

# Let's teach Europe

## First Year

### 1. Staff meeting in Molde

*Monday 24<sup>th</sup> to Friday 28<sup>th</sup> September 2018*

- Discussion about the detailed structure of the student activities throughout the year, the research activities and preparation that students have to undertake for the Student mobility meeting.

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- Preparation of the topics to be treated by students during the year to come. According to the application form, it should be sexuality, personal development, gender politics and related issues. These topics normally will cover interpersonal relationships in different cultures and religions, including the importance of family (honour), the role of women, traditional marriages, arranged marriages, genital mutilation, sexual orientation, gender identity etc.

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- According to the application form, a syllabus about how to gain cultural awareness should be carried out as well as a selection of the best documents (digital and non-digital) produced during the project years should be published (at least as e-book) in English and the different languages of the participating countries (German, French, Dutch and Italian), and made thus available to a wider public.

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- Setting out of responsibilities and deadlines.

Responsibilities

Halle/Westfalen

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Wiltz

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Sciaccia

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Leeuwarden

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Molde

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- Workshop *"Cross Cultural Communication"*.
- Seminar *"Challenges of teaching Norwegian to refugees"* by the Molde Center for Norwegian as Foreign Language Center.

## **2. Period between Molde and Sciacca**

*October 2018 to March 2019*

- According to the application form, the students should prepare and work on the decided topics
  - by using their peers to gain insight into their cultural norms and values, via questionnaires, surveys and/or social interaction as, for example, a sleepover at a friend's house,
  - by polling their peers to discover that European norms and values are critical to a successful integration into European society,
  - by setting up a contest within their classmates to further develop the best material and/or invite other classmates to help elaborate additional documentation (digital and/or non-digital) about European values.

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- Creation of a web site and use of social media. According to the application form, a web site should be created by the project group, helping to disseminate the different products realized during the project years. Social media instruments should also regularly be used to disseminate the ideas and the products of the project.

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- Work to be done for the meeting in Sciacca and division of tasks. This division of tasks should not prevent students from working beyond the minimum required.

Halle/Westfalen

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Wiltz

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Sciacca

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### **3. Bilateral meeting in Leeuwarden**

*November/December 2018*

- Students are supposed to stay with a student from the hosting country to discover the way of life in another country with all its subtleties.
- Students should work together on the project objectives by addressing the topics of the first year. They are supposed to discuss and create program ‘working’ material for the transnational meeting that will focus on the specific aspects of the first year’s themes.
- The students should discuss the theme of LHBTI issues, with the help of the COC Leeuwarden, an organization dedicated to promoting the understanding and rights of LHBTI people, both in the Netherlands and internationally. The students should undergo a workshop held by the COC branch in Leeuwarden and discuss the attitudes in both countries towards these issues. They need to look at these issues from the European perspective and determine how to help foster understanding for these issues among immigrants to Europe.
- The students are supposed to visit Vluchtelingenwerk Leeuwarden, the organization that helps to integrate immigrants into the Netherlands and explore how this organization deals with and addresses such issues in their work with (new) immigrants.

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#### 4. Student meeting in Sciacca

March 2019

- The conclusions of the bilateral meeting are exposed by the Dutch and Italian students.
- Students compare their experiences with their own cultural awareness and discuss the European values they think should be promoted and taught.
- The material that students have developed will be assessed and the best of them – national particularities included - will be chosen for the final selection to be promoted, handed out and possibly published.
- Students will develop and produce new material that reflects the shared values of all five participating schools. These material can take different forms like worksheets, collaborative games, simulation games, role plays, maps, videos, podcasts, art work, a.s.o.
- Public presentation or not of the developed materials?

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## 5. Period after Sciacca to summer holidays

March to July 2019

- Upon their return home, students are supposed to act as “national European ambassadors” and promote, among immigrant groups, school classes and other interested stakeholders in their own region and/or country, the material they have developed. Thereby, they will help to create a network to publish the working material on a broad level.

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- An evaluation by questionnaire of both teachers and students will take place after each activity to continue to improve efficiency and effectivity of the project activities.
- The working documents in form of worksheets, collaborative games, simulation games, role plays, maps, videos, podcasts, art work, a.s.o. are supposed to be tested in classes with young students that are considered as target groups by the project. Specific improvements can then be made to enhance the various working tools and this in close collaboration with the external partner chosen at the beginning of the project. An assessment by questionnaire is supposed to be completed by the youngsters of the target groups, one questionnaire before the teaching period, another one at the end of the teaching period. The analysis of these questionnaires should provide the project group with important information about the quality and the pertinence of the offered materials and should help the group to strengthen the elaborated pedagogical documentation.

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## Second Year

### **1. Staff meeting in Halle/Westfalen**

*October 2019*

- The coordinating teachers meet in Halle/Westfalen to discuss the detailed structure of the student activities throughout the second year as well as the research activities and preparation that students have to undertake for the Student mobility meeting in Leeuwarden.

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- The participating teachers, together with the national external partner and possibly other specialists, prepare the topics to be treated by the students during the year to come. According to the application form, it should be the themes of religion, tolerance, freedom (personal, political, religious, social freedom, freedom of speech) and democracy.

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- Finalization of the documentation developed the previous year in order to be able to submit it for evaluation by the external partners of the project in each country.

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- Responsibilities are set out among the coordinating teachers and schools for the Student mobility meeting. Deadlines are set.
- Teachers participate to an education measure training activity *“Teaching Methods with Apps and smart gadgets - teacher training for digital learning”*.
- Participation to a seminar about „Europe in schools“ by the Kreis Gütersloh and Europe Direct.

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## 2. Period between Halle/Westfalen and Leeuwarden

*October 2019 to March 2020*

- As the students, normally, are not being the same as the year before, they should, before the meeting, prepare the latter
  - by using their peers to gain insight into their cultural norms and values, via questionnaires, surveys and/or social interaction as, for example, a sleepover at a friend's house,
  - by polling their peers to discover that European norms and values are critical to a successful integration into European society,
  - by setting up a contest within their classmates to develop the best material and/or invite other classmates to help elaborate a documentation (digital and/or non-digital) about European values.
  
- What work has to be done for the meeting in Leeuwarden and what school will do what part of the work? This division of tasks should not prevent students from working beyond the minimum required.

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## 3. Bilateral meeting in Sciacca

*November/December 2019*

- Students are supposed to stay with a student from the hosting country.
  
- Students are supposed to work on the project objectives by addressing the topics of the second year. They discuss and create program 'working' material for the transnational meeting.
  
- In order to help Dutch students understand the trauma of what refugees experience in their flight from danger, they are supposed to visit an organization that deals with first-line help for refugees who enter Italy on the island of Sicily.

- The Dutch students are supposed to learn from their Italian peers the meaning of religion in the Italian culture and lifestyle and look at the role that the Roman Catholic religion and faith takes and has taken in everyday Italian life. They are supposed to discuss with the Italian students how the Roman Catholic Church influences their lives and the extent to which religion affects their understanding of European values and compare this to the values which Dutch students bring to the table. They should look at how religion has helped to enrich Italian life, art and architecture and can reflect on how religion has influenced the values that the Dutch students hold, the so-called Calvinist tradition, however subconsciously.
- Students prepare the discussion to take place in the student meeting and begin to work on teaching materials for the decided topics.

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#### **4. Student meeting in Leeuwarden**

*March 2020*

- Students are supposed to compare their experiences with their own cultural awareness and discuss the European values they think should be promoted and taught.
- The conclusions of the bilateral meeting will be exposed by the Italian and Dutch students.
- The material that students have developed will be assessed and the best of them – national particularities included - will be chosen for the final selection to be promoted, handed out and possibly published.
- Students are supposed to develop and produce new material that reflects the shared values of all five participating schools. These material can take different forms like worksheets, collaborative games, simulation games, role plays, maps, videos, podcasts, art work, a.s.o.

## 5. Period after Leeuwarden to meeting Wiltz

*March to May/June 2020*

- Students are supposed to act as “national European ambassadors” and promote, among immigrant groups, school classes and other interested stakeholders in their own region and/or country, the material they have developed. Thereby, they will help to create a network to publish the working material on a broad level.
- An evaluation by questionnaire of both teachers and students will take place after each activity to continue to improve efficiency and effectivity of the project activities.
- The working documents in form of worksheets, collaborative games, simulation games, role plays, maps, videos, podcasts, art work, a.s.o. are supposed to be tested in classes with young students that are considered as target groups by the project. Specific improvements could then be made to enhance the various working tools and this in close collaboration with the external partner chosen at the beginning of the project. An assessment by questionnaire is supposed to be completed by the youngsters of the target groups, one questionnaire before the teaching period, another one at the end of the teaching period. The analysis of these questionnaires should provide the project group with important information about the quality and the pertinence of the offered materials and help the group to strengthen the elaborated pedagogical documentation.

## 6. Evaluation meeting in Wiltz

*May/June 2020*

- Participating teachers to the project as well as members of the head of school of all participating partners develop a strategy that allows the results of the project to be sustained and disseminated to the widest possible audience. Therefore, they will develop, in collaboration with the Luxembourg centre for political education and the Ministry of Education, a series of training courses preparing teachers interested in working efficiently with the teaching materials developed during the project.

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- Public presentation of the final results:
  - presentation of the project documentation by the students from LN Wiltz (and eventually students from the partner schools)
  - presentation of the specific training courses for teachers by staff members

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7. **After evaluation meeting in Wiltz**  
*May/June to December 2020/July 2021*

- The training courses for teachers interested in working efficiently with the elaborated material is supposed to be published. This strategy should allow the results of the project to be sustained and disseminated to the widest possible audience. The contents of the elaborated training courses are supposed to be translated in at least four languages (English, German, French and Italian), so that the benefits of the training courses can be used in all participating countries and beyond.

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- As the pedagogical material is supposed to be disseminated to other schools and institutions, an evaluation has to be organized in these schools and institutions towards the end of the first year following the completion of the European project. Based on this assessment, further improvements could be realized under the supervision of the chosen external partners/consultants.

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- The participating organizations are supposed to seek the support of the national/regional/local authorities to encourage and support them in their efforts to create a permanent intervention group of young students in order to continue the tradition of the “national European ambassador” in the field of culture awareness and the promotion of the fundamental European values.

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- The whole documentation should be made available on the “Open educational resources” network. In collaboration with the external partners to the project, the possibility of a paperback publication at national/regional/local level may be considered.

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