



The following document describes the specific objectives that we intend to achieve with our students and teachers during the execution of the Project, related in turn to the key competences and activities. For the elaboration of this document, Decree 103/2014 of June 10th has been taken into account, which establishes the Primary Education curriculum for the Autonomous Community of Extremadura.

General Index

0.- About the Project

- 0.1.- Presentation of the Project
- 0.2.- Our professional data
- 0.3.- The integration of the Project theme to the Curriculum
- 0.4.- Project calendar
- 0.5.- Twinspace netiquette rules
- 0.6.- Our Web Tools
- 0.7.- Partners tasks

1.- May to September 2019

- 1.1.- Presentation of the partner Schools
- 1.2.- Presentation of the partners
- 1.3.- Introducing of the pupils
- 1.4.- Our Schools on the map
- 1.5.- Creative works at the beginning of the Project

KEY COMPETENCIES: Social and civic competences (CSCV), Linguistic Communication (CCL), Digital competence (CD), Learning to learn (CPAA), and Cultural Awareness and Expressions (CEC).



- 1.6.- Our ideas for the Project
- 1.7.- Mentimeter activities in the Classroom
- 1.8.- Pretest about awareness of Democracy participation at Schools
- 1.9.- Awareness test activities in the Classroom
- 1.10.- Class rules
- 1.11.- Classroom rules activities in the Classroom
- 1.12.- European Day of Languages

2.- October

- 2.1.- Our Project Logo contest
- 2.2.- Creating Logo: Activities carried out in the Class
- 2.3.- Starting propogandas for Class President
- 2.4.- 21th - 25th October: Determining the Class President Candidates by voting in each Class
- 2.5.- Voting the Logos. The best Logo will be announced on 22th of October

3.- November

- 3.1.- A good citizen should be...
- 3.2.- Transnational pupil teams our independence symbols
- 3.3.- 20th of november: World Children Day
- 3.4.- Our students work, creating an ebook, values of Democracy and symbols of the common work of the countries

4.- December

- 4.1.- Creating request box in each Class
- 4.2.- Voting for the best request box in each Class

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- 4.3.- Presentation of Christmas Postcards
- 4.4.- Democracy quotes by famous people
- 4.5.- Activities at School about famous people quotes about Democracy presentation
- 4.6.- 10th of December: Celebrating Human Rights Day
- 4.7.- Creating slogans and posters about Democracy participation, Children Rights, our Rights at Schools
- 4.8.- Preparing School boards all posters and slogans will be exhibited in eTwinning School board
- 4.9.- Festivals in each partner country

5.- January

- 5.1.- Designing Democracy flags activities in Classroom
- 5.2.- Using with Animaker, Voki, Platagon applications we will create animations about Children Rights and Equality

6.- February

- 6.1.- We introduce the people who shaped and helped the growth of Democracy using a Timeline
- 6.2.- WordArt of Democracy participation at schools
- 6.3.- Voting for the best Democracy flag
- 6.4.- Digital awareness

7.- March

- 7.1.- Our common game about values of Democracy: The Millionaire
- 7.2.- Creating questions to play: The Millionaire
- 7.3.- Introducing values of Democracy with photos: Liberty, Equality and Justice

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8.- April

- 8.1.- Stay at home everything will be fine rainbow pictures from the students
- 8.2.- Our first Webinar with the partners
- 8.3.- Our Webinar agreements
- 8.4.- Transnational online Class
- 8.5.- Our flaming texts

9.- Final Products

- 9.1.- Our partnerships common outcomes products works

10.- Evaluation

- 10.1.- Post test about awareness of Democracy participation at Schools
- 10.2.- Pupils' evaluation questionnaires
- 10.3.- Analysis of pupils questionnaires
- 10.4.- Teachers' evaluation questionnaires
- 10.5.- Analysis of teachers questionnaires
- 10.6.- Parents of the students evaluation questionnaires
- 10.7.- Creating videos about evaluations of the Project, slogans and our messages
- 10.8.- Participation certificates

11.- Dissemination of our Project

- 11.1.- International News and Social Media
- 11.2.- National Dissemination in Spain
- 11.3.- Summary of the Project

KEY COMPETENCIES: Social and civic competences (CSCV), Linguistic Communication (CCL), Digital competence (CD), Learning to learn (CPAA), and Cultural Awareness and Expressions (CEC).

Specific Objectives	Activities
To consult different bibliographic sources and computer support texts to obtain data and information to carry out individual or group work (CCL, CPAA)	1.11, 3.2, 3.3, 4.4, 4.5, 6.1, 7.2, 3.4, 9.1
To understand in English what is said in simple everyday interactions (CCL)	1.1, 1.2, 1.3, 1.11, 8.2, 8.3, 8.4
To make short and simple presentations (CCL, CPAA)	1.1, 1.2, 1.3, 2.3, 4.5, 6.1, 7.2
To participate in conversations by technical means: Meet, Zoom, Skype... (CCL, CPAA, CD)	8.2, 8.3, 8.4
To write sentences or texts on Project topics (CCL)	1.11, 2.3, 3.1, 3.2, 3.4, 9.1
To work as a team valuing individual and collective effort to achieve the objectives (CSCV, CPAA)	1.5, 1.10, 1.11, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.1, 9.1
To express their feelings, needs and rights while respecting those of others in cooperative and collaborative activities (CSCV, CCL, CPAA)	3.1, 3.3, 8.3, 8.4, 9.1
To use verbal communication in relation to non-verbal communication in oral presentations and discussions (CCL, CSCV)	8.2, 8.4, 9.1
To understand and appreciate cultural differences (CSCV, CEC)	1.3, 3.1, 3.2, 3.4, 4.3, 6.2, 8.4, 9.1

KEY COMPETENCIES: Social and civic competences (CSCV), Linguistic Communication (CCL), Digital competence (CD), Learning to learn (CPAA), and Cultural Awareness and Expressions (CEC).

To argue the need for rules of coexistence in the different spaces of social interaction (CSCV, CCL)	1.10, 4.7, 8.1
To participate in the development of class rules (CSCV)	1.10, 4.7
To infer the need for our educational community's rules (CSCV, CPAA)	3.1
To respect the rules of the school (CSCV)	1.10, 2.4, 2.5, 3.1
To know and respect the rights and duties of the student (CSCV)	2.4, 3.3, 4.7, 6.3
To justify their actions on the basis of personal values such as dignity, freedom or equality (CSCV, CPAA)	3.4, 6.3, 7.3
To argue for the universality of human rights (CSCV, CCL)	4.2, 4.6, 6.1
To expose the importance of all people enjoying basic rights: health, welfare, food, clothing, housing and medical care (CSCV, CCL)	3.3, 9.1

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To critically assess the circumstances of people living in situations of deprivation of basic rights (CSCV, CCL, CPAA)	3.3
To argue and expose through images the importance of guaranteeing equal rights and non-discrimination on the basis of birth, race, sex, religion, opinion or any other personal or social condition or circumstance (CSCV, CCL, CEC)	3.3, 4.1, 6.1, 6.2, 8.5
To expose the basic rights of the child (CSCV, CCL)	3.3, 4.6, 4.7, 5.2, 8.5
To argue the need to protect the basic rights of children (CSCV, CCL)	3.3, 4.6, 4.7, 5.2, 6.4
To reflect on the rights and duties of the Spanish Constitution (CSCV)	3.1, 3.3, 8.1
To know the characteristic notes of democratic coexistence (CSCV, CCL)	1.8, 1.9, 3.1, 8.1, 8.3
To argue the importance of civic values in democratic society (CSCV, CCL)	3.1, 4.4, 4.5, 8.1, 8.3
To make ethical use of technologies (CSCV, CD)	5.2, 6.1, 6.4, 7.1, 8.2, 8.5

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To know the safe use of technologies (CSCV, CD)	6.4, 7.1, 8.2
To handle simple digital imaging software (CD, CCL, CPAA)	1.5, 8.5
To know the consequences of the dissemination of images without the consent of the persons concerned and respect their decisions (CSCV, CD)	6.4
To develop creative materials with a variety of information (CCL, CEC)	1.5, 1.11, 2.1, 2.2, 2.3, 3.2, 3.4, 4.3, 4.7, 4.8, 5.1, 6.2, 7.2, 8.5
To know, appreciate and respect cultural heritage (CSCV, CEC)	1.1, 1.4, 3.2, 3.4, 4.3, 4.9, 5.1
To understand the intrinsic relationship between basic human values (CSCV, CCL)	7.3
To discover and appreciate the synthesis of the basic elements of the person, starting from human rights (CSCV, CPAA)	4.4, 4.5, 4.6, 4.7
To value cooperation and dialogue as a means of preventing and resolving conflicts and promoting democratic values (CSCV)	3.4, 4.2
To expose orally, in a clear and orderly way, contents related to the project (CPAA, CCL)	0.1, 1.6, 1.7, 3.1
To organize important project information in a clear and orderly manner (CD, CPAA)	0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 4.8

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To carry out the project evaluation tasks (CPAA, CD)	10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8
To participate in the different actions of diffusion of the project: publications in press, radio, television, webinars... (CSCV, CCL, CD, CPAA, CEC)	11.1, 11.2, 11.3
Evaluation instruments:	
<p>In order to achieve the objectives described in this document, the participating teachers will use a variety of evaluation instruments, such as:</p> <ul style="list-style-type: none"> ● Evaluation rubrics. ● Evaluation targets. ● Personal and group videos about qualitative aspects and satisfaction of the project. ● Direct observation in the classroom. ● Evaluation of the work evidence. <p>Both the learning standards and the competences and skills are linked to each of the activities and tasks carried out.</p>	

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