe, Just because Poem, Women in politics: Gender statistics)
- learning and teaching activities about European Union: ”Lessons about European Union”, ”ME&EU: Mobility”, ”ME&EU: Digital”, ”EU in 12 words”.
- evaluation activities, granting of attendance certificates.

RESULTS
a) Intangible
- increasing students knowledge about the EU, about the culture and the civilization of partner countries, cities, schools
- developing social, civic and intercultural competences by participating in joint transnational activities (developing pupils' abilities to participate in different communication situations, teamwork, cooperative, respecting the views of others, positive relationship with others, a better understanding of cultural and linguistic diversity, recognition and acceptance of diversity)
- developing critical thinking about the use of the Internet and social networks as a weapon against discrimination and manipulation
- developing intellectual work skills (searching for information on the Internet, structuring and summarizing them, etc.)
- improving communication skills in English
- increasing motivation and confidence in one's own person

b) Tangible: presentations, digital resources

14.04.2021 - The students participated in workshops such as "My country, my city, my school", "What do I know about partner countries?", "Exploring gender equality", "EU in 12 words "and explored the www.etwinning.net platform that facilitates collaboration between European schools.
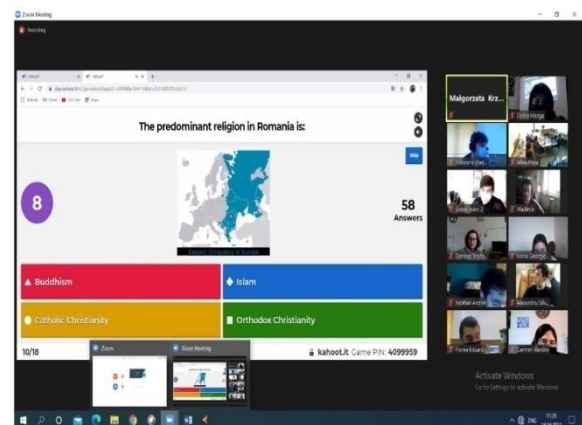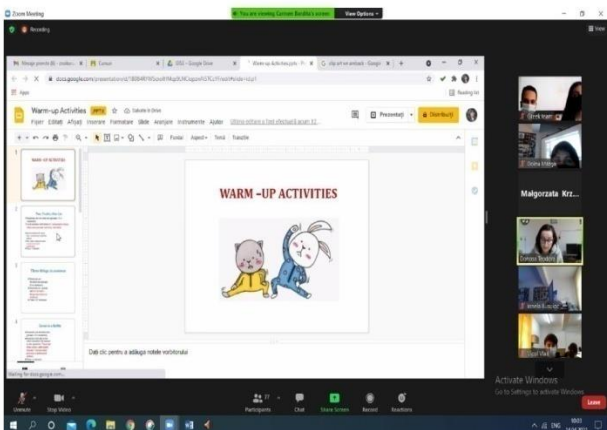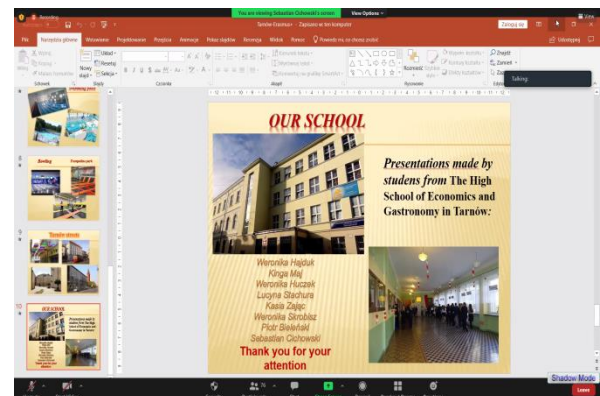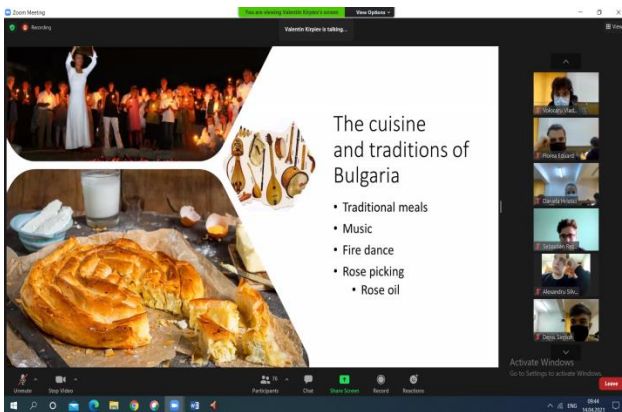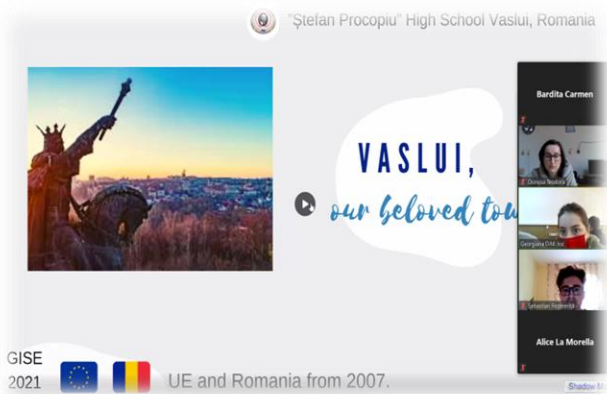
15.04.2021 - The students participated in workshops such as "Lessons about the European Union" and "False News" which were facilitated by Victor Munteanu, a former student of the "Stefan Procopiu" High School. During the sessions, students participated in group activities and consolidated the information through quizzes. Students also explored the http://www.etwinning.net platform and the opportunities offered by the European Union in terms of studies, travel and work in EU member states during the "ME&EU: Mobility" workshop
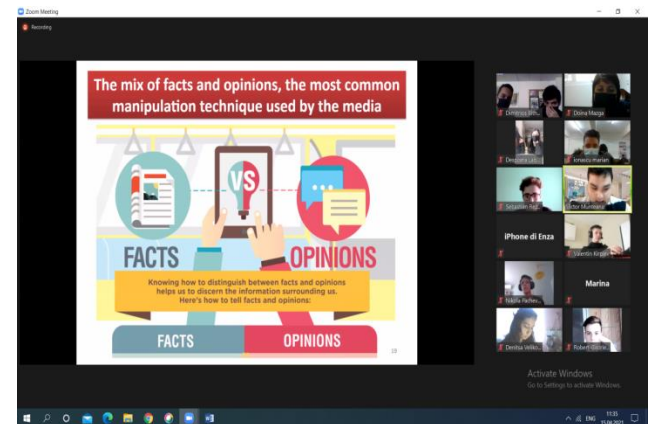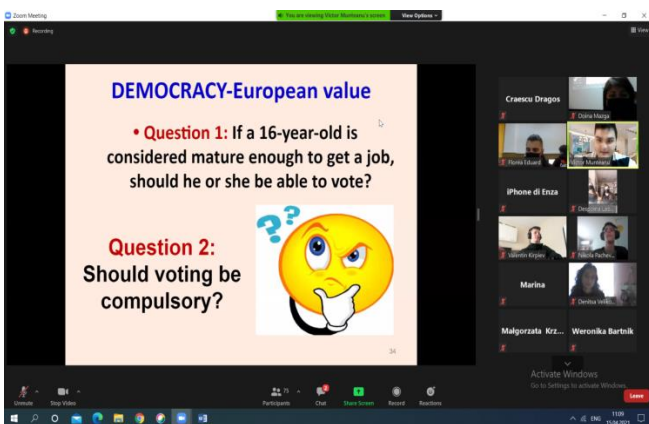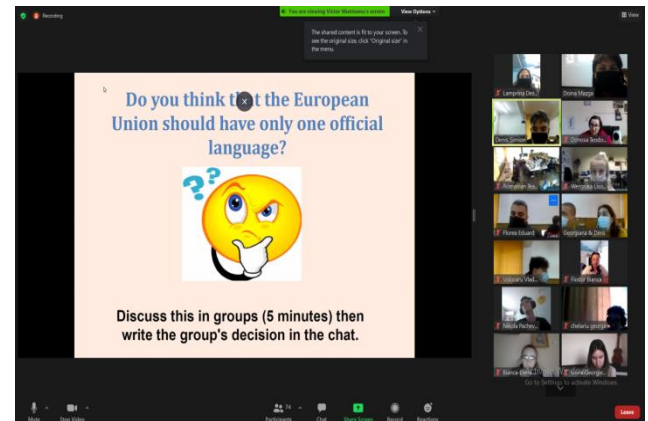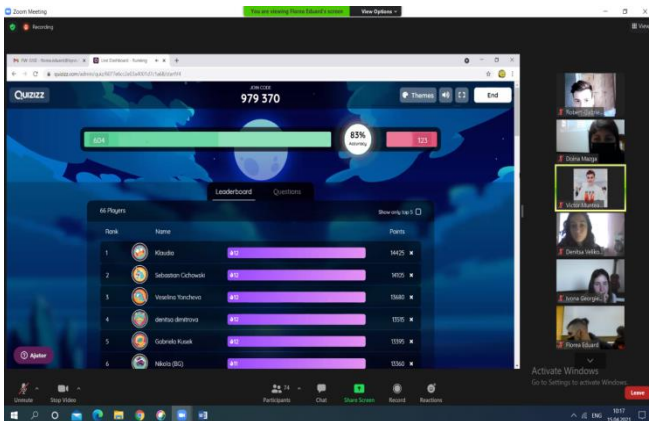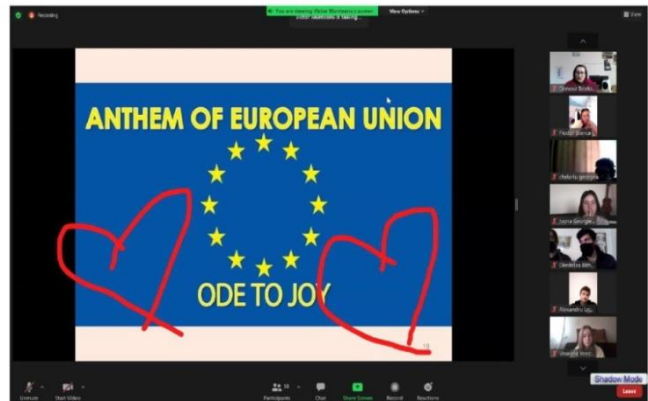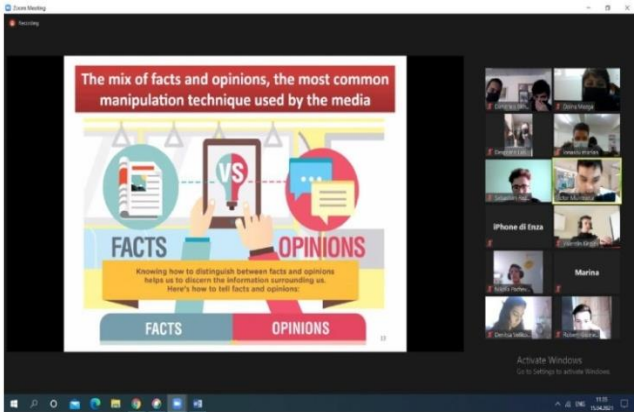
16.04.2021 - The students participated in workshops such as "Gender Equality - a Fundamental European Value" and "Hate Speech and Freedom of Expression" which were facilitated by Victor Munteanu, former student of the "Ștefan Procopiu" High School. During the sessions, students participated in group activities and consolidated the information through quizzes. The students also explored the opportunities offered to European Union citizens in the digital field during the "ME&EU: Digital" workshop
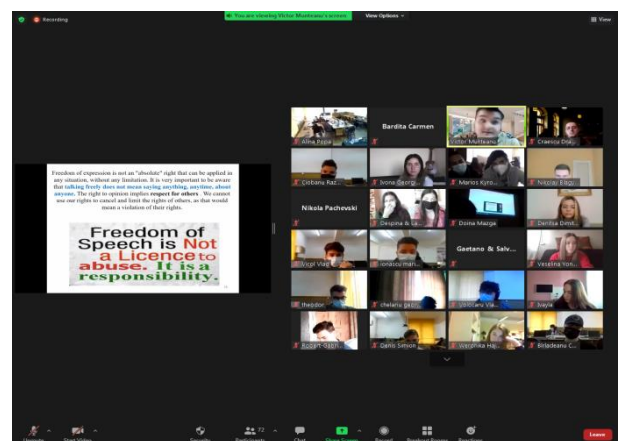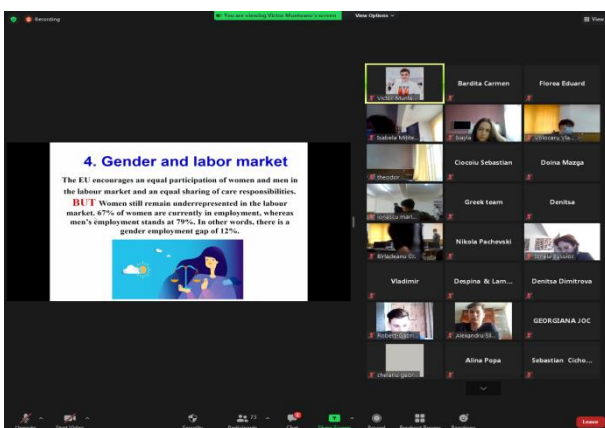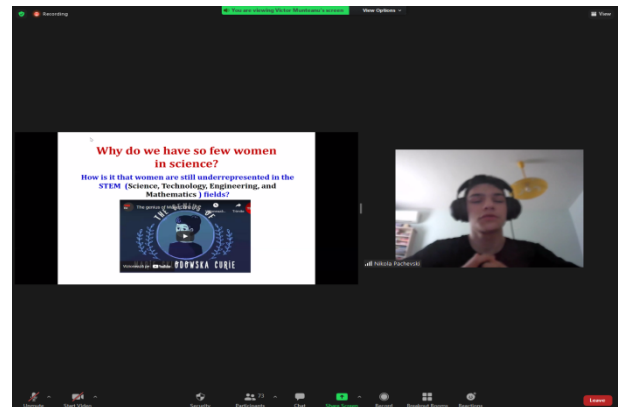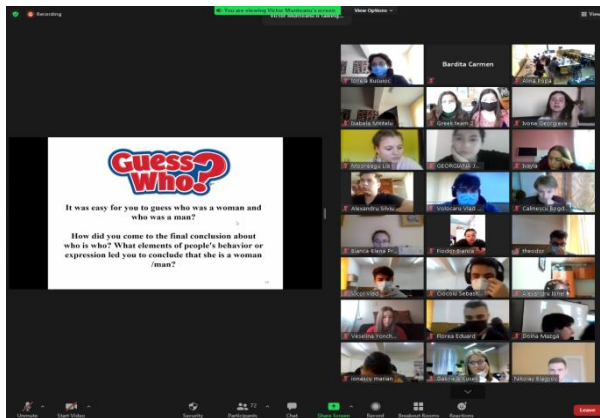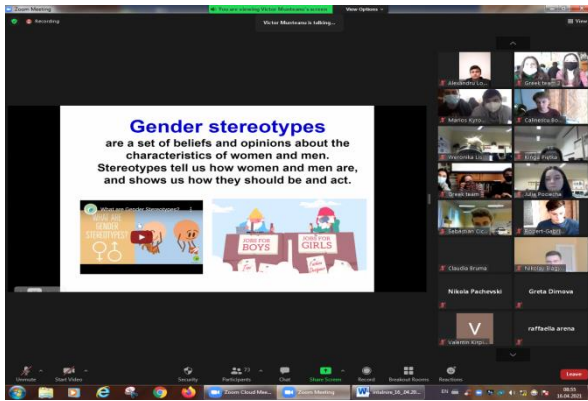
DIGITAL RESOURCES USED

WORDWALL
"What do I know about partner countries?"

Whack-a-mole: GISE countries:
https://wordwall.net/play/13503/363/656

Labelled diagram – Locate GISE countries:
https://wordwall.net/play/13505/427/669

True or false:
https://wordwall.net/play/13504/749/493

Group sort – Cities:
https://wordwall.net/play/13505/158/261

Match up – Places to visit:
https://wordwall.net/play/13505/793/419

Find the mach – Dishes:
https://wordwall.net/play/13507/065/704

Rank order – Gise countries population:
https://wordwall.net/play/13507/298/433

Quiz about GISE countries:
https://wordwall.net/play/13517/314/912

KAHOOT
"What do I know about GISE countries?"
https://create.kahoot.it/details/ede31f64-059c-4d5a-bf01-6d29669ffd08

"Travelling TO Europa"
https://create.kahoot.it/details/143435e4-f858-4b77-9662-d691aa53f7a3

"Digital rights"
https://create.kahoot.it/details/fe3e9adc-2d91-4cd7-bf56-63c4e5cd8230

"What I know about Romania?"
https://create.kahoot.it/details/cc09063e-3441-4ddd-a7e1-343245c3ab1d

QUIZIZZ
European Union History
https://quizizz.com/admin/quiz/606b4bee08485a001b651978

European Union: Symbols and Values
https://quizizz.com/admin/quiz/606b304f08485a001b650d23

The GISE countries Flags
https://quizizz.com/admin/quiz/606b2ca24b88f7001f960d04

Fact or opinion?
https://quizizz.com/admin/quiz/606b567d79690b001bbea54d

Sex or gender?
https://quizizz.com/admin/quiz/606b4ff54a39fb001bd4fd5e

Test your knowledge on gender equality!
https://quizizz.com/admin/quiz/606b526d7dc283001ddb05b9

PADLET
Just beacuse poem
https://padlet.com/croitorudaniela/a033b56wpzbqiste

EU in 12 words
https://padlet.com/croitorudaniela/qucdyjvfjff9p50

Exploring gender equality:Women who inspire Europe
https://padlet.com/croitorudaniela/Bookmarks

European union history
https://www.youtube.com/watch?v=4VCYHTGjr-U&t=437s
Fake news
Disinformation, Misinformation and Malinformation
https://www.youtube.com/watch?v=HD5MmuLDeFE
Satire/Parody
https://www.youtube.com/watch?v=axQoH_tkB68&t=1s
False Connection
https://www.youtube.com/watch?v=qVFkfKXKl-M&t=1s
Misleading Content
https://www.youtube.com/watch?v=ef06GbYR4lk
False Context
https://www.youtube.com/watch?v=Aggnh54Vr-A
Imposter Content
https://www.youtube.com/watch?v=6xTqREmis04&t=3s
Manipulated Content
https://www.youtube.com/watch?v=ncwuKxFyfX8&t=1s
Fabricated Content
https://www.youtube.com/watch?v=eTGNOxoTW60&t=8s
How to detect fake news?
https://www.youtube.com/watch?v=D0Cd9-eJ-No&t=2s

Gender equality as a fundamental european value

Gender – a social construction
https://www.youtube.com/watch?v=HdHSDaJNQSg
Gender stereotypes
http://www.youtube.com/watch?v=x7QMoudKDGg&feature=player_embedded
Marie Curie
https://www.youtube.com/watch?v=w6JFRi0Qm_s
ME&EU: Mobility
https://www.youtube.com/watch?v=omnYIjAPHas
ME&EU: Digital rights
https://www.youtube.com/watch?v=Ox-s3PjjRoc

Lessons about European Union
https://docs.google.com/presentation/d/1pD5F-
R3VtePsFGWQ3k1HT_8R54riy8xeOIsYnH2lA0c/edit?usp=sharing
Fake News
https://docs.google.com/presentation/d/1hZx4KR3lCqP3-
bRrSxCFL6PyBfA0mlDIj5JfqkXjFjI/edit?usp=sharing

Gender equality as a fundamental European value
https://docs.google.com/presentation/d/1k5Ky5_1ToVpnsvzhk42Oye8kD2lLRCqney8_6-
ArZjY/edit?usp=sharing

Hate speech and freedom of expression
https://docs.google.com/presentation/d/1VyTxg12FK33-
ohPBfAuDtWJ_OhHCM20qLnmgNCkGkhY/edit?usp=sharing

IV. Short-term exchanges of groups of Pupils – Learning/teaching/training activity – "Get in Shape for Europe ... in Poland" (20-22 April 2021)

Description of the activity:
Title: Get in shape for Europe … in Poland
Host partner: **The High School of Economics and Gastronomy (Tarnów, Polonia)**

PARTICIPANTS:
- **"Ștefan Procopiu" High School (Romania, Vaslui): 35 students**
- **Foreign Language Secondary School (Pleven, Bulgaria): 9 students**
- **5th General Senior High School of Aigaleo (Aigaleo, Greece): 7 students**
- **The High School of Economics and Gastronomy (Tarnów, Polonia): 6 students**
- **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy): 6 students**

Activities/tasks carried out:
- Warm-up activities, group activities
- Intercultural activities: presentations, discussions, quizzes, games ("My country, my city, my school", "What do I know Poland?", "What do you know about the European Union?")
- Presentations and discussions, learning and teaching activities based on themes related to democratic values, fundamental rights, active citizenship, inclusion and nondiscrimination, hate speech, and " Stereotypes, prejudice and non-discrimination",, "Inclusion in your school", "famous people with special needs", "How could the school be more inclusive?"
- learning and teaching activities about European Union: "Lessons about European Union", "ME&EU: Rights", "ME&EU: Skills and Business",
- evaluation activities, granting of attendance certificates.

RESULTS
a) Intangible
- increasing students knowledge about the EU, about the culture and the civilization of partner countries, cities, schools
- developing social, civic and intercultural competences by participating in joint transnational activities (developing pupils' abilities to participate in different communication situations, teamwork, cooperative, respecting the views of others, positive relationship with others, a better understanding of cultural and linguistic diversity, recognition and acceptance of diversity)
- developing critical thinking about inclusion and nondiscrimination
- developing intellectual work skills (searching for information on the Internet, structuring and summarizing them, etc.)
- improving communication skills in English
- increasing motivation and confidence in one's own person

b) Tangible: presentations, digital resources

20.04.2021 - The students participated in workshops such as "My country, my city, my school", "What do I know about Poland?", "What do I know about the European Union?", "Exploring inclusion" ("Inclusion in your school", "Famous people with special needs", "How could the school be more inclusive?"). Also students explored the http://www.etwinning.net platform that facilitates collaboration between European schools.
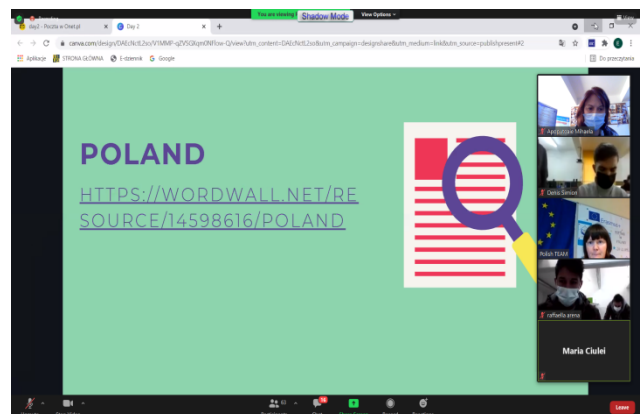
21.04.2021 - The students participated in workshops that addressed issues such as freedom of expression and hate speech, fake news and media manipulation, cyberbullying, personal data protection in the era digital democracy, digital democracy, inclusion and non-discrimination. Students also improved their knowledge of Poland and explored the http://www.etwinning.net platform and the rights of European citizens included in the "Charter of Fundamental Rights of the European Union" in the "ME&EU: Rights" workshop.
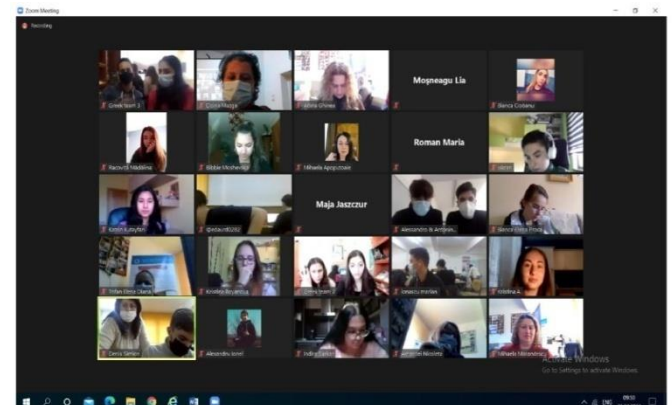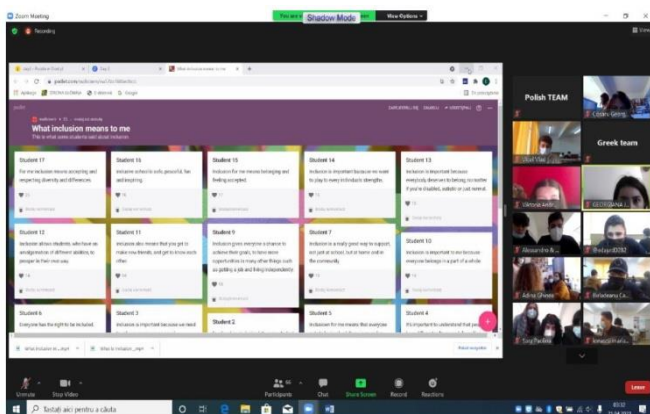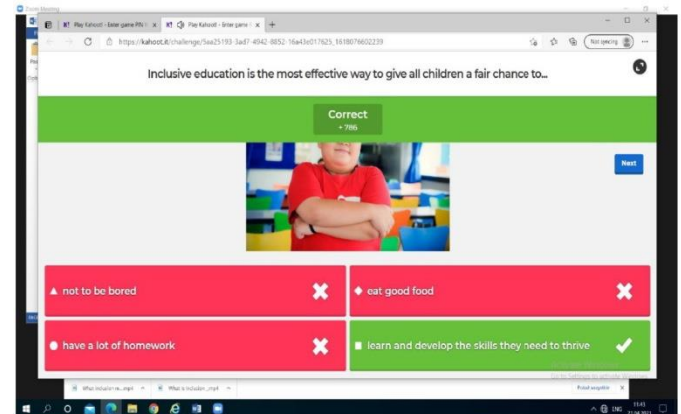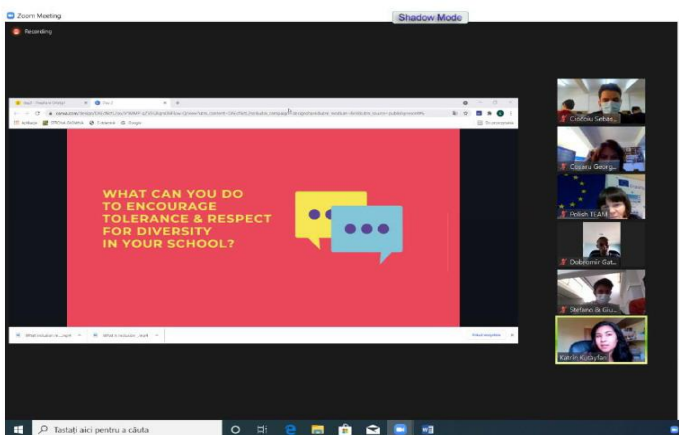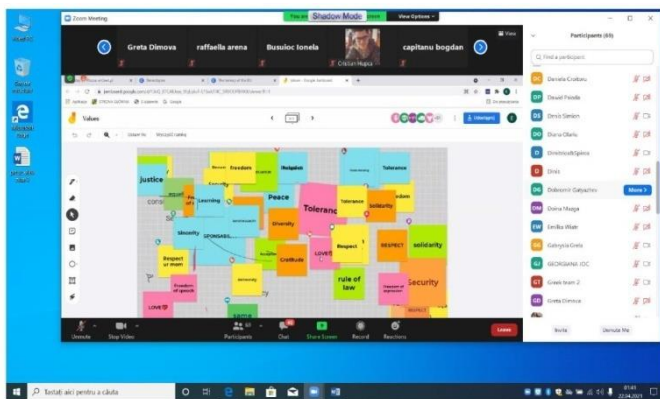
22.04.2021 - The students participated in workshops such as "Lessons about the European Union" and "Stereotypes, prejudice and non-discrimination". The students also explored the platform www.etwinning.net and the opportunities offered by the European Union in terms of work, career and entrepreneurial skills in the "ME&EU: Skills and Business" workshop. During the 3 days, students discussed in mixed groups and used digital tools such as Kahoot, Quizizz, Wordwall, Learningapps, Padlet, Jamboard, Mentimeter, Google Forms, ZOOM, www.etwinning.net.
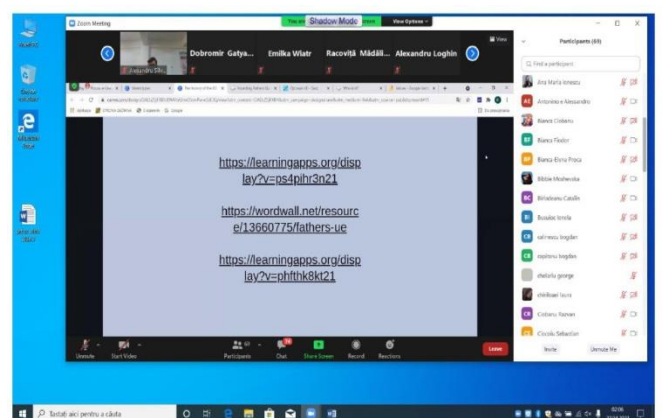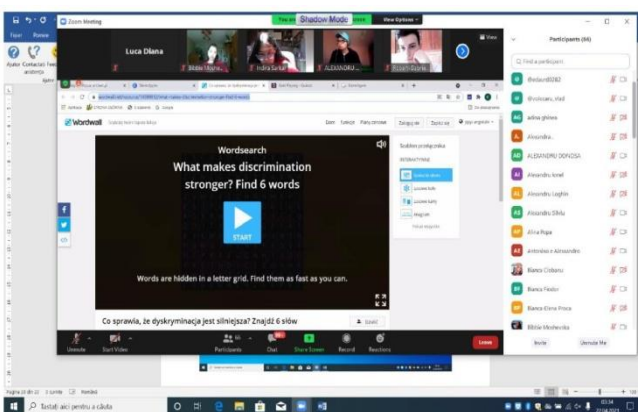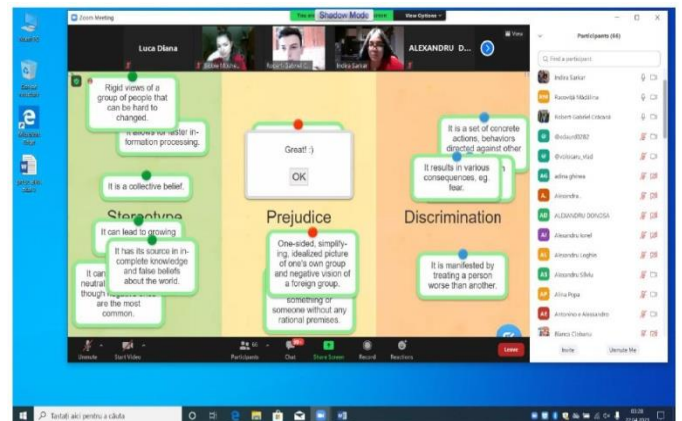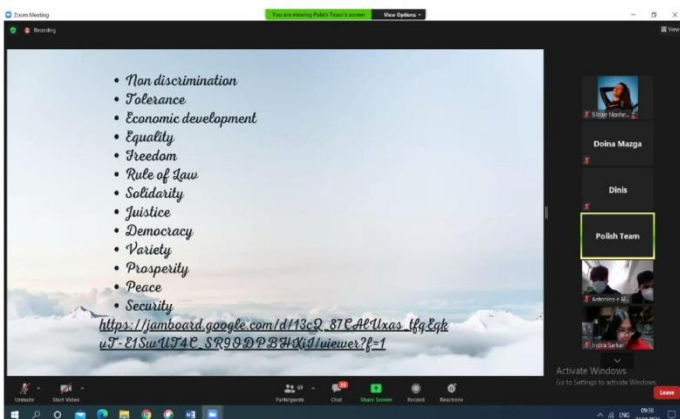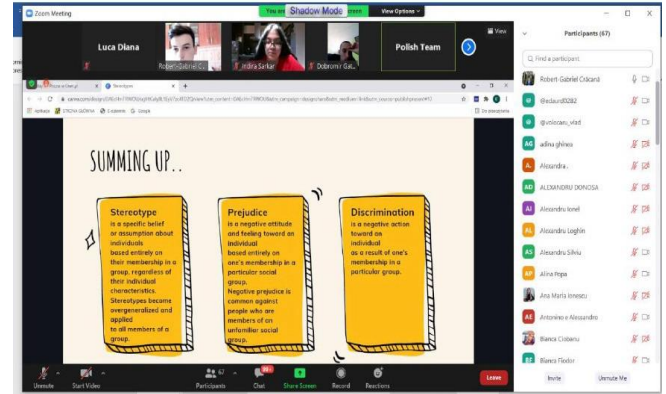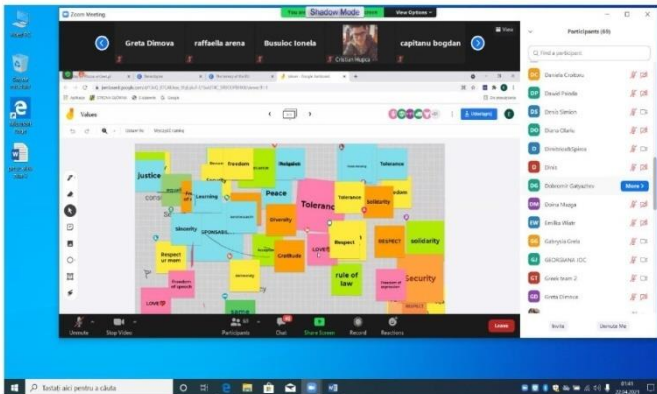
GET IN SHAPE FOR EUROPE … IN POLAND

DIGITAL RESOURCES USED

WORDWALL

Warm up – Randomwheel – each group
Romania
https://wordwall.net/resource/14590262/romania
Bulgaria
https://wordwall.net/resource/14587306/bulgaria
Italy
https://wordwall.net/resource/14592232/italy
Greece
https://wordwall.net/resource/14591214/greece
Poland
https://wordwall.net/resource/14598616/poland

"What do I know about Poland? What do I know about EU "
Labelled diagram – Poland`s Neighbors:
https://wordwall.net/resource/14239305/polands-neighbors
Gameshow quiz – People from Poland
https://wordwall.net/resource/14240542/people-poland
True or false:
https://wordwall.net/resource/14238666/true-or-false-about-poland
Match up – Polish symbols:
https://wordwall.net/resource/14324560/polish-symbols
Definitions + examples
https://wordwall.net/resource/14603092/definitions-examples
Matching pairs – Polish dishes
https://wordwall.net/resource/14338816/polish-dishes
What Makes Discrimination weaker?
https://wordwall.net/resource/14600359/what-makes-diskrimination-weaker-find-6-words
What makes discrimination stronger?
https://wordwall.net/resource/14599912/what-makes-discrimination-stronger-find-6-words

LEARNING APPS
Millionaire – EU-Quiz
https://learningapps.org/watch?v=p0f1gfvrc21
Who is it?/ - groups
https://learningapps.org/display?v=ps4pihr3n21
Founding fathers
https://wordwall.net/resource/13660775/fathers-ue
Founding fathers quiz
https://learningapps.org/display?v=phfthk8kt21
Groups
https://learningapps.org/display?v=pi2kb0exa21

QUIZZIZ
Quizziz – "What do I know about EU?"
https://quizizz.com/admin/quiz/607205a9168008001be0bda3
Quizziz: "How much do You know about Poland?"
https://quizizz.com/admin/quiz/606f2ea1d55260001bbb89c3
Quizziz: "What do You know about EU"?
https://quizizz.com/admin/quiz/606464d0571435001b57f987/what-do-i-know-about-eu
Introduction – Quizzizaboutstereotypes
https://quizizz.com/admin/quiz/6064a25bc640d0001b91fea0/stereotypes
Quizizz
https://quizizz.com/admin/quiz/607c29bc0f2574001c5429e5

CANVA
Founding Fathers
Presentation:
https://www.canva.com/design/DAEbZSjFXBY/DMVtA3Im05crvPw-
e5dClQ/view?utm_content=DAEbZSjFXBY&utm_campaign=designshare&utm_medium=link&ut
m_source=publishpresent

Stereotypes, prejudice, nondiscrimination
Presentation:
https://www.canva.com/design/DAEcHmTRWOU/ugHtCaly8L1EyV7zc4TD2Q/view?utm_content=DAEc
HmTRWOU&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent

JAMBOARD
Jamboard – commonevalues
https://jamboard.google.com/d/13cQ_87CAlUxas_tfqEqkvT-
E1SwUT4C_SR9ODPBHXiI/viewer?f=1

YOUTUBE
What is inclusion?
https://www.youtube.com/watch?v=3VMz06iVzqs&t=3s
What inclusion means to me?
https://www.youtube.com/watch?v=e9aweqCusRw&t=2s
ME&EU: Skills and Business
https://www.youtube.com/watch?v=7QBaAm13q6o
ME&EU: RIGHTS
https://www.youtube.com/watch?v=fhPXXp85IYA

PADLET
What inclusion means to me
https://padlet.com/malkrzem/vw57zo18t8ec8scc

KAHOOT
INCLUSIVE SCHOOL
https://kahoot.it/challenge/07170367?challenge-id=5aa25193-3ad7-4942-8852-
16a43e017625_1618076602239

V. ELECTRONIC/DIGITAL DEMOCRACY (E-Democracy)
Material made by the European Club
from ”Stefan Procopiu” High School (Vaslui, Romania)

1.What is Electronic Democracy?
2. eDemocracy tools (eServices)
3. The Electronic participation (eParticipation)
4. The electronic vote (eVot)
5.The Electronic Parliament (eParlament)
6.EU eDemocracy lessons: the case of Estonia

1.What is Electronic Democracy?

In the democratic countries, a struggle is underway for the affirmation, reaffirmation and maintenance of democracy. One of the internal "enemies" of democracy seems to be, increasingly, the poor participation and even non-participation of citizens in the political life at national and local level, and, in the case of the European Union, in the political life of the whole Union. In the last 7-8 years, and especially in European countries and the USA, governments and political actors have seen in information and communication technology an useful mean of encouraging the involvement of citizens, elected representatives and politicians in the exercise of democracy. The central idea of this guideline is the "increasing of participation".

Therefore, eDemocracy means the use of information and communication technology to encourage citizen participation in the political decision-making process.

The democratic actors are: governments, elected representatives (president, parliamentarians, mayors), mass media, political organizations, citizens.

The aims of digital democracy:
- Human rights (promoting freedom and human rights)
- Promoting democracy (the Internet allows the creation of a democratic environment - the absence of centralized control & immediate communication.
- Improving democracy (The internet and easier access to information)

Requirements. How can you have a digital democracy?
- Free and good qualitynternet access -
- Security and data protection of citizens
- Government's response to the digital demands of the citizens

Risks of digital democracy:
- censorship
- online populism
- how do we guarantee the uniqueness of the vote and its secret character?
- how do we secure the electronic votes?

Electronic democracy improves the electoral system by ensuring:
- *citizens' access to information*, through which the information about the candidates, programs, electoral campaigns and elections are provided through web sites;
- *participation in decision making*, which provides citizens the opportunity to communicate online with politicians
- *expressing the vote* electronically.

2. eDemocracy tools (eServices)

Gradually, a series of electronic services (eServices) were developed for the exercise of democracy, both by the citizens and by the elected representatives, at central level and, especially, at local level.

These eServices in the service of democracy, sometimes called tools (eDemocracy tools), form eDemocracy, and are seen as complementary to existing traditional ones. The development of eDemocracy eServices seems to be still in the beginning phase, but also with the already imposition, , of certain eServices that are certainly useful, among which, the generic ones called eParticipation (eParticipation) and eVot (eVote).

eServices (or eDemocracy tools) aim:
- to support citizens in their desire to make the elected governors and politicians, at central and local level,more accountable for their actions in the public domain
- increasing the transparency of the political process
- increasing the direct involvement of citizens
- improving the formation of political opinions and decisions.

Essentially eDemocracy means eParticipation and eVot, that is the multitude of eServices that facilitate the participation of citizens in political life, allowing them to express their opinions and influence the decisions of the elected representatives, and encourages the expression of voting options, both at central and especially at the local level.

3. The Electronic participation (eParticipation)

The electronic services that make up eParticipation are mainly:
- eInforming (eInformation)
- eConsulting (eConsultation)
- eDecisions (eDecision Making)

Through eInformation the central and local administrations provide unidirectional information to citizens, especially through dedicated websites. Among the particular information regarding the promotion of democracy are:
- lists with the chosen ones
- the structure of government and administration in general
- policies and programs adopted or being adopted
- contact points to the elected representatives
- data on budget, legislation, etc.

This category also includes information services made by political activists campaigning for a candidate or initiative, eCampania (eCampaign) and eActivism (eActivism), through dedicated websites, e-mail, SMS or blogs, developed especially in the USA.

EConsultation services are bidirectional and have many forms including:
- forums and online disscussions groups (eForum, eDebate)
- polling opinions on a particular issue (ePolling, eSurvey)
- sites of candidates in elections where discussions take place (blogs, discussion groups) in which the candidate usually answers various observations or questions.

The eDecisions Services encourage citizens' initiatives that seek to influence or determine political decisions, as well as those that contribute to the formation of political opinions that may become decisions and, possibly, laws or decisions.

Among these eDecisions services the most important service is the electronic petition, ePetitioning. A petition represents the signed initiative of a citizen, or group of citizens, raising a problem and requesting action from elected representatives of Parliament or local councils. The receiver of the petition has the duty to register the petition and give an answer. The Scottish Parliament, for example, has a website dedicated to petitions, such as the German Bundestag or the city of the British city of Bristol, and in Romania the Ministry of Interior and Administrative Reform also allows the formulation of simple petitions in the form of electronic messages. The site dedicated to ePetitions usually allows you to view all the electronic petitions submitted, join a petition, formulate a new one and search for supporters, form a discussion group on a petition, etc.
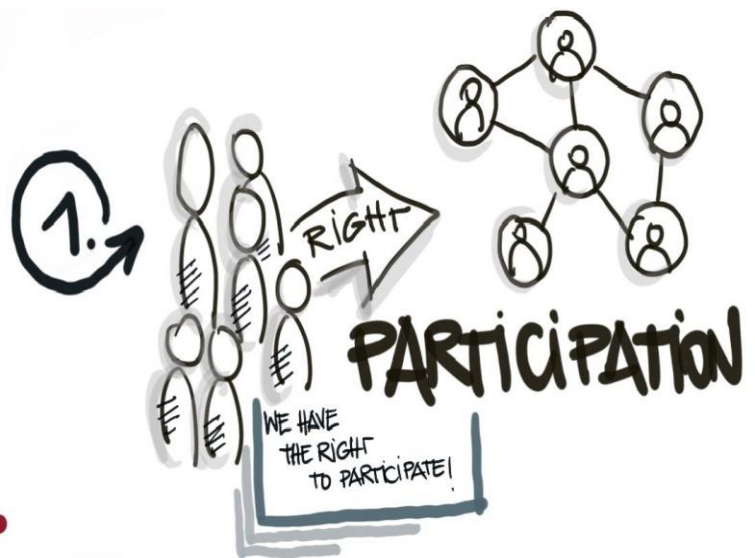
4. The electronic vote (eVot)

The electronic vote means the elections or the referendum in which electronic means are used in all, or only some, of the procedures of the process - the basic ones being the actual voting and the counting of the votes.

Electronic voting - main forms:
- *From distance*, via the Internet from your home computer (or from anywhere), via email, or even via SMS and interactive digital television
- *locally*, in polling booths through electronic voting equipment (usually called DRE, Direct Recording Equipment, or voting machines). A voting booth with electronic voting equipment also bears the name of eVoting kiosk (eVoting Kiosc). Each vote is recorded and stored electronically, without the voter interacting with any paper ballot. This system has been used in countries such as Brazil, India or Venezuela, but has been tested in several other countries such a s Russia, Australia or Indonesia and has been abandoned in countries such as France, the Netherlands or Japan.
- *Optical scanning*. This method is similar to the traditional vote, except that here the ballots are read immediately as the vote was given and the results are available immediately. This technology has been used in several countries, but the use is not widespread. The system has recently been used in Canada, the US, the Philippines or South Korea.
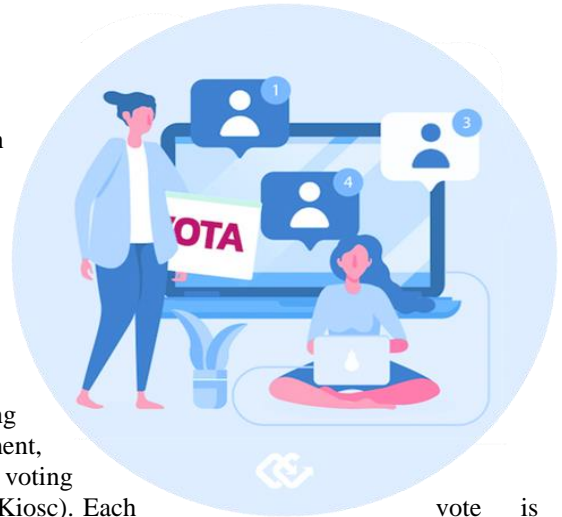
In both forms of eVot - local or from distance, the main problem that arises is that of security. The actual voting and the counting of the votes should not be altered by unauthorized interventions, so that the procedures must be accompanied by special security measures, electronic and non-electronic. Although electronic voting is already used in several countries (USA, France, Belgium, Switzerland, Estonia, Spain, Brazil) the security issue has caused several states, with the exception of Estonia, to take legislative measures in the field, and to wait until the process is generalized.

Electronic voting systems can be used both at national level, in parliamentary elections, for example, and in private organizations, for example in companies with many shareholders or in political parties. In the case of eVoting at national or local level, there must be a specific legislation that recognizes the legality of the electronic vote and specifies its methodology and the conditions for conducting it.

5.The Electronic Parliament (eParlament)

The electrification of the activity of the parliament essentially concerns the process of elaboration of laws. This process includes, increasingly, a citizen's participation achieved through various means (eg small petitions) that have the purpose of directly and legally influencing the decisions of their elected representatives. The two issues can be dealt with, forming a whole, within the eJustition (law making) and eDemocracy (citizen participation).

Aspects of using information and communication technology in parliaments:
- communication and exchange of information with citizens, whose participation should be explicitly encouraged
- management of specific electronic documents - draft laws, amendments, committee reports, debate texts.
- the use of online audio/video systems (webcasting) for the transmission of Internet meetings of committees or plenary sessions, the activity of which is made public in real time (or from the archive). the use of tools to support the political decision of the parliamentarian through which he is provided, upon request, with a package of information necessary and relevant for making a decision, selected according to certain criteria by the related staff (ICT-based decisionsupport tools), as well as the secure (non-public) parliamentary intranet that allows the exchange of documents and messages between parliamentarians, experts, etc.
- Parliamentary sites (of parliament, committees, parliamentarians) inform citizens about the phases of law-making and provide means by which they can comment and make proposals that are intended to influence the decisions of the Parliament (eParticipation services and eDecisions).

6.EU eDemocracy lessons: the case of Estonia

Estonia is a model of how a digital society should work.

Estonia, with a population of 1.4 million, is one of the most advanced eGovernment countries in the world. The citizens have a chip card, compulsory, of national identity which includes, among other things, the identity data and a digital signature of the holder (legal since 2000). Electronic voting was introduced in 2005. In March 2007, Estonia holds the first national general elections (for Parliament) in the world in which electronic voting was used over the Internet, using the national identity card to authenticate the voter's identity. Of the nearly one million voters, about thirty thousand voted electronically over the Internet using the card that was read through a chip card reader connected to their own computer connected to the Internet. The chip card reader is provided by the state at a very low price, from 7-12 euros.

Estonian electronic voting via the Internet is conducted as follows:
- insert the card in the card reader and access the national eVot site through the Internet;
- the site's voting system (server) will ask the voter for two separate access codes (for security), and, upon their acceptance, will offer the voter the voting options between which he will choose what he wants and his election will be declared as valid vote and registered with the national voting authority.

The two access codes required for authentication are the PINs associated with the identity card - the one for the identity certificate and the one for the digital signature certificate. Estonia has a well-developed Public Key Infrastructure (PKI) and has its own central Certification Authority.

In local eVoting, electronic voting equipment (DRE) in voting booths can be quite complex, and are of a wide variety. The most common type is a touch-screen device that displays the voting options (for example YES, NO, ABSTENTION, or a list of candidate names, or proposals, etc.) after that, in advance, the voter identification took place, for example through a voter card (voter card). All voting equipment is connected through a network to a central electronic voting system that performs voter authentication (by checking in a voter database), counting votes and reporting them. The network is usually a radio (wireless) network but it can also be the Internet - here we do not have a vote over the Internet, however, because the voting itself takes place in a polling station in the territory, not at home, or wherever there is a computer connected to the Internet and equipped with a chip card reader.

In 1997, when Estonia first began building its digital society through an e-governance system to provide public services online, the general population had limited access to the internet. Twenty years later, the possibilities offered by digital technologies seem endless. With Estonia's subsequent introduction of e-taxes, internet voting, e-healthcare, and, most recently, e-residency, 99.5% of all public services are now available online. It's therefore unsurprising that many consider Estonia an international trailblazer in digital solutions. In 2017, the *Wired* magazine called the country "the most advanced digital society in the world". E-solutions are integral to Estonia's identity, and the country is keen to maintain its image as the world's digital pioneer.

The European Union is following Estonia's lead by now emphasizing e-solutions. In early 2017, the European Parliament published a report "On e-democracy in the European Union: Potential and Challenges" which discussed methods to support traditional democratic systems through information and communications technology (ICT). By using these so-called e-democracy tools to increase the public's participation in EU-level decision-making processes, lawmakers aim to decrease the "democratic deficit" within the bloc. Yet, while this task appears relatively simple on paper, it will be difficult to implement. As a digital pioneer, Estonia faced many challenges along the path of developing its e-society. This experience could prove valuable to the EU's latest digital endeavor.

VI. HATE SPEECH
AND FREEDOM OF EXPRESSION IN THE DIGITAL AGE

Material made by the European Club
from Foreign Language Secondary School (Pleven, Bulgaria)

### WHERE DOES HATE SPEECH COME FROM?

Every generation has a problem and the people who live in the digital age come across hate speech more often than normal. Every day, realizing it or not, we are exposed to hate comments from others.

Because we all live in the modern world, the place where this kind of speech is a common thing, is social media. Study suggests that more than 70% of young people believe the internet fuels hate speech.

Another place where hatred towards others comes from is school. Bullying students orbeing bullied has happened to almost everyone. Body-shaming, racism and discrimination are just examples which hate is based on. Schools are the place where a child's idea of world begins. Now imagine adding hate speech to a kid's world.

The same goes for adults. Colleagues can also be difficult to work with when 67% of people reveal that they have been neglected or psychologically hurt at their workplace.

Our world is filled with hate speech coming from all these places.
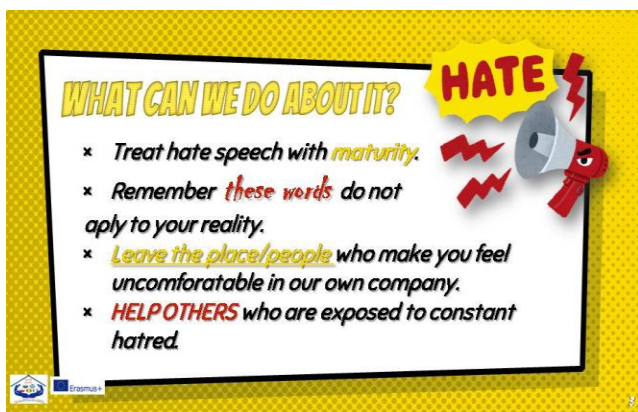
SO, WHAT CAN WE DO ABOUT IT?

First, you need to remember that haters always come as immature and impulsive. You do not want to be like them so be calm and treat hate speech with maturity and a balanced mind.

Then you need to look at yourself and realize these same people do not know the "real you". Your reality is not theirs; therefore, their ugly words cannot affect your beautiful world.

If you continue to have your mood affected by this, maybe it is time to change the place you feel uncomfortable at. Every person is more productive when they are praised for their work. So, do not let your creativity be taken away because of this.

Not only are we bullied, but so are other people. When you see such a conflict, help the victim of hate speech and show them that they are not alone and there is going to be somebody ready to prove good people also exist in our society.

"Hate has caused a lot of problems in this world; however it has not solved a single one yet."

Hate brings nothing good. It destroys human's confidence and image ofself-worth. We should not tolerate haters and those whose goal is to take somebody's inner peace down.

FREEDOM OF EXPRESSION
DOES YOUR OPINION MATTER?

Every person has their own ideas of how the world works. However, your opinion should be based on arguments that are relevant.

People are like colors – so many shades of beautiful. Uniqueness lives in everybody and what we can do is embrace it and show this to others without holding back.

30
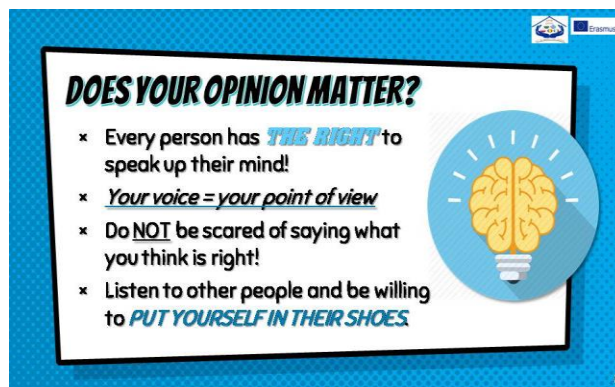
Young generation is pressed by the society when it comes to defending our point of view. Our modern world requires new way of speaking and thinking, therefore your voice is important.

No matter how a different opinion could trigger us, we need to listen to it and try figuring out what consequences have led to this point of view. Put yourself in their shoes and find something that resonates with you.

FEEL FREE TO EXPRESS YOUR THOUGHTS

We live in a world where there are more and more ways to find the *courage to speak up* our mind. Be true to yourself and *respect your own voice* as well. The way we respect others reflects on us and how we feel about our own inner world.
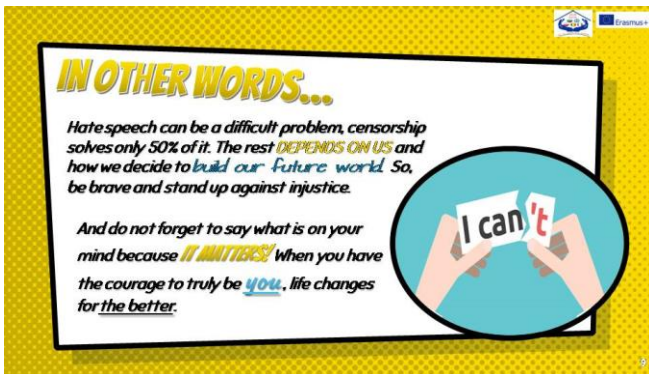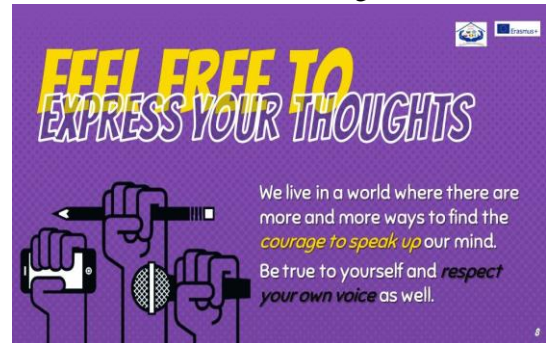
IN OTHER WORDS…

Hate speech can be a difficult problem, censorship solves only 50% of it. The rest DEPENDS ON US and how we decide to build our future world. So, be brave and stand up against injustice.

And do not forget to say what is on your mind because IT MATTERS! When you have the courage to truly be you , life changes for the better.

NOW IT'STIME FOR YOU TO SPEAK UP!

Tell us about a time you were silenced and how you dealt with it?

How can a person deal with being bullied?

To what extent can a hate comment be considered as such?

VII. Fake News and Media Manipulation

Material made by the European Club
from 5th GENERAL SENIOR HIGH SCHOOL OF AIGALEO, Greece

WHAT IS FAKE NEWS?

- Fake news is a type of yellow journalism or propaganda that consists of deliberate disinformation or hoaxes spread via traditional print and broadcast news media or online social media.

- The fact that fake news shifted copies had been known since the earliest days of printing. In the 16th and 17th centuries, printers would crank out pamphlets, or newsbooks, offering detailed accounts of or unusual occurrences.

TYPES OF FAKE NEWS

Claire Wardle of First Draft News identifies seven types of fake news:
- **satire or parody** ("no intention to cause harm but has potential to fool")
- **false connection** ("when headlines, visuals or captions don't support the content")
- **misleading content** ("misleading use of information to frame an issue or an individual")
- **false context** ("when genuine content is shared with false contextual information")
- **impostor content** ("when genuine sources are impersonated" with false, made-up sources)
- **manipulated content** ("when genuine information or imagery is manipulated to deceive", as with a "doctored" photo)
- **fabricated content** ("news content is 100% false, designed to deceive and do harm")

CONSEQUENCES

Society
- **society** polarization
- polarization between different groups within a nation
- effect on international **relations**
- celebrity scandals **dominate** the tabloids on a daily basis
- racism, harassment, intimidation and damage to reputation
- social retrogression because of neglect of significant issues

INDIVIDUALS
- **inability** to distinguish fake from real news
- mental manipulation and mental **slavery**
- deprivation of freedom of thought
- citizens' transformation into inactive and feckless people
- psychological problems and **lack of** self-confidence
- behavior alteration due to spread of fallacies and prejudices

Democracy
- **democracy at risk** due to data manipulation and disinformation
- manipulation to impact the outcome of elections
- effect on **citizens' trust** in certain government policies or in democracy as a whole
- tensions between citizens themselves
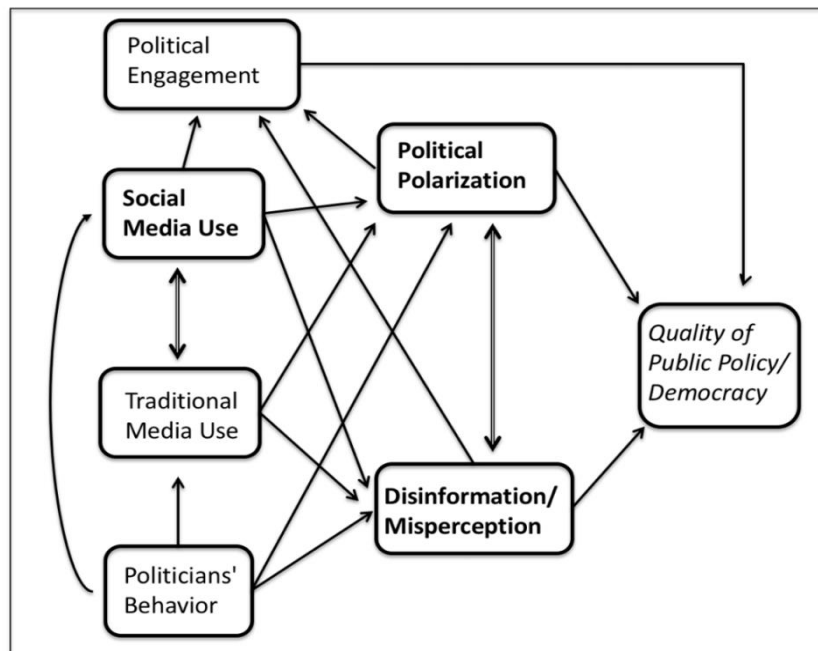
Journalism
- difficulty of reporters to cover significant news stories (invalid sources)
- ignorance or deviation of the **journalistic code**
- public's opinion distortion
- Journalists' dismissal due to **unethical behaviour**
- people's loss of faith in media
- proliferation of media that are **less trustworthy**
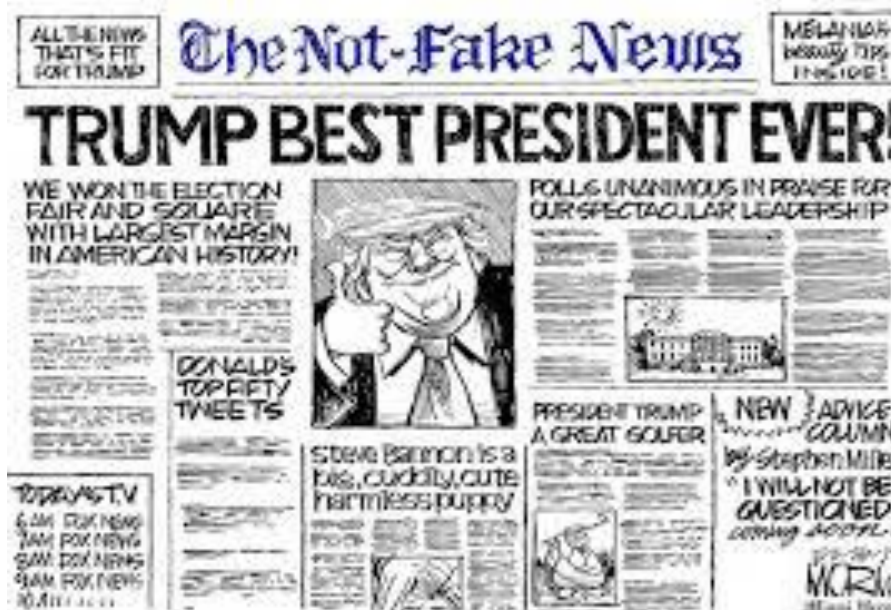
Quiz time: Can you spot the TRUE fact ?

Online News   July 2018

Officials say Niagara Falls will be out of water by next year

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Sorry WE'RE CLOSED

10:44

Online News   August 2014

500-year-old cellphone found in ancient Roman temple

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Online News   December 2009

Boston mom calls 911 over son's video game habit

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10:44

Online News   April 2011

Sir John A. MacDonald said "Don't believe everything you see on TV!"

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10:44

So How Can We Spot a piece of fake news?

- The first thing to do is figuring out **who the person that created it** is , or understanding the organization behind it.
- Check for **the ending of the website's URL**: .gov, .edu, .mil, and .org are more credible than websites that end in .com, .net, and many others.
- Search the Internet for more information about the author.
- Is the author listed on the site, or is there an "about me" section?

How Can We Prevent Fake News From Spreading?

Think Before You Link

- Do you recognize the source?
- Does the site appear generally **biased**, partisan or advocating for a cause?
- How long ago was the story published?
- Does the story sound outrageous, comical, **unlikely** or bizarre?
- Is this story an **objective report** or an opinion piece/editorial?

VIII. GDPR-Data protection in the digital era

Material made by the European Club
from The High School of Economics and Gastronomy, Tarnów, Poland

I'M JUST THINKING ABOUT GDPR...
WHAT'S THAT???????
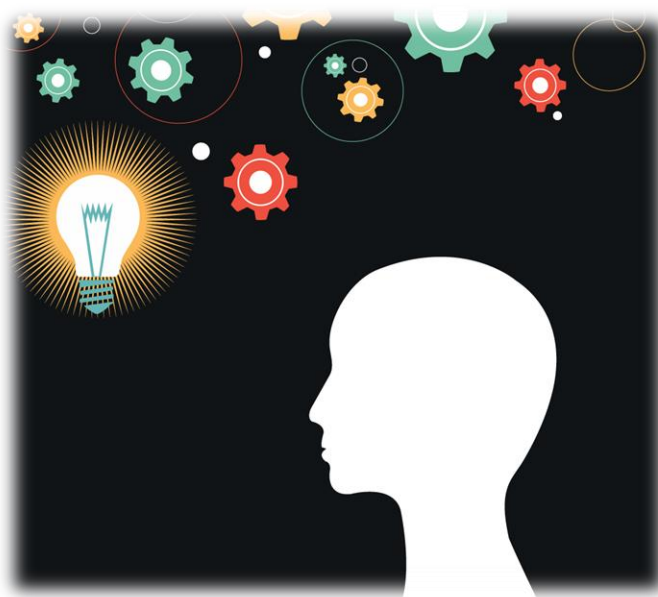
GENERAL DATA PROTECTION REGULATION

WHY IS IT BEING REPLACED?

- OUR PERSONAL DATA IS SHARED AND STORIED IN MANY DIFFERENT WAYS
- MANY PEOPLE WERE CONCERNED ABOUT THE SAFETY AND PRIVACY OF OUR DATA ESPECIALLY WITH AN INCREASE IN HACKING.

SO WHAT DOES THE GDPR DO???
IN SIMPLE TERMS IT GIVES CITIZENS A GREATER LEVEL OF CONTROL OVER THEIR PERSONAL DATA AND MAKES SURE THAT ORGANIZATIONS TAKE BETTER CARE OF IT

DATA PROTECTION

If an unknown company has my personal data
- I can get a copy of all the data about me,
- I can demand their removal when they are no longer needed or when their processing is unlawful,
- I can demand that any false or incomplete data be corrected.

My consent is required

In situations where my consent is required:
- I have the right to express it in the form of a clear confirmation.
- I also have the right to withdraw my consent at any time.

WHAT IS PERSONAL DATA?. *"ANY INFORMATION RELATING TO A PERSON WHO CAN BE IDENTIFIED DIRECTLY OR INDIRECTLY"*
SUCH US:

- PHOTOGRAPHS
- SOCIAL MEDIA POSTS
- EMAIL ADDRESS
- COMPUTER IT ADDRESS
- MEDICAL INFORMATION
- BANK DETAILS

ZERO SPAM

UNTIL RECENTLY, OUR MAILBOXES WERE FULL OF ADS, SPAM AND OTHER UNWANTED MESSAGES. TODAY, THANKS TO EU REGULATIONS, WE CAN OPPOSE TO SENDING MARKETING MESSAGES . SO WHEN WE OPEN OUR INBOX, WE CAN ONLY SEE MESSAGES FROM COMPANIES THAT REALLY INTEREST US.

BASE FOR COMPLAINTS

IF WE DO NOT LIKE THE WAY OUR PERSONAL DATA IS PROCESSED, WE CAN LODGE A COMPLAINT WITH THE PROCESSOR, WITH DATA PROTECTION AUTHORITIES.

PERSONAL DATA SHARING

If someone uses your personal data without your consent, he will be criminally responsible.
In this situation, you must submit a report to the police and provide evidence.
Such a person may be deprived of liberty for up to 2 years.

IX. Cyberbullying – a new problem of the digital era

Material made by the European Club
from I.I.S. E. Majorana-A. Cascino, Piazza Armerina, Enna, Italy

Bullying

Bullying is the use of force, coercion, or threat, to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria: hostile intent, imbalance of power, and repetition over a period of time.

What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

BULLYING *THE CHARACTERISTICS*

Intentionality
Repetiton
Imbalance of power
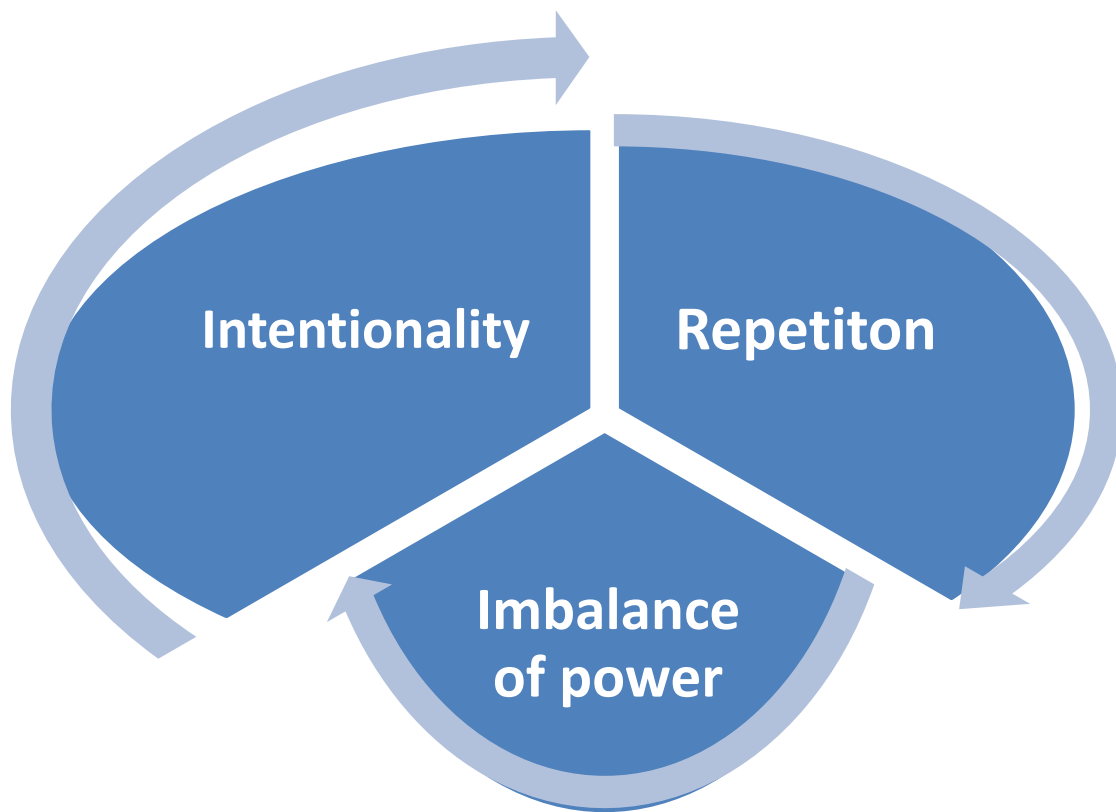
CYBERBULLYING *THE CHARACTERISTICS*

CYBERBULLYING THE CHARACTERISTICS

Anonymity Non-resposibility

Intentionality

Rapid spread

No space and no time, easy access

CYBERBULLYING

Repetition

Imbalance of power

Permanence in time

More pubblic
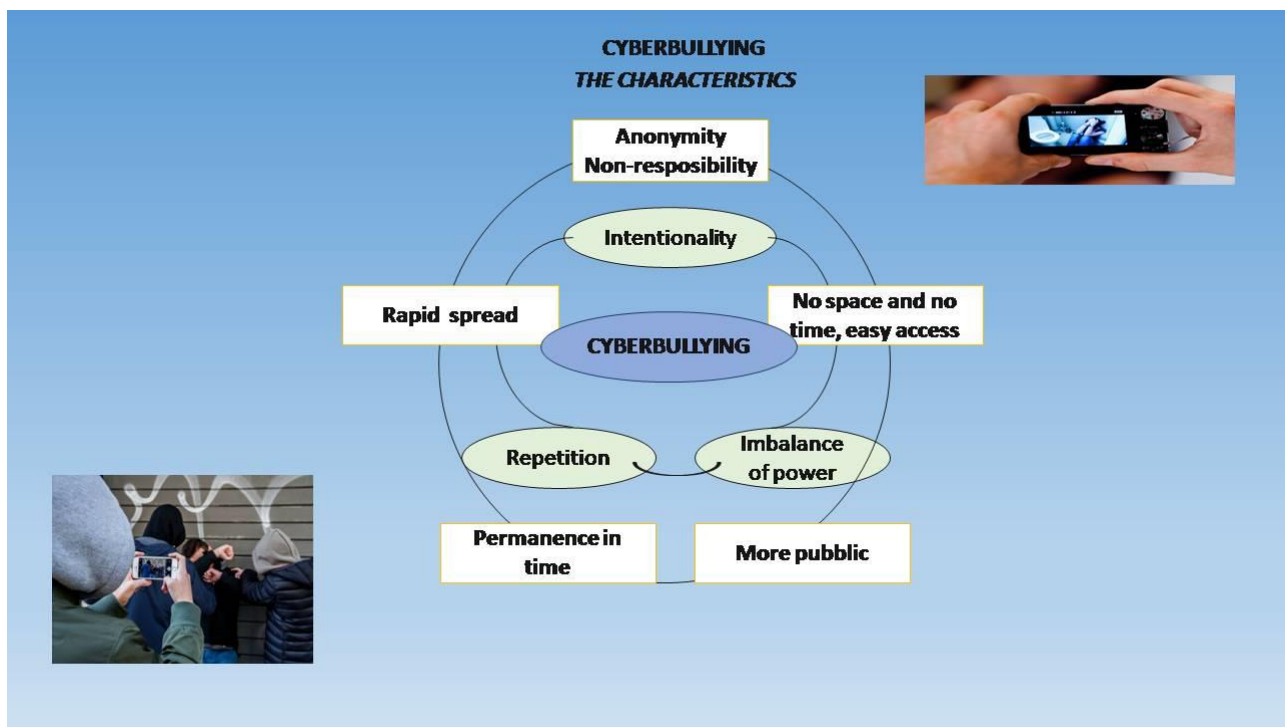
Cyberbullying – vs – Bullying

Bullying	Cyberbullying
Face – to – face	24 hours a day, 7 days a week, 365 days/yr
Can find a safe space or escape	No safe space – hard to escape
Limited to onlookers	Shared by a wide audience – can go viral in a mater of seconds
Bully can be identified	Bully can be anonymous
Can see facial and body reaction of target and onlookers	Harder to empathize with the target
	No geographical limitations
	The target can easily become the bully

CYBERBULLYING

Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.
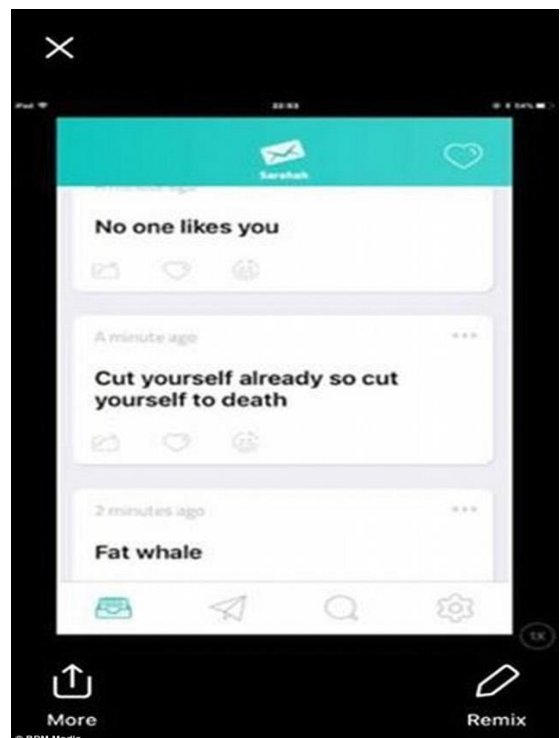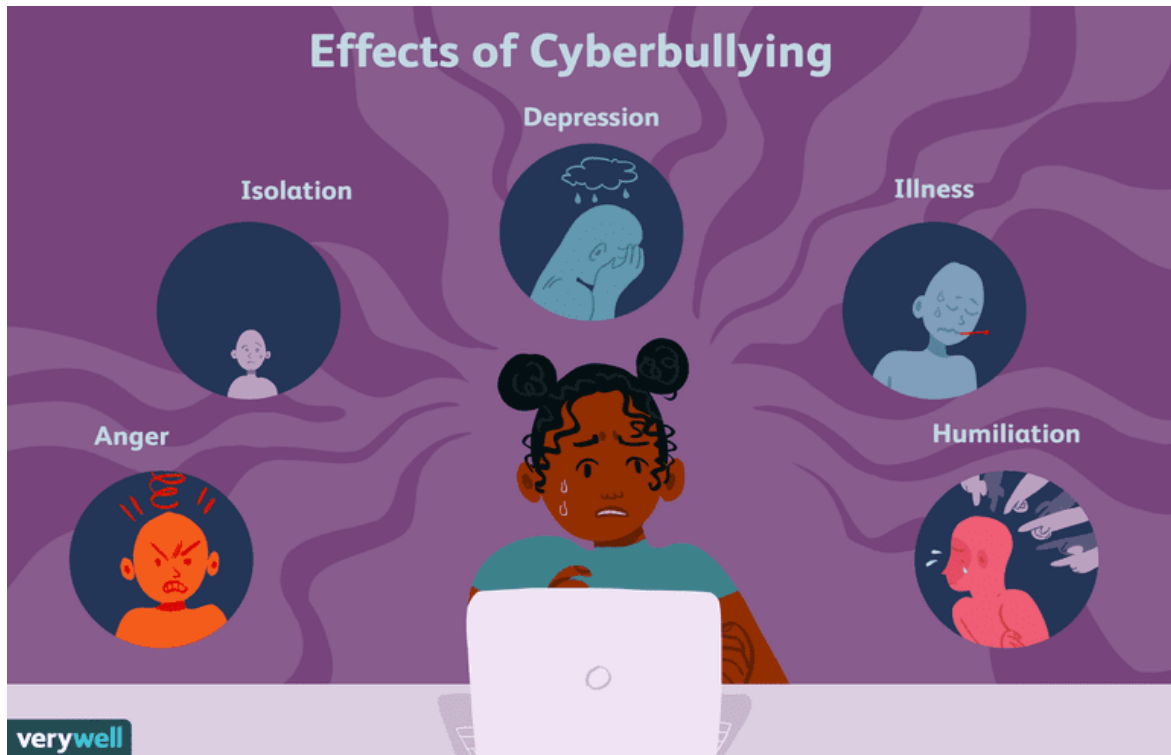
What To Do If You Are A Victim of Cyber bullying

- Tell an adult you trust and know.
- Do not reply to messages from cyber bullies even though you may want to.
- Keep the messages for evidence.
- Get Help!

- chttp://en.wikipedia.org/wiki/Cyber-bullying#Cyber-bullying_vs._cyber-stalkinge.

WHAT DO DO ABOUT CYBERBULLYING

Review the tips below so you can be prepared if you are ever the victim of Cyberbullying:

▸ Tell an adult you trust about what is happening!

▸ Do not respond to rude e-mails, messages, and comments.

▸ Save the evidence, such as e-mail and text messages, and take screenshots of comments and images. Also, take note of the date and time when the harassment occurs.

▸ Contact your Internet service provider (ISP) or cell phone provider. Ask the website administrator or ISP to remove any Web page created to hurt your you.

Next

Technology is great and offers fantastic opportunities for children. However, the technology can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyberbullying. Adults need to help children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

X. European Club Activities

ACTIVITIES WITH STUDENTS

The activities organized with students of our school in the second year of the project.

PART A: ACTIVITIES WITH STUDENTS ON FAKE NEWS

Activity 1:The students were divided into groups based on their interests and preferences on the topics of the project , as they had completed them in **questionnaires**. In each group, they performed a lot of activities.

Activity 2:More specifically, they searched thoroughly on their topics of discussion and then they prepared **powerpoint presentations** on fake news, which they presented to their fellow students in their team as well as the other teams of the Erasmusplus and also, to whole classes.
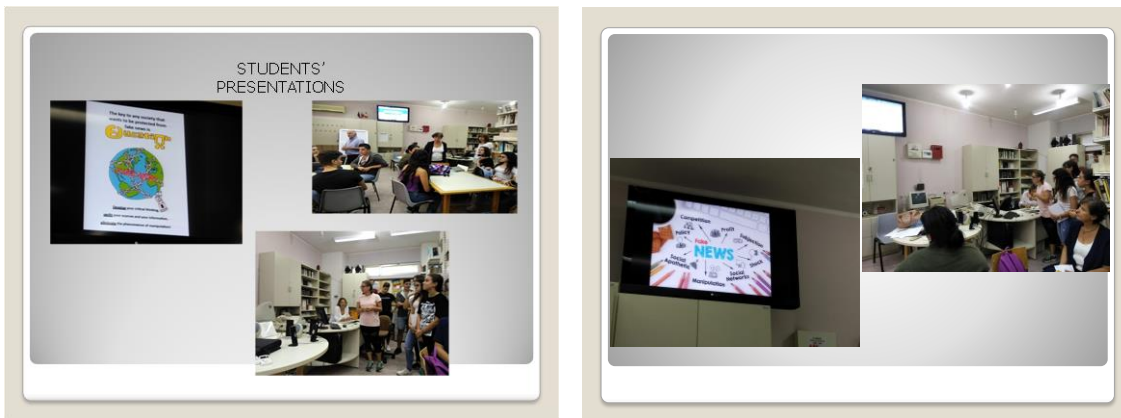
Activity 3: Some teams designed **lessons** on fake news, which they taught in classes.

Activity 4: **S**ome others did a **survey** to find out the students' knowledge of the EE and the European institutions. They analysed the findings and presented them to the other teams.

Activity 6: They created a questionnaire to see the students' attitude on the issue of disinformation and fake news awareness:

https://docs.google.com/forms/d/e/1FAIpQLSf-a6xCJJJG3fU6yWFyn53lI4cuzmGzJHUKxUh1-GZWv2u0QA/viewform

Activity 7: **Interactive activity: A game on fake news: "spread the news"**
The students took part in an activity to see the effects of disinformation. They were in a row, starting from the last student who performed a movement and the next students had to copy that and present it to the others in the row. Another variation of that was also presented with the students whispering a short sentence to the next student, the outcome of which was very different from the original one.
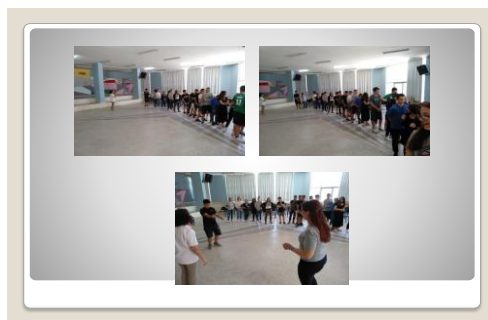
Activity 8: **The Pythia Game** - Delphi is best known as the home of the famous Oracle, the Pythia, the sibyl, a powerful priestess at the sanctuary dedicated to Apollo, who saw the future of kings and nations. She used to give ambiguous answers to the questions posed. The students played the game posing questions to Pythia and receiving equivocal answers, becoming thus aware of the disinformation and manipulation techniques currently implemented.

Pythia –Fake news

So, they prepared all the details to play the **"Pythia oracles giving"**game in Delphi and the game **"Solidarity from the navel of the Earth in Delphi"** with all the students of the partner countries during the third transnational teaching and learning activities in Athens in November 2019.

Activity 9: "Solidarity from the navel of the Earth in Delphi"

Activity 10: The students prepared the study visit to the park of Aigaleo for the teachers and fellow students of the partner schools in Athensentitled: "Polysemy of the Park of Aigaleo: Space, Time, People".
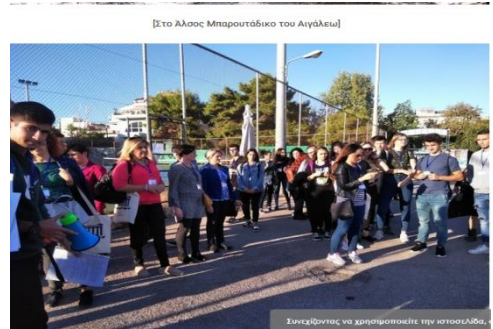
Activity 11:

We had the opportunity to further our collaboration withMrGeorge Moschos and MsMatoula Papadimitriou, founding members of Initiative for Article 12who had made the presentation***"Real or Fake? Disinformation and democracy"*** in our school during the third mobility**.** They started a research on the effects of the coronavirus pandemic in which students from the Greek European club participated in a livestream workshop. ***The title was:" What do we believe and how do we feel about online education?"*** The objective of this research was to listen to the voices of children so that their rights are respected , even during the coronavirus era .

PART B: ACTIVITIES WITH STUDENTS ON INCLUSION

Activity 12:
The members of the pedagogical team of ERASMUS[+] of our school participated in a seminar organized by the third Directorate of Secondary education through the Environmental Education, Health Education and Cultural Affairs Officers in collaboration with the British Council to inform School Teachers and Principals of the "Participation Schools" program and educational material.

SUBJECT: Experiential seminar "Inclusive schools: practices of elective education"
(https://www.britishcouncil.gr/programmes/education/schools/inclusive-schools)

The program supports the creation of a school environment where teachers and young people embrace and accept the challenges and benefits of diversity. The "Inclusive Schools" educational program is aimed at thousands of students and young people from Greece and other partner countries, coming from different backgrounds - irrespective of gender, learning needs, socio-economic status, religion and ethnic origin and its aim is to support their integration into the school community

Activity 13: **"ARE WE PUTTING OURSELVES IN THE PLACE OF OTHERS?"**

On Wednesday, February 12, the students of the 5th GEL Egaleo who participate in the program "School Ambassadors of the European Parliament, 2019-2020" put themselves in the shoes of the person who faces difficulties due to nationality or disability. The students had to follow simple instructions to perform some actions.

The aim of the action was on the part of the students to realize on the one hand the negative emotions that each kind of exclusion breeds and on the other hand to understand the importance of social cohesion for the Europe of the future. Policies aimed at the school of inclusion are moving to this direction. (The British Council Educational INCLUSIVE SCHOOLS program gave the occasion for the action.)

Activity 14: One of our students, Zoe Milioti, drew the hand of solidarity after this activity.
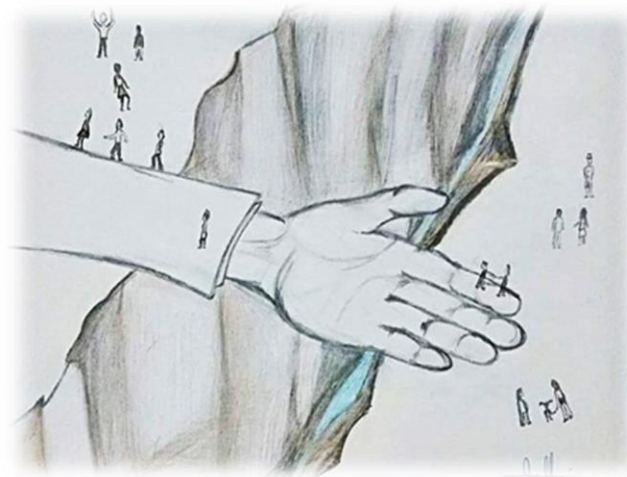
Activity 15: AN IMAGE ... A THOUSAND OF THOUGHTS

EQUALITY   EQUITY   LIBERATION
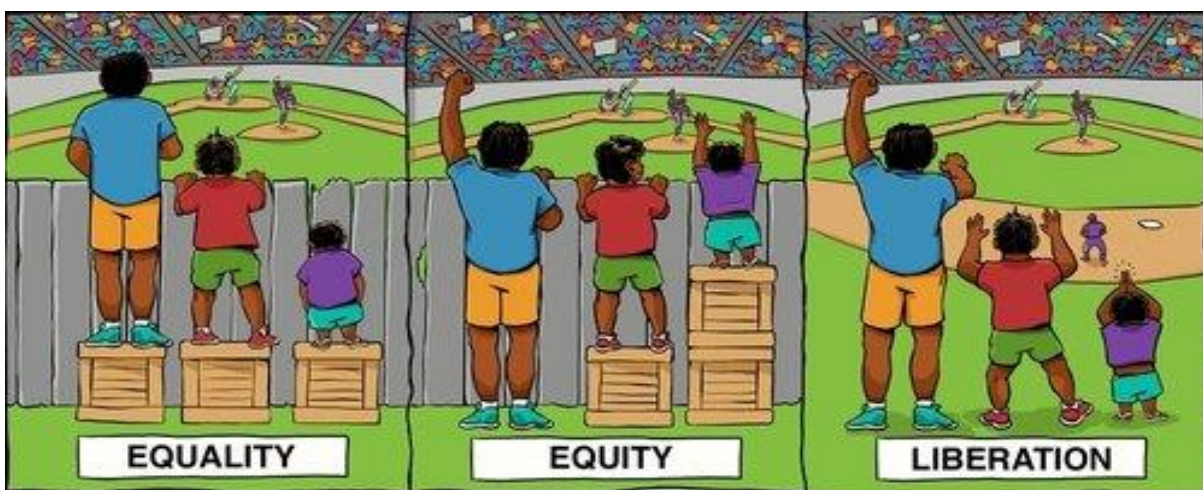
On Wednesday 4-3-2020 the students of the European Club discussed the issue of exclusion and inclusion on the occasion of the above image. They wondered about equal (or unequal) opportunities, barriers, mutual support, equality, parity, the absence of barriers, freedom ….

Activity 16: Our student Alkyoni Mendrinou took the opportunity to reflect upon this activity and draw a painting entitled: "Drawing the excluded people", showing the feelings of exclusion in a sarcastic way.

PART C: ACTIVITIES WITH STUDENTS ON THE PANDEMIC OF CORONAVIRUS

Activity 17: During the quarantine period in Greece due to the pandemic, two students of our school ,AlkyoniMendrinou and Anastasia Lekka of the last grade of Senior High School, created a video with the 6 life lessons they have learned from this unprecedented experience they have had!

YOUTUBE.COM
Could quarantine be a life experience for young people
5th General Senior High School of Aigaleo, Athens, Greece: Could...

https://www.youtube.com/watch?v=CeDHtkui4tk&feature=youtu.be&fbclid=IwAR0eF4-uMmlZ19Scqm2htI-TQC9ZfCoDrzYJH62HuaU8dRt2X1ajcPb7ChY

Activity 18: A project inspired from the coronavirus era was carried out by students of the GISE ERASMUS[+]. The outcomes of that project were a poster on health created by Despoina Tsavou, a quiz on pandemics by Kouvalakis Spyros and an interesting combination of coronavirus and art with reference to monuments, paintings, photographs and computer graphics dedicated to pandemics!

https://docs.google.com/forms/d/e/1FAIpQLSd8eKPfUlAVi5a7SBtF49H8H37xqfkjYX05p_bvAOwvdkcujw/viewform

PART D: ACTIVITIES WITH STUDENTS AGAINST RACISM
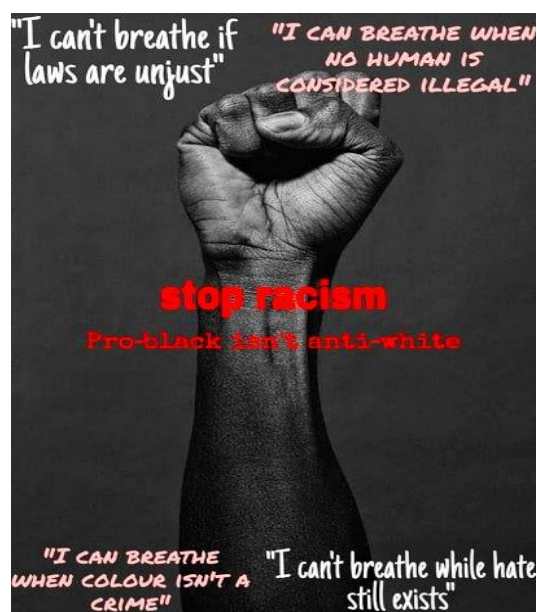
Activity 19: STOP RACISM PROJECT

The current debate on racism are largely focused on the United States with the movement **"Black lives matter"**, even though racism and hatred also exist in Europe. So, members of the EUROPEAN CLUB of the General 5thSenior High School of Aigaleo urge us to constantly fight racism and discrimination, with their posters.

STOP RACISM
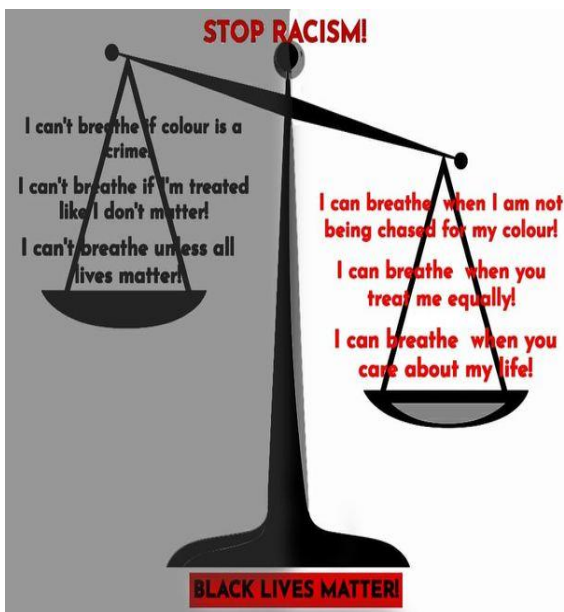
PART E: ACTIVITIES WITH STUDENTS ON THE BIRTHDAY OF ERASMUS+ PROGRAMME

Activity 20 A: ERASMUS birthday

On the occasion of its birthday on the 15th June 2020, 33 years after its creation in June 1987, the students of the ERASMUS+ program of the 5th General Senior School of Aigaleo DespoinaTsavou and Marios Kyroglou introduce us to the fathers and mothers of the program with a small online booklet whereas some others produced very interesting posters to celebrate the event.

http://online.anyflip.com/ypxfg/eyxo/mobile/index.html?fbclid=IwAR11p66qsitAa8lFc0Nzb5hqTihsQgW10mbF0lIyu0cKwMV829j6mqNvR9A

Activity 20 B:

We continue **ERAMSUS+, GISE: GET IN SHAPE FOR EUROPE, 2018-2021**
As it is strongly believed by the students of the 5th Senior High School of Aigaleo that youth mobility will resume after the lifting of restrictive measures due to the pandemic, Nikoletta Rentoula, a student of the second grade of our senior high school, created a flipbook with the measures taken.

https://flipbookpdf.net/web/site/3bf22b1269ef3b8afed013104dc3a9ffcc2c2e7a202006.pdf.html?fbclid=IwAR2ZeEyafLf1d12sH157pkvohva_gjZ1In5i--di1u0NrSNorKI3MOxMiQQ
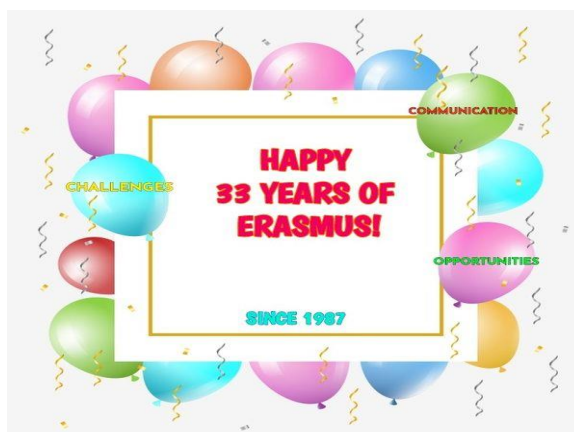
In the framework of the Erasmusplus project "GET IN SHAPE FOR EUROPE" (GISE), the members of the European Club of the 5th General Senior High School of Aigaleo will present the activities on fake news that took place during the 3rd transnational teaching and learning activities in Athens in November 2019, entitled: "Democratic competences in the Digital Era".

This presentation along with the exhibition will occur at the premises of our school on Friday, the 16th October 2020, at 12.00 pm,taking into consideration the Covid19 measures.

https://www.erasmusdays.eu/event/fake-news/

The High School of Economics and Gastronomy
(Tarnów, Poland)

European Day of Languages

On 6th September, we celebrated the European Day of Languages. It was announced by the Council of Europe, on the initiative of the European Union, in 2001 during the celebration of the European Year of Languages and its purpose is to highlight the importance of learning foreign languages not only at school, but throughout life.

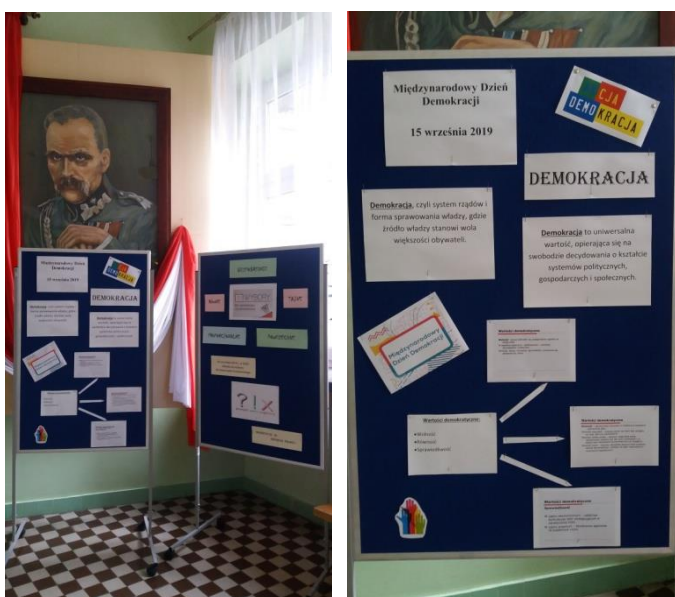This event was also intended to emphasize the importance of all the languages that we communicate in Europe. There are over 200 European languages and many more spoken by citizens from other continents. It is an important heritage that proves our identity, which is why in September, the inhabitants of the old continent participate in this celebration by taking part in numerous cultural events.

Members of the European Club operating under the Erasmus+ 'Get in Shape for Europe' project also joined the celebration of the European Day of Languages. They prepared themed posters placed in the main hall of the school, and during English lessons, students prepared presentations on the topic: Why is it worth learning foreign languages.

International Day of Democracy

On September 16-20th, 2019, members of the European Club operating under the Erasmus + 'Get in Shape for Europe' project at our school joined the celebration of the International Day of Democracy. This holiday is celebrated annually on September 15th, and was established by the UN General Assembly on November 8th, 2007, on the anniversary of the adoption of the Universal Declaration for Democracy.

In the main hall of the school students prepared a presentation on the concept of democracy and its history, democratic values and problems related to democracy. They also conducted a survey on democracy among 60 students of our school. In the central place of the school, a voting box was set up, where all students of our school could throw their ideas that could make our school better, more friendly and democratic.

The High School of Economics and Gastronomy (Tarnów, Poland)

International Day of Peace

On September 23rd, members of the European Club joined the celebration of the International Day of Peace. This special holiday was established by the UN General Assembly on September 21st, 1981. The aim of the holiday is to draw the attention of people around the world to the need to respect peace and to encourage all countries to refrain from all acts of hostility, ceasefire and renunciation of violence.

The celebration of the Day of Peace is a kind of opposition to wars. This is of particular importance in today's troubled world, where we are witnessing armed conflicts and one of the greatest problems facing the world today, which is the problem of the growing wave of refugees.

In our school, the idea of the peaceful coexistence of the nations of the world was commemorated by interesting posters and thematic slogans, which were placed in the main hall of the school. In addition, during English lessons, selected classes discussed world peace or created mind maps about what peace for young people is. During the lunch break, the students could listen and sing along with John Lenon the lyrics of the song 'Imagine"

"Seven Wonders of Europe"

On 28th September 2019 a group of students from the European Club took part in the city game called "Seven Wonders of Europe". It took place in Krakow on the occasion of the European Day of Foreign Languages.

The aim of the game was to present the culture of 6 European countries: Great Britain, Germany, France, Spain, Italy and Austria. The organizers of the game were: the European Commission in Poland and EDJ's Krakow partners - Goethe-Institut Krakau, Istituto Italiano di Cultura di Cracovia, British Council Poland - branch in Krakow, Österreich Institut Krakow, Institut Français de Pologne à Cracovie and the Cervantes Institute in Krakow.

The High School of Economics and Gastronomy
(Tarnów, Poland)

In each cultural institute, 3 tasks related to tourist attractions, local customs and foreign languages awaited the participants. There were also interesting facts about each country, recognizing Spanish ships and sailors, learning the Viennese waltz, talking to a French fashion creator, singing a lullaby, building a German car, photos with the Queen of Great Britain, designing a fashionable outfit and walking on the catwalk. In addition, the group from our school took part in a demonstration lesson of Spanish at the Cervantes Institute. The students also visited the local seat of the European Commission at st. Mary Magdalene, and there they debunked all the euro myths and designed a monument to European Integration using natural materials.

World Food Day

On 16th October 1, World Food Day was celebrated. On this occasion, members of the European Club prepared an educational campaign at school under the slogan "Don't waste food".

Its aim was to build respect for food and sensitize our students to the problem of wasting it, as well as to draw the attention of the student community to the problem of hunger, malnutrition and poverty that affect the poorest parts of the world.

The High School of Economics and Gastronomy (Tarnów, Poland)

In the main hall of the school there was a presentation that showed the scale of the phenomenon of hunger and malnutrition in Poland and in the world, their main causes, as well as ways to prevent these phenomena and simple advice on how to reasonably manage food so as not to waste it.
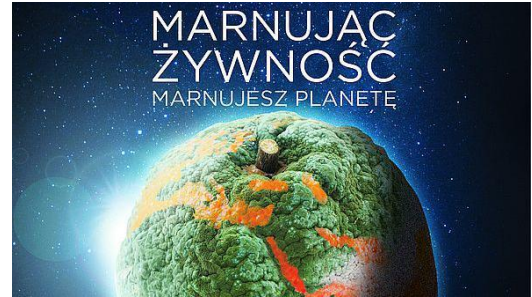
Getting to know Greece

On 24th October 2019, a multimedia presentation about Greece, its luxuries, culture and traditions was organized at our school. It was prepared especially for the students of the European Club who were to take part in the transnational meeting in Athens. During the 45-minute presentation, members of the European Club had the opportunity to learn about Greek culture, art, history and traditions. There was also information about Greek customs, delicacies, national symbols, the most important monuments and famous personalities.

National Olympiad of Knowledge about the European Union

On 25th October 2019, 20 students took part in the National Olympiad of Knowledge about the European Union called "Star Circle". It was organized by the European Commission Representation in Poland, the European Parliament Office in Poland and the European Information Network Europe Direct in Poland. Students had to write a test and answer 50 questions about the EU and the EP.

Transnational project meeting in Athens, Greece - 4-8th November 2019, 8 students and 4 teachers took part in the transnational project meeting in Athens, Greece

The High School of Economics and Gastronomy
(Tarnów, Poland)

International Children's Rights Day

On 20th November 2019, members of the European Club joined the celebration of the International Children's Rights Day. They prepared an information campaign in the main hall of the school on children's rights included in the Convention on the Rights of the Child.

Inauguration of EPAS program

On 22nd November 2019 the inaugural meeting for Junior Ambassadors of the EPAS program (European Parliament Ambassador School) was held at our school. The meeting was hosted by Senior Ambassadors of the program-Ms M. Krzemińska, Ms M. Borszowska and Ms J. Erazmus. They presented the Juunior Ambassadors the assumptions of the EPAS program, a work plan and tasks that will be undertaken in the near future.

'Students' voice matters'

In November 2019 the 'DEMOCRACY event' called 'Students voice matters' was organized by the students from European Club and EPAS. It was aimed at collecting the voices and ideas of young people on how to improve the school to make it more democratic and student-friendly. In the main hall of the school there was a special box where students could put their ideas.

The students jointly reviewed and counted all the votes, discussed the students' proposals, and presented the best ones to the headmaster during a special meeting. The headmaster promised to get acquainted with the ideas for improving the school and discuss the possible proposals at the next meeting with the students.

The High School of Economics and Gastronomy (Tarnów, Poland)

Euroscola contest

On 13th December 2019, students took part in the first part of the next edition of the European Union knowledge contest called Euroscola, organized by the European Parliament Information Office in Poland. The main prize in the competition was a grant for a visit to the seat of the European Parliament in Strasbourg.

The competition tested the participants' knowledge about the European Union, and the students had to jointly solve the EU knowledge quiz, consisting of 30 randomly selected questions of varying difficulty. The students answered all the questions and received the maximum number of points, which guaranteed them the transition to the second part of the contest.


"An eco-friendly school"

In January 2020, additional pro-ecological activities for students from the European Club took place. They were organized in connection with the announcement of the European Green Deal plan by the European Commission. There were classes in ecology, energy and waste management. The students collected ideas together and made the film "An eco-friendly school", a number of articles on the above-mentioned topic were made available on social media.

Discover EU competition

In January 2020, 5 students took part in the Discover EU competition. Discover EU is an EU initiative that aims to encourage young people to cross borders, travel and discover Europe - literally and figuratively, to visit other European countries, learn about their cultures and ... share their impressions with their peers from other countries. EU officials hope that such an experience will strengthen young people's sense of unity and contribute to a sense of belonging to a European community. Originators also want to promote educational mobility, solidarity and pro-civic attitudes.
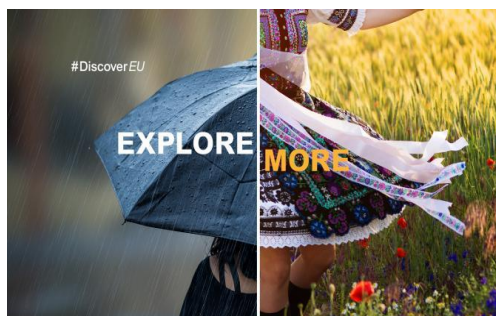
The winners of the competition received a ticket that allowed them to travel by train free of charge in all European Union countries - individually or in groups, for a maximum of one month in the period from April to October 2020. The competition was aimed at people who are 18 years old - in many cases it was their first independently planned and traveled trip.

European Information Center

At the end of February, a stationary European Information Center was opened in our school. It was prepared by students from the European Club and Junior Ambassadors of the EPAS program together with Ms M. Krzemińska.

In the main hall of the school, brochures, maps, folders, leaflets and books related to the activities of the European community were displayed. We have received the materials from the Office of the European Parliament in Warsaw and they were available at the point for free for all students, teachers and parents.

In May, an online (virtual) European Info Center was created - on the school's home page - with downloadable materials and links to websites and films about the EU and EP. The Virtual European Info Center offers downloads and links to interesting websites about the EU and the EP.

Europe Day

In May 2020 students from the European Club celebrated Europe Day, which falls on May 9. This year, due to the coronavirus pandemic, the celebration moved online.

On the occasion of the European Day celebration, the students prepared a quiz on the European Union and a series of presentations on European issues, including: Institutions in the EU, Elected Polish MEPs for the 2019-2024 term, European Union symbols and the most beautiful monuments of

Europe, as well as European sports clubs. In addition, senior ambassadors conducted special lessons on the European Parliament and the EU. The biggest attraction was the opportunity to ask questions and take part in the online live broadcast with the President of the European Parliament, Mr David Maria Sassoli at the European Youth Meeting (EYE) online. Mr Sasoli was talking about his working day and the actions of the European Parliament in response to the epidemic crisis.
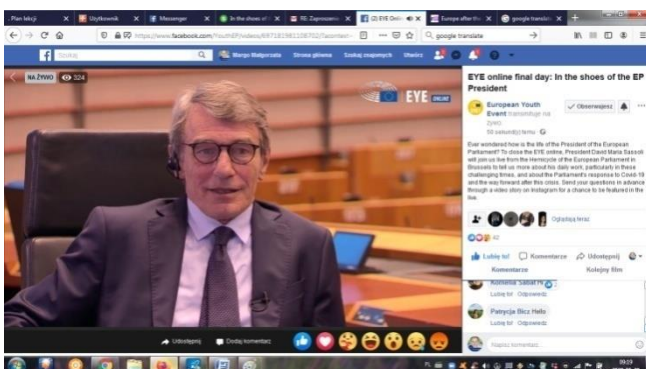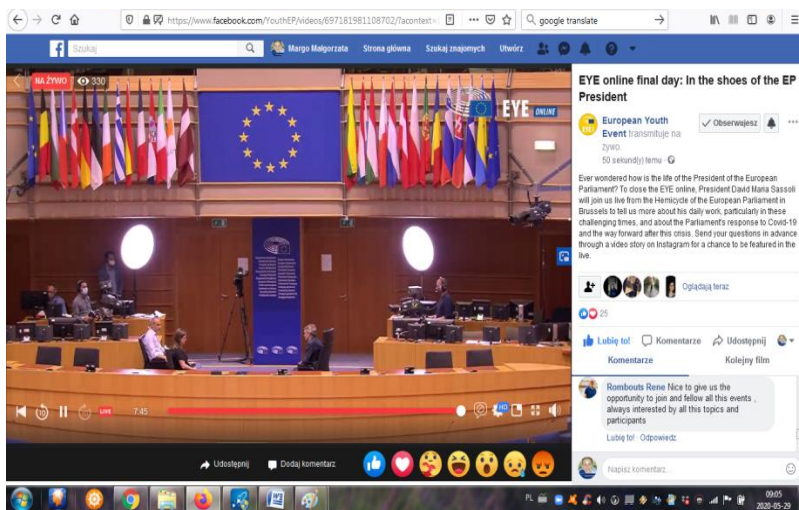
Activity 1-Students from 12-th grade and teachers - members of the club „Europe" from FLS made and **presented to their classmates** the presentation: "Freedom of expression and hate speech in the digital age"- Freedom of expression refers to the ability of an individual or group of individuals to express their beliefs, thoughts, ideas, and emotions about different issues free from government censorship.

The First Amendment of the U.S. Constitution protects the rights of individuals to freedom of religion, speech, press, petition, and assembly. Some scholars group several of those freedoms under the general term "freedom of expression." The students explained why it is so important to defend our right of freedom of expression and to have access to it, article 10 0f European Convention of Human Rights, what hate speech is, types, how to detect, ways to prevent.
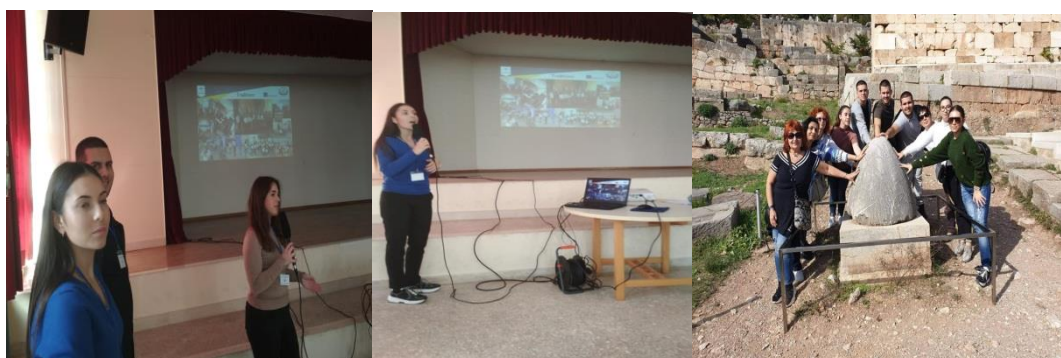
Activity 2–Students from Foreign Language Schoollaunched an international campaign to overcome stress in the fight against the coronavirus **- #ResponsibleToghether** in cooperation with the EU office in Bulgaria **- #EuropeAgainstCovid-19.**
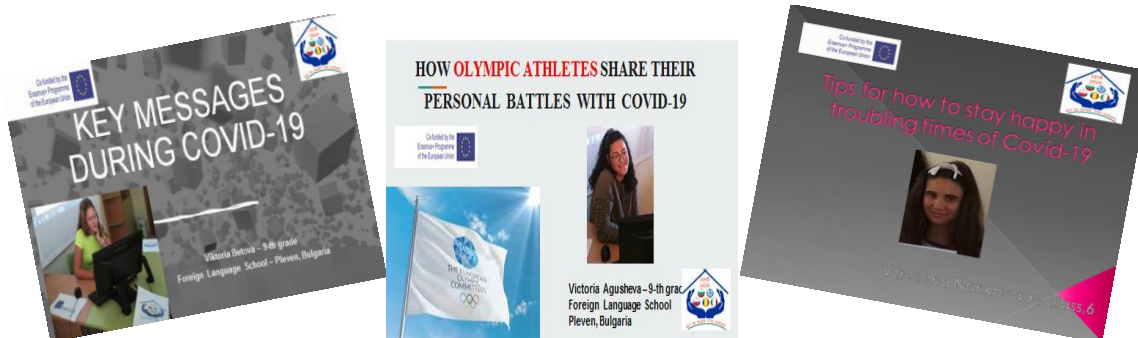
They explored and found out information, which they summarized in presentations on the following topics: „10 positive messages to all children in the world in the time of COVID-19", „Communication with empathy during COVID-19", „Uplifting our world through volunteering in the time of COVID-19", „How Olympic athletes share their personal battles with COVID-19", „Solidarity and hope – the response against the COVID-19", "Key messages during COVID-19", „United in Europe vs COVID-19", „Messages of hopes to other people during COVID-19", „Uplifting our world through love in the time of COVID-19".

We announced this initiative through the Program for Schools of Ambassadors of the European Union, through the Office of the European Union in Bulgaria with the hashtag #EuropeAgainstCovid19, through the e-Twinning platform and Facebook pages of international projects, school website, through social networks and media, which we called on other students and teachers to be involved in order to enrich it with new ideas and works.
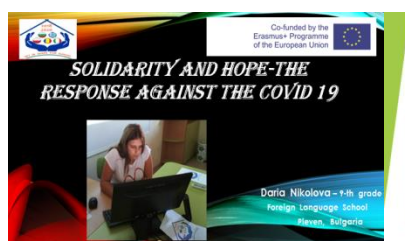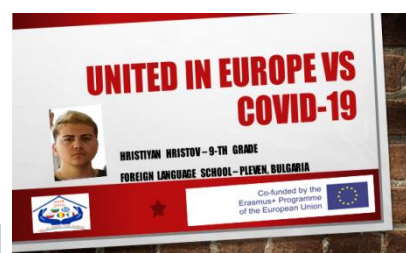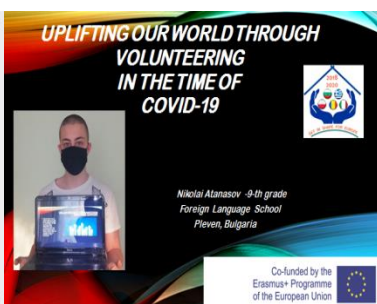
Activity 3-"Bank for European Shared Empathy". Concerning COVID-19 situation our students created videos with messages to young people, posters, pictures, wrote essays in which they shared that more than ever there is a need for unity, for reaching out to each other, for believing that by going through these difficulties we will become stronger and better.

Activity 4-Students from 9-th grade and teachers - members of the club "Europe" from FLS started new initiative **"Europe in our hearts"** and they **presented virtuallyto their classmates** the presentations "We believe in Europe", "European culture", "9-th May – Europe day", "Structures of the EU", "What is Europe for me?", "European Union Member States", "How do people celebrate European day?", "Young people in Europe", "EU and labour market", "European investment funds", "My Europe", "13 years Bulgaria in Europe", "The Symbols of the EU" and then discussed with students in a virtual classroom.

This initiative was announced through the Program for Schools of Ambassadors of the European Union, through the Office of the European Union in Bulgaria, through the e-Twinning platform and Facebook pages of international projects, school website, through social networks and media.

Foreign Language Secondary School (Bulgaria, Pleven)

Activity 5-Students and teachers-members of the club "Europe" from FLS **create presentations, videos** and **write messages** concerning European Union, European structures and their meaning and people's behavior during COVID-19 and presented them to their classmates and to students and teachers from another school in Pleven – Valeri Petrov Secondary School.

Activity 6–Awards for junior and senior ambassadors from Foreign Language School – Pleven, Bulgaria from the EU office in Bulgaria as a school European ambassador
For the active and meaningful activity of the junior and senior ambassadors at Foreign Language School – Pleven, Bulgaria a letter of thanks was sent to the Principal of the high school by Mr. Teodor Stoychev, head of the Bureau of the European Parliament in Bulgaria, with certificates for active participation, in-depth research and successful performed functions of junior ambassadors were awarded 20 students and 1 teacher.

Activity 7 – **European Day of Languages in Foreign Language School – Pleven, Bulgaria**
On September 26, 2019, Foreign Language School - Pleven celebrated the European Day of Languages. The information from the presentations and posters presented by the students was extremely important for everyone, namely: at the initiative of the Council of Europe based in Strasbourg, since 2001 the European Day of Languages is celebrated annually on 26 September. Represented by the 47 member states of the Council of Europe, 800 million Europeans are encouraged to learn more languages both in and out of school.

Foreign Language Secondary School (Bulgaria, Pleven)

The Council of Europe encourages the continent's multilingualism with the conviction that linguistic diversity is a means of achieving better intercultural understanding and a key element of Europe's rich cultural heritage.It is extremely important for the students from the Foreign

Language School – Pleven, Bulgaria to be encouraged in learning and promoting foreign languages throughout life in and out of school, whether for educational purposes, for professional needs, for mobility or exchange, as well as to improve intercultural understanding and communication in Europe.
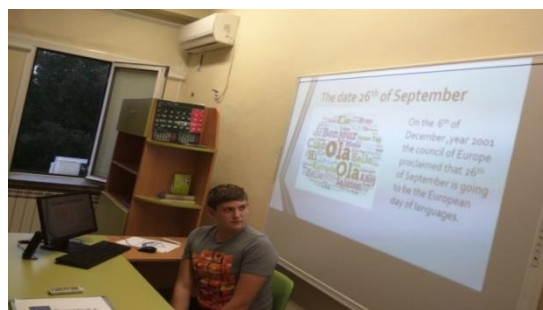
Activity 8– European Erasmus Daysin Foreign Language School – Pleven, Bulgaria

From 10 to 12 October 2019, the European Commission is organizing the Erasmus Days initiative to celebrate the huge positive impact of the Erasmus + Program, simultaneously in all countries around the world eligible to participate in the Program.The initiative is under the patronage of the President of the European Parliament, Antonio Tajani, and the European Commissioner for Education, Culture, Youth and Sport, Tibor Navracic.

The aim of the event is to present European values, the benefits of educational mobility, the positive impact of project results and the importance of the Erasmus + Program within these pre-determined days, so that they are visible and accessible to citizens, businesses, media and those responsible for the formation of policies in the field.Students from the Foreign Language School – Pleven, Bulgaria, participated in this European initiative by organizing information boards and holding classes in which students were introduced to the results and impact of the implementation of projects under the Erasmus + program, in which the school has a prestigious experience and rich contribution.

Foreign Language Secondary School (Bulgaria, Pleven)

Activity 9 - A team from Foreign Language School – Pleven, Bulgaria participates in the annual national meeting of NABEC

From October 31 to November 2, 2019 in the hotel "RIU Pravets Resort" was held an annual meeting of the National Association of Bulgarian European Clubs - NABEC on "What kind of Europe do we believe in?". NABEC is a network of European school clubs in Bulgaria, where participants have the opportunity to learn more about Europe and integration processes. Also to make contacts and exchanges, as well as to participate in joint projects of European clubs and to enrich their activities in schools.

29 schools from all over the country, 64 students and 37 teachers took part in this spectacular event. Profiled high school with foreign language teaching - Pleven is a member of this European organization, carrying out its activities through the club "Europe".The school was represented by the students: Mirela Yolova - 12th grade, Teodor Dimitrov - 12th grade, Veselin Nanov - 11th grade, led by Mrs. Greta Dimova - Deputy Principal of the school.On November 1, the forum was officially opened with a video address by the European Commissioner Maria Gabriel and Tomislav Donchev - Deputy Prime Minister and welcomed by Mr. Lyudmil Valkov - Representation of the European Commission in Bulgaria, by Dr. Kaloyan Metodiev, political scientist, Head of the Cabinet of the President of the Republic of

Bulgaria. Part of the agenda of the event was the presentation by each school club of a product on the topic "What kind of Europe do we believe in?" The team of Foreign Language School - Pleven presented brilliantly with the one-of-a-kind essay-appeal and visual electronic support, with which they continue their participation in an international forum, because of the style and class shown.

Foreign Language Secondary School (Bulgaria, Pleven)

The rapid rise of the performance of the alumni of Foreign Language School - Pleven entitled "Sport unites Europe" continued in the "Evening of Talents", where Mirela Yolova - 12th grade and Teodor Dimitrov 12th grade, world and European champions in karate, demonstrated fighting techniques as a means of self-improvement, self-defense and as a sport.

Greta Dimova, Deputy Principal for Academic Affairs and Project Coordinator for KA2, presented the successfully completed European Quality Label project in French, as well as the activities of the other two ongoing projects „Get in Shape for Europe" in English and „Communication" in German.

Activity 10 – European Day of Languages in Foreign Language School – Pleven, Bulgaria

'Education begins with language' is the title of a new European Commission report, which seeks to support the implementation of the Recommendation of the Council of the European Union (EU) on a comprehensive approach to the teaching and learning of languages. The report is based on research and a series of seminars produced by the Commission. Together, at the 2020 European Day of Languages, we will discuss about the role of language competences in the context of the European Education Area, how to boost foreign language learning, how to incorporate language diversity and support literacy in all languages in schools.

At the initiative of the Council of Europe, the European Day of Languages (EDL) has been celebrated every year, on 26 September since 2001. It represents a call to encourage all European citizens to learn languages and to recognise and appreciate Europe's cultural diversity.

Represented by the 27 member states of the Council of Europe, 800 million Europeans are encouraged to learn more languages both in and out of school. The Council of Europe encourages the continent's multilingualism with the conviction that linguistic diversity is a means of achieving better intercultural understanding and a key element of Europe's rich cultural heritage.

European Day of Languages is celebrated annually on 26 September at the initiative of the Council of Europe, based in Strasbourg, France since 2001. Students and teachers from Foreign Language School make a video with some theoretical information about the history of celebrating this day and some interesting facts that every European has to know. This is the link to see it:
https://drive.google.com/file/d/1rlBePNUsUVTsmWu2HqjHesURyr9pwGxO/view?usp=sharing

Activity 11– European Erasmus Daysin Foreign Language School – Pleven, Bulgaria

The #ErasmusDays 2020, now in its fourth edition, will take place on 15, 16 and 17 October.
Whether you are an Erasmus+ beneficiary, alumnus of the programme, or are another European actor, #ErasmusDays is an opportunity to spread the word about your project, share your experience and showcase the impact of your work.

What is #ErasmusDays?Launched as an initiative of the Erasmus+ French National Agency on the 30th anniversary of Erasmus+, #ErasmusDays consists of a series of events organised all over Europe and beyond.At the core of this international celebration is a simple idea: to put the spotlight on European values, on the benefits of mobility, and on Erasmus+ projects results.
Students and teachers from Foreign Language School make a video with some theoreticalmaterial and information about school projects and Erasmus+ experience. This is the link to see it:
https://drive.google.com/file/d/1fh1Ohvg_lHZrEp8-dqK1NWycqCLWY5WF/view?usp=sharing

I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Italy)

From bullying to cyberbullying

Cyberbullying is a concern or parents, students,and teachers alike.Once kidsgo online, the chances that they'll encounter mean behaviorare quite high. In Common Sense's 2018 study *Social Media,Social Life*,more than **1 in 10 teen social media users (13 percent)** reported having "ever" been cyberbullied, and nearly **two-thirds (64 percent)** "often" or "sometimes" reported coming across racist, sexist, homophobic, or religious-based hate content in social media.

Lessons on this topic teach students about the effects of **cyberbullying, and hate peech** on both them selves and their larger communities. Students explore how individual actions—negative and positive,intentional and un intentional—can affect their peers and others.

They' reencouraged to take the active role of **upstanders and build positive, supportive online communities, and they will learn how to cultivate empathy, compassion, and courage to combat negative interactions online.**

LESSON PLAN

OBJECTIVES:
- o Recognize similarities and differences between in-person bullying, cyberbullying, and being mean.
- o Empathize with the targets of cyberbullying.
- o Identify strategies for dealing with cyberbullying and ways
  they can be a nupstander for those being bullied.

TIME: three meetings of 90 minutes each

METHODOLOGY: The theme of the project will be developed using a methodology that aims to involve and stimulate all the participants   in order to get a deeper awareness about their own experiences and the others' ones. It promotes empowering processes among participants in terms of their self-awareness and confidence, with a positive impact on their level of social capital. The methodology will be based on:
- o Brainstorming
- o Interviews/questionnaires;
- o Discussions/debate on issues related to the theme of the project;
- o Searching information on the internet;
- o Watching videos;
- o Cultural activities.

TOOLS/MATERIALS: ppt presentations, photocopies, post-it notes, pc, interactive whiteboards, youtube, internet

FIRST MEETING - WHAT IS BULLYING (90minutes)

WARM-UP: the teacher shows three photos and ask the students to describe them (the teachers leads the discussions on that the students can reflect on the caractesitcs of bullying (intentionality, imbalance of power, repetition)

First picture: what can you see in this picture? Is there a child who is subjected to a bad treatment by other children? Are there any spectators? Are they active or passive?

Second picture: homany children are there? Is one of thems uffering from a bad action? What are both of them doing?

Third picure: what are the two children doing? Are there any spectators? Is there an unbalance of power?

DEFINITION OF BULLYING

- **Bullying** is the use of force, coercion, or threat,to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of anim balance of physicalor social power.This imbalance distinguishes bullying from conflict.Bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria: hostile intent, Imbalance of power,and repetition over a period of time.

THE ROLES OF BULLYING

- The teacher focuses on the roles that all the actors of Cyberbullying play: the victim,the bully and the active and passiv spectators. Look at these pictures: which role do you want to play? The students are asked to answer to this questionon post-it notes.

SECOND MEETING: from bullying to cyberbullying (90 minutes)

WATCHING VIDEOS: the students are watchinga video from the website www.generazioniconnesse.it created by the Italian Education misinistry cofinanced by the European Union (https://youtu.be/1sJ-zcm01Fc)

DEFINITION: the teacher lead the students to give a definition of cyberbullying and then gives the official one.

> **What Is Cyberbullying**? Cyberbullying is bullying that takes place over digital devices like cell phones, computers,and tablets. Cyberbullying can occur through SMS,Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting,or sharing negative, harmful, false,or mean content about someone else.It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

CREATING A CHART:The students after a brainstorming on the different and common charactetistics of bullying and cyberbullying create a chart.

THIRD MEETING: WHAT TO DO ABOUT CYBERBULLYING? (90 MINUTES)

BRAINSTORMING: The teacher asks the students what are in their opinion the effects of cyberbullying on the victim. How would you feelif you were a victim of cyberbullying? (brainstorming)

After the brainstorming the teacher shows A slide with the most common effetcts of Cyberbullying and compare it with the students' answers.

WATCHING VIDEOS :The students watch the video of an interview to Paolo Picchio the father of a 14-year-old, Carolina Picchio,14,who jumped out of her bedroom window after anexplicit video of her taken at a party was uploaded by her ex-boyfriend and shared by bullies with insults and threats. He said that, "**armed with a smartphone, teens can ruin their lives**". Picchio,who has made it his priority to fight cyberbullying, explained that he is contacted everyday by parents from all over the country who ask for help.

"**I tell kids who are victims of cyberbullying not to hesitate and talk,whileI tell bullies and cyberbullies: what you are going is not just foolery, it's a real crime**",he said.

OPEN DISCUSSION: if you had been in Carolina's shoes what would have you done? What is the role of school, friends and family in this situation? The teacher gives some tips to the students to follow in case of cyberbullying.

SELF-REPORT QUESTIONNAIRES: the teacher gives the students a questionnaire that is anonymous and explains to the students that they have to answer to the questions individually and being as much sincere as possible.

Because we are active "Erasmunians" (or at least, that's how we like to think about ourselves), we couldn't overlook the ERASMUS+ Days, so from September our ideas for marking this event started to outline.

Thus, on 10.10.2019, about 75 students and teachers from the "Stefan Procopiu" High School in Vaslui gathered to participate in the activity **"Impact of ERASMUS+ projects on the development of key competences"**. The purpose of our activity was to highlight the impact of the ERASMUS+ programme on the personal and professional development of the students in the target groups of the two ERASMUS projects that our high school started in the autumn of 2018, namely "Get in shape for Europe" - GISE and "21st Century Teaching "-Acquiring Skills and Expertise Using Mobile Devices and the Future Classroom. The students from the 9th grade also participated in the activity because we wanted to promote the ERASMUS+programme and among the freshmen!

In the first part of the activity the "Public cafe" method was applied by which students exchanged information on the impact of their participation in the activities of ERASMUS[+] projects on the development of the 8 types of key competences (literacy skills, multilingual skills, science, technology, engineering and mathematics skills, digital skills, personal skills, social and learning to learn, citizenship skills, entrepreneurial skills, awareness and cultural expression skills).

At each table, the discussions focused on one type of key competence. During the discussions, the host students noted on a flip-chart the ideas mentioned by the other students. After the discussion rounds, the host students presented the summary of what was discussed at each table. Also, the presentation moments were an opportunity for those present to come up with proposals regarding the activities that we will organise this school year.

In the second part of the activity, a general culture competition was organised using the Kahoot application (digital skills) on various aspects related to the culture and civilisation of the cities where the partner schools are located in the two ERASMUS[+] projects (awareness and cultural expression skills). About 20 students received prizes. The evaluation of the activity was performed by applying the Exit slips method. After reading their comments, we can say that the students liked our "public cafe". But the most emotional feedback we received from Ciobanu Mihaela, a student in the 9th grade, who, immediately after completing the activity, posted on his Facebook page photos and the mention that he liked it very much!

Due to participating in this activity, the students reminded themselves (others have learned for the first time) what ERASMUS[+] is, what are the key competences and why they are important in this world in permanent change, what knowledge, skills and attitudes each type of key competence assumes and, of course, they found interesting information about the cities where the partner schools are located in the two ERASMUS[+] projects.

Between September 15th and November 15th , 2019, the members of the European Club are involved in the information and awareness campaign **"Open your eyes!"**which aims to develop critical thinking among students regarding the use of the Internet and social networks. (September 15th - World Democracy Day). 21 activities were organized with the participation of about 300 students.

Within the campaign, are organised activities such as:
+ "Techniques of manipulation through mass media"
+ "Facts vs. reviews "
+ "Misinformation and manipulation through Fake News".
+ The lesson plans were proposed for the booklet "Democratic competences in digital era", the tangible product of this transnational learning / teaching / training activity.

Following the participation in these activities, the students:
- know techniques of manipulation through the media;
- manage to differentiate the facts of opinions better;
- they better understand concepts such as: information, media information, quality of information, information intoxication, manipulation through the media, informational fast-food, fake news, media literacy, misinformation,
- they have developed critical thinking about what they see or hear in the media or on social media;
- they understood why it is important to develop media skills in the 21st century.

For the period November 16th–December20th 2019, we have set up a new information and awareness campaign entitled **"Say NO to Hate speech!"**. The campaign period is marked by the Day of Tolerance (November 16th), the Human Rights Day (December 10th), the International Day of Migrants (December 18th) and the Day of Human Solidarity (December 20th).

The purpose of the "Say NO to Hate Speech!" Campaign: to make students aware of the consequences of hate speech that is associated with phenomena such as intolerance, discrimination, social exclusion and incites the propagation of negative stereotypes towards individuals or groups of people.

Objectives:
1. Recognising what hate speech is. ➜ to understand/analyse the causes, manifestations, consequences and impact of hate speech. ➜ to learn how hate speech constitutes a human rights violation ➜ to develop participant's knowledge, skills and attitudes needed for the promotion and protection of human rights.
2. Learning practically to use empathy as a tool to respond to hate speech.
3. Overall understanding of how this relates to Fundamental Rights.
4. Motivating and empowering students to take actions against hate speech.

- What are the forms of hate speech?
- What are the causes and consequences of hate speech at the individual and social level?
- How is hate speech controlled in Europe ?
- And what can be done to combat hate?

These are some of the questions we answer by organising this information campaign.

"Say NO to Hate speech!"

Within this campaign, were organized 54 activities related to hate speech and bullying and cyberbullying events in which about 500 students participated.

Students are very active on the Internet, on social networks, but they do not have the media skills to identify the discourse that incites to discrimination and violence. Students need to be taught to behave responsibly as online content generators". The online spaceis a public space and thus all the principles of a democratic society *can* and *should be* applied in the online environment as well. In this context, the role of young people in the online environment is extremely important in combating hate speech. The online environment is also a space for participation, especially in terms of Internet governance processes.

"We share from our experience!"

On December 10th, 2019, 50 students from the target groups of ERASMUS + inter school exchange projects implemented by "Ștefan Procopiu" High School Vaslui in the period 2018-2020 - "Get in shape for Europe" (GISE) and 21st CenturyTeaching – Acquiring Skills and Expertise Using Mobile Devices and the FutureClassroom) –took part in the dissemination of transnational learning/teaching/training activities (activities such as "Short-termexchanges of student groups) that took place between 4th-8thNovember 2019.

Andreea, Georgiana, Răzvan and Bogdan, members of the GISE project team, presented the results of the transnational activity "Get in shape for Europe ... in Greece" hosted by the partner school in Aigaleo, Greece. Robert, Ionuț and Eduard, members of the "21st CenturyTeaching" project team, presented the results of the transnational activity hosted by the school in Naples, Italy. In the second part of the activity a test was applied using the Quizizz application with questions about the information presented by students.

**Conclusion of the activity: ERASMUS + projects contribute to
the personal and professional development of students!**

On December 12th, 2019, seven members of the European Club participated in the event **"Europe of future generations – brunch with professionals"**. The event brought together businessmen, professionals and young people looking for a profession. This meeting responds to the need of young people over 16 to be advised in choosing a profession and to receive useful information about their professional future. The event was organized by the Europe Direct Vaslui Information Center within the Vaslui County Council.

2020 marks the 75th anniversary of the liberation of the Nazi concentration camp Auschwitz. By a decision of the United Nations General Assembly (resolution 60/7 of 1st November 2005),the International Holocaust Remembrance Day is marked annually on 27th January to raise awareness of the fight against anti-Semitism and other forms of violence. prejudice, as well as ensuring respect for human dignity and fundamental rights. 40 students marked this day by watching movies, discussions, making posters.

"Stefan Procopiu" High School (Vaslui, România)

Safety Day on theInternet! (SAFER INTERNET DAY)

In the 2019-2020 schoolyear, Safetyday on the Internet was marked on February 11th, 2020. This year's events took place under the theme "Together for a better internet!". Safety day on the Internet is a good opportunity to raise awareness of the online danger but also to spread the necessary methods to protect users in the virtual environment.

On 12.02.2020, The CountyPolice Inspectorate Vaslui carried out an activity related to internet safety. 35 students participated. The activity was organized within the campaign "A world without fear!". "A world without fear" is a place in the digital space where cyberbullied people can find encouragement, but also stories of those who know just as well what it means to go through this. The first stories shared were those of influencers and celebrities in Romania.

"Stefan Procopiu" High School (Vaslui, România)

The European Club set up as part of the Get in shape for Europe (GISE) project, contributes to creating a conducive environment to promoting the principles of an inclusive school, a friendly and democratic school in which all children are respected and integrated without discrimination and exclusion of ethnic origin, disability, special educational needs, the socio-economic status of families, the environment of residence or the school performance of students. Thus, the GISE project aims to contribute to the implementation of European policies mentioned in European Union documents (such as the Europe 2020 Strategy, the Paris Declaration, Proposal for a Council recommendation - 17.01.2018) which aim to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is social, civic and intercultural skills that promote inclusion.

FAKE NEWS IN THE DIGITAL ERA

Between November and December 2020, the European Club at the "Ștefan Procopiu" High School in Vaslui organized the information campaign "False news in the digital era " which aimed to develop critical thinking among students regarding the use of the Internet and social networks. The organized activities focused on aspects related to manipulation and misinformation techniques through the media, facts versus opinions, identification of false news, analysis of different types of false news, the effects of spreading false news. The campaign "False news in the digital era" in data: 17 activities, 320 informed students, 13 teachers involved in organizing activities.

STOP Cyberbullying!

Between January 18th-25th, 2021, 14 informative activities were organized with the theme "Stop Cyberbullying!" which were attended by about 300 students and 13 teachers.

International Day of Women and Girls in Science

În săptămâna 8-12 februarie 2021, membrii Clubului European au marcat "Ziua Internațională a fetelor și femeilor cu activități în domeniul științelor" (11 februarie). Adunarea Generală a ONU a adoptat la 22 decembrie 2015 o rezoluție privind stabilirea unei zile internaționale dedicate recunoașterii rolului important al fetelor și femeilor în domeniile științei și tehnologiei.

March 2021 - Gender Equality Month

In March 2021, the members of the European Club organized 8 activities dedicated to promoting gender equality. For more information on this topic, we recommend the website of the European Institute for Equal Opportunities between Women and Men. (https://eige.europa.eu/)

Romanian women who inspire Europe!

Romanian women who inspire Europe
Creat cu o atingere de noroc

Nadia Comaneci (12 noiembrie 1961)
Ocupation: gymnast
Known for: first perfect 10 in world gymnastics

Maria Cuțarida Crătunescu (1857-1919)
Occupation: doctor
Known for: the first women doctor in Romania; she organized the first nursery in a factory in Romania;

Cecilia Cutescu-Storck (1879-1969)
Occupation: painter, teacher
Known for: the first woman teacher in art education in Europe

Elena Densușianu-Pușcariu (1875-1966)
Occupation: doctor ophthalmologist, writer, painter, translator
Known for: the first woman professor in the medical field in Romania, the first woman professor of clinical ophthalmology in the world

Elena Ghica (1828-1888)
Occupation: writer
Known for: the first Romanian woman to climbed Mont Blanc (1 June 1860)
Also known as: Dora d'Istria

Marta Trancu-Rainer (1875-1950)
Known for: the first female surgeon in Romania

Maria Teohari (1885-1975)
Occupation: astronomer, teacher of mathematics and astronomy.
Known for: the first woman astronomer in Romania.

Elena Stoenescu-Caragiani (1887-1929)
Known for: the first woman aviator in Romania

Ștefania Mărăcineanu (1882-1944)
Occupation: physicist
Known for: the true discoverer of artificial radioactivity

Ella Negruzzi (1876-1949)
Occupation: lawyer.
Known for: the first woman lawyer in Romania.

Elisa Leonida Zamfirescu (1887-1973)
Occupation: engineer
Known for: the first female student of the Royal Technical Academy in

Teodora Angela Lefterescu (1926-2007)
Occupation: captain.
Known for: the first female cap

The members of the European Club made a panel (on padlet.com) with the theme "Women who inspire Europe" by selecting a few Romanian women who have distinguished themselves in various fields.

The European Union in 12 words

Under the coordination of the teacher Bărdiță Carmen, the students from the 11th A and 12th A made posters with the title "EU in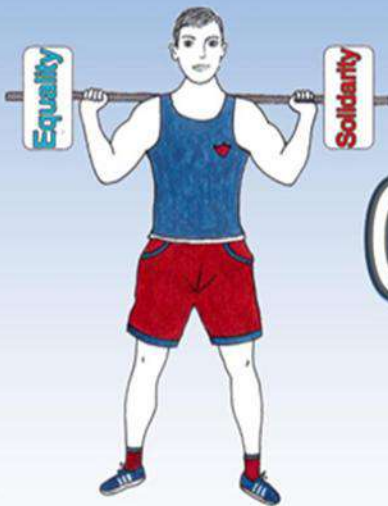 12 words" using the CANVA platform.