

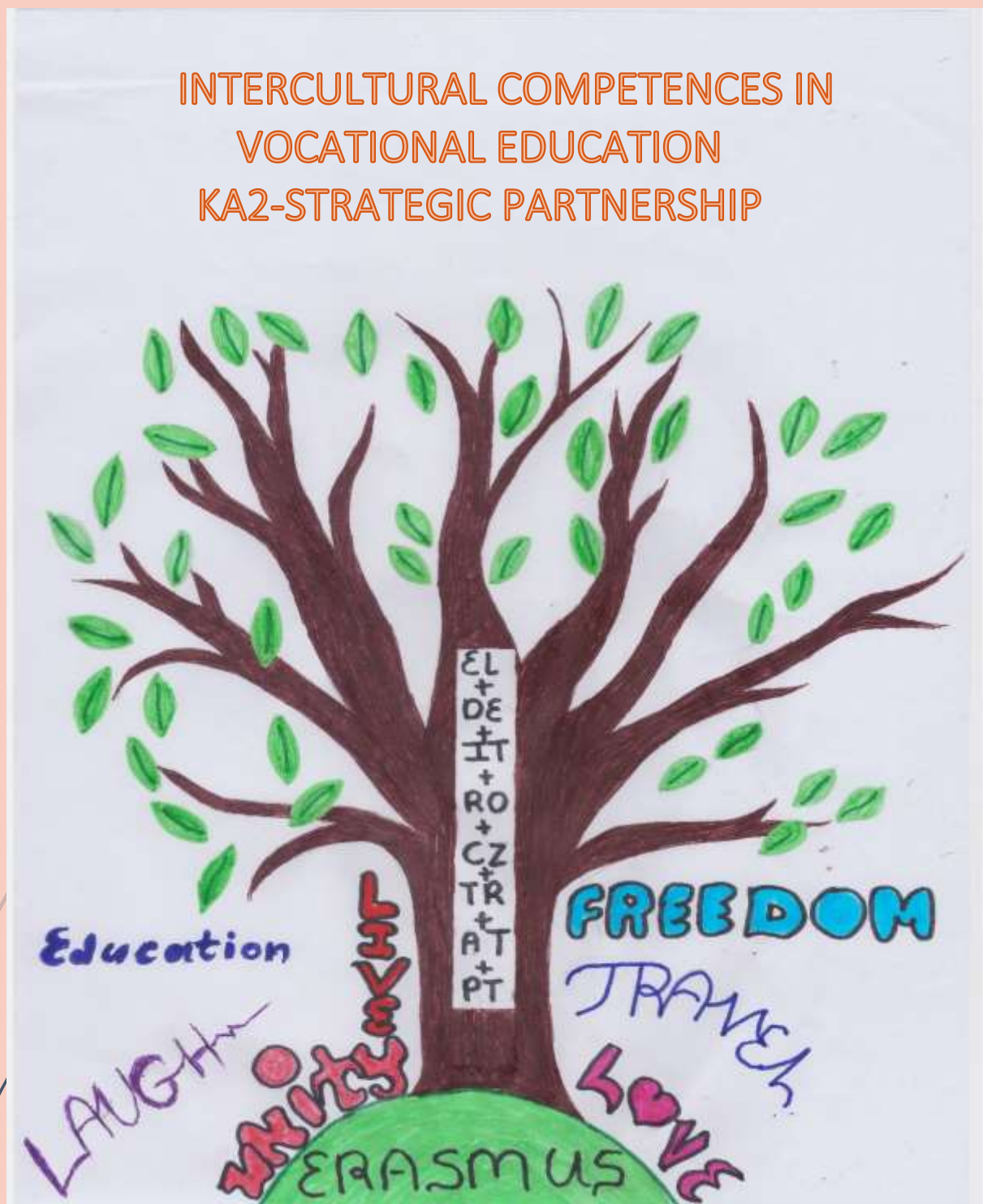


Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



Co-funded by the
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INTERCULTURAL COMPETENCES IN VOCATIONAL EDUCATION KA2-STRATEGIC PARTNERSHIP



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Participating countries



Germany: WEQUA GmbH (Co-ordinator), Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V., IHK-Projektgesellschaft Frankfurt/Oder



Greece: General Lyceum Lavrio



Portugal: Escola Profissional, Aveiro



Romania: Colegiul Teknik Energetic, Cluj Napoca



Italy: Formaorienta, Marsico Nuovo/Potenza



Turkey: Iskilip Mesleki ve Teknik Anadolu Lisesi (IMTAL), Iskilip/Çorum



Austria: BFI Oberösterreich, Linz



Czech Republic Soukromá podřípská střední odborná škola a střední odborné učiliště o.p.s. (SPSOS), Roudnice

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Intercultural Competences in Vocational Education

A handbook for teachers

Warming up exercises

Intercultural Training Modules

CLIL Units

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CHAPTER ONE

INTRODUCTION

The project deals with the subject "intercultural competence in vocational training" from a transnational perspective. It is based on a partnership of 8 countries (Austria, Germany, Italy, Czech Republic, Turkey, Portugal, Romania and Greece) that has emerged from a transnational project in Brandenburg ("European Youth Olympics for intercultural openness, tolerance and mobility on the European labor market"). In this project a framework for teaching intercultural competences in vocational training (in German and English) was developed which is made for additional lessons and training in vocational schools, companies in the Dual System and in organizations for inter-company training. Since the concept had not been tested in practice and not very well prepared for the use in different countries, the need for a further development and assessment of these teaching modules emerged.

Intercultural competences are getting more and more important due to the increasing internationalization of the economy, the integration of the European labor market and the resulting mobility of workers also on the level of technical and executive work. Not all of the vocational training systems in the different European countries are well prepared to this challenge. Intercultural competences could be divided in four dimensions: attitudes, Intercultural knowledge and skills, an ability to reflect on intercultural issues as internal outcome, and an ability to interact constructively as external outcome of intercultural competence (Deardroff, 2004). Intercultural knowledge is less a matter of speaking a foreign language well, and more about understanding of others world views; or understanding of the role and impact one's culture has on behavior and communication as well as historical and religious contexts; and a sociolinguistic awareness of the relation between language and meaning in a societal context.

In addition, intercultural competence presupposes an ability to change perspective, so that students or employees will be able to adapt flexibly to new intercultural situations, i.e.



new communications styles, lifestyles, working norms and value sets. This means that one's own cultural, religious or ethnocentric world view is reflected upon an ethno-relative view (Theses by the Bertelsmann Stiftung).

Teaching nowadays become more and more challenging: teachers often find it difficult to attract students' attention to make them realize the importance of learning. Students are becoming reluctant to read and study their material in depth. They tend to use electronic devices to find solutions or information which on the hand can be very helpful, but on the other hand it "drives them away" from the reading and understanding competence.

Therefore, we think that it is essential for teachers to apply new methods in their teaching so that they have better results in the future. To be more precise, our experience has proved that students enjoy the learning process more when they discover knowledge by themselves. Europa Café or Euro Vision offers a fun and active way to find solutions to problems that affect their lives and at the same time working in groups (and sometimes in multicultural groups) makes them more social, open-minded and tolerant. Moreover, these activities offer them the opportunity to talk to each other and exchange opinions without communicating through Facebook or Twitter. They develop social competences which are also necessary for their professional lives. In addition, we created simulation circumstances in a working environment with "Noah's Ark" during which they have to take the role of a company's manager and employee to find solutions to certain problems, e.g. to include a blind colleague in their team. In most of the activities teachers play the role of the coordinator and they don't offer "easy" answers to their students. That way it is easier to encourage more students to be involved in the learning process and especially those who are usually passive listeners or indifferent.

Foreign languages are necessary for our students for whom it is probable that they will work in a multicultural environment. Learning words by heart or just completing exercises is one way to acquire some knowledge about a language and the civilization that comes with it. However, there are many ways to teach our students new words and expressions and put



them in real life situations. Good examples are offered by the CLIL Units which can be implemented in all kinds of subjects, like Technology, Social Studies, History, Physics, Chemistry, Mathematics and so on. Units such as Leadership or Moral Dilemmas help students to identify themselves with certain kinds of behavior or make decisions under specific circumstances.

The aim of the project is to test and further develop the learning modules which are sketched in the teaching framework and to design more and additional learning modules so that they can be used and disseminated first to the partners and their networks and then to other organizations of vocational training by open access to the results. In addition, teachers should be trained to actively use the modules in a cultural different environment and to further develop and enrich them by their testing results and experiences.

The CORPUS is divided in three parts. The following division was chosen due to practical reasons –so that the CORPUS can be used as a practical guide for teachers or trainers- and the fact that it presents step by step the activities carried out during the transnational weeks. Furthermore, the modules are presented in groups according to their context, their purpose and the competences they deliver.

The first part includes a short description of the warming-up exercises which were implemented during the transnational weeks in order to make the students feel welcome and help them to familiarize themselves with the environment and the people of the hosting school/organization. **The second part** presents teaching modules with examples and assessment tools of their results. All these modules have been tested in a real classroom (or company) and the group of pupils participating was multicultural. **The third part** includes all the CLIL (Content and Language Integrated Learning) which were tested in the classrooms during the transnational weeks and offer quite interesting results about the level of language awareness and the ability of students to express themselves in a foreign language.



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In conclusion, the high number of transnational partners allowed the partnership perfectly to design, adapt, test and certify the learning modules under different cultural and organizational conditions, supported by the E-Learning Platform.



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INTERCULTURAL COMPETENCES IN VOCATIONAL EDUCATION

CHAPTER TWO:

INTERCULTURAL TRAINING MODULES

***By Anca Petriuc & Mircea Apahidean- COLEGIUL TEHNIC ENERGETIC,
Andreia Baptista- ESCOLA PROFISSIONAL AVEIRO, Anastasia Kalfa-
GENERAL LYCEUM OF LAVRIO, Mst, Bayram Gökbulut, Dr.- ISKILIP
VOCATIONAL HIGH SCHOOL, Serena Junker & Tino Winkelmann-
WEQUA***

DECEMBER 2017

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CHAPTER TWO: INTERCULTURAL TRAINING MODULES

INTRODUCTION

Intercultural Competence is a complex topic fraught with controversial issues. Therefore, it is not easy to measure and assess its effectiveness. It is necessary for students to be taught the key process skills throughout the classes. This means that Intercultural Competences must be integrated into the curriculum. In addition, students must be provided with opportunities for intercultural interactions, like learning or study-abroad opportunities, international interactions, cultural experiences within their communities.

This way, they are expected to develop personal and social skills in order to live and work in an international environment. On the one hand, they learn to listen, observe, analyze, evaluate and interpret so that they gain cultural self-awareness and deep understanding and knowledge of others' world views as well as flexibility, adaptability, empathy and the ability to withhold judgment. On the other hand, they become aware of the relation between language and meaning in societal context, while they gain general openness to intercultural learning and people from other cultures, they behave and communicate effectively in a multicultural environment and they show respect and tolerance when valuing other cultures.

All in all, the expected improvements are a gain of experiences to teach intercultural competences in different national and institutional environments of vocational training and a gain of expertise for teachers in vocational training to teach intercultural competences, based on multinational tested materials.



1ST MODULE: THE EUROPA CAFÉ

*By Anastasia Kalfa-General Lyceum of Lavrio, Mst & Bayram Gökbulut, Dr.-Iskilip Vocational
High School*

Materials

- Preparation of the room with group tables (with poster papers as table cloths).
- Pens for the tables.
- Materials for the presentations (eg. Poster papers, computers, beamers, cartons...).
- Flags of the countries participating (if there is a multicultural group).

Number of participants: Variable

The ideal number of students should be no more than 25-30. The tables should be divided in 4-5 groups. This makes the whole process easier to be supervised by one teacher.

Duration

Approximately 2 hours. However, the method can also be used for a whole lesson day or for a topic (e.g. intercultural competences) for several days or lesson phases per year.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

In the respect of personal skills, after completing the project, the students are expected to be able to adapt to a multicultural environment by listening, observing, analyzing, evaluating and interpreting.

For this a repeated application, or the processing of a series of appropriate topics is recommended. In addition, this module aims at helping students to work within an appropriate ethos and access and use a range of learning resources, while evaluating their own strengths and weaknesses within set criteria, and seek and make use of feedback. Working in an international context helps students to develop self-motivation to improve the



language competence. When students find themselves in a real situation, it is more likely that they realize the need to improve their language skills, since they are expected to present arguments and convince the others for their reason. Language training: this method can be implemented both in the mother tongue and in a foreign language, so that the students can reflect on their own foreign language competence. Thus, they gain understanding and interpretation of concepts and feelings in a foreign language combined with the knowledge of the cultural variability.

B. SOCIAL SKILLS

After completing the project, the students are expected to be able to develop the ability for teamwork as a social competence and learn how to express their opinion in front of an audience. Furthermore, it aims at effective and appropriate communication and behavior in an intercultural situation and self- reflection on tolerance, openness and respect of different points of view. This module targets to constructive engagement of all types of students in order to show support for social/cultural diversity and respect the values of privacy of others, while overcoming prejudices.

MODULE DESCRIPTION

Europa Café is a form of teaching which involves team- work and it can be applied to practical as well as theoretical subjects. The aim of this module is to introduce a way of organizing team work in the classroom so that every student will be engaged in the process, while enhancing social skills and gaining new knowledge. The module aims to provide a basic understanding of the limitations as well as the strengths of team- work in the classroom, and to think about the broader relevance of its findings – e.g., in initiating debate about key issues in society (issues such as obedience, social influence, the impact of groups on individual functioning, the development of morality, intelligence, cooperation and personality).



STEP 1: The classroom is converted into a Café with tables set in groups. The tables are covered with white papers on which the students are asked to write their opinions. Apart from that, each teacher can use his/her imagination for the decoration of the classroom or the tables. On every table there should be a case of pens of different colours and a paper with their “mission”.

STEP 2: Preparation of the questions. A set of questions or instructions for a short project is prepared by the teacher. Each group has to answer different questions, but the general subject should be one. (eg. The general subject could be “Racism and Prejudice against different cultures/religions” ...and each group could handle it from different perspectives: what causes Racism, which are the consequences, how can modern society overcome prejudice etc.).

STEP 3: The students sit around the tables and they decide as a group which one of them will be the coordinator. The coordinator won’t leave the table during the process. His role is to inform each group about the answers given by the previous groups. It is suggested that the coordinators should be “coached” by the teacher, at least the first times this method is be applied in the classroom. The teacher could choose 4 or 5 students as coordinators and give them an early briefing about the role and the principles of a democratic discussion.

STEP 4: The students have to stay at each table for 10 minutes. The coordinator reads the questions and each student writes his/her opinion on the white paper. They all use the same colour each time so that the coordinator can keep in mind the opinions of each group, in order to avoid the repetition of answers. After 10 minutes the students have to move to another table. Therefore, they get a complete idea of the subject discussed. In the meanwhile, the teacher plays the role of the waiter/waitress, who has to remind the students to change tables.



STEP 5: In the end, each team presents the conclusions and the main points of their discussion. The presentation can be prepared in different forms: PowerPoint Presentation, Cartons, theatrical play (live dialogue), interview etc.

TEACHERS' REPORTS

After each transnational week is completed teachers who have participated in the week's activities are asked to deliver a report about each module they have implemented in the classroom. These reports are a kind of assessment of the activities carried out and they are used as feedback by teachers. They provide enough elements to understand the structure of the modules, their impact on students and teachers, their effectiveness in enhancing intercultural competences and also the circumstances under which they are more suitable to be implemented. Therefore, it is essential to present some samples of the teachers' reports- and not all of them due to economy of space- which can be used as guides for teachers who wish to test some of the suggested modules in their classrooms.

1. TRANSNATIONAL WEEK IN ROMANIA (17.04.2016-23.04.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANCA PETRIUC	Co-teacher from hosted school/organization Thomas Müller Giulio Ponzio
PERIOD	Date 17th April – 23rd April 2016	Place Cluj Napoca-ROMANIA
TRAINING MODULE DELIVERED	EUROPA CAFE	



MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	CLASSROOM, TEAM WORK
MAIN ACTIVITIES CARRIED OUT	20 students were divided into 4 groups-tables. The German and Italian students had to work with the Romanian students. The classroom was converted into a Café and the students had to change tables every 10 minutes. The questions they had to answer concerned the most significant social problems, their causes and consequences and some solutions. Each group made a presentation: some students conducted an interview, others drew a carton and wrote their arguments on it, others performed a short theatrical dialogue and a Powerpoint presentation.
TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Potenza in Italy, Cluj Napoca Romania, OSZ Lausitz Germany
TOOLS AND SUPPORTS UTILISED	Flipchart paper, markers, pencils, beverages and biscuits.
EQUIPMENT AND TECNOLOGIES	Projector, Computer, Microphones.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	The students had the opportunity to exchange ideas about the social problems in their countries. They shared similar concerns about the extent of these problems to Europe and the fact that they affect mostly the loves of young people. In the end, they expressed the hope that through collaboration and discussion among the European countries the European governments will reach some solutions for these problems.
RESULTS ON COMPETENCES AND BEHAVIORS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management, presentation of results in front of an audience (the students overcame their fear of speaking in a foreign language and as radio producers). The students realized that the problems within the EU concern them equally and they – as the new generation- will be called to find solutions for social problems.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	-
CONCLUSIONS AND SUGGESTIONS	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.



FOR IMPROVEMENT	
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Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The words and sentences used referred mostly to the negative effects of social problems. It also had to do with unemployment, the working conditions, the political situation, economical state, immigration. Most frequently used phrases/sentences: common currency, purchasing power, refugees and immigrants, job placement, the basic competences of candidates, unemployment, Many young scientists have already moved abroad and, according to a recent study, they don't intend to come back, There is a huge lack of financial funds, the relations between some of the countries can't reach an agreement about territorial space or Money , we are supporting many refugees that ran of the War in Asian countries and some of the most important and influential countries are leaving the EU like England, economic crisis, high rates of criminality, radical political ideas/parties.

2. TRANSNATIONAL WEEK IN CZECH REPUBLIC (12.02. 2017-18.02.2017)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization Richard Červený	Co-teacher from hosted school/organization Bayram Gökbulut, Dr Michael Pfannenhuemer
PERIOD	Date 17th April – 23rd April 2016	Place Roudnice- Czech Republic



TRAINING MODULE DELIVERED	EUROPA CAFE
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	CLASSROOM, TEAM WORK
MAIN ACTIVITIES CARRIED OUT	18 students were divided into 3 groups-tables. The Austrian and Turkish students had to work with the Czech students. The classroom was converted into a Café and the students had to change tables every 10 minutes. The questions they had to answer concerned the most important concerns of teenagers: problems, characteristics, likes/dislikes, entertainment etc. Each group made a presentation: some students conducted an interview, others drew a carton and wrote their arguments on it, others performed a short theatrical dialogue and a Powerpoint presentation.
TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Iskilip in Turkey, Linz Austria, Roudnice Czech Republic.
TOOLS AND SUPPORTS UTILISED	Flipchart paper, markers, pencils, beverages and biscuits.
EQUIPMENT AND TECNOLOGIES	Projector, Computer, Microphones.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	The students had the opportunity to exchange ideas about the characteristics of teenagers across Europe. They shared similar concerns about problems teenagers have to face and how they can overcome these problems (with the support from their families, education, society etc.).
RESULTS ON COMPETENCES AND BEHAVIORS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management, presentation of results in front of an audience (the students overcame their fear of speaking in a foreign language and as radio producers). The students realized that they share the same concerns and in some cases the same dreams for the future.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	-



CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.
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Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The words and sentences used referred mostly to teenagers and their concerns: puberty, adolescence, technology, computers, Facebook, Twitter, Internet, job placements, unemployment, family ties...

CONCLUSIONS

Europa Café has been tested in all settings. The general results are positive. Students enjoy moving around the classroom because this keeps them on alert. Moreover, students are offered the opportunity to work with their classmates who are not their friends, which is like a real-life situation: students need to realize that in the context of a working environment they will have to work with people they do not necessarily like. This Module is a good exercise for students to develop their critical thinking and get a general perspective of all the subjects discussed. During the transnational week in Greece and Romania we decided to give to students additional questions so that they could get a better grasp of the general subject.



Indicative learning resources

Duckworth, A.L. & Peterson, C. (2007). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, Vol. 92, No. 6, 1087-1101.

Duckworth, A.L., Grant, H., Loew, B., Oettingen, G. & P. M. Gollwitzer (2011). Self-Regulation strategies improve self-discipline in adolescents: benefits of mental contrasting and implementation intentions. *Educational Psychology*, Vol. 31, No.1, 17-26.

Duckworth, A.L., Kirby, T.A., Gollwitzer, A. & G. Oettingen (2013). *From Fantasy to Action: Mental contrasting with implementation intentions (MCII) improves academic performance in children.* Retrieved from <http://spp.sagepub.com/content/early/2013/02/08/1948550613476307>, on 11/02/2014.

Emmons, R.A. & McCullough, M.E. (2003). Counting Blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, Vol. 84, No. 2, 377-389.

UNESCO (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*. Paris: UNESCO.

INTERNET SOURCES

<http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

<https://gr.pinterest.com/explore/teamwork-activities/>



2ND MODULE: EURO-VISION: BROADCASTING FROM EUROPE

*By Anastasia Kalfa-General Lyceum of Lavrio, Mst & Andreia Baptista-Escola Profissional
Aveiro*

Materials

- Preparation of the subject and the questions.
- Transformation of the classroom into a Radio Station/TV Room/Auditorium (European Commission, see the simulation game on the project's site: <http://icvet.epa.edu.pt/>).
- Microphones.
- Radio console.
- Alternatively, a TV show can be planned. Then it must be provided for a corresponding recording technology which has not necessarily to be professional. An imitated TV Studio with a video camera is sufficient here. However, you have to pay close attention to the sound quality here. Additional microphones and recording technology are recommended.
- Ideally a school media studio is used. We also have made good experiences with the involvement of local radio or television stations, if they are opening up to students and apprentices with a free-to-use offer.
- Should the module be linked to the simulation game: Eurovision: We are shaping the Future of Europe! (see the accompanying module), this must be worked through beforehand and if possible implemented with the participants.

Number of participants: Variable

The ideal number of students should be no more than 25-30. The tables should be divided in 4-5 groups. This makes the whole process easier to be supervised by one teacher.



Duration

Approximately 2 hours. However, this method can be applied throughout the school-year, so that the teachers can assess the learning objectives, based on facts which they will gather from the students' involvement, reaction and evolvement during a school-year.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

The module is designed to help participants implement effective group work and to honor commitments to others. They gain access to a range of innovative new learning resources, so promoting creative thinking is another goal of the module. It refers to the handling and use of the media radio or television and to the accompanying implementation of the simulation game of the European Commission (Eurovision: We are shaping the Future of Europe!). Participants acquire new knowledge through non-formal, technology-based teaching and learning methods.

The module will ideally be implemented in English, preferably with an international group (eg. during a transnational week)! This contributes significantly to improve the language skills. The real situation of the radio or TV news, the preparatory work and interviews as well as the need to argue and persuade the others motivates to use the foreign language on a high, but playful level! As a variety of tasks and activities (active and supporting) have to be carried out in this module, even participants with a low self-esteem can experience success.

By working together in the different tasks for broadcasting, the participants acquire curiosity, respect and openness as well as knowledge about other cultures. Likewise, their ability to compare and analyze is stimulated

B. SOCIAL SKILLS

The module aims to increase the skills of teamwork, self-reflection, openness to innovation and also to entrepreneurship. Participants broaden their horizons regarding the



social, political and cultural life in other countries and understand the value of cultural diversity and can develop tolerance. The module offers the opportunity to operate in a different environment (outside the classroom or the workplace) and to collaborate with professionals. The module addresses cognitive flexibility, a skill that can be used to switch between the views of the etic (an outside observer of a culture or system) or emic ("through the eyes of an insider"). If the simulation game is used, the students / trainees learn to simulate different scenarios using experimental methods as they have to familiarize themselves with other cultural facts and political and institutional backgrounds.

MODULE DESCRIPTION

"Euro Vision: broadcasting from Europe" is a form of teaching which involves teamwork and role-play and can be applied in a simulated setting in the classroom or in a real radio / TV station.

STEP 1: The classroom is converted into a Radio Station. A big console can be drawn or manufactured, which will simulate a real one. There is also the choice of turning the classroom into a TV room. This activity can be held in an auditorium, imitating a European Commission Conference.

STEP 2: Each student should take up a role: two can be the radio producers/TV Show Hosts, two could be the guests, one or two could be responsible for the music and the rest could be the audience.

STEP 3: The subject of discussion and the music should be prepared in advance. In order to involve more students, the subject could be divided in sub-categories. For example, the subject could be about the daily life of young people in different European countries or citizens' expectations from Europe in the future. If this module is implemented in a multicultural classroom, groups of students from two or three different countries can represent their own country. Otherwise students from one country can play the role of



European students, as well. In that case, they should make a research in advance about the country they represent.

STEP 4: The Radio/TV show starts with the question “What’s up...eg. in Greece?”, and to be more precise “What’s up in the **political** or **social life** of Greece or the **culture/ education**. The radio producers make a short introduction to the subject discussed. Then, they start taking calls from the audience. Each group of students, who play the role of the show’s guests answers the question related to their research. For example, one group could present the cultural events going on at that certain time in Athens and another one the problem of unemployment in Greece and how it affects the lives of young people.

STEP 5: The selection of the subjects is completely up to the teachers’ and/or the students’ interests, so that it can vary from case to case. Alternatively, it is suggested that the students propose a declaration, which the heads of states and governments want to present in Rome on 25th March 2017. For getting a better impression on the citizens’ expectations and needs, the European Commission in Brussels asked people in Europe to present their ideas of the future of Europe. This can be done in form of short letters, videos, Radio/TV Shows addressed to the President of the European Commission.



TEACHERS' REPORTS

After each transnational week is completed teachers who have participated in the week's activities are asked to deliver a report about each module they have implemented in the classroom. These reports are a kind of assessment of the activities carried out and they are used as feedback by teachers. They provide enough elements to understand the structure of the modules, their impact on students and teachers, their effectiveness in enhancing intercultural competences and also the circumstances under which they are more suitable to be implemented. Therefore, it is essential to present some samples of the teachers' reports- and not all of them due to economy of space- which can be used as guides for teachers who wish to test some of the suggested modules in their classrooms.

1. TRANSNATIONAL WEEK IN PORTUGAL (26.09.2016-30.09.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANDREIA BAPTISTA	Co-teacher from hosted school/organization Anastasia Kalfa Thomas Müller
PERIOD	Date 26th – 30th SEPTEMBER 2016	Place AEVA PORTUGAL
TRAINING MODULE DELIVERED	EURO VISION: A TV SHOW ABOUT EUROPE IN...2030!	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	TV STUDIO	
MAIN ACTIVITIES CARRIED OUT	TV SHOW, INTERVIEW IN ENGLISH	



TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Aveiro Portugal, Lavrio Greece
TOOLS AND SUPPORTS UTILISED	Music, TV Console, TV Studio.
EQUIPMENT AND TECNOLOGIES	Camera, Computer, Microphones.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	The students had the opportunity to exchange ideas about Europe and its future. They shared similar concerns about the unity of the European countries in the future, the sustainability of the Union and the rise of extreme political parties in almost all countries. They also discussed about the opportunities and the competences that are required in the European labour market.
RESULTS ON COMPETENCES AND BEHAVIOURS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management, presentation of results in front of an audience (the students overcame their fear of speaking in a foreign language and as TV producers). The students realized that the problems within the EU concern them equally and they – as the new generation- will be called to find solutions for the Union’s problems.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	-
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.

Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*



The words and sentences used referred mostly to the positive and negative side of being part of the EU. It also had to do with unemployment, the working conditions, the political situation, economical state, immigration. Most frequently used phrases/sentences: common currency, purchasing power, Many European rich countries have been showing an increasing reluctance in helping the poorest ones, refugees and immigrants, job placement, the basic competences of candidates, There are some tests, for example in IT Technology, languages etc., which measure the readiness of candidates to study or work in another country, working conditions, Many young scientists have already moved abroad and, according to a recent study, they don't intend to come back, There is a huge lack of financial funds, the relations between some of the countries can't reach an agreement about territorial space or Money , we are supporting many refugees that ran of the War in Asian countries and some of the most important and influential countries are leaving the EU like England.



2. TRANSNATIONAL WEEK IN GREECE (27.11.2016-03.12.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANNY KALFA	Co-teacher from hosted school/organization DOMENICO GIANFRANCO NICASTRO & ANDREIA BAPTISTA
PERIOD	Date 27th November – 03rd December 2016	Place LAVRIO - Greece



TRAINING MODULE DELIVERED	EURO VISION: “BLAST FROM THE PAST”, A RADIO SHOW ABOUT EUROPE IN ...2030!
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Radio Station, Team Work
MAIN ACTIVITIES CARRIED OUT	Two Greek students, two from Portugal and two from Italy visited the local Radio Station of Lavrio where they recorded their Radio Show from the...future! The Radio Show had two prominent guests from Portugal and two from Italy. All of them analyzed the situation in Europe in 2030, the reasons that led to it and the consequences.
TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Potenza in Italy, Aveiro Portugal, Lavrio Greece
TOOLS AND SUPPORTS UTILISED	Music, Radio Console.
EQUIPMENT AND TECHNOLOGIES	Radio Console, Computer.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	The students had the opportunity to exchange ideas about Europe and its future. They shared similar concerns about the unity of the European countries in the future, the sustainability of the Union and the rise of extreme political parties in almost all countries.
RESULTS ON COMPETENCES AND BEHAVIORS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management, presentation of results in front of an audience (the students overcame their fear of speaking in a foreign language and as radio producers). The students realized that the problems within the EU concern them equally and they – as the new generation- will be called to find solutions for the Union’s problems.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	-
CONCLUSIONS AND SUGGESTIONS	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.



FOR
IMPROVEMENT

Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The words and sentences used referred mostly to the positive and negative side of being part of the EU. It also had to do with unemployment, the working conditions, the political situation, economical state, immigration. Most frequently used phrases/sentences: common currency, purchasing power, Many European rich countries have been showing an increasing reluctance in helping the poorest ones, refugees and immigrants, job placement, the basic competences of candidates, There are some tests, for example in IT Technology, languages etc., which measure the readiness of candidates to study or work in another country, working conditions, Many young scientists have already moved abroad and, according to a recent study, they don't intend to come back, There is a huge lack of financial funds, the relations between some of the countries can't reach an agreement about territorial space or Money , we are supporting many refugees that ran of the War in Asian countries and some of the most important and influential countries are leaving the EU like England.

CONCLUSIONS

Euro Vision is a really unique method to teach. Not only do teachers use unconventional methods but it can also be implemented in real working environments: a TV set, a Radio Station etc. Teachers as well as students have the opportunity to make good use of technology and produce professional presentations. This method was first used in the week in Portugal (Aveiro, 26.09-30.09.2016: students and teachers from Portugal, Germany and Greece), in Greece (Lavrio, 27.11-03.12.2016: students and teachers from Greece, Portugal and Italy), in Germany (08.10-14.10.2017: students and teachers from Germany, Turkey and



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Romania), in Italy (Potenza, 12.03-18.03.2016: students and teachers from Italy, Romania and Austria) and in Austria (19.06-23.06.2017: students and teachers from Austria Czech Republic and Portugal). This Module has been tested throughout the project and the impact on students was very positive. The fact that they performed this Module outside their classrooms (in some cases as in Greece outside their school) was invigorating per se. However, there were some difficulties when this Module had to be implemented in the classroom without the necessary equipment. Another setback is that we could not involve more than 5-6 students in the process. However, in Italy and in Czech Republic the Radio Show lasted a bit longer so that more subjects were covered and more students could be engaged. Apart from that, this Module is connected to another activity under the title “Euro Vision: Reshaping Europe” (see ANNEX). It can be used as a dissemination activity for the project. In this context more students are involved and they take roles in a simulation of a Conference of the European Committee. Their main task is to present the results of the project, its impact on their schools and themselves and at the same time get more profound knowledge about the participating countries. Therefore, the TV SHOW or the RADIO SHOW can be combined with the European Committee’s simulation. This is scheduled to take place in Greece in March, where 68 students will carry out different roles (President of the Committee, Representatives of the 8 countries of the project, spokesmen/women from these countries, reporters, photographers, caterers etc.).



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Indicative learning resources

Ten Ways to Make Your Teaching More Effective. University of California at Berkeley. Retrieved from <http://teaching.berkeley.edu/tenways.html>, on 18/04/2016.

Making Lectures more engaging. Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office. Retrieved from <http://www.ryerson.ca/lt/>, on 18/04/2016.

https://europa.eu/european-union/index_en

<https://www.theguardian.com/world/eu>



3RD MODULE: INTERCULTURAL TREASURE HUNT

By Anca Petriuc & Raluca Tehei-Colegiul Teknik Energetic

Materials

- Preparation of the letters for all the teams.
- Preparation of the maps and routes.
- Preparation of teachers/ other students that have to give instructions and assess completion of the task.
- Quiz.
- Gymsuits: sports course.
- Materials for tasks (e.g. paper, water and nailpolish, fruit...).

Number of participants: Variable

The number of participants may vary but it is suggested to have teams of only 3 or 4 participants in order to encourage team building.

Duration

Approximately 2-3 hours, depending on the number of check points and the level of difficulty of the tasks.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

After completing the project, the students are expected to be able to enhance communication, particularly among those that would not normally work together. In addition, they are expected to see skills in others that they may not have appreciated before and contribute ideas as individuals, listen to their team mates and acknowledge their ideas. Since this module is supposed to be implemented in a multicultural environment, it helps students



to self-reflect on tolerance, respect different points of view and negotiate consensus within the group according to the rules of a democratic discussion. All in all, they become decisive as a group - learn to trust each other, know when a leader is needed and when everyone has to contribute to get the job. As a result, they realize the need to respect each other's ideas and mentality and appreciate diversity.

B. SOCIAL SKILLS

As far as social skills are concerned, the participants recognise each others' strengths and weaknesses and collaborate together to be successful as a team, while managing time effectively to solve challenges. They also need to be more creative - use mind, body and strategy to create processes and solve tasks successfully and learn how to encourage each other and the team as a whole to build a stronger bond between its individual members. The students develop self-motivation to improve the language competence / foreign language competence since this method can be implemented in other languages as well, not just in the mother tongue. In overall, it helps learners to see another culture perspective while analysing the behavior of others.

MODULE DESCRIPTION

The Intercultural Treasure Hunt is meant to develop the students' understanding of other cultures, general skills and ability to work in a team while involving them in a fun-filled as well as demanding activity. Faced with twists and turns, the teams will be challenged to unlock the clues and crack the final code (for example, a word related to interculturality, such as *tolerance* or *diversity*). The aim of this module is to develop team work skills outside the limitations of an enclosed space, such as the classroom. The whole process is intriguing and thus stirs the students' interest and motivates them to participate and learn new things, to accept challenges, to develop social skills and become aware of their own strengths and weaknesses, both as individuals and team members.



STEP 1: The participants are divided into teams of 3-4 and will have to collaborate in order to be successful throughout the duration of the hunt. Just as in life, they will learn that it is important to contribute to society/ hunt, both as an individual and as a team member. All the participants are briefed and the objective of the hunt is explained before the beginning of the first challenge.

STEP 2: At the beginning of the hunt, all teams choose a name for themselves and are given a map with the locations of the challenges and a set route. The routes are different so that the teams do not perform the same challenge at the same time, although in the end they must have all the tasks completed.

STEP 3: At each activity, teams will be given instructions outlining what they need to do or how that activity works; if a team is successful and completes a challenge within the allocated time frame, they will be rewarded with a *letter*. The hunt involves the participation of more teachers or other non-participants since at each check point someone has to give the teams the task, make sure that it is performed and reward them with the *letter*.

STEP 4: For example you can choose the word "diversity" and let the students go through 9 check points in order to obtain all the letters and solve the final mystery. The wide range of tasks challenges the students from various points of view. For example one can let them to fill in an intercultural quiz (see for example EuroEuro Fun), make origami waterlilies, paint on water, do sports, solve logical problems, identify medicinal plants in the green area, build a cultural symbol using fruit, find a hidden letter or give them a technical task (for example building an electric scheme).



TEACHERS' REPORTS

After each transnational week is completed teachers who have participated in the week's activities are asked to deliver a report about each module they have implemented in the classroom. These reports are a kind of assessment of the activities carried out and they are used as feedback by teachers. They provide enough elements to understand the structure of the modules, their impact on students and teachers, their effectiveness in enhancing intercultural competences and also the circumstances under which they are more suitable to be implemented. Therefore, it is essential to present some samples of the teachers' reports- and not all of them due to economy of space- which can be used as guides for teachers who wish to test some of the suggested modules in their classrooms.

1. TRANSNATIONAL WEEK IN ROMANIA (17.04.2016-23.04.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANCA PETRIUC	Co-teacher from hosted school/organization Thomas Müller Giulio Ponzio
PERIOD	Date 17th – 23th APRIL 2016	Place CLUJ NAPOCA-ROMANIA
TRAINING MODULE DELIVERED	INTERCULTURAL TREASURE HUNT	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Treasure Hunt (combined indoor and outdoor sessions)	



MAIN ACTIVITIES CARRIED OUT	<p>The activities carried out covered a wide range of skills (culminating with the discovery of the code) and were as follows:</p> <ul style="list-style-type: none"> - intercultural quiz - origami - water painting - sports - solving logical problems - identifying medicinal plants in the school yard - making a cultural symbol from fruit - finding a hidden letter - building an electrical scheme/ circuit
TARGET GROUP OF THE PARTICIPANTS (age, country)	<p>Colegiul Tehnic Energetic, Cluj-Napoca, Romania – age: 15-19; training in the field of electricity, energetics and electronics</p>
TOOLS AND SUPPORTS UTILISED	<p>Classrooms, labs, yard, gym, School maps, paper, water, fruit, cutlery, envelopes, letters, tasks instructions.</p>
EQUIPMENT AND TECNOLOGIES	<p>Computer, video projector, mobile phones.</p>
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<ul style="list-style-type: none"> • Increased communication; active listening to their team mates • Self-reflection on tolerance, respect of different points of view; overcome prejudice and value diversity • Negotiation of consensus within the group • Learning to trust and support each other • Fun and laughter
RESULTS ON COMPETENCES AND BEHAVIOURS	<ul style="list-style-type: none"> • Students cooperated in order to be successful as a team; showed more tolerance towards others, acknowledged their similarities and differences, strengths and weaknesses. • Students managed time effectively to solve challenges • They were creative - used mind, body and strategy to solve tasks successfully • Encouraged each other and worked as a team (forged stronger links among its individual members) • Students developed their language competences (used English to communicate) and social skills • They learned perseverance - the persistence to keep going until the very end.



WHAT WORKED	Everything worked out well: teams cooperated, there was very good communication among students, all of them managed to get through the checkpoints and crack the final code.
WHAT DID NOT WORK	The courses chosen for the teams required the students to keep going from one building to another and some got quite tired.
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	<p>Conclusions:</p> <ul style="list-style-type: none"> - fun-filled and rewarding activity - makes use of creativity - develops social competences, team work skills, critical thinking and problem-solving attitude - develops effective time management skills - demanding and time-consuming in terms of preparation - difficult to manage if you have many checkpoints (you need both a lot of materials and human resources) <p>Suggestions for improvement</p> <ul style="list-style-type: none"> - if it includes physical tasks as well, it shouldn't last more than 2 hours because it's too tiring <p>if the hunt takes place in more buildings and outdoors, make sure the course chosen doesn't make students run back and forth from one building to another (for the same reason: it can get tiring).</p>

Part 2- NARRATIVE REPORT

- *It is an "open" report, that rebuilds the global sense with a "STORY" made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The Intercultural Treasure Hunt is meant to develop the students' understanding of other cultures, general skills and ability to work in a team while involving them in a fun-filled as well as demanding activity. Faced with twists and turns, the teams will be challenged to unlock the clues and crack the final code (for example, a word related to interculturality, such as *tolerance* or *diversity*).



Telecan Mircea (Cluj-Napoca, Romania) “It was a very nice experience, I’m very happy that I took part in this project. It was very nice meeting the guys and I had a very good time working with them, especially in the treasure hunt.”

Oana Mircea (Cluj-Napoca, Romania) “It was a great experience and I got to know new people.





2. TRANSNATIONAL WEEK IN ROMANIA (20.11.2017-24.11.2017)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANCA PETRIUC Raluca Tehei Mircea Apahidean	Co-teacher from hosted school/organization Anastasia Kalfa, Eygenia Trampari Richard Cerveny, Hana Bilikova
PERIOD	Date 20th – 24th NOVEMBER 2017	Place CLUJ NAPOCA-ROMANIA
TRAINING MODULE DELIVERED	INTERCULTURAL TREASURE HUNT	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Treasure Hunt (combined indoor and outdoor sessions)	
MAIN ACTIVITIES CARRIED OUT	<p>The activities carried out covered a wide range of skills (culminating with the discovery of the code) and were as follows:</p> <ul style="list-style-type: none"> - intercultural quiz - origami - water painting - sports - solving logical problems - identifying medicinal plants in the school yard - making a cultural symbol from fruit - finding a hidden letter - building an electrical scheme/ circuit 	



TARGET GROUP OF THE PARTICIPANTS (age, country)	Colegiul Tehnic Energetic, Cluj-Napoca, Romania – age: 15-19; training in the field of electricity, energetics and electronics, 16-19 students 16-19 from the General Lyceum of Lavrio and the Roudnice Vocational School (SPSOS).
TOOLS AND SUPPORTS UTILISED	Classrooms, labs, yard, gym, School maps, paper, water, fruit, cutlery, envelopes, letters, tasks instructions.
EQUIPMENT AND TECNOLOGIES	Computer, video projector, mobile phones.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<ul style="list-style-type: none"> • Increased communication; active listening to their team mates • Self-reflection on tolerance, respect of different points of view; overcome prejudice and value diversity • Negotiation of consensus within the group • Learning to trust and support each other • Fun and laughter
RESULTS ON COMPETENCES AND BEHAVIOURS	<ul style="list-style-type: none"> • Students cooperated in order to be successful as a team; showed more tolerance towards others, acknowledged their similarities and differences, strengths and weaknesses. • Students managed time effectively to solve challenges • They were creative - used mind, body and strategy to solve tasks successfully • Encouraged each other and worked as a team (forged stronger links among its individual members) • Students developed their language competences (used English to communicate) and social skills • They learned perseverance - the persistence to keep going until the very end.
WHAT WORKED	Everything worked out well: teams cooperated, there was very good communication among students, all of them managed to get through the checkpoints and crack the final code.
WHAT DID NOT WORK	The courses chosen for the teams required the students to keep going from one building to another and some got quite tired.
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	<p>Conclusions:</p> <ul style="list-style-type: none"> - fun-filled and rewarding activity - makes use of creativity - develops social competences, team work skills, critical thinking and problem-solving attitude - develops effective time management skills - demanding and time-consuming in terms of preparation



- difficult to manage if you have many checkpoints (you need both a lot of materials and human resources)
Suggestions for improvement
- if it includes physical tasks as well, it shouldn't last more than 2 hours because it's too tiring
if the hunt takes place in more buildings and outdoors, make sure the course chosen doesn't make students run back and forth from one building to another (for the same reason: it can get tiring).

Part 2- NARRATIVE REPORT

- It is an "open" report, that rebuilds the global sense with a "STORY" made by images;
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The Intercultural Treasure Hunt is meant to develop the students' understanding of other cultures, general skills and ability to work in a team while involving them in a fun-filled as well as demanding activity. Faced with twists and turns, the teams will be challenged to unlock the clues and crack the final code (for example, a word related to interculturality, such as *tolerance* or *diversity*).





CONCLUSIONS

Intercultural Treasure Hunt is an incredibly active way of learning. It has been tested in the two transnational weeks in Romania with great success. Students from Germany, Italy and Romania (17.04-23.04.2016) and students from Greece and Czech Republic (20.11-24.11.2017) have experienced this Module. fun-filled and rewarding activity. The students were asked to be creative and have critical thinking to solve the problems. The most important competence in this Module, however, is to work with others so that the team can make good use of everybody's skills to complete their tasks in a certain time. This module includes physical activity which the students find a bit tiring, especially if they have to cover long distances. For that reason, in the second week in Romania we asked the students to walk (or run) around one area and two buildings.



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Aitchison, C. (2000). From leisure and disability to disability leisure: developing data, definitions and discourses. *Disability and Society*, 18 (7), 955-969.

Healey, Ian, Designing a treasure hunt activity, in *Horizons* (58) Summer 2012 (p 28-31), Institute for Outdoor Learning, <http://www.outdoor-learning.org/Portals/0/IOL%20Documents/Horizons%20Documents/Horizons%20pdf%20archive/H58.DesigningTreasureHunt.pdf>. *Therapeutic Recreation Journal*, 33(3), 209-221.

Zabriskie, R., Lundberg, N. & Groff, D. (2005). Quality of life and identity: The benefits of community-based therapeutic recreation and adaptive sports program. *Therapeutic Recreation Journal*, 39, (3), 176-191.



4TH MODULE: SOPHOCLES' ANTIGONE: INTEGRATING ARTS INTO THE LEARNING PROCESS

By Anastasia Kalfa, Mst-General Lyceum of Lavrio

Materials

- Preparation of the subject and the questions/pictures.
- Cartons for the FACEBOOK PROFILES.
- POWERPOINT PRESENTATION with moral dilemmas.
- Selection of music.

Number of participants: Variable

The ideal number of students should be no more than 20. The tables of the audience should be divided in 3 groups. This makes the whole process easier to be supervised by one teacher.

Duration

Approximately 2 hours. However, this method can be applied throughout the school-year, so that the teachers can assess the learning objectives, based on facts which they will gather from the students' involvement, reaction and evolvment during a school-year.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

Students collect knowledge about cultural diversity through a wide range of learning resources: behavioral norms, expectations, social and political structures, history, religion and so on. However, this module is not based completely on the intelligence of learners, but also their ability to analyze the hidden meaning of other people's actions, values and beliefs. Develop creative thinking. This module involves theatrical techniques which can be used as non-formal learning method. In that respect, students are able to develop creative thinking and a more constructive relation to school, learn to be more confidents when they have to talk in front of an audience and learn more about themselves from their reaction to people



from other cultures. Moreover, this method can be implemented both in the mother tongue and in a foreign language, so that the students can reflect on their own foreign language competence. Thus, they gain understanding and interpretation of concepts and feelings in a foreign language combined with the knowledge of the cultural variability.

B. SOCIAL SKILLS

When Arts and Theatre are integrated into the learning process, the main purpose is to develop students' intercultural competence through taking a new identity. This learning method can contribute to the development of empathy, attitudes of respect and curiosity and skills of adapting, since students gain knowledge about similarities and differences, assumptions and prejudices. Moreover, watching theatrical plays or reading poems facilitate learning about other cultures and variety of perspectives. The learners can explore experiences they are not able to in real life. This presupposes discussion of poems or theatrical plays, rewriting from the learner's point of view or even illustration by images. In addition, the ability for teamwork as a social competence is developed, especially when students have to study in depth demanding texts.

MODULE DESCRIPTION

This Module is based on the philosophy, the content and the characters of the ancient tragedy by Sophocles, which is thought to be one of the most influential works by this poet, since it depicts the ideas of Democracy, although spoken by a woman and under the regime of monarchy. The aim of this module is to introduce a way of organizing team work in the classroom and involving students in the learning process so that every student will be engaged in the process and be able to take initiative, while enhancing social skills and gaining new knowledge. Apart from that, the students become familiar with one of the most important plays of ancient tragedy, whose ideas still influence authors and poets all over the world.



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STEP 1: Students are shown parts of a movie from 1950's which shows the story and the fate of Antigone and her sister, Ismene. A discussion follows about Antigone's motivation and character (<https://www.youtube.com/watch?v=PM16T-zeXN0>).

STEP2: The students' task is to create three different endings of the story. They write down the story and they justify their choice.

STEP 3: This task is concluded with a theatrical activity: each group represents in a theatrical way the new ending of the story.



TEACHERS' REPORTS

After each transnational week is completed teachers who have participated in the week's activities are asked to deliver a report about each module they have implemented in the classroom. These reports are a kind of assessment of the activities carried out and they are used as feedback by teachers. They provide enough elements to understand the structure of the modules, their impact on students and teachers, their effectiveness in enhancing intercultural competences and also the circumstances under which they are more suitable to be implemented. Therefore, it is essential to present some samples of the teachers' reports- and not all of them due to economy of space- which can be used as guides for teachers who wish to test some of the suggested modules in their classrooms.

1. TRANSNATIONAL WEEK IN GREECE (27.11.2016-03.12.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organisation ANNY KALFA	Co-teacher from hosted school/organisation DOMENICO GIANFRANCO NICASTRO & ANDREIA BAPTISTA
PERIOD	Date 27th November – 03rd December 2016	Place LAVRIO - Greece
TRAINING MODULE DELIVERED	ARTS & EDUCATION/ CLIL UNIT: SOPHOCLES' ANTIGONE: MORAL DILEMMAS THROUGH TIME	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Classroom, Team Work, Theatrical Activity/Seminar	
MAIN ACTIVITIES CARRIED OUT	This activity was divided in two parts. The one was theatrical activity based on the tragedy "Antigone" by Sophocles and the other was an addition to the CLIL UNIT about Moral Dilemmas in modern time.	



	<p><u>In the first part</u> the students formed a circle and performed warming-up exercises. They were told the tragic story of Antigone and her family and they were asked to write down two or three feelings/thoughts about her justifying them with arguments. In the end the students stood up, formed a circle and became the “consciousness” of Antigone. One Greek student stood in the middle of the circle and played the role of Antigone. She had her eyes closed the whole time. The other students moved slowly around her and whispered in her ears what she should do or not about her dead brother. In a way they represented the “voices” in Antigone’s head. When they stopped, “Antigone” said her decision out loud...</p> <p><u>In the second part</u> of the activity the students were divided in three teams and they were given a moral dilemma from our time to process. They had to take a decision as a team and justify their choice. A discussion about all three dilemmas followed and all students came to the conclusion that in real life it is not easy to take a decision.</p>
<p>TARGET GROUP OF THE PARTICIPANTS (age, country)</p>	<p>17 -19 years /male & female students from Potenza in Italy, Aveiro Portugal, Lavrio Greece</p>
<p>TOOLS AND SUPPORTS UTILISED</p>	<p>Music, cartons, Powerpoint slides.</p>
<p>EQUIPMENT AND TECNOLOGIES</p>	<p>Whiteboard, projector, Computer.</p>
<p>RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE</p>	<p>The students from the three different countries managed to feel as a part of one team through the warming-up exercise (“DO WHAT I AM DOING”) and overcame any hesitation about participating in a theatrical activity. They also collaborated in answering questions about the story of Antigone and in the end of the first part they all participated with enthusiasm in the circle of Antigone’s consciousness. In the second part mixed teams argued about moral dilemmas of our time. Although it was challenging for them (especially the students from Italy and Portugal) the results were promising as each team presented very convincing arguments to support its opinion. This activity proved that young people from different cultural environments are capable of working together to complete a task.</p>



RESULTS ON COMPETENCES AND BEHAVIOURS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management, presentation of results in front of an audience.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	More time would be helpful.
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.

Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The words and sentences used referred mostly to moral values, human reactions and feelings when dealing with a dilemma.

1st PART: The students were asked to complete the sentences: “Once upon a time there was a princess who had to make a choice...(TEACHER)...she had to choose between her King and her brother, between the written and the natural law (STUDENTS). So she faced a moral dilemma.”

2nd PART: The students were given three contemporary moral dilemmas and they were asked to present the values in discussion and their opinion. The words/phrases used: being willing to sacrifice, the right to human life, satisfaction, personal responsibility, bravery, daring, longevity, care, contribution, having courage, compassion, violation of the law, benefiting others, respect, patience, ownership, confidence, violation of the law.



Intercultural Competences in Vocational
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CONCLUSIONS

This Module has been tested only during the week in Greece (27.11-03.12.2016), since it is connected to an ancient Greek Tragedy. However, it is a practice that had been used in the past in General Lyceum of Lavrio. It is often discussed that theatre can help people to overcome what is called “stage fright” and learn how to speak and express their opinion in front of an audience. Our experience can only favor this opinion, and this is the main reason for choosing to implement such an activity. However, the students from Italy and Portugal found the whole experience interesting and the methods used to break the ice among them and help them express their thoughts -even without words- effective. In a nutshell, we tried to test the theatrical methods more and less the content of the ancient tragedy.



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Indicative learning resources

Sophocles. Antigone. Chicago: University of Chicago Press, 1991.

Woodruff, Paul. Antigone. Cambridge: Hackett Publishing Company, 2001.

Kamerbeek, J.C.. The Plays of Sophocles: Commentaries III. Leiden: Brill, 1967.

"Novel Guide to Antigone." 2007-07-25.

<http://www.novelguide.com/antigone/index.html>.

"Antigone: A Discussion of Her Biography and Nature." 2007-08-02.

<http://www.fjkluth.com/antigone.html>.



5TH MODULE: THE NOAH'S ARK

By Anca Petriuc & Mircea Apahidean-Colegiul Teknik Energetic

Materials

- Flipchart papers.
- Markers.
- Descriptions of problematic situations.
- Whiteboard/ blackboard with the drawing of an ark (whiteboard markers or chalk).
- Laptop and videoprojector (if necessary for the students' presentations).

Number of participants: Variable

The number of participants may vary but it is advisable to have teams of 3 participants in order to encourage team building, and 6 groups (one group for each situation).

Duration

Approximately 1.5-2 hours.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

After completing the learning module, the students are expected to be able to enhance communication, particularly among those that would not normally work together. In addition, they will reflect on tolerance, learn to keep an open mind, respect different points of view and see things from multiple perspectives. As a result, they will realize the need to respect each other's ideas and mentality and appreciate diversity. This module also helps students develop the ability to express their opinion in front of an audience and to contribute to the completion of a presentation made by the team (as an outcome of their discussion). Moreover, students



will become more familiar with the work environment/ labour market since the problematic situations they need to solve are all work-related.

B. SOCIAL SKILLS

As far as social skills are concerned, the participants acknowledge each others' differences of opinion but still collaborate together to be successful as a team, while managing time effectively to meet deadlines. They also need to be creative - use their imagination to come up with practical solutions to the problematic issues presented and to make a catchy presentation of their conclusions. The students need to overcome prejudice and value diversity in order to be able to work efficiently with others as a member of a group and meet obligations to others. They will take responsibility for their own learning and develop self-motivation to improve the language competence/ foreign language competence.

MODULE DESCRIPTION

The module "Noah's Ark" is meant to develop the students' understanding of other cultures, tolerance and skills regarding the integration on the labour market as well as the ability to work in a team. Faced with various problematic situations at the workplace, the students have to fight prejudice and stereotypes, keep an open mind and come up with practical solutions to achieve integration from three different perspectives (manager, colleague, the person involved/you). This module also aims to develop team work and social skills. It helps the students to become more aware of the work environment and its issues and to develop self-awareness, making them acknowledge their own strengths and weaknesses, both as individuals and as a team.

STEP 1: The participants are divided into teams of 3 and are given the context: "You all work at Noah's Ark, a multinational company, whose activity covers more fields: technical, services, etc. There are more than 1000 employees and sometimes problematic situations appear."



STEP 2: Each group is given a problematic situation and the task. But they need to keep in mind that they have to solve the issue from three different perspectives.

AIM: How would you better integrate this person in the team/ company?

3 PERSPECTIVES: manager, colleague, the person involved/you

SITUATION 1

You are a very relaxed person, always leaving what you have to do for the last minute. Your boss is never certain that the work will be done on time and this causes a lot of stress and frustration for the entire team, whose work is negatively influenced.

SITUATION 2

You are an immigrant, having a different religion and different customs from the other members in your work team. Although you are a pleasant person, you have initiative and qualifications suitable for the position you occupy in the company, your colleagues refuse to talk and cooperate with you.

SITUATION 3

You are a very talkative person and have a hard time focusing on the tasks you are given. You keep behaving like a boss, telling other people what to do without being asked to, which causes irritation and disapproval in the team.

SITUATION 4

You are new in the company, you don't speak the local language, but you can communicate very well in English. You are self-confident and resourceful. However, your team mates refuse to speak English and work with you.

SITUATION 5

You are a very good professional but you are also extremely shy, an introvert, having a hard time expressing opinions and ideas in front of others. This is a disadvantage for the team because you sometimes have solutions for the tasks given but are unable to present your ideas.



SITUATION 6

You are a very good specialist, newly-employed in the company. You are visually impaired (blind) and because of this the others are unsure how to treat you. They prefer to avoid you and not include you in the team activities, making you feel useless in spite of your qualifications.

STEP 3: The students work in groups and find possible solutions to the situation given. Also, they need to use their creativity and come up with a 5-10-minute presentation of their conclusions (oral presentation, powerpoint, role play, interview, cartoons, etc). At the end of each presentation, the others can ask questions or give personal input.

STEP 4: When all the presentations are completed, the groups are asked to think for a few minutes about an animal (or more, if they can) that has similar characteristics to the situation they had to deal with and give arguments for their choice. In the meantime, the teacher draws an ark on the whiteboard/blackboard. After the discussion about the animals chosen, the groups are invited to place them (=draw) on Noah's Ark.



TEACHERS' REPORTS

After each transnational week is completed teachers who have participated in the week's activities are asked to deliver a report about each module they have implemented in the classroom. These reports are a kind of assessment of the activities carried out and they are used as feedback by teachers. They provide enough elements to understand the structure of the modules, their impact on students and teachers, their effectiveness in enhancing intercultural competences and also the circumstances under which they are more suitable to be implemented. Therefore, it is essential to present some samples of the teachers' reports- and not all of them due to economy of space- which can be used as guides for teachers who wish to test some of the suggested modules in their classrooms.

1. TRANSNATIONAL WEEK IN ROMANIA (20.11.2017-24.11.2017)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization Mircea Traian Apahidean Petriuc Anca	Co-teachers from hosted school/organization Anny Kalfa, Eygenia Trampari Richard Cerveny, Hana Bilikova
PERIOD	Date 24.11.2017	Place Colegiul Tehnic Energetic, Cluj-Napoca
TRAINING MODULE DELIVERED	Noah's Ark	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Noah's Ark (classroom activity)	
MAIN ACTIVITIES CARRIED OUT	The activities carried out were the following: - Forming the 6 work groups; - Describe the context of the module (integration problems at the workplace);	



	<ul style="list-style-type: none"> - Distribute the problematic situations to be solved to each group; - Find solutions to the issues from 3 perspectives: the manager, a colleague, the person having integration problems; - Students write all the ideas, discuss and negotiate the answers; - Presentation of the solutions in front of others; - Students associate the integration issues with the behavior of an animal that will go on board Noah's Ark; - Final feedback.
TARGET GROUP OF THE PARTICIPANTS (age, type of vocational training, country)	Colegiul Tehnic Energetic, Cluj-Napoca, Romania – age:15-19; training in the field of electricity, energetics and electronics
TOOLS AND SUPPORTS UTILIZED	Classroom Flipchart, markers, tasks instructions (problematic situations), blackboard, coloured chalk
EQUIPMENT AND TECHNOLOGIES	--
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<ul style="list-style-type: none"> • Increased communication among the members of the group • Develop presentation skills • Ability to present arguments about a given topic • Self-reflection on tolerance, respect of different points of view • Overcome prejudice and value diversity • Negotiation of consensus within the group • Self-motivation to improve language competence.
RESULTS ON COMPETENCES AND BEHAVIOR	<ul style="list-style-type: none"> • Students developed their language competences (used English to communicate) and social skills; • Students had to cooperate and work as a team in order to find solutions to the problems given and be successful as a group; also, they made decisions about the group presentation of the solutions and had oral presentations in front of others; • They showed more tolerance to others; • Students managed time effectively to solve the tasks; • They were creative; • They have a better understanding of integration problems at the workplace.
WHAT WORKED?	Everything worked out well: teams cooperated, there was good communication among students, all of them managed to complete the task (find solutions) and make the presentation of their work.
WHAT DID NOT WORK?	One problem could be the level of language competences, which might affect communication within the group.



CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	<p>Conclusions:</p> <ul style="list-style-type: none"> - develops social competences and team work skill; - develops problem-solving attitude; - develops effective time management skills; - develops language competences and social skills; - develops the ability of students to take initiative and be responsible for their own learning; - acquirement of knowledge about integration problems at the workplace through discussion, collaboration & exchange of ideas. <p>Suggestions for improvement</p> <ul style="list-style-type: none"> - the module is very good to be used to solve many problems or situations.
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Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The implementation of the module was really great, all the students interacted, and worked together to find solutions. The problematic situations were very interesting and challenged the students’ creativity.

They were as follows:

Situation 1: You are a very relaxed person, always leaving what you have to do for the last minute. Your boss is never certain that the work will be done on time and this causes a lot of stress and frustration for the entire team, whose work is negatively influenced.

Situation 2: You are an immigrant, having a different religion and different customs from the other members in your work team. Although you are a pleasant person, you have initiative and qualifications suitable for the position you occupy in the company, your colleagues refuse to talk and cooperate with you.

Situation 3: You are very talkative person and have a hard time focusing on the tasks you are given. You keep behaving like a boss, telling other people what to do without being asked to, which causes irritation and disapproval in the team.

Situation 4: You are new in the company, you don’t speak the local language, but you can communicate very well in English. You are self-confident and resourceful. However, your team mates refuse to speak in English and work with you.

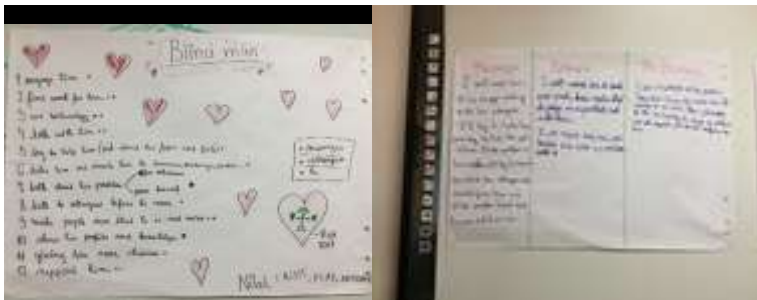
Situation 5: You are a very good professional but you are also extremely shy, an introvert, having a hard time expressing opinions and ideas in front of others. This is a disadvantage for the team because you sometime have solutions for the tasks given but are unable to present your ideas.

Situation 6: You are a very good specialist, newly-employed in the company, You are visually impaired (blind) and because of this, the others are unsure how to treat you. They prefer to avoid you and not include you in the team activities, making you feel useless in spite of your qualifications.

The students pick one situation and work together on the theme. At the end every group made a presentation of what was written on the paper. Then they are drawn on the board an animal as presents many similarities with the situation described.

Mircea Apahidean (teacher):

For me teaching a lesson in English was indeed a real challenge, considering that I am not an English teacher. However I think that the lesson topic was interesting and the students showed great interest in solving tasks.





CONCLUSIONS

This Module has been tested during the transnational weeks in Romania (17.04-23.04.2016 & 20.11-24.11.2017). Students from Greece, Czech Republic, Germany and Italy have experienced one of the most interesting Modules of the project. The reason for that is that it creates an almost realistic working environment for the students with real-life situations that is probable to come across as professionals. As we-the teachers- observed, it was remarkable how well our students collaborated and managed to be in someone else's shoes even for a couple of hours. In the long run, it is a very effective method to develop social competences, team work skill and solving attitude. The students were given 6 different situations that they might face in their working environment (eg. they have a blind co-worker. What would they do if they were his co-workers, his director etc.). The students came up with very realistic and effective solutions and they proved their human concern. They were no drawbacks with this Module and the teachers from the 8 countries agreed to implement it in their classrooms and measure the results.



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6TH MODULE: THE EURO-EURO FUN GAME

*By Anastasia Kalfa, Mst-General Lyceum of Lavrio, Richard Červený-SPSOS Roudnice, Serena
Junker & Tino Winkelmann-WEQUA*

Materials

- Preparation of the subject and the questions (cards with the questions, pictures).
- Preparation of the room with group tables.
- Pens for the tables.
- Timer.
- Materials for the presentations (eg. hats, clothes,...)

Number of participants: Variable

The ideal number of students should be no more than 20-25. The tables should be divided in 3-4 groups. This makes the whole process easier to be supervised by one teacher.

Duration

Approximately 2-3 hours.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

After completing the module, the students are expected to be able to evaluate their own strengths and weaknesses within set criteria, and seek and make use of feedback. This game about Europe offers the opportunity to students as well as teachers to gain knowledge about the history, the culture, the way of thinking or living, the customs and even the contemporary socio-economic and political status of the European countries. This way, it is possible for them to raise their European awareness and realize the differences between several political and economic structures in Europe. Furthermore, they take responsibility for their own learning with appropriate support and communicate effectively within the format of the discipline,



while they develop self-motivation to improve their language competence. In order to answer the questions correctly, they are asked to recall knowledge from reading or personal experiences (e.g. travelling) to answer certain questions.

B. SOCIAL SKILLS

As far as social skills are concerned, the participants recognise each others' strengths and weaknesses and collaborate together to be successful as a team, while managing time effectively to solve challenges. They also respect the rules of a game and they contribute to the completion of a presentation made by the team (as an outcome of their discussion). They also need to recognize each other's talents or abilities in the context of team- collaboration. This game can be used as a "breaking the ice" activity in an multicultural group.

MODULE DESCRIPTION

The aim of this module is to introduce a way of organizing team work in the classroom so that every student will be engaged in the process, while enhancing social skills and gaining new knowledge in a more unconventional and fun way.

"Euro Euro Fun" is a game which involves team- work and introduces a fun way to gain knowledge about Europe, its history and culture. Three teams of at least 5 students can participate in this game. Three tables should be set in the classroom in advance. Each team sits around a table. On each table there should be small flags of all participating countries (or all European countries). One person should play the role of the "leader" whose task will be to ask the questions, mark the score, keep the time and coordinate the team. Each team should select a "representative" who will answer the questions. However, he can consult with the rest of the team before giving a final answer. After each round is completed, the team moves on to the next table to answer the next set of questions.



STEP 1: “Euro Euro Fun” consists of four rounds. **In the first round** participants listen to various words, which they have to attribute to the first country that comes into their minds. They have one minute to answer these questions. For every correct answer they get **5 points**.

STEP 2: In the second round – which is more demanding- students have to choose the correct answer out of three options. For every correct answer the team gets 5 points. They have to answer each question within two minutes.

STEP 3: In the third round the students are shown some pictures of monuments/ special places/sightseeing from different countries. They have to name the country and – if possible- to identify the building. For naming the correct country they get 5 points and if they manage to identify the building they get extra 3 points. To answer these questions they have 3 minutes.

STEP 4: After each round is completed each team chooses a flag. In the end, each team should have three flags. Their last mission, which takes us to **the fourth round**, is to choose one of the flags and the country, retrospectively. At that point, they have 20 minutes to prepare a 5-minute theatrical play (also a pantomime) which will depict a short story inspired by the country they have chosen (or even their own). For managing to do that, they get extra 5 points under the only condition that all members of the team participate in the final project, one way or the other.

Important note

This game is also available as an E-Learning version!

<http://e-bfi-ooe.at/>

user: anonymous

password: Anonym123!

Module: Intercultural Competences -part 1



TEACHERS' REPORTS

After each transnational week is completed teachers who have participated in the week's activities are asked to deliver a report about each module they have implemented in the classroom. These reports are a kind of assessment of the activities carried out and they are used as feedback by teachers. They provide enough elements to understand the structure of the modules, their impact on students and teachers, their effectiveness in enhancing intercultural competences and also the circumstances under which they are more suitable to be implemented. Therefore, it is essential to present some samples of the teachers' reports- and not all of them due to economy of space- which can be used as guides for teachers who wish to test some of the suggested modules in their classrooms.

1. TRANSNATIONAL WEEK IN PORTUGAL (26.09.2016-30.09.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANDREIA BAPTISTA	Co-teacher from hosted school/organization Anastasia Kalfa Thomas Müller
PERIOD	Date 26th – 30th SEPTEMBER 2016	Place AEVA PORTUGAL
TRAINING MODULE DELIVERED	EURO-EURO FUN GAME: A GAME ABOUT EUROPE!	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	CLASSROOM, AUDITORIUM	
MAIN ACTIVITIES CARRIED OUT		
TARGET GROUP OF THE PARTICIPANTS (age,	17 -19 years /male & female students from Aveiro Portugal, Lavrio Greece, OSZ Lausitz Germany.	



country)	
TOOLS AND SUPPORTS UTILISED	CARDS, CARTONS WHITE PAPERS, TIMER.
EQUIPMENT AND TECNOLOGIES	Alternatively, the questions can be projected on a screen (computer).
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	“Euro Euro Fun” is a game which involves team- work and introduces a fun way to gain knowledge about Europe, its history and culture. Three teams of at least 5 students can participate in this game. The students are called to respect the rules of a game and they contribute to the completion of a presentation made by the team (as an outcome of their discussion). They also need to recognize each other’s talents or abilities in the context of team- collaboration. This game can be used as a “breaking the ice” activity in an multicultural group.
RESULTS ON COMPETENCES AND BEHAVIORS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management. The students discover a new way to gain knowledge but also to be creative especially when it comes to presenting a cultural story from a European country.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	-
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.

Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

- The words and sentences used referred mostly to the history, civilization, culture, science, archaeology and politics of Europe. The students had to make connections between names of



prominent personalities, monuments, food, cultural elements, political systems or social habits and certain countries.





1. TRANSNATIONAL WEEK IN ROMANIA (20.11.2017-24.11.2017)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization ANCA PETRIUC	Co-teacher from hosted school/organization ANNY KALFA, EYGENIA TRAMPARI, RICHARD CERVENY, HANA BILIKOVA
PERIOD	Date 20th – 24th NOVEMBER 2017	Place COLEGIUL TEHNIC ENERGETIC
TRAINING MODULE DELIVERED	EURO-EURO FUN GAME: A GAME ABOUT EUROPE!	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	CLASSROOM, AUDITORIUM	
MAIN ACTIVITIES CARRIED OUT		
TARGET GROUP OF THE PARTICIPANTS (age, country)	15 -19 years /male & female students from Colegiul Tehnic Energetic-ROMANIA, Podripska Skola- CZECH REPUBLIC, General Lyceum of Lavrio-GREECE.	
TOOLS AND SUPPORTS UTILISED	CARDS, CARTONS WHITE PAPERS, TIMER.	
EQUIPMENT AND TECNOLOGIES	Alternatively the questions can be projected on a screen (computer).	
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	"Euro Euro Fun" is a game which involves team- work and introduces a fun way to gain knowledge about Europe, its history and culture. Three teams of at least 5 students can participate in this game. The students are called to respect the rules of a game and they contribute to the completion of a presentation made by the	



	team (as an outcome of their discussion). They also need to recognize each other's talents or abilities in the context of team- collaboration. This game can be used as a "breaking the ice" activity in a multicultural group. They also presented a cultural story from their countries in a short theatrical play, which made them more familiar with the mentality of the other countries.
RESULTS ON COMPETENCES AND BEHAVIOURS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management. The students discover a new way to gain knowledge but also to be creative especially when it comes to presenting a cultural story from a European country.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	-
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.

Part 2- NARRATIVE REPORT

- *It is an "open" report, that rebuilds the global sense with a "STORY" made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

- The words and sentences used referred mostly to the history, civilization, culture, science, archaeology and politics of Europe. The students had to make connections between names of prominent personalities, monuments, food, cultural elements, political systems or social habits and certain countries.



CONCLUSIONS

Euro Euro Fun Game has been tested in all settings. It can serve as warming up exercise as well. Students test their knowledge about Europe, its history and culture and at the same time they work as a team. During the week in Portugal (26.09-30.09.2016) and the last one in Romania (20.11-24.11.2017) we added the last round of the Game to make it more interesting. We asked students from Portugal, Greece, Germany, Romania and Czech Republic to present a short cultural story as a theatrical play or pantomime. The results were positive judging from the students' reactions. This activity gave them the opportunity to discuss different habits or social behaviors in their countries and exchange ideas. As the project evolved, we added more questions to the game and made it more demanding. However, this game is open for improvements and additions by teachers who are interested in using it in their classrooms.



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www.nzcer.org.nz/research/games-learning



Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
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COMPETENCES IN VOCATIONAL EDUCATION

CHAPTER THREE:

CLIL UNITS

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CHAPTER THREE: CLIL UNITS (Content and Language Integrated Learning)

INTRODUCTION

In the EU, content and language integrated learning (CLIL) is a modern concept that is interpreted and implemented differently; some countries apply the concept more whereas others do it less, therefore some countries are more experienced whereas others are still improving.

One of the aims of this project is to create a CLIL module since it has been noticed that the study of English in different learning contexts is at the heart of the development of interculturality.

The intercultural approach of CLIL units, as they are described in this module, is a step forward in globalizing the techniques of integrating diversity in the teaching process. The partners in the project created CLIL units thus offering a wide range of resources that lie at the basis of building a true CLIL network among teachers willing to embrace change, to be creative and apply what they had learned in a variety of professional and social contexts.

The CLIL units are intended to develop a cognitive and cultural space that would facilitate innovative and flexible learning, build a creative and communicative environment for teachers and pupils, help develop cultural competences and openness towards Europe.

The idea is not to focus on either the content or the language, but to combine both of them. Teachers who approach the CLIL teaching technique should develop lessons in which pupils can access ideas, notions, concepts to develop their knowledge and use the vocabulary specific to the subject being taught. The activities in CLIL lessons should be centered both on the reception and understanding of notions and concepts as well as on communication by delivering messages in a foreign language. Pupils should become involved in the lesson because acquisition of knowledge will take place during their interaction with others . Thus



the role of CLIL teachers is to provide pupils with methods of interaction in a foreign language on different topics. Successful learning of the content is closely related to language, which must be focused on in CLIL since the foreign language is not entirely mastered.

Integrating content and language cannot be achieved in teaching if pupils answer specific questions from the teacher, but by using techniques that involve pupils in independent research and study that encourage pupil-pupil interaction rather than pupil-teacher interaction. When pupils begin to share information, to answer each other's questions and to discuss, only then does communication learning that reinforces understanding and helps build general knowledge take place.

A very good teaching method for CLIL lessons includes project-based work, which consists of solving real-life problems through tasks that involve communication among pupils, individual study and presentations in front of the class. Communication in class should be organized in such a way that pupils understand concepts and phenomena by exchanging information. If the new concepts are introduced in an attractive way and they are understood by pupils, then this also helps improve foreign language skills at the same time with knowledge of the subject matter taught.

All CLIL teaching procedures are chosen based on the subject taught, and the selection of materials is in accordance with the objectives of the lesson. Thus, we will have different CLIL approaches, depending on the type of subject taught. For humanities and social subjects, a language closer to the everyday one will be used and communication will be mostly verbal, giving opportunities for debate. In scientific and technical subjects, in which language is somewhat standardized, the words used have clear meanings without leaving room for verbal speculation. In this type of subjects there are many symbols, codes, graphs that can be interpreted by pupils, and a real exchange of information can take place. Another category of subjects are those that include artistic and practical activities in which verbal communication is quite low during lessons and can be replaced by lectures or demonstrations.



CLIL lessons emphasize verbal communication in order to develop language skills, but depending on the type of subject matter taught, it can play different roles within the teaching techniques.

The activities used in CLIL are those that facilitate learning, so their choice is very important. Thus, we encounter activities that will lead to language exercises, gaining a specific vocabulary, and more complex activities, such as tasks in a project which are specific to the subject taught and require pupils to use already acquired knowledge, to think in order to get to a certain result, all these by using the language. Many activities used in CLIL can be found in this paper under the heading 'Worksheets' that accompany CLIL lesson plans for different subjects.

The role of teachers in implementing CLIL lessons is to keep the focus on 3 levels: language, content and learning skills. They will need to develop a language specific to the subject matter, to teach pupils how to work with authentic materials in order to anchor them in everyday life, and to distinguish between content errors and language errors in order to motivate students to communicate in a foreign language and not stop them from expressing themselves freely. Teachers who work with CLIL should also give higher importance to constructive feedback focused on what the pupils involved in various CLIL activities do, become aware of the fact that errors are part of the learning process and alternate content teaching techniques with those that develop thinking or language skills.

A specific aspect of CLIL is the assessment that should cover both content and language, focusing on all aspects of communication used in the lesson. A basic principle in CLIL is text comprehension, which is monitored through specific strategies - individual observation sheets, worksheets with pupils' feedback - and language accuracy that can be achieved by allowing enough time to correct pupils' errors.

In CLIL assessment, it is desirable to have activities that make use of the pupils' creativity in addition to the tools that render the degree of text comprehension.



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In the following chapter the modules implemented and revised during the project and applied especially during the intercultural exchanges of the project are presented. All the modules were designed by taking into consideration the subject matter taught as well as the multicultural aspect of the target group and the school characteristics where the mobility-learning activity took place. The planning of the CLIL units is simple and clear so that any teacher willing to implement them could use the existing ones or change and adapt them to match their school characteristics, subject taught, target group and lesson objectives. A similar structure has been preserved throughout the planning of the CLIL units, which gives homogeneity to the present paper and simplifies understanding for those who wish to use this material for didactic and innovative purposes.



2.Types of CLIL UNITS

A. Socio-economic competences

Unit Title: Poking and Posting History on Facebook

By Sofia Papanikolaou & Anastasia Kalfa, Mst-General Lyceum of Lavrio, Andreia Baptista-

Escola Profissional Aveiro, Richard Červený-SPSOS Roudnice,

Bayram Gökbulut, Dr.-Iskilip Vocational High School

Topic: History

Language: English

Language Level B1 / B2

Target students: Secondary school (ages 15-18)

Time: 4 hours

Aims:

- to learn new words/expressions in English about History and leadership competences;
- to search information about important historical figures through time;
- to communicate with others in the context of team work in their working environment
 - o identify what skills and qualities are required in a working environment where employees have to work together to produce a common product;
 - o identify the ethics in a working environment;
 - o develop self-restrain when working with other people;
 - o analyze the competences that lead to a successful cooperation;
 - o identify the skills which are required when they have to lead a group.

Final product: set of skills/ qualifications/ personal qualities/written & oral presentations with a set of arguments/cartons with the Facebook Profiles of three prominent historical figures.



Methodology, classroom activities: (some examples)

- conversation
- teamwork
- individual activities
- internet research
- warm up
- Powerpoint presentation/Presentation of the profiles on cartons

Assessment tools: Conversation, feedback

Evaluation criteria: Worksheets

Documents and materials internet sites, flipchart, markers, computer, cartons, printed information and images about the historical figures

Description of activities

Students work	Methods and resources	Assessment
First Lesson: Warming-up exercises/presentation about the historical figures		
<p>Warming- up</p> <p>The students are asked to move on a line on an alphabetical order according to the first letter of their name. This way they form their teams (students whose name starts from A, B...form one team etc.).</p> <p>Second Lesson: Team work</p> <p>Presentation</p>		



Students work	Methods and resources	Assessment
<p>The students are divided in three teams each of which has to prepare a FACEBOOK PAGE for a historical personality: Pericles the Athenian Octavian Augustus, Vasco da Gama. They are given written sources and photographic material to work on. They have to write down some information about the personal life, the deeds and the contribution of the three historical figures.</p> <p>Practice</p> <p>They present the FACEBOOK PAGE on a big carton, which is enriched with some comments by the contemporary “friends” of the three men.</p> <p>BIBLIOGRAPHY</p>	<p>Notes and written sources</p> <p>Team work</p> <p>Flipchart</p> <p>Markers</p> <p>Group work</p> <p>Conversation</p> <p>Presentations on cartons</p> <p>press.princeton.edu/catalogs/S14AcadTrade.pdf</p> <p>www.saske.sk/cas/public/media/5899/01_OLEJ_NIK.pdf</p> <p>www2.warwick.ac.uk/fac/.../thucydides_i.139-146.pdf</p> <p>https://www.stcharlesprep.org/01...j/.../Augustus.pdf</p> <p>deepblue.lib.umich.edu/bitstream/handle/2027.42/61783/rubinb_1.pdf?sequence=1</p>	<p>Conversation</p> <p>Feedback</p> <p>Debate</p>



Students work	Methods and resources	Assessment
	<p>www1.udel.edu/Historyold/figal/.../pdf/.../01dagama.Pdf</p> <p>https://archive.org/details/vascodagamahisvo00towl</p>	
Third Lesson: Feedback		
<p>Feedback</p> <p>After all teams have completed their presentations, the students are asked to make a list with the main leadership competences that made these men excel and contributed to their domination in their time.</p>		

Worksheets

Worksheet 1: Build groups of three students. Write down 10 words/expressions associated with Leadership Competences.

word/ expression	Translation



Write down 10 sentences associated with Leadership competences.

ANNEX 1: Questions for the Facebook Profile

THE FACEBOOK PROFILE OF...(eg. Pericles the Athenian)

1. PROFILE PHOTO
2. WHAT DOES HE LIKE/DISLIKE?
3. IS HE SINGLE/MARRIED?
4. WHAT ABOUT HIS FAMILY?
5. WHAT KIND OF MUSIC DOES HE LISTEN TO?
6. WHAT ARE HIS BELIEFS? (POLITICAL, RELIGIOUS, PERSONAL...)
7. WHAT ARE HIS WISHES FOR THE FUTURE?
8. COMMENTS BY HIS FRIENDS



Unit Title: Leadership 1

By Anca Petriuc, Mircea Apahidean & Raluca Tehei

Topic: Job interviews (e.g. team leader)

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages 15-18)

Time: 1 hour

Aims:

- to learn new words/expressions in English: make a good first impression, employer, application, resume
- to search information on job interviews
- to communicate using words and expressions related to job interviews in order to:
 - o identify what skills and qualities employers look for
 - o analyze what leads to making a good first impression

Final product: set of skills/ qualifications/ personal qualities

Methodology, classroom activities: (some examples)

- conversation
- pairwork
- individual activities
- internet research
- warm up
- multimedia



Assessment tools: role play

Evaluation criteria - CLIL grid

Documents and materials internet sites, flipchart, markers

Description of activities

Students work	Methods and resources	Assessment
Lesson: Job Interviews		
<p>Warming up</p> <p>Discussion: how important is the interview when you are looking for a job? How can you make a good first impression?</p> <p>Presentation</p> <p>The teacher shows the students two interviews for the same position – in pairs, the students have to identify the strong/ weak points of each interviewee and explain why they believe them to be so. They discuss their conclusions with the whole class and come up with a set of skills/ qualifications/ personal qualities that employers search when hiring.</p> <p>Practice</p>	<p>Brainstorming</p> <p>Conversation</p> <p>Internet</p> <p>Pair work</p> <p>Flipchart</p> <p>Markers</p>	<p>Role play</p>



Students work	Methods and resources	Assessment
<p>In groups, students work out possible questions they might get in an interview for a position as electrician.</p> <p>Then, in pairs they take turns playing the interviewer and the interviewee.</p>	<p>Group work</p> <p>Role play</p>	
<p>Feedback: Discussion: strong/ weak points of the lesson.</p>		



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Unit Title: Leadership 2

By Anca Petriuc, Mircea Apahidean & Raluca Tehei-Colegiul Technik Energetic

Topic: Values

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages 15-18)

Time: 2 hours

Aims:

- to learn new words/expressions in English: good vs evil, beliefs, norms, self-regulation, universal values, eternal values
- to support one's opinion using arguments and examples
- to seek information about economic, physical, moral, social, spiritual, aesthetic and professional values
- to communicate using words and expressions related to values in order to:
 - o identify what values are
 - o analyze values in the past vs nowadays, values of the young generation
 - o argue for or against a set of values
- to cooperate in order to identify a set of values

Final product: set of values

Methodology, classroom activities: (some examples)

- conversation
- group work
- pairwork



- individual activities
- warm up
- brainstorming

Evaluation criteria - CLIL grid

Documents and materials worksheets, flipchart, coloured pencils.

Description of activities

Students work	Methods and resources	Assessment
Lesson 1 : Values – general framework		
<p>Warming up</p> <p>The teacher introduces W. Bennis’s quote “Leadership deals with values. Moral leadership requires taking into account values and provide sufficient knowledge of the followers of the alternatives that they themselves make informed choices when it comes time to decide to follow the leader or not”. A short discussion follows about values and their importance in today’s society.</p> <p>Presentation</p> <p>The teacher introduces the new vocabulary, the definition of ‘value’ and the distinction of the following groups of values made by J.Vveinhardt and E. Gulbovaite: economic, physical, moral, social, spiritual, aesthetic and professional. The distinction between</p>	<p>Conversation</p>	<p>Conversation</p> <p>Feedback</p>



Students work	Methods and resources	Assessment
<p>common, universally accepted values and individual values is also made.</p> <p>Practice</p> <p>Group work</p> <p>What do young people think about values? What values guide them? The students work in groups in order to decide what values are important for them, and then they present the results in front of the class.</p> <p>Discussion: what values were more important in the past? Have they changed? How? In pairs, the students identify differences between their system of values and that of their parents, for example. At the end, they present their conclusion to their classmates.</p>	<p>Brainstorming</p> <p>Worksheets</p> <p>Flipchart</p> <p>Group work</p>	
Lesson 2 : Values		
<p>Warming up</p> <p>The teacher introduces the short story “Starfish”, followed by a discussion of the value(s) exemplified in it.</p> <p>Presentation</p> <p>The students are given a list of values.</p>	<p>Conversation</p> <p>Reading for gist</p>	<p>Conversation</p> <p>Feedback</p>



Students work	Methods and resources	Assessment
<p>the others to change their minds by bringing arguments to support their point of view.</p> <p>e.g. “Gratitude is not only the greatest virtue, but the parent of all other” (Cicero)</p> <p>“A victory against oneself is better than a victory against all others” (Dhammapada)</p> <p>“Nowadays we rarely believe in disinterested help”.</p>		



Unit Title: Leadership 3

By Anca Petriuc, Mircea Apahidean & Raluca Tehei

Topic: Leadership Styles

Language: English

Language Level B1 / B2

Target students: Secondary school (ages 15-18)

Time: 1 hour

Aims:

- to learn new words/expressions in English: leadership styles, traits of a successful leader, commanding, visionary, affiliative, democratic, pacesetting, coaching
- to search information about leadership styles
- to communicate using words and expressions related to leadership styles in order to:
 - o identify characteristics of each style
 - o analyze the advantages/ disadvantages of each style
- to cooperate in order to draw out a specific style

Final product: list of traits, drawings

Methodology, classroom activities: (some examples)

- conversation, brainstorming
- group work
- individual activities



Students work	Methods and resources	Assessment
<p>e.g. honesty, ability to delegate, communication, sense of humour, confidence, ability to inspire, commitment, positive attitude, creativity, intuition.</p> <p>This is the starting point for the students to identify the different leadership styles according to the characteristics of the leader. The teacher introduces Daniel Goleman’s research regarding the six styles that leaders use and the new vocabulary.</p> <p>Practice</p> <p>The students read about each style, the leader’s modus operandi and when the style works best. In pairs, they try to identify the advantages and disadvantages of each style.</p> <p>Group work: students choose a style and draw it out. Then they present it in front of the class.</p>	<p>Reading for specific information</p> <p>Worksheets</p> <p>Conversation</p> <p>Pair work</p> <p>Flipchart</p> <p>Crayons</p>	
<p>Feedback</p> <p>Discussion: strong/ weak points of the lesson.</p>		



Unit Title: UNEMPLOYMENT IN THE SOUTHERN PART OF EUROPE/ Create your own CV

By Angeliki Spanou, MSc-General Lyceum of Lavrio

Topic: Economics

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages 15-18)

Time: 6 hours

Aims:

- Develop the ability for teamwork as a social competence.
- Develop the ability to express their opinion in front of an audience.
- Broaden their horizons about social, political, cultural life and economy in another country and antiquity, so that they become more tolerant toward different cultures or even understand in a better way their own.

This module targets to constructive engagement of all types of students in order to show support for social diversity.

- Get the feeling that they can relate to young people from other countries as far as their future is concerned.
- Language training: this method can be implemented both in the mother tongue and in a foreign language, so that the students can reflect on their own foreign language competence. Thus, they gain understanding and interpretation of concepts and feelings in a foreign language combined with the knowledge of the cultural variability.
- Develop arguments in a foreign language and learn new words.

Final product: Presentations with a set of arguments.

Methodology, classroom activities:

- conversation
- teamwork



- internet research
- Powerpoint presentation

Assessment tools: Conversation, feedback, presentation

Evaluation criteria: Worksheets

Documents and materials internet sites, flipchart, markers, computer, cartons.

Description of activities

Students work	Methods and resources	Assessment
First Lesson : Discovering the effects of Unemployment in Southern Europe. (2h)		
<p>The teacher presents the recent facts about unemployment and some effects on young people’s lives. they are taught about the different kinds of unemployment and they come to realize the common elements of this phenomenon among their countries.</p>	<p>Teacher’s presentaiton</p>	<p>Conversatio n</p>



Students work	Methods and resources	Assessment
2nd Lesson: Team Work (2h)		
<p>The students take part in a discussion about the effects unemployment has on young people in their countries. For their presentation of their conclusions they work in teams. Each team chooses a representative who presents to the class their conclusions. The other teams are free to offer their opinions as well. After all teams have completed their presentations, the students are asked to say whether they insist on their initial opinion. In the end they prepare cartons with words (in English) referring to unemployment and a summary of the most important arguments.</p>	<p>Team work Research on the Internet www.scholaradvisor.com www.tradingeconomics.com data.worldbank.org www.investopedia.com/ www.ekathimerini.com ec.europa.eu/eurostat/statistics.../Unemployment_statistic. https://www.statista.com</p>	<p>Conversation Feedback Cartons with words concerning unemployment the effects on young people's lives.</p>
3rd Lesson: Create your own CV		
<p>The students are given examples of CVs and instructions on how they can complete their own CV successfully. They prepare a draft in their mother tongue as well as in English.</p>	<p>Draft version of a CV. https://europass.cedefop.europa.eu/el/documents/curriculum-vitae</p>	<p>Completion of a CV according to the Europass platform.</p>

Worksheets

Worksheet 1: Build groups of three students. Write down 10 words/expressions associated with Economics & Unemployment.

word/ expression	Translation



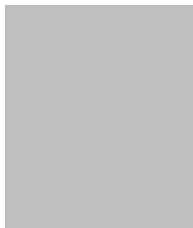
Write down 10 sentences associated with Unemployment, Economy and the effects of Unemployment on young people's lives.

Worksheet 2: Create your own personal CV

PERSONAL INFORMATION

Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]



Replace with house number, street name, city, postcode, country

Replace with telephone number Replace with mobile number

State e-mail address

State personal website(s)

Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

**JOB APPLIED FOR
POSITION
PREFERRED JOB
STUDIES APPLIED FOR
PERSONAL STATEMENT**

Replace with job applied for / position / preferred job / studies applied for / personal statement (delete non relevant headings in left column)

WORK EXPERIENCE

Replace with dates (from - to) Replace with occupation or position held
 Replace with employer's name and locality (if relevant, full address and website)
 ▪ Replace with main activities and responsibilities
Business or sector Replace with type of business or sector

[Add separate entries for each experience. Start from the most recent.]

EDUCATION AND TRAINING

Replace with dates (from - to) Replace with qualification awarded Replace with EQF (or other) level if relevant
 Replace with education or training organisation's name and locality (if relevant, country)
 ▪ Replace with a list of principal subjects covered or skills acquired



[Add separate entries for each course. Start from the most recent.]

PERSONAL SKILLS

Mother tongue(s) Replace with mother tongue(s)

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
[Common European Framework of Reference for Languages](#)

Communication skills

Replace with your communication skills. Specify in what context they were acquired.
Example:
good communication skills gained through my experience as sales manager

[Remove any headings left empty.]

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:

Job-related skills

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:

- leadership (currently responsible for a team of 10 people)
- good command of quality control processes (currently responsible for quality audit)

Digital competence

SELF-ASSESSMENT



Information processing	Communication	Content creation	Safety	Problem solving
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user

Digital competences - Self-assessment grid

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired.

Example:

- good command of office suite (word processor, spread sheet, presentation software)
- good command of photo editing software gained as an amateur photographer

Other skills

Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:

- carpentry

Driving licence

Replace with driving licence category/-ies. Example:

B

ADDITIONAL INFORMATION

Publications	Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column. Example of publication: ▪ How to write a successful CV, New Associated Publishers, London, 2002. Example of project: ▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).
Presentations	
Projects	
Conferences	
Seminars	
Honours and awards	
Memberships	
References	
Citations	
Courses	
Certifications	



ANNEXES

Replace with list of documents annexed to your CV. Examples:

- copies of degrees and qualifications;
- testimonial of employment or work placement;
- Publications or research.



Unit Title: Moral Dilemmas

By Anastasia Kalfa, Mst & Antigoni Kapsimali-General Lyceum of Lavrio

Topic: Team Work

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages 15-18)

Time: 2 hours

Aims:

- to learn new words/expressions in English about moral values;
- to search information about moral values through time and how people deal with them;
- to communicate with others in the context of team work in their working environment
 - o identify what skills and qualities are required in a working environment where employees have to work together to produce a common product;
 - o identify the ethics in a working environment;
 - o develop self-restrain when working with other people;
 - o analyze the values that lead to a successful cooperation.

Final product: set of skills/ qualifications/ personal qualities/written & oral presentations with a set of arguments.

Methodology, classroom activities: (some examples)

- conversation
- teamwork
- individual activities



Students work	Methods and resources	Assessment
	https://www.reference.com/world-view/examples-moral-values-1ba762d2bd5e25b3 https://en.wikipedia.org/wiki/Morality	
<p>Feedback</p> <p>After all teams have completed their presentations, the students are asked to say whether they insist on their initial opinion.</p>		

Worksheets

WORKSHEET 1

1st DILEMMA

You are an eyewitness to a crime: A man has robbed a bank, but instead of keeping the money for himself, he donates it to a poor orphanage that can now afford to feed, clothe and care for its children. You know who committed the crime. If you go to the authorities (police) with the information, there is a good chance the money will be returned to the bank, leaving the kids in need.

What do you do? Do you report the robber or not?

1. Choose table 1 or table 2 and...
2. fill in the reasons why you chose table 1 or table 2.
3. Try to figure out which values you offend or support with your choice. Choose some from your carton.

TABLE 1: YOU GO TO THE POLICE



REASONS	VALUES

TABLE 2: YOU DON'T GO TO THE POLICE

REASONS	VALUES

WORKSHEET 2

2nd DILEMMA

You are a doctor at a top hospital. You have six ill patients, five of whom are in urgent need of organ transplants. You can't help them, though, because there are no available organs that can be used to save their lives. The sixth patient, however, will die without a particular medicine. If he dies, you will be able to save the other five patients by using the organs of patient 6, who is an organ donor.

What do you do? Do you let patient 6 die or not?

1. Choose table 1 or table 2 and...
2. fill in the reasons why you chose table 1 or table 2.
3. Try to figure out which values you offend or support with your choice. Choose some from your carton.

TABLE 1: YOU LET PATIENT SIX DIE TO SAVE THE OTHERS.

REASONS	VALUES



TABLE 2: YOU TRY TO SAVE PATIENT SIX EVEN IF THAT MEANS THAT ALL OF YOUR PATIENTS WILL DIE IN THE END.

REASONS	VALUES

WORKSHEET 3

3rd DILEMMA

Panagiotis is a farmer living with his wife and three children in Cyprus. His sons are studying in Athens, while his daughter is preparing herself for the University. Panagiotis has taken a mortgage loan to pay his expenses and used his house as a collateral for the loan. However, the previous month the heavy rain has destroyed half of his potato crop and now his is struggling to save the rest. In addition, last week an unknown kind of a insect appeared, which is killed only with the use of a strong and highly toxical pesticide (medicine for plants). This pesticide was banned by the European Union two years ago.

What do you do? Do you use the dangerous pesticide or not?

1. Choose table 1 or table 2 and...
2. fill in the reasons why you chose table 1 or table 2.
3. Try to figure out which values you offend or support with your choice. Choose some from your carton.

TABLE 1: YOU USE THE DANGEROUS PESTICIDE TO SAVE YOUR CROPS.

REASONS	VALUES

TABLE 2: YOU DON'T USE THE DANGEROUS PESTICIDE WITH THE RISK TO LOSE EVERYTHING.

REASONS	VALUES



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Unit Title: THE SIXTIES: “Urban legends and the counterculture of the 1960s”

by Emilia Aulicino-Forma Orienta

Topic: Protest movements and cultural revolutions in contemporary history

Language: English

Language Level B1 /B2

Target students: Secondary school (ages from 16years)

Time: 6-8 hours

Aims:

- to learn new words/expressions in English about cultural, historical, and economic phenomena of the 1960s;
- to seek information about international politics in that period using various sources of information
- to communicate using words and expressions related to history especially the sixties history:
- identify different causes of the movements and protests of those years
- to operate critical analysis of the 60s and differences with current society
- in the various fields of culture, economy, art, music and cinema
- to cooperate successfully with peers.

Final product: workplan of conference about the SIXTIES-

Organization and realization of conference at school

Presentations to the round table of the conference concerning the selected topics elaborated by the teacher with specific studies by the students on topics, events and characters.



The students represent three different characters:

- Journalist (presentation with journalistic style)
- Sociologist expert or expert of history (formal presentation with academic style)
- Witness of the sixties (informal presentation with storytelling style)

Methodology, classroom activities: (some examples)

The learning model is mostly collaborative and interactive. The communicative approach involves the presentation of the contents by the teacher with the aim of stimulating an interactive dialogue with the students.

The first step is a dynamic lesson in which the teacher begins to activate the students by brainstorming and other inputs like sharing knowledge and experiences of students on the theme of the sixties (musicians, books read, stories of family members, films, celebrities of those years, fashion etc..).

In particular:

- brainstorming
- cooperative group
- group work
- pairwork
- individual and reflective activities
- internet research
- warm-up
- role play
- multimedia

Assessment tools: CLIL analytic grid, student observation sheet, teacher observation sheet, self-evaluation grid, rubrics



Documents and materials : presentation, video, audiovisual materials

Description of activities

Students work	Methods and resources	Assessment
Lesson 1		
Introducing the topic the SIXTIES <ul style="list-style-type: none"> - THE 1960S TIMELINE OF EVENTS - THE COUNTERCULTURE OF THE 1960s 	teacher's interactive lessons	Not all the students did understand the language, but those got help from English teacher
Reflecting the knowledge of the students about the topic <ul style="list-style-type: none"> - MOVEMENTS,CULTURE AND LIFESTYLES - KEY FIGURES OF THE NEW LEFT 	group work worksheet 1	They haven't ever heard about before, but they knew a lot of things connected to the sixties It would be better to start with a text or an internet research to the topic to activate them in a better way.
Discourse of the ITALIAN students about I and the <ul style="list-style-type: none"> - MOST POPULAR FEATURE MOVIES RELEASED 1960 TO 1969 - CONTEMPORARY POETRY 	Students speech, listening and understanding as individual activity	The students were listening carefully to the discourse. There were some questions they asked after discourse. The discourse of students showed that they were well prepared.
Working on worksheet 2 - searching for translations of unknown words, asking for the correct writing of unknown words	Group cooperative work worksheet 2	Mostly there haven't been unknown words for the students. Maybe they didn't write words, because they didn't understand or knew the writing or spelling.
Sharing of the results	class activity	It was not easy for the students to present their results in front of the class, but in every group was mainly one person who was enough self-confident to do that.



Students work	Methods and resources	Assessment
		Some phrases has been iterated often.
Worksheet 3 – new words, phrases sentences	Individual activities Worksheet 3	The majority of students really learnt some new words. In the test many of them wrote down 6 until 10 new words. In the second part most of them had been able to write 5 to 10 sentences. Only less of them did it very well. One or two students couldn't write one useful sentence.
Lesson 2		
- THE BEAT GENERATION	Warm up activity	
What do I know from the last lesson	Individual activity	
Working on plan to organize a conference	Group activity	

Worksheet 1

1. Build groups of three students. Write down 10 words/expressions associated with the SIXTIES.

word/ expression	Translation

2. Write down 10 sentences associated with SIXTIES or the topic history. You can also disclose your expectations to the topic/ lessons about it.

Worksheet 2

1. Listen to the following presentation and write down unknown words in a word list

word/ expression	meaning in my language



2. Search for the meaning of the words in wordbook or translate with your mobile. Save your result on a flip chart paper. Ask the lecturers the questions occurring during the presentation.
3. Present your results shortly in front of the audience.

Worksheet 3

1. Write down **10 words/expressions** associated with SIXTIES

word/ expression	Translation(IT/ RO/ DE)

Write down 10 sentences associated with SIXTIES.

Assessment of tasks

Traditional forms of assessment, where the performances are simply measured through a score, are not appropriate for CLIL, where both content and language must be enhanced and the activities to be developed are mostly “real” activities in a specific field. The assessment of tasks typical to the subject can be linked to what is called **authentic assessment**. Authentic assessment occurs when we associate the assessment to types of work that real people do, rather than merely soliciting answers which only require simple, easy to assess responses. (Wiggins, 1998, mentioned in Serragiotto, 2007).

The most appropriate tools to evaluate integrated competences in authentic disciplinary tasks are *RUBRICS*.

Rubrics

A rubric is an assessment tool in the form of a matrix which is used to assess learners’ performances. It should define what students know and are able to do. There are many advantages in using rubrics to evaluate both students and teachers.

Rubrics:

- provide feedback to teachers and students;



- represent a guide for students and teachers, much more explicit than a single numerical score;
- make assessment more objective and consistent;
- reduce the amount of time teachers spend evaluating students' work.

This potential is particularly useful in CLIL, where learning must be supported in its different components and students guided toward awareness of their acquisitions. There are mainly two types of rubrics: “holistic” and “analytic”.

1. Analytic assessment grid for **content**, language and cooperative work in CLIL UNIT The Sixties.



CONTENT	Criteria	5	4	3	2	1	Score
		excellent	good	satisfactory	Almost satisfactory	unsatisfactory	
	Use of basic subjects' concepts and knowledge (what)	Has acquired all the basic concepts and principles of the topic. Well structured, correct and comprehensive explanation; excellent personal evaluation.	Has acquired most of the basic concepts and principles of the topic. Generally well structured, correct and adequate explanation; good personal evaluation.	Has acquired some basic concepts and principles of the topic. Sufficient explanation with a limited number of errors; limited personal evaluation.	Has acquired only a few basic concepts and principles of the topic. The explanation shows major deficiencies in terms of logical structuring and formulation.	Hasn't acquired any of the basic concepts and principles of the topic. The explanation is severely deficient in terms of logical structuring and formulation; no personal evaluation.	
	Application of knowledge to new situations (how it relates)	Has used new knowledge and applied it with confidence and creativity and in an original way.	Has used new knowledge and applied it correctly in new situations.	Has used new basic concepts and applied them in simple situations.	Has used a few simple concepts and applied them when guided.	Hasn't achieved any knowledge.	
Creativity/Evaluation	Has shown critical thinking, creativity and initiative.	Has shown a good level of creativity and evaluation capability.	Has shown sufficient evaluation capability and sometimes	Has not always shown sufficient evaluation ability and has	Has shown inability to evaluate and very poor creativity.		



				original ideas.	presented poor creativity.		
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1-Analytic assessment grid for content, language and cooperative work in CLIL UNIT “The 60’s”

	Criteria	5 excellent	4 good	3 satisfactory	2 Almost satisfactory	1 unsatisfactory	Score
LANGUAGE	Use of language: -listening -speaking -reading -writing -interaction	Consistent grammatical control and appropriate use of vocabulary. Can express him/herself with a natural flow and interact with ease.	Good grammatical control and generally appropriate use of vocabulary. Can express him/herself and interact with a good degree of fluency.	A few mistakes in grammar and vocabulary use do not lead to misunderstanding. Can express him/herself and interact with a reasonable degree fluency.	Systematically makes mistakes in grammar and vocabulary use but the message is generally clear. Can manage the discourse and the interaction with effort and must be helped.	Systematic grammar mistakes and the narrow range of vocabulary makes the message meaningless. Communication is totally dependent on repetition, rephrasing and repair.	
	Cooperative work	Original and creative.	Good level of interaction.	Sufficient degree of interaction.	Partial cooperation.	Unable to work in a group.	

Participants’ self-evaluation grid

Participant’s name	
L2:	
Topic delivered	

In the space on the right, please, write the number that best reflects your self-assessment as a learner, and comment on why you have chosen that number.



MY EVALUATION	1 LACKING	2 ADEQUATE	3 GOOD	4 EXCELLENT
Evaluation of training as a whole				
Content acquisition				
Development of concepts				
Involvement in communication				
Use of L2				
Attitude				

Please, respond in the space provided on the right.

Difficulties encountered...	
What interested me the most...	



Unit Title: How to be a good tour guide

By Katrin Rucho-OSZ Lausitz

Topic: The competences of a tour guide

Language: English

Language Level B1 / B2

Target students: Secondary school (ages from 16years)

Time: 4 hours

Aims:

- to learn new words/expressions in English, concerning the competences of a tour guide; (medical competence, intercultural competence, emotional competence, technical competence, legal competence, professional competence, communicative competence, didactic competence, animative competence, organizational competence)
- they talk about problems which can happen during a guiding tour
- they learn to be a good teacher, nurse, helpers for technical problems and a good informer for legal questions
- to give a play/dialogues to guide competence

Final product: A play/dialog to guide competence and the graphic overview for all competences

Methodology, classroom activities: (some examples)

- teacher's speech
- group work
- pairwork
- individual activities
- internet research
- warm up
- multimedia

Assessment tools: CLIL analytic grid



Documents and materials : presentation, worksheets

Description of activities

Students work	Methods and resources	Assessment
Lesson 1:		
introducing to many different jobs as a tour guide	teacher`s speech	
STEP 1 reflecting the knowledge of the students How to be a good tour guide? Which problems can happen during a guiding tour?	group work Metaplan Cards for 2 languages	
Help for this problem Introducing to definition “Competences”	teacher`s speech	
STEP 2 Working on worksheet 1 – “Guide situation” understand the text, searching for translations of unknown words, asking for the correct writing of unknown words	group work worksheet 1	



Students work	Methods and resources	Assessment
sharing of the results You should try to sort out your situation to competence	class activity with competence cards	
Put down the competence in the correct text box	worksheet 2	
You should try to sort out your problems from the beginning to this competence	Class activity	
Lesson 2:		
STEP 3		
Understand the other descriptions, Write the words in your language.	Individual activities Worksheet 2	
Revision of definition "Competence"		
Arrange the card with the right competence to the descriptions	Class activity	
Complete the worksheet 2		
Lesson 3:		
STEP 4		
Application the competences in dialogues and play situations		
	Group work	



Students work	Methods and resources	Assessment
	Worksheet 3	
Read and understand the prepared dialogues Can you add other phrases in your dialogues?	Factsheet	
Try to present the dialogue in a situation play		
Lesson 4:		
STEP 5		
	Presentation	
Present the dialogue	Group work	
	Control	
Ask questions to the group for dialogue		
The dialogue group answer the questions		
The other groups can conclude the right competence from the dialogue or situations play.	Show the competence card	

Worksheet 1

1. Build groups of two/three students.
2. Understand the text,
3. searching for translations of unknown words, asking for the correct writing of unknown words
4. Write down max. 10 words/expressions



word/ expression	Translation in your language

EXAMPLE 1

Communication competence A

(Oral language)

Situation:

Showing places of interest and answering questions

Dialogue

A	Welcome to our city tour. My name is Luca Friebis and I'm your tour guide for today. I'm from Germany, so I am not a native speaker. But I'll do my best to make our tour exciting and fascinating. I'm interested in giving you as many information as possible. If there are any questions don't hesitate to ask..
B	---
A	I will try my best to answer your questions.
B	---
A	I've been working as a tour guide for 5 years now.
B	---
A	As I've been living here for 8 years now, I've learned English in everyday life and of course I attended language courses as well.
B	---
A	Well, I like to teach tourists about the culture and sites in a city or town. I like to meet people and to work outside. And I'm very interested in history. Is there anything else you would like to know?
B	---
A	Then let's start our tour. Now we are here at the old fish market right in front of the art museum. Here we'll start our tour. Just right over there, you can see an old pub. This kind of pub is typical for our region and this one is known for its excellent draught beer. You really should try it. If there are any questions to the city, feel free to ask.



B	---
A	No problem, that's what I'm here for.
B	---
A	I'm not quite sure, I think there are about 70.000, but I can find out for you.
B	---
A	Well, we have a church with two confessions, Catholic and Protestant. It's worth to visit.
B	--
A	Yes, that's right. Do you have any further question?
B	---
A	No, I'm sorry it's not on our today's tour. But I can give you a map of the city. It shows where all of the castles are.
B	---
A	If there are no further questions I would like to thank you for your attention. I hope you enjoyed the tour.

Communication competence B

(Oral language)

Situation:

Showing places of interest and answering questions

Dialogue

A	---
B	Well, I have some questions actually.
A	---
B	When did you start your work as a tour guide?
A	---
B	Why is your English so good although you are not a native speaker?
A	---
B	I see. There would be another question. Why did you become a tour guide?
A	---
B	I'm sure, there will be more questions while we are en route.
A	---
B	Well, there are some questions I would like to ask.
A	---
B	How many inhabitants does the city have?



A	---
B	Is there something that makes this city unique?
A	---
B	So the church is divided into two parts, isn't it?
A	---
B	Are we going to be passing any castles today?
A	---
B	Thank you, that will be helpful.
A	---

EXAMPLE 2

Legal competence A

(Obligations of the guests and the tour guide)

Situation: Giving information about rules and safety precautions

Dialogue

A	---
B	Sorry, I have a question actually. Do we have to pay for the key?
A	---
B	There would be a further question. Are we allowed to take a small bag into the exhibition?
A	---
B	Yes, I have another one.
A	---
B	Are we allowed to take pictures inside the museum?
A	---
B	Should I put my smartphone on flight mode?
A	---
B	Are we allowed to take a bottle of water into the exhibition?
A	---



Legal competence B

(Obligations of the guests and the tour guide)

Situation: Giving information about rules and safety precautions

Dialogue

A	Hello, my name is Nicole Herzberg and I'm your tour guide for today. We are going to visit the art gallery where local painters exhibit their art. Here we are in front of the art museum where we will start our tour. But before I want to inform you about some rules and safety precautions. First of all, I would ask you to get a key for a locker where you can put your bags and jackets in. If you have any questions don't hesitate to ask. Are there any questions so far? Please don't hesitate to ask.
B	---
A	No, they are included in the entrance fee.
B	---
A	Yes, you are permitted to take a small bag into the exhibition. But please note that you will be frisked before entering the exhibition area. All the emergency exits are marked with the according sign and there are also alarm systems everywhere. While we are doing our tour, please don't touch any exhibits and we'll have to keep our voices down. Please stay on the marked path and stay with your group at all times. I'm sure this goes unsaid, but remember to place all trash in the garbage bins. These rules are for your own comfort and safety. Are there any further questions?
B	---
A	No problem. That's what I'm here for.
B	---
A	Oh, I forgot to mention that taking photographs inside the gallery is prohibited. But if you want, can buy some postcards or pictures.
B	---
A	I'm glad you asked that. No, you don't have to, but you should mute your phone.
B	---
A	No, it's not allowed to eat or to drink inside the exhibition. Well, if there are no further questions we can start our tour now.



EXAMPLE 3

**Medical competence A
 (emergency situation)**

Situation:

There has been an accident during the sightseeing tour

Dialogue

G	---
T	---
G	---
T	---
G	---
T	---
G	---
T	---
G	---
T	---
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T	---
G	---
A	Where is the injured person?
G	---
A	We take her to the nearest hospital in the High Street. This hospital has an excellent reputation.
G	---
A	Of course, maybe there are also some questions concerning the health insurance.
G	---



T	---
G	---

G= Guide
A= Ambulance
T= Tourist

Medical competence B (emergency situation)

Situation:

There has been an accident during the sightseeing tour

Dialogue

G	---
T	I have just fallen heavily.
G	---
T	I've got a terrible pain in my right leg.
G	---
T	No, I can't get up.
G	---
T	Yes, please call a doctor.
G	---
T	Well, my leg feels like broken and my knee seems to be dislocated. I also can't move my foot.
G	---



T	Thanks for your help.
G	---
G	---
T	Yes, please. Some water would be great.
G	---
T	The pain is getting worse.
G	---
G	---
A	---
G	---
A	---
G	---
A	---
G	---
T	Thank you so much for your help.
G	---



Medical competence C (emergency situation)

Situation:

There has been an accident during the sightseeing tour

Dialogue

G	What has happened to you?
T	---
G	Are you in pain?
T	---
G	Can you move your leg?
T	---
G	You need a doctor. I'll call the ambulance.
T	---
G	What exactly can I report to the doctor?
T	---
G	I see. I'll call the ambulance immediately.
T	---
G	<i>Call the ambulance...</i> Hello this is Miss Summer I'm the tour guide of Holiday Travel. I'm calling to report an accident. A member of our group has been fallen badly. She can't move her leg and her knee seems to be dislocated. Please send an ambulance to the Harrisonford Street 5.
G	The ambulance should be here any moment. Would you like to drink something?
T	---
G	Is there anything else I can do for you? How do you feel now?
T	---
G	There is no need to worry. There is the ambulance.
A	---
G	She's over there. Which hospital is she going to be taken to?
A	---
G	Can she be accompanied by one of us to the hospital? So we can be in contact and find out if she has to stay there or we can organize to pick her up after the treatment.
A	---
G	I'll call the hospital as soon as possible to find out how you are.



T	---
G	You are welcome. I wish you all the best

EXAMPLE 4

Organizational competence A

(Service provider)

Situation:

Planning a day trip at the tourist information

Dialogue

A	Good morning.
B	---
A	I would like to organize a day trip for a group of 10 people next month, please.
B	---
A	Yes, we would like to visit a museum and afterwards we would like to have lunch.
B	---
A	We would prefer a guided tour.
B	---
A	Then we will visit both, the museum of art and the Natural History Museum.
B	---
A	How much is the package per person?
B	---
A	Is there a special price for children?
B	---
A	Yes, that will be the 9 th of October.
B	---
A	I have a further question. There is a disabled person in a wheelchair in our group. Are all places visiting accessible?
B	---
A	Well, then I would like to book this arrangement. Can you also organize a bus transfer to pick the group up from the hotel?
B	----
A	At 9 o'clock, please. What about the payment?
B	---
A	Thank you very much.
B	---
A	Bye.



Organizational competence B

(Service provider)

Situation:

Planning a day trip at the tourist information

Dialogue

A	---
B	Good morning. How may I help you?
A	---
B	We can offer some different tours. Is there a special tour you are interested in?
A	---
B	Would you prefer a guided tour or do you want to explore the museum by yourselves?
A	---
B	Then I can recommend to visit the museum of art. The Natural History Museum is right next to it and definitely worth to visit.
A	---
B	In this case I would recommend our package called "Hungry for Knowledge", which includes the entrance fee for the museum, the tour guide, and a lunch buffet in a close-by restaurant.
A	---
B	The price per person is € 34,99.
A	---
B	I'm afraid not. But there is a price reduction for senior citizens and disabled persons.
A	---
B	Do you already know the date of the tour?
A	---
B	Well, let me just check the availability. The 9 th of October is still vacant.
A	---
B	Of course, they are.
A	---
B	No problem. What time should that be?
A	---
B	The payment takes place on site. If you cannot come, please let us know at least 2 days in advance. Otherwise we will have to charge a cancellation fee of 10,99 € per person. Here is your booking form.
A	---
B	You are welcome. Good bye.
A	---



EXAMPLE 5

Technical competence A

(Guidance technology)

Situation:

Giving instructions on how to use an audio guide

Dialogue

A	Welcome to our city tour. My name is and I'm your guide for today. For the first part of our tour you will get an audio guide. I want to give you some instructions on how to operate this device. First of all, please press the power button on the left-hand side. The pilot light above the on/off button should light up now. Would you please check that?
B	---
A	Now please turn the switch on the right-hand side to channel four.
B	---
A	Of course, it's channel four. Now please put the headphones on, to check if they work correctly.
B	---
A	Let me see. It's no problem, we will exchange the defect headphones.
B	---
A	I see. Please adjust the volume by using the volume control. It's on the top of the device.
B	---
A	Are there any other problems or questions?
B	---
A	Fine, then let's start our tour.



Technical competence B

(Guidance technology)

Situation:

Giving instructions on how to use an audio guide

Dialogue

A	---
B	Yes, it works.
A	---
B	Sorry, could you repeat that please? I didn't quite catch the number of the channel.
A	---
B	I'm sorry, but I can't hear anything. There seems to be something wrong with the headphones.
A	---
B	Could you speak up, please? I've got a problem with the volume.
A	---
B	Thanks for your tip. Now I can hear everything well.
A	---
B	No, thank you, everything works perfectly now.
A	---



TEACHERS' REPORTS

As in the Modules we thought it was important to include samples from Teachers' Reports also in the CLIL UNITS. The reason for that is that is better understood how well or not each Unit worked in the classroom. It is an effective way to give feedback and collect results for each Unit. Therefore, we present only one or two reports for each category of Clil Units to help teachers get a grasp of the activities and their impact.

1. TRANSNATIONAL WEEK IN GREECE (27.11.2016-03.12.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organisation SOFIA PAPANIKOLAOU	Co-teacher from hosted school/organisation ANNY KALFA, DOMENICO GIANFRANCO NICASTRO & ANDREIA BAPTISTA
PERIOD	Date 27th November – 03rd December 2016	Place LAVRIO - Greece
TRAINING MODULE DELIVERED	CLIL UNIT: POSTING & POKING HISTORY ON FACEBOOK	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Classroom, Team Work	
MAIN ACTIVITIES CARRIED OUT	<p>This activity started with a warming-up exercise, during which the students were asked to move on a line on an alphabetical order. This way they formed their teams (students whose name started from A, B...formed one team etc.).</p> <p><u>In the first part</u> the students were finally divided in three teams each of which had to prepare a FACEBOOK PAGE for a historical personality: Pericles the Athenian Octavian Augustus, Vasco da Gama. They were given written sources and photographic material to work on. They had to write down some information about</p>	



	<p>the personal life, the deeds and the contribution of the three historical figures. In the end they presented the FACEBOOK PAGE on a big carton, which was enriched with some comments by the contemporary “friends” of the three men.</p> <p>The students also made a list with the main leadership competences that made these men excel and contributed to their domination in their time.</p>
TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Potenza in Italy, Aveiro Portugal, Lavrio Greece
TOOLS AND SUPPORTS UTILISED	Cartons, Powerpoint slides.
EQUIPMENT AND TECNOLOGIES	Whiteboard, projector, Computer.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<p>The students from the three different countries managed to feel as a part of one team through the warming-up exercise and overcame any hesitation about participating in the following activity. They also collaborated in preparing the FACEBOOK PAGES by exchanging ideas and contributing with their talents (eg. drawing).</p> <p>Although it was challenging for them (especially the students from Italy and Portugal) the results were promising as each team presented very interesting approaches of the three historical figures. This activity proved that young people from different cultural environments are capable of working together to complete a task.</p>
RESULTS ON COMPETENCES AND BEHAVIOURS	Communication without any obstacles, group work without prejudice, respect on ideas and opinions, exchange of ideas, time management, presentation of results in front of an audience.
WHAT WORKED	No problems emerged during the activity.
WHAT DID NOT WORK	More time would be helpful.
CONCLUSIONS AND SUGGESTIONS FOR IMPROVMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.



Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

The words and sentences used referred mostly to leadership competences: Demonstrates strong ethics and provides a sense of safety, empowers others, trustworthy, fosters a sense of connection and belonging, well-organized, determination, openness, managing change, solving problems and making decisions, managing politics and influencing others, taking risks and innovating, setting vision and strategy, managing the work, understanding and navigating the organization.





2. TRANSNATIONAL WEEK IN ROMANIA (20.11.2017-24.11.2017)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organisation Raluca Tehei, Colegiul Tehnic Energetic, Cluj-Napoca	Co-teachers from hosted school/organisation Anny Kalfa, Eygenia Trampari Richard Červený, Hana Bilikova
PERIOD	Date 20th November- 24th November 2017	Place Colegiul Tehnic Energetic, Cluj-Napoca, Romania
TRAINING MODULE DELIVERED	CLIL – Leadership Styles	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	CLIL activity done by the Romanian teacher	
MAIN ACTIVITIES CARRIED OUT	<p>The activities carried out were as follows:</p> <ul style="list-style-type: none"> - To organize the classroom for the practical work and form the groups - To choose a representative by each group - To give the instructions to the leaders of the group (the members of the groups do not hear them) - Development of the practical task (representatives act as a certain type of leader and groups try to solve the task according to their instructions) - Introduction/consolidation of words/expressions in English related to leadership styles (e.g. 	



	<p>authoritarian, participative/ democratic, laissez-faire or free-rein etc.)</p> <ul style="list-style-type: none"> - Discussion on the topic
TARGET GROUP OF THE PARTICIPANTS (age, type of vocational training, country)	<p>Colegiul Tehnic Energetic, Cluj-Napoca, Romania – age: 15-19; training in the field of electricity, energetics and electronics Students 16-19 from the General Lyceum of Lavrio and the Vocational School of Roudnice</p>
TOOLS AND SUPPORTS UTILISED	<p>Classroom Flipchart, markers, A4 papers (20 for each group)</p>
EQUIPMENT AND TECHNOLOGIES	--
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<ul style="list-style-type: none"> • Increased communication • Cooperation on the given topic • Ability to ask questions about the given topic • Ability to infer meaning (to identify traits of a particular type of leader) • Learning new vocabulary in English related to leadership styles • Reflection on the given topic • Self-motivation to improve language competence.
RESULTS ON COMPETENCES AND BEHAVIOR	<ul style="list-style-type: none"> • Students cooperate in order to be successful as a team; • Increased creativity levels - using mind and strategy to create processes and solve puzzles successfully • Students develop problem-solving attitude, thus being able to adapt to changes and challenges in real life • Students learn to manage time effectively



	<ul style="list-style-type: none"> • Students develop their language competences (used English to communicate) and social skills • They have a better understanding of leadership styles, of the positive/ negative traits of each type of leader
WHAT WORKED?	Overall everything worked quite well (even the feelings of frustration that appeared during the activity were overcome in the end when the teacher explained that the group representatives had to impersonate a certain type of leader and act as such, that their behaviour was not their fault)
WHAT DID NOT WORK?	Some of the students had a tendency to use the mother tongue, thus a problem could be the level of language competence.
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	<p>Conclusions:</p> <ul style="list-style-type: none"> - develops language skills, critical thinking and problem-solving attitude - develops effective time management skills - develops the ability of students to take initiative - acquisition of knowledge through discussion, collaboration and exchange of ideas. <p>Suggestions for improvement</p> <ul style="list-style-type: none"> - make sure the leaders in each group understand the main traits of the leaders they have to act out / how such a leader would behave in real life situations

Part 2- NARRATIVE REPORT

- *It is an "open" report, that rebuilds the global sense with a "STORY" made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*



The activity was quite entertaining (combining role-play on the part of the “leaders” and practicality – strategy and physical activity since the teams were asked to build a 1 metre- high tower made of paper, without using any glue, staples or tools to measure its height and trying to respect the instructions of the leaders). The students seemed to have fun and enjoyed it, they were involved and competitive at the same time. All the leaders took their roles very seriously and acted out their parts as an authoritarian/ democratic/ laissez-faire type of leader till the end of the activity. Of course, some of the team members were frustrated and confused, didn’t know what was going on and why their friends were behaving so differently... but in the end everything became clear when the teacher explained the reasons and the purpose behind the game.

Dragos Andreica “ *It was very involved*”





CONCLUSIONS

Clil Units have been tested in all settings. For practical reasons and because our schools have different orientations we divided Clil Units into three categories: Social, Science and Technology. In this chapter social subjects are presented which have been tested mostly at schools with a general orientation: in Greece (27.11-03.12.2016) and in Italy (12.03-18.03.2016). Leadership styles was one of the most popular units. Three groups of students were asked to work under the commands of three different types of leaders. In the end they realized that the supportive type of leader was the most effective one. In Romania (20.11-24.11.2017) we discussed how this can work in real life situations at a working environment as well as at school. Another Clil Unit that affected students was “Unemployment and...create your own CV”. Apart from Greece, this method was practiced also in Austria (19.06-23.06.2017) by Portuguese and Austrian students. Creating the Facebook profiles of well-known historical figures was challenging for students, since they were familiar with the Facebook part, but they needed a lot of support for the information about the historical persons. The limited time forced us to give to our students the material they needed. But we discussed that it would be more meaningful if they had done their own research.



B.Science

Unit Title: DNA: Observation of human chromosomes...Genes in a bottle. Capture your unique essence.

By Alikı Rontoyanni, Dr.-General Lyceum of Lavrio

Topic: Biology

Language: English

Language Level B1 / B2

Target students: Secondary school (ages from 16 years)

Time: 4 hours

Aims:

- To learn basic terminology of Biology like nucleic acids, nucleotides, hereditary material, base pairs, genetic code, proteins, chromosomes, mitosis, metaphasis, cell membrane, enzymes, etc.
- To communicate using words and expressions related to molecular Biology, microscopy and chemistry.
- To understand the 3D structure of DNA by using molecular models.
- To observe metaphase human chromosomes under a microscope (400X).
- To learn how he/she can isolate DNA from his/her cheek cells .

Final product: Capture of DNA in a small necklace.

Methodology, classroom activities:

- Teacher's presentation (ppt)
- Demonstration of molecular models of DNA nucleotides and DNA double helix.
- Microscopes and samples



- Laboratory equipment
- Material (enzymes, lysis buffer, alcohol, laptops, projector, power point presentations, Laboratory equipment).

Assessment tools: Conversation, final product (DNA in a necklace)

Documents and materials : Scientific Articles about DNA, presentation, papers for taking notes or notepads.

Description of activities

Students work	Methods and resources	Assessment
First Lesson: General Information about DNA structure.		
The students are informed about the structure of DNA and the main steps of DNA extraction (2h).	Teacher's speech Powerpoint presentation	Conversation & keeping notes.
Second Lesson: DNA extraction		
The second lesson (2h) takes place in the Chemistry Laboratory. The students observe metaphase human chromosomes under a microscope. Metaphase is the third phase of mitosis, the process that separates duplicated genetic material carried in the nucleus of a	Group work Teacher's guidance http://onlinelibrary.wiley.com/doi/10.1002/bmb.20351/pdf	Final product: the DNA in a small necklace. Conversation. Notes about the procedure of extracting DNA.



Students work	Methods and resources	Assessment
<p>parent cell into two identical daughter cells. The chromosomes, which have been replicated and remain joined at a central point called the centromere, are called sister chromatids. (SEE IMAGE AT THE APPENDIX).</p> <p>Each student is invited to extract his/her own DNA from cheek cells.</p> <p>The students realize that our “unique essence” is included in the nucleus of every cell of our body in the form of a miraculous molecule, the DNA and that it can be easily isolated, captured and live in a bottle for quite a long time!</p>		<p>Conclusions on a Flipchart.</p>



WORKSHEETS

Worksheet 1: Build groups of three students. Write down 10 words/expressions associated with the DNA structure.

word/ expression	Translation

Write down 10 sentences associated with Chemistry and the DNA extraction.

--

Worksheet 2

1. Search for the meaning of the words in wordbook or translate with your mobile. Save your result on a flip chart paper. Ask the lecturers the questions occurring during the presentation.
2. Present your results shortly in front of the audience.

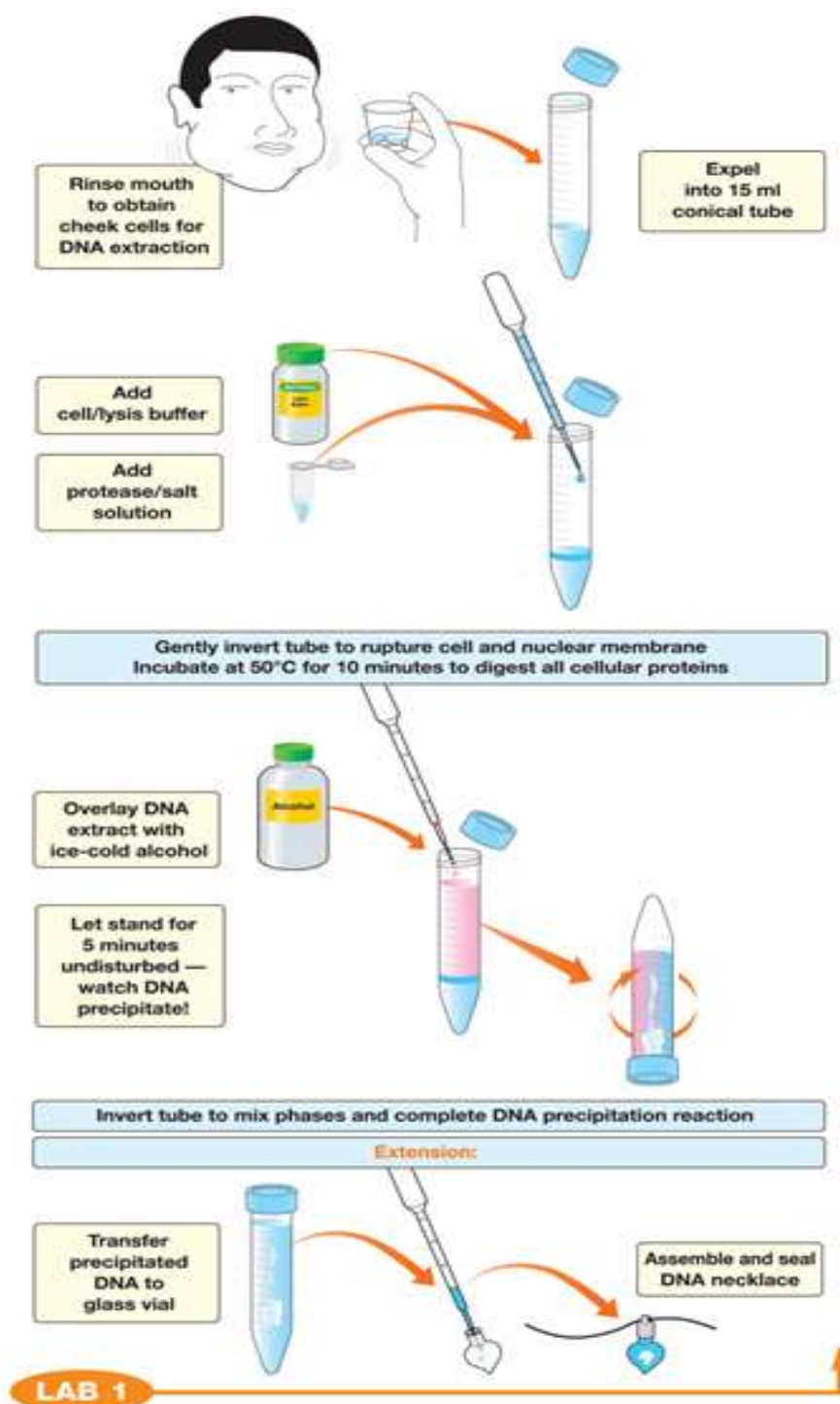


IMAGE 1



Unit Title: History of Mathematics: An interactive journey from the past to the present.

By Antonios Tsigonias, MSc-General Lyceum of Lavrio

Topic: History of Mathematics

Language: English

Language Level B1 / B2

Target students: Secondary school (ages from 16years)

Time: 3-4 hours

Aims:

- to improve their language competence, by learning and using new words in English, concerning Maths terminology like golden intersection, (mathematical) proof, segment, irrational, rational, e.t.c.;
- to be informed about the most significant historical facts and Mathematical figures as well as their achievements from the ancient times until today;
- take an active role in understanding the function of Pythagoras' "cup of justice" and the Golden Intersection, experiencing in that way the Ancient Greeks' mathematical knowledge and way of thinking;
- to introduce a way of organizing team work in the classroom and involving students in the learning process so that every student will be engaged in the process and be able to take initiative, while enhancing social skills and gaining new knowledge;
- to acquire knowledge of numbers, measures and structures, basic operations and mathematical presentations and an understanding of mathematical terms and concepts;
- to develop creative thinking.



Final product: A presentation of each group’s conclusions of an activity about the “Golden Intersection”.

Methodology, classroom activities:

- teacher’s speech
- group work
- multimedia

(laptops, projector, power point presentations, tape measures, Pythagoras’ cup)

Assessment tools: Conversation. Feedback.

Documents and materials : presentation, papers for taking notes or notepads.

Description of activities

Students work	Methods and resources	Assessment
First part : History of Mathematics		
The students are informed about the most significant historical facts and Mathematical figures as well as their achievements from the ancient times until today.	Teacher’s speech	Some students faced difficulties with the Mathematical terms but they all found the speech very interesting and asked many questions. But they were also asked questions like “did you enjoy the process”, “did you learn something new”, “did you come across any problems...which ones” etc.
Second part : Pythagoras’ cup and the Golden Intersection		



Students work	Methods and resources	Assessment
<p>The students take an active role in understanding the function of Pythagoras' "cup of justice" and the Golden Intersection. Each student is given a copy of Pythagoras' cup and they are asked to fill it with water over the marked line inside the cup. They realize then that the water is pouring out of a hole at the bottom of the cup. The whole idea refers to the limits people should have in their lives- even in drinking!- which complies with the content of ancient Greek philosophy «moderation is best (<i>μέτρον ἄριστον</i>).</p> <p>The students are also given a tape measure to count the distance from their nose to the top of their head, from the chin to their nose, from their elbows to the beginning of their palms and so on...The write down all these numbers and by using mathematical types they get an average for each one of them. The ones that reach the Golden Intersection are thought to be more beautiful (~1,62).</p>	<p>Group work</p> <p>https://www.geogebra.org/</p>	<p>The students participate in these activities, listening to music during the second's part presentation. They work with their group members, asking questions, calculating, measuring and comprehended a part of the ancient Greeks' philosophy. They also find out how beauty in nature and Mathematics are related. They are also asked questions like "how well did you cooperate with your fellow students", "did you fully understand the tasks", "how difficult or easy was it for you to express your opinion in a foreign language", "did you enjoy the process", "did you learn something new", "did you come across any problems...which ones" etc.</p>



WORKSHEETS

Worksheet 1

1. Build groups of three students. Write down 10 words/expressions associated with the History of Mathematics.

word/ expression	Translation

2. Write down 10 sentences associated with Mathematics and the unit "Pythagoras' cup".

--

Worksheet 2: Listen to the following presentation and write down unknown words in a word list.

word/ expression	meaning in my language

3. Search for the meaning of the words in wordbook or translate with your mobile. Save your result on a flip chart paper. Ask the lecturers the questions occurring during the presentation.
4. Present your results shortly in front of the audience.



Unit Title: Meeting points of a line and a parabola and the car crash accident activity

By Antonios Tsigonias, MSc-General Lyceum of Lavrio

Topic: Relative positions of a line and a parabola on the Euclidean plane and their meeting points

Language: English

Language Level B1 / B2

Target students: Secondary school (ages from 16years)

Time: 2 hours

Aims:

- to learn and use new words in English, concerning Maths terminology like determinant, abscissa, parabola, equation, graphic representation, e.t.c.;
- to learn how to use Geogebra (a free Maths software) which connects Geometry with Algebra;
- to comprehend:
 - the connection between the algebraic equation of a line and a parabola and their graphic representations.
 - the relation of the solutions of the equation (formed by the line and the parabola) and their meeting points.
 - the reason why the abscissas of the meeting points of the line and the parabola are the solutions of the quadratic equation;
- to implement the knowledge obtained by the geogebra activity (including a worksheet) to the main course's task which was the car crash accident activity;
- to cooperate successfully with peers.



Final product: A presentation of each group's conclusions concerning the two activities mentioned above.

Methodology, classroom activities:

- teacher's speech
- group work
- pairwork
- individual activities
- multimedia

(laptops, projector, power point presentations, geogebra software)

Assessment tools: Conversation, back.

Documents and materials: Powerpoint presentation, worksheets.

Description of activities

Students work	Methods and resources	Assessment
First hour : Activity's implementation		
Talking about the concept of the functions and its graph.	Teacher's speech	Many students don't clearly understand the language and the math terminology and others cannot remember basic math concepts so that the intervention from the teacher is necessary.
Getting a grasp of Geogebra.	Individual activity, pair activity, group work.	
Working on worksheet 1 – using Geogebra, experimenting, investigating, observing, noticing,	Group work Worksheet 1: the activity	The students find it difficult to comprehend some relations, mostly algebraic but they



Students work	Methods and resources	Assessment
searching, finding connections and relations, discussing, justifying answers, resolving questions.	The teacher helps when needed, providing scaffolding strategies.	understand easier the graphic representations.
Writing conclusions, sharing of the results.	Class activity	Feedback, Conversation.
Second hour : Task's implementation		
Working on worksheet 2 – Using the knowledge obtained from the previous activity the students calculate, investigate and adjust the outcomes of the first hour to the data of the task, justifying their answers.	Group work Worksheet 2: the task The teacher helps when needed, providing scaffolding strategies.	Feedback
Checking their answers using Geogebra, writing conclusions, sharing of the results.	Class activity	

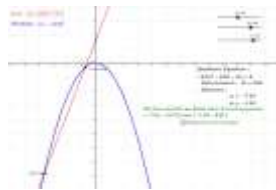


WORKSHEETS

Worksheet 1

Activity: Meeting points of a line and a parabola

- A. Open the geogebra file [meeting points of a line and a parabola+solutions.ggb](#)
- B. The parabola $y = ax^2$ and the line $y = bx + c$ are given, where the sliders a, b and c can change their graphic representations when different values are set.
- C1. Experiment giving various values to the slides a, b and c and observe the meeting points of the line and the parabola. Write down your conclusions.
- C2. What happens specifically, when:
- i. $a = -0.5$, $b = 3$, $c = 4$ ii. $a = -0.4$, $b = -1.2$, $c = 0.9$ iii.
 $a = -1$, $b = 4$, $c = 5$
- D. Notice the quadratic equation and its determinant that emerge each time you change the values of the sliders. Can you understand how this equation is formed?
- E. What's the connection between the -equation and its determinant- and the meeting points of - the line and the parabola-? Justify your answers and click the square to check them.
- F. Notice the solutions of the equation (when $D \geq 0$) and the abscissas of the meeting points. Explain why this is happening.
- G. Write your conclusions concerning the connection between the determinant of the equation and the meeting points (and their abscissas) of the line and the parabola.



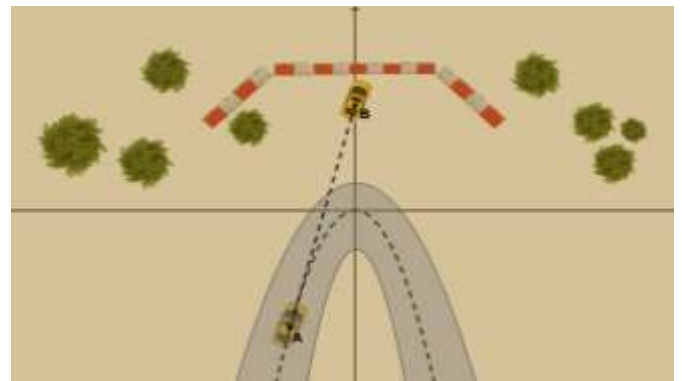
A figure of the activity

Worksheet 2

Task: The car crash accident

A car is moving on a road and its orbit
is given by the parabola $C: y = -x^2$.

At a later time, the car goes off its
course at the point A with abscissa
 $x_1 = -2$. It continues moving straight
ahead and hits the barriers as shown
at the next figure. Using the conclusions
of the previous activity,



The figure of the task



i. Calculate the ordinate of the point A

where the car went off its course.

ii. Find the equation of the rectilinear

orbit from A to B.

iii. Calculate the coordinates of the

hitting point B.

iv. In the road lies a hole at the point with coordinates $(-1.5, -1)$. Will the car fall in

the hole during its course? Justify all your answers.

You can also check your answers with Geogebra.



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Unit Title: Pollution 1

By Anca Petriuc, Mircea Apahidean & Raluca Tehei-Colegiul Teknik Energetic

Topic: What is Causing Global Warming?

Subject area : Science and cross-curricular: technology, chemistry, geography, ecology

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages 15-18)

Time: 2 hour

Aims:

- Students will identify the factors that have influenced global climate in the past.
- Students will review the greenhouse effect and its influence on climate, identify major greenhouse gases and their atmospheric percentages, and understand why carbon dioxide is considered the greenhouse gas most responsible for contemporary global warming.
- Students will identify natural and industrial sources of atmospheric carbon dioxide and understand the ways in which it cycles through systems.
- Students will define and identify different types of fossil fuels, industrial sources of carbon dioxide and changes in carbon dioxide concentrations since the industry era.
- Students will analyze and evaluate conflicting information about CO₂ and global warming.
- Students will learn strategies for evaluating scientific claims made in the media.

Final product: PPT presentation about Global Warming



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Methodology, classroom activities:

- teacher's speech
- group work
- pairwork
- individual activities
- internet research
- multimedia

Assessment tools :worksheets, group portfolios

Documents and materials :

- dictionary, magazines
- worksheets
- images/movies with parts of the powerpoint
- PPT presentation
- Printer, computer, Internet connection
- Whiteboard, flipchart , paper



Description of activities

Students work	Methods and resources	Assessment
Lesson : What is Causing Global Warming?		
<p>Warming up</p> <p>Introduce the activities by using prompts from the Teacher Guide.</p> <p>Show the 1 min video commercial, CO2: They Call it Pollution, We Call it Life. Lead the decoding of the video using the prompts in the Teacher Guide.</p> <p>Nine-page Teacher Guide: What is Causing Global Warming?:http://www.ithaca.edu/looksharp/Books_Global_Warming/Lesson_4/Lesson_4_Teacher_Guide.pdf</p> <p>Present the PowerPoint slide show, What is Causing Global Warming? Use the Teacher Guide to facilitate discussion (in attach ppt 1)</p> <p>Distribute the Student Worksheets</p> <p>Lead the decoding of the video using the prompts in the Teacher Guide. Video clips on DVD or YouTube Channel: http://www.youtube.com/projectlooksharp</p> <p>CO2: They Call it Pollution, We Call It Life, : http://www.ithaca.edu/looksharp/Books_Global_Warming/Lesson_4/L4_They_Call_it_Pollution.mov</p>	<p>Conversation</p> <p>Internet</p> <p>Pair work</p> <p>Flipchart</p> <p>Markers</p> <p>Group work</p> <p>Conversation</p>	<p>Direct observation</p>



<p>Show the 5 min video excerpt from An Inconvenient Truth http://www.ithaca.edu/looksharp/Books_Global_Warming/Lesson_4/L4_Inconvenient_Truth.mov</p>	<p>Internet</p>	<p>Direct observation</p>
<p>Feedback</p> <p>Discussion: strong/ weak points of the lesson</p> <p>Students complete the Student Worksheet Annex 1</p>		<p>Review the worksheet using the suggested answers in</p>



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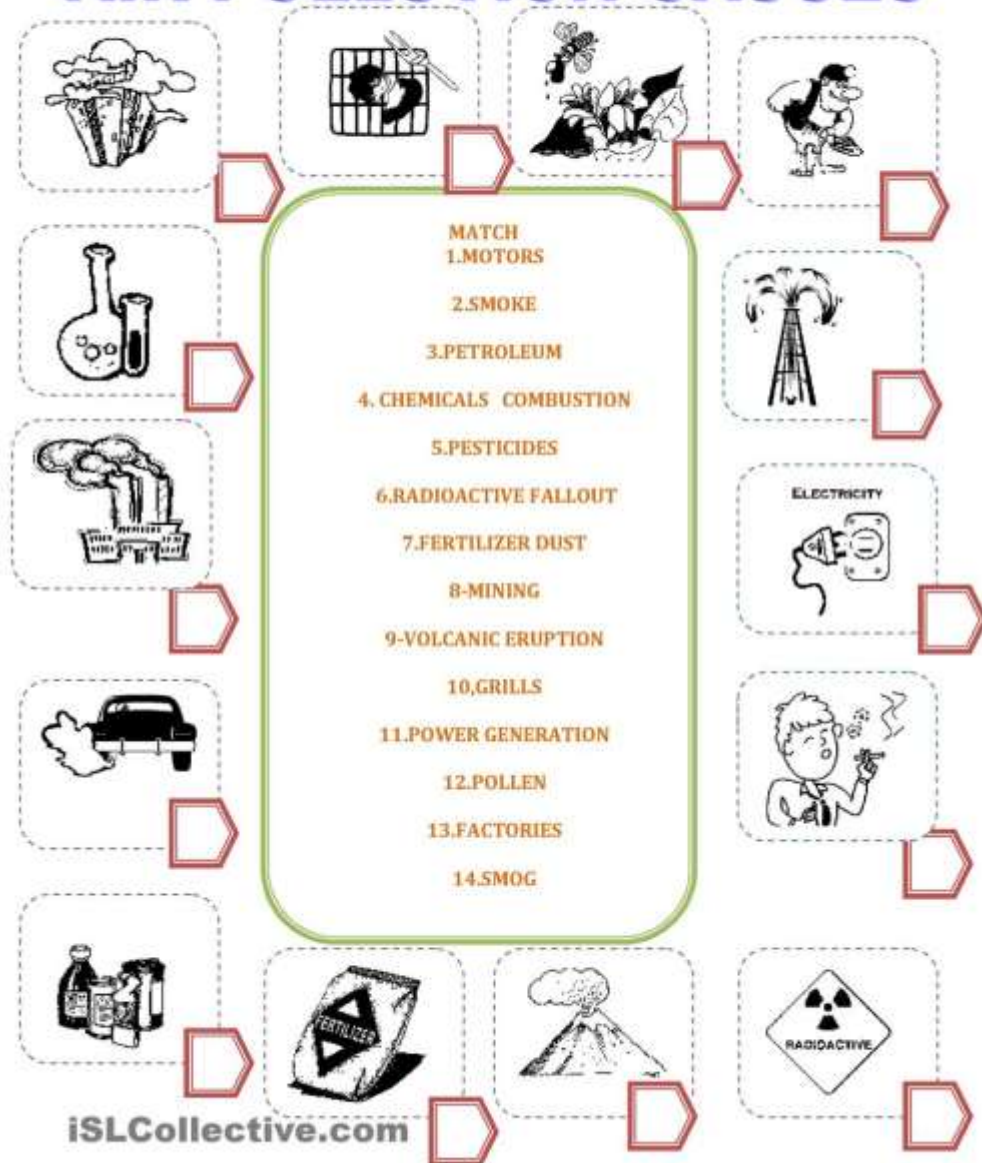
		the Teacher Guide.
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ANNEX 1

Unit

Title:

AIR POLLUTION CAUSES



MATCH

1. MOTORS
2. SMOKE
3. PETROLEUM
4. CHEMICALS COMBUSTION
5. PESTICIDES
6. RADIOACTIVE FALLOUT
7. FERTILIZER DUST
8. MINING
9. VOLCANIC ERUPTION
10. GRILLS
11. POWER GENERATION
12. POLLEN
13. FACTORIES
14. SMOG

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Pollution 2

By Anca Petriuc, Mircea Apahidean & Raluca Tehei-Colegiul Teknik Energetic

Topic: Causes of Pollution

Subject area : Science and cross-curricular: technology, chemistry, geography, ecology

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages 15-18)

Time: 2 hours

Aims:

- Identify and discuss different kinds of pollution.
- Identify and discuss sources of pollution.
- Discuss and explain why it is important to keep the environment free of pollution.

Final product: PPT presentation about “Let’s Stop Pollution”,

Methodology, classroom activities: (some examples)

- conversation
- group work
- pairwork
- individual activities
- warm up
- brainstorming

Assessment tools : worksheets, group portfolios, self-evaluation paper

Documents and materials worksheets, flipchart, coloured pencils.



Description of activities

Students work	Methods and resources	Assessment
Lesson : Causes of Pollution		
<p>Warming up</p> <p>The Teacher:</p> <ol style="list-style-type: none"> 1. Begin the activities by displaying and reviewing the lesson vocabulary. (pollution, surroundings, litter, environment) 2. Discuss the displayed pictures of water, air, and land pollution. Have students identify what is wrong in each of the pictures displayed. Write the students responses underneath each of the pictures. Remind the students that pollution is anything that harms our surroundings and that people cannot survive without clean air, water, and land. Stress that pollution is a responsibility and concern of all people in every community. 3. Ask students to “Brainstorm” to complete a list of ways that they can help to stop pollution. Examples: not put garbage into the lakes and streams, walk or ride bikes whenever possible, pick up litter). List the students responses on a poster titled “Let’s Stop Pollution”. Stress that because so many important things in the surroundings are shared by people in 	<p>Conversation</p> <p>Conversation</p>	<p>Direct observation</p>



Students work	Methods and resources	Assessment
<p>other communities, everyone must work to stop pollution of the air, water, and land. Students will then have a variety of activities to teach them about the causes and effects of pollution.</p> <ol style="list-style-type: none">1. Provide students with a half sheet of poster board and crayons. Have them make a poster to inform others about pollution. Display the posters around the school.2. Provide students with boxes and paint. Have them make “litter boxes” with labels and decorations that state why it is important not to litter. Place the boxes in areas around the school or home.3. Have students wash the outside of a window that is easy to reach. A few days later, let them wipe the same window with a clean tissue. Discuss possible reasons the window became dirty.(air pollution)4. Provide students with materials to make replicas of bumper stickers illustrating warnings and laws concerning pollution. Suggestions: NO LITTERING, NO TRUCKS, NO DUMPING, NO BURNING. <p>Feedback</p>	<p>Brainstorming</p> <p>Paper</p> <p>Crayons</p>	



Students work	Methods and resources	Assessment
<p>Discussion: strong/ weak points of the lesson</p> <p>Students complete the Student Worksheet Annex 2</p>	<p>Boxes</p> <p>Paint</p> <p>Individual work</p> <p>Worksheets</p>	<p>Poster</p> <p>Discussions and answer to all questions</p> <p>Direct observation</p> <p>Worksheet Annex 2</p>

Worksheet Annex 2

I. Choose the suitable word:

1) A _____ is an ecological or environmental area that is inhabited by a particular species of animal, plant, or other type of organism.

a) moisture; b) habitat; c) stream; d) butterfly

2) In a street, park, or public building, we put rubbish in a _____.

a) litter bin; b) hole; c) river; d) washing machine

3) Ecology is the _____ of Biology dealing with the relations and interactions between organisms and their environment.

a) leaf; b) universe; c) surface; d) branch

4) The action of making land, water, air, etc., dirty and not safe or suitable to use is called _____.

a) review; b) pollution; c) exposure; d) spreading

5) Let's keep the _____ and make new plants grow.

a) seeds; b) gloves; c) stems; d) arrows.



6) We know that _____ studies the composition, structure, properties and change of matter.

a) History; b) Drawing; c) Chemistry; d) Music.

(6 x 5 points = 30 points)

II. True or False?

1) Electrons are larger than molecules.

2) The chemical makeup food often changes when you cook it. _____

3) Filtration separates mixtures based upon their particle size.

4) Conductors have low resistance.

5) Water is an example of a chemical element.

6) The study of plants is known as botany.

(6 x 5 points = 30 points)

III. Which word is different? Underline it:

1) aero plane, bird, rocket, balloon, cat, jet

2) onion, celery, lettuce, pineapple, turnip, leek



3) elephant, panda, pig, tiger, goat, sheep, snake

4) nose, badger, mouse, lips, neck, finger, ears, legs

5) sky, forest, lake, sea, factory, sun, cloud, moon

6) ham, bread, beer, sausage, chicken, cake, cabbage

7) play, listen, see, hear, feel, look, taste, smell, touch

8) apricot, plum, banana, orange, lemon, carrot, peach

9) shoe, dress, trousers, hat, scarf, socks, jacket, bag

10) blue, yellow, rose, purple, red, pink, green, black

(10 x 2 points = 20 points)

IV. Give the antonyms of these verbs:

1) to waste / _____;

2) to win / _____;

3) to empty / _____;

4) to deflate/ _____;

5) to request/ _____;

(5 x 2 points = 10 points)

10 granted point

Maximum score: 100 points



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Promotion score of assessment: 70-100 points

SCORE

100	
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Unit Title: Pollution 3

By Anca Petriuc, Mircea Apahidean & Raluca Tehei-Colegiul Teknik Energetic

Topic: Pollution Solutions

By Anca Petriuc, Raluca Tehei, Mircea Apahidean & Bayram Gökbulut, Dr.

Subject area: Science and cross-curricular: technology, chemistry, geography, ecology

Language: English

Language Level B1 / B2

Target students: Secondary school (ages 15-18)

Time: 2 hours

Aims:

Students will understand the following:

-The threat to water ecosystems is a complex problem because many factors contribute to their pollution and destruction.

-The following factors all play major roles in the pollution and destruction of water ecosystems: PCBs, DDT, methylmercury chloride, sewer sludge, thermal effluents, radioactive wastes, destruction of marshlands, and beach erosion.

-Methods to combat the above factors exist.

Final product: PPT presentation about Pollution Solutions

Methodology, classroom activities:



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- conversation, brainstorming
- group work
- individual activities
- internet research
- warm up

Assessment tools: worksheets

Documents and materials:

- dictionary
- worksheets
- movies with Pollution Solutions
- PPT presentation with Pollution Solutions
- Printer, computer, Internet connection
- Whiteboard, flipchart , paper
- worksheets, flipchart, crayons, internet



Description of activities

Students work	Methods and resources	Assessment
<p>Ask students to name some water ecosystems. (They might mention oceans, rivers, ponds, lakes, marshlands.)</p>	<p>Conversation</p>	<p>Discussions and answer to all questions</p>



Description of activities

Students work	Methods and resources	Assessment
<p>Now ask them to mention any factors they know of that contribute to the pollution and destruction of water ecosystems. List their suggestions on the chalkboard, including the following: PCBs, DDT, methylmercury chloride, sewer sludge, thermal effluents, radioactive wastes, destruction of marshlands, and beach erosion.</p>	<p>Conversation Pair work</p>	
<p>Divide your class into groups, and have each group research one of the factors you have listed. Groups should focus their research on how their factor affects water ecosystems, particularly those in your area, if applicable, and the methods that are being employed to counter it.</p>	<p>Conversation Pair work</p>	<p>Discussions and answer to the questions</p>
<p>When their research is complete, each group should choose one water ecosystem that has been affected by the factor they have been assigned and prepare an environmental-impact statement about it. Each statement should include four elements:</p> <ul style="list-style-type: none"> • a description of the current environmental status of the ecosystem • a description of the way or ways in which the factor affects the ecosystem 	<p>Conversation</p>	



Description of activities

Students work	Methods and resources	Assessment
<ul style="list-style-type: none">• a description of the existing methods that are being used to combat the factor• suggestions for future methods of combating the factor.		
<p>When the statements are complete, invite groups to share their findings with the class.</p> <ul style="list-style-type: none">• You can evaluate your students on their assignments using the following three-point rubric: Three points: complete description of the current status of the ecosystem, accurate description of the way or ways in which the	Conversation	



Description of activities

Students work	Methods and resources	Assessment
<p>factor affects the ecosystem, clear description of methods being used to combat the factor, reasonable suggestions for future methods</p> <p>Two points: adequate description of the current status of the ecosystem, acceptable description of the way or ways in which the factor affects the ecosystem, vague description of methods being used to combat the factor, unrealistic suggestions for future methods</p> <p>One point: vague description of the current status of the ecosystem, unsatisfactory description of the way or ways in which the factor affects the ecosystem, inadequate description of methods being used to combat the factor, no suggestions for future methods</p> <p>You can ask your students to contribute to the assessment rubric by determining how many suggestions for future methods should be included.</p> <p>Feedback</p> <p>Discussion: strong/ weak points of the lesson</p>	<p>Description</p> <p>Description</p>	



Description of activities

Students work	Methods and resources	Assessment
Students complete the Student Worksheet Annex 3		Worksheet Annex 3



Worksheet Annex 3

Discover Pollution

Read the sentences below. Visit our Easy Geography for Kids page [All about Pollution](#) to find the missing words.
Write them in the empty spaces and find these hidden words in the puzzle!

[Words might be hidden horizontally, vertically and perhaps even back to front...!]

1. Today, _____ is a bigger problem than ever.
2. _____ from car fumes and factory smoke can cover cities, making it hard to breathe.
3. When _____ rigs in the ocean hit rocks, they spill oil into the sea. The oil _____ sea animals and pollutes beaches.
4. Raw _____ runs into the rivers and seas. This sewage can spread disease. It also causes _____ to grow in the water. The algae use up the _____ in the water so other aquatic plants and animals die.
5. _____ is useful in many ways, but it doesn't break down or biodegrade. Anything made with plastic piles up in landfills or pollutes the ocean, where it kills _____.
6. Plastic can be _____ — made into other things.
7. _____ from cooking fires filled the air. The villages and cities became polluted.
8. This waste is sometimes dumped into rivers, where it pollutes the _____ and kills animals and plants. The _____ water can also hurt humans.

C	G	O	D	S	G	O	O	D	A	L	G	A	E	U	S
I	V	B	S	P	O	L	L	U	T	I	O	N	P	S	E
T	Q	S	Z	X	M	E	R	T	Y	O	X	Y	G	E	N
S	K	I	L	L	S	F	E	G	A	W	E	S	C	X	B
A	E	R	E	T	A	W	E	F	I	L	D	L	I	W	A
L	R	E	C	Y	C	L	E	D	K	O	F	D	X	A	I
P	S	W	E	R	T	A	N	M	A	I	G	X	O	I	L
W	E	K	O	M	S	K	F	K	U	Q	H	Z	T	N	N



TEACHERS' REPORTS

As in the Modules we thought it was important to include samples from Teachers' Reports also in the CLIL UNITS. The reason for that is that is better understood how well or not each Unit worked in the classroom. It is an effective way to give feedback and collect results for each Unit. Therefore, we present only one or two reports for each category of Clil Units to help teachers get a grasp of the activities and their impact.

1. TRANSNATIONAL WEEK IN GREECE (27.11.2016-03.12.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organisation ANNY KALFA	Co-teacher from hosted school/organisation DOMENICO GIANFRANCO NICASTRO
PERIOD	Date 27th November – 3rd December 2016	Place LAVRIO - Greece
TRAINING MODULE DELIVERED	SUPPLEMENTARY MODULES-BIOLOGY: DNA: OBSERVATION OF HUMAN CHROMOSOMES...GENES IN A BOTTLE: CAPTURE YOUR UNIQUE ESSENCE	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR,	Laboratory, Seminar, classroom.	



CLASSROOM, OUTDOOR, ETC..	
MAIN ACTIVITIES CARRIED OUT	POWERPOINT PRESENTATION about the procedure of the DNA isolation. The students were given general information about the function of the human chromosomes and the DNA structure. Then they performed the DNA isolation procedure at the laboratory. They took their own DNA in a small bottle.
TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Potenza in Italy, Aveiro Portugal, Lavrio Greece
TOOLS AND SUPPORTS UTILISED	Chemistry lab equipment, slides, necklaces.
EQUIPMENT AND TECNOLOGIES	Whiteboards, projectors, Chemistry lab equipment.
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	The students managed to participate with success in the procedure although most of them had a poor background in Chemistry and Biology. They communicated in a fruitful way and helped each other to complete their task.
RESULTS ON COMPETENCES AND BEHAVIOURS	Excellent results on the communication and collaboration level.
WHAT WORKED	Everything.
WHAT DID NOT WORK	-



Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



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

CONCLUSIONS AND SUGGESTIONS FOR IMPROVMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio.
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Part 2- NARRATIVE REPORT

- *It is an “open” report, that rebuilds the global sense with a “STORY” made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*

- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

Technical terms were used and the ones referring to Biology and Chemistry.





2. TRANSNATIONAL WEEK IN GREECE (27.11.2016-03.12.2016)

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organisation ANTONIS TSIGONIAS	Co-teacher from hosted school/organisation MARIA RAPTI
PERIOD	Date 27th November – 3rd December 2016	Place LAVRIO - Greece
TRAINING MODULE DELIVERED	SUPPLEMENTARY MODULES-MATHEMATICS: HISTORY OF MATHEMATICS: AN INTERACTIVE JOURNEY FROM THE PAST TO THE PRESENT.	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	Workshop, classroom.	
MAIN ACTIVITIES CARRIED OUT	POWERPOINT PRESENTATION about the History of Mathematics and the greatest figures of Mathematics and their achievements. Workshop about Pythagoras' "cup of justice" and the Golden Intersection. The students were given their own Pythagoras' cup.	
TARGET GROUP OF THE PARTICIPANTS (age, country)	17 -19 years /male & female students from Potenza in Italy, Aveiro Portugal, Lavrio Greece	
TOOLS AND SUPPORTS UTILISED	Slides, Computer, Pythagoras' cup, tape measure.	
EQUIPMENT AND TECNOLOGIES	Whiteboards, projectors.	
RESULTS ON COMMUNICATION	The students managed to participate with success in the procedure although most of them feared that they wouldn't be able to respond to the demands of the	



AND RELATIONS - ATMOSPHERE	activity. They communicated in a fruitful way and helped each other to complete their task. They also overcame their initial fear about Mathematics. The students responded very positively to the Greek teachers.
RESULTS ON COMPETENCES AND BEHAVIOURS	Excellent results on the communication and collaboration level.
WHAT WORKED	Everything.
WHAT DID NOT WORK	-
CONCLUSIONS AND SUGGESTIONS FOR IMPROVMENT	A transnational experience like this should be systematic, while participation should be less selective, making it obligatory (one time at least) in the curriculum and in the European student portfolio. Moreover, it would help students to develop a more positive attitude towards Mathematics.

Part 2- NARRATIVE REPORT

- *It is an "open" report, that rebuilds the global sense with a "STORY" made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*

Technical Mathematical terms: Pythagoras' "cup of justice" and the Golden Intersection, distance, average.





CONCLUSIONS

When we decided the implementation of CLIL Units referring to Science, we came across certain difficulties. Not all students from all schools have a solid background in Mathematics, Chemistry or Physics. We realized that during the transnational week in Greece (27.11-03.12.2016) where the students from Portugal and Italy could not cope with the demands of the Clil Units taught, especially in Mathematics. Therefore, we changed the way of presenting the second Unit in Mathematics and Chemistry and emphasized more on the original purpose of a Clil Unit: to make students familiar with the terminology of different sectors of science and urge them to use these words/phrases in a larger context (eg. make sentences). It is worth mentioning, that the Romanian partner has been implementing Clil Units about Pollution for more than two years with a high appeal to students, who-by the way-have a more technical orientation.



c. Technology

Unit Title: Technical solutions for daily problems given by computer.

By Thomas Müller, OSZ Lausitz

Topic: Small technical solutions by programming with the raspberry pi

Language: English

Language Level **B1** / **B2**

Target students: Secondary school (ages from 16years)

Time: 4 hours

Aims:

- to learn new words/expressions in English like Operating system, single board computer, power supply, resistor, circuit, transistor, capacitor, diode, display, connectivity cable, direct voltage, alternating voltage,
- to seek information about the raspberry pi using various sources of information
- to communicate using words and expressions related to computer especially raspberry pi in order to:
 - o identify the parts of the pi and their meaning
 - o analyze the possibilities given using the pi
- to cooperate successfully with peers

Final product: *A presentation of an self-built technical solution/ project using the pi.*

Methodology, classroom activities: (some examples)

- teacher's speech
- group work
- pairwork



- individual activities
- internet research
- warm up
- multimedia

Assessment tools: CLIL analytic grid

Documents and materials : presentation, worksheets

Description of activities

Students work	Methods and resources	Assessment
Lesson 1		
Introducing the topic raspberry pi, Computer	Teacher's speech	Not all the students did understand the language, but those got help from English teacher.
Reflecting the knowledge of the students about the topic of raspberry pi.	Group work Worksheet 1	They haven't ever heard about raspberry pi before, but they knew a lot of things connected to the computer. It would be better to start with a text or an internet research to the topic to activate them in a better way.
Discourse of the german students about their school and the raspberry pi.	Students speech, listening and understanding as individual activity.	The students were listening carefully to the discourse.



Students work	Methods and resources	Assessment
		<p>There were some questions they asked after discourse.</p> <p>The discourse of students showed that they were well prepared.</p>
Working on worksheet 2 - searching for translations of unknown words, asking for the correct writing of unknown words.	Group work Worksheet 2	Mostly there haven't been unknown words for the students. Maybe they didn't write words, because they didn't understand or knew the writing or spelling.
Sharing of the results	Class activity	<p>It was not easy for the students to present their results in front of the class, but in every group was mainly one person who was enough self confident to do that.</p> <p>Some phrases has been iterated often.</p>
Worksheet 3 – new words, phrases sentences.	Individual activities Worksheet 3	<p>The majority of students really learnt some new words. In the test many of them wrote down 6 until 10 new words.</p> <p>In the second part most of them had been able to write 5 to 10 sentences.</p>



Students work	Methods and resources	Assessment
		Only less of them did it very well. One or two students couldn't write one useful sentence.
Lesson 2		
Warming up		
What do I know from the last lesson	Individual activity	
Working on worksheet 4	Group activity	

Worksheet 1: Build groups of three students. Write down 10 words/expressions associated with the Raspberry PI or the topic computer.

word/ expression	Translation

Write down 10 sentences associated with the raspberry PI or the topic computer. You can also disclose your expectations to the topic/ lessons about Raspberry PI.

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Worksheet 2" Listen to the following presentation and write down unknown words in a word list.

word/ expression	meaning in my language



- Search for the meaning of the words in wordbook or translate with your mobile. Save your result on a flip chart paper. Ask the lecturers the questions occurring during the presentation.
- Present your results shortly in front of the audience.

Worksheet 3: Write down 10 words/expressions associated with the Raspberry Pi or the topic computer.

word/ expression	Translation(IT/ RO/ DE)

Write down 10 sentences associated with the raspberry PI or the topic computer.

Worksheet 4: Fill in the missing words.

Cloze –The Raspberry Pi

The Raspberry Pi is a low cost, **credit-card sized** _____ that plugs into a computer monitor or TV, and uses a standard _____ and _____. It is a capable little device that _____ people of all ages to explore computing, and to learn how to _____ in languages like Scratch and _____. It's capable of doing everything you'd expect a desktop computer to do, from _____ the internet and playing _____ video, to making _____, word-processing, and playing games.

What's more, the _____ Pi has the ability to interact with the _____ world, and has been used in a wide _____ of digital maker projects, from music machines and parent to weather stations and tweeting birdhouses with _____ cameras. We want to see the Raspberry Pi being used by kids all over the world to learn _____ and understand how computers work.



Use the following words and phrases.

computer, to program, spreadsheets, Raspberry, array, enables, mouse, Python,
program, high-definition, keyboard, browsing, outside, detectors

1. Write down some pros and contras of raspberry pi on your own.
2. Speak/ discuss in your group five minutes about Raspberry PI and his opportunities, problems and benefits.
3. There are many possibilities to work with the raspberry pi. Speak in your group about projects with the pi you could imagine to do. Choose one of your projects your group would like to do with the pi. Make a plan for doing this in your group.
4. Introduce your idea in front of the class.



Unit Title: Unconventional energy sources

By Anca Petriuc, Mircea Apahidean & Raluca Tehei- Colegiul Teknik Energetic

Topic: Clean energy

Subject area : Science and cross-curricular: technology, chemistry, geography, ecology

Language : English

Language Level B1 / B2

Target students : Secondary school (ages 16-17)

Time : 8 hours

Aims:

- To learn new words/expressions in English like *protecting, preserving, solar energy, inverter, generator, turbine, tank, device, alternative current, direct current, wind energy, geothermal energy, wave/tide energy, conductor, isolator*;
- to list the factors of pollution in the atmosphere, water and soil;
- to seek information on a given topic using various sources of information;
- to analyze the importance of renewable energy;
- to communicate using words and expressions related to environment and clean energy in order to:
 - o analyze the role of the power plant components
 - o design and prepare presentation about the importance of producing clean energy;
- to successfully cooperate with peers.

Final product : PPT presentation about clean energy, Journal with renewable energy and power plant components



Methodology, classroom activities:

- teacher's speech
- group work
- pairwork
- individual activities
- internet research
- multimedia

Assessment tools: worksheets, group portfolios, self-evaluation paper

Documents and materials

- dictionary, magazines
- worksheets 1,2,3,4,5,6,7,8,9,10
- images/movies with parts of the power plant
- PPT presentation with renewable sources of energy
- Printer, computer, Internet connection
- Whiteboard, flipchart, paper

Description of activities

Students work	Methods and resources	Assessment
Preparatory activities		
<p>Class is divided into groups of four students by criteria established by the teacher.</p> <p>During the entire <u>period</u> unit, students have to search the Internet, pictures, magazines about the clean energy.</p> <p>Information may be in English or Romanian</p>	<ul style="list-style-type: none"> - Internet, photos, images, movies - individual work, in pairs or in group, at home or in classroom all the time 	<p>- Each group has a portfolio where they bring all the materials found or made by them selves.</p>



Lesson 1: Solar energy		
Brainstorming: each student writes something about the sun. After they discuss in pairs and they correct each other's words.	- paper - individual activity > 5 minutes	-Each student reads their classmates' expressions. -Self-correction, by comparison with the classmates.
Group work: the students are shown a short movie in English about solar energy. They have to sum it up in a few short sentences and underline the key words.	- movie about solar energy - paper - group work >15 minutes	- They read what they have written - Students from another groups correct peers' text. - 5 minutes
Students receive a journal where they have to write 4 sentences on the first topic proposed (worksheet 1) <i>Write 4 sentences about solar energy</i>	- journal (worksheet 1) - individual activity >15 minutes	- Direct observation - The students write in the journal
Students exchange journals with a classmate and they have to correct the sentences using a	- journal (worksheet 1) - activity in pairs	- Direct observation



dictionary and computer with Internet connection.	- 10 minutes	- The students read the correction made by the others.
Lesson 2: Producing solar energy		
Short presentation about a solar power plant. The students watch the presentation and then they discuss in groups and decide what part of the solar power plant is the most important from their point of view.	- group work - 10 minutes	- Direct observation -The other students listen and correct pronunciation.
Using the computer with Internet connection the students working in group have to: - identify the components of the solar power plant: - draw the elements and the connection between them (on the paper)	- group work - paper, colour pencils, markers - computer (Internet) > 30 minutes	- Direct observation
Students fill in the journal on topics 2 and 3: <i>General function of the solar power plant</i> <i>The role of the components of the solar power plant</i> Students exchange journals with a classmates and correct the text at home using the dictionary.	- journal (worksheet 1) - individual activity >10 minutes	- Direct observation - The students write in the journal



Lesson 3: Wind energy		
<p>The students have to make a spider web about wind.</p> <p>.After they discuss in pairs, they correct each other's words.</p>	<ul style="list-style-type: none"> - paper - individual activity > 5 minutes 	<ul style="list-style-type: none"> - Each student reads their classmates' expressions . - Self-correction, by comparison with the classmates.
<p>Group work: the students are shown a short movie in English about the wind energy.</p> <p>They have to sum it up in a few short sentences and underline the key words.</p>	<ul style="list-style-type: none"> - movie about wind energy - paper - group work >15 minutes 	<ul style="list-style-type: none"> - They read what they write - Students from the other groups can correct their text. - 5 minutes
<p>Students have to write 4 sentences in the journal on topic 4 proposed there. (worksheet 1)</p> <p><i>Write 4 sentences about wind energy</i></p>	<ul style="list-style-type: none"> -journal (worksheet 1) - individual activity > 15 minutes 	<ul style="list-style-type: none"> - Direct observation - The students write on the journal
<p>Students exchange journals with a classmates and they have to correct the sentences using the dictionary and computer with Internet connection</p>	<ul style="list-style-type: none"> - journal (worksheet 1) - activity in pairs > 10 minutes 	<ul style="list-style-type: none"> - Direct observation - The students read correction made by the others.
Lesson 4 : Producing wind energy		



<p>Short presentation about the wind power plant.</p> <p>The students watch the presentation and then they discuss in groups and decide what part of the wind power plant is the most important from their point of view.</p>	<ul style="list-style-type: none"> - group work - 10 minutes 	<ul style="list-style-type: none"> - Direct observation - The other students listen and correct pronunciation.
<p>Using the computer with Internet connection the students working in group have to:</p> <ul style="list-style-type: none"> - identify the components of the wind power plant: - draw the elements and the connection between them (on paper) 	<ul style="list-style-type: none"> - group work - paper, colour pencils, markers - computer (Internet) >30 minutes 	<ul style="list-style-type: none"> - Direct observation
<p>Students fill in the journal on topics 5 and 6:</p> <p><i>General function of the wind power plant</i></p> <p><i>The role of the components of the wind power plant</i></p> <p>Students exchange journals with a classmates and correct the text at home using the dictionary.</p>	<ul style="list-style-type: none"> - journal (worksheet 1) - individual activity >10 minutes 	<ul style="list-style-type: none"> - Direct observation - The students write on the journal
<p>Lesson 5: Geothermal energy</p>		
<p>The teacher announces the subject “Geothermal energy” and, individually, the</p>	<ul style="list-style-type: none"> - computer (Internet connection) 	<ul style="list-style-type: none"> - Direct observation - Each group has to present their materials (5 min)



<p>students have to find on the web pages information about:</p> <ul style="list-style-type: none"> - what geothermal energy means - how a geothermal power plant is constructed - where one can find this kind of power plant. <p>Then they have to discuss about all these things in groups and prepare an oral presentation and write a few key words on the whiteboard.</p>	<ul style="list-style-type: none"> - whiteboard, markers - individual/ group activity <p>> 35 minutes</p>	<ul style="list-style-type: none"> - The other students listen and correct pronunciation.
<p>Students fill in the journal on topics 7, 8 and 9</p> <p><i>Write 4 sentences about geothermal energy</i></p> <p><i>General function of geothermal power plant</i></p> <p><i>The role of the components of the geothermal power plant</i></p> <p>Students exchange their journal with their classmates' and correct the text at home using the dictionary.</p>	<ul style="list-style-type: none"> - journal (worksheet 1) - individual activity <p>> 10 minutes</p>	<ul style="list-style-type: none"> - Direct observation -The students write on the journal
<p>Lesson 6 : Wave and tide energy</p>		
<p>Brainstorming: What do we know about waves and tide?</p>	<p>- 5 minutes</p>	<ul style="list-style-type: none"> - The students express opinions
<p>Group work :</p> <p>The students watch two short movies about wave energy and tide energy.</p>	<ul style="list-style-type: none"> - group activity - computer (Internet connection) - whiteboard, markers 	<ul style="list-style-type: none"> - Direct observation - Each group has to present their materials (5 min) -The other students listen and correct pronunciation.



Then they have to discuss in groups and prepare an oral presentation and write a few key words on the whiteboard	> 30 minutes	
<p>Students fill in the journal on topics 10, 11 and 12</p> <p><i>Write 4 sentences about wave/tide energy</i></p> <p><i>General function of wave/tide power plant</i></p> <p><i>The role of the components of the wave/tide power plant</i></p> <p>Students exchange their journal with a classmates' and correct the text at home using the dictionary.</p>	<p>- journal (worksheet 1)</p> <p>- individual activity</p> <p>> 10 minutes</p>	<p>- Direct observation</p> <p>- The students write on the journal</p>
Lesson 7: Clean energy - presentation		
Students make a spider web about the clean energy.	<p>- Whole class</p> <p>- whiteboard, markers</p> <p>> 5 minutes</p>	- Direct observation
<p>Group work: The students use information found about clean energy and prepare a presentation</p> <p>- advantages and disadvantages of clean energy</p> <p>- solar energy</p> <p>- wind energy</p>	<p>- group work</p> <p>- computer (Internet connection)</p> <p>>45 minutes</p>	- Discussions and answer to all questions



<ul style="list-style-type: none"> - geothermal energy - wave/tide energy - conclusions 		
Lesson 8: Clean energy - presentation		
<p>Each group has to share on the video projector their “Clean energy presentation”.</p> <p>The other students look at the presentation and put questions or make comments.</p>	<ul style="list-style-type: none"> - group work - video projector, computer > 35 minutes 	<ul style="list-style-type: none"> - Direct observation - Each group has to present their materials.
<p>Individually they have to fill in the self evaluation paper (worksheet 2)</p>	<ul style="list-style-type: none"> - individual activity - worksheet 2 > 15 minutes 	<ul style="list-style-type: none"> - Self-correction looking into the journal. -Students have to mark the number of words and sentences they learned. They analyse and evaluate progress during the activity of the unit.



WORKSHEET 1

JOURNAL OF RENEWABLE ENERGY

No	Topic	Correction of the topic
1	Write 4 sentences about solar energy (underline advantages and disadvantages) 	
2.	General function of solar power plant 	
3.	The role of the components into a solar power plant.	
4.	Write 4 sentences about wind energy (underline advantages and disadvantages) 	
5.	General function of wind power plant 	
6.	The role of the components into a wind power plant.	
7.	Write 4 sentences about geothermal energy (underline advantages and disadvantages)	



	
8.	General function of geothermal power plant.	
9.	The role of the components into a geothermal power plant.	
10.	Write 4 sentences about wave/tide energy (underline advantages and disadvantages)	
11.	General function of wave/tide power plant.	
12.	The role of the components into a wave/tide power plant.	

Worksheet 2: Self – evaluation paper

1. How many words/expressions in English do you know related to the
2. How many sentences you write on the journal on topic 1,4, 7 and10 (Look in the journal and fill in the table).

	Totally correct	Partial correct	Incorrect
--	-----------------	-----------------	-----------



Between 1 and 4 sentences	2	1	-2
Between 5 and 8 sentences	4	2	-4
Between 9 and 12 sentences	6	3	-6
Between 13 and 16 sentences	8	4	-8

Evaluation 1:

-If you remember less than 20 words/expression 2p

-If you remember between 21 and 30 words/expressions 4p

-If you remember more than 31 word/expressions 6p

Evaluation 2:

Your score is: Total1 + Total2 =



Unit Title: Multimedia presentation

By Richard Červený, SPSOS Roudnice

Topic: How to prepare a proper presentation and how to present it

Language: English

Language Level B1 / B2

Target students: Secondary school (15 - 19 years)

Time: 4 hours

Aims:

- to learn new words/expressions in English (or other foreign language) related to the topic of the presentation
- to cooperate in team (in pair)
- to communicate in English (or other foreign language) using words and expressions related to the topic of the presentation
- to look for information on the internet or elsewhere (books, magazines, other media)
- to use information resources, mainly internet (to seek information)
- to use ICT
- to gain presentation skills
 - Soft skills
 - Speaking in front of the auditorium.
- to work with the amount of information
- to process information
- to differ between presentation and to present
 - Electronic presentation - slides is not enough for proper presentation (keynote).



Description of activities

- Group of students is divided into pairs (students in pair are not from the same country). The goal is to prepare proper electronic presentation as a supporting material for great oral presentation.

- The teams are determined by the draw.
- The students should be not from the same country.
- The team must agree on the topic of their presentation.

- It is a free choice but teacher should coordinate and confirm the topic.

- Examples:

- Sport
- Culture

(music group)

- History
- Vocational

topic which is common to both of them

- Famous

entrepreneurs, people...

- ...

- Time for presentation is 10 minutes in maximum.
- There is no mandatory number of slides. But the teams must follow the rules of proper presentation.

- The teams should use pictures, video, diagrams and other visual points but in accordance to the rules.

- Both students must present part of the presentation.

- Introduction to the lesson by teacher

- Frontal...



- Presentation about how to present
- Examples of best practices - good presentation and good keynoters

Tools and equipment

- Projector
- Remote controller (if possible)
- Computers (or laptops, tablets, smartphones)
- Speakers (if necessary)
- Camera or tablet, smartphone to shoot the presentation
- Microphone (if possible)
- Software or application for creating videos
- Printer (if needed)
- Other equipment (if needed)

Final product:

- Electronic presentation - slides (PowerPoint, LibreOffice, Google Slides, Prezi, PDF...) in English as a support material for presenting
- Video of the presentation

Methodology, classroom activities: (some examples)

- teacher's speech
- group work
- pairwork
- individual activities
- internet research
- warm up
- multimedia



Assessment tools:

- Self assessment paper
- Assessment by other students or audience - questionnaire
- Teacher
- Evaluation will be done by students themselves using checklist.

Evaluation criteria - CLIL grid

- Time - duration of the presentation
- Body language, eye contact
- Voice effectiveness
- Clear message - core message
- Interest
- Achieving goals
- Readability of slides
- Interactiveness

Description of activities

Students work	Methods and resources	Assessment
Lesson 1		
Icebreaking activities		
Dividing class into pairs by a draw or as a result of icebreaking activities		
Brainstorming: each student writes what does he think about a good presentation. Discussing the rules within the teams and then within whole class.		



<p>Goal is to collect and define all necessary rules of the proper presentation.</p> <p>The team must agree on the topic of their presentation.</p> <p>It is a free choice but teacher should coordinate and confirm the topic.</p> <p>Examples: Sport, Culture (music group), History, Vocational topic which is common to both of them, Famous entrepreneurs, people...</p> <p>Working on the presentation.</p> <p>Structure of the presentation - introduction, main message - core message, expected results, conclusion...</p> <p>Presenting + video taking</p>	<p>Teacher presents the presentation about the proper presentation - summarizing the rules, showing best practices.</p> <p>Confirmation of the topic by teacher</p> <p>Collecting materials, finding pictures, information etc. Writing slides...</p> <p>Preparing the speech, training...</p> <p>Technical precising...visibility of text on the projector screen. Timing.</p> <hr/> <p>Rehearsal</p>	<p>Teacher evaluation</p>
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Worksheet - Tasks for students

Presentation, to present

1.What is a presentation? How would you describe it?

2.What can you use to create a presentation?

3.What are pros and cons of these solutions?

4.Where to make a presentation?

5.When to make a presentation?

6.Are there any rules for creating a presentation?



Unit Title: Types of power plants

By Anca Petriuc, Mircea Pahidean, Raluca Tehei- Colegiul Teknik Energetic & Bayram

Gökbulut, Dr.-Iskilip Vocational High School

Topic: Conversion of solar energy into electric energy

Language: English

Language Level: B1 / B2

Target students: Secondary school (ages 16-18)

Time: 90 minute (1½ hours)

Aims:

- to find information from the video presentation;
- to communicate using words and expressions related to solar energy, in order to:
 - o define solar energy / photovoltaic cells / solar power plant
 - o analyze the role of solar energy in the context of unconventional energy sources
- to successfully cooperate with peers;
- to make connection between components, on small-scale device that uses solar energy.

Final product: small-scale devices that use solar energy

Methodology, classroom activities:

- video presentation
- brainstorming



- pair work
- group work
- individual activities
- practice activity

Assessment tools: worksheets, direct observation, self-assessment

Documents and materials

- Worksheets
- Video presentation;
- Video projector
- Computer
- Whiteboard, flipchart, paper, markers, gum fix
- Solar power kit, glue gun, cutting pliers, tin and solder paste

Description of activities

Students work	Methods and resources	Assessment
<p>The class is divided into groups of 4-5 students by the teacher.</p> <p><u>Brainstorming:</u> group work</p> <p>The students get small pieces of colored papers and markers to write ideas / concepts related to solar energy, in 5 minutes:</p> <p>e.g. clean, renewable, cheap / expensive, etc.</p> <p>Then they go and stick the small colored papers, on the table.</p>	<ul style="list-style-type: none">- pieces of colored paper- markers, gum fix <p>> 10 minutes</p>	<ul style="list-style-type: none">- Direct observation



<p>The teacher will categorize the ideas.</p>		
<p><u>Individual work:</u> worksheet 1</p> <p>The students are looking at a short movie, in English, about solar energy (How a photovoltaic cell works).</p> <p>Then they get worksheet 1(How does a PV cell works), with gaps and some new words related to the topic, which they will use to fill in the blanks.</p> <p>For the self-assessment, teacher will project the right answers for the worksheet 1.</p> <p>The students will note the score on their own worksheet.</p>	<ul style="list-style-type: none"> - movie about solar energy - worksheet 1 - individual work <p>> 15 minutes</p>	<ul style="list-style-type: none"> - Direct observation - Self-assessment
<p><u>Group work:</u> worksheet 2</p> <p>The students are looking at a short movie, in English, about solar PV System (How does an On-Grid Solar PV System work)</p> <p>Then they get worksheet 2 with the drawing of a micro solar plant and they will identify it's main elements.</p>	<ul style="list-style-type: none"> - group work - worksheet 2 <p>> 15 minutes</p>	<ul style="list-style-type: none"> - Direct observation - they check with the teacher
<p><u>Practice:</u></p> <p>Working in the same groups, the students have to build a solar flasher using worksheet 3 (Electrical scheme of the solar flasher). The teacher gives them the kit that they need to use.</p>	<ul style="list-style-type: none"> - group work - worksheet 3 - kit for making a solar flasher, glue gun, cutting pliers, tin and solder paste <p>>30 minutes</p>	<ul style="list-style-type: none"> - Direct observation - the functioning of the solar flasher built



<p><u>Reflexion</u></p> <p>Students fill in the worksheet 4 (Discussion web).</p> <p>One student from each group will present the worksheet 4 – discussion web and stick it on the table.</p>	<p>- group work</p> <p>> 20 minutes</p>	<p>- Direct observation</p>
<p>EXTRA</p> <p>Students have to find an application that can make use of the circuit they built.</p>	<p>- individual/ group activity</p> <p>>10 minutes</p>	<p>- Direct observation</p>

WORKSHEET 1: HOW DOES A PHOTOVOLTAIC (PV) CELL WORKS

Fill in the blanks with the next words:

- ALTERNATING
- BATTERIES
- INVERTER
- PHOTONS
- SILICON
- SOLAR FARMS
- SUNLIGHT

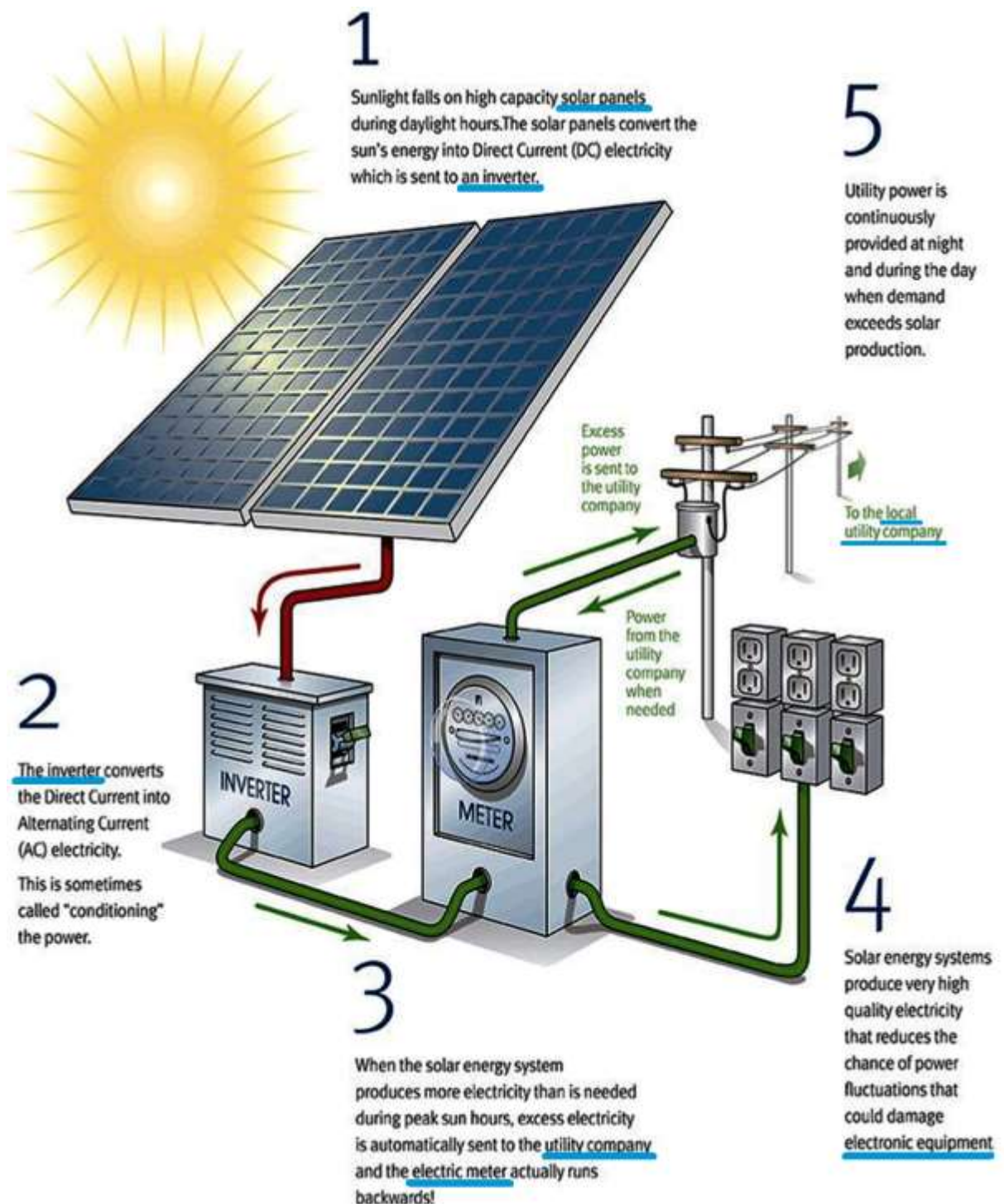
Photovoltaic cells are designed to turn into electricity. They are usually set up in groups or arrays mounted on buildings or in open spaces. The energy produced can be used to run something or can be stored in Arrays for large scale power generation are huge being usually called



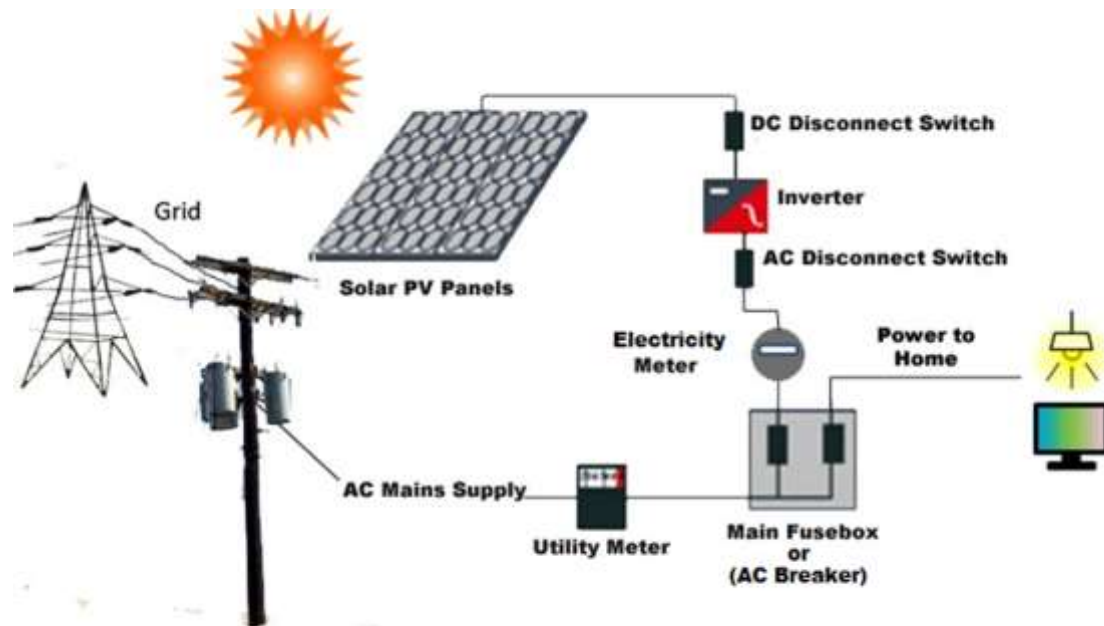
Each cell has four components: a top layer of glass, a wafer, a backing layer and conducting materials (contact). Each side of the wafer is treated differently, thus affecting the behavior of the electrons in the silicon atoms and creating an electrical field at the internal interface. The of the sunlight penetrate the silicon wafer and give the loose electrons enough energy to enable them to move across the electrical field. Thus electricity is created. Many PV installations incorporate a in the circuit instead of a battery to transform the voltage to a suitable rate or direct current to current.

WORKSHEET 2: THE DRAWING OF A MICRO SOLAR PLANT

2. Carefully read the diagram and instructions below.



2. On the separate sheet of paper, using the pictures and the following diagram below, build a solar power plant making the necessary connections, and note each component.



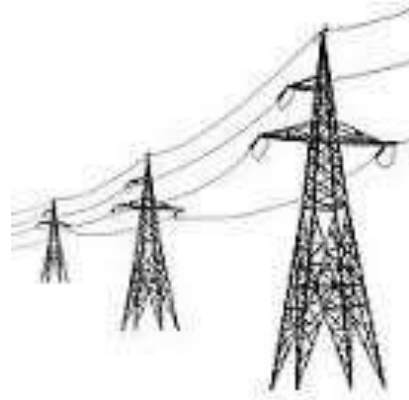




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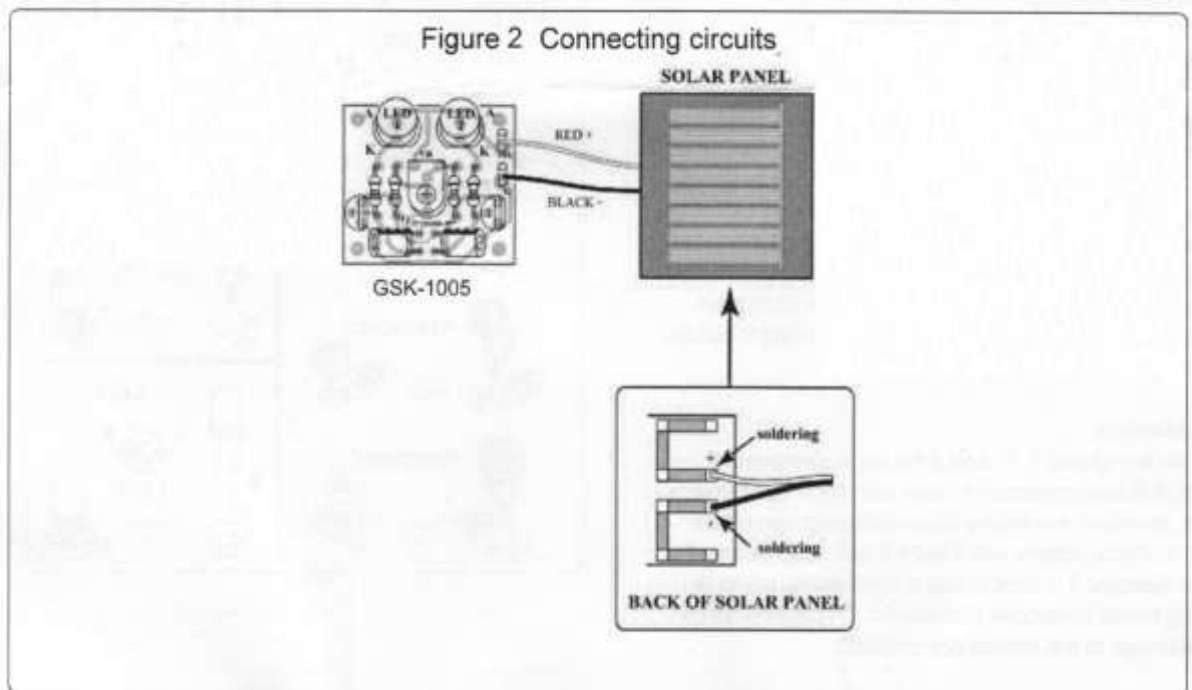
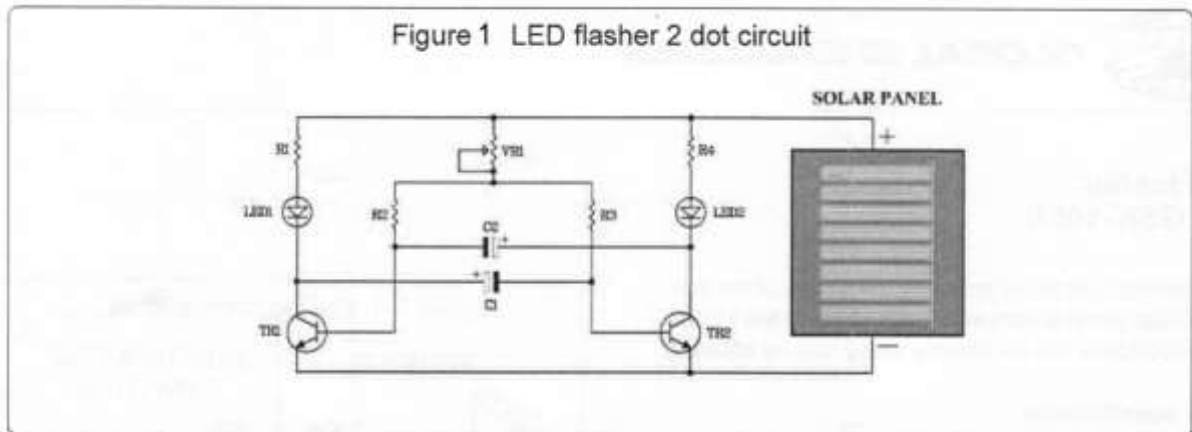


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WORKSHEET 3: ELECTRICAL SCHEME OF THE SOLAR FLASHER

Please, build in group a solar flasher using the following electrical scheme:





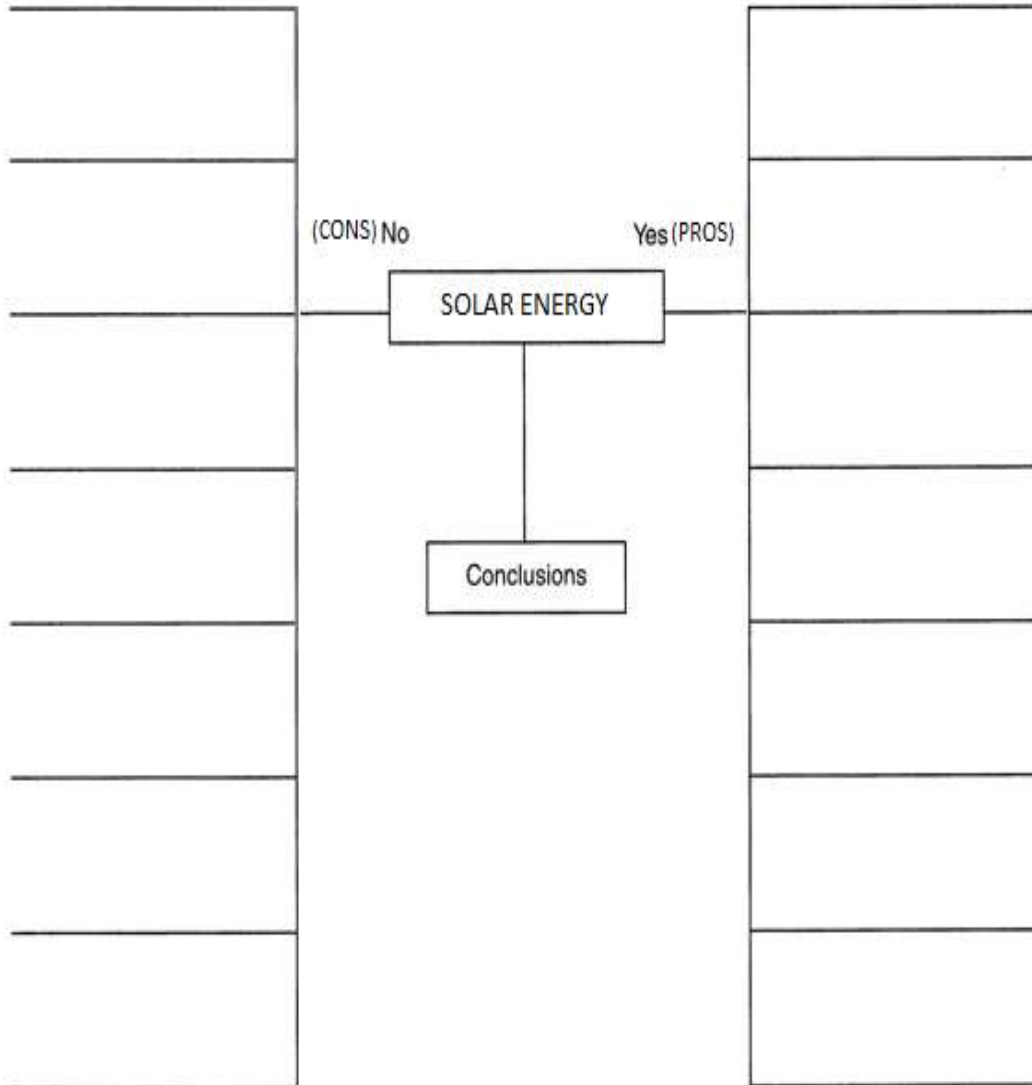
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WORKSHEET 4: DISCUSSION WEB

Please, discuss in group the pros / cons about solar energy:





TEACHERS' REPORTS

As in the Modules we thought it was important to include samples from Teachers' Reports also in the CLIL UNITS. The reason for that is that is better understood how well or not each Unit worked in the classroom. It is an effective way to give feedback and collect results for each Unit. Therefore, we present only one or two reports for each category of Clil Units to help teachers get a grasp of the activities and their impact.

PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organisation Anca Petriuc Mircea Apahidean	Co-teachers from hosted school/organisation Thomas Muller Giulio Ponzio
PERIOD	Date 20.04.2016	Place Colegiul Tehnic Energetic, Cluj-Napoca, Romania
TRAINING MODULE DELIVERED	CLIL - Raspberry PI Presentation - Arduino	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC..	CLIL activity made by German group Presentation of Arduido made by Italian group	
MAIN ACTIVITIES CARRIED OUT	The activities carried out covered a wide range of skills and were as follows: <ul style="list-style-type: none"> - To organize the classroom for the technical presentation - To introduce the new words for CLIL lesson (worksheets) - Discusion on the topic - Presentation of the electronic device , demonstration of the functionality - Questions and answers on the topic, final evaluation of the lesson (worksheet) - Video presentation of the Italian group - Presentation of the Arduino and demonstration of the functionality - Questions and answers on the topic. 	



TARGET GROUP OF THE PARTICIPANTS (age, type of vocational training, country)	Colegiul Tehnic Energetic, Cluj-Napoca, Romania – age: 16-18; training in the field of electricity, energetics and electronics OSZ Lausitz, Germany – age: 20-45 Formaorienta, Italy – age: 17-18
TOOLS AND SUPPORTS UTILISED	Classrooms Whiteboard, papers, markers, tasks instructions , worksheets
EQUIPMENT AND TECNOLOGIES	Computer, video projector Electronic devices (Raspberry PI and Arduino)
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<ul style="list-style-type: none"> • Increased communication; active listening to their colleagues from other country • Reflection on the given topic • Colaborate on the given topic • Ability to put questions about a given topic and develop logical thinking. • Learning new words/expresions in English, related with the electronic devices presented • Self-motivation to improve language competence.
RESULTS ON COMPETENCES AND BEHAVIOR	<ul style="list-style-type: none"> • Students cooperated in order to be successful as a team; • Students managed time effectively to solve the tasks • Students developed their language competences (used English to communicate) and social skills • They have a better understanding of the new electronic devices.
WHAT WORKED?	Overall, everything worked out well: students cooperated, there was very good atmosphere among students, all of them managed to finalize the task (to ask questions, work on the worksheets).
WHAT DID NOT WORK?	One problem could be the level of the language competences, but this problem was minimized with the help of the teacher.
CONCLUSIONS AND SUGGESTIONS FOR IMPROVMENT	<p>Conclusions:</p> <ul style="list-style-type: none"> - develops technical competences, language skills, critical thinking and problem-solving attitude - develops effective time management skills - develops the ability of students to take initiative and be responsible for their own learning.



	<ul style="list-style-type: none">- acquirement of knowledge through discussion, collaboration and exchange of ideas. <p>Suggestions for improvement</p> <ul style="list-style-type: none">- teach the technical vocabulary before the activity, so during the activity there could be more interaction among students.
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Part 2- NARRATIVE REPORT

- It is an “open” report, that rebuilds the global sense with a “STORY” made by images;
- it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).
- It is accompanied by images (photos taken by the teacher and selected)
- It is textual (the original sentences must not be changed)
- It reports – when possible – the name of the participants who pronounced the sentence

The German group taught us a CLIL lesson - Raspberry Pi, we had to brainstorm about computers and do a little quiz about that. They showed us what the device could be used for. After that they asked us to name a few things related to Raspberry Pi and organized a little contest at the end of the presentation.

The Italian group had a presentation in Italian and after that they showed us their device called Arduino.

Timofte Emilian: I liked the Germans’ presentation, especially how they explained their work. The presentation was good, I liked how they helped each other, how each and every one of them talked about what they knew. They showed us what they could do and I was impressed by how many things they knew. The way Olaf showed us what he studied all that time made me think it wasn’t easy at all and you have to work hard to get somewhere.

Sebastian Catinean: The presentations (Raspberry Pi and Arduino) were amazing, I learned a lot of new things. This also helped me and kind of guided me in what carrier I want to follow. I want to thank you for all.



The activity we had during the week was very interesting because we worked in teams with our classmates but also we had the opportunity to meet new people from different countries.

Pop Alexandru: I really liked Raspberry Pi because I learned new words in English and I especially liked the way the students organized in order to present their projects. It was a very interesting presentation about a complex and low cost device. I like how the presentation was organized and I had many new things to learn. I did not manage to remember everything but a big part of it remained in my memory.

Nechifor Daniel: Raspberry Pi is a very useful device, easy to use and transport. They convinced me with their presentation that it's a good PC. They have done a lot of good work with the translation. It's very useful and uses little space and energy.

Sabin Pop: Raspberry Pi is a very interesting project with a lot of useful applications. The presentation was interesting, they divided the speech to everyone's knowledge about the device. Raspberry Pi is very useful, I would buy it.





PART 1- TEACHER'S REPORT

FROM THE EXCHANGE VISITS AND THE DELIVERY OF TRAINING MODULES ON THE INTERCULTURAL COMPETENCES

NAME AND SURNAME	Teacher/trainer from the hosting school/organization Thomas Muller, OSZ Lausitz Schwarzheide	Co-teachers from hosted school/organization Mircea Apahidean, Colegiul Tehnic Energetic, Cluj-Napoca
PERIOD	Date 29.03.2017	Place OSZ Lausitz Schwarzheide, Germany
TRAINING MODULE DELIVERED	CLIL – Solar Energy	
MAIN SESSIONS OF THE MODULE LABORATORY, SEMINAR, CLASSROOM, OUTDOOR, ETC.	CLIL activity done by the Romanian teacher	
MAIN ACTIVITIES CARRIED OUT	<p>The activities carried out were as follows:</p> <ul style="list-style-type: none"> - To organize the classroom for the practical work and form the groups - To find information from the video presentation - To give the instructions to the members of the groups - To make connection between components, on small-scale device that uses solar energy. - Development of the practical task - Discussion WEB on the topic 	
TARGET GROUP OF THE PARTICIPANTS (age, type of vocational training, country)	<p>See Campus Schwarzheide, Lauchammer, Germany – age: 16-20; technical & humanities</p> <p>Colegiul Tehnic Energetic, Cluj-Napoca, Romania – age:18-20; training in the field of electricity, energetics and electronics</p> <p>Iskilip Anadolu Lisesi, Turkey – age: 16-18; technical, electronics</p>	
TOOLS AND SUPPORTS UTILISED	Classroom Flipchart, markers, A4 papers , worksheets , video presentation;	



EQUIPMENT AND TECNOLOGIES	<ul style="list-style-type: none"> - Video projector - Computer - Solar power kit, glue gun, cutting pliers, tin and solder paste
RESULTS ON COMMUNICATION AND RELATIONS - ATMOSPHERE	<ul style="list-style-type: none"> • Cooperation on the given topic • Ability to ask questions about the given topic • Learning new vocabulary in English related to solar energy • Reflection on the given topic • Self-motivation to improve language competence.
RESULTS ON COMPETENCES AND BEHAVIOR	<ul style="list-style-type: none"> • Students cooperate in order to be successful as a team; • Students develop their practical skills; • Students learn to manage time effectively ; • Students develop their language competences (used English to communicate) and social skills; • They have a better understanding about solar energy and solar power plant.
WHAT WORKED?	Overall everything worked quite well, all the students communicate in English and they finished their task.
WHAT DID NOT WORK?	-
CONCLUSIONS AND SUGGESTIONS FOR IMPROVEMENT	<p>Conclusions:</p> <ul style="list-style-type: none"> - develops language skills, problem-solving attitude - develops effective time management skills - develops the ability of students to take initiative - acquisition of knowledge through discussion, collaboration and exchange of ideas. <p>Suggestions for improvement</p> <ul style="list-style-type: none"> - make sure the video presentation could be easy understanding

Part 2- NARRATIVE REPORT

- *It is an "open" report, that rebuilds the global sense with a "STORY" made by images;*
- *it collects citations and real phrases from the discussions (i.e. most shared sentences, the most representative and suggestive ones).*
- *It is accompanied by images (photos taken by the teacher and selected)*
- *It is textual (the original sentences must not be changed)*
- *It reports – when possible – the name of the participants who pronounced the sentence*



The activity was quite entertaining (combining individual work with group work where they apply practical strategies). From the beginning was quite difficult for the students to understand the video presentation because of the high level of fluency. After they start to work in group they understand better because they have worksheets to help them, they communicate very well in English language and they learn to make connection between components, on small-scale device that uses solar energy. The students seemed to have fun and enjoyed it, they were involved and competitive at the same time. All the groups finished their task.

Baba Paul “ *It was very interesting and I have a good feeling now*”

Sirb Sergiu “ *I learn to manage with something technical in English language. It was a challenge for me*”

Thomas Muller “ *All the students were motivate*”

Mircea Apahidean “ *At the final I was happy to see all the devices worked, that means all the students understand the topic.*”





CONCLUSIONS

Clil Units about Technology were tested only a few times because of the educational background of students. Most of them didn't have any expertise in Physics or Technology. In that respect, we chose those Clil Units that could have an appeal to students coming from different background. During the week in Portugal (September 2016) and the one in Romania (April 2016) our German colleague and his students presented Raspberry pi (CLIL UNIT) in such a way that they managed to make it understandable to students from a General School in Italy as well as the Romanian students who studied at a Vocational School. They had the same success also in the week in Portugal where students from Greece and Portugal were amazed by this application. It is worth mentioning that this Unit offered the opportunity to students to collect many words, terms and phrases about Technology (especially computers) and use them in short sentences or create dialogues with them. The rest of the CLIL UNITS (Solar Energy etc.) have been tested in the Colegiul Teknik Energetic in Romania with students with an orientation to Physics and Electricity.



CHAPTER FOUR: THE PROJECT'S CERIFICATE

To document the training activities and intercultural competences acquired it is suggested to apply a certificate of attendance. This Certificate was created to increase students' level of intercultural competence but does not guarantee a certain measurable level of competence. The certificate is an enhancement to students' regular vocational qualifications and may serve as serves as an attraction for potential employers. It is an additional credential that is available to students who have completed the training requirements. In terms of certification we suggest to each organization who wishes to conduct such as training to establish own criteria for successful completion, which can be related to existing criteria for other qualifications or set up specifically for this training. Example of criteria can be: attending a certain number of modules; evidence in terms of reports, documents, questionnaires filled in; project work completed successfully etc.

The benefit of an Intercultural Training Certificate is that it documents an increased understanding, shows that the student is able to change his attitude and can assume different perspectives. The intercultural learning experiences students will experience include:

- Reflection on their own culture
- Broadening their knowledge of other cultures
- Opening their minds and approach issues more flexible
- Acquire skills in moving successfully between and within various cultures and perspectives

The intercultural competences training supports students' development in the following areas. Following the European ECVET approach, those are described in terms of knowledge, skills and competences:



Knowledge, defined as awareness and understanding one needs to live and work in diverse cultural contexts.

- Understanding of others world views
- Understanding of the role and impact one's culture has on behavior and communication
- Sociolinguistic awareness of the relation between language and meaning in a societal context
- Social/Political/Economic/Historical Frameworks
- Diverse Groups
- Importance for own professional development

Skills, defined as performance tasks one needs to live and work in diverse cultural contexts.

- Cross-Cultural Communication
- Teamwork
- Listening
- Conflict Resolution
- Critical Thinking
- Language Development

Competences, which can be characterized as traits one needs in order to live and work in diverse cultural contexts.

- Ability to change perspective, so that students or employees will be able to adapt flexibly to new intercultural situations, i.e. new communications styles, lifestyles, working norms and value sets
- Flexibility



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- Respect
- Empathy
- Democratic values
- Initiative

On the following two pages you can find a draft certificate and the additional description. The latter needs to be adapted according to specific training structure, requirements and regulations applicable to the executing organization.



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<name of certifying organization>
<address of certifying organization>

Certificate of

“INTERCULTURAL
VOCATIONAL

<http://icvet.epa.edu.pt>



Participation

COMPETENCES IN
EDUCATION”

We hereby confirm, that
FIRST NAME SURNAME from <sending
organization>
has actively participated in <activity (i.e. intercultural
training week/international youth exchange/mobility
experience etc)>
in <place>/ <country>
from **dd/mm/yyyy** until **dd/mm/yyyy**.

The participant successfully completed xx hours of
training and improved the following competences:

- ❖ Text text text
- ❖ Text text text
- ❖ Text text text

Best regards,

Signature/stamp

<location>, <dd/mm/yyyy>



Description of the Certificate

Purpose of the training

The learning modules are designed to improve intercultural competences in vocational training. Intercultural competences could be divided in four dimensions: attitudes, Intercultural knowledge and skills, an ability to reflect on intercultural issues as internal outcome, and an ability to interact constructively as external outcome of intercultural competence (Deardroff, 2004). Intercultural knowledge is less a matter of speaking a foreign language well, and more about understanding of others world views. Especially for young people in vocational education and training intercultural competences can be of great value to understand and adapt to the “new” working and learning environment.

Name of the organization awarding the certificate

...

Ways of acquiring the certificate

...

The training programme offers learning modules with a different focus each:

Content and language integrated learning units aiming at increasing the level of language awareness and the ability of students to express themselves in a foreign language.

Examples: SOPHOCLES' ANTIGONE: MORAL DILEMMAS THROUGH TIME, POSTING AND POKING HISTORY ON FACEBOOK, CLEAN ENERGY

Supplementary intercultural learning units with the aim to ...

Examples: EUROPA CAFE, EUROVISION RADIOSHOW, INTERCULTURAL TREASURE HUNT

Other training parts apart from specific learning modules with the aim to help students to familiarize themselves with the environment, immerse in the new culture and reflect on these processes.

Examples: INTRODUCTION (WARMING-UP EXERCISES ETC.), CULTURAL VISITS, EVALUATION



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Additional information

Targeted participants: students at general and vocational schools, companies in the Dual System and organizations for inter-company training

Duration of training: 1 week



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INTERNET SOURCES

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<https://gr.pinterest.com/explore/teamwork-activities/>

www.nzcer.org.nz/research/games-learning



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ANNEX -AN EXAMPLE FOR THE TEXT FOR THE RADIO SHOW

HOW DO YOU SEE EUROPE IN...2030?

(Transnational week in Greece, 28th November-3rd December 2016)

(SONG 1)

Lavrio fm 107,3...fm...

-Good morning, everybody!

-Kalimera!

- Buongiorno!

- Bom dia!

- It is the 30th of November 2030 and this is Chris and Iliana broadcasting live from the most southern corner of Europe, ...Greece!

- The weather is fine today. We are expecting 20 degrees and sun...Nothing less! Iliana?

- Our show today is quite special...because we have 2 special guests from Portugal...

- and 2 from Italy! Welcome to our show and Lavrio.

-are political reporters and they will give us a hint about the political state of Europe today!

- Bom dia...We are very happy to be here. Well, things aren't very bright for Europe. Many things have changed since England left the European Union.

- We have managed some stability, but the European countries have become more closed to themselves and more...let's say afraid...



- Why is that? Do you think that Europe is really united?
- In our opinion Europe in the next few years is not going to stay together. One of the reasons for this is the common currency (Euro), because there are many economical differences and, so, the purchasing power is very different and unequal between the European citizens. In addition we still have the problem of politicians who don't help us to improve and each country has its own characteristics and difficulties. On the other side, many European rich countries have been showing an increasing reluctance in helping the poorest ones.
- And what about the refugees?
- Many countries in central Europe have accepted a large number of refugees and immigrants, but it seems that this had rapid effects on their lives and economy.
- Yes, indeed. That's why many countries have decided not to let any more refugees in.
- However, we had a positive development too.
- Yes, indeed. It is much easier today to work in a European country since all members of the European country have established common criteria for job placement.
- And could you share with us one or two of these criteria?
- One is language...preferably English and another one is the European Professional Diploma.
- Oh! And what is it exactly?
- Well, it is a kind of Certificate, which is offered in any European country and measures the basic competences of candidates.
- Meaning?
- There are some tests, for example in IT Technology, languages etc., which measure the readiness of candidates to study or work in another country.
- It sounds very interesting!



- Yes, we can say it was a step forward for the European labour Market.
- Let's take a break now and listen to our next song...

(SONG 2)

- We are back for the second part of our show.
- Let's move to our guests from ...They are University Professors. Welcome to Greece!
So, what about economy?
- At first I would like to say that we are very happy to be here. Thank you for your invitation. Well, there is a good development and a bad one!
- How are the working conditions?
- As people are becoming increasingly arrogant relationships at work are not the best. I also think that people are increasingly focused only on their work and leave their interpersonal relationships apart.
- Unemployment is still high in some countries, like Greece for example.
- Many young scientists have already moved abroad and, according to a recent study, they don't intend to come back.
- That's really sad.
- Yes, it is. But there is also something good about it.
- I can't wait to hear about it.
- Well, in the last 15 years a Scientific Community has been established in the heart of Europe. Many scientists gather there at least twice a year and exchange their ideas, take part in seminars and follow up the latest developments in their field of interest.
- That's promising, indeed!
- Yes, because this community has managed to find treatments for almost all types of cancer and offer comfort to many patients and their families.
- A great accomplishment for the mankind and its...survival.
- Any personal feelings towards E.U. today?



- My feelings towards the EU nowadays are not very good. The EU has a lot of problems that their members aren't able to deal with on their own. There is a huge lack of financial funds, the relations between some of the countries can't reach an agreement about territorial space or Money , we are supporting many refugees that ran of the War in Asian countries and some of the most important and influential countries are leaving the EU like England.
- We do not have the conditions nor the abilities to work out so many problems at once. I hope that things will get better because we are stronger together and if we do not find a way to overcome all the problems, the EU may be near of its ending.
- So, thank you for being with us today. It has been a great pleasure to have you here on our show.
- Thank you for giving us the opportunity to visit your beautiful country.

(SONG 3)

- So, let's get back to Takis....for the Sports news of the day!
- Hello! This is the Sports news of the day! Well Thomas Mueller has officially signed a contract with the National Team of...Brazil, which will be the next World Championship. It seems that Thomas is fed up with all this German cold and has decided to move to a...warmer place! See you next week!
- Thank you for listening...stay tunedIliana and ...fashion in 2030 is up next...
- See you next week...stay safe!

(SONG 4)



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<http://www.oszlausitz.de/>



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