



HANDBOOK

Innovative Strategies and Processes in Teaching and Teacher Training

DEC - DISCIPLINES IN EUROPEAN CONTEXT

Project Erasmus+ DEC nr: 2021-1-HU01-KA220-SCH-000023671

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

www.dec.casadoprofessor.pt



Co-funded by the
Erasmus+ Programme
of the European Union

PARTNER COUNTRIES

- COORDINATOR OF DEC ERASMUS+ PROJECT



Váci SzC Petzelt József Technikum és Szakképző Iskola

- TECHNICAL PARTNERS



Gymnasieskolan Vipan



Zespół Szkół nr 1 Poland Pomorskie
Władystawowo



Malakoff Upper Secondary
School



Plunges technologiju ir verslo
mokykla



Casa do Professor

TABLE OF CONTENTS

Introduction	4
Disciplines in European Context project	6
Why this Handbook?	7
Objective and Goal	8
Preparation	9
Project Management	12
Tasks and Responsibilities of the Project Coordinator	13
Tasks and Responsibilities of each Partner Organisation	14
Monitorization	15
Implementation	20
Project Preparation Overview	22
Timeline and Milestones	27
Good Practices & Applied Teaching Methods	29
ART	30
Teaching Methods	53
HISTORY	55
Teaching Methods	77
SCIENCES	79
Teaching Methods	102
LITERATURE	104
Teaching Methods	128
LANGUAGES	130
Teaching Methods	156
Conclusion	158

INTRODUCTION

«A teacher affects eternity; He can never tell where his influence stops.»

Henry Adams

Innovative Strategies and Processes in Teaching and Teacher Training Catalogue is the output of the **Disciplines in European Context (DEC)** project. It details the five **Learning, Teaching, and Training Activities (LTTAs)** held in five different countries, each responsible for one discipline.

For the practical implementation of the project, six countries cooperated in partnership, with Hungary taking on the coordinating role.

The disciplines were divided as follows: Hungary – Art, Norway – Science, Lithuania – Language, Poland – History, and Sweden – Literature.

The partnership comprises six organizations from various regions across Europe, including:

- Coordinator: Váci SzC Petzelt József Technikum és Szakképző Iskola (Hungary)
- Casa do Professor (Portugal)
- Zespół Szkół nr 1 Poland Pomorskie Władysławowo (Poland)
- Malakoff Upper Secondary School (Norway)
- Gymnasieskolan Vippan (Sweden)
- Plunges technologiju ir verslo mokykla (Lithuania)

Casa do Professor organized training and workshops, provided suitable teaching training, and summarized the project programs for this catalog.

This catalog showcases intangible results, including innovative strategies and processes in teaching and teacher training, with a special emphasis on collaborative and intergenerational dimensions grounded in best practices.

The purpose of collecting these best practices is to provide the wider public with the opportunity to learn more about positive and innovative teaching methods. The collection describes the preparation process, the implementation of the project work in various disciplines, the impacts of the activities, and the teaching methods applied during the LTTAs.

It's worth noting that through the LTTAs that led to the creation of this catalog, all participants, both teachers and students, had the opportunity to learn more about Europe, its values, history, and culture, as well as to develop their communication skills in a language other than their own – English.

We firmly believe that the teaching strategies listed in this catalog make a significant contribution to enhancing students' learning effectiveness and fostering their autonomy in the learning process.

In conclusion, we are confident that all participants will greatly benefit from this experience. It not only offers valuable learning opportunities to individuals but also supports the internationalization and growth of educational institutions. Moreover, it reinforces the European dimension of teaching and learning, elevates the quality of school education, and contributes to the establishment of the European Education Area.

DISCIPLINES IN EUROPEAN CONTEXT PROJECT

Teachers have observed that although **secondary school students were born and raised in one of the member states of the European Union, they do not know this community in sufficient depth.** For this European human and social community to develop, those living in it, especially young people, must feel at home and take an active part in the life of the EU.

To become European, it is necessary to know the values, culture and traditions of the other nations. It is also necessary to have human relationships in a friendly living atmosphere.


With this in mind, the DEC project provides a complex programme, which includes practice-oriented and experience-based pedagogical elements.

Realization of the program plays an important role in developing transversal, global and cultural competences for effective adaptation to economic, technological, and environmental changes.

In addition, the programs supported the renewal of the teaching methodology culture of teachers, the innovation of training content and methods of organizing training, and the building of international relations.

Participating in the project was not only an added value for the student and teacher involved, but it also had a positive impact on all sending institutions, as the experiences gained during the mobility and the results of the program were integrated into the institutional operation.

The personality changes of the students who collaborated in the project means one of the most important, long-term effect of the project as a result of which they will be become such citizens that will respect each other's cultures, values, features and be able to act in favour of Europe's society.



High school students, who were born and raised in one of the member states of the European Union, do not know this community in sufficient depth.

DEC

WHY THIS HANDBOOK?

This handbook aims to:

1

Foster conscious European citizenship and a deeper understanding of each country's history among students and teachers, promoting empathy and acceptance of others;

2

Enhance the knowledge of the participating teachers.

3

Encourage the integration of project results into the functioning of educational institutions.



DEC

OBJECTIVE AND GOAL



OBJECTIVE

The primary objective of this project is **to establish a strategic partnership with the purpose of promoting awareness and understanding of common EU**

values, as well as their social, cultural, and historical heritage, across five distinct disciplines: Literature, Arts, Languages, History, and Sciences.

ULTIMATE GOAL

The project's outcomes are a handbook and a catalogue featuring the five disciplines, including introductions and detailed descriptions of the preparation process, project implementation within each discipline, activity impacts, best practices, and applied teaching methods.

PREPARATION

The preparation phase of the project involved several key steps to ensure effective coordination and alignment among the coordinating institution and partner organizations. This phase was crucial in establishing clear communication channels, outlining project objectives, and assigning responsibilities.

Initial Discussion and Planning

- **Web Conferencing Meeting:** The project management, comprising the coordinating institution and partners, convened via web conferencing for an inaugural discussion. The meeting addressed:
 - Form of communication and schedule for contact.
 - Clarification and acceptance of contract terms.
 - Distribution and proper utilization of financial support.
 - Definition of key milestones in the work plan.
 - Agreement on diligent work ethic.
 - Assignment of professional/technical staff and clarification of their roles.
 - Establishment of documentation system structure.

Formation of Working Groups

- **Establishment of Formal Working Groups:** Following discussions on management tasks, formal working groups were established within each partner organization. Topics of the first working group meeting included:
 - Discussion on project purpose, scope, and financial framework.
 - Development of internal project implementation schedules.
 - Allocation of responsibilities for specific tasks.
 - Creation of individual work plans tailored to each organization's needs.

Alignment and Coordination

- **Adaptation to Meeting Schedule:** Working groups aligned their schedules with planned Transnational Project Meetings (TPM) and Learning, Teaching, and Training Activities (LTTA) meetings.
- **Timely Completion of Project Assignments:** Project-related tasks and materials, including educational resources, were completed according to scheduled deadlines.
- **Identification of External Support Needs:** Working groups signaled the need for external professional assistance or expertise to the project manager (coach) when required.

PREPARATION

Cross-Organization Collaboration

- **Web Conferencing among School Working Groups:** The project manager (coach) from the coordinating school facilitated a web conference among school-based working groups. Topics discussed included:
 - Introduction of group members.
 - Consultation on professional/vocational subjects.
 - Selection or exchange of curriculum units.
 - Details of collaboration and joint work.
 - Involvement of students in project activities.

First Transnational Project Meeting (TPM)

- **Organized by Portuguese Partner:** The first TPM was hosted by the Portuguese partner, "Casa do Professor." The meeting focused on training, brainstorming, and activity planning. Technical aspects pertinent to professional work processes were deliberated, ensuring alignment among working group members.

First LTTA in Hungary (Art)

- The first LTTA, focused on Art, was hosted in Hungary. Students engaged in presentations and collaborative activities, while teachers exchanged innovative teaching methods. Experts from Casa do Professor documented and mediated the processes. Evaluation included satisfaction surveys and student assessments, with Certificates issued by the host institution.

Second LTTA in Poland (History)

- The second LTTA, centered on History, was held in Poland. It involved student presentations and international team activities. Teachers shared and applied effective teaching practices. Casa do Professor's experts ensured proper documentation and process control. Evaluations comprised satisfaction surveys and student assessments, with Certificates awarded by the host institution.

PREPARATION

Third LTTA in Norway (Sciences)

- The third LTTA, dedicated to Sciences, took place in Norway. Students participated in presentations and joint activities. Teachers exchanged and applied innovative teaching methods. Casa do Professor managed documentation and process control. Evaluations included satisfaction surveys and student assessments, with Certificates issued by the host institution.

Fourth LTTA in Lund (Literature)

- The fourth LTTA, focused on Literature, took place in Lund. Students engaged in presentations and collaborative activities centered on various literary themes and genres. Teachers shared and implemented innovative teaching methods, fostering a rich exchange of educational practices. Casa do Professor handled documentation and process control to ensure the smooth running of the activities. Evaluations included satisfaction surveys and student assessments, with Certificates issued by the host institution.

Fifth LTTA in Lithuania (Languages)

- The fifth LTTA, centered on Languages, was held in Lithuania. Students participated in presentations and collaborative activities. Teachers applied and exchanged successful teaching methods developed by Casa do Professor. Experts documented and controlled the processes. Evaluations included satisfaction surveys and student assessments, with Certificates issued by the host institution.

PROJECT MANAGEMENT

The financial framework and grant for the project were provided to the coordinating institution upon submission of the application to the National Agency. The coordinating school then distributed the grant to partner schools in alignment with the financial plan outlined in the approved application.

During the initial transnational project meeting (TPM), key management tasks included reviewing the utilization of financial support and discussing associated rules and procedures. Financial planning was conducted during the application phase, utilizing the financial planning template. This template facilitated the allocation of support to various project tasks.

While all schools aimed to maximize the efficient use of the grant, it was acknowledged that the grant might not cover all project costs. Therefore, the financial manager of each school/university prepared a cash budget, detailing both revenue and expenditure and continuously managing cost items. Schools were informed about the grant's euro denomination, exchange rates, and correct payment procedures.

The project's scheduled implementation was based on the established work plan. During the first TPM, participants created a template outlining current indicator values, task implementation, grant utilization monitoring, and payment levels.

Project coordinators from each school updated the template with current data and submitted it to the coordinating institution within ten days after the close of each month.

At the coordinating institution, a management member collected and analyzed the received data, information, and reports, providing feedback to the head of management. This system facilitated continuous monitoring and quality assurance throughout the project duration.

TASKS AND RESPONSIBILITIES:

PROJECT COORDINATOR

The project coordinator, located in Hungary (HU) and representing Vocational Secondary School Joseph Petzelt, played a pivotal role in overseeing various aspects of the project. Below are the main tasks and responsibilities carried out by the coordinator:

- **Application Submission:** Applied for the Erasmus+ grant on behalf of the partner organizations.
- **Preparation and Planning:**
 - Prepared the project proposal and submitted it.
 - Conducted preliminary research and measurements to ensure project feasibility.
 - Identified partners and assessed their requirements.
 - Coordinated the realization and timing of the project activities.
 - Planned the financial budget for efficient resource allocation.
- **Project Management Coordination:**
 - Coordinated the tasks of the project partners to ensure smooth workflow.
 - Collaborated with international project teams consisting of students, teachers, experts from six countries (H, LT, NO, PL, PT, S), and their project managements.
 - Ensured proper organization and execution of project events, including the kick-off and transnational project meetings
- **Continuous Monitoring and Communication:**
 - Maintained regular contact with partners to facilitate continuous monitoring of project progress.
 - Organized and conducted transnational project meetings to discuss project developments and milestones.
- **Project Event Management:**
 - Planned, implemented, and organized the kick-off event to initiate the project effectively.
 - Managed the logistics and coordination of transnational project meetings to ensure successful collaboration among partners.

The project coordinator's proactive involvement and effective management were essential for the successful implementation of the project, facilitating communication, coordination, and collaboration among all stakeholders.

TASKS AND RESPONSIBILITIES:

PARTNER ORGANISATIONS

Project Management

- **Implementation of Local Action Plans:** Responsible for executing local action plans and involving students in the project.
- **Continuous Monitoring:** Ensured ongoing monitoring of the project's progress.
- **Grant Utilization:** Optimally utilized the grant funds for the project.
- **Promotion and Dissemination:** Conducted continuous promotion and dissemination activities for the project.

Communication and Coordination

- **Common Email System:** Utilized a common email system to share information, exchange updates, and keep everyone informed about the project's processes.
- **Additional Communication Methods:** Used Skype, Facebook, Messenger, and cell phones for further communication among partners.
- **Closed Facebook Group:** Created by the project coordinator to support daily communication. This group allowed members to share interests, photos, related content, and express opinions, objectives, and suggestions.

Partner Schools, Participants, and Technical Staff

- **Role Post-Initiation and Planning:** Played crucial roles after the project's initiation and planning stages, contributing to the execution, implementation, and monitoring phases.
- **Understanding of Duties:** Each group had a clear understanding of their duties, job responsibilities, and task distribution.

Professional Network and Meetings

- **Building a Professional Network:** Project management and experts built a professional network to support the project.
- **Monthly Video Calls:** Held monthly video calls to coordinate, evaluate, and report on the project's progress, ensuring constant communication between the teams.

Dissemination Platforms

- **Event Sharing:** Made certain project events available on eTwinning, Facebook, YouTube, and the partner schools' websites to ensure wider dissemination and engagement.

MONITORIZATION

The monitorization phase of the project involved ongoing assessment and evaluation of project progress, ensuring adherence to planned activities and objectives. This phase encompassed various activities aimed at maintaining quality assurance and achieving project goals.

Communication and Information Sharing

- **Shared Summaries on Common Email Platform:** Regular updates on the project's actual processes were shared via the common email platform among partners, ensuring all participants were informed about each other's progress and the quality of work.
- **Quality Assurance:** The use of a common communication system promoted quality assurance throughout the project, facilitating transparency and collaboration among all stakeholders.

Organization of Project Meetings

- **Responsibility of Host Country Management Teams:** The management teams of host countries were tasked with organizing project meetings. These meetings served as platforms for consultation between project coordinators, presentation of the actual budget and work plan, and provision of information about accommodation and other program services.

Evaluation and Assessment

- **Evaluation of Student Work:** Activities and teaching programs were based on students' project work, with the outcomes evaluated by mentors and teachers to ensure the quality of student products and presentations.
- **Satisfaction Survey:** Participants filled out satisfaction surveys to provide valuable feedback on learning and teaching activities. Survey results informed necessary steps to achieve the project's ultimate goals.

Output and Deliverables

- **Final Project Catalogue:** The final result/product of the project was a catalogue showcasing good practices and the implementation of project objectives. This catalogue was produced through joint collaboration among the six participating countries.
- **Goal Tree:** A "goal tree" was established to summarize the desired aims of the project, providing a visual representation of project objectives and milestones.

MONITORIZATION

Control and Evaluation Tasks

- **Management Tasks:** Control of the process involved management tasks such as fulfilling payment schedules, completing reports, administrative duties, quality assurance, and risk analyses.
- **Progress-related Elements:** Evaluation also covered elements related to project progress, including organization of project activities (e.g., TPM/LTTA), involvement of students, effectiveness of development work, contact with professional organizations, organization of related events, and dissemination tasks.

Monitoring Activities and Responsibilities

- **Work Plan Implementation:** The monitoring of project activity and process evaluation occurred according to the project's Work Plan, which outlined successive tasks, responsible individuals, and deadlines. It covered longer periods, with periodic reviews assessing sub-objective fulfillment.
- **Involvement of Project Team Members:** Monitoring and evaluation tasks were undertaken by members of the project management, work group leaders, instructors, supervisors, external experts, and others involved in project implementation.
- **Quality Assurance and Parallelism:** The project promoted transparency through parallel activities, ensuring adherence to agreed-upon standards and procedures. Quality assurance mechanisms were systematically applied to maintain project integrity.
- **Financial Oversight:** Management teams monitored financial processes closely, attending all management meetings to ensure fiscal responsibility and adherence to budgetary guidelines.
- **Role of Project Coordinator:** The project coordinator, representing the coordinating partner, was responsible for directing and controlling the project's Work Plan and overseeing day-to-day operations. They led the project team and reported to the project board.
- **Local Monitoring and Reporting:** Local leaders and topic leaders within project teams monitored task fulfillment and reported on the status of actual processes to ensure project progress aligned with established goals.

MONITORIZATION

WEB CONFERENCES

November 2021: International Web Conference

The project manager of the coordinating school organized a web conference between the project working groups of the partner schools. Topics included:

- Introduction of the members
- Consultation on the subject matter (disciplines)
- Agreement on details of cooperation and common work

Responsible: Coordinator School - Coach

March 2022: Web Conference

A video call via ZOOM was held to assess the progress of the project and discuss the upcoming LTTA.

Participants: Coordinator, Project Coordinators, Project Work Groups, Teachers

August 2022: Web Conference

Another ZOOM video call focused on the progress of the project and the upcoming LTTA.

Participants: Coordinator, Project Coordinators, Project Work Groups, Teachers

February 2023: Web Conference

This ZOOM video call included a part-time management conference to assess project progress and discuss the upcoming LTTA.

Participants: Coordinator, Project Coordinators, Project Work Groups, Teachers, Management

August 2023: Web Conference

A video call via ZOOM was organized to evaluate the project's progress and discuss the upcoming LTTA.

Participants: Coordinator, Project Coordinators, Project Work Groups, Teachers

April 2024: Web Conference

This ZOOM video call focused on assessing the progress of the project and planning for the next LTTA.

Participants: Coordinator, Project Coordinators, Project Work Groups, Teachers

September 2024: Web Conference

The final web conference via ZOOM was held to assess the project's progress and discuss the upcoming Transnational Project Meeting (TPM).

Participants: Coordinator, Project Coordinators, Project Work Groups, Teachers

Date: September 2024

MONITORIZATION

IMPACT

The impact of the project was analyzed through various measures:

- **Effect Analysis:** Conducted to understand the overall impact.
- **Summary of Results:** Compiled to provide a comprehensive overview of outcomes.
- **Modification of Pedagogical Programmes:** Included the integration of additional teaching methodologies and good practices.
- **Measurement of Impact:** Utilized Attitude Surveys and Satisfactory Surveys to gather data, which were then analyzed.
- **Evaluation of Outcomes:** Assessed the project's success and impact.
- **Measuring Competency Development:** Conducted with the help of the school psychologist from the coordinating organization.

Responsible: Project Coordinators

Date: See Goal Tree

DISSEMINATION

Dissemination activities were carried out according to the Dissemination Plan attached to the application. These activities were continuous throughout the project duration from 2021 to 2024.

Responsible: Project Coordinators, Topic Leaders, Students, Teachers

Date: Dissemination Plan 2021 – 2024 (continuous)

PROMOTING PROJECT'S GOOD PRACTICES

The project's good practices and outcomes were promoted through various means:

- **Workshops, Meetings, and Conferences:** Held to share experiences and results.
- **Introduction Lessons and Classroom Activities:** Implemented to showcase the project's impact.
- **Distribution of the Catalogue of Good Practices:** Ensured the dissemination of successful methodologies.

Responsible: Project Coordinators, Project Work Groups, Students

Date: 2024

MONITORIZATION

PROJECT CLOSING FINAL REPORT TO NATIONAL AGENCY

The project was formally closed with a final report submitted to the National Agency. This involved:

- **Final Review and Evaluation:** Comprehensive assessment of the project.
- **Filling in the Final Report Form Online:** Ensured all necessary information was documented.
- **Submission of Final Report to National Agency:** Officially concluded the project.

Responsible: Management Teams

Date: 2024

PROJECT POST MONITORING

Post-monitoring activities focused on the product and process life-cycle management to ensure continued impact and sustainability.

Responsible: Management Teams

Date: 2025

IMPLEMENTATION

The implementation phase of the project involved a series of coordinated steps to bring the project vision to fruition. This phase encompassed planning, organization, and execution of activities aimed at achieving project objectives.

Preparation and Application

- **Research and Involvement of Partners:** The preparatory phase began with research work and involvement of project partners to assess available tangible assets and plan the process of implementation.
- **Work Plan Preparation:** Upon completion of preparatory work, a comprehensive Work Plan was prepared and attached to the application form.

Project Kick-off and Transnational Project Meetings (TPM)

- **Opening TPM in Portugal:** The implementation phase commenced with the organization of the opening Transnational Project Meeting (TPM) in Portugal. This three-day event, hosted by the project management of Casa do Professores, facilitated information exchange and training for project participants from partner organizations.
- **Local Institutional Project Work:** Following the TPM, schools initiated local professional work, focusing on tasks for upcoming Learning, Teaching, and Training Activities (LTTA). This work included planning, research, selecting educational materials, organizing external activities, and involving students.
- **LTTA Events:** Five LTTA events, each held in a different partner country, provided opportunities for students, experts, and teachers from six partner countries to develop key competencies, cultural awareness, and language skills over five-day sessions.

Closing Phase and Final TPM

- **Final TPM in Portugal:** The project concluded with a final Transnational Project Meeting (TPM) in Portugal. This meeting included evaluation of partner work, financial performance review, presentation of project outputs, and preparation for international dissemination of project products.
- **Project Closure and Recognition:** Management members finalized the international dissemination plan, identified areas for future cooperation, and recognized the teaching competencies developed by issuing Certificates to participating teachers.

IMPLEMENTATION

Continuous Improvement and Collaboration

- **Reflection and Cooperation:** The project closure phase provided an opportunity for reflection on project outcomes and identification of new areas for strategic cooperation. Management members outlined further collaboration possibilities and recognized the potential for future projects based on the successful partnership.
- **Certificate Issuance:** Teachers' participation in TPMs and development of teaching competencies were acknowledged through the issuance of Certificates by the respective host institution, Casa do Professor.

PROJECT PREPARATION OVERVIEW

1. Preparation of the Project

Activities/Tasks:

- Contact with partners
- Video call (Zoom)
- Problem identification
- Aim definition
- Tasks division
- Project plan
- Cooperation declaration (Mandate)
- Financial planning
- ORS registration control
- Application form control by partners

In the first phase of the preparation of the application, the research work started and was followed by:

- Involvement of partners
- Design of intellectual output
- Plan of the process of implementation
- Plan of the necessary human and financial resources
- Assessment of the available tangible assets

Responsible:

- Coordinators
- Project coordinator (LNK)
- Topic leader (GB)
- School master of coordinating partner (ÉR)
- Project coordinators of partner schools
- School masters of partner schools
- Chief Financial officers of coordinators

Duration:

- February - May 2021

Deadline:

- November 2021

2. Handing in Application Form

Activities/Tasks:

- Online application

Responsible:

- ÉR/GB

Deadline:

- 20 May 2021

3. Evaluation

Indicator:

- Approved project

Responsible:

- Management

Deadline:

- October 2021

4. Contract with National Agency

Activities/Tasks:

- Completion of data sheets, contracts, and returning to NA
- In case of approved project with modification: completion corrections, correction of financial planning
- The financial framework/grant of the project was provided to the coordinating institution submitting the application from the National Agency.
- The coordinating school transmitted the grant to the partner schools in accordance with the financial plan of the approved application.

Responsible:

- Coordinator school
- Management teams of partner schools

Deadline:

- October 2021

5. Project Promotion

Activities/Tasks:

- Information sharing about the project objectives with staff of the schools, teachers, students, and external institutions to promote it

Responsible:

- Project coordinators

Deadline:

- October 2021

6. Preparation Web Conference

Activities/Tasks:

- Discussion of project management of the schools via video conference call

Topics on Web Conferencing:

- Form of communication and time schedule of contact
- Clarification and undertaking of contract terms
- Distribution and proper use of financial support
- Fixing corner points of the work plan
- Scheduled completion of tasks
- Agreement on diligent work
- Assignment of professional/technical staff
- Clarification of assignment methods required in each institution (assignment contract/performance of additional tasks)
- Defining the range of employees involved in the production of intellectual output
- Remuneration for participation in the production of intellectual output
- Structure of the documentation system
- Preparing for Plan B, clarifying details and technical background (primarily school leaders)
- Discussion of attitude and satisfaction surveys of the project (impact)

Responsible:

- Coordinator School - Coach

Deadline:

- November 2021

7. Set up of Project Work Groups

Activities/Tasks:

- The project coordinator (coach) assisted team members in setting up the school project working group and led the first meeting.

Topics of the First Meeting of School Project Working Group:

- Discussion of the purpose, course, and financial framework of the project
- Establishment of an internal schedule for project implementation
- Discussion of responsibilities and tasks
- Preparation of individual work plans
- Adapting to the planned schedule of LTTA meetings
- Completion of working materials (educational material/units) according to the schedule's deadline

The project working groups indicated to the coach when and what external professional help or external experts were needed.

Responsible:

- Project coordinators
- Heads of Project Work Groups

Deadline:

- November 2021

8. Web Conference

Activities/Tasks:

- The project manager of the coordinating school organized a web conference between the project working groups of the partner schools.

Topics of the International Web Conferencing:

- Introduction of the members
- Consultation on the subject matter (disciplines)
- Agreement on details of cooperation and common work

Responsible:

- Coordinator School - Coach

Deadline:

- 17 November 2021

9. Project Work Groups

Activities/Tasks:

- Project working groups of the partner schools began their work.
- Division of work based on field of expertise, competencies, and English language skills
- Proposal of the method for involving students
- Appointment of the leader of the working group by consensus
- Creation of a common workspace on the schools' server system
- Participation in the first TPM teacher training organized by the Portuguese partner, Casa do Professor

Responsible:

- Project coordinators
- Heads of Project Work Groups

Deadline:

- November 2021

TIMELINE AND MILESTONES

The project spans from 2022 to 2024, with lesson plans implemented across five disciplines in different partner countries. Each discipline integrates European values and cultural aspects into the curriculum, emphasizing collaboration and diversity.

Art (March - May 2022)

This discipline explored European art movements, encouraging creative expression and cultural appreciation.

- Sweden: 02/03/2022 - 04/05/2022 (8 sessions)
- Norway: 19/04/2022 - 26/04/2022 (3 sessions)
- Poland: 04/04/2022 - 05/05/2022 (3 sessions)
- Hungary: 07/04/2022 - 05/05/2022 (4 sessions)
- Lithuania: 15/04/2022 and 29/04/2022 (2 sessions)

History (May - September 2022)

Lessons focused on historical events and figures that shaped Europe, fostering critical thinking and historical awareness.

- Sweden: 25/05/2022 - 20/09/2022 (7 sessions)
- Lithuania: 02/09/2022 - 23/09/2022 (4 sessions)
- Hungary: 28/08/2022 - 12/09/2022 (3 sessions)
- Poland: 05/09/2022 - 12/09/2022 (3 sessions)
- Norway: 26/09/2022 - 30/09/2022 (5 sessions)

Sciences (January - April 2023)

This discipline encouraged scientific exploration and inquiry, with activities highlighting Europe's contributions to science and technology.

- Sweden: 11/01/2023 - 08/03/2023 (7 sessions)
- Hungary: 06/02/2023 - 20/03/2023 (4 sessions)
- Poland: 29/03/2023 - 11/04/2023 (3 sessions)
- Lithuania: 07/04/2023 - 20/04/2023 (4 sessions)
- Norway: 18/04/2023 - 21/04/2023 (4 sessions)

TIMELINE AND MILESTONES

Literature (May - September 2023)

Focused on exploring famous writers and literature from across Europe, fostering a love for reading and cross-cultural storytelling.

- Sweden: 03/05/2023 - 06/09/2023 (8 sessions)
- Poland: 07/09/2023 - 20/09/2023 (3 sessions)
- Hungary: 08/09/2023 - 25/09/2023 (4 sessions)
- Norway: 25/09/2023 - 29/09/2023 (5 sessions)
- Lithuania: 25/09/2023 - 29/09/2023 (5 sessions)

Languages (February - May 2024)

This discipline celebrated linguistic diversity while emphasizing shared roots and connections between European languages.

- Sweden: 28/02/2024 - 24/04/2024 (8 sessions)
- Hungary: 12/04/2024 - 17/05/2024 (4 sessions)
- Poland: 05/04/2024 - 19/04/2024 (4 sessions)
- Norway: 20/05/2024 - 24/05/2024 (5 sessions)
- Lithuania: 20/05/2024 - 24/05/2024 (5 sessions)

Summary

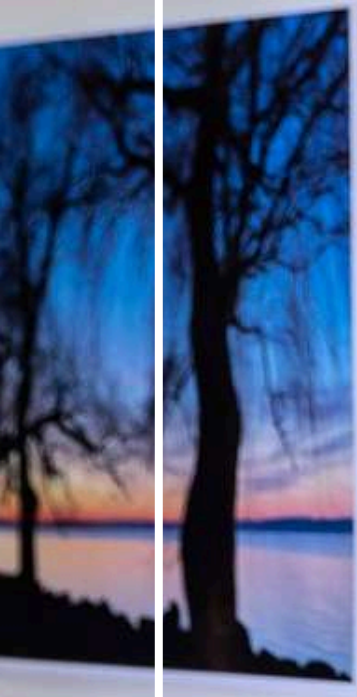
The DEC project demonstrates a coordinated effort across disciplines to integrate European values and foster intercultural understanding. The collaboration between partner countries highlights the diversity of European education while promoting unity and shared cultural heritage.



GOOD PRACTICES & APPLIED TEACHING METHODS

Let's grow together!

ART



PREPARATION FOR MOBILITY

ART

Location: Hungary

Organisational Tasks:

- Arranging travel: airplane or train tickets
- Organizing accommodation and catering
- Providing insurance

Responsible:

- Management teams
- Financial chief

Date/Deadline:

- March-April 2022

FIRST LTTA (LEARNING, TEACHING, TRAINING ACTIVITY) IN HUNGARY

Discipline: Art

Activities and Responsibilities:

Attitude Survey:

- Conducted to assess initial attitudes

Students' Activities:

- Presentations
- Common activities with international teams

Teachers' Activities:

- Applying learning and teaching methods
- Good practice exchange
- Work plan for tasks

Experts from Casa do Professor:

- Documentation of activities
- Reporting
- Mediation
- Control of processes

Evaluation:

- Satisfaction survey to gauge participant satisfaction
- Assessment of students post-mobility

Outcome Sharing:

- Teachers with short-term mobility shared their experiences and promoted good practices

Certification:

- The work of participants in LTTA and the development of teaching/learning competencies were recognized by issuing a Certificate. The Certificate was issued by the respective host institution.

Responsible:

- HU management team
- Students
- Teachers
- Experts in mobility
- Mentors
- Coordinators
- Topic leaders

Date:

- 16-20 May 2022

TASKS OF PARTNER COUNTRIES

The tasks assigned to partner countries involve creating realistic or symbolic water-related creative works that capture the essence of water's presence. Below is a list of tasks for partners in preparation for the LTTA:

Task 1: Photography

- Capture landscape photos featuring rivers, seas, lakes, waterfalls, waves, and water reflections.
- Photograph natural or man-made objects in proximity to water.
- Document aquatic organisms through underwater and aquarium images.
- Explore the beauty of water sediments, including trees and stones.
- Focus on structures, equipment, and objects on the water, such as ports, lighthouses, ships, sailboats, and boats.
- Take pictures related to water sports, encompassing competitive sports, river activities, sea adventures, and wild water sports.

Task 2: Land Art

- Create artistic works in natural settings that remain in place but are documented and photographed.
- Craft Land Art using elements like trees, branches, sand, gravel, water, stones, pebbles, shells, snails, leaves, avar, moss, and more.

Task 3: Visual Arts

- Produce paintings, watercolors, drawings, graphics, and sketches centered around the theme of water, utilizing any technique, material, or tool for visual representation.
- Create board paintings inspired by water.

Task 4: Handcrafted Creations

- Craft utensils or ornaments from alluvial wood, embellished with elements like shells, snails, and more.
- Design floral compositions, including ikebana arrangements.

TASKS OF PARTNER COUNTRIES

Task 5: Symbolic Representation

- Explore the symbol of the "fish" and engage in activities such as painting and cutting out fish shapes from various materials.
- Compose fish shapes from driftwood and use them to create pictures and ornaments.
- Represent various forms of fishing in your creative works.

Task 6: Textile-Based Creations

- Explore the use of textile-based materials such as yarns, strings, and ropes.
- Experiment with techniques like painting, knotting, tying, meshwork, and macramé.
- Combine textile elements with branches, planks, or slats to create unique pieces.

Task 7: Paper-Based Artistry

- Utilize paper-based materials, including cardboard boxes, cardboard sheets, and corrugated paper.
- Create works that convey the essence of water, such as representations of rivers, sea waves, islands, and more.

Task 8: Earth, Gravel, and Sand Art

- Craft pictures using earth, gravel, and sand as artistic mediums.
- Explore the creation of plastic sand sculptures, sand drawings, and sand paintings.
- Incorporate sand into your visual compositions to add texture and depth.

Task 9: Written Art

- Express your thoughts, writings, poems, quotes, and reflections about water in a visual and creative manner.
- Display these written expressions in an artistic and thought-provoking way.

These tasks aim to encourage artistic expression, foster a deeper connection with water, and showcase the diverse interpretations and representations of this vital element.

Participating partners are kindly requested to submit photographs of their completed works to the project coordinator via email. If feasible, these artworks may be exhibited in Szentendre during the LTTA, allowing for a rich exchange of creative ideas and interpretations of the theme of water.

LITHUANIA

BACKGROUND OF THE PREPARATION

Topic: Water

School: Plunge Technology and Business School

Date of lessons: 15 and 29 of April, 2022

Tasks:

- Create realistic or symbolic water-related creative creations that carry the presence of water.

Possible creations using different materials:

1. Photos of landscape, natural or built objects near water, aquatic organisms, sediments of water or structures, equipment, and objects on the water; photos related to water sports.
2. Works created in nature that remain on site but are documented and photographed.
3. Paintings, water colours, drawings, graphics, and sketches about water.
4. Utensils or ornaments of alluvial wood, complete with shells, snails, etc.; floral compositions, ikebana.
5. The "fish" as a symbol.
6. Earth, gravel, sand pictures, plastic sculptures, drawings, or paintings on/with sand.
7. Written pictures. Writings, poems, quotes thoughts about water, pictorially created, displayed creatively.
8. If there are any pieces of work that can be delivered in the original, please bring them with you.



LITHUANIA

PREPARATION (1 month)

Participants:

- Teachers: Mrs. Alma Galminieine – teacher of afterschool activities - responsible for the project team and the preparation;
- Teacher of English – Mrs. Laima Mockuviene - responsible for the team coaching
- Students: Ugnė Budrytė Kp22, Kamilė Bidvaitė Kp22, Justas Radžiukynas V22
- Involved classes: Kp22, V22: 20 students

1st lesson: 15/04/2022

Length: 4h

OBJECTIVES:

Personality growth requires self-awareness and self-expression. Art provides a universal way to find personal capabilities and creativity levels. Nature's natural creations, colours and changes teach a personality valuable features such as perceptiveness, sensibility, and imagination, especially concerning water.

ACTIVITIES:

A trip to Samogitian National Park in Plateliai, Lithuania, to collect natural material connected with water (stones, moss, plants, snail shells, shells, amber, etc;

Taking pictures in nature/water based on the assignment.



LITHUANIA

PREPARATION (1 month)

2nd lesson: 29/04/2022

Length: 3h

OBJECTIVES:

Personality growth requires self-awareness and self-expression. Art provides a universal way to find personal capabilities and creativity levels. Nature's natural creations, colours and changes teach a personality valuable features such as perceptiveness, sensibility, and imagination, especially concerning water.

ACTIVITIES:

- Creating unique works from collected materials;
- Drawing/painting pictures according to the assignment;
- Creating a photo album/collage from the photos taken during the trip and collected from personal phones/cameras (not from the Internet).

HUNGARY

PROCEDURE OF THE PREPARATION (1 month – 4 LESSONS)

Participants:

- Teachers: Mr Antal Aladics Art Teacher, Ms Andrea Nánási Psychologist – responsible for the project team and the preparation.
- Involved classes: 10 V / 12 KKN / POR: 30 students

Date of lessons: 07/04 - 14/04 - 28/04 - 05/05 2022

LESSON 1: 07/04/2022

LESSON 2: 14/04/2022

LESSON 3: 28/04/2022

LESSON 4: 05/05/2022

Length: 60 minutes/lesson

Objectives of the lessons:

- Creating realistic or symbolic water-related creative creations that carry the presence of water.

Water gives a symbol of togetherness, heritage, history, Art and Europeanness. The essence of the idea and activities and tasks included in the topic was to create material works from reusable natural materials found in nature with the given dexterity, which in a figurative sense reflect the diversity of life on Earth, at the same time providing an experience for the creators of objects. the importance of aesthetic creativity.

The **central theme** of the program was RIVER:

- what do rivers symbolize?
- what roles do rivers have?
- what do rivers stand for?
- how do rivers give connection among groups of people?

Activities of the lessons:

Trips in the area of the river Danube and Bükkös creek in Szentendre to collect natural material connected with water (stones, plants, branches, logs etc;

Taking pictures in nature/water based on the assignment.

Students take photos of river Danube and its surroundings. Students built objects near water.

Challenges Faced: There was no challenges or difficulties during the preparation.

SWEDEN

PROCEDURE OF THE PREPARATION (8 LESSONS)

Responsibility:

- Teachers Ursula Engdal and Elin Nilsson.

Participants:

- 24 students.

Duration: 8 lessons in Swedish, English, and art class before going away with ERASMUS

Date of lessons: 02/03, 09/03, 16/03, 30/03, 06/04, 13/04, 27/04, 04/05 of 2022

Objectives of the lessons:

- To gain an understanding of some of Sweden's most famous artists.
- To analyze the works of chosen artists and create original artwork inspired by the theme "the sea."
- To connect Swedish artists with authors from the 19th and 20th centuries through written analysis.
- To deliver an oral presentation about the life and work of a chosen artist.

Central Theme:

- ART in a global world: Exploring the intersection of art and culture through the lens of Swedish artistic heritage.

Challenges Faced: There was no challenges or difficulties during the preparation.

Activities of the lessons:

Week 1:

- Planning the project work and theme.
- Review of an art video from the Hungarian team received in Portugal.
- Brief presentation on famous Swedish artists, including Anders Zorn, Carl Larsson, Hilma af Klint, and Elsa Beskow.
- Overview of course objectives, including the oral presentation, written analysis, and practical art project.
- Students select the artist they want to focus on for their oral presentation and begin researching.

SWEDEN

Week 2:

- Invited local art creators for discussions.
- In-depth study of Anders Zorn and Carl Larsson's works and lives.
- Group discussions on their techniques and themes, focusing on Zorn's portraits and Larsson's family depictions.
- Students continue working on their oral presentations and select one painting for written analysis.

Week 3:

- Introduction to Hilma af Klint's abstract art and Elsa Beskow's illustrations for children's books.
- Reflection on how these artists broke norms and developed new artistic expressions.
- Students discuss inspiring artworks in pairs and begin the written analysis linking a chosen painting to a Swedish author.

Week 3 Visit:

- Field trip to Lomma beach to collect artifacts related to the theme.

Week 4:

- Students create artworks based on "the sea," using techniques and styles from studied artists.
- Hands-on work in the classroom with various art media (watercolor, sketching, collage).

Week 5:

- Presentation of finished artworks, where each student explains their inspiration and technique.

Week 6:

- Half of the class presents their research on the chosen artist with feedback from classmates and the teacher.

Week 7:

- Remaining class members present their research, receiving feedback.

Week 8:

- Final presentations of finished artworks held in the school library, culminating in an exhibition.

POLAND

PROCEDURE OF THE PREPARATION (1 month – 3 LESSONS)

Participants:

- Teacher: Waldemar Budzisz – English teacher responsible for the project team and the preparation and Marlena Nędza – Art teacher.
- Involved classes: III TH, IV TH, IVTG: 30 students

Date of lessons:

LESSON 1: 04/04/2022

LESSON 2: 19/04/2022

LESSON 3: 05/05/2022

Length: 45 minutes/lesson

Objectives of the lessons:

- To introduce students to the art of photography, focusing on water-themed subjects such as rivers, seas, lakes, waterfalls, waves, and water reflections.
- To develop students' skills in analyzing and applying the elements of composition in water photography.
- To inspire creativity by encouraging students to capture the beauty and movement of water, while highlighting its importance in the natural world and its role in environmental conservation.

The **central theme** of the program was WATER PHOTOGRAPHY:

- How can photography of water bodies (rivers, seas, lakes, waterfalls) evoke emotions and tell stories?
- What role does water play in the environment, and how can photography highlight its importance?
- How do water reflections, waves, and movement influence composition and artistic expression?
- How can water photography help raise awareness about environmental issues related to rivers, lakes, and oceans?

Activities of the lessons:

Students engaged in learning water photography techniques through instructional videos, discussions, and analysis of example photos, focusing on elements such as reflections, lighting, and movement. They participated in hands-on exercises by photographing local water bodies, capturing reflections, waves, and dynamic features. After printing and matting their water-themed photos, they shared their work and discussed how their images connect with themes of environmental conservation.

Challenges Faced: There was no challenges or difficulties during the preparation.

POLAND

Lesson plan 1

Theme: Diversity of Photographing

Aim of the Lesson: To learn the main aspects of photography and different ways of photographing, including fashion magazines, animal photoshoots, photographing influential individuals, and event photography. Additionally, to develop listening skills.

Focus: Animal Photoshoot

Featured Photographer: Carli Davidson (Award-winning Photographer)

Exercise 1:

- Watch the Video: https://www.youtube.com/watch?v=stiGWGByk_c

Discussion Questions:

1. What are advantages of being an animal photographer?
2. What is important at the beginning of an animal photoshoot?
3. What are advantages of being a photographer at Oregon Zoo?
4. What are disadvantages of being a photographer at Oregon Zoo?
5. Can you write some tips on how to take a great photo?
6. Why is Photography very personal?

Lesson plan 2

Theme: Types of Photography

Aim of the Lesson: To learn about various types of photography.

Activity 1

Read the definitions and choose the correct term from the following list:

- Aerial Photography
- Landscape Photography
- Stock Photography
- Monochrome Photography
- Portrait Photography (or Portraiture)
- Macro photography

POLAND

1. _____ photography where each position on an image can record and show a different amount of light but not a different hue. It includes all forms of black-and-white photography, producing images containing tones of neutral grey ranging from black to white.
2. _____ is extreme close-up photography, usually of very small subjects and living organisms like insects, in which the size of the subject in the photograph is greater than life size.
3. _____ shows spaces within the world, sometimes vast and unending, but other times microscopic.
4. _____ is a photograph of a person or group of people that captures the personality of the subject by using effective lighting, backdrops, and poses.
5. _____ is the supply of photographs licensed for specific issues (for example, weddings, picnics, etc.).
6. _____ is the taking of photographs from an aircraft or other flying object.

Activity 2

Portrait Photography

Watch the Video “The Afghan Girl by Steve McCurry” and answer the the following questions:

1. What is the title of the book?
2. What is the book about?
3. Which magazine published the photo of the 'Afghan girl' on the cover?
4. What is unusual about the photographer Steve McCurry?
5. What does the photographer need for his profession?

Activity 3

Monochrome Photography

Watch the Video “5 Tips for Stunning Black & White Photography” and write 5 tips for stunning black and white photography.

Activity 4

Macrophotography

Watch the video “Use Any Lens for Macro Photography” and fill in the gaps:

Macrophotography 1) _____

Canon 2) _____

Pentax 3) _____

POLAND

Tamron 4) _____

Magnifications 5) _____ ; 6) _____ ; 7) _____

Purchase:

8) _____

9) _____

10) _____

Activity 5

Aerial Photography

Watch the Video “How to Take KILLER Drone Photos | DJI Mavic Pro Tutorial” and fill in the gaps:

1. Use _____ to find interesting locations.
2. _____ are our favorite times to shoot. Shoot manual, in 3) _____, with a 4:3 ratio. Use auto exposure bracketing to get the most dynamic range out of your shots.
3. Use _____ to rotate your camera _____ and compose vertical photos.
4. In _____, use Auto Stack by capture time to help organize bracketed shots. Try using photo merge to create photos with high dynamic range.
5. Bonus: Use _____ mode to capture slow and cinematic video.

Activity 6

Stock Photography

Watch the Video “How Much We Make from Stock Photography (and How You Can Too!)”, fill in the gaps and answer the questions:

- In 4 years’ time - _____ dollars
- People wish to buy categories of photos:
- Write the Rules:
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

POLAND

Activity 7

Wedding Photography

Watch the video “Wedding Photography Behind the Scenes | Palm Springs, CA” and fill in the gaps:

We always start by going 1) _____ room first. The first photos – her 2) _____ and 3) _____ done. She had a dog as a 4) _____ which was so cute to make sure to have a lot of photos with her dog. Next, we started to do 5) _____ (the dress, the shoes, the invitations).

When there are problems with light/ distracting – 6) _____. First Look – another 7) _____ working with the videography team. The ceremony was outdoors. The next day Joshua Tree National Park – 8) _____ portraits.

Key word: 9) _____ .

Activity 8

Children Photography

Watch the Video “Baby Portrait Session” and answer the questions:

1. What did Stephen Jackson do first when he came to the client’s house?
2. Who took part in the photo session?

Activity 9

Photography of Animals

Read the Article “Top 10 Pet Photography Tips and Techniques by Jamie Pflughoeft” (see Appendix B) and answer the following questions:

1. What do professional pet photographers do in action?
2. What is the biggest “trick” in pet photography?
3. Which is the most expressive part of an animal’s face?
4. What should a photographer do to avoid confusing a dog or freaking out a cat?

POLAND

Lesson plan 3

Theme: Capturing Images of the Natural World

Aim of the Lesson: The aim of Lesson 3 is to help students appreciate the role of photography in environmental conservation while enhancing their observational skills. Students will learn to apply composition principles to create impactful nature photographs and articulate what makes a photograph compelling.

Objectives:

- Understand the role of photography in environmental protection and preservation.
- Encourage students to view the natural world through a new perspective.
- Analyze and articulate qualities that make a photograph engaging.
- Demonstrate the application of composition elements in nature photography.

Background Information:

- Reference the Conservation Photography Tips and Techniques Sheet in Appendix A.

Materials Needed:

- Example photographs
- Digital cameras (1 for each pair of students)
- Batteries and memory cards for cameras
- Photography Tips and Techniques Sheet
- (Optional) Photo printer, photo paper, matte board, double-sided tape or glue (if printing and matting photographs)

Procedure:

1. Introduction (5-10 minutes):

- Students enter and select a photograph from a variety displayed on the table that appeals to them.

POLAND

2. Discussion on Nature Photography (15 minutes):

- Engage students in a discussion about why people take pictures of nature. Possible responses include:
 - Fun and enjoyment
 - Memory preservation
 - Aesthetic appreciation
 - Evoking feelings to protect or preserve nature
 - Monitoring environmental changes
 - Commercial purposes (e.g., magazine ads)
 - Motivation (e.g., posters)
 - Professional photography for income

3. Elements of Design and Composition (15 minutes):

- Discuss basic elements of photography design and composition, emphasizing:
 - Lighting
 - Reflections
 - Color
 - Rule of thirds
 - Foreground
 - Viewpoint
 - Focusing
 - Leading lines
- Students should identify these elements in the photograph they selected.

4. Photography Challenge (5 minutes):

- Instruct students that they will take several photographs, challenging them to observe their environment creatively, keeping composition elements in mind.

5. Safety and Equipment Use (5 minutes):

- Discuss safety considerations when photographing animals and positioning for shots.
- Provide a brief overview of the camera's basic functions, including the macro setting.

6. Printing and Matting (30 minutes, if time/resources allow):

- Allow students time to print one selected photograph and matte it using pre-cut mat boards or available materials.

7. Summary (10-15 minutes):

- Have students share their photographs with the class and discuss their learning experience.
- Facilitate a discussion about the importance of protecting the depicted plants, animals, or habitats.

POLAND

Appendix A:

Conservation Photography Tips and Techniques

Lighting:

- Avoid harsh shadows.
- Prevent sun flares by positioning the sun behind an object (e.g., a tree). Experiment with different angles of light (e.g., backlight, sidelighting).
- The best light for landscapes is during dawn and dusk. In poor weather, seek out contrasting colors.
- Remember that your flash is effective only at a distance of 6-10 feet from the subject.

Viewpoint:

- Get in close to the subject (without compromising safety). Consider lying down or elevating your position.
- Aim to look the subject in the eye for a more engaging perspective.

Focusing:

- Lock the focus, then reposition the subject off-center for a more dynamic composition.
- Focus on critical details: eyes for people, stamens/pistils for flowers, and antennae for insects.

Composition:

- Apply the rule of thirds to enhance visual interest.
- Position the subject off-center rather than in the middle.
- Keep horizon lines straight and utilize the one-third rule. Use leading lines to draw the viewer's eye into the photograph.
- Include something of interest in the foreground to add depth.

Avoiding Clutter:

- Choose a simple background to keep the focus on the subject.
- Fill the frame with the subject by moving in close, eliminating any unnecessary elements.
- If feasible, relocate the subject to a cleaner backdrop or carry a plain background for versatility.

Additional Tips:

- Press the shutter button smoothly to avoid camera shake.
- Hold the camera steady and consider taking some vertical shots. Use reflections creatively.
- Partial images can add intrigue to certain photographs.
- Think about the message you want to convey through your image.
- Take your time and pay attention to what is included in your viewfinder for a well-composed shot.

POLAND

Appendix B:

Top 10 Pet Photography Tips and Techniques by Jamie Pflughoeft

The pros make it look easy, but photographing unpredictable creatures like cats and dogs can be quite challenging. Here are some tips from the pros to help you capture the perfect shot:

1. **Relax:** Animals are sensitive to their surroundings. If you feel stressed or anxious, they will too, resulting in undesirable expressions like 'ears flattened' or 'concerned eyes.' Take a deep breath, relax, and remember to have fun!
2. **Focus on Eyes and Expressions:** The eyes are the most expressive part of an animal's face. To create engaging portraits, focus on their eyes and facial expressions. A well-timed sound (like a puppy whine from you) can grab a puppy's or curious dog's attention quickly.
3. **Get Rid of Clutter First:** Before pulling out your camera, assess your shooting location. Remove distracting objects to avoid unwanted elements in your photos (like an empty Starbucks cup or a garden hose). An uncluttered environment leads to more aesthetically pleasing images and less post-processing work.
4. **Shoot in Their World:** To capture engaging portraits, shoot at the animal's eye level, getting 'in their world.' For a Great Dane, this might be the height of your hips; for a Chihuahua, it may be down at your ankles. Consider using a step stool if needed.
5. **Be Flexible and Do Some Stretching First:** Professional pet photographers often contort their bodies to get the perfect shot. Be prepared to stretch and move to achieve the best composition. Small movements can disrupt your pet's position, so lean and reach instead of making large gestures.
6. **Go Where the Light Is Best:** Good lighting is essential in photography, especially for pets, as it allows catchlights to appear in their eyes. Avoid dark rooms and heavily overcast days. Look for bright, diffused light to create flattering pet portraits.
7. **Create a Concept and a Shot List:** Engaging animal imagery often shows pets in context. Concepts like a cat looking up at its owner opening food or a dog waiting by the door add emotional depth. If your images convey a message, they resonate more with viewers.
8. **Be Quiet:** Avoid barking commands at pets, as it confuses or scares them. Instead, communicate nonverbally using hand signals. If you must use verbal commands, do so quietly and only once or twice. Excessive repetition can lead to disengagement.
9. **Move Slowly:** Unless you're capturing spontaneous moments, move slowly around the pet while photographing. Sudden movements can cause cats to change their expressions or dogs to lose their position. If you need to reposition, do so gradually and without direct eye contact.
10. **Enjoy the Process:** Remember to enjoy the photography session! Not only will you capture beautiful moments, but you'll also create a fun experience for yourself and your pet.

NORWAY

PROCEDURE OF THE PREPARATION (1 week - 3 lessons)

Participants:

- Teachers: Camilla Gunnarstorp Auberg – teacher of science, geology and biology – responsible for the preparation and making sure that the creations were finished in time and brought to Hungary.
- Students: Maria Terese Susana Jensen, Karin Dalbye and Sofie Parkes Aas.
- Involved classes: 1STA; 30 students.

Date of lessons:

LESSON 1: 19/04/2022

LESSON 2: 25/04/2022

LESSON 3: 26/04/2022

Length: 90 minutes/lesson

Objectives of the lessons:

- Encourage creativity and individuality in art related to water themes.
- Use realistic or symbolic representations of water through creative methods and materials.
- Highlight connections to water-related elements like landscapes, ecosystems, wildlife, and cultural or natural water resources.
- Prepare creations for an art exhibition in Szentendre, Hungary, showcasing collaborative works from participating schools.

The **central theme** of the program was RIVER.

Activities of the lessons:

- Collecting natural materials (e.g., shells, driftwood, and stones) from beaches, lakes, streams, and other water-based landscapes in Norway.
- Taking photographs of landscapes, wildlife, plant life, and water-related elements for a PowerPoint photo album.
- Creating artistic products such as sculptures, drawings, and paintings using water-related materials and supplementary tools (e.g., glue, clay, paint).
- Documenting completed creations and preparing them for transport to Hungary by securing them with bubble wrap.

NORWAY

Challenges Faced: Students were concerned as to how they were going to make these creations sturdy enough so that they could be brought to Hungary. These concerns were brought to the teacher, and we discussed how to best approach the task while conserving the size, details and number of water-based materials for the different creations. We concluded that small creations with good amounts of glue was the best way to make sure that the creations were going to stay in one piece.

Lesson plan 1

Theme: Exploring the concept of water in art.

Tasks:

- Encourage students to brainstorm and conceptualize creative ideas for water-related art.
- Inspire individuality and creativity by connecting artistic expression to the theme of water.

Lesson plan 2

Theme: Creating art from water-inspired materials and settings.

Tasks:

- Collect natural materials from water-related locations and use them to create unique artworks.
- Explore different techniques and materials to depict water and its elements artistically.
- Capture photographs of water-based elements for a PowerPoint album.

Lesson plan 3

Theme: Finalizing and preparing water-themed creations.

Tasks:

- Complete the artworks and ensure they are polished for exhibition.
- Safely prepare and document the creations for transport to Hungary for the art exhibition.

NORWAY



TEACHING METHODS

ART

The lesson plans for the Art discipline focus on creating comprehensive, engaging learning experiences that go beyond traditional classroom instruction.

These carefully designed plans aim to:

- Develop students' artistic skills
- Encourage cross-cultural creative expression
- Promote critical thinking through art
- Foster intercultural understanding
- Enhance practical and theoretical artistic knowledge

Key Lesson Plan Components:

- Collaborative Art Project Design
 - Structured group activities
 - Intercultural artistic collaboration
 - Shared creative objectives
 - Diverse artistic technique exploration
- Pedagogical Objectives
 - Develop artistic technical skills
 - Enhance cultural awareness
 - Promote creative problem-solving
 - Build communication and teamwork capabilities
- Lesson Structure
 - Introduction to artistic concepts
 - Practical workshop sessions
 - Peer critique and reflection
 - Documentation of artistic process
 - Final presentation of collaborative works

TEACHING METHODS

ART

- Methodological Approaches
 - Experiential learning techniques
 - Student-centered creative processes
 - Digital and traditional art integration
 - Interdisciplinary artistic exploration
- Assessment Strategies
 - Portfolio development
 - Peer and self-evaluation
 - Process-oriented assessment
 - Demonstration of acquired skills
 - Reflection on cultural learning

The lesson plans are designed to create a dynamic, interactive learning environment that goes beyond traditional art education, emphasizing personal growth, cultural understanding, and creative expression.

European Values and Cultural Integration

The lesson plans for the Art discipline are crafted to integrate European values and culture by fostering cross-cultural collaboration and understanding among students. Through collaborative art projects and interactive presentations, students engage with diverse artistic traditions, enhancing their appreciation for various cultural perspectives within Europe. The plans also emphasize an interdisciplinary approach, connecting art with history and literature to highlight the interconnectedness of European heritage. Practical workshops and community art initiatives provide real-world applications of their skills, while reflective practices encourage students to document their artistic journeys and cultural learnings, reinforcing their engagement with European values and promoting a sense of belonging within the broader European community.

HISTORY



PREPARATION FOR MOBILITY

HISTORY

Location: Poland

Organisational Tasks:

- Arranging travel: airplane or train tickets
- Organizing accommodation and catering
- Providing insurance

Responsible:

- Management teams
- Financial chief

Date/Deadline:

- August 2022

SECOND LTTA (LEARNING, TEACHING, TRAINING ACTIVITY) IN POLAND

Discipline: History

TASKS OF PARTNER COUNTRIES:

- Each country prepared visual and written materials (presentations, documentaries, biographical notes, music) about famous women in their country's history.
- Visual materials were presented by student teams during the meeting.
- Each partner country was requested to formulate four questions related to famous women for a knowledge quiz.
- Partners were also required to submit photographs of famous women along with their names and brief biographical information for inclusion in the photo exhibition at our school.

All partner countries were kindly asked to send their completed works to Waldemar Budzisz via email.

Activities and Responsibilities

- **Attitude Survey:**
 - Conducted to assess initial attitudes
- **Students' Activities:**
 - Presentations
 - Common activities with international teams
- **Teachers' Activities:**
 - Applying learning and teaching methods
 - Good practice exchange
 - Work plan for tasks
- **Experts from Casa do Professor:**
 - Documentation of activities
 - Reporting
 - Mediation
 - Control of processes
- **Evaluation:**
 - Satisfaction survey to gauge participant satisfaction
 - Assessment of students post-mobility
- **Outcome Sharing:**
 - Teachers with short-term mobility shared their experiences and promoted good practices
- **Certification:**
 - The work of participants in LTTA and the development of teaching/learning competencies were recognized by issuing a Certificate. The Certificate was issued by the respective host institution.
- **Responsible:**
 - PL management team
 - Students
 - Teachers
 - Experts in mobility
 - Mentors
 - Coordinators
 - Topic leaders

Date:

- 26-30 September 2022

Type of Activity: Personal/Virtual/Blended

In the 21st century, traditional history teaching methods have become obsolete, prompting a continuous quest for students to take an active role in their learning process.

Given the multitude of possibilities available for both learning and teaching, the modern learning process can integrate various tools, resources, and methodologies, ultimately leading to more effective pedagogical practices.

The primary focus is on the student, who should have the ability to autonomously research information - always with proper guidance - and analyze it to construct knowledge. Learning history often entails understanding and analyzing complex subjects, making digital technologies and active methodologies indispensable for effective teaching and learning.

Active methodologies shift students from passive reception to active engagement in the learning process.

Indeed, new technologies have significantly impacted education, requiring teachers to assume the role of professionals capable of facilitating effective student learning (Morgado, 2013).

Research on the integration of ICT in history teaching and learning has demonstrated substantial contributions to the subject's comprehension. For instance, studies involving mobile technologies, such as the use of iPads and iTunes U as shown in Trindade's research (2014), have led to the development of students' historical knowledge.

Learning history enables us to explore the cultures and civilizations of the past, which is crucial for shaping new generations, particularly in terms of their understanding of humanity's historical dimension.

LITHUANIA

POLAND: 26-30/09/2022

Topic: Famous Women in History

School: Plunge Technology and Business School, Plunge, Lithuania

Background of the Preparation

Tasks:

1. Each partner prepares visual and written materials (presentations, documentaries, biographical notes, music) about famous women in their country history.
2. Visual materials will be presented by students' teams during the meeting.
3. Please, write 4 questions about famous women for knowledge quiz.
4. Please, send photos of famous women with their names and short biographical information for the photo exhibition in our school.

Procedure of the preparation (3 weeks)

Participants:

- Teachers: Mrs. Diana Gendviliene -ethics and Russian teacher responsible for the project team and the team preparation.
- Mrs. Veronika Razgiene-the English teacher responsible for the team coaching.
- Involved classes: Kp21, V21- 32 twelve formers.
- Project representatives: Gabriele Astrauskaite (Kp 21), Deimante Daugintyte (V21), Justinas Radžiukynas (V21)

School: Plunge Technology and Business School, Plunge, Lithuania

Dates of lessons and meetings: 02/09/2022; 13/09/2022; 20/09/2022; 23/09/2022

LITHUANIA

Lesson 1: 02/09/2022

The Lithuanian Women in History

Objectives:

- To acquaint students with the topic of the history subject sent by the host partner from Poland. Wider understanding of history will help students better to prepare for a state history exam if they are involved in the lesson projects. In fast changing world to develop positive attitudes, critical thinking, tolerance and open-mindedness is crucial as we belong to the world as a whole. In such way young people will be taught to understand the value of cultural diversity and to be willing to communicate with those belonging to different cultures, genders, religions and social groups.
- Historical knowledge can help young people feel that they are not only aware of their own country's history but also get more information about other countries' past too. Men-kings, princes or dukes are described in many textbooks and other sources. Unfortunately, women get by far less attention in the context of history.
- Throughout all tough times of Lithuanian history, the Lithuanian women played an important role. They often assumed heavy burdens and responsibilities for the preservation of the national identity and its very existence. The Lithuanian woman was glorified in legends and epics too. As queen, princess or noblewoman, she distinguished herself in the Lithuania of Kings and Grand Dukes.

Activities:

- Students collect data about women (queens, poets, writers, composers, sportswomen, activists), who had a great impact in Lithuania since the documented beginning as a state, using different sources.
- Working in teams, students distribute the responsibilities for preparing presentations and search for the necessary information.
- Providing the English translation of the collected texts in the involved classes.
- Preparations of the presentations with the help of PowerPoint or Canvas.

Challenges faced:

- Very few students were willing to search for famous women in earlier ages .
- The majority of students wanted to present contemporary women that are more known for them.

LITHUANIA

Lesson 2: 13/09/2022

Women who Built Lithuania

Objectives:

- To present, discuss and summarise the prepared material about the most important women worth including in the Erasmus+ project.
- To introduce a book written by Aurelija Auškalnyte about 100 notable women who were interesting personalities.
- Not only well-known women made fundamental contributions to the development of education, healthcare and social life. There were only a handful of women who could get an education in the late 19th and early 20th centuries because it was extremely difficult to go against your environment convincing everyone that you needed education. We have many stories of women who have achieved a lot working more for state and society. For example, an author and activist Gabrielė Petkevičaitė Bitė or Julija Žemaitė.
-

Activities:

- Working individually and in pairs students vote for the top women we can be proud of, proving their decisions by their arguments.
- Students in the target classes choose 10 women from the class friends' presentations and the mentioned book who inspired them most and make an English summary about each chosen personality.
- Providing an English translation for the descriptions.
- Preparing chronological presentations on the assigned topic by chosen tools (PowerPoint or Canva.)

Challenges faced:

- There were no challenges or difficulties during the preparation.



LITHUANIA

Lesson 3: 20/09/2022

Famous Women from Lithuania: Women Who Made Common History with Poland.

Objectives:

- To remember the historical roots between Lithuania and Poland, pointing out the most prominent personalities of women who are historically important for both countries.
- From the fourteenth to the middle of the sixteenth century, a heated conflict between the Lithuanian and the Poles raged over the political union of the two states. The Lithuanians sought to break the ties with the Poles, while the latter wanted a closer union. With the Union of Lublin of 1569, Poland and Lithuania formed a new state referred to as the Republic of Both Nations, but commonly known as Poland-Lithuania or the Polish-Lithuanian Commonwealth.

Activities:

- Doing research about famous women in the history of both countries.
- Working in the teams students make a poster about famous women mostly common for both countries with their short biographical information. The best poster will be chosen to be sent to the photo exhibition in Wladyslawowo Zespól Szkól nr1 about famous women in the history of the project countries.
- Introduction of the prepared information in English in the chosen Kp21 and V21 classes and choosing the best presentations.

Challenges faced:

- There were no challenges or difficulties during the preparation.

LITHUANIA

Lesson 4: 23/09/2022

Famous women in the history of Lithuania.

They are worth acquainting with.

Objectives:

- To summarise all the material covered in the described preparation lessons above and prepare the final presentation material for the visit to Poland.
- To think of five questions to be included in the final knowledge checking quiz for the students` meeting in Poland .

Activities:

- Closing discussions, conclusions and future perspectives for women not only in the countries that take part in this project but also for the women in less developed countries.
- Watching a video about famous women in Lithuania and trying to edit and shorten it to present in Poland .
- The project participant Justinas Radžiukynas makes the final version of the video for presentation in Poland. The girls Gabrielė Astrauskaitė and Deimantė Daugintytė prepare visual materials to present by the school team during the meeting in Poland.
- For the feedback each involved group (Kp21, V21) in the preparation lessons thinks five statements about famous Lithuanian women with “true” or “false” answers. The project participants decide which to include for the final quiz.

Challenges faced:

- There were no challenges or difficulties during the preparation.

LITHUANIA

Questions - Famous Women of Lithuania.

Questions for the students' quiz. (based on presentation „Famous Women in History)

True or false:

1. Most women of Lithuania became famous in the history at their young age?
(True)
2. Lithuania and Poland did not have a common history in the past though these two countries are neighbor countries? (False)
3. Few women of Lithuania are well-known worldwide. (False)
4. Lithuania can be proud of many women who fought for women's rights, political freedom and spreading culture beyond their country. (True)
5. Dalia Grybauskaite was elected as a president of Lithuania for three times?
(False)

The outcome of the preparation lessons for the project topic.

- Students found much information and challenged to pick up the most informative material.
- Students could find women who are less visible, because they sometimes took the bureaucratic route, they set up organizations and associations. Peasant women in Lithuania did their best teaching children to read in the native language which was forbidden in those times. Women were among the devoted book smugglers who brought into the country Lithuanian books and newspapers printed in East Prussia and the United States and distributed them amongst the common folk hungry for the forbidden Lithuanian word. Nuns played an extremely important role to preserve a Lithuanian language.
- Stories about women can inspire the courage to liberate today's girls and women, to give them the two essentials of security and freedom. Then we will have more intellectual and human resources to deal with the climate catastrophe, geopolitical crises, social upheavals. The girls will not be put down with the ambition to do small but meaningful things for Lithuania.

HUNGARY

PROCEDURE OF THE PREPARATION (1 month)

Participants:

- Teacher: MS Balogh Edit History-Hungarian Literature Teacher – responsible for the project team and the preparation
- Students: Kiss Tünde 12 V, Porkoláb Ádám, Szöllősi Nadin – 11V
- Involved classes: 11V,12V,10V: 30 students

Title: Famous Women in History

LENGTH: 60 minutes/ lesson

LESSON 1: 29/08/2022	LESSON 2: 05/09/2022	LESSON 3: 12/09/2022
MEDIEVAL SAINTS	FREEDOM FIGHTERS	BARONESSES

HUNGARY

Famous Women in History

Objectives

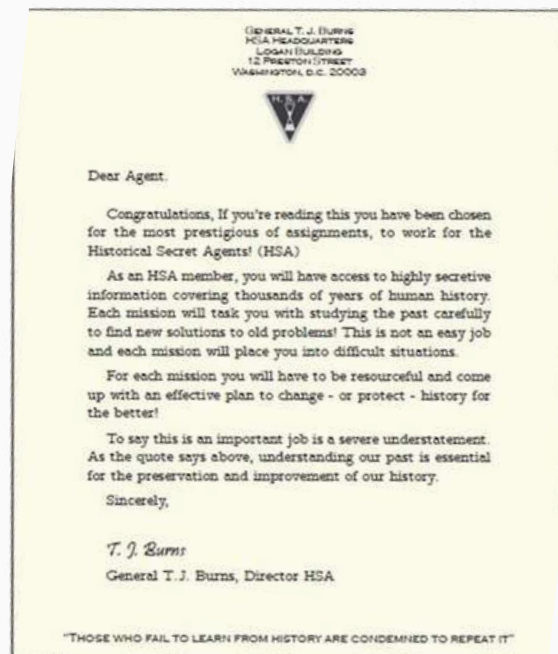
The historical investigation is a problem-solving activity that requires you to develop and apply the research skills of a historian to an interesting historical topic of your choice. You will be required to search for, select, evaluate and use evidence to reach a relevant conclusion.

Activities

1. Answer the questions.
2. Examine the evidence.
3. Compare the arguments and counterarguments.
4. Decide that based on the evidence, she is guilty or not guilty, or there may be a reasonable doubt.

Historical Figure

The teachers can provide the students information or ask them to research on family background and a timeline of the chosen historical figure.



HUNGARY

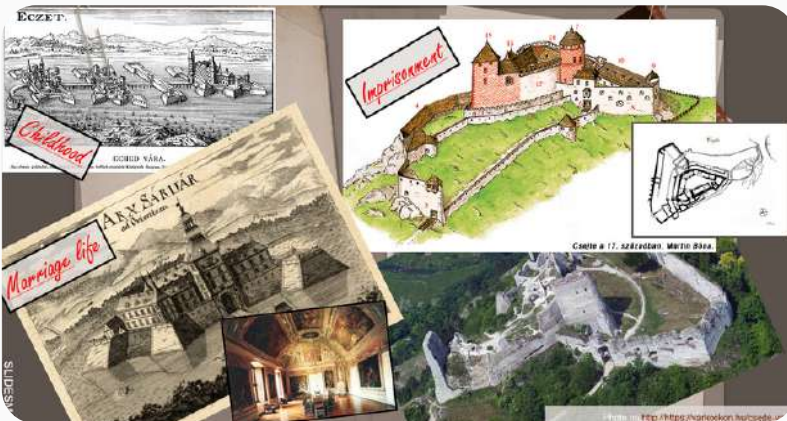
Famous Women in History

Searching for Clues

In the "Searching for Clues" stage, students are provided with a set of questions for their Detective's Log, guiding their analysis of the evidence. This can be very structured, or more open-ended, depending on the instructional goals. Often, these questions will be in the form of a printable handout for students to work from. In this section they use their smart phones to their own research. At the end of the process, they discuss their positions

Cracking the Case

Finally, in the "Cracking the Case" section, students present their answer, along with a rationale rooted in the evidence, to the initial question. Additionally, students are encouraged to enter new questions that have arisen during the process for future investigation.



Pros	Cons
<ul style="list-style-type: none">• The servants confessed that Elizabeth was a monster• Rumors always have a grain of truth• According to the custom of the time she could torture her servants• Whether she wanted to help or not those girls died• Thurzó did what he wanted at that time• There was evidence against her	<ul style="list-style-type: none">• A confession made under torture is not credible• Thurzó spread the rumors and he wanted to get the estate and killed the Bathorys• She had the right to maintain order on his own estate, no one else did it differently, this is the ancient right of the landowner nobles• According to the medical science of the time it should be treated this way, the women even did well, as they had a chance to survive their illnesses• Thurzó could not do whatever he wanted. Laws had to be obeyed.• This trial was a political concept that the servants created and Thurzó.• There is not enough evidence against her, the doubt is strong.

TOP SECRET

HUNGARY

Famous Women from Hungary

Objectives

An understanding of history is crucial to develop important skills and attitudes such as critical thinking, open-mindedness and tolerance. As a result, young people are better prepared for life in present-day society, to understand the value of cultural diversity, and to be willing and able to communicate with those belonging to different cultures,

religions and linguistic groups. Furthermore, historical knowledge can help young people feel that they are not only citizens of their own countries, but are also representatives of their region and belong to the world as a whole.

Activities

Doing research and wide variety of historical resources. Preparing presentations on preassigned topic.

Student collect data about role of women in history (queen, poets, writers, composers, activists etc.) collected materials will be used to prepare presentations.

Providing English Translation of the collected text.

Introduction of the collected materials in English in the involved classes.



HUNGARY

Famous Women from Hungary

Questions

1. What kind of social background did the 1956 Hungarian women freedom fighters come from?
2. What social tasks did medieval Hungarian women perform?
3. In which century did Hungarian women excel in intellectual careers?
4. Did female education in Hungary start as a public or private initiative?

Answers

1. Labour class
2. Patron (e.g. patient care)
3. The end 19th century - Beginning of 20th century
4. Private



SWEDEN

PROCEDURE OF THE PREPARATION (8 LESSONS)

Responsibility:

- Teachers Rolf Persson and Elin Nilsson.

Participants:

- 24 students.

Duration: 8 lessons in Swedish and English before going away with ERASMUS.

Date of lessons: 25/05, 01/06, 24/08, 31/08, 07/09, 14/09, 16/09, 20/09 of 2022

Objectives of the lessons:

- To gain a deeper understanding of 20th-century Swedish female authors.
- To develop skills in oral presentations and written analysis.
- To relate the authors' lives and works to broader societal and literary trends of the 20th century.

Central Theme:

Famous Women Authors in Sweden: Exploring the contributions of female authors and their impact on literature and society.

Challenges Faced: There was no challenges or difficulties during the preparation.

Activities of the lessons:

Week 1:

- Planning the project work and theme.
- A brief presentation on key Swedish female authors of the 20th century, such as Selma Lagerlöf, Moa Martinson, and Kerstin Ekman.
- Discussion on how their writings reflected societal changes and broke new ground for female authors.
- Students are divided into small groups to select or be assigned an author and one of her works, beginning initial readings and discussions. Suggested books include *PärLAN* by Moa Martinson and *Nils Holgerssons underbara resa* by Selma Lagerlöf.

SWEDEN

Week 2:

- Continued Book Reading: Students continue reading their assigned books in small groups.
- Each group discusses the chapters read, focusing on themes like women's roles in society and power relations as reflected in the texts.

Week 3:

- Reading Articles about Different Authors.
- Short presentation on oral presentation techniques, with tips on structuring and preparing for an effective oral presentation.
- Students work individually or in pairs to gather information about their assigned author, researching her life, political or social engagements, and key events that influenced her writing.
- Presentation Planning: Preparation for upcoming presentations.

Week 4:

- Field Trip: Students visit the Kulturen museum in Lund to enhance their understanding of Swedish culture and history.

Week 5:

- Oral Presentations (45 min): Students present on the lives of the female authors, with each presentation lasting 5–7 minutes, followed by a Q&A session.

Week 6:

- Introduction to the Written Assignment: The teacher outlines the instructions for the written analysis, focusing on how female authors reflected women's situations and roles in society during the 20th century.
- Students receive examples of how to structure their analyses and begin writing their analyses during the lesson. They work on formulating a thesis, analyzing specific scenes or themes from the book, and drawing parallels to the author's life and historical context.

Week 7:

- Written Assignment: Students write a 2–3 page analysis of a work by a Swedish female author from the 20th century.
- Focus: How does the author reflect women's roles in society? How do the author's life and experiences influence the work?

Week 8:

- Presentation of the Students' Assignments: Students present their written analyses, showcasing their findings and interpretations.

POLAND

PROCEDURE OF THE PREPARATION (1 month – 3 LESSONS)

Participants:

- Teacher: Waldemar Budzisz – responsible for the project team and the preparation.
- Involved classes: III TH, IV TH, IVTG: 30 students

Date of lessons:

LESSON 1: 05/09/2022

LESSON 2: 12/09/2022

LESSON 3: 09/09/2022

Length: 45 minutes/lesson

Objectives of the lessons:

- Develop critical thinking, open-mindedness, and tolerance through an understanding of history.
- Prepare students for life in present-day society by promoting cultural diversity awareness.
- Foster communication skills with people from different cultures, religions, and linguistic groups.
- Help students feel like global citizens, recognizing their roles in a broader context beyond their own countries.

The **central theme** of the program was FAMOUS WOMEN FROM POLAND:

- The program focuses on the contributions of notable individuals from various fields (writers, scientists, saints) in Polish history, emphasizing the role of women and their impact on society.

Activities of the lessons:

- Conducting research using a variety of historical resources.
- Preparing presentations on assigned topics related to famous women in history, including their roles as queens, poets, writers, composers, and activists.
- Collecting and translating materials into English.
- Presenting collected materials in English to the involved classes.

Challenges Faced: There was no challenges or difficulties during the preparation.

POLAND

Lesson 1

Theme: Famous Women from Poland - Famous Writers

Objectives:

- Develop an understanding of history to foster critical thinking, open-mindedness, and tolerance.
- Prepare students for contemporary society by emphasizing the importance of cultural diversity.
- Enhance students' ability to communicate with individuals from various cultures, religions, and linguistic groups.
- Help students recognize their roles as global citizens, understanding their connection to broader regional and global contexts.

Activities:

1. Conduct research using a variety of historical resources.
2. Prepare presentations on assigned topics related to the roles of women in history, including queens, poets, writers, composers, and activists.
3. Collect data and materials to be used in the presentations.
4. Provide English translations of the collected texts.
5. Introduce the collected materials in English to the involved classes.

Challenges faced:

- There were no challenges or difficulties during the preparation.

Lesson 2

Theme: Famous Women from Poland - Famous Writers

Objectives:

- Develop an understanding of history to foster critical thinking, open-mindedness, and tolerance.
- Prepare students for contemporary society by emphasizing the importance of cultural diversity.
- Enhance students' ability to communicate with individuals from various cultures, religions, and linguistic groups.
- Help students recognize their roles as global citizens, understanding their connection to broader regional and global contexts.

POLAND

Activities:

1. Conduct research using a variety of historical resources.
2. Prepare presentations on assigned topics related to famous Polish scientists.
3. Collect data and materials to be used in the presentations.
4. Provide English translations of the collected texts.
5. Introduce the collected materials in English to the involved classes.

Challenges faced:

- There were no challenges or difficulties during the preparation.

Lesson 3

Theme: Famous Polish Saints

Objectives:

- Develop an understanding of history to foster critical thinking, open-mindedness, and tolerance.
- Prepare students for life in contemporary society by promoting awareness of cultural diversity.
- Enhance communication skills with individuals from various cultures, religions, and linguistic groups.
- Help students feel like global citizens, recognizing their roles beyond their own countries.

Activities:

1. Conduct research using a variety of historical resources.
2. Prepare presentations on assigned topics related to famous Polish saints.
3. Collect data and materials to be used in the presentations, interpreting and documenting information from multiple sources.
4. Distinguish facts from opinions and recognize different points of view through inquiry and research.
5. Provide English translations of the collected texts.
6. Introduce the collected materials in English to the involved classes.

NORWAY

PROCEDURE OF THE PREPARATION (1 week - 7 lessons)

Participants:

- Teachers: Stian Bernhard Syversen and Kjetil Høsøien.
- Students: Linnea Røkkum Bangsmoen, Hanna Taati Logan and Sofie Sundfjord.

Date of lessons: 26-30/09/2022

Length: 90 minutes/lesson

Preparation for the students from Norway

- The students did their preparations in an interdisciplinary work in the subjects “History” and “Politics and Human Rights” for one week (seven lessons).

Aim: To explore the significant contributions of women across various fields, understand the impact of their achievements, and engage in discussions about ongoing challenges and progress in achieving gender equality.

The **central theme** of the program was the contributions of women in history.

Objectives of the Lessons:

1. Explore the significant contributions of women in history, politics, and human rights.
2. Understand the historical and contemporary impact of women’s achievements.
3. Analyze barriers faced by women and discuss ongoing challenges and progress in gender equality.
4. Encourage creativity and critical thinking through multimedia projects and reflective exercises.
5. Prepare and present materials about famous Norwegian women for the LTTA in Poland.

Challenges faced: There were no challenges or difficulties during the preparation.

NORWAY

Activities of the Lessons

Lesson 1:

- Group discussion on the importance of recognizing women's contributions.
- Brainstorming areas where women have made significant impacts.

Lesson 2:

- Historical overview of women's contributions across time periods.
- Group research and presentations on women's roles in assigned historical contexts.

Lesson 3:

- Discussion on barriers faced by women in politics and progress over time.
- Research and presentation on key political movements led by women.

Lesson 4:

- Case study analysis of women in human rights advocacy.
- Discussion on challenges faced by women human rights activists today.

Lesson 5:

- Role-playing exercise simulating a debate on a current women's rights issue.
- Reflection on diverse perspectives in advocacy.

Lesson 6:

- Creative multimedia project showcasing women's contributions in a specific field.
- Presentation of projects to the class.

Lesson 7:

- Reflective writing on lessons learned and their impact on student perspectives.
- Open-floor discussion on the importance of women's contributions and gender equality.

TEACHING METHODS

HISTORY

The lesson plans for the History discipline are designed to engage students in a dynamic exploration of European history, fostering a deeper understanding of shared cultural heritage and values. Through interactive and collaborative methods, students are encouraged to develop critical thinking skills and a nuanced perspective on historical events.

Key teaching methods include:

- **Interactive Timeline Creation:** Students collaboratively construct digital or physical timelines of significant European historical events, promoting a comprehensive understanding of chronology and cause-effect relationships.
- **Primary Source Analysis:** Lessons incorporate the examination of original historical documents, artifacts, and images, enabling students to develop critical analysis skills and engage directly with historical evidence.
- **Historical Reenactments and Role-Playing:** Students participate in dramatizations of key historical events or take on the roles of historical figures, fostering empathy and a deeper connection to the past.
- **Comparative Historical Studies:** Lessons encourage students to compare and contrast historical developments across different European countries, enhancing their understanding of diverse national perspectives.
- **Digital History Projects:** Utilizing multimedia tools and online resources, students create digital exhibits or presentations on European historical topics, integrating technology skills with historical research.
- **Oral History Interviews:** Students conduct interviews with community members or family elders about their experiences of historical events, connecting personal stories to broader European narratives.

TEACHING METHODS

HISTORY

- **Historical Debate Sessions:** Structured debates on controversial historical issues encourage critical thinking and help students understand the complexity of historical interpretation.
- **Cross-Disciplinary Integration:** History lessons are linked with literature, art, and science to provide a holistic view of historical periods and their cultural contexts.

European Values and Cultural Integration

The history lesson plans are designed to foster a deep understanding of European values and cultural integration. By exploring diverse historical perspectives and engaging in collaborative projects, students develop a nuanced appreciation for the shared experiences that have shaped modern Europe. Activities such as comparative historical studies and interactive timeline creation encourage students to recognize the interconnectedness of European nations' histories. Through primary source analysis and historical debates, students critically examine the development of common European values like democracy, human rights, and cultural diversity. These lesson plans aim to cultivate informed and engaged European citizens who can appreciate their shared cultural heritage while respecting individual national identities. By connecting past events to contemporary European issues, students gain a deeper understanding of their role in shaping Europe's future, reinforcing the importance of history education in nurturing active and responsible European citizenship.

SCIENCES



PREPARATION FOR MOBILITY SCIENCE

Experts from Casa do Professor:

- Documentation of activities
- Reporting
- Mediation
- Control of processes

Evaluation:

- Satisfaction survey to gauge participant satisfaction
- Assessment of students post-mobility

Outcome Sharing:

- Teachers with short-term mobility shared their experiences and promoted good practices

Certification:

- The work of participants in LTTA and the development of teaching/learning competencies were recognized by issuing a Certificate. The Certificate was issued by the respective host institution.

Responsible:

- Norway management team
- Students
- Teachers
- Experts in mobility
- Mentors
- Coordinators
- Topic leaders

Date:

- 17-21 April 2023

LITHUANIA

PREPARATION FOR MOBILITY OF THE THIRD LTTA

17-21/04/2023

Topic: Research on Air Quality Evaluation by Using Lichens as Bioindicators

School: Plunge Technology and Business School

BACKGROUND OF THE PREPARATION

Task:

- Every partner team chooses the topic of science and does research. The results of the research will be presented to partners (ppt, pdf).

Objectives:

- Air pollution has become an essential problem in cities and towns. More and more signs appear in nature, which show its sufferance. Necessary observations must be made to take some actions.
- The level of air pollution can be established with natural resources, such as lichens, which are sensitive to the concentration of SO₂. Our research aim is to teach students to measure the level of air pollution in their surrounding/environment and find out the ways to reduce it or at least avoid its increase.

Activities:

1. Search for data about lichens' species, their appearance, characteristics, and area of spreading (13/03-17/03)
2. Preparation of tools for the research: a transparent gridded sheet of 10 cm² for measuring (20/03-24/03).
3. Search for 4 different tree-growing sites suitable for the research: the school's surroundings, town park, industrial site, and national park (30/03; 2h 30min).
4. Main activities: lichens' recognition, measurement of lichens' covered areas, capture of data (03/04 – 04/04; 2h-4h).
5. Analyzing data, reflecting on data in different charts, drawing conclusions and future perspectives (12/04 1h 30min).
6. Presenting and discussing charts, conclusions and future perspectives in English in groups of students.
7. Preparing final slides for presentation in Norway.

LITHUANIA

Preparation length: 1 month

Participants:

- Teacher of Science (Biology) – Mrs. Rigonda Pereverzeva – responsible for the research and team preparation
- Teacher of English – Mrs. Laima Mockuviene - responsible for the team coaching.
- Involved classes: V22, Kd21, Jsa22 (44 students)
- Project representatives: Kamile Šatkauskaitė V22, Ernestas Anužis Kd21, Tadas Kazlauskas Jsa22.

Lichen cover on tree trunks												
Tree Numbers		1	2	3	4	5	6	7	8	9	10	Marking example
Tree species	Coniferous (fir, pine)											x
	Deciduous (birch, oak)											
Number of Creeping lichens												
Number of Folium lichens												
Number of Frutic lichens												
Total number of lichen species												
Percentage of lichen species cover	0 – 25%											
	25 – 50%											
	50 – 100%											x



LITHUANIA

Description of zone (growing lichens)	Degree of cover (%)	Number of lichens species	Average amount of SO ₂ in the air mg/m ²
Normal zone Various species: Creepy, Folium and Frutex l.	70-100%	10	Less than 35 Clean air
Outside zone Dominate: Creepy l. Decrease: Folium and Frutex l.	50-70%	5-10	35-70 Low pollution level
Inside zone Dominate: Creepy l.	50%	Not more than 5	75-125 Average pollution level
Desert zone No lichens or individual Creepy l.	0-20%	0-3	150-170 High level of pollution

Challenges and problems: there were no challenges or problems during the preparation procedure.

HUNGARY

PREPARATION FOR MOBILITY OF THE THIRD LTTA

Location: Norway

Organisational Tasks:

- Arranging travel: airplane or train tickets
- Organizing accommodation and catering
- Providing insurance

Responsible:

- Management teams
- Financial chief

Date/Deadline:

- February - March 2023

THIRD LTTA (LEARNING, TEACHING, TRAINING ACTIVITY) IN NORWAY

Discipline: Science

Activities and Responsibilities:

Attitude Survey:

- Conducted to assess initial attitudes

Students' Activities:

- Presentations
- Common activities with international teams

Teachers' Activities:

- Applying learning and teaching methods
- Good practice exchange
- Work plan for tasks

HUNGARY

BACKGROUND OF THE EXPERIMENT

- Smoking among young people is a big problem in Hungary today, because 10% of 15- to 17 years-old use tobacco regularly.
- Smoking causes serious, fatal respiratory diseases.
- One of the best tools for prevention is raising awareness.
- Schools are in unique position to solve problems of smoking and other tobacco use by youngsters.
- With our study, we want to draw students' attention to lung health. The condition of the lungs can be characterized by its capacity. In our study, we examined the lung capacity of the students attending our school along several parameters.

	Total										Females		
	Circulatory disease	Heart disease (*)	Cancer (*)	Lung cancer (*)	Colorectal cancer	Respiratory diseases	Diseases of the nervous system	Transport accidents	Suicide	Breast cancer	Cancer of the cervix	Cancer of the uterus	
EU-28 (*)	383.4	131.9	265.1	55.2	31.3	82.5	33.1	5.9	11.7	33.2	4.0	6.6	
Belgium	301.2	78.4	258.5	61.8	27.7	109.2	51.3	7.2	17.3	38.7	3.1	8.2	
Bulgaria	1 085.8	199.5	245.9	47.0	35.5	53.8	14.7	8.3	9.8	30.8	8.7	10.1	
Czech Republic	670.3	364.4	289.7	56.5	39.3	82.0	30.4	7.7	15.2	31.8	6.8	8.4	
Denmark	267.7	86.8	301.6	72.0	36.6	127.5	42.0	4.1	11.3	38.5	4.0	5.7	
Germany	433.1	155.0	256.2	51.1	29.6	76.8	29.9	4.7	11.8	36.3	3.3	5.1	
Estonia	718.2	311.1	291.1	51.5	36.5	42.0	22.0	7.3	17.0	27.1	8.1	7.4	
Ireland	343.9	166.5	286.2	60.0	34.4	131.3	48.6	4.0	11.1	40.3	4.0	6.7	
Greece	404.7	97.9	250.2	61.5	21.8	95.7	15.6	9.5	4.8	32.1	2.3	5.5	
Spain	253.1	72.1	238.9	49.5	34.5	91.7	45.7	4.4	8.1	25.3	2.6	6.6	
France	212.9	51.8	245.0	49.1	26.8	56.5	52.8	5.1	15.5	32.9	2.3	7.1	
Croatia	694.6	310.3	333.8	65.4	50.2	57.8	21.4	10.1	16.2	41.3	5.3	9.6	
Italy	322.8	104.2	250.6	50.5	27.8	60.3	34.6	5.8	6.6	31.6	1.2	6.7	
Cyprus	341.6	104.2	202.3	36.2	19.6	84.3	30.9	6.2	5.2	30.5	2.5	5.3	
Latvia	914.6	462.2	300.6	49.3	34.5	43.1	15.9	9.8	19.1	34.8	11.1	10.0	
Lithuania	894.1	589.3	272.6	45.4	32.4	52.0	20.9	11.0	36.1	31.3	10.2	8.5	
Luxembourg	310.8	89.7	243.8	47.1	32.0	72.8	44.8	7.8	9.3	39.0	2.4	6.4	
Hungary	778.2	396.6	352.1	89.0	56.4	81.3	19.7	7.7	21.2	39.1	7.4	7.4	
Malta	405.8	214.2	230.4	40.3	30.2	113.7	23.5	5.1	5.1	40.5	2.0	5.1	
Netherlands	282.8	86.5	284.4	67.6	33.9	90.1	54.5	4.2	11.3	37.6	2.7	5.6	
Austria	443.8	191.7	249.7	46.9	27.2	50.5	36.9	5.9	15.4	33.5	3.2	5.4	
Poland	635.3	140.1	292.4	68.4	36.1	79.8	18.7	10.7	16.4	30.4	8.6	7.9	
Portugal	304.8	65.6	243.0	37.6	36.1	123.7	33.4	7.3	9.8	26.8	3.4	6.6	
Romania	968.6	323.9	269.7	53.2	32.5	75.7	19.1	12.1	12.2	31.3	16.2	6.1	
Slovenia	451.5	111.2	314.7	54.7	41.3	80.4	20.6	8.1	21.7	36.1	3.7	9.5	
Slovakia	711.6	433.3	327.1	52.1	53.6	86.1	23.5	7.4	12.1	40.2	9.2	9.8	
Finland	388.2	208.5	223.0	41.0	22.7	36.5	141.1	6.1	16.4	28.8	1.8	6.0	
Sweden	354.1	139.2	236.8	38.8	29.5	64.2	42.1	3.3	13.0	28.9	3.3	6.5	
United Kingdom	276.4	126.1	279.6	61.6	28.1	144.2	44.2	2.7	7.4	35.2	2.8	6.4	
Liechtenstein	230.5	87.4	248.3	51.0	11.2	97.6	55.6	2.3	7.5	40.9	11.2	12.7	
Norway	288.5	104.9	252.9	52.5	37.0	97.1	41.5	4.8	11.3	26.5	3.2	6.8	
Switzerland	294.7	105.7	223.5	42.6	22.4	56.3	45.4	4.3	13.3	31.4	1.7	5.3	
Serbia	954.1	158.9	297.9	70.0	39.1	77.4	28.4	8.2	16.8	42.4	11.7	8.7	
Turkey (*)	340.4	104.9	175.5	53.0	15.3	89.1	35.2	6.7	2.1	12.1	1.7	3.5	

(*) Ischaemic heart diseases.

(*) Malignant neoplasms.

(*) Malignant neoplasm of trachea, bronchus and lung

(*) For the age standardisation, among older people, the age group aged 85 and over was used rather than separate age groups for 85–89, 90–94 and 95 and over.

(*) 2012.

Source: Eurostat (online data code: hith_cd_asdr2)

https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&code=hith_cd_asdr2

HUNGARY

Participants

- Teacher: Dr Szandi-Varga Peter – Science Teacher –responsible for the project team and the preparation
- Students: Levente Majoros - 12KKN,Melitta Lili Nádasi,Áron Szócs -10 V – representatives in Norway
- Involved classes: 12KKN,10V: 30 students

PROCEDURE OF THE EXPERIMENT (1 month)

1. In the first part of the project DISCIPLINES IN EUROPEAN CONTEXT - SCIENCE, we looked for scientific articles and reports to support these claims.
2. In the second part, during the test, we measured the lung capacity of the students—the amount of air they could fill in their lungs—using devices found at home. We anonymously formed groups from the participating students based on gender, body weight, activity, and smoking habits. We assumed that boys had a larger lung capacity than girls, that heavier students had a larger lung capacity, that those who regularly played sports were able to get more air into their lungs, and that those who regularly smoked already had a smaller lung capacity.
3. In the third part, we presented our results to the students, hoping that they would consider stopping smoking and start exercising regularly.

Methodology

The volunteers' lung capacity (vital capacity) is measured with a home-made breathing capacity meter.

Data we recorded: gender, weight, plays sports (yes/no) smokes (yes/no)

Hypothesis

- 1) The lung capacity of boys is bigger than that of girls.
- 2) The lung capacity of athletes is greater than that of non-athletes.
- 3) The smokers lung capacity is less than non-smokers.
- 4) The lung capacity of larger people are larger than those of smaller people.



HUNGARY

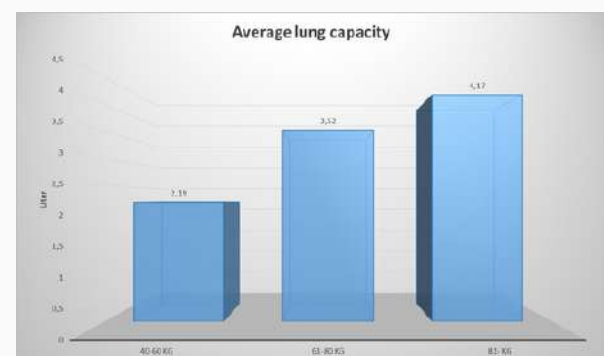
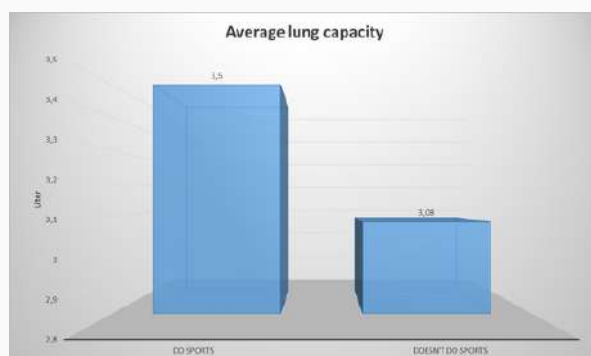
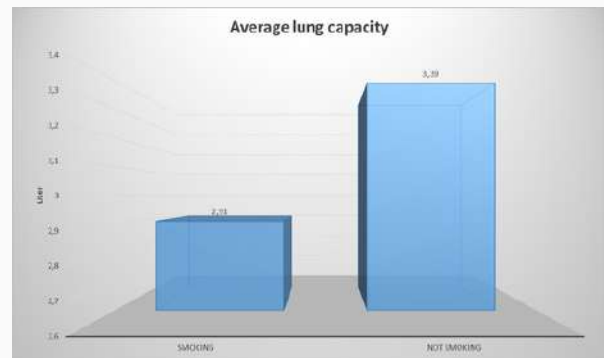
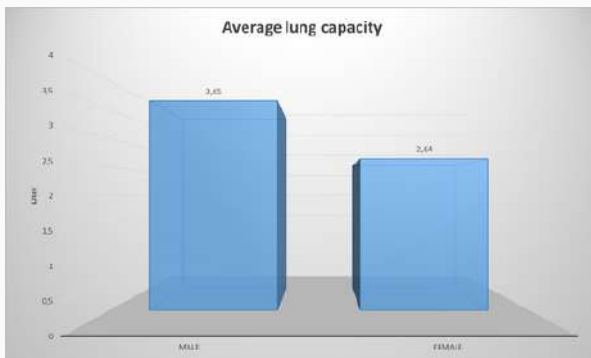
Results

- The difference between male and female.
- The difference between smoker and not smoker students.
- The difference between those who do sports and those who don't.
- The difference between body size and average lung capacity.

Discussion

- All 4 of our hypotheses were verified.
- The lung capacity of boys is bigger than that of girls.
- The lung capacity of athletes is greater than that of non-athletes.
- The smokers lung capacity is less than non-smokers.
- The lung capacity of larger people are larger than those of smaller people

According to student comments during the experiment, students realized the connection between smoking and lung capacity!



HUNGARY

BACKGROUND OF THE EXPERIMENT

27/02/2023	06/02/2023	13/03/2023	20/03/2023
Analysis of scientific background	acquisition of test equipment	investigation, data collection	data analysis



SWEDEN

PROCEDURE OF THE PREPARATION (5 LESSONS)

Responsibility:

- Teachers Thor Sörensson, Camilla Fogelberg, and Pontus Svensson.

Participants:

- 24 students.

Duration: 5 lessons in Swedish, English, and science class before going away with ERASMUS.

Date of lessons: 11/01, 18/01, 25/01, 01/02, 08/02, 15/02, 01/03, 08/03 of 2023

Objectives of the lessons:

- To learn about key Swedish scientists and their contributions to research and societal development.
- To deliver an oral presentation about a chosen scientist.
- To write an analysis linking scientific achievements to sustainable trade.
- To carry out a simple experiment connected to sales, service, and the green transition.

Central Theme:

Science and Sustainable Development: Examining the contributions of Swedish scientists and their relevance to modern sustainability practices.

Challenges Faced: There was no challenges or difficulties during the preparation.

Activities of the lessons:

Week 1:

- Planning the Project Work and Theme: Brief presentation on prominent Swedish scientists, including Carl Linnaeus (botany), Anders Celsius (astronomy and physics), Eva Ekeblad (agriculture), and Svante Arrhenius (climate science).
- Discussion on how their research and innovations relate to today's sustainable trade and service industry.

SWEDEN

Week 2:

- Reading a Book About Science: Students research their chosen scientists using books and reliable online sources.
- Written compilation of facts about the scientist's life, work, and significance.
- Group discussion: How would Linnaeus and Ekeblad have approached sustainable development if they were alive today? Exploring connections to the green transition and how their research can contribute to modern business models in sustainable agriculture and sales.

Week 3:

- Reading Articles About Different Science Projects.
- Continue researching and planning the presentation.
- Find examples of modern companies that use science for sustainable trade.
- Discussion on Anders Celsius and his invention of the temperature scale, focusing on how technology affects sustainable solutions in sales and service.
- Presentation on Svante Arrhenius' research on the greenhouse effect and its relevance to today's green transition.
- Students conduct a simple experiment using thermometers or climate models, demonstrating how temperature impacts sustainable businesses, such as energy savings in shops or transportation companies.

Week 4:

- Student Presentations: Half of the class presents their research on the chosen scientist.
- Feedback is provided from classmates and the teacher.

Week 5:

- Student Presentations: Half of the class presents their research on the chosen scientist.
- Feedback is provided from classmates and the teacher.

SWEDEN

Week 6:

- Students perform simple experiments related to sales and sustainability.
- Example: Measuring energy consumption in different lighting systems and discussing how businesses can reduce their energy usage.

Week 7:

- Discussion and Presentation: Students discuss and present how the results from their experiments can be applied to real-world companies to support the green transition.
- Discussion on lessons learned and how science and technology can contribute to a sustainable future.

Week 8:

- Student presentations of their findings.
- Visit to “Vattenhallen” at Lund University.

POLAND

PROCEDURE OF THE PREPARATION (1 month – 3 LESSONS)

Participants:

- Teacher: Beata Domnik – chemistry teacher.
- Involved classes: IVTH, IVTG, IIITH

Date of lessons:

LESSON 1: 29/03/2023

LESSON 2: 03/04/2023

LESSON 3: 11/04/2023

Length: 45 minutes/lesson

Objectives of the lessons:

- Develop students' understanding of scientific concepts, especially in chemistry, through vocabulary building and exploring chemical reactions.
- Encourage critical evaluation of technology's role in addressing European challenges and its unintended consequences.
- Foster collaboration among students to promote European citizenship and collective problem-solving in science and technology.
- Equip students with research, data analysis, and presentation skills for effective communication.

The **central theme** of the program was SCIENCE, TECHNOLOGY AND SOCIETY:

- The program focuses on the relationship between science, technology, and society, emphasizing how technology shapes the future and addresses European challenges. By exploring chemistry concepts, scientific advancements, and collaborative research, the lessons aim to foster a sense of shared European citizenship and responsibility in overcoming future societal and environmental challenges.

Activities of the lessons:

- Students learn fundamental chemistry concepts, including the naming and preparation of salts, neutralization reactions, and acid-base properties.
- They conduct lab experiments to reinforce these concepts, such as creating salts and analyzing pH changes.
- Students collaborate on research topics like technology's future, climate change, and science's role in addressing poverty.
- They gather and analyze community survey data, presenting findings to international peers.
- A debate with scientists and politicians allows students to discuss the pros and cons of modern technology and its impact on Europe's future challenges.
- Group discussions broaden students' views on science education across Europe.

Challenges Faced: There was no challenges or difficulties during the preparation.

POLAND

Lesson 1

Theme: Chemistry Vocabulary – English

Objectives: Student will learn the basic and most common chemistry terms needed for chemistry lesson and presentation.

The atom (helium)

Atomic number: 2 (2 protons)

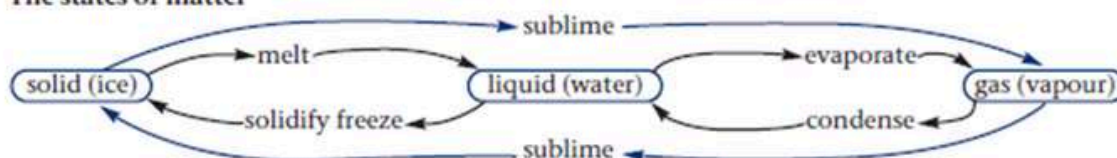
Atomic mass: 4 (2 protons + 2 neutrons). Only one isotope of helium commonly occurs.

Number of electrons: 2



A proton has a positive electric charge. An electron has a negative electric charge.

The states of matter



Elements and compounds

The simplest elements

Atomic number	Name	Symbol	Most frequent valencies
1	hydrogen	H	1, -1
2	helium	He	
3	lithium	Li	1
4	beryllium	Be	2
5	boron	B	3
6	carbon	C	4, -4, 2
7	nitrogen	N	3, -3, 5, 4, 2, 1
8	oxygen	O	-2
9	fluorine	F	-1
10	neon	Ne	
11	sodium	Na	1
12	magnesium	Mg	2
13	aluminium	Al	3
14	silicon	Si	4
15	phosphorus	P	3, -3, 5
16	sulphur	S	-2, 6, 4
17	chlorine	Cl	1, -1, 3, 5, 7
18	argon	Ar	
19	potassium	K	1
20	calcium	Ca	2

Elements whose symbols are very different:

iron Fe
copper Cu
silver Ag
tin Sn
gold Au
lead Pb

Common anions with their valencies:

hydride	H ⁻
carbonate	CO ₃ ²⁻
nitride	N ³⁻
nitrite	NO ₂ ⁻
nitrate	NO ₃ ⁻
oxide	O ²⁻
peroxide	O ₂ ²⁻
hydroxide	OH ⁻
fluoride	F ⁻
phosphate	PO ₄ ³⁻
sulfide	S ²⁻
sulfite	SO ₃ ²⁻
sulfate	SO ₄ ²⁻
chloride	Cl ⁻
chlorite	ClO ₂ ⁻
chlorate	ClO ₃ ⁻

Example compounds:

Sodium hydride	NaH
Lithium carbonate	Li ₂ CO ₃
Boron nitride	BN
Sodium nitrite	NaNO ₂
Silver nitrate	AgNO ₃
Zinc oxide	ZnO
Barium peroxide	BaO ₂
Potassium hydroxide	KOH
Hydrogen fluoride	HF
Tricalcium phosphate	Ca ₃ (PO ₄) ₂
Iron (II) sulfide	FeS
Sodium sulfite	Na ₂ SO ₃
Copper (II) sulfate	CuSO ₄
Potassium chloride	KCl
Sodium chlorite	NaClO ₂
Potassium chlorate	KClO ₃

POLAND

Chemistry Vocabulary Exercises

1 Write the translation of the words.

- | | |
|--------------|---------|
| 1 hectogram | a |
| 2 silicon | b |
| 3 nanosecond | c |
| 4 evaporate | d |
| 5 molar mass | e |
| 6 isotope | f |
| 7 hydrogen | g |

2 Complete the definitions with a word from the box.

charge compound ~~liquid~~ metal molecule reaction

- 1 If a substance *sublimes* it passes from a solid to a gas, without becoming a ...*liquid*....
- 2 A is the smallest structured particle of a substance, with no electric charge.
- 3 *Lead* is a soft, very dense, poisonous
- 4 An element's *electric* is given by subtracting the number of electrons from the number of protons.
- 5 A substance's *valency* gives the number of ions that will combine to form a
- 6 An equation such as $H_2 + Cl_2 = HCl$ represents a chemical

3 Match the names of the compounds with the formulae and the descriptions.

- | | | |
|---------------------|-----------|---|
| 1 sodium chloride | N_2O | alumina, taken from bauxite ore to make aluminium |
| 2 hydrogen chloride | H_2O_2 | chalk, limestone, and shells |
| 3 carbon dioxide | Al_2O_3 | a gas which makes hydrochloric acid when dissolved in water |
| 4 aluminium oxide | $NaCl$ | 'laughing gas', used as an anaesthetic |
| 5 nitrous oxide | $CaCO_3$ | table salt |
| 6 hydrogen peroxide | CO_2 | a gas that we breathe out and plants use |
| 7 calcium carbonate | HCl | a watery liquid used for cleaning wounds and bleaching hair |

4 Write the English names of these compounds.

- 1 KNO_3 *potassium nitrate*
- 2 $NaOH$
- 3 LiF
- 4 $AuCl_3$
- 5 $MgCO_3$
- 6 H_2O

POLAND

Lesson 2

Theme: Determining and Interpreting the Names of Simple Salts

Aim: This lesson plan includes the objectives, prerequisites, and exclusions of the lesson teaching students how to determine and interpret the names of simple salts and describe the preparation of soluble and insoluble salts.

Objectives: By the end of the lesson, students will be able to:

- Deduce the constituent ions and elements of a salt from its name.
- Identify salts from lists of named compounds.
- Write word and symbolic equations for precipitation reactions.
- Determine whether a solution of a salt is acidic or basic.
- Describe and explain the preparation of an insoluble salt (precipitate).
- Describe and explain the preparation of a salt from an acid and an insoluble reactant.
- Describe and explain the preparation of a salt from an acid and a soluble reactant.

Prerequisites: Students should already be familiar with:

- Naming conventions for anions and cations.
- Basic chemical formulas.

Exclusions: This lesson does not cover:

- Naming or deducing the structure of metal coordination complexes.
- The study of buffers.

POLAND

Lesson 3

Theme: Neutralization reactions

Aim: The aim of the lesson is to help students understand and apply the principles of neutralization reactions, including how to describe, conduct, and analyze these reactions in the laboratory. Additionally, students will learn to identify salts, interpret pH changes, and relate the reactions to real-world applications.

Objectives: By the end of the lesson, students will be able to:

- Describe a neutralization reaction using a general word equation.
- Conduct a laboratory experiment to form a salt.
- Explain how pH changes during the neutralization reaction.
- Interpret a typical neutralization curve generated by a pH meter.
- Define a salt in terms of positive and negative ions.
- Provide examples of salts and list their general properties.
- Explain how the salt produced in neutralizations relates to the acid and base used.
- Discuss practical applications of neutralization reactions.

Prerequisites: Students should have a foundational understanding of:

- Acids and bases.
- Reactions of acids with oxides.
- Universal indicators and the concept of pH.



POLAND

Key Terms:

- Acid: A substance producing more hydrogen ions than hydroxide ions when dissolved in water.
- Base: A substance that reacts with an acid to form a salt and water.
- Crystallization: The process of forming solid crystals from a concentrated salt solution.
- Evaporation: The process by which a liquid turns into a gas.
- Filtrate: The liquid that passes through the filter during filtration.
- Filtration: The process of removing solid particles from a liquid by a filter.
- Insoluble: A substance that does not dissolve in a solvent.
- Limiting Reactant: The reactant that is completely used up first, stopping the reaction.
- Neutralization: A reaction between an acid and a base that forms a salt and water.
- Residue: The solid left behind by the filter during filtration.
- Salt: Ionic compounds formed from the neutralization reaction between an acid and a base.
- Soluble: A substance that dissolves in a solvent, such as water.

NORWAY

PROCEDURE OF THE PREPARATION (1 week - 7 lessons)

Participants:

- Teachers: Camilla Gunnarstorp Auberg – teacher of science, geology and biology – responsible for the dissection and assisting through the activity.
- Other Participants: Students and teachers from the participating countries, consisting of 10 teachers and 14 students.

Date of lessons: 18-21/04/2023

Length: 90 minutes/lesson

Background of the topic

This week, the participating countries visited Norway, where the topic was science. During this week, the teachers and students were to participate in various experiments in physics, chemistry, and biology. The visiting countries were tasked in advance to prepare a scientific experiment or problem to present during their week in Norway. They were free to choose the theme and problem themselves, but it had to be an experiment that could be documented and include presentable results.

The topic for this lesson plan is biology and the teachers and students will get an insight into how we work practically in biology by doing a dissection of a moose heart and pig kidneys. The goal for this lesson is to examine and look at the anatomy of the heart and kidney and follow a step-by-step procedure to locate the different parts of the two organs by using pictures and figures as a guideline. The tools that will be used in the dissection is protective cloths (gloves and plastic lab coats), scalpels and tweezers.

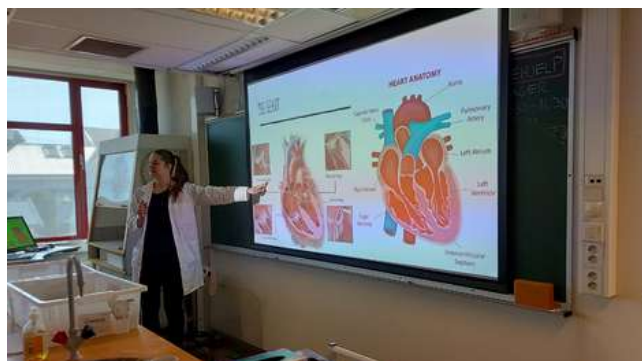
The **central theme** of the program was biology.

Challenges faced: No major challenges were faces during this activity. There were a few concerns about blood spill from the organs, but these concerns quickly vanished when the participants were given protective clothes and gloves.

NORWAY

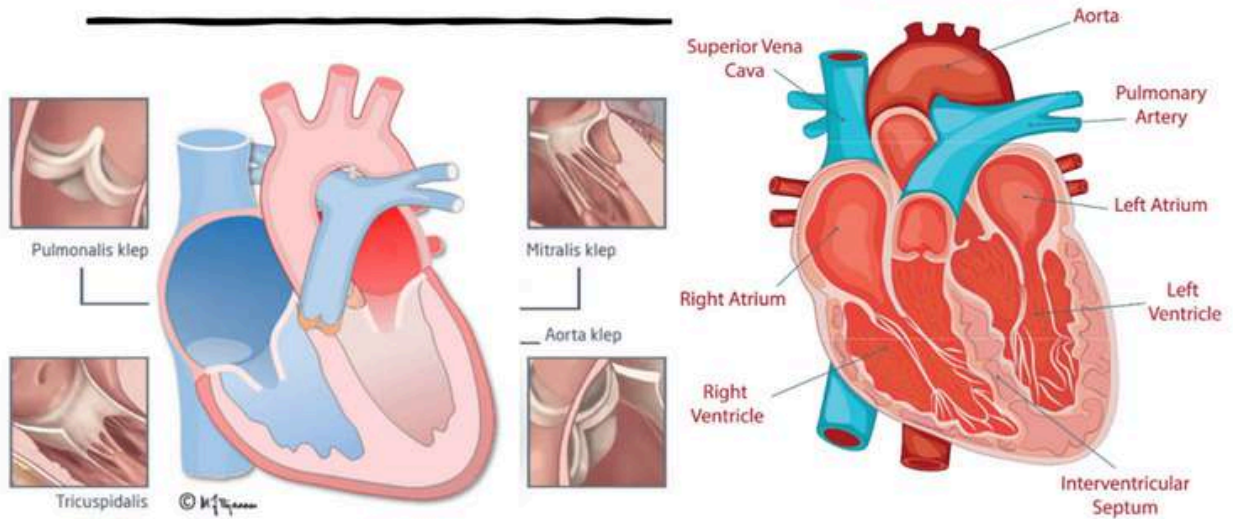
Activity:

- Dissection of a moose heart and kidneys from a pig. The goal is to get a feeling of what it is like to be a student in a biology class in Norway by doing something practical.
- The teachers and students will examine and get to know the anatomy of a moose heart and pig kidney and follow a step-by-step procedure to locate the different parts of the two organs by using pictures and figures as a guideline. The tools that will be used in the dissection is protective gear (gloves and plastic lab coats), scalpels and tweezers.

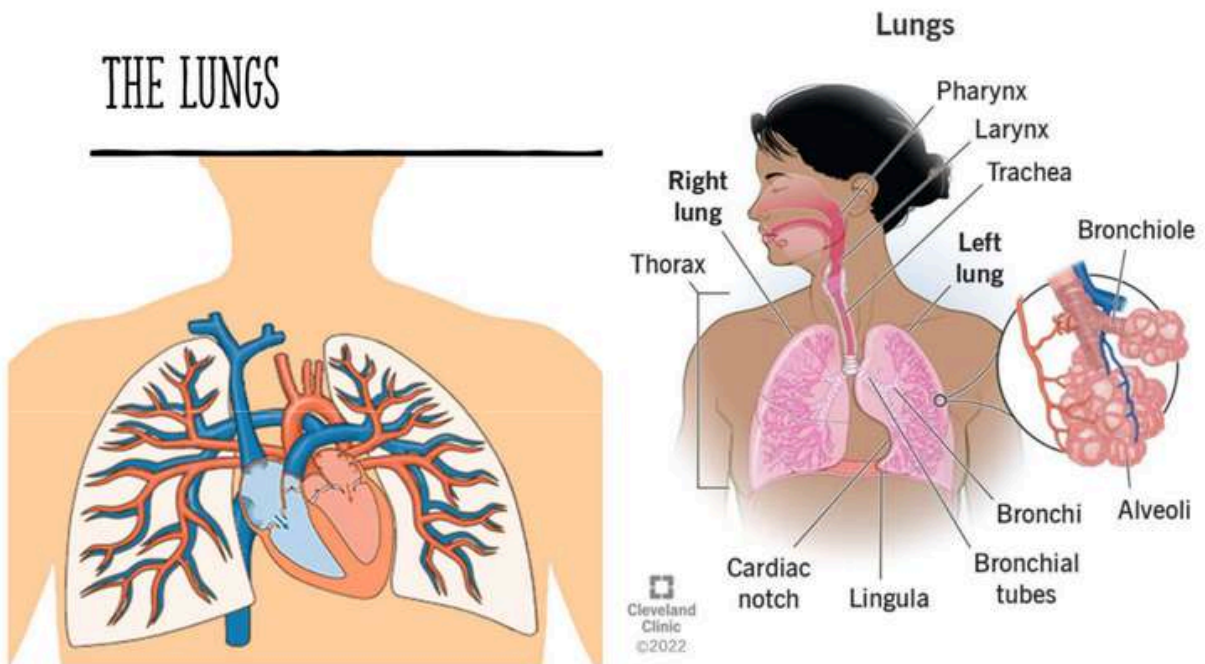


NORWAY

THE HEART

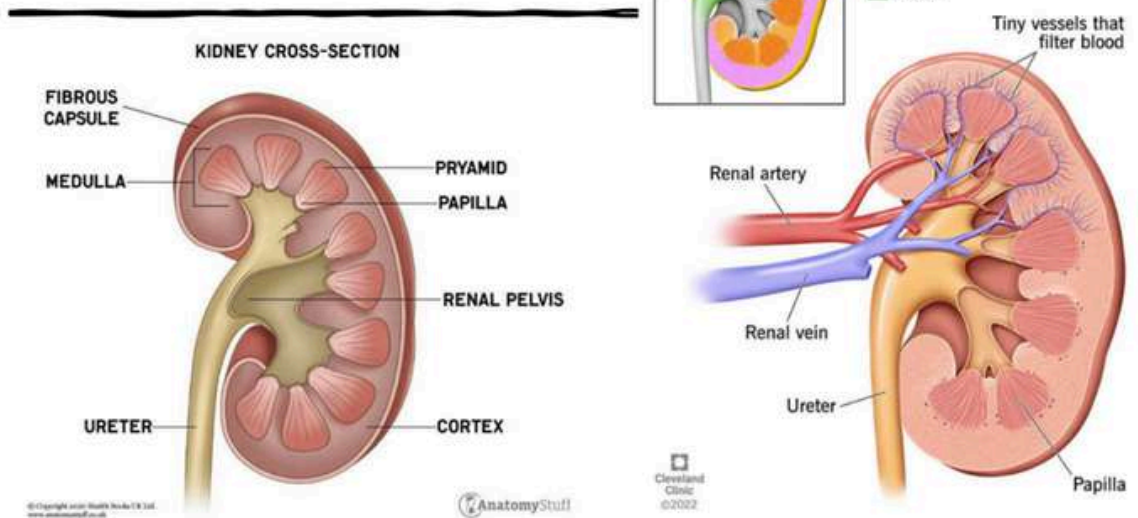


THE LUNGS



NORWAY

THE KIDNEYS



TEACHING METHODS

SCIENCES

The lesson plans for the Science discipline are designed to engage students in hands-on, experiential learning that promotes scientific inquiry and cross-cultural understanding within a European context. These plans aim to foster critical thinking, problem-solving skills, and an appreciation for the role of science in addressing global challenges.

Key teaching methods:

- **Hands-on Scientific Experiments:** Students participate in practical laboratory work and field studies, allowing them to directly engage with scientific concepts and methodologies.
- **Interdisciplinary Approach:** Science lessons are integrated with other disciplines such as history, art, and literature to provide a holistic understanding of scientific developments in a European cultural context.
- **Collaborative Problem-Solving:** Students work in international teams to tackle scientific challenges, promoting cross-cultural cooperation and communication skills.
- **Use of Technology:** Digital tools and resources are incorporated for data collection, analysis, and presentation, enhancing students' technological literacy.
- **Science Communication Projects:** Students develop skills in presenting scientific information to diverse audiences, emphasizing the importance of clear communication in science.

TEACHING METHODS

SCIENCES

- **Environmental and Sustainability Focus:** Lessons address current environmental issues and sustainable development goals, connecting scientific knowledge to real-world challenges facing Europe and the globe.
- **Cultural Exchange in Scientific Context:** Activities explore how scientific advancements have been influenced by and have influenced European culture and society.

These teaching methods aim to make science more engaging and relevant to students' lives while fostering a sense of European identity and shared scientific heritage. By actively participating in scientific inquiry and collaborative projects, students develop crucial analytical skills and gain a deeper appreciation for the role of science in shaping modern Europe.

European Values and Cultural Integration

The science lesson plans also integrate European values and cultural aspects by exploring the contributions of European scientists throughout history, examining ethical considerations in scientific research, and discussing the impact of scientific policies on European society. This approach helps students understand the interconnectedness of scientific progress and European cultural development, fostering a sense of shared responsibility for addressing scientific challenges facing the continent and the world.

LITERATURE

Fångarna

Vad en av de som
omödat trillat och
des några av de
dakar med följande
recept, och
hjälpt för M
med, hade f
Tung
lign
med som
Sprellig
ende, och
som skoll
Spräng
stas kolla
lign med
en, en f
Den följande
recepten
föregående
kollat, och
recepten
och, som

lign
med som
Sprellig
ende, och
som skoll
Spräng
stas kolla
lign med
en, en f
Den följande
recepten
föregående
kollat, och
recepten
och, som

Sida 10: 6.0 & 12.4
Sida 11: 6.0 & 12.6
Sida 12: 6.0 & 12.8
Sida 13: 6.0 & 13.1

Sida 25: 6.2 & 13.4
Sida 26: 6.1 & 13.5
Sida 27: 6.1 & 13.3
Sida 28: 6.0 & 13.1

Sida 39: 7.2
Sida 40: 7

PREPARATION FOR MOBILITY

LITERATURE

Preparation for the 4th LTTA Held in Sweden

Topic: Literature

Students fulfilled tasks and prepared for the literature topic with support from mentors and experts. They completed presentations and assignments. Teachers prepared learning and teaching methods in the field of Literature, developed by Casa do Professor. Project coordinators, topic leaders, mentors, students, and teachers controlled the work plan. The preparation phase took place in August 2023.

Preparation for Mobility:

The preparation for the mobility of the fourth LTTA in Sweden involved organizational tasks such as arranging travel (airplane or train tickets), accommodation, catering, and insurance. This was managed by the management teams and the financial chief in August 2023.

4th LTTA (Learning, Teaching, Training Activity) in Sweden:

Discipline: Literature

Activities and Responsibilities:

- **Attitude Survey**
- **Students' Activities:** Presentations and common activities with the international team.
- **Teachers' Activities:** Applying learning and teaching methods, and exchanging good practices, with a detailed work plan for tasks.
- **Experts of Casa do Professor:** Documentation of the activities, report, mediation, and control of the processes.
- **Evaluation:** Satisfaction survey and assessment of students out of mobility. Teachers with short-term mobility shared experiences and promoted good practices.

The work of participants in the LTTA and the development of teaching/learning competencies were recognized by issuing a Certificate. The Certificate was issued by the respective host institution.

Responsible: Sweden management team, students, teachers, experts in mobility, mentors, coordinators, and topic leaders.

TASKS OF PARTNER COUNTRIES

1. Each country prepared visual and written materials (presentations, documentaries, biographical notes, music) about famous writers in their country's history.
2. Visual materials were presented by student teams during the meeting.
3. Each partner country was requested to formulate four questions related to famous writers for a knowledge quiz.
4. Teachers prepare learning and teaching methods in field of Literature developed by Casa do Professor

All partner countries were kindly asked to send their completed works via email.

LITHUANIA

PREPARATION FOR LITERATURE LTTA- DISCIPLINES IN EUROPEAN CONTEXT

SWEDEN: 25-29/09/2023

Topic: Literature

School: Plunge Technology and Business School, Lithuania

Background of the Preparation

Tasks:

- Have a look at the link below of Selma Lagerlofs "Nils Holgerssons underbara resa genom Sverige" ([https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils.](https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils))
- You are going to make a short presentation of your country and its geography.
- The presentation should be from a goose`s perspective (from above), the way that Nils Holgersson did it. The presentation should include both pictures and text. Make a nice layout. Bring your contribution at least in A4 format. Be prepared to tell the other participants about your presentation.
- You should also prepare a PowerPoint presentation of an award-winning author from your country.
- The procedure of the preparation (one month)

Participants:

- Teachers: Mrs. Danutė Sausdravienė -the Lithuanian language and literature teacher responsible for the project home tasks preparation in Lithuanian with the students taught in the noted groups below.
- Mrs. Veronika Razgienė -the English teacher responsible for the project team and helping students to arrange the material in English.
- Involved classes: Jsa22-9 students, Ap22-1st gr-16 students.
- Project representatives: Toma Butkutė (Ap22-1st gr.), Gabrielė Vyšniauskaitė (Ap22-1st gr. Juozas Varapnickas (Jsa22gr)

Dates of lessons and meetings: 04/09/2023; 14/09/2023; 18/09/2023; 22/09/2023

Length: 90 minutes

LITHUANIA

Lesson 1: 2nd September, 2023

Selma Lagerlof in the world literature.

Literature is the art of language in the form of imagination, creative thoughts, feelings, experiences that are poured through writing or verbal form in a beautiful and interesting language style.

Every country in the world has its own literary works that have developed for a long time. Some literary works are also included in the form of historical heritage.

Objectives:

- To acquaint students with the topic of the literature subject sent by the host partner from Sweden.
- To remember and develop discussion about a well-known Swedish writer Selma Lagerlof, whose character called Nils Holgersson and his adventures, made her famous in many countries beyond Sweden.

Activities:

- Defining the term "literature" and its genres.
- Students are acquainted with the Swedish writer Selma Lagerlof, the first woman to receive the Nobel Prize in literature, searching for different information in Wikipedia or other sources.
- Working in pairs, students make summaries about the writer following the teacher's given plan.

Challenges faced: There were no challenges or difficulties.



LITHUANIA

Lesson 2: 14th September, 2023

The Wonderful Adventures of Nils Reality or fantasy nowadays?

Literature is the art of language in the form of imagination, creative thoughts, feelings, experiences that are poured through writing or verbal form in a beautiful and interesting language style.

Every country in the world has its own literary works that have developed for a long time. Some literary works are also included in the form of historical heritage.

Objectives:

- To watch filmed material on you tube about Nils Holgersson and to debate about the main values the person can possess.
- To encourage students to communicate with each other by sharing their thoughts and feelings about the stories and movies based on the lesson topic. 3) to develop students` creativity skills.

Activities:

- Students choose the material they want to watch on YouTube to prepare statements for the debates about Nils`s character traits and behaviour in two opposing teams.
- Concluding ideas: Selma Lagerlof`s stories explores themes of gratitude and the moral obligations that arise from receiving help.The story spins around a teenager who feels compelled to repay debts in kind after receiving significant aid from others throughout his life.
- In groups of three, students make a layout about Lithuania or native city of Plungė from a goose`s perspective.
- Providing an English translation of the written texts.

LITHUANIA

Examples of the groups` final products:

- Plungė
 - Plungė is a city in the very heart of Žemaitija with about 19.000 inhabitants. It is thought that the territory in which Plungė is situated was inhabited in the 5th-1st centuries before Christ. In 1567 Plunge was mentioned as a town. Plunge granted Bagdeburg rights in 1792. Before World War II, Plunge had a large Jewish population. In the eighteenth century , from 1806-1873 Plunge belonged to the counts Zubov and later to the Oginskiai, who built a palace here. There is a well-known crab stick factory in Plunge which exports its production to many countries in Europe.
 - You can see from a bird`s eye many activities taking place in Plungės technology and business school. On the day of independence we tried to embrace our school. Also we organize a traditional competition-“A junior ploughman” and other events outside.
- Samogitia
 - Samogitia or Žemaitija is one of the five cultural regions of Lithuania. It is located in the north-western Part of Lithuania. Samogitia has a long and distinct cultural history, reflected in the existence of the Samogitian language.
 - Samogitians were also the last Europeans to convert to Christianity. This part has preserved its identity and culture over centuries as well as their stubbornness and language. For this reason the Samogitians are considered to be dignified, stubborn, brave and hospitable.
 - Žemaitija is famous for its national park which was founded in 1991 to preserve the lake Plateliai system and the nature. The area occupies about 20 thousand hectares of forests and water.
 - Plateliai is a place of attraction not only for local people but also for foreign visitors.

LITHUANIA

Examples of the groups` final products:

- Lithuania
 - Lithuania is a small piece of land at the Baltic Sea in the geographical center of Europe. The amber coastline with beautiful sand beaches stretches for 99 km of the country`s West border. Lithuania was first mentioned in a Latin chronicle in 1009. It is believed that Lithuania got its name from the Lietava River, which is the right tributary of the Neris River. Lithuania has borders with Poland, Belaruss, Latvia and Russia. The capital of Lithuania is
 - Vilnius. Lithuania is a parliamentary state. The parliament, called the Seimas consists of 141 members elected by people for four-year terms.
 - The nature is very beautiful and Lithuania has 5 national parks in each region.

Challenges faced: There were some difficulties in deciding what to include in the descriptions.

LITHUANIA

Lesson 3: 17 th September, 2023

Awards-winning authors from Lithuania

Literature is the art of language in the form of imagination, creative thoughts, feelings, experiences that are poured through writing or verbal form in a beautiful and interesting language style.

Every country in the world has its own literary works that have developed for a long time. Some literary works are also included in the form of historical heritage.

Objectives:

- To prepare PowerPoint presentations about famous Lithuanian authors who were awarded for their merits in literature.
- Rationalize the significance of the awarded authors and their contribution to world literature.

Activities:

- Revising the classics who are included in the compulsory list to know.
- Working in pairs students prepare material for PowerPoint presentation about famous writers with their short biographical information. The best presentation will be chosen to be used for the presentation in Lund, Sweden.
- Introduction of the prepared product in English in the chosen Ap22-1st gr and Jsa22 group and choosing the best presentations.

Challenges faced: There were no challenges or difficulties during the preparation.

LITHUANIA

Lesson 4: 23rd September, 2023

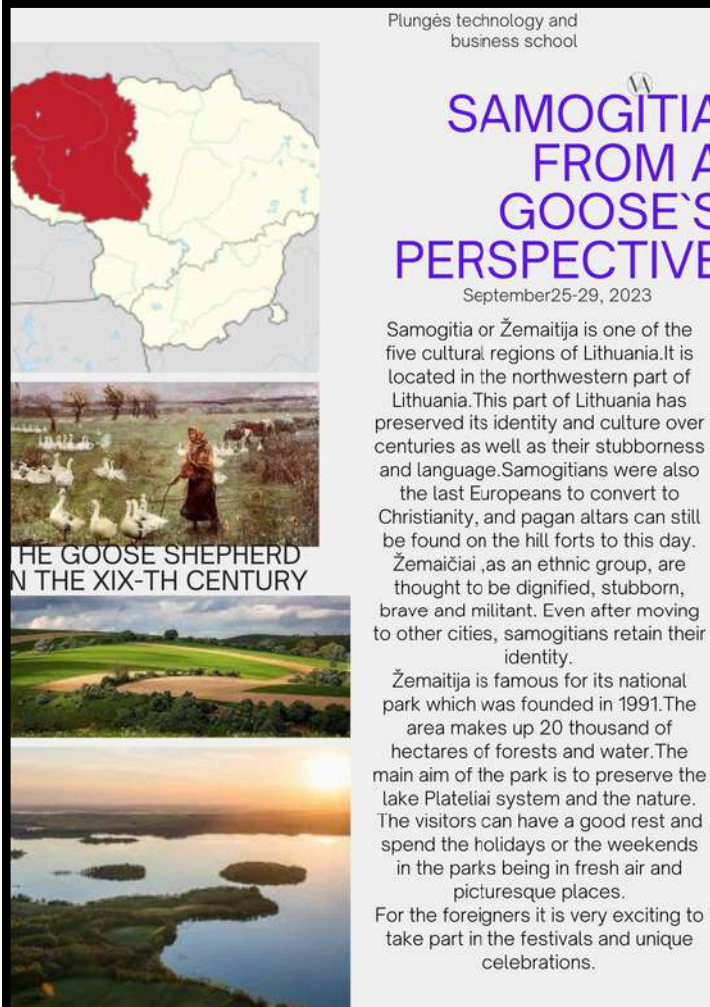
Lithuania from a Goose's perspective.

Aims:

- By summarizing the topic of literature to find out the most important things while studying literature at school. 2) to get ready for the preassigned tasks for the project.

Activities :

- Students write their answers to the question” What is the importance of studying literature at school?”
- Making conclusions about literature.
- The students, who will go to the project meeting in Sweden, do the final edits and distribute the presentations.



Plungės technology and business school

SAMOGITIA FROM A GOOSE'S PERSPECTIVE

September 25-29, 2023

Samogitia or Žemaitija is one of the five cultural regions of Lithuania. It is located in the northwestern part of Lithuania. This part of Lithuania has preserved its identity and culture over centuries as well as their stubbornness and language. Samogitians were also the last Europeans to convert to Christianity, and pagan altars can still be found on the hill forts to this day. Žemaičiai, as an ethnic group, are thought to be dignified, stubborn, brave and militant. Even after moving to other cities, samogitians retain their identity.

Žemaitija is famous for its national park which was founded in 1991. The area makes up 20 thousand of hectares of forests and water. The main aim of the park is to preserve the lake Plateliai system and the nature. The visitors can have a good rest and spend the holidays or the weekends in the parks being in fresh air and picturesque places.

For the foreigners it is very exciting to take part in the festivals and unique celebrations.

THE GOOSE SHEPHERD IN THE XIX-TH CENTURY

LITHUANIA

Quotations from students` answers:

- Reading or studying books you acquire knowledge.
- Writer`s intention can differ from understanding what is written.
- Reading the same, understanding quite different.
- Literature transmits country`s culture
- Reading can encourage or discourage people to think critically.
- Literature helps us better understand our lives, ourselves and the world around us.
- Literature allows the readers to step back in time and learn about life on Earth from the ones who lived before us.
- People who read much have much better writing skills.
- Literature can develop imagination, empathy and awareness of who we are and who or what we want to be.

Challenges faced: There were no challenges or difficulties during the preparation. The outcome of the preparation lessons for the project topic.

Undoubtedly, teaching literature within the school is a challenge for teachers that requires a different educational approach, creativity and inspiration. Literature represents the culture and traditions of a language or people. Moreover, reading challenges students to think critically, analyse and make connections between what they are reading and their own lives.

Students found much information and were challenged to pick up the most informative material.

Lessons devoted to the preparational topics encouraged students to communicate with each other by sharing their thoughts and feelings about the story.

Even from a grammar aspect as well, fulfilling literature tasks students tried to improve their skills in writing answers for any task.

Such preparation lessons taught learners to appreciate the contribution of famous writers and their works to world literature.

Finally, the tasks in the literature provided entertainment for the learners.

HUNGARY

BACKGROUND OF THE PREPARATION

Tasks:

- Have a look at the link below of Selma Lagerlofs "Nils Holgerssons underbara resa genom Sverige" ([https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils.](https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils))
- You are going to make a short presentation of your country and its geography.
- The presentation should be from a goose`s perspective (from above), the way that Nils Holgersson did it. The presentation should include both pictures and text. Make a nice layout. Bring your contribution at least in A4 format. Be prepared to tell the other participants about your presentation.
- You should also prepare a PowerPoint presentation of an award-winning author from your country.

PROCEDURE OF THE PREPARATION (1 month)

Participants:

- Teacher: MS Emőke Boldizsár Péterné/MS Boglárka Gerlai English – Literature - English Language Teacher – responsible for the project team and the preparations.
- Students: Pernyeszi Zétény 10KR, Kövér Gergő 10KR, Károlyi-Németh Mátyás 11V

Involved classes:

- 10V,10kr,11V,13KKN
- 30 students

PPT needs to be introduced to the classes during English lessons by the delegated students according to planned schedule prior to the meeting in Sweden.

Dates of lessons: 08/09/2023; 15/09/2023; 22/09/2023; 25/09/2023

Length: 60 minutes/lesson

HUNGARY

LESSON 1: 08/09/2023

Objectives:

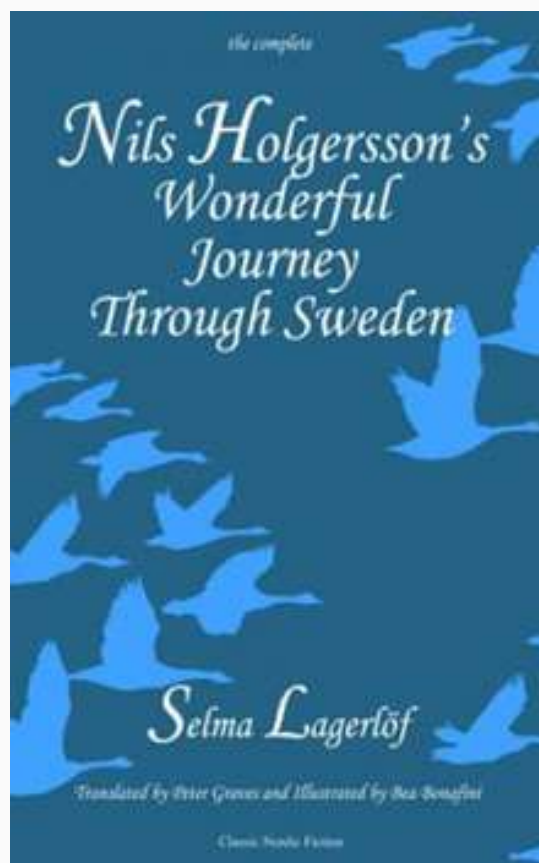
Literature is the art of language in the form of imagination, creative thoughts, feelings, experiences that are poured through writing or verbal form in a beautiful and interesting language style. Every country in the world has its own literary works that have developed for a long time. Some literary works are also included in the form of historical heritage.

Activities:

- Selma Lagerlofs "Nils Holgerssons underbara resa genom Sverige" – reading parts of the book, summarize the story of Nils.
- ([https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils.](https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils))

Challenges Faced:

- There were no challenges or difficulties during the preparation.



HUNGARY

LESSON 2: 19/04/2024

Objectives:

Literature is the art of language in the form of imagination, creative thoughts, feelings, experiences that are poured through writing or verbal form in a beautiful and interesting language style.

Every country in the world has its own literary works that have developed for a long time. Some literary works are also included in the form of historical heritage.

Activities:

- Preparing presentations on preassigned topic - Short presentation of your country especially its geography from bird perspectives.
- Student collect photos of Hungary from bird perspectives, data collected materials are used to prepare presentation.
- The presentation includes both pictures and text.

“Szentendre is a small town in the neighborhood of the Capital of Hungary at the riverside of Danube. The town is known for its museums, Open-Air Ethnographic Museum, galleries and artists. Because of the nearness it is popular destination of the tourists who visit the Capital. Narrow alleys, tiny spaces, colorful old houses and the riverside make this town unforgettable. The Open-Air Ethnographic Museum at the outer part of the town is a tourist attraction with a real ancient village replica. The town has always been the choice of artists for its magical atmosphere.”

Challenges Faced:

- There were no challenges or difficulties during the preparation.



HUNGARY

LESSON 3: 03/05/2024

Objectives:

- Collecting data of the author Magda Szabó.

Activities:

- Collection data for PowerPoint presentation of an award-winning author Magda Szabó.

Challenges Faced:

- There were no challenges or difficulties during the preparation.



Magda Szabó
most famous novels, awards, prizes

She is the most translated Hungarian author, with publications in 42 countries and over 30 languages.



Disciplines in European Literature



LESSON 4: 17/05/2024

Objectives:

- The Door – book of Magda Szabó - Collection data for PowerPoint presentation of the award-winning author Magda Szabó.

Activities:

- Watching part of the movie: The door
- <https://www.youtube.com/watch?v=LQvd2pTVI1c>
- Collection data for PowerPoint presentation of the award-winning author Magda Szabó.
- Completing the final version of PPT of Literature of the project.
- Students' materials are used to prepare presentations.
- Introduction of the completed PPT in English in the involved classes.

Challenges Faced:

- There were no challenges or difficulties during the preparation.

SWEDEN

PROCEDURE OF THE PREPARATION (8 LESSONS)

Responsibility:

- Teachers Rolf Persson, Elin Nilsson, and Ursula Engdal.

Participants:

- 24 students.

Duration: 8 lessons in Swedish and English class before having ERASMUS in Sweden.

Date of lessons: 03/05, 10/05, 17/05, 24/05, 23/08, 30/08, 01/09, 06/09 of 2023

Objectives of the lessons:

- To learn about key Swedish literature in a European context.
- To analyze the influence of European literary trends on Swedish writers.
- To develop skills in written and oral presentations about literary themes and authors.

Central Theme:

Swedish Literature in a European Context: Examining the evolution and influence of Swedish literature throughout different literary periods in Europe.

Challenges Faced: There was no challenges or difficulties during the preparation.

Activities of the lessons:

Week 1:

- Swedish Literature in a European Context: Introduce Swedish literature as part of the broader European literary history.
- Lecture with a timeline covering European literary periods and their counterparts in Sweden.
- Discuss how Swedish writers were influenced by other European trends.
- Assignment: Write a short reflection on how Swedish literature may have been influenced by other European countries.

SWEDEN

Week 2:

- Medieval Literature in Sweden and Europe: Compare Swedish and European medieval literature.
- Assignment: Written analysis of a Swedish and a European medieval work, focusing on themes and societal reflections.

Week 3:

- Renaissance and Enlightenment in Sweden and Europe: Explore how Swedish writers were influenced by Renaissance and Enlightenment ideas from Europe.
- Read examples from Bellman and European writers like Voltaire.
- Discuss how Enlightenment ideas influenced literature in Sweden and the rest of Europe.
- Group Project: Prepare an oral presentation comparing a Swedish and a European author from these periods.

Week 4:

- Oral Presentations: Students give oral presentations in class about their assigned authors.

Week 5:

- Library Visit: Visit the David Isaak Library in Malmö to learn about forbidden literature.

Week 6:

- Swedish Post-War Literature in a European Context: Explore how post-war literature in Sweden reflected similar themes as in the rest of Europe.
- Lecture on European post-war literature, such as works by Camus, compared to Swedish authors like Lars Gustafsson.
- Discuss existential themes and their significance.
- Assignment: Prepare a writing paper about the subject.

Week 7:

- Contemporary Swedish and European Literature: Discuss contemporary themes like migration, environment, and identity in literature.
- Read excerpts from authors like Jonas Hassen Khemiri and compare with a contemporary European author.

Week 8:

- Written Exam with a European Focus: Conduct a written exam where students compare Swedish and European literary works.

POLAND

PROCEDURE OF THE PREPARATION (1 month – 3 LESSONS)

Participants:

- Teacher: Beata Domnik – chemistry teacher.
- Involved classes: IVTH, IVTG, IIITH

Date of lessons:

LESSON 1: 07/09/2023

LESSON 2: 14/09/2023

LESSON 3: 20/09/2023

Length: 45 minutes/lesson

Objectives of the lessons:

- To enhance students' understanding of literature as a form of creative expression, cultural heritage, and historical significance.
- To develop students' presentation and communication skills through research, summarizing, and presenting on assigned literary topics.
- To encourage students to explore their country's geography, culture, and literary history, fostering a deeper connection to their national identity.

The **central theme** of the program was LITERATURE AND CULTURAL HERITAGE:

- The central theme of the program is exploring and presenting literature and cultural heritage through reading, researching, and preparing presentations on key literary works and significant figures. This includes connecting literature with geography and understanding the cultural significance of notable literary figures such as Wisława Szymborska.

Activities of the lessons:

- Lesson 1: Reading and summarizing parts of "The Wonderful Adventures of Nils" by Selma Lagerlöf.
- Lesson 2: Preparing a presentation that includes photos and information about Poland's geography from a bird's-eye view.
- Lesson 3: Researching and preparing a PowerPoint presentation on Wisława Szymborska, a Polish poet and Nobel Prize winner.

Challenges Faced: There was no challenges or difficulties during the preparation.

POLAND

Lesson 1

Theme: Literary Exploration

- The theme of the lesson is literary exploration, focusing on cultural heritage through the classic Swedish novel "The Wonderful Adventures of Nils" by Selma Lagerlöf. The lesson emphasizes the journey and personal growth of the protagonist, connecting literature to cultural and imaginative storytelling.

Aim:

- The aim of the lesson is to develop students' understanding of literature as a form of artistic expression, fostering creativity and cultural awareness. Through reading and summarizing a classic literary work, students will gain insight into the role of storytelling in preserving cultural heritage and engaging with imaginative narratives.

Objectives:

- To understand literature as a form of language art that conveys imagination, creative thoughts, feelings, and experiences.
- To recognize the historical and cultural significance of literary works, understanding their role as part of a nation's heritage.

Activities:

- Reading: Students will read selected parts of "The Wonderful Adventures of Nils" by Selma Lagerlöf.
- Summarizing: Students will summarize the story of Nils, focusing on key events and themes.

Reference:

- https://en.wikipedia.org/wiki/The_Wonderful_Adventures_of_Nils

POLAND

Lesson 2

Theme:

- The theme of this lesson is national geography and cultural representation, focusing on presenting Poland's geography through a unique bird's-eye perspective. The lesson integrates visual and literary elements to explore the connection between a country's physical landscape and its cultural identity.

Aim:

- The aim of the lesson is to enhance students' presentation and research skills while deepening their appreciation of their country's geography and cultural heritage. By preparing a visual and textual presentation of Poland's geography, students will learn how to creatively represent their nation and connect literature with real-world environments.

Objectives:

- To explore literature as an art form that expresses imagination, creative thoughts, feelings, and experiences through writing or verbal communication.
- To recognize that every country has its own unique literary heritage, which has developed over time and contributes to cultural identity.

Activities:

- Presentation Preparation:
 - Students will prepare a short presentation about their country, focusing on its geography from a bird's perspective.
 - Students will collect photos of Poland from bird's-eye views and use the gathered materials to create their presentations.
 - The final presentations will incorporate both images and text to effectively convey their topic.

POLAND

Lesson 3

Theme:

- The theme of this lesson is literary appreciation and cultural identity, focusing on the life and works of Wisława Szymborska, a renowned Polish poet and Nobel Prize winner. The lesson emphasizes the significance of literature as a reflection of cultural heritage and national identity.

Aim:

- The aim of the lesson is to deepen students' understanding of Polish literature and its impact on cultural identity by researching and presenting the works of Szymborska. Through data collection and collaboration, students will enhance their skills in sharing and editing information, ultimately fostering a greater appreciation for literary contributions to Polish history and culture.

Objectives:

- To appreciate literature as an art form that conveys imagination, creative thoughts, feelings, and experiences through writing or verbal expression.
- To understand the unique literary heritage of different countries, emphasizing the historical development of literary works.
- To explore the contributions of Polish literature, specifically focusing on the works of the Nobel Prize-winning author Wisława Szymborska.

Activities:

- Data Collection for Presentation:
 - Students will gather information for a PowerPoint presentation focused on Wisława Szymborska, an award-winning Polish author.
 - The process will involve sharing, editing, and preparing the collected information to create a cohesive and informative presentation.

NORWAY

PROCEDURE OF THE PREPARATION

Participants:

- Teachers: Anita Celius Lund, Norwegian Teacher and Randi Hjortaas, English Teacher.
- Students: Linnea Røkkum Bangsmoen, Hanna Taati Logan and Sofie Sundfjord.

Length: 90 minutes/lesson

Date of lessons: 25-29/09/2023

Aim: To provide a creative and interdisciplinary approach to understanding literature's connection to culture, geography, and personal development. To give the students hands-on experience in research, teamwork, and communication.

The **central theme** of the program was using literature to foster cultural understanding and showcasing Norwegian literary achievements.

Objectives of the Lessons:

1. Understand and appreciate Norwegian culture, geography, and literature through creative projects and presentations.
2. Explore the impact and significance of award-winning Norwegian authors in global and Nordic literary contexts.
3. Develop collaborative research, presentation, and creative skills.
4. Highlight the importance of literature in teaching language, culture, history, and critical thinking.

Challenges faced: No challenges faced with the work for the presentation and the map other than clarifying the size of the map.

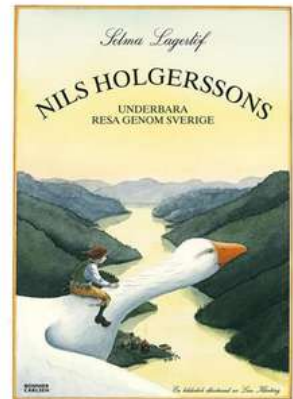


NORWAY

Activities of the Lessons

Lesson 1: Norway in a Goose's Perspective

- **Task Presentation:**
 - Introduce *The Wonderful Adventures of Nils* by Selma Lagerlöf ([link](#)).
 - Explain that the students will create a digital map of Norway inspired by the book, imagining it from a "goose's perspective."
- **Steps:**
 - Group Discussion: Brainstorm and list typical Norwegian elements (e.g., brown cheese, skiing, salmon, bunad, oil, and cultural monuments).
 - Design a Map: Place drawings, symbols, and explanations of these elements on a digital map of Norway.
 - Exhibition Preparation: Prepare a layout combining pictures and text. Print the map for an exhibition in at least A4 size.
- **Outcome:**
 - A printed, annotated map showcasing Norway's geography and culture, ready for an oral presentation.



Lesson 2: Presentation of an Award-Winning Author

- **Task Presentation:**
 - Students will research Norwegian authors who have won significant literary awards and create a PowerPoint presentation.
- **Steps:**
 - Brainstorming Activity:
 - Discuss literary awards such as the Brageprisen, Nordic Council Literature Prize, and Nobel Prize in Literature.
 - Identify notable Norwegian authors who have received these awards.
 - Research and Selection:
 - Focus on Norwegian Nobel Prize winners in literature: Bjørnstjerne Bjørnson (1903), Knut Hamsun (1920), and Sigrid Undset (1928).
 - Highlight Sigrid Undset, emphasizing her historical significance as the first female Norwegian laureate.
 - Presentation Creation:
 - Develop a PowerPoint presentation with both text and visuals.
 - Feedback Session:
 - Share drafts with teachers for suggestions and improvements.
- **Outcome:**
 - A refined presentation on Sigrid Undset and other Nobel laureates, emphasizing their contributions to global literature.

NORWAY

Lesson 3: The Importance of Studying Literature

- **Task Presentation:**
 - Students will explore why literature is vital in education and compile their ideas into a list for discussion and presentation.
- **Steps:**
 - Class Discussion:
 - Reflect on literature's role in personal and academic growth. Key points include:
 - Understanding oneself and the world.
 - Learning language, culture, history, and critical thinking.
 - Developing writing skills, ethical awareness, and emotional intelligence.
 - Finalizing Outputs:
 - Finalize the digital map and PowerPoint presentation.
 - Prepare talking points for the LTTA in Lund, summarizing insights and takeaways.
- **Outcome:**
 - A consolidated understanding of the value of literature, ready for presentation and discussion.

Additional Notes

- Ensure students understand the context and objectives behind each task.
- Clarify map requirements (e.g., size and layout) at the start of the first lesson.
- Encourage student autonomy while providing guidance during brainstorming and research.



TEACHING METHODS

LITERATURE

The lesson plans for the Literature discipline are designed to engage students in a rich exploration of European literary traditions, fostering cross-cultural understanding and appreciation for diverse literary works. These plans aim to develop students' critical thinking, analytical skills, and cultural awareness through innovative teaching methods.

Key teaching methods for the Literature discipline include:

- **Comparative Literary Analysis:** Students explore and compare literary works from different European countries, identifying common themes, styles, and cultural influences.
- **Creative Writing Workshops:** Participants engage in writing exercises inspired by various European literary traditions, encouraging personal expression and cultural reflection.
- **Dramatic Interpretations:** Students perform or create dramatic adaptations of literary works, enhancing their understanding of the text and its cultural context.
- **Digital Storytelling Projects:** Utilizing multimedia tools, students create digital narratives that blend traditional storytelling with modern technology, exploring European themes and values.
- **Literary Circles:** Small group discussions focus on specific European texts, promoting in-depth analysis and peer-to-peer learning.
- **Interdisciplinary Connections:** Literature is linked with history, art, and social studies to provide a comprehensive understanding of the cultural and historical contexts of literary works.

TEACHING METHODS

LITERATURE

- **Author Studies:** Students research and present on significant European authors, exploring their lives, works, and impact on European literature and culture.
- **Translation Exercises:** Participants engage in simple translation activities to understand the nuances of language and the challenges of preserving meaning across different European languages.

These teaching methods aim to make literature more engaging and relevant to students' lives while fostering a sense of European identity and shared cultural heritage. By actively participating in literary analysis and creative projects, students develop crucial communication skills and gain a deeper appreciation for the role of literature in shaping European culture and values.

European Values and Cultural Integration

The literature lesson plans also integrate European values and cultural aspects by exploring how literary works reflect and influence European society, examining the evolution of literary movements across the continent, and discussing the impact of literature on shaping European identity. This approach helps students understand the interconnectedness of European literary traditions and cultural development, fostering a sense of shared cultural heritage while respecting the diversity of national literatures.

LANGUAGES



PREPARATION FOR MOBILITY LANGUAGES

Location: Lithuania

Topic: Languages

Preparation Activities and Responsibilities:

Students:

- Fulfilled tasks and prepared for the actual topic with support from mentors and experts
- Completed presentations and assignments

Teachers:

- Prepared learning and teaching methods in the field of languages developed by Casa do Professor
- Controlled the work plan

Responsible:

- Project coordinators
- Topic leaders
- Mentors
- Students
- Teachers

Date:

- March 2024

Organisational Tasks:

- Arranging travel: airplane or train tickets
- Organizing accommodation and catering
- Providing insurance

Responsible:

- Management teams
- Financial chief

Activities and Responsibilities

Attitude Survey:

- Conducted to assess initial attitudes

Students' Activities:

- Presentations
- Common activities with international teams

Teachers' Activities:

- Applying learning and teaching methods
- Good practice exchange
- Work plan for tasks

Experts from Casa do Professor:

- Documentation of activities; Reporting; Mediation; Control of processes

Evaluation:

- Satisfaction survey to gauge participant satisfaction
- Assessment of students post-mobility

Outcome Sharing:

- Teachers with short-term mobility shared their experiences and promoted good practices

Certification:

- The work of participants in LTTA and the development of teaching/learning competencies were recognized by issuing a Certificate. The Certificate was issued by the respective host institution.

Responsible:

- LT management team
- Students
- Teachers
- Experts in mobility
- Mentors
- Coordinators
- Topic leaders

Date:

- 20-24 May 2024

TASKS OF PARTNER COUNTRIES

1. Each country prepared visual and written materials (presentations, documentaries, biographical notes, music) about "What makes our native language unique and similar to each language of partner countries?"
2. Visual materials were presented by student teams during the meeting. Student teams then identified points of similarity with the languages of the participating countries. These similarities could be in origin, spelling, pronunciation, meaning, lexicon, or the historical origin of words.
3. Each partner country was requested to formulate four questions related to their native language for a knowledge quiz.
4. Teachers prepare learning and teaching methods in field of Languages developed by Casa do Professor

All partner countries were kindly asked to send their completed works via email.

LITHUANIA

PREPARATION FOR LANGUAGES LTTA – DISCIPLINES IN EUROPEAN CONTEXT LITHUANIA

20-24/05/2024

PREPARATION: 1 month

Participants:

Teacher of the Lithuanian language and literature – Danutė Sausdraviėnė - responsible

for the project team and the preparation

Students: Akvilė Pečiulytė Asm23, Nedas Žylė Asm23, Eva Dobrovolskytė Kp23

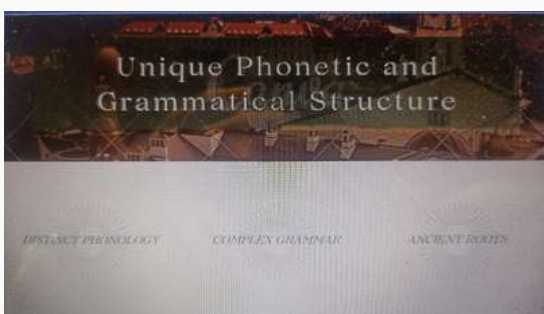
Involved classes: Asm23, Kp23; 30 students

Topic: What makes our native language unique and similar to each language of partner countries?

School: Plunges Technology and Business School, Lithuania.

OBJECTIVES:

- Language is an essential tool for communication. No matter whether it is sound, sign, body or vocal language, if it exists, it must be preserved. Each language is peculiar and unique in history, specific vocabulary, grammar, spelling or pronunciation.
- Native language is the identity of the nation.
- Young people are willing to pervert the language by mixing words or expressions from a foreign language with those of their native language, but it must not replace the native language. Closer acquaintance with other European languages broadens students' knowledge, respect, and attitudes towards different cultures.



LITHUANIA

Tasks:

- Present the peculiarity and uniqueness of your language.
- Try to find points of similarities with the languages of the participating countries in the project.
- Similarities may be in the origin, spelling, pronunciation, meaning, lexicon or historical origin of similar words.
- The presentation can be by PowerPoint, Canva. It can also be a 3-5-minute video or a report.

1st lesson: 17/04/2024

Length: 90 min.

- Debates on the importance of a native language and its preservation.
- Discussion about the uniqueness of the Lithuanian language from various perspectives.

2nd lesson: 22/04/2024

Length: 45 min.

- Brainstorm with the ideas on information to be chosen for the language presentation.

3rd lesson: 24/04-14/05/2024

- Research of the variety of resources.
- Data collection about a native language's peculiarity, uniqueness and similarities with partner countries' languages (2 groups).
- Translation of collected texts into English.
- Preparation of the presentation.
- Presentation of the final work to involved groups of students (by the project representatives).

Challenges Faced: Students found a huge amount of information connected with the assignment, but there are limits to presentation time. After a consultation with the teacher, the problem was solved.



HUNGARY

BACKGROUND OF THE PREPARATION

Tasks:

- Homework assignment:
 - “What makes our native language unique and similar to each language of partner countries?”
 - You will have to present the peculiarity and uniqueness of your language.
 - Then try to find points of similarities with the languages of the participating countries in the project. Similarities may be in the origin, spelling, pronunciation, meaning, lexicon or historical origin of similar words.
 - The presentation can be by PowerPoint, Canva. It can also be a 3-5 minutes video or a report.

PROCEDURE OF THE PREPARATION (1 month)

Participants:

- Teacher: MS Krisztina Sziklai/Boglárka Gerlai German – English Language Teacher – responsible for the project team and the preparation
- Students: Benedek Rudas 10I, Natasha Horváth 10V, Emma Csiki-Szabó 10KR
- Involved classes: 10V,11V,12KKN: 30 students

Languages – PPT needs to be introduced to the classes during English lessons by the delegated students according to planned schedule prior to the meeting in Lithuania.

Dates of lessons: 12/04, 19/04, 03/05, 17/05 of 2024

Length:60 minutes/ lesson

HUNGARY

LESSON 1: 12/04/2024

Objectives:

- Guiding questions
- Why is it important to be aware of other countries' languages and culture?
- Language is a system that people use to communicate or share information. Language includes speaking, writing, and making gestures, or body movements. Early human ancestors began using spoken language several million years ago. Humans began writing about 5,000 years ago. Language made it possible for human societies to develop. There are roughly 7,100 languages spoken across the globe! Some are spoken by millions of people.
- Watching short film: <https://www.youtube.com/watch?v=qYlmFfsyLMo> - How Many Languages Are There?

Activities:

- "How many different languages do you think are spoken across the globe?" - doing research by watching film and using internet.
- "What makes our native language unique and similar to each language of partner countries?" - doing research by using internet.
- Preparing presentations on preassigned topic.
- Student will collect data collected materials will be used to prepare presentations.
- Introduction of the collected materials in English in the involved classes.

Learning Outcomes:

1. Research and understand the origins of another/partner countries languages
2. Identify the advantages of speaking more than one language
3. Recognize the importance of being aware of partner countries' languages and culture.

Challenges Faced: There were no challenges or difficulties during the preparation.

HUNGARY

LESSON 2: 19/04/2024

Objectives:

- Guiding question
- Uniqueness of the Hungarian language.
- Origins of the Hungarian language.
- The Finnish and Estonia languages are the most like the Hungarian. Only 13 million people speak this language.
- The Hungarian ABC has 44 letters. The Hungarian language showcases unique characteristics that make it fascinating to linguists.
- Watching a short film: <https://www.youtube.com/watch?v=ikODMvw76j4> - Hungarian explained - such long words, such an isolated language

Activities:

- Preparing presentations on preassigned topic.
- Student will collect data collected materials will be used to prepare presentations.
- Introduction of the collected materials in English in the involved classes.

Learning Outcomes:

1. Research and understand the origins of Hungarian language
2. Identify the advantages of speaking more than one language
3. Recognize the importance of being aware of the origin of the language

Challenges Faced: There were no challenges or difficulties during the preparation.



Uniqueness of the Hungarian language.

- The Finnish and Estonia languages are the most similiar to the Hungarian.
- Only 13 million people speak this language.
- The Hungarian ABC has 44 letters.
- The Hungarian language showcases unique characteristics that make it fascinating to linguists.

 Disciplines in European context
2023-2024

HUNGARY

LESSON 3: 03/05/2024

Objectives:

- Guiding question
- TONGUE TWISTERS
- Watching short film: <https://www.youtube.com/watch?v=3GKJNP5b0Rs> - WHAT'S THIS HUNGARIAN TONGUE TWISTER?!

Activities:

- Preparing presentations on preassigned topic.
- Student will collect data collected materials will be used to prepare presentations.
- Introduction of the collected materials in English in the involved classes.

Learning Outcomes:

1. Research and understand tongue twisters
2. Identify the advantages of speaking more than one language
3. Recognize the importance of being aware of languages and culture.

Challenges Faced: There were no challenges or difficulties during the preparation.



Disciplines in European context
2022-2025

TONGUE TWISTERS

- SÁRGA BÖGRE, GÖRBE BÖGRE
- MIT SÜTSZ KIS SZŰCS? TÁN SÓS HÚST SÜTSZ KIS SZŰCS?
- NEM LEHET A MÁRTA MÁSÉ, MERT A MÁRTA MÁR TAMÁSÉ.

HUNGARY

LESSON 4: 17/05/2024

Objectives:

- Guiding question
- Similarities in the Hungarian, Lithuanian, Norwegian, Polish, Portuguese and Swedish languages.

Activities:

- Searching for common words on the internet, selecting common meanings of expressions of the partner countries' languages and Hungarian.
- Completing the final version of PPT of Languages of the project.
- Preparing presentations on preassigned topic.
- Student will collect data collected materials will be used to prepare presentations.
- Introduction of the completed PPT in English in the involved classes.

Learning Outcomes:

1. Research and understand the origins of another/partner countries languages
2. Identify the advantages of speaking more than one language
3. Recognize the importance of being aware of partner countries' languages and culture.

Challenges Faced: There were no challenges or difficulties during the preparation.



Disciplines in European context

Hungarian and Polish languages

- Hungarian is spoken by a mere 13 million people, compared with Polish, which has around 40 million native speakers
- Polish and Hungarian belong to two entirely separate language families. Polish is a West Slavic language, Hungarian, however, is a Finno-Ugric language, a member of the Uralic language family.
- Some similar words:

<i>English</i>	<i>Polish</i>	<i>Hungarian</i>
idiot	idiota	idióta
radio	radio	rádió
politics	polityka	politika
technology	technologia	technológia

SWEDEN

PROCEDURE OF THE PREPARATION (8 LESSONS)

Responsibility:

- Teachers Rolf Persson, Thor Sörensen, and Elin Nilsson.

Participants:

- 24 students.

Duration: 8 lessons in Swedish and English before going away with ERASMUS.

Date of lessons: 28/02, 06/03, 13/03, 20/03, 27/03, 10/04, 17/04, 24/04 of 2024

Objectives of the lessons:

- To explore linguistic and cultural similarities and differences among European countries.
- To enhance students' understanding of various language families and their influences on culture and identity.

Central Theme:

Language and Culture in Europe: Understanding how language shapes identity and cultural interactions among European nations.

Challenges Faced: There was no challenges or difficulties during the preparation.

Activities of the lessons:

Week 1:

- Planning our project work and theme “Language”: Introduction to linguistic and cultural similarities and differences in Europe, focusing on the project countries.
- Overview of language families in Europe (Germanic, Slavic, Finno-Ugric, Romance) with a focus on languages spoken in Sweden, Norway, Hungary, Poland, Lithuania, and Portugal.
- Group discussion on how language influences culture and identity, with examples from everyday language.

SWEDEN

Week 2:

- Understanding Language Similarities and Differences: Review similarities and differences between Swedish and Norwegian (spoken and written).
- Discuss Bokmål and Nynorsk as forms of Norwegian.
- Analyze Lithuanian, highlighting grammatical differences and unique linguistic expressions compared to Scandinavian languages.
- Students, in small groups, translate short sentences from Swedish to Norwegian and Lithuanian, focusing on grammar and vocabulary.

Week 3:

- Exploring Language Families: Lecture on the differences between Finno-Ugric languages (Hungarian) and Slavic languages (Polish), highlighting Hungarian's unique grammar and vocabulary.
- Discuss language families and how Hungarian stands out in Europe.
- Group work: Students work with example sentences in Hungarian and Polish, identifying key words and grammatical structures that differ from Swedish.
- Group presentation: Each group presents their observations on how Hungarian and Polish relate to Swedish and Norwegian.

Week 4:

- Investigating Romance Languages: Focus on Portuguese as an example of a Romance language.
- Discuss facts about the Portuguese language and its global spread.
- Compare Portuguese with other studied languages (grammar, vocabulary, cultural influence) and provide a brief historical background.
- Discuss how colonial contacts have shaped the Portuguese language and its influence in global business relations.

Week 5:

- Developing Oral Skills: Preparation for oral presentations, focusing on how different languages influence each other.
- Divide the class into 5 groups, with each group assigned one of the studied countries (Norway, Lithuania, Poland, Portugal, Hungary) to prepare a comparison between that language and Swedish.

SWEDEN

Week 6:

- Group Presentations:
- Groups present their comparisons to the class, emphasizing similarities and differences as well as cultural aspects that influence the language.

Week 7:

- Written Language Exam:
- Students complete tasks covering all the languages studied (Swedish, Norwegian, Hungarian, Polish, Lithuanian, and Portuguese).

Week 8:

- Final Presentations and Visit:
- Plan a visit to a linguistic institution at Lund University.
- Students participate in a language quiz to identify and match phrases from the different languages studied.
- Summary and discussion on how language skills can be useful in future professions.
-

POLAND

PROCEDURE OF THE PREPARATION (1 month – 4 LESSONS)

Participants:

- Teacher: Waldemar Budzisz – responsible for the project team and the preparation.
- Involved classes: III TH, IV TH, IVTG: 30 students

Date of lessons:

LESSON 1: 05/04/2024

LESSON 2: 11/04/2024

LESSON 3: 15/04/2024

LESSON 4: 19/04/2024

Length: 45 minutes/lesson

Objectives of the lessons:

- To explore the uniqueness and similarities of native languages among partner countries, focusing on aspects such as origin, spelling, pronunciation, meaning, lexicon, and historical connections.
- To develop students' understanding of the importance of language and cultural diversity, fostering critical thinking, open-mindedness, and tolerance.
- To enhance communication skills in foreign languages and digital competence through presentations and collaborative work.
- To familiarize students with dialects within the Polish language, their occurrences, and significance.

The **central theme** of the program was LITERATURE AND CULTURAL HERITAGE:

- The central theme of the program is to investigate and present the characteristics of various languages, with a specific focus on Polish dialects and the Kashubian language, while drawing comparisons to the languages of partner countries. This theme emphasizes the appreciation of cultural diversity and linguistic heritage as integral components of students' education.

Activities of the lessons:

- Research and Presentations: Students will conduct research on the uniqueness of their native language and similarities with partner languages, culminating in presentations using tools like PowerPoint or Canva.
- Exploration of Dialects: Lessons include discussions on Polish dialects, their features, and regional variations, alongside exercises to place dialect names on a map of Poland.
- Collaborative Dictionary Creation: Students will work in pairs to compile a mini-dictionary of selected dialects or regional expressions, using various information sources.
- Kashubian Language Studies: Students will research the Kashubian language, its dialects, and typical features, leading to presentations on its similarities with the languages of partner countries.
- Practice and Presentation: Students will practice their English-speaking skills by presenting their findings and prepared materials in front of their peers.

Challenges Faced: There was no challenges or difficulties during the preparation.

POLAND

Lesson 1

Theme:

- The Many Faces of the Polish Language: Dialects and Local Language Variations.

Aim:

- To teach students about the dialects and regional variations that exist within the Polish language.

Objectives:

- To explore literature as an art form that expresses imagination, creative thoughts, feelings, and experiences through writing or verbal communication.
- To recognize that every country has its own unique literary heritage, which has developed over time and contributes to cultural identity.

Activities:

1. Pre-Lesson Preparation:

- Students read about "dialect" and prepare examples from a chosen dialect.

2. Introduction:

- The teacher introduces the topic and objectives, establishing success criteria.

3. Definitions:

- Students create definitions of "dialect" and "regional variation" based on their readings.

4. Discussion:

- A class discussion on the significance and occurrence of dialects in Poland.

5. Map Activity:

- Students label dialects on a map of Poland.

6. Reading Activity:

- Students read Jan Miodek's column on homonyms and extract examples.

7. Pair Work:

- In pairs, students create a mini-dictionary of their chosen dialect using various resources.

8. Presentation:

- Pairs present their mini-dictionaries, which can be shared digitally.

POLAND

Core Curriculum:

I. Literary and Cultural Education

- Receipt of Cultural Texts: Students will read non-literary cultural texts using the appropriate codes in a given field of art.

II. Language Education

- Differentiation of Language:
 - Students will recognize different types of stylization (archaization, dialectization, colloquialization, environmental stylization, biblical, mythological, etc.) and define their functions in the text.
- Language Communication and Language Culture:
 - Students will define the functions of language:
 - Cognitive (categorizing the world)
 - Communication (adapting language to the communication situation)
 - Social (building a regional, environmental, and national community).
 - Students will use different varieties of Polish depending on the communication situation.

Learning Outcomes: Students will be able to:

- Discuss the internal diversification of the Polish language.
- Explain the differences between dialects and regional variations.
- Identify the areas where specific dialects occur.

Methods/Techniques:

- Expository
- Talk
- Activating
- Discussion
- Programmed
- Computer-based
- E-textbook
- Practical exercises

Forms of Work:

- Individual activities
- Pair activities
- Group activities
- Collective activities

POLAND

Lesson 2

Theme:

- The theme of Lesson 2 revolves around understanding and exploring dialects and regional language variations in Poland.

Aim:

- To deepen students' knowledge of dialects, fostering appreciation for linguistic diversity and enhancing their language skills.

Objectives:

- Understanding Dialects: Students will learn the definitions of "dialect" and "regional variation."
- Research Skills: Students will research and present examples of dialects from different regions.
- Collaboration: Students will work together to create a mini-dictionary of dialects.

Activities:

1. Pre-Lesson Reading: Students research dialect definitions and prepare examples from a selected region.
2. Discussion: Class conversation about dialects and their significance, referencing local experiences.
3. Map Activity: Label dialects on a map of Poland based on prior research.
4. Reading Activity: Read and analyze Jan Miodek's column on Silesian homonyms, extracting examples and meanings.
5. Pair Work: Pairs create a mini-dictionary of their chosen dialects and present their findings to the class.

POLAND

Preparation:

1. Pre-Lesson Reading:

- Students research the definitions of "dialect" and prepare examples of words, expressions, or dialect sentences from a chosen region.

Introduction:

1. Lesson Overview:

- The teacher introduces the topic and objectives, collaborating with students to establish success criteria.

2. Definition Activity:

- Students create definitions of "dialect" and "regional variation" based on their pre-class preparation.

Lesson Implementation:

1. Class Discussion: Engage in a conversation about dialects, their significance, and occurrence in local areas, referencing student experiences.

2. Map Activity: Students identify and label dialects on a map of Poland based on their previous research.

3. Reading Activity: Read Jan Miodek's column on Silesian and nationwide homonyms. Students extract examples from the text and note their meanings.

4. Pair Work:

- Students pair up based on the dialect examples they brought. Each pair creates a mini-dictionary of their chosen dialect using various resources, including the internet.
- After completion, pairs present their dictionaries to the class. The compiled dictionaries can be stored on a class disk or uploaded to the school's website.

POLAND

Lesson 3

Theme:

- Exploring the Kashubian language, its dialects, and its cultural significance, while comparing it to the languages of partner countries.

Aim:

- To foster an understanding of the importance of language and cultural diversity, preparing students for effective communication in a multicultural society.

Objectives:

- Understand the significance of languages and cultural identities.
- Develop critical thinking, open-mindedness, and tolerance.
- Recognize the value of cultural diversity and enhance the ability to communicate across cultures.

Activities:

1. Research: Students will conduct research in libraries and online about the Kashubian language, focusing on:
 - a. Its origin.
 - b. The various dialects (northern, southern, central, and literary Kashubian).
 - c. Typical vowels and features of Kashubian palatalization.

Lesson 4

Theme:

- Understanding the Kashubian language within a broader context of cultural diversity and communication among different languages.

Aim:

- To equip students with the skills and knowledge necessary for effective communication and appreciation of cultural diversity.

Objectives:

- Understand the importance of languages and the cultures they represent.
- Develop critical thinking, open-mindedness, and tolerance towards different cultures.
- Prepare students for effective communication in a multicultural society.

Activities:

- Presentation Preparation:
 - Students will utilize the knowledge and materials acquired from previous lessons (1 and 2) to prepare a presentation about the Kashubian language.
 - They will focus on the similarities between Kashubian and the languages of project partners.
- Practice Presentation:
 - Students will practice presenting their work in English, enhancing their language skills and confidence in public speaking.

POLAND

Core Curriculum:

I. Literary and Cultural Education

- Receipt of Cultural Texts: Students will read non-literary cultural texts using the appropriate codes in a given field of art.

II. Language Education

- Differentiation of Language:
 - Students will recognize different types of stylization (archaization, dialectization, colloquialization, environmental stylization, biblical, mythological, etc.) and define their functions in the text.
- Language Communication and Language Culture:
 - Students will define the functions of language:
 - Cognitive (categorizing the world)
 - Communication (adapting language to the communication situation)
 - Social (building a regional, environmental, and national community).
 - Students will use different varieties of Polish depending on the communication situation.

Learning Outcomes: Students will be able to:

- Discuss the internal diversification of the Polish language.
- Explain the differences between dialects and regional variations.
- Identify the areas where specific dialects occur.

Methods/Techniques:

- Expository
- Talk
- Activating
- Discussion
- Programmed
- Computer-based
- E-textbook
- Practical exercises

Forms of Work:

- Individual activities
- Pair activities
- Group activities
- Collective activities

POLAND

Lesson 1

Theme:

- The Many Faces of the Polish Language: Dialects and Local Language Variations.

Aim:

- To teach students about the dialects and regional variations that exist within the Polish language.

Objectives:

- To explore literature as an art form that expresses imagination, creative thoughts, feelings, and experiences through writing or verbal communication.
- To recognize that every country has its own unique literary heritage, which has developed over time and contributes to cultural identity.

Activities:

1. Pre-Lesson Preparation:

- Students read about "dialect" and prepare examples from a chosen dialect.

2. Introduction:

- The teacher introduces the topic and objectives, establishing success criteria.

3. Definitions:

- Students create definitions of "dialect" and "regional variation" based on their readings.

4. Discussion:

- A class discussion on the significance and occurrence of dialects in Poland.

5. Map Activity:

- Students label dialects on a map of Poland.

6. Reading Activity:

- Students read Jan Miodek's column on homonyms and extract examples.

7. Pair Work:

- In pairs, students create a mini-dictionary of their chosen dialect using various resources.

8. Presentation:

- Pairs present their mini-dictionaries, which can be shared digitally.

POLAND

Core Curriculum:

I. Literary and Cultural Education

- Receipt of Cultural Texts: Students will read non-literary cultural texts using the appropriate codes in a given field of art.

II. Language Education

- Differentiation of Language:
 - Students will recognize different types of stylization (archaization, dialectization, colloquialization, environmental stylization, biblical, mythological, etc.) and define their functions in the text.
- Language Communication and Language Culture:
 - Students will define the functions of language:
 - Cognitive (categorizing the world)
 - Communication (adapting language to the communication situation)
 - Social (building a regional, environmental, and national community).
 - Students will use different varieties of Polish depending on the communication situation.

Learning Outcomes: Students will be able to:

- Discuss the internal diversification of the Polish language.
- Explain the differences between dialects and regional variations.
- Identify the areas where specific dialects occur.

Methods/Techniques:

- Expository
- Talk
- Activating
- Discussion
- Programmed
- Computer-based
- E-textbook
- Practical exercises

Forms of Work:

- Individual activities
- Pair activities
- Group activities
- Collective activities

NORWAY

PROCEDURE OF THE PREPARATION (3 lessons)

Participants:

- Teachers: Eva Anita Immislund and Sidsel Margrethe Strømnes (Norwegian and German Teachers).
- Students: Matias Mofre Bjerkheim, Babar Kahn, and William Parkes Aas, alongside their class of 30 students.

Date of lessons: 20-24/05/2024

Length: 60 minutes/lesson

Aim of the lesson:

- To explore and understand linguistic diversity and cultural identity by examining unique features and similarities between the Norwegian language and partner countries' languages, fostering collaboration, critical thinking, and mutual respect.

The **central theme** of the program was exploring the uniqueness and similarities of native languages.

Objectives of the Lessons:

1. Foster an understanding of linguistic diversity and similarities among partner countries' languages.
2. Explore the unique features and cultural significance of the Norwegian language compared to other languages (Polish, Portuguese, Swedish, Hungarian, and Lithuanian).
3. Develop research and collaborative presentation skills.
4. Highlight the role of language in shaping cultural identity and promoting mutual understanding.

Challenges faced: There were no challenges or difficulties during the preparation.

NORWAY

Activities of the Lessons

1st Lesson: Introduction and Research Setup

- **Introduction** (10 minutes):
 - Present the objectives of the lesson:
 - Understand linguistic diversity.
 - Explore unique features of Norwegian and partner countries' languages.
 - Briefly discuss the importance of language in shaping identity and culture.
- **Warm-Up Activity** (10 minutes):
 - Play audio clips of common phrases ("Hello," "Thank you," "Goodbye") in Norwegian, Polish, Portuguese, Swedish, Hungarian, and Lithuanian.
 - Students guess which language is being spoken and discuss their reasoning.
- **Norwegian Language Overview** (15 minutes):
 - Teacher-led presentation covering:
 - History, phonetics, grammar, and vocabulary.
 - Unique features (e.g., pitch accents, Bokmål vs. Nynorsk).
 - Cultural significance of the Norwegian language.
- **Research Setup** (25 minutes):
 - Divide the class into small groups, each assigned a partner country's language.
 - Introduce research categories for comparison:
 - Language family.
 - Alphabet.
 - Grammar (e.g., syntax, verb conjugation).
- Unique linguistic features.
 - Groups begin collecting facts using provided resources.

2nd Lesson: Group Collaboration and Presentation Preparation

- **Group Activity** (30 minutes):
 - Groups consolidate their research and analyze similarities/differences with Norwegian.
 - Each group creates a visual summary (e.g., charts, tables, or diagrams) of:
 - Shared and distinct linguistic traits.
 - Examples of common vocabulary or grammar rules.
- **Class Presentations** (20 minutes):
 - Groups present findings to the class using visuals.
 - Focus on answering questions like:
 - What are the most striking similarities and differences?
 - How do these languages reflect the cultures they represent?

NORWAY

- **Reflection and Discussion** (10 minutes):
 - Facilitate a discussion on:
 - The role of language in shaping cultural identity.
 - How linguistic diversity promotes mutual understanding and respect.

3rd Lesson: Synthesis and Finalization

- **Final Discussion** (15 minutes):
 - Summarize key discoveries from group presentations.
 - Students share personal reflections on what they learned about linguistic diversity.
- **PowerPoint Creation** (35 minutes):
 - The three students participating in the LTTA collaborate with the teachers to:
 - Synthesize the research and presentations into a cohesive PowerPoint.
 - Highlight the most interesting comparisons and cultural insights.
- **Review** (10 minutes):
 - Teachers and students review the final presentation to ensure accuracy and clarity.

Enhancements and Engagement Strategies

- **Visual Aids and Materials:**
 - Use maps, language family trees, and audio-visual examples to support research and presentations.
- **Interactive Elements:**
 - Include quick quizzes or polls during the warm-up to increase engagement.
 - Encourage groups to include interactive elements in their presentations, such as sample words or short dialogues.
- **Cross-Cultural Reflection:**
 - Add a segment where students identify how understanding other languages might help in real-world intercultural situations.

TEACHING METHODS

LANGUAGES

The lesson plans for the Languages discipline are designed to promote language learning through immersive and interactive experiences, fostering cross-cultural communication and understanding within a European context. These plans aim to develop students' linguistic skills while also enhancing their cultural awareness and appreciation for linguistic diversity in Europe.

Key teaching methods for the Languages discipline include:

- **Immersive Language Learning:** Students are exposed to authentic language environments through activities that simulate real-life situations, encouraging natural language acquisition.
- **Cross-cultural Communication Activities:** Participants engage in dialogues and discussions with peers from different European countries, promoting practical language use and cultural exchange.
- **Multimedia Language Practice:** Utilizing digital tools and resources for language learning, including audio-visual materials, language learning apps, and online platforms to enhance listening and speaking skills.
- **Peer-to-peer Language Exchange:** Students work in pairs or small groups to practice language skills, fostering collaborative learning and mutual support.
- **Project-based Learning:** Students undertake projects that require them to use the target language in meaningful contexts, such as creating presentations or conducting interviews on European themes.
- **Interactive Language Games:** Incorporating educational games and gamification elements to make language learning more engaging and enjoyable.

TEACHING METHODS

LANGUAGES

- **Cultural Context Integration:** Language lessons are linked with cultural studies, history, and literature to provide a comprehensive understanding of the language within its cultural context.
- **Language Performance Activities:** Students participate in role-plays, skits, or presentations in the target language, enhancing their confidence and fluency.

These teaching methods aim to make language learning more dynamic and relevant to students' lives while fostering a sense of European identity and shared linguistic heritage. By actively participating in diverse language activities, students develop crucial communication skills and gain a deeper appreciation for the role of languages in European culture and society.

European Values and Cultural Integration

The language lesson plans also integrate European values and cultural aspects by exploring how languages reflect and influence European society, examining the evolution of languages across the continent, and discussing the impact of multilingualism on European identity. This approach helps students understand the interconnectedness of European languages and cultural development, fostering a sense of shared linguistic heritage while respecting the diversity of national languages and dialects.

CONCLUSION

The DEC - Disciplines in European Context project has successfully fostered innovative teaching strategies and collaborative learning across five distinct disciplines: Art, History, Sciences, Literature, and Languages. Through the implementation of the lesson plans detailed in this handbook, the project has not only enhanced educational practices but also promoted a deeper understanding of European values and cultural heritage among students and teachers alike.

Throughout the project's timeline, participants engaged in various Learning, Teaching, and Training Activities (LTTAs) that provided hands-on experiences and opportunities for cross-cultural exchange. These activities were instrumental in developing students' critical thinking, creativity, and communication skills while fostering a sense of European identity. The collaborative nature of the project allowed educators to share best practices and innovative teaching methods, enriching the educational landscape across partner institutions.

As we conclude this handbook, it is essential to recognize the long-term impact of the DEC project. The experiences gained through this initiative will contribute to the ongoing development of educational institutions, enhancing their capacity to prepare students for an increasingly interconnected world. By instilling a sense of empathy and respect for diverse cultures, the project aims to cultivate responsible European citizens who are equipped to engage actively in their communities. The lessons learned and practices shared through this handbook will serve as a valuable resource for educators seeking to implement similar initiatives in their own contexts, ensuring that the spirit of collaboration and cultural understanding continues to thrive in European education.

**EXPLORE OUR WEBSITE FOR MORE
INFORMATION**

www.dec.casadoprofessor.pt