ANIȘOARA AYDIN

NO PLACE OR HATE

DIVERSITY CLUB

ACTIVITIES

– A GUIDE FOR GOOD PRACTICE –

PROJECT TEAM

Mrs. Jasminka Belščak, teacher, Osnovna skola Petrijanec, CROATIA

Mrs. Monika Dryjańska, Szkola Podstawowa nr 7 w Ostrowie Wielkopolskim, POLAND

Mr. Sérgio Coelho, teacher, Agrupamento de Escolas Alexandre Herculano, SANTAREM, PORTUGAL

Mrs. Manuela Farinha, teacher, Agrupamento de Escolas Alexandre Herculano, SANTAREM, PORTUGAL

Mrs. Yesimin Unalp, teacher, 23 NISAN ORTAOKULU, KECIOREN, ANKARA, TURKEY

Mrs. Emma Depper, teacher, Alec Hunter Academy, BRAINTREE, UK

Mrs. Carola Ruth, teacher, Alec Hunter Academy, BRAINTREE, UK

and

ROMANIA, Project coordinator

ȘCOALA GIMNAZIALĂ NR.1, BRĂNEȘTI, ILFOV

Mrs. Nicoleta Tone, Headmistress

Mrs. Anisoara Aydin, teacher, coordinator

Mrs. Tatiana Badea, teacher

Mrs. Simina-Gabriela Zega, teacher

Mrs. Andreea-Florentina Mărunţelu, teacher

Mrs. Cristiana Gheorghiţă, teacher

Mrs. Roxana Geambaşu, teacher

Mrs. Iustina-Daniela Ilie, teacher

Mrs. Sabina-Nina Steopoae, teacher

Mrs. Elena Teodora Nuţu, teacher

Mr. Angel-Ionuţ Tăsloveanu, teacher

CONTENT

PROJECT'S SUMMARY

We named our project as '' No Place For Hate '', which we think is the remedy for all people. We know that international dialogue, peace, tolerance are necessary virtues to solve many troubles that we encounter. To see differences as a source of richness prevents the extinction of other cultures in such a global world.

As teachers we observed the students for a long time and found out that the students do not know much about their own cultures and they have no idea about the cultures of other European countries. We met in e-Twinning and launched an e-Twinning project. Then we wanted to transform it into an Erasmus+ project to reach wider school groups and the communities.

One of the main aims of the project is to raise the students' awareness towards other cultures, encourage students to learn different foreign languages, stimulate all the partners to make use of the ICT tools of communication, so as to improve their competence in this area. A more intensive European cooperation will be achieved by getting to know each partner and learning about each other's culture.

Another main aim of our project is to make the students with disadvantaged backgrounds feel proud of themselves. They will take part in the national activities, sports, festivals and workshops actively.

The project will help the partners to develop multicultural understanding and awareness of the other communities. By sharing experiences together during the project meetings and participating to different activities teachers and students will have the chance to get involved in different, interesting and enjoyable opportunity to spend time with their European partners.

A high appreciation of the role of students and teaching staff will be increased by the local and regional communities within the European Community.

All our activities are student oriented and focuses mainly on student involvement. They can be accomplished with their participation from various backgrounds and equal number of genders. As partners, we believe that the project activities will be fully integrated into each institution's curriculum through daily lessons and thematic projects.

Our project includes many activities about art, music, dance, food, lifestyles and sports. By covering different fields we intend to highlight the cultural items and cultural differences. This is necessary both for those who should learn their own culture and who should compare their culture with others as well.

There will be six schools from six different European countries in the project. Scoala Gimnaziala Nr.1 Branesti is the coordinator. UK, Turkey, Portugal, Croatia and Poland are the partner countries.

The results can be summarized as follows: A presentation about each country will be created by partners. Students in each country will make three dimensional models about their historical places and they will exhibit them. They will also create a jingle of the project that will be presented during its development. Also the symbol of the project will be designed by students. The best symbol will be chosen and picturised on magnets. Other results we expect are a project corner, painting contest, essay contest, t-shirt designing contest about cultural diversity, audio-visual daily multi-language dictionary (pupils will study and vocalize other countries' daily expressions and we record the audios during the student exchange event in Romania then combine all of them in an online dictionary) ,European dictionary, cultural game created with Scratch coding (Polish students will teach other students during the student exchange in UK, newspapers to be created by students at the end of

each year, teaching the national sports, traditional food and folk dance of all the partner countries to the students of other schools.

Each school will establish a **Diversity Club**. Students meet every week and discuss issues of diversity and design activities to introduce various culture groups within the school. Students will embrace and celebrate their similarities and differences while fighting against bullying via the school's diversity club. The club consists of students who want to spread cultural acceptance through their school and community.

We will share the outputs such as presentations, leaflets, audio-visual daily language dictionary and different contests etc. on TwinSpace, on the project website and YouTube. Therefore we will make access possible for everyone who wants to see the concrete results of the project and learn about it. They will be available for all the people around the world after the project finishes.

(Definition of "diversity" from the **Cambridge Advanced Learner's Dictionary & Thesaurus** © Cambridge University Press)

https://dictionary.cambridge.org/dictionary/english/diversity

diversity
noun [S or U] uk /daɪˈvɜː.sə.ti/ us /dɪˈvɝː.sə.t̬i/

- C1 the fact of many different types of things or people being included in something; a range of different things or people:
Does television adequately reflect the ethnic and cultural diversity of the country?

- the fact that there are many different ideas or opinions about something:
There is a wide diversity of opinion on the question of unilateral disarmament.
She teaches the students to have respect for different races and appreciate the diversity of other cultures.
Science shows the unity, art shows the diversity of the riddle which we call the world.

diversified
diversify
diversifying
diversion
diversity
divert
divert sb from sth
diverted
diverticulitis

CHAPTER I

INNOVATIVE ACTIVITIES AND LEARNING METHODS

KNOWING ME, KNOWING YOU

– Multicultural education activity –

Goal: Raised awareness of stereotyping and prejudice. Know more about EU countries.

Materials: Papers A3 format, pens, colours

Time: 50 minutes

Age: All

Number of pupils: All

	Activity
Preparation: Yes • On a paper A3, format draw the contours of 5-6 countries, according to the nationalities of the pupils participating in this learning activity. You need 2 papers for each country. One to be given to the pupils from the other countries, and one kept to be used by themselves. • Write the name of the country on each paper. • Play some soft music representing known songs of each country.	**Step 1- 15 minutes**: All pupils walk around and write on the papers what they know or think they know about each country, except their own. **Step 2- 10 minutes**: Each pupil writes on paper containing his/her country what they know about it. **Step 3-10 minutes**: By turn, each group of pupils from the same country show the 2 papers (how others see their country and how they see their own country) and compare. They highlight the common perceptions as well as different ideas. They also tell about the things they wrote themselves. **Step 4- 14 minutes**: Q&A session You can let the pupils explain in their own language. If needed, the leader of each country can translate. **Step 5-1 minute**: The teacher formulates the conclusions and morals of the whole activity.

DEBATE ON GENDER EQUALITY

Aims of the activity:

- Raising awareness on gender equality

- Improving cooperation skills

- Improving presentation skills

- Improving debating skills

Description:

For one of our activities in the Diversity club, we invited a group of representatives of CISV Romania, an international organization whose goal is to build global friendship. After the initial talk, they split the students into groups and gave them a set of handouts with information on global gender issues. The students read them carefully, then each group held a presentation on their given issue. After that, there was a debate on the subject.

CULTURAL DIVERSITY FORUM- LIVING LIBRARY

Aim of the activity:

- Raising awareness about diversity and social inclusion

Description:

Accompanied by a teacher, the students took part in a complex event, the Cultural Diversity Forum. Here, they had the chance to visit a "living library", where each book was in fact a real person, an immigrant, with an impressive story to tell. The students got to browse through a catalogue with a short description of each story and choose a book. After that, they had 20 minutes to listen to the "living book" and ask questions at the end.

CULTURAL DIVERSITY FORUM- AROUND THE WORLD
CULINARY WORKSHOP

Aim of the activity:

- Raising awareness about diversity and social inclusion by exploring foreign traditions

Description:

Accompanied by a teacher, the students took part in a complex event, the Cultural Diversity Forum. One of the activities was a culinary workshop where representatives of different cultural groups prepared a traditional dish, talked about the recipe, the flavours, and the spices and about different aspects of their culture.

MUSIC BY BELLS AND BOOMWAKERS

Goal: Social inclusion by playing with bells and boomwaker (teamwork, atention, waiting for their turn, relaxing)

Materials: music bells, boowakers, laptop, internet, projector

Time: 50 minutes

Age: All

Number of pupils: All

Preparation: Yes

• Teacher select only the bells and boomwakers which are used in the songs (after selecting carefully the songs - from international music), and give them to the students.

•Ensure the exchange bells between pupils is fair, every student to have another bell or boomwakers.

Activity

Step 1- 10 minutes: All pupils receive bells and boomwakers from teacher and understand what tune they should play, and watch the projector.

Step 2- 15 minutes: students play with bells and boomwakersmaking tunes and songs from international music shown on the projector (1-2 easy songs).

Step 3-15 minutes: pupils exchange bells and boomwakers with their mates and play the same songs.

Step 4- 8 minutes: teacher will ask the pupils about their feelings, and mood after playing. Students answer by only one word about their mood. (ex: happy, entusiasthic, teamwork etc.)

Step 5-2 minute: The teacher formulates the conclusions and morals of the whole activity.

SMILING FACES WITH FRIENDLY MESSAGES

– Multicultural educational activity –

Goal: Developed empathy.

Materials: Papers A4 format, pens, scissors, glue, colours

Time: 45 minutes

Age: All

Number of pupils: All

	Activity
  Preparation: Yes - give students materials - prepare motivation video for projection Result (example): https://www.youtube.com/watch?v=AgRX8uno9wA	**Step 1- 3 minutes**: Watch cartoon for motivation on: https://www.youtube.com/watch?v=_iSM8QiaKVc **Step 2- 12 minutes**: Talk about Frank's feelings. Discuss with the students whether they sometimes feel that way. Talk about emotions, good and bad. **Step 3-10 minutes**: On a paper A4 format draw two circles, side by side. Cut circles and draw a happy face. **Step 4- 5 minutes**: Students will write one positive message on the back of smiley face. **Step 5-10 minutes**: During the lunch break, students will walk around the school and give a smiley face to two other students. They need to observe the facial expressions. **Step 6-5 minutes**: Together students will come to their conclusions how positive messaging effects people's feelings.

HAPPY SOCKS

– Multicultural education activity –

Goals: Raised awareness of diversity. Raised empathy. Accept one another. Increased emotional intelligence.

Materials: socks of various colours and patterns

Time: 50 minutes

Age: All

Number of pupils: All

Preparation: Yes

• Ask pupils from the whole school to wear in a certain day their most happy/ coloured socks they have.

Activity

Step 1- 10 minutes: Brainstorming about diversity of people.

Step 2- 10 minutes All pupils walk on an imaginary catwalk showing off their pair of socks.

**Step 3- 15 minutes**: Their colleagues ask questions on each pupil's choice of socks.

Step 4-10 minutes: The pupils talk about the common perceptions as well as different ideas. They also remark the diversity, as the beauty of each pair of socks. They reflect and take some conclusions.

Step 5-5 minute: The teacher highlight the conclusions and morals of the whole activity based on acceptance of diversity of other, empathy, accept other the way they are, and emotional intelligence.

SPORTS FOR ALL DAY - Tool for empowering social inclusion

Sport brings people and communities together. It has the capacity to improve the lives of all of us. Through sports, each of us is directly involved in his/her physical, emotional, psychological, and social well-being and development. Participating in sports, we have the opportunity to improve our social and communication attitude and skills.
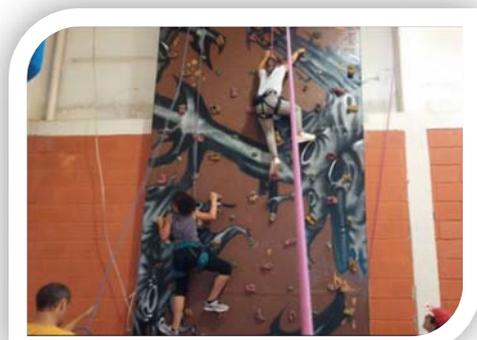
SURVIVE OR SINK

– Multicultural education activity –

Goal: Talk about qualities, different people, developed emotional intelligence

Materials: chalk, 20-24 post-its, pens, hat/box

Time: 50 minutes

Age: 11 +

Number of pupils: All

	Activity
	Step 1- 5 minutes: Divide the classroom in groups of 4 pupils.
	Step 2-5 minutes: Each group draw a boat. The pupils imagine that they are sitting in that boat, which is sinking. Each boat represents a specific feeling: **TRUST, LOVE, RESPECT,** and **FRINDSHIP (**each boat has 4 pupils representing the feelings written on their post-its).
	Step 3- 10 minutes: The pupils of each group have to decide which of these feelings is the most important for their boat. Each student has a feeling. It is up to that student to convince the others that he/she will remain in the boat (remembering only 1 feeling would remain in the boat).
Preparation 10 minutes	**Step 4-2 minutes**: The other 3 feelings will be throw out, otherwise the boat will sink.
❖ Talk about the feelings before and after. Different cultures have different meanings of words.	**Step 5- 5 minutes**: The survival feelings will describe their experience and the way the group took the decision.
❖ Write on post-it notes *love* x5, *respect* x5, *trust* x5, *understanding* x5, *friendship* x5 (or the number of the group it will be formed accordingly to the number of the pupils).	**Step 5- 5 minutes**: The teacher formulates the conclusions and morals of the whole activity.
❖ Each pupil draw a post-it and attach it on himself/herself.	

GRAFFITI WALL

– Multicultural education activity –

Goals: Raised awareness of diversity. Raised empathy. Accept one another. Increased emotional intelligence.

Materials: white board/wall, brushes, paint of different colours

Time: 4 hours

Age: All

Number of pupils: 4-8
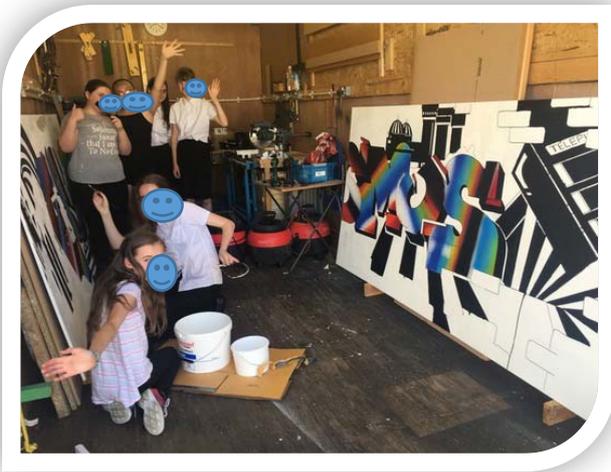
Preparation: Yes
- a white board/ wall
- Brushes
- Paint of different colours

Activity

Step 1- 15 minutes: Brainstorming about the purpose of a graffiti, methods of work, design, and message.

Step 2- 35 minutes All pupils create the design on a paper.

Step 3- 110 minute: Painting the board/wall

Step 4- 10 minute: Pupils and teacher reflect on their work. The teacher highlight the conclusions of the whole activity.

Step 4- 60 minutes: Exhibition on school's corridor. Q&A session with peers.

MUSIC IS FOR EVERYONE

Goal: social inclusion throu music (teamwork, imagination, attention, waiting for their turn, relaxing)

Materials: paper, pencil/pen

Time: 50 minutes

Age: All

Number of pupils: All

Preparation: Yes

• Teacher present the rules of the game to the pupils and the time.

• Teacher present the contest/show and oversee the judging to be fair.

• Teacher asks one by one the pupils about their mood and formulates the conclusion of the whole activity.

Activity

Step 1- 5 minutes: Students will be grouped in teams of 5 or 6 and the teacher will give the rules of the music composition they will create. Students to create their own melody and lyrics in 20 minutes max. Every team will sing their own song. The activity will be like a show/contest because the other teams will judge by grades.

Step 2- 20 minutes: students prepare paper and pen/pencil to write their original songs. Everyone from the team participates with an idea.

Step 3-15 minutes: every team sing their own song in front of the others (they present the name of the team, name of the song, and the subject they choose for the song).

Step 4- 8 minutes: teacher will anounce the winner team, and encourage the other team for the next contest/show. Teacher also asks the pupils about their feelings, their mood after the contest.

Step 5-2 minute: The teacher formulates the conclusions and morals of the whole activity.

GUITAR TO EXPRESS MYSELF

– Social inclusion activity –

Goal: inclusion for all; teamwork

Materials: guitars

Time: 50 minutes/every week

Age: 10-14 (V-VIII graders)

Number of pupils: advanced 8-10/beginner 6-10

Preparation: Yes

- Teacher chooses songs for school choir which can be played with guitar chords.

- Teacher gives worksheets with chords to every guitarist.

- Teacher plays the guitar together with the students.

- Teacher asks one by one the pupils about their mood and formulates the conclusion of the whole activity.

Activity

All pupils that come to guitar activity want to learn to play the guitar and to sustain harmony of school choir. The guitar group has 8-10 advanced students, and 6-8 beginners. All of them have different social backgrounds.

Step 1- 5 minutes: After they arange the chairs in circle, all students tune their guitars.

Step 2- 15 minutes: pupils remember the chords they studied before, one by one, and then together.

Step 3-25 minutes: play together the old songs, and learn at least one new song.

Step 4- 4 minutes: teacher gives homework for the following week, to study the new song.

Step 5-1 minute: The teacher formulates the conclusions and morals of the whole activity.

THE EUROPEAN DAY OF LANGUAGES

Aims of the activity:

- Raising awareness about diversity

- Getting familiarized with different aspects of European languages

Description:

We celebrated the European Day of Languages by taking part in LinguaFest 2018. We learned a lot about Europe and European languages through games and workshops and we created our own coat of arms. The day ended with a Skype meeting with a group of Romanian children and their teacher who no longer live in the country, but they are doing their best not to forget their native language.

TED TALKS

We got inspired by an organization, TED
https://www.ted.com/about/our-organization

"TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages. Meanwhile, independently run TEDx events help share ideas in communities around the world."
On our Diversity Club activities we planned an event TedEx- Talking in public about tolerance, racism, and acceptance. Pupils from 6 partner schools participated in.

EDUCATIONAL DRAMA

USED IN MULTICULTURAL EDUCATION ACTIVITIES

Drama in Education or Educational Drama means and encompasses the application of any concept, procedure or method that uses the drama environment for education purposes. Drama-based teaching and learning methods can be effectively used in integrated, inter-curricular teaching as well as in project-based learning (PBL).

By putting participants into fictitious situations, events, and relationships, and assigning them different roles, the dramatic learning methods facilitate the learning experience of students. Thus, they develop the ability to understand situations, abilities, attitudes, values. Drama stimulates intellectual children, stimulates emotions and aesthetic sense, enriches their life experience in general, helps them to express their feelings, attitudes, aptitudes and affinities, develops their imagination and creativity, motor skills and "body language". Perhaps the most important are the acquisition of social awareness and its components (self-criticism, accountability and tolerance), the development of human moral beliefs, confidence and self-respect, better understanding of human relationships and behavior, learning to collaborate, to appreciate themselves and others, and thus gain the recognition of others.

Competently dramatic teaching has a holistic impact in which intellectual knowledge and emotional living are integrated into a complete learning and understanding of educational content. Thus students are put into active situations of experiential learning, favoring critical thinking, expressing their own opinions, encouraging them to express and publicly support their opinions

An amazing exercise for your students could be inspired by the main character of the book below:
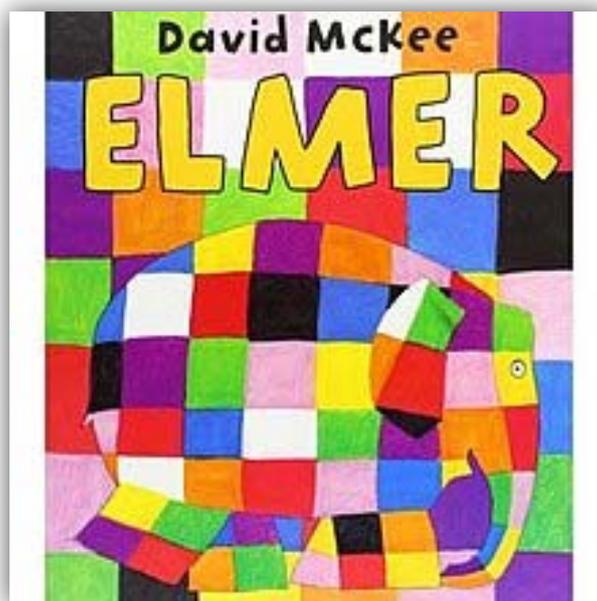
ELMER'S STORY

– Social inclusion education activity –

Goal: raised awareness on differences; social inclusion

Materials: scene, patched cape

Time: 50 minutes/

Age: 6-14

Number of pupils: 6-8

	Activity
Preparation : Yes • Ask your pupils to read the book or to consult the slideshare's link https://www.slideshare.net/MESLAIN/elmer-the-elephant-ppt • Distribute the roles • Set the scene	Step 1- **10 minutes**: Ask pupils to remember what the story line is. Step 2-**10 minutes**: Play together using drama techniques Step 3- **10 minutes**: Change pupils' roles and play again. Step 4- **15 minutes**: Reflect about the subject and the way they felt while playing their parts. Step 5-**5 minutes**: The teacher formulates the conclusions and morals of the whole activity.

"BE PRESENT" WORKSHOP

Aims of the activity:

•   Raising awareness about tolerance and inclusion

•   Improving self and peer knowledge skills

Description:

Get to know yourself, get to know the others, open your eyes and be present. Guided by a special guest, a young actor, the students played a series of self and peer awareness games. They all sat down and had a motivational talk at the end of the workshop.
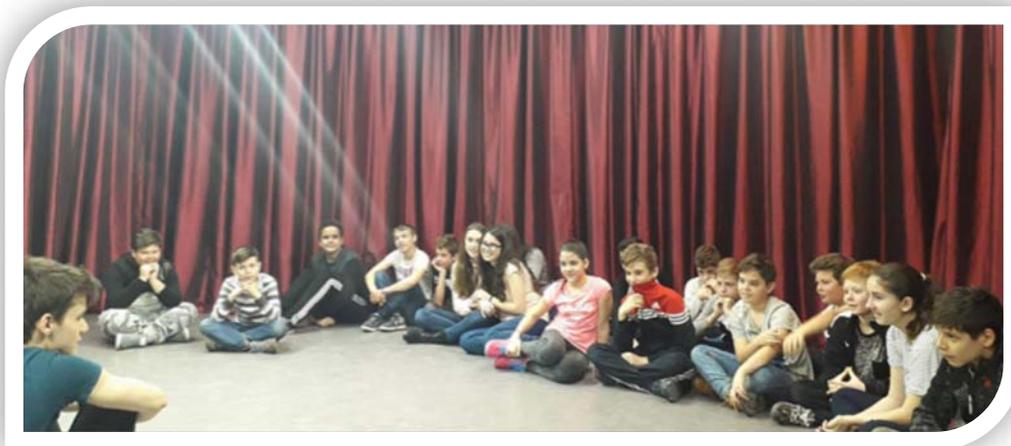
CULTURAL DIVERSITY FORUM- PORTRAITS OF DIVERSITY

Aims of the activity:

- Raising awareness about diversity and social inclusion

- Getting familiarized with traditional art from different parts of the world

- Improving self-expression skills through art

Description:

Accompanied by a teacher, the students took part in a complex event, the Cultural Diversity Forum. In the Portraits of Diversity activity, they met a book illustrator who presented a series of floral patterns as a form of traditional art from different parts of the world. She then invited the students to paint their own portraits using floral elements to decorate them.

THE ERASMUS+ NO PLACE FOR HATE BOOK CORNER

Aims of the activity:

- Choosing diversity-related titles for the book corner

- Getting familiarized with the atmosphere of a book fair

- Sparking an interest in reading

Description:

One of the activities in the project was to organize a **No Place for Hate book corner** in the school library. Accompanied by a teacher, a group of students went to the Gaudeamus Book Fair to get familiarized with the atmosphere, browse through the book stalls and choose theme-related titles.

INTERNATIONAL CHILDREN'S BOOK DAY

Aims of the activity:

- Raising awareness about diversity and inclusion

- Improving English language skills

- Sparking an interest in reading

Description:

We celebrated this day by reading "We're All Wonders" by R.J. Palacio out loud and putting ourselves in the main character's shoes (a boy with severe facial deformities). Each student wrote five words/sentences that expressed their thoughts about what it would be like to walk in Auggie's shoes. "Everyone is different, and everyone is a wonder - if only they could see it."

HUGGING DAY

– Social inclusion education activity –

Goals: raised awareness on differences; social inclusion; accept one another

Materials: none

Time: 25 minutes

Age: all

Number of pupils: all

	Activity
Preparation : No	**Step 1- 10 minutes**: Talk to your pupils about diversity and social inclusion. **Step 2-5 minutes**: Encourage them to hug each other. **Step 4- 5 minutes**: Reflect about the subject and the way they felt while hugging. **Step 5-5 minutes**: The teacher formulates the conclusions and morals of the whole activity.

WE ALL SMILE IN THE SAME LANGUAGE

Aims of the activity:

- Raising awareness about diversity and social inclusion

- Improving English language skills

- Improving presentation skills

Description:

Starting from the main theme of the No Place for Hate project, the students created posters to promote diversity and social inclusion. They presented the posters in front of the class and displayed them in the Erasmus corner after that.

THE MARSHAMALLOW CHALLENGE

Aim of the activity:

- Improving cooperation skills

Description:

"Build a tower, build a team" – the students learned how to work together and accept each other's ideas for a common goal, building the highest spaghetti tower using only string, tape and 20 pieces of spaghetti.

For more information on the Marshmallow Challenge:
http://www.leadershipchallenge.com/resource/challenging-the-process-with-the-marshmallow-challenge.aspx

AROUND THE WORLD WE GO

Aims of the activity:

- Promoting diversity

- Getting familiarized with different cultures around the world

- Improving English language skills

- Improving presentation skills

- Improving cooperation skills

Description:

Around the World We Go! is an example of integrated learning - designing an English language lesson based on the theme of cultural diversity. The class consists of 27 students aged 10 (4th year of studying English).

Activity 1: ice-breaking using the Happy Llama energizer (from Peru)

Activity 2: using the Children Around the World worksheet, with texts about children from different countries, the students play a guessing game. One student chooses a text and the others have to ask him Yes /No questions in order to guess the child the text is about.

Activity 3: using the World of Flags worksheet, the students do a matching activity. In groups of 4 or 5, they have to find and stick the flags next to the name of each country.

Activity 4: the students read out lout the texts on the worksheets, then complete a True/False activity based on the previously acquired information.

Activity 5: using a pre-designed worksheet, the groups of 4 or 5 students have to create an imaginary country and provide information about it (and also draw) – name, flag, language, nationality, traditional clothing, traditional food. After finishing their projects, they present their imaginary country to the rest of the class.

Full activity: https://www.youtube.com/watch?v=JuD3unarN6A&t=1s
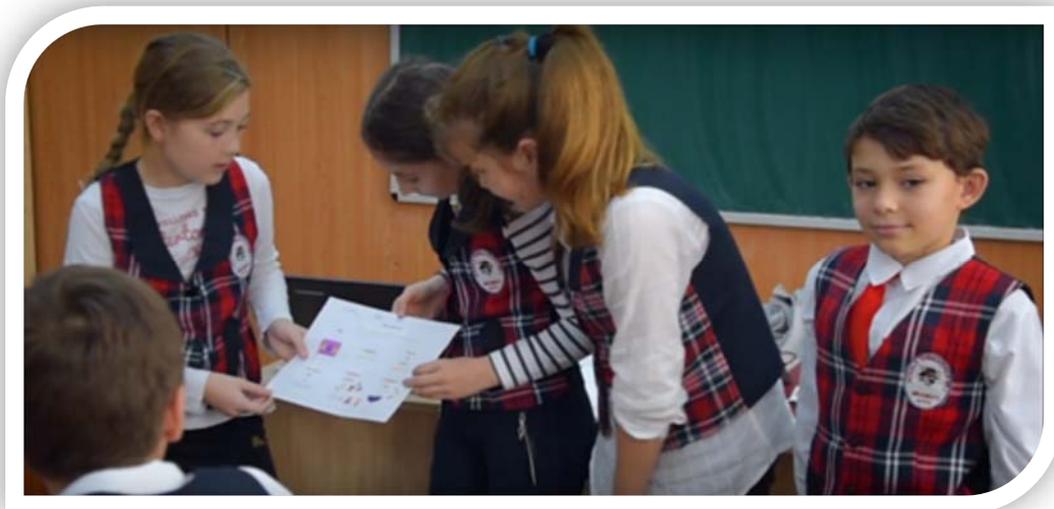
CHAPTER II

ACTIVITIES AND TOOLS OF TECHNOLOGICAL LITERACY

II. A WEB TOOLS 2.0 by Jasminka Belščakk, Petrijanec, Croatia
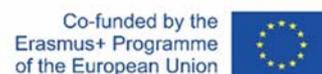
Short-term joint staff training event

WEB 2.0. TOOLS AND ROBOTICS

Petrijanec, Croatia, June 5-9 2019.

Disclaimer: 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.

CONTENT

Jasminka Belščakk, Petrijanec, Croatia

33

1. **Interactive pictures**

   1.1. **Piktochart** https://piktochart.com/

   - create infographic, presentations, reports, flyers, poststers
   - limited, not free
   - add text and graphic (shapes, icons, animated icons, lines. photos, frames)
   - upload your pictures
   - choose background and color scheme
   - use tools

1.2. **Thinglink** https://www.thinglink.com/
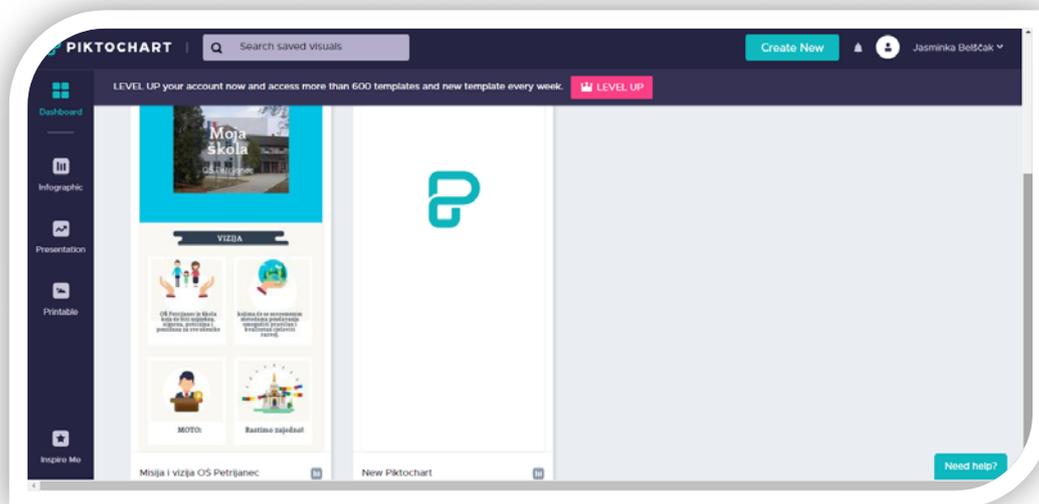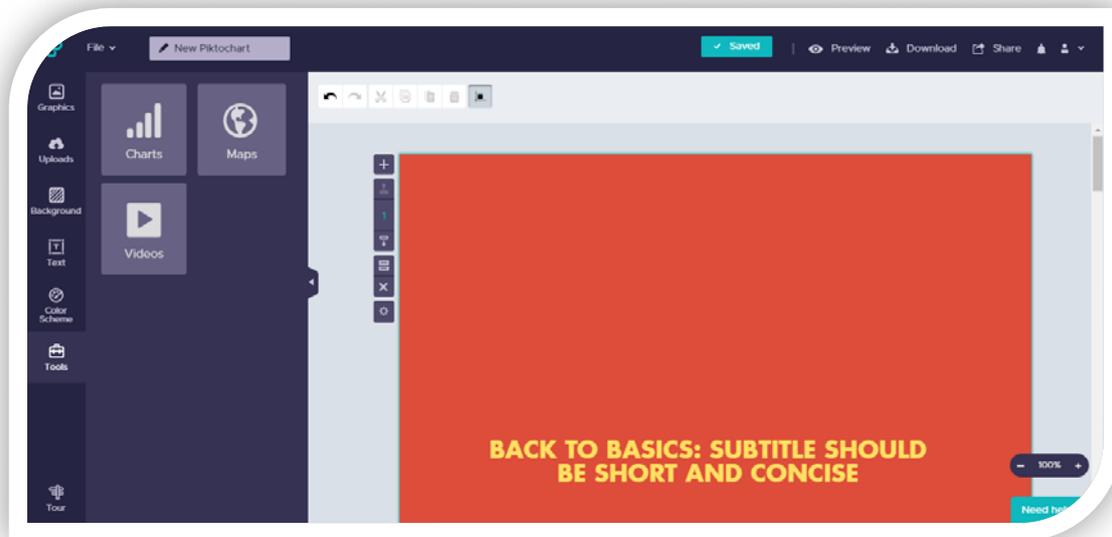
- create image, video, 360°, VR image

- free

- insert image

- choose icon image

- add tags with links, text, images or audio

- save and share (link, social, embed)

35
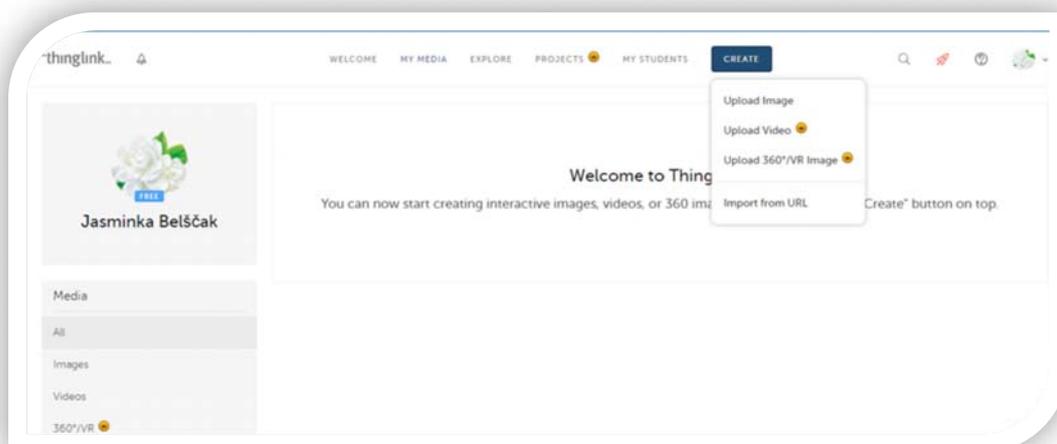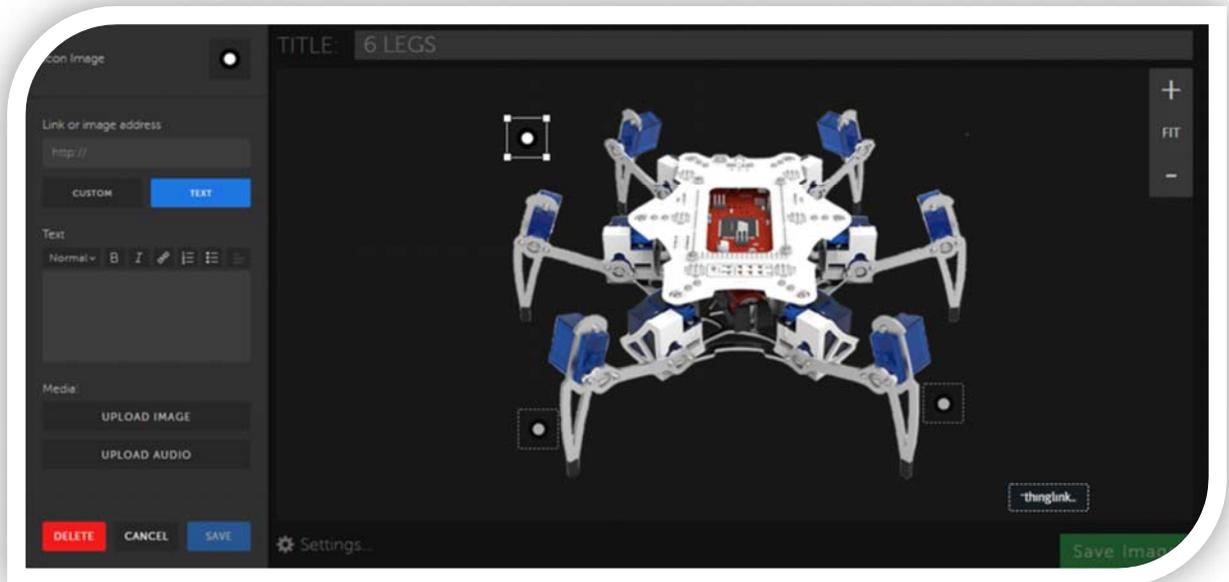
2. Easy collaboration

2.1.Padlet https://padlet.com

- free

- make a Padlet (wall, canvas, stream, grid, shell, backchannel)

2.2. Noteapp https://noteapp.com/
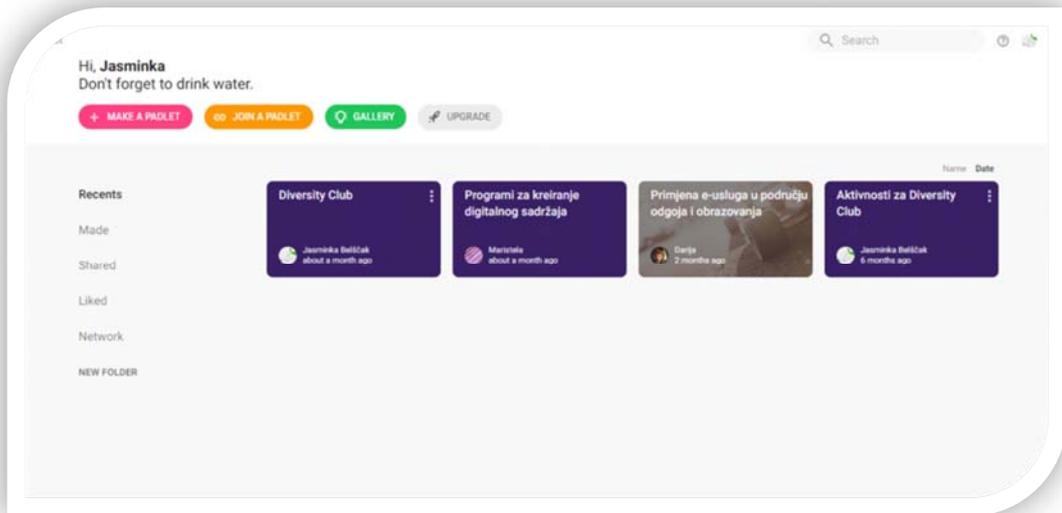
- free for one board

- add a board

- add name

- Settings: design, permissions…

- click to add note
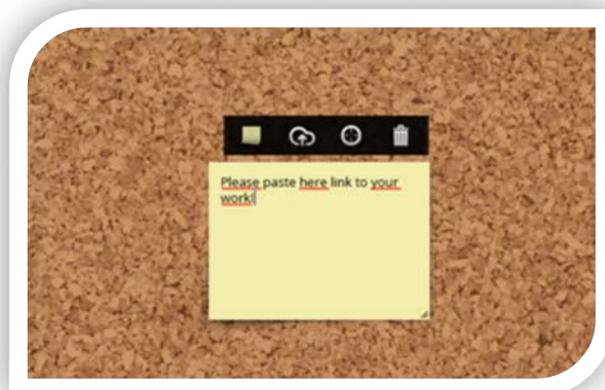
## 3. Making newspaper and timelines

3.1. **Penzu** https://penzu.com/

- online journal
- free for 1 newspaper
- choose theme (background, font)
- insert entry

3.2. **Timeglider** https://timeglider.com
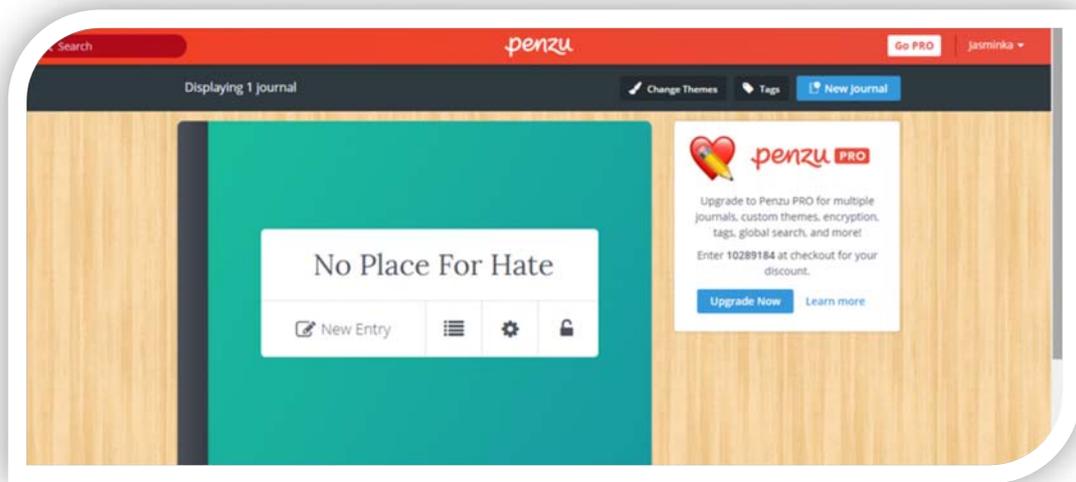
- making timelines
- add event (date, time, text or picture)
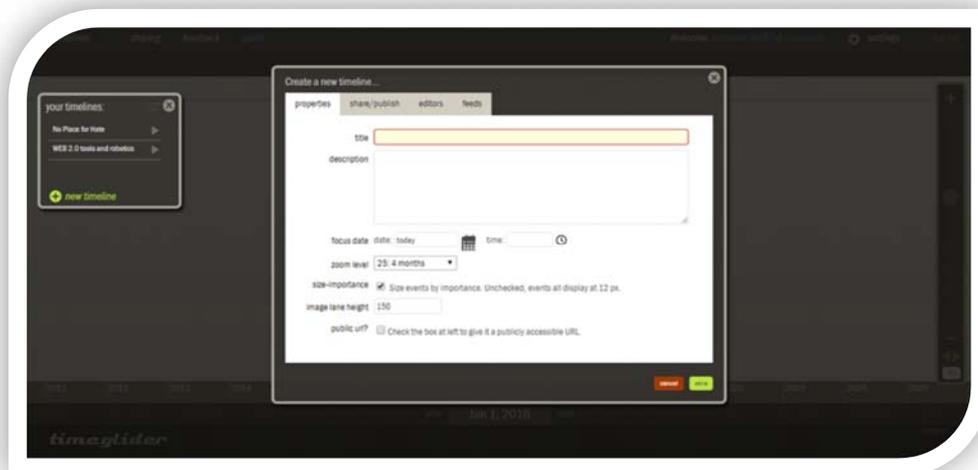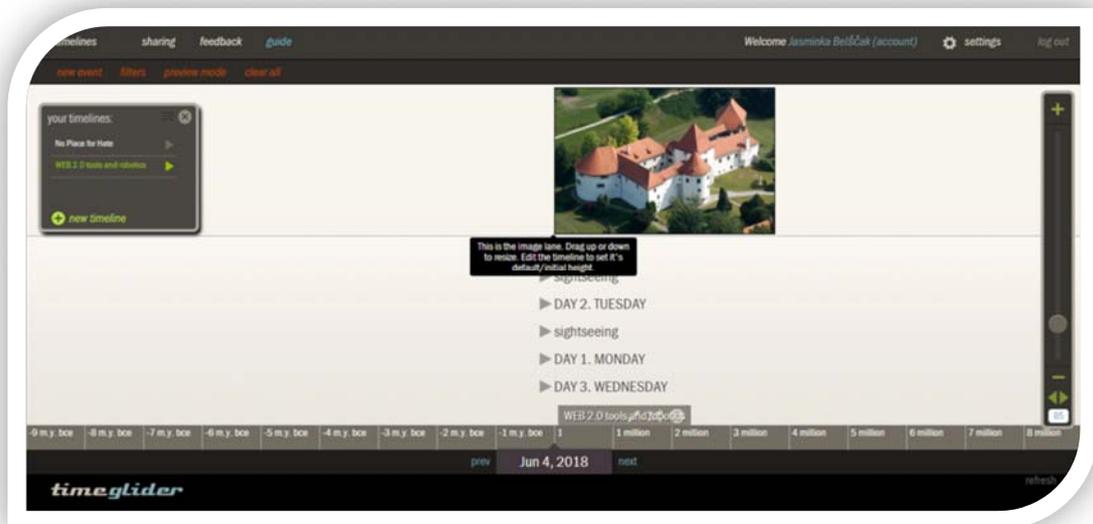
4. Tools for making comics

### 4.1. **ToonDoo** http://www.toondoo.com/

- Aplication for creating comic strips and cartoons

- Create Toon, books

- Choose character, background, insert new characters ....

- Save and share finished books

4.2. **Pixton** https://www.pixton.com/
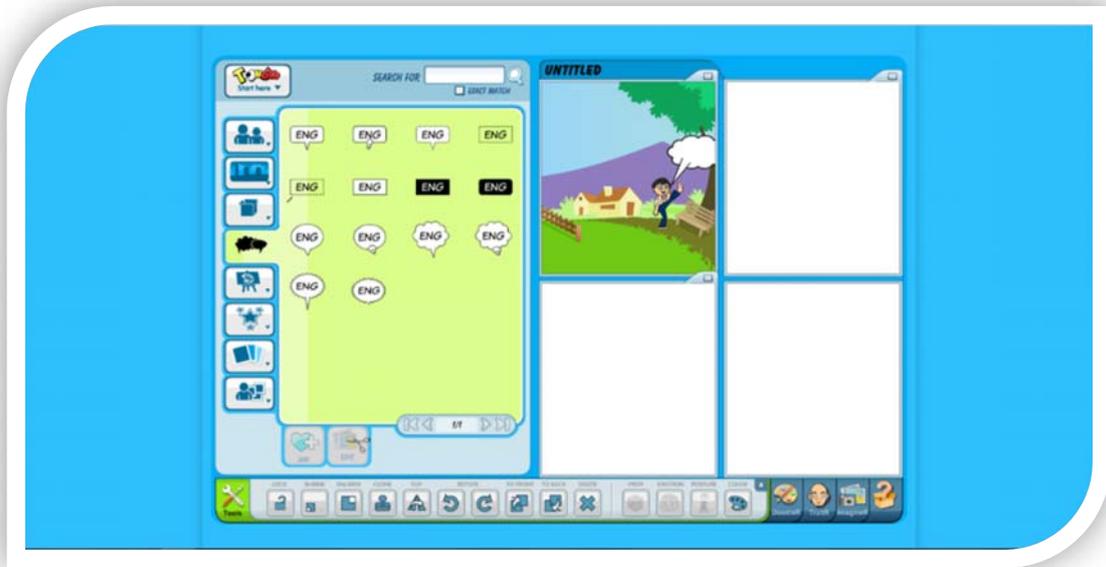
- Aplication for creating comics and storyboards

- Choose character, background, insert new characters

- Choose avatar, comics, characters, books
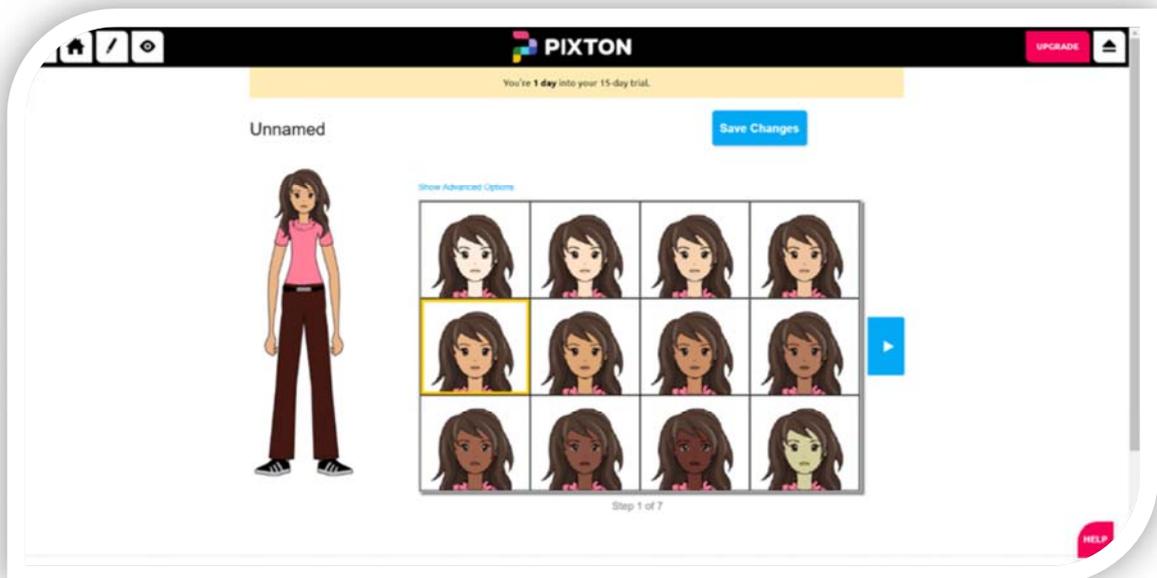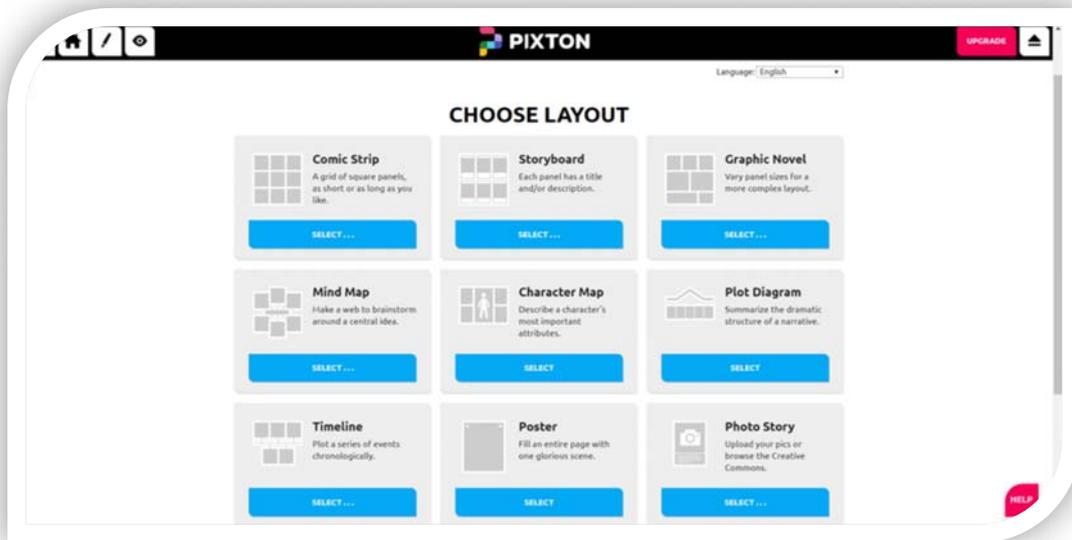
5. Tools for making movies

5.1. **Stupeflix** https://studio.stupeflix.com

- Add photos, videos, music, text

- Choose a movie template

- Choose animations, effects, transitions

- Save, dowload and share movie

5.2. **Kizoa** https://www.kizoa.com/

- Add photos, videos, music, text

- Choose a movie template

- Choose animations, effects, transitions

- Save, download and share movie

6. Tools for making animated videos

6.1. **PowToon** https://www.powtoon.com

- Create video or presentation

- Choose Powtoon

- Choose template, storyboard

- Save, download and share videos, presentations
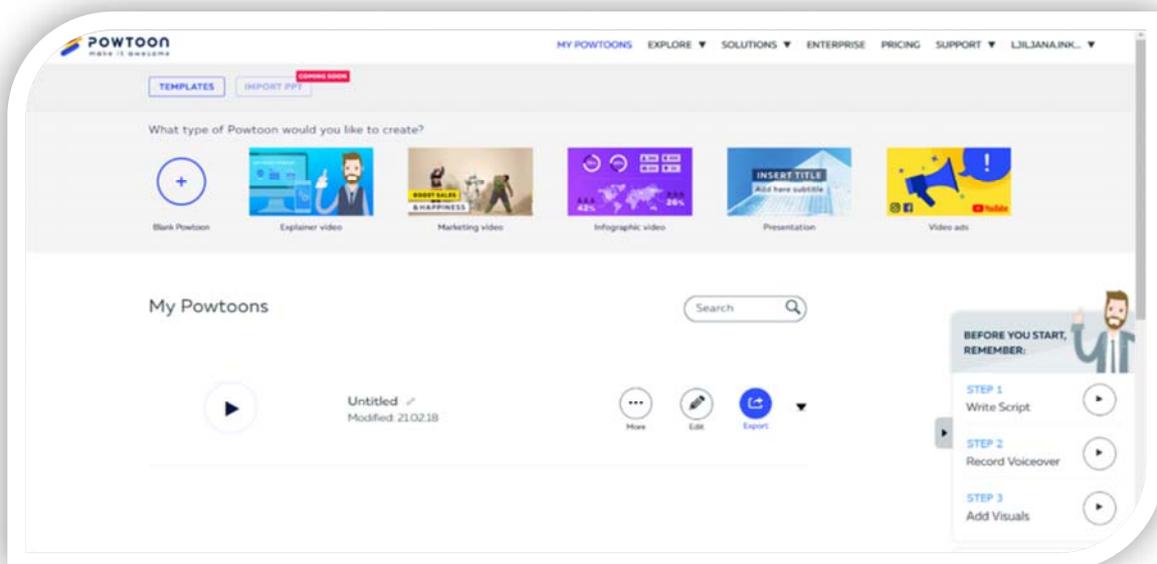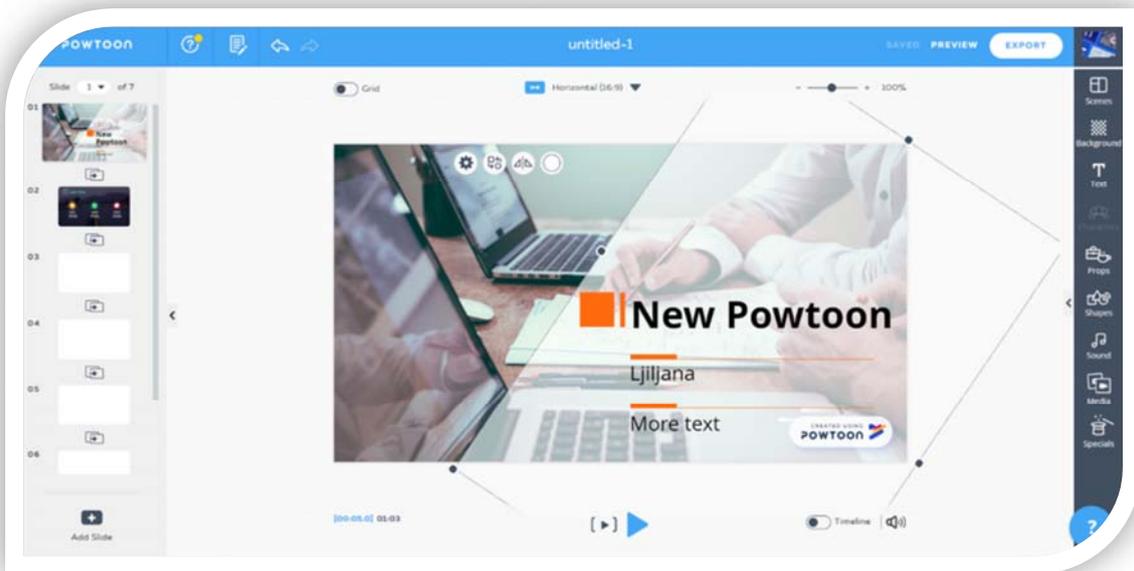
6.2. **Moovly** https://dashboard.moovly.com

- Create video or presentation

- Choose Powtoon

- Choose template, storyboard

- Save, download and share finished videos, presentations
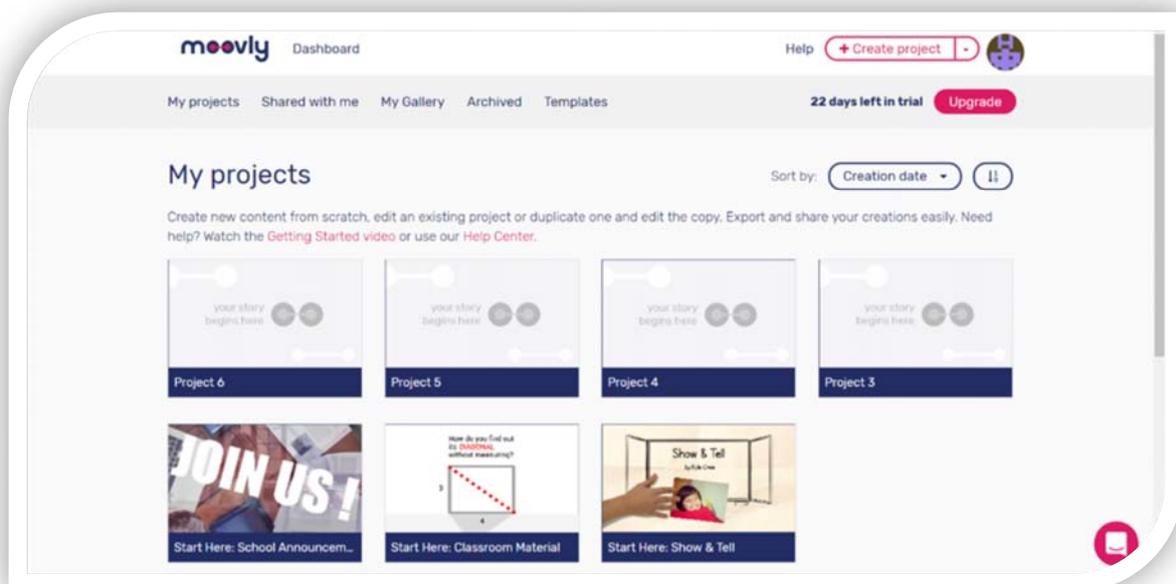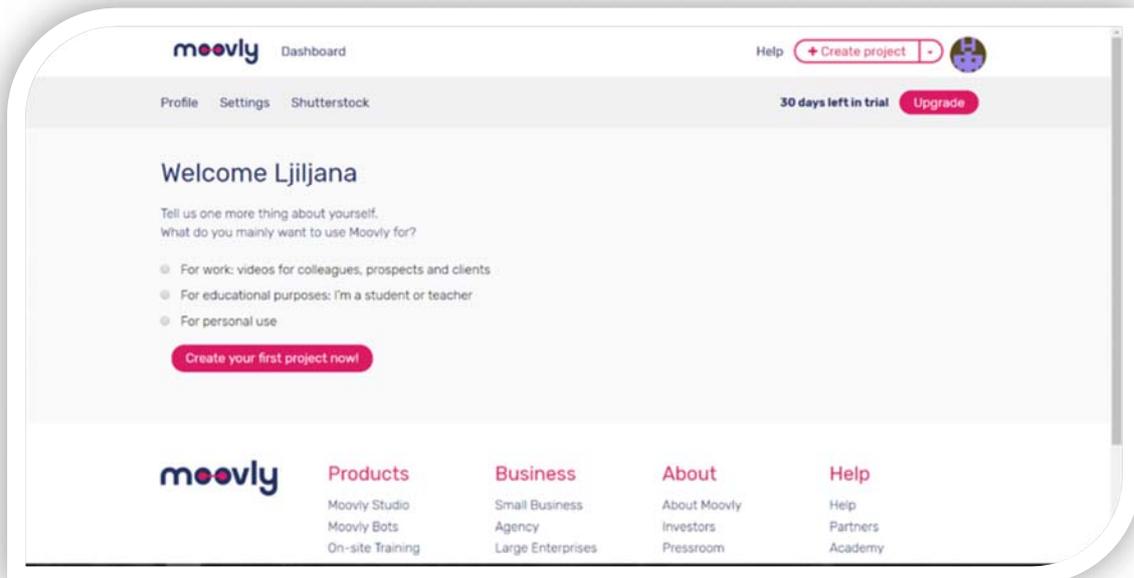
# 7. Tools for positive classroom atmosphere

7.1. **ClassDojo** https://teach.classdojo.com/

Build wonderful classroom communities with parents and students

- Create and select class
- Add students
- Add positive and negative elements
- Comunication toolkit
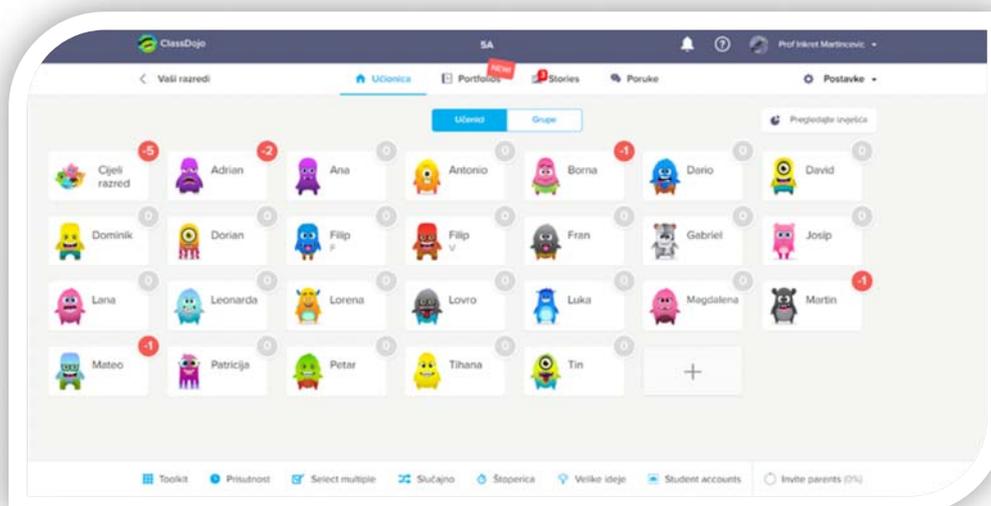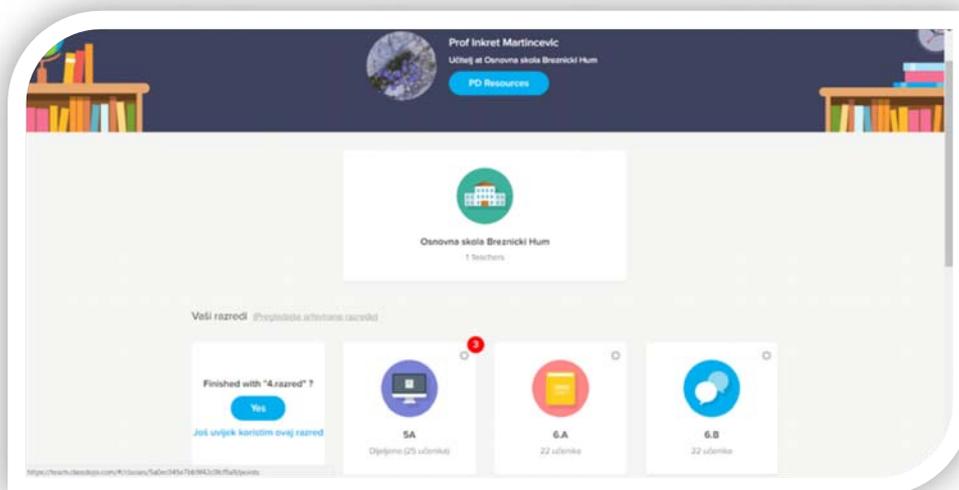
II. B CODING AND ROBOTICS

OZOBOT CONNECTS US

– Multicultural education activity –

Goal: Developed friendship by coding robot Ozobot.

Materials: Papers A4 format, markers (black, red, green, blue), Ozobot robot, color-code sheet

Time: 45 minutes

Age: All

Number of pupils: All

Preparation: Yes

- divide students into mixed groups
- give students materials, one Ozobot and color-code in each group

Result (example):

https://drive.google.com/file/d/1iBL_duKcIx_slPp2Xx2wTshFJCTwErB3/view?usp=sharing

Activity

Step 1- 5 minutes: Explain to the students how to use color-code (on black path add selected code for speed, direction, cool moves…)

Step 2- 5 minutes: Students need to make a common decision about what they will code. It must be related to the project (tolerance, empathy, friendship, diversity, love…)

Step 3-20 minutes: Students are coding their work.

Step 4- 10 minutes: Students are presenting their works and explaining why they choose that subject for coding in one sentence. They need to tell this sentence in all languages from all team members.

Step 5- 5 minute: From all coded works students will make an exhibition on the display board.

Creating Project related Scratch game

− Multicultural education activity −

Goal: Raised awareness of stereotyping and prejudice. Know more about EU countries, design a Scratch game about the project countries.

Materials: computers with Scratch installed or internet access

Time: 90 minutes

Age: 9 - 99

Number of pupils: 10-15

	Activity
	Step 1- 15 minutes: First, gather as a group to introduce the theme and spark ideas.
	Step 10-15 minutes: Demonstrate the first few steps of the tutorial so participants can see how to get started. You can use: **scratch.mit.edu/chase**
	Step 30-45 minutes Next, help participants as they animate their games, working at their own place. Support participants as they create interactive game projects.
Preparation: Yes	**Step 3-10 minutes**: Have participants share their project with their neighbors.
	Step 5- 15 minutes At the end of the session, gather together to share and reflect.
• Arrange computers so that participants can work individually or in pairs.	**Step 5-10 minute**: The teacher formulates the conclusions and morals of the whole activity.
• You can use a projector to show examples and demonstrate how to get started.	See our game: https://scratch.mit.edu/projects/273317264/

e-Twinning

eTwinning Copyright Notice
"Reproduction is authorised provided the source is acknowledged, except where otherwise stated. Where prior permission must be obtained for the reproduction of information, such permission shall cancel the aforementioned general permission and shall clearly indicate any restrictions on use."

"eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

*It is part of **Erasmus+**, the EU programme for Education, Training, Youth and Sport.*

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and to be part of the most exciting learning community in Europe.

*eTwinning promotes school collaboration in Europe through the use of **Information and Communication Technologies** (ICT) by providing support, tools and services for schools. eTwinning also offers opportunities for free and continuing online Professional Development for educators.*

*Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning is co-funded by the **Erasmus+**, the European programme for Education, Training, Youth and Sport, since 2014.*

*Its Central Support Service is operated by **European Schoolnet**, an international partnership of 34 European Ministries of Education developing learning for schools, teachers and pupils across Europe. eTwinning is further supported at national level by **38 National Support Services**.*

eTwinning Portal
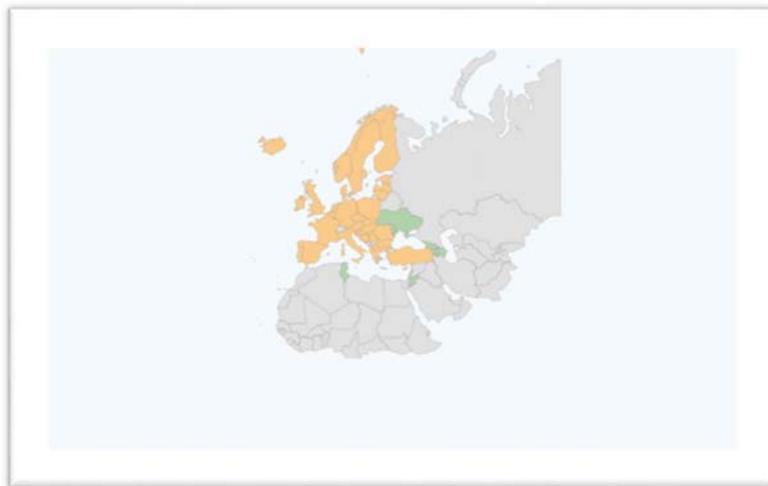
*The eTwinning portal is the entry point to the **eTwinning world**. Available in 28 languages, eTwinning.net offers news from the eTwinning countries, professional development opportunities, information about recognition as well as examples of successful projects.*

- *Projects – In this section, teachers find tools called "Kits" that help and support them to build their own projects. There is also a gallery of best-practice examples to inspire them when they design and run their own eTwinning project.*

- *Recognition – In this section, teachers find out everything they need to know about the recognition that eTwinning offers: European Quality Labels, National Quality Labels, eTwinning Awards and eTwinning Schools.*

- *Professional Development – From self-assessment tools (MeTP) to self-help materials (Self Teaching Materials) and from online seminars, to learning events and peer learning through the eTwinning featured events, teachers can find an abundance of tools to help improve their teaching methods.*

- *Highlights – News from the eTwinning community including pedagogical methods and best eTwinning practices.*

By joining eTwinning, teachers can access:

eTwinning Live

Where teachers experience eTwinning community to its full potential. Teachers can search for other registered eTwinners and schools, connect with them and follow their activities. Teachers can access all the online and on-site events created by eTwinners, and can also create their own.

Through eTwinning Live teachers can create their own projects in which they can set off activities on different topics and key competences by collaborating with two or more teachers and their students.

Teachers can find online professional development opportunities that eTwinning offers at European level. Learning Events are short, intense and enjoyable courses that introduce teachers to a topic, stimulate ideas, and help them

develop their skills. Learning Events typically involve a commitment of 4-6 hours. Online Seminars are live online video sessions of one hour where teachers have the chance to learn, talk and discuss a variety of themes.

*Teachers can also join **eTwinning Groups** - virtual places where eTwinners meet and discuss specific subjects, topics or other areas of interest. There are **14 Featured Groups** coordinated by the CSS and moderated by experienced eTwinners. These are:*

1. ***Coding at schools***

2. ***English as a Second Language***

3. ***Entrepreneurship in education***

4. ***Bringing eSafety into eTwinning projects***

5. ***French as a Second Language***

6. ***STEM***

7. ***Sustainable Schools Network***

8. ***Game-based classroom***

9. ***Inclusive Education***

10. ***Creative Classroom***

11. ***Virgilio - Your eTwinning Guide***

12. ***Gender - Know How to Stop Stereotypes***

13. ***Integrating Migrant Students at School***

14. ***School Leadership***

eTwinning Live app

The eTwinning mobile application offers users the opportunity to access eTwinning Live services and notifications while on mobile devices. eTwinners can keep up-to date with things happening on the eTwinning Live platform, thanks to the app's pop-up notifications, and perform basic actions such as accepting a contact request.

*The app is available for download on the **Apple App Store** and the **Google Play Store**; it can be used on both smartphones and tablet devices.*

TwinSpace

The place where eTwinning magic really happens is the TwinSpace; a safe platform visible only to the teachers participating in a project. Students can also be invited in the TwinSpace to meet and collaborate with peers from their partner schools."

Source: *https://www.etwinning.net/en/pub/about.htm*

NO PLACE FOR HATE

– TwinSpace –

ID: 141189

Language: English

Age range: From 11 to 14

Subjects: Citizenship, Cross Curricular, European Studies, Foreign Languages, History of Culture, Physical Education

About the project

Prejudice. Racism. Discrimination. Hatred. Disrespect. Intolerance. These are the hazardous words and practices that have been disempowering the unity of the countries and oppressing many of our people. These words and practices must be eliminated in order to move our countries forward, make them united in the 21st century. Our generation and future generations face this vital, intellectual, and political issue.

Our schools must be actively and aggressively involved in this issue in order to gain our children before the seeds of racism can grow and spread in their bodies. Schools must begin to combat, rather than perpetuate, racial, ethnic, and even gender inequalities. This should begin from young children, while they are still at an age where they can be taught and shaped by ideas and values which may be different from those of their parents. We must teach our children about diversity; they must be exposed to diversity; and they must embrace diversity.

Aims

Our aim is to break the mechanisms that create the prejudices among countries. Project will strengthen its ties with European cultures through sport, dance, art, food, traditional music and spread them and to promote interethnic communication and dialogue between cultures and religions. The project will have an important impact on school organizations by making them more democratic and inclusive.

Work process

We will create a positive atmosphere to share our cultural diversities.
We will build A Diversity club in our schools.
We will share videos about students and their daily lives.
We will create eTwinning corners in our schools introducing our project.
We will present photos, pictures and writings about our students.
We will do video-conferences to know each other better.
We will choose one national Sport, Dance, Art, and Food and present them to the other partners. Every presentation will be created by the students using English as a main way to express their ideas.

The project duration is 6 months (but we worked on it for 2 years). We will communicate with our partners in TwinSpace.

Expected results

Students will:
- improve knowledge on European cultural heritage and broaden their knowledge about partners´ countries,
- interact with European peers, share and develop ideas,
- improve their communicative and team-work skills with ICT apps,
Teachers will:
- be able to keep the interest of students and notice that they pay more attention in activities and rise their self confidence,
- be engaged in European collaborative team work using ICT communication methods,

- 6 participating schools:

1. ROMANIA: COALA GIMNAZIALĂ NR.1, BRĂNE TI, ILFOV- founder
2. CROATIA: Osnovna skola Petrijanec
3. POLAND: Szkola Podstawowa nr 7 w Ostrowie Wielkopolskim
4. PORTUGAL: Agrupamento de Escolas Alexandre Herculano, SANTAREM- administrator
5. TURKEY: 23 NISAN ORTAOKULU, KECIOREN, ANKARA- founder
6. UK: Alec Hunter Academy, BRAINTREE

- 98 students

- 10 teachers
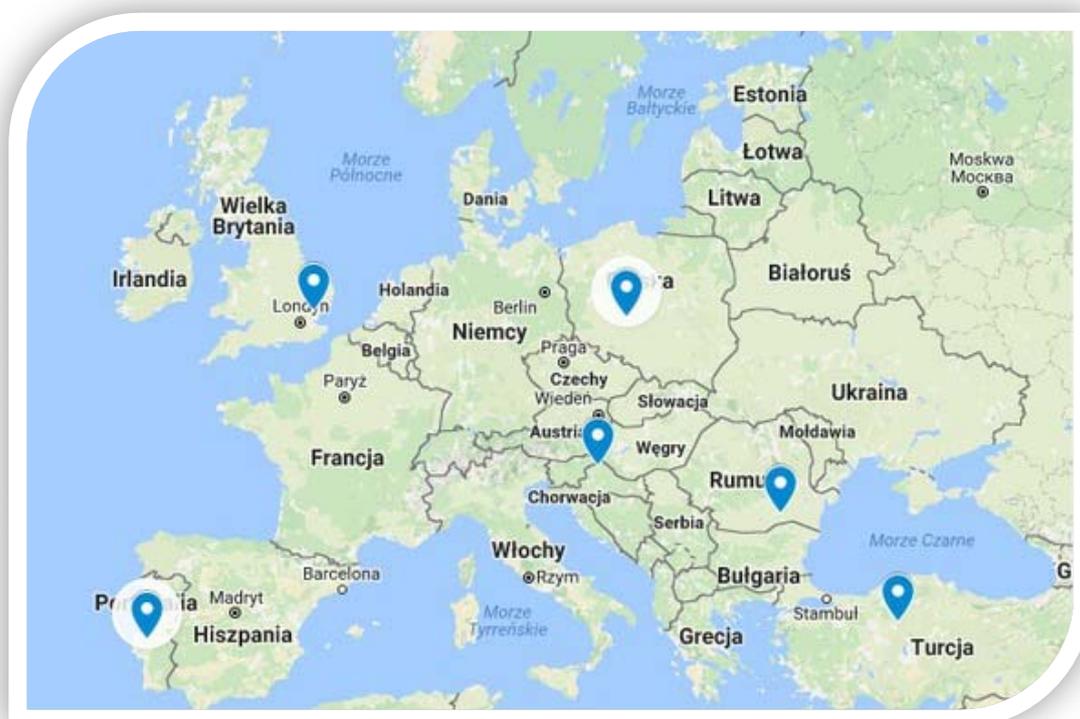
Awards: *Quality Label* – Portugal

eTwinning Quality Label

Manuela Farinha Agrupamento de Escolas Alexandre Herculano, Santarém, Portugal

recebeu o Selo de Qualidade
pelo projecto

NO PLACE FOR HATE

30.07.2019

José Vitor Pedroso
Apoio Nacional
Portugal

eTwinning   Erasmus+

II. C. HOW TO CREATE A WEBSITE

SITE123

https://app.site123.com/
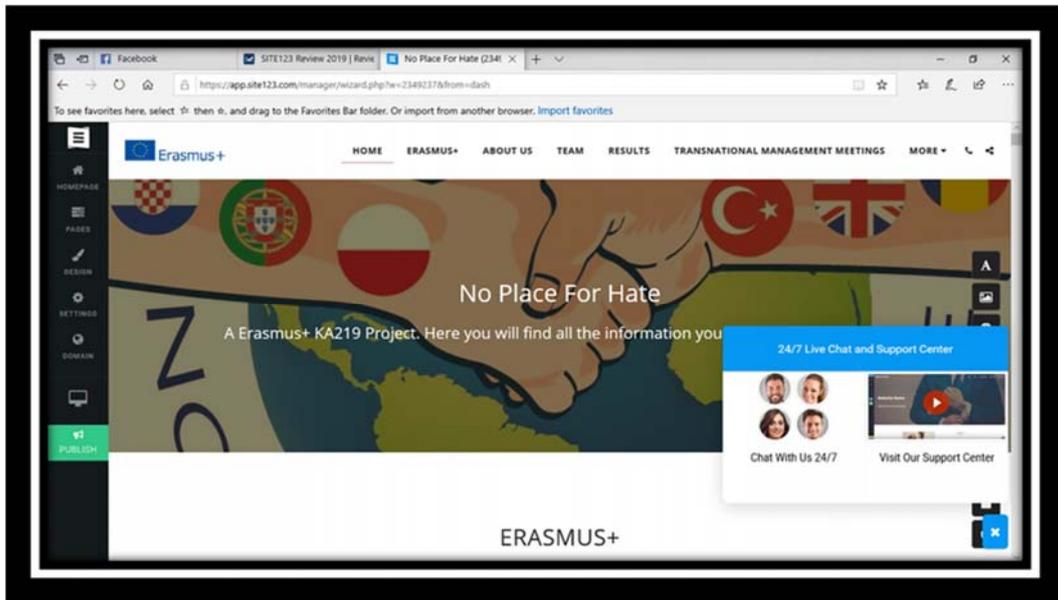
The platform started its activity on the 19th July 2016 and it provides the easiest possible website building experience.

There's a free plan and 4 Premium plans (paid). SITE123 is compatible with all the major browsers.

It's easy to be used and intuitive, ensuring a 24/7 customer support via a chat box.

WIX

https://www.wix.com/
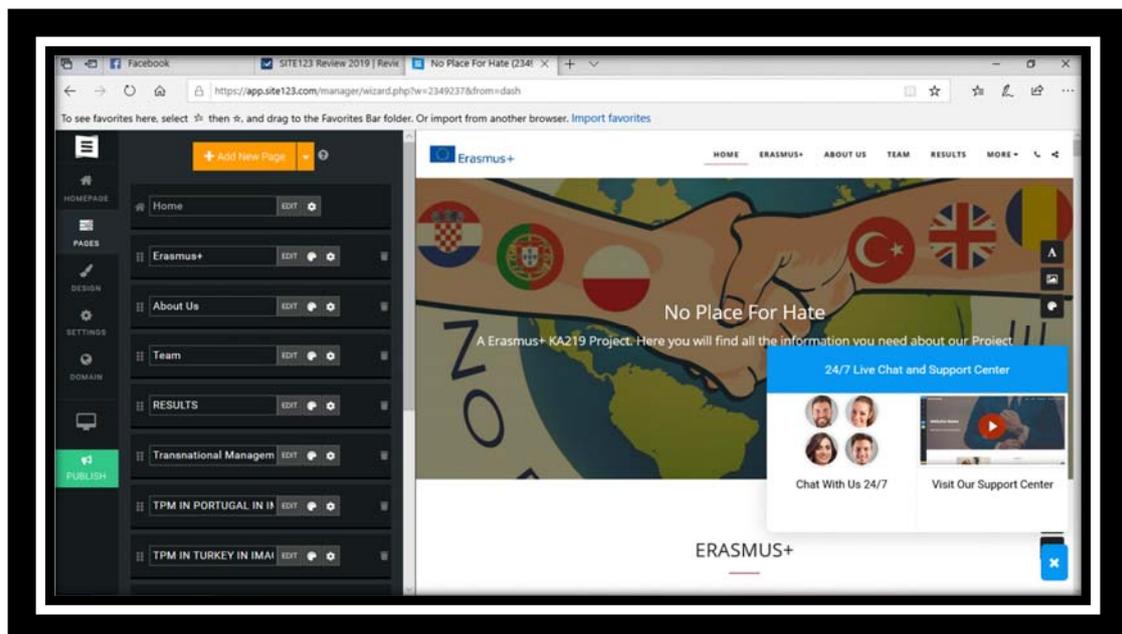
One of the most known website builder product type is WIX from 2006. Of course, it is safe to use it operating globally with well-established legal, privacy, payments, and product standards.

It is based on drag and drop technique, being simple and intuitive.

In order to create your website, you need a text editor to hand code an HTML file. By using this platform, you use

Wix's software with its tools for free, but as a subdomain (e.g., mywebsite.wix.com). You may choose to upgrade your site with a Premium Plan by choosing one of the 5 levels (from Most Basic to VIP).
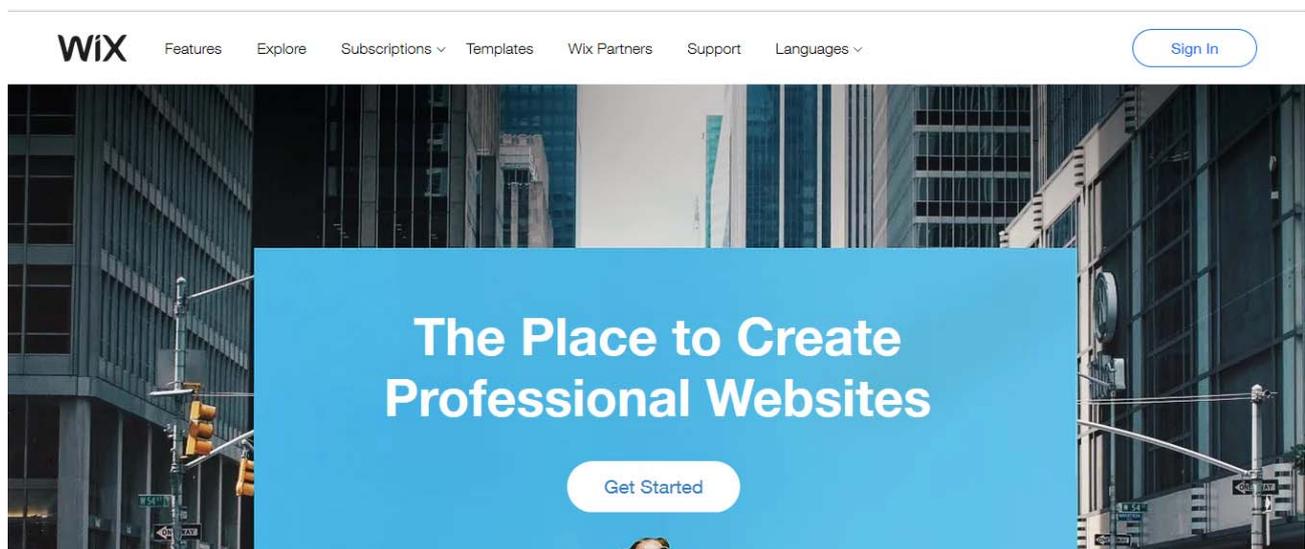
You can use successfully your mobile device to work on your website.

The innovation consists in a new "Artificial Design Intelligence" that handles a lot of the manual work of designing a site with an algorithm. Also, it adapt to any browser you use. If any difficulties occurs, you can use Wix's customer support.

For more info and tutorials, visit Wix's website or YouTube

https://www.youtube.com/watch?v=JTdK9q_iuE0

https://www.youtube.com/watch?v=aa6JS_8QtNI

https://www.youtube.com/watch?v=142qllS1198

Disclaimer:

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Sprijinul acordat de Comisia Europeană pentru elaborarea acestei publicații nu constituie o aprobare a conținutului, care reflectă doar opiniile autorilor, iar Comisia nu poate fi trasă la răspundere pentru orice utilizare a informațiilor conținute în aceasta.