

## Who we are

- This is the gallery of our Activities' Guides. They have been designed by the partner schools in order to motivate and trigger our students. These guides are complimentary free to be used by any educator wants to try them.

## Contact Us

If you have any questions, feel free to get in touch with us

Twitter: <https://twitter.com/ArtTechSport>

Web: <http://artechnologysport.weebly.com/>



# Art, Technology & Sport keep me bound to my School



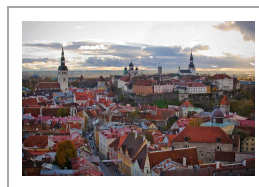


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## Our Partners

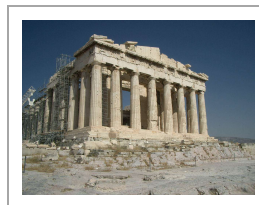
### Estonia



#### Tartu Raatuse Kool

1. Shadow Theater
2. Recreation of a classic Painting

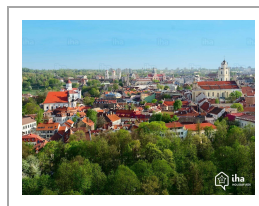
### Greece



#### <http://3gym-elefs.att.sch.gr>

1. Make a Video
2. School Garden

### Lithuania



#### Kauno Versvu vidurine mokykla

1. Logo Contest
2. Photo Exhibition



## Make It Your Own

In these Guides, you will find instructions of how you can implement the activities by the most convenient way.

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### *Art, Technology & Sport Activities*

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#### Customize

We have tried all the partners to make these guides as simplest and easy to implement could be. Despite of that anyone of you can customize them and adapt them to the reality of any educational context.

#### Portugal



Spain

#### Agrupamento de escolas de Barcelos

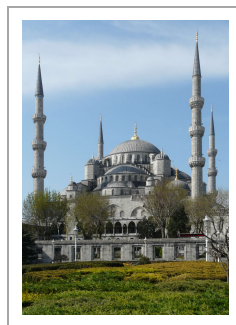
1. Sports Activity
2. Music Activity



#### IES Mediterráneo de Cartagena

1. A Robotics Activity
2. Creation of a Mobile-App, in collaboration with Cartagena Polytechnic

Turkey



#### MEHMET EMIN PULATKONAK ORTAOKULU

1. A Drama Activity
2. Creation of a Sticker Poster





# Portugal



*"Citius, Altius, Fortius"*

## Focus on Sports





The World Health Organization has identified the eight most limiting health risk factors: tobacco consumption, alcohol intake, physical inactivity, insufficient fruit and vegetable intake, obesity, diabetes, hypertension and hypercholesterolemia. Some of these conditions can be prevented and aided by reduced physical inactivity and increased physical fitness.

Sedentary lifestyle is an important risk factor for coronary artery disease, hypertension, obesity, dyslipidemia, type 2 diabetes, some types of cancer, osteoporosis, arthritis, anxiety and depression, having a direct relation with morbidity and quality of Life and well-being.

Although many of the clinical repercussions occur in adulthood, incubation and development of risk can begin in the pediatric ages. According to the recommendations for the physical activity of several international organizations, the influence of the behaviors of the young people aiming at the increase of the physical activity and of the sport, of the physical aptitude, and the fight against the sedentarism, is a priority with benefits for the health and the performance Schooling of young people

PROJECT / ACTIVITY SHEET			
	<b>TITLE</b>	Sports Activity FitSchool	
	<b>AGE</b>	12-18	<b>SUBJECT</b> Physical Education, Health



## OBJECTIVES

1. To Educating young people towards a healthy lifestyle
2. Interactive platform for Physical Fitness Education for health that targets the entire school community, including student teachers and their families.To develop listening/ speaking skills of English Learners
3. Was developed to help you better understand issues related to your physical fitness and your physical activity and sedentary behavior.
4. Evaluates three areas of your physical fitness, aerobic fitness, body composition and muscular fitness (muscular strength, endurance and flexibility) through various physical tests.

## PROCEDURE



- **STEP 1:** The Jigsaw test consists of the execution of the maximum number of courses performed at a distance of 20 m at a predetermined rate. This is the recommended test for aerobic fitness assessment.
- **STEP 2:** The Body Mass Index (BMI) is a measure of body mass, defined as the ratio of weight (in kg) to squared height (in m;  $\text{kg} / \text{m}^2$ ) and tends to be associated with compositional indicators Body. BMI is the recommended test for assessing body composition and aims to determine if the weight is adequate for height.
- **STEP 3:** The Abdominal Test consists of performing the highest number of abs at a predefined cadence. This test aims to evaluate the resistive strength of the abdominal muscles.
- **STEP 4:** The students in each group assume that they are two different characters
- **STEP 4:** The Horizontal Impulse test consists of reaching the maximum distance in a jump in length to feet together. This test aims to assess the explosive strength of the lower limbs.
- **STEP 5:** The Senta and Reach test consists of the maximum flexion of the trunk in the sitting position on the floor. This test aims to assess the flexibility of the lower limbs.
- **STEP 6:** The Arm Push test consists of the execution of the greatest number of arm flexions (arm flexion movement and forearm extension), at a predefined cadence. This test aims to evaluate the strength of resistance of the upper limbs.

<b>RESOURCES</b>	<b>HUMAN</b>	Students & Teacher
	<b>MATERIAL</b>	Non-slip horizontal surface, tape measure, tape measure and cones, Gym mattresses, radio with CD player or mp3 player, Balance and an instrument to assess students' stature (eg stadiometer or tape measure).
<b>IMPLEMENTATION IN OTHER AREAS</b>	Real Life	
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>● Indicators/ Evaluation Criteria</li> </ul> (Complete the attached table)	





# Portugal



## Moving People



**Portugal** is internationally known for its **folk tradition**, largely based on **Fado** and the musical styles derived from it. This being the musical genre that best characterizes the Portuguese spirit and which is directly related and is a consequence of its history and cultural roots, a recent expansion has been observed in diverse musical styles, such as rock, metal and hip-hop.

Dance in Portugal is characterized by Portuguese folklore that varies and takes different forms depending on the different regions of the country. Of the many dances of folklore that exist, one can emphasize the fandango, the dance of roda, the waltz of two steps, the choke, the corridinho, the vira and the green-gaio. Recently, in particular during the twentieth century, there was also a modernization and adaptation of techniques practiced at an international level such as Classical Dance, Modern Dance or Contemporary Dance.

PROJECT / ACTIVITY SHEET				
	<b>TITLE</b>	Music and Dance Activity		
	<b>AGE</b>	12-14	<b>SUBJECT</b>	PE, Art, Communication
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Regadinho Learning</li> <li>2. Presentation and approach of the Regadinho System - relevance.</li> <li>3. Development of motor coordination.</li> <li>4. Development of the capacity of intermittent aerobic and anaerobic effort.</li> </ol>			
PROCEDURE				



- STEP 1: 8 steps forward and back with left and right turns (Individual and length of the gym without music with Teacher's marking)
- STEP 2: Same as before pairs
- STEP 3: Same as above and ends facing each other
- STEP 4: In the position where he finished eight crosses of feet left It's on the right
- STEP 5: Same as above, join the movement of the arms
- STEP 6: Same as above, jumped
- STEP 7: Join all the steps learned
- STEP 8: A line of Men in front of a line of Women at a step distance and the width of the gym
- STEP 9: They make you entwine with arms to walk
- STEP 10: They wrap their arms in a leap
- STEP 11: The same as the previous one but with the introduction of the Legs
- STEP 12: Repeat all the previous sequence in situation of roda with music
- STEP 13: Complete dance training with music and music

<b>RESOURCES</b>	<b>HUMAN</b>	Students & Teacher
	<b>MATERIAL</b>	Cable, music, radio
<b>IMPLEMENTATION IN OTHER AREAS</b>	Music classic and dance classic	
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>● Indicators/ Evaluation Criteria (Complete the attached table)</li> </ul>	



# Turkey

**Drama Activity  
Posters with Stickers**





Current theory in second language acquisition supports the assumption that drama activities can enhance communicative competence and thus facilitates language learning in general (Savignon, 1983). And according to Schejbal (2006, p. 6) drama in foreign language teaching context does not mean using a classical play or performing a theatre performance. Nine types of drama activities such as drama and language games, role play, Improvisation, mime, simulation, reader's theatre, Frozen image building, Scriptwriting or Skits can be used in foreign language classrooms (Dundar, Akdeniz Language Studies Conference 2012 Akdeniz University, Antalya, Turkey ).

In this activity (Telephone Conversations), we can use role play, improvisation or skits etc. As a result of this, the students both act and interact, and at the same time they will also have the opportunity to improve their English speaking, listening, understanding and writing skills because these activities such as role play or improvisation are really worthwhile learning experience and they motivate students to share their experiences and stimulate their self-expression and self - confidence.

PROJECT / ACTIVITY SHEET				
	<b>TITLE</b>	Drama Activity for Foreign Language Class (Telephone Conversations)		
	<b>AGE</b>	12-14	<b>SUBJECT</b>	English, Communication
<b>OBJECTIVES</b>	5. To promote interaction and language skills 6. To be able to sustain a meaningful communication 7. To develop listening/ speaking skills of English Learners 8. To continue the conversation accordingly 9. Interpretation of Character 10. To be able to express himself/ herself 11. To create a class bonding experience			



- 12. To be able to work together
- 13. To test the ability of students to react quickly

### PROCEDURE

- STEP 1: Students are informed that they will make/ have telephone calls in English.
- STEP 2: Students work in groups. (Two groups can be formed in the class)
- STEP 3: Students sit as if they don't see each other but can only hear their telephone conversation partner
- STEP 4: The students in each group assume that they are two different characters
- STEP 5: Students create a phone dialogue according to a situation in a text / story given to them. (Topic/ situation can be anything).
- STEP 6: Students can talk about another event or another character from the text too.
- STEP 7: Rather than the text, the teacher can also ask students to resolve a different conflict situation while they are role playing. (optional)
- STEP 8: Telephone conversation can be written down later on by each partners.
- STEP 9: The students exchange the written conversations.
- STEP 10: Different pairs read these exchanged conversations
- While they are acting, students can also record their conversations and share their records with other students from partner countries. So, they can listen these recordings in english classes and make some comments on the pronunciation or the story. (Optional)

#### RESOURCES

#### HUMAN

Students & Teacher

#### MATERIAL

A text / Story or an event



<b>IMPLEMENTATION IN OTHER AREAS</b>	Language Class, Real Life
<b>EVALUATION</b>	<ul style="list-style-type: none"><li>• Indicators/ Evaluation Criteria</li></ul> <p>(Complete the attached table)</p>



**PROJECT / ACTIVITY SHEET**

	<b>TITLE</b>	Preparing Posters with Stickers		
	<b>AGE</b>	12-14	<b>SUBJECT</b>	English, European Knowledge

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. To gather information about our Erasmus+ Project and European countries participating in the Project. (Internet can be used)</li> <li>2. To promote interest in Erasmus Project and the feeling of European identity</li> <li>3. To improve art (drawing) skills and creativity</li> <li>4. To learn how to make a poster about our Erasmus+ Project by using informations, and students' own drawn stickers</li> <li>5. To work together as a group</li> <li>6. To Create an original, well done, imaginative posters with stickers</li> <li>7. Exhibition of final products on (notice) boards of the school</li> </ol>
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**PROCEDURE**

- STEP 1: Search the Net and gather information about our Erasmus+ Project and European countries participating in the project
- STEP 2: Decide on your country / topic in your poster. Topic can be Art, Technology, Sport, anti bullying or any topic related to our Erasmus+ project
- STEP 3: Work in groups of 3-4.





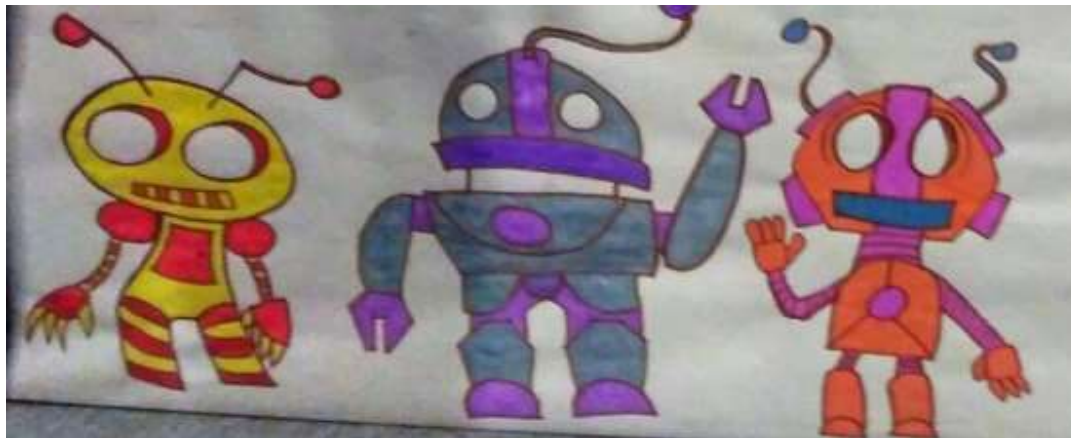
- STEP 4: Each group makes a plan how to create their poster. For it; they decide figures, symbols, colours, size together
- STEP 5: They draw, paint, color stickers on their sticker papers. They cut their stickers and paste them on construction papers.
- STEP 6: Students can include some short information, short sentences about their topic / Erasmus+ project or the name of the Project rather than large long textes.
- STEP 7: Students use photos, stickers, pictures, headlines to make their posters interesting and eye- catching.
- STEP 8: They display their posters in the classroom.
- STEP 9: Evaluation
- STEP 10: Exhibition

<b>RESOURCES</b>	<b>HUMAN</b>	Students and Teachers
	<b>MATERIAL</b>	Pencil, Crayon, Rulers, Sticker Papers, Construction Papers, Scissors
<b>IMPLEMENTATION IN OTHER AREAS</b>	Social Science, Art, English	
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>● Indicators/ Evaluation Criteria (Complete the attached table)</li> </ul>	



Spain

Robotics





## SUMO COMPETITION RULES

### 1. Definition of the Sumo Match 1.1. Definition

A match is fought between two teams, each team having one or more contestants. Only one team member may approach the ring; other team members must watch from the audience. In accordance with the game rules (hereafter referred to as "these rules"), each team competes on a Dohyo (sumo ring) with a robot that they have constructed themselves to the specifications in Section 2. The match starts at the judge's command and continues until a contestant earns two Yuhkoh points. The judge determines the winner of the match.

### 2. Requirements for Robots 2.1. General Robot Specifications

A. The following are specifications for all robots.

B. A robot must fit within a square tube of the appropriate dimensions for the given class.

C. The total mass of a robot at the start of a match must be under the designated weight for the given class. Our class will be "LEGO SUMO" We have the specifications marked with yellow background in the following table. Class Height Width Length Weight Mega Sumo Unlimited 20 cm 20 cm 3.000 g Mini Sumo Unlimited 10 cm 10 cm 500 g Micro Sumo 5 cm 5 cm 5 cm 100 g Nano Sumo 2,5 cm 2,5 cm 2,5 cm 25 g Lego Sumo Unlimited 20 cm 20 cm 1.000 g Humanoid 50 cm 20 cm 20 cm 3.000 g.

D. A robot may expand in size after a match begins, but must not physically separate into pieces, and must remain a single centralized robot. The robot's feet must not expand during the match. Robots violating these restrictions shall lose the match. Screws, nuts, and other robot parts with a total mass of less than 5 g falling off from a robot's body shall not cause the loss of match. E. All robots must be autonomous. Any control mechanisms can be employed, as long as all components are contained within the robot and the mechanism does not interact with an external control system (human, machine, or otherwise). F. The robot gets a number for registration purposes. Display this number on your robot to allow spectators and officials to identify your robot.

### 2.2. Requirements for Lego Sumo robots

The robot must only be built out of LEGO® parts. This includes: a. Parts manufactured and distributed by LEGO® b. LEGO® licensed parts from third party manufacturers



### 2.3. Robot Restrictions

A. Jamming devices, such as IR LEDs intended to saturate the opponents IR sensors, are not allowed. B. Parts that could break or damage the ring are not allowed. Do not use parts that are intended to damage the opponent's robot or it's operator. Normal pushes and bangs are not considered intent to damage. C. Devices that can store liquid, powder, gas or other substances for throwing at the opponent are not allowed. D. Any flaming devices are not allowed. E. Devices that throw things at your opponent are not allowed. F. Sticky substances to improve traction are not allowed. Tires and other components of the robot in contact with the ring must not be able to pick up and hold a standard A4 paper (80 g/m<sup>2</sup>) for more than two seconds. G. Devices to increase down force, such as a vacuum pumps and magnets are only allowed in the Mega sumo class. They are not allowed in all other classes. H. All edges, including but not limited to the front scoop, must not be sharp enough to scratch or damage the ring, other robots, or players. In general, edges with a radius of greater than 0,1 mm, as would be obtained with a unsharpened 0,2 mm thick metal strip, should be ok. Judges or competition officials may require edges that they deem too sharp to be covered with a piece of tape.

### 3. Requirements for the Dohyo (Sumo Ring)

#### 3.1. Dohyo Interior

The dohyo interior is defined as the playing surface surrounded by and including the border line. Anywhere outside this area is called the dohyo exterior. 3.2. Dohyo Specifications

A. The ring shall be circular in shape and of the appropriate dimensions for the given size class. B. The border line is marked as a white circular ring of a width appropriate for the given class on the outer edge of the playing surface. The ring area extends to the outside edge of this circular line. C. For all given dohyo dimensions a tolerance of 5% applies.

#### Class Diameter Border /Width Material

Minimum Exterior Space Mega 154 cm 5 cm Steel 100 cm Mini / Lego 77 cm 2,5 cm Wood 50 cm Micro 38,5 cm 1,25 cm Wood 25 cm Nano 19,25 cm 0,625 cm Acryl 25 cm Humanoid 154 cm 5 cm Steel 100 cm

### 3.3. Doyho Exterior

There should be a space appropriate for the given class outside the outer edge of the ring. This space can be of any color, and can be of any material or shape as long as the basic concepts of these rules are not violated. This area, with the ring in the middle, is to be called the "ring area". Any markings or parts of the ring platform outside the minimum dimensions will also be considered in the ring area. 3.4.

#### How to Carry Sumo Matches



**A. One match shall consist of 3 rounds, within a total time of 3 minutes, unless extended by the judges.**

B. The team who wins two rounds or receives two "Yuhkoh" points first, within the time limit, shall win the match. A team receives a "Yuhkoh" point when they win a round. If the time limit is reached before one team can get two "Yuhkoh" points, and one of the teams has received one Yuhkoh point, the team with one Yuhkoh point shall win. C. When the match is not won by either team within the time limit, an extended match may be fought, during which the team who receives the first Yuhkoh point shall win. Alternatively, the winner/loser of the match may be decided by judges, by means of lots, or by a rematch. D. One Yuhkoh point shall be given to the winner when the judges' decision was called for or lots were employed.

#### **4. Start, Stop, Resume, End a Match 4.1. Robot Placing**

Each team will place their robot on one of the "shikiri" lines. These lines are centered in the ring spaced 4" (about 10cm) apart from one another.

4.2. Start A. In our class the judge announces the start of the round. The teams start their robots, and after a five second pause the robots may start operating. During these five seconds, players must clear out of the ring area.

4.3. Stop, Resume The match stops and resumes when a judge announces so. 4.4. End The match ends when the judge announces so. The two teams retrieve the robots from the ring area.

5. Time of Match 5.1. Duration One Match will be fought for a total of 3 minutes, starting and ending upon the judge's command. 5.2. Extension An extended match, if called for by the judge, shall last for a maximum of 3 minutes. 5.3. Time Keeping The following are not included in the time of the Match: A. The time elapsed after the judge announces Yuhkoh and before the match resumes. The standard delay before the match resumes shall be 30 seconds. B. The time elapsed after a judge announces to stop the match and before the match resumes.

#### **6. Scoring 6.1. Scoring for Non-Humanoid Robots**

One Yuhkoh point shall be given when: A. A team legally forces the body of the opposing robot to touch the space outside the ring, which includes the side of the ring its self. B. The opposing robot has touched the space outside the ring on its own. C. Either of the above takes



place at the same time that the end of the Match is announced. D. When a wheeled robot has fallen over on the ring or in similar conditions, Yuhkoh will not be counted and the match continues. When judges' decision is called for to decide the winner, the following points will be taken into considerations: A. Technical merits in movement and operation of a robot B. Penalty points during the match C. Attitude of the players during the match

The match shall be stopped and a rematch started under the following conditions: A. The robots are entangled or orbiting each other with no perceivable progress for 5 seconds. If it is unclear whether progress is being made or not, the judge can extend the time limit for observable progress for up to 30 seconds. B. Both robots move, without making progress, or stop (at the exact same time) and stay stopped for 5 seconds without touching each other. However, if one robot stops its movement first, after 5 seconds it will be declared as not having the will to fight. In this case the opponent shall receive a Yuhkoh, even if the opponent also stops. If both robots are moving and it isn't clear if progress is being made or not, the judge can extend the time limit up to 30 seconds. C. If both robots touch the outside of the ring at about the same time, and it can not be determined which touched first, a rematch is called.

## 7. Violations 7.1. Violations

Players performing any of the deeds described in Sections 7.2 or 7.3 shall be declared in violation of these rules. 7.2. Insults A player who utters insulting words to the opponent or to the judges or puts voice devices in a robot to utter insulting words or writes insulting words on the body of a robot, or performs any insulting action, is in violation of these rules. 7.3. Minor Violations A minor violation is declared if a player: A. Enters into the ring during the match, except when the player does so to take the robot out of the ring upon the judge's announcement of Yuhkoh or stopping the match. To enter into the ring means: a. A part of the player's body is in the ring, or b. A player puts any mechanical kits into the ring to support his/her body. B. Performs the following deeds a. Demand to stop the match without appropriate reasons. b. Take more than 30 seconds before resuming the match, unless the judge announces a time extension. c. Start operating the robot within five seconds after the chief judge announces the start of the match.

d. Does or says that which disgraces the fairness of the match.

## 8. Penalties 8.1. Penalties

A. Players who violate these rules by performing the deeds described in Section 7.2 shall lose the match. The judge shall give two Yuhkoh points to the opponent and order the violator to clear out. The violator is not honored with any rights. B. Each occasion of the violations described in Sections 7.3 shall be accumulated. Two of these violations shall give one Yuhkoh to the opponent. C. The violations described in Article 7.3 shall be accumulated throughout one match.



## 9. Injuries and Accidents during the Match 9.1. Request to Stop the Match

A player can request to stop the game when he/she is injured or his/her robot had an accident and the game cannot continue. 9.2. Unable to Continue the Match

When the game cannot continue due to player's injury or robot's accident, the player who is the cause of such injury or accident loses the match. When it is not clear which team is such a cause, the player who cannot continue the game, or who requests to stop the game, shall be declared as the loser.

9.3. Time Required to Handle Injury/Accident Whether the game should continue in case of injury or accident shall be decided by the judges and the Committee members. The decision process shall take no longer than five minutes. 9.4. Yuhkoh Given to the Player who Cannot Continue The winner decided based on Section 9.2 shall gain two Yuhkoh points. The loser who already gained one Yuhkoh point is recorded as such. When the situation under Section 9.2 takes place during an extended match, the winner shall gain one Yuhkoh point.

## 10. Declaring Objections 10.1. Declaring Objections

A. No objections shall be declared against the judges' decisions. B. The lead person of a team can present objections to the Committee, before the match is over, if there are any doubts in the exercising of these rules. If there are no Committee members present, the objection can be presented to the judge before the match is over.

## 11. Miscellaneous 11.1. Flexibility of Rules

As long as the concept and fundamentals of the rules are observed, these rules shall be flexible enough to encompass the changes in the number of players and of the contents of matches. Modifications or bolition of the rules can be made by the local event organizers as long as they are published prior to the event, and are consistently maintained throughout the event.

## 12. Liability

A. Participating teams are always responsible for the safety of their robots and are liable for any accidents caused by their team members or their robots. B. The RobotChallenge organization and the organizing team members will never be held responsible nor liable for any incidents and / or accidents caused by participating teams or their equipment



## App in Mobile

The student competition “**Challenge me and I learn**” ( Retame y aprendo) [retame.upct.es](http://retame.upct.es) is the result of a collaboration between the Regional Ministry of Education in Murcia and the Technical University of Cartagena and is powered by the gamification platform UPCTPlay [play.upct.es](http://play.upct.es).

It is a duel-based game, where students confront each other on a quiz on different topics.

In our Project the duel will consist of questions about our different cultures

The competition consists of:

- Online. Approximately 60 students are estimated to participate: duels will take place in Spain at our high school.
- The students can launch a duel, either through their mobile phone or computer, and the platform randomly selects their opponent. When launching a duel, the participant must answer 7 questions in the quiz in the form of a roulette wheel,
- When the other students receive the notification that he has been challenged to a duel, he has to accept it within the next 2 hours. He or she will then have to answer 7 questions as well. The student with the higher number of correct answers is the winner of the duel and scores 3 points/
- If both have answered correctly the same number of questions. They score 1 point each. The first stage lasts for the first day and each student will participate in a total of 10 duels along the meeting.
- The best student of each category ( each country in our Project) will be declared the Champion and will win the challenge.

## The Procedure

**Every country has to write 50 questions about its own country in a multiple choice pattern.**

That means that every question must have 4 answers, one of which the students will choose. Questions should be concise and should not exceed 150 characters.

We will write then on an application where we will write the questions, the answers and the number of the right answer. It's very easy We will give the exact instructions to upload the questions to the platform. We are waiting for the Technical University of Cartagena to send us the passwords once we have we will let you know.

The **Technical University of Cartagena** will support the whole challenge.

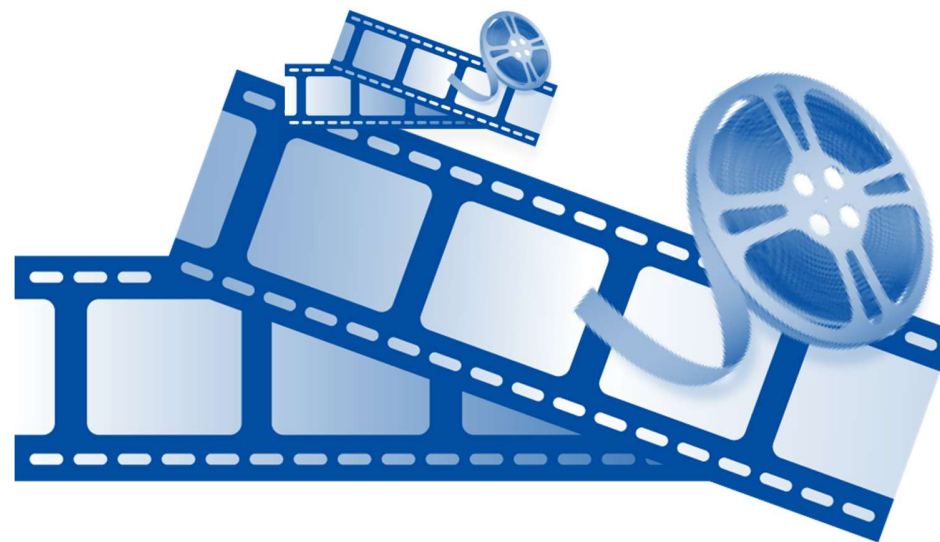




Greece

**Making a Video**  
**Creating A School Garden**

## Video Creation





## Making a Video

Making a video is giving students a chance to be motivated and at the same time to participate in extra- curricular activities.

### Learning Objectives

- Students comprehend the already existing knowledge and internalize new one.
- Students are given the opportunity to look into their own skills and develop them.
- Students restructure their views about the teaching-learning process.
- Students optimize their knowledge through cross-curricular subjects.

### Pedagogical Objectives

- Students learn to collaborate through team work learning strategies.
- Students put aside differences and conflicts by learning to interact with each other.
- Students' feeling of belongingness is enhanced.
- Students become more sociable.

Three options for the thematic field of the video are given.

Each school can decide on ONE of these options or up to THREE.



### **1<sup>st</sup> Option: Anti bullying**

This video should present some of the aspects of bullying, the negative effects on both the victim and the perpetrator, and also suggested ways to deal with this phenomenon.

It can be presented either by a plain presentation or through acting.

### **2<sup>nd</sup> Option: Project**

Presentation of a project which has been implemented in the context of a school subject on any thematic field. This particular video should have the following references:

- ✓ the school subject
- ✓ the topic
- ✓ the impressions and the feelings of the students who participated in the creation of the video
- ✓ the learning and pedagogical objectives

It can be presented either by a plain presentation or through acting.

### **3<sup>rd</sup> Option: School profile**

This video should present the extra-curricular activities of the school referring to the three axes of the Erasmus + project: Art, Sport, Technology. It can include photographs and/or video extracts from these activities, or interviews from teachers and students talking about their feelings and the benefits they accumulated through the whole experience.



## Technical Issues

**Duration:** max 10-15 minutes

**File size:** video uploads are limited to 300MB in size if we decide to upload them on Teachertube, <http://www.teachertube.com/>

**File Type:** Any video format as .avi, .mov, .flv, .mp4, mpg, .wmv is accepted but preferably in Mp4

Copyright licenses regulations for the music used in the video should be taken into account.

All the students who are going to take part in the video should have legal parental permission.

**The above-mentioned instructions form the general concept and of course they are not obligatory in any way. Students' inspiration and creativity are what we basically focus on.**



# Creating a School Garden

**“To plant a garden is to believe in tomorrow”**



**A Guide for Setting up and Creating a School Garden**



## Introduction

Everyone wants to have a beautiful garden with beautiful flowers, fruitful trees, palatable vegetables. To care for such a garden, small or big isn't a difficult task to accomplish. On the contrary it's a hobby that helps you both physically and emotionally. We are proud of the outcome and satisfied of eating vegetables that we have grown ourselves without any chemicals and fertilizers.

What we need for that is:

### A) GARDENING TOOLS

1. **Hoe.** A good sharpened hoe gets the job done.



2. **Trowel.** Another tool is the trowel which helps in gathering all vegetables because it's sharp like a knife.

3. **Rake.**



4. **Pruning hook.** Use a colorful one so you don't lose it.



5. **Bucket.**





6. **Watering can.** When buying, a watering
7. **Shovel.**



can make sure it will fit in any faucet.



#### **RULES FOR WELL MAINTAINED TOOLS**

1. Always clean gardening tools
2. Always dry with a bit of oil.
3. Don't store in wet places.
4. Put everything in place, is the only way to find it again.
5. Always use them so they don't get rusted.

#### **B) BACKYARD DESIGN**

Part 1- Study soil.

Part 2- Study cultivated plants



According to the New Curriculum compulsory education for the theme "Environment and Education for Sustainable Development (ESDP)," the work plan on "School Garden" will be investigated at four levels:

**Level 1-Fundamental knowledge**

**Level 2-Identify issues/problems**

**Level 3-Investigate issues/problems**

**Level 4-Doing Tasks**

**Objectives for Level 1- fundamental knowledge** students should:

- ✓ acquire basic knowledge and they must specifically recognize the morphological and functional elements of various school gardens.
- ✓ learn about the aesthetic, environmental, educational value of a school garden.
- ✓ mention the names of the different species of trees, shrubs, undergrowth and vegetables.
- ✓ they argue for the school garden creation benefits.
- ✓ understand the process of crop production.

**Objectives of the work plan for Level 2** students should:

- ✓ Detect problems, Compare the courtyard of the school with other school playgrounds. -I identify the morphological and functional vegetation elements in the courtyard of the school. -Reflect on the redesign of the school garden (Panagiotidou, 2013).

**Objectives of the work plan for Level 3. Investigation problems** students should:

- ✓ Explore the climate, soil, economic conditions
- ✓ Also investigate the students', teachers', parents' perceptives- for creating a school garden.

**Objectives of the work plan for Level 4 Actions** the students should:

- ✓ Inform and activate the whole school community about the possibility of establishing schools garden.





- ✓ Design school garden wishing.
- ✓ Cooperate with each other and with appropriate institutions (eg, municipal services, parent association, teachers, volunteers, NGOs) to build schools grounds
- ✓ Undertake responsibility planting, cultivation and care of the school garden.

**Duration:** at least one school year

**Class:** The work plan with appropriate adaptations can be applied from elementary to high school.

### **GENERAL DESCRIPTION OF PROJECT METHODOLOGY**

The methodology to be followed is the group cooperation, experimental, active and interdisciplinary methodology, method of project or problem solving in 4 levels.

**Level 1:** Basic knowledge. The teacher informs the students on key issues regarding environmental, aesthetic and educational value in the school garden. Search on the web and visits to appropriate institutions and facilities, such as school and botanical gardens could complete this level.

**Level 2 / Level 3:** Problem Investigation. Students divided into groups, form questionnaires, collect and classify the answers, edit worksheets and draw conclusions.

**Level 4:** Actions. Students design and carry out actions in accordance with the objectives set out above, together with teachers and various stakeholders (municipality, parents, NGOs).

### **WORK PLAN FOR THE SCHOOL GARDEN INDICATIVE ACTIVITIES**

**ACTIVITY 1:** Brainstorming with School Courts-gardens, comparison, conclusions

**ACTIVITY 2:** How is the courtyard of my school - I like, I don't like

**ACTIVITY 3:** Identification and Record Plant in the schoolyard

**ACTIVITY 4:** plants Marking



◆ **ACTIVITY 5:** Adoption plants; plants and recording of their development

◆ **ACTIVITY 6:** Who eats whom in the school garden

◆ **ACTIVITY 7:** Create -Extension-school enrichment garden

◆ **ACTIVITY 8:** What we need for our school garden?

◆ **ACTIVITY 9:** Budget for our school garden

◆ **VALUATION:**

◆ Assess the degree of achievement of the program objectives by Observation, Discussion, Questionnaires etc. Auto-evaluation of the participation, the collaborative, interest, the degree of satisfaction with the work process

◆ **Making the School Garden**

◆ 1. Area selection (consider the sun, wind)

◆ 2. Required tools

◆ 3. Materials & Equipment

◆ 4. Soil Preparation.

◆ a) How to remove weeds and wild grasses

◆ b) fluffy soil

◆ c) plant in rows, blocks, pots and terraces

◆ d) How we plant small and large plants and trees

◆ 5. How we choose plants

◆ a) The plants have good friends and assistants



b) watered when needed (quantity, frequency)

c) sprayed ecological and easily

6. To make the seed plant

7. Support plant

8. Curing time

9. Cut

10. Area Cleaning

11. Maintenance fruit in winter and summer (in the refrigerator or in the fresh air?)

12. How to fight the snails, caterpillars and other small.

13. Who are the vitamins for (soil or plant?)

14. Natural fertilizer



**Estonia**

**Shadow Theater  
Recreation of a classical painting**

**It's my world too**



## Shadow theatre



Shadow theatre can be made out of very simple things. The best material, however for making the puppets is cardboard that is not white. It simply creates a better effect. The darker the better. Then you will need lights behind the puppets or the actors. The audience and the actors are usually separated by a white cloth or sheet. It is really simple.

The first stage of course is to figure out the story you want to present. Then comes the technical part of the performance itself. For that there are actually three options.

1. The first one is that you do the whole thing with puppets. The best puppets are made out of dark cardboard and placed on a stick (with glue or tape). Then hang or place a white sheet or blanket with sticks on either side up and put lights behind the sheet. The actors with the



puppets are between the sheet and the light. The puppets are better seen by the audience when the actors hold the puppets right against the sheet. You can play with the size of the puppets by moving the light further away from the actors and the sheet. This is a place for fun experiments. Really tiny characters can become huge and seem really close and the other way round.

2. The second option is that there are people behind the sheet and they are the figures whose shadows can be seen from the other side of the white sheet or a blanket.

3. The third one is to mix the two mediums and have some of the characters as puppets and the others are real live people. This is the most interesting option because here you can really play with the movements and size of the characters.

Just a link on YouTube to illustrate: [https://www.youtube.com/watch?v=pSVd\\_0AKTKc](https://www.youtube.com/watch?v=pSVd_0AKTKc)

The performance or the story can be a legend from your culture or simply a story introducing your culture.



## Recreation of a classical painting



(the picture here is illustrative, taken from <http://www.amusingplanet.com/2011/12/photo-remake-of-famous-paintings.html>)

During the Estonian project week this should be done on spot and with international groups and assisted by the teachers but at your schools you are free to do it of course on your own. Students are given a picture of a painting with its historical context.

The paintings which are chosen have to be meaningful. Students (in groups) are to transport the painting into a modern context. They recreate it by using modern artifacts or their own persons and also attempt to write a description of their work giving reasons for their specific choices. This is a live performance followed by photographing the modern interpretations. It can be taken further by promoting the role of photography. The students bring out details of the modern interpretation and photograph some small detail comparing it to a detail from the original work of art



# Lithuania

- 1. Logo Design Rules**
- 2. Photo Exhibition**





## LOGO CONTEST





## LOGO DESIGN RULES

### I. GENERAL RULES AND REGULATIONS

1. Kaunas Versvai secondary school announces the contest to design a logo to be used in the project “Arts, sport and technologies keep me bound to my School “.
2. The aim of this contest – is to choose the most suitable project ‘s "Arts, sport and technologies keep me bound to my school" graphic sign which will be used in the official documents.
3. By participating in the contest, participants agree to abide by the rules and conditions as established below.

### II. CONTEST RULES

4. Participants of the contest must be the students, individuals/groups of individuals (hereafter “contest participants “) from the countries that are participating in the project (Greece, Lithuania, Estonia, Turkey, Portugal, Spain).
5. The contest is open for all age groups.
6. One contest participant can submit a number of ideas.
7. Logo Design Features
  - 7.1. The logo should be submitted with a graphical view, the computer programs can be used or it can be drawn. The drawing must be stylized and suitable for the logo.
  - 7.2. Logo versions must be: (1) – one colour or (2) a colourful logo (no more than 5 colours).
  - 7.3. The graphic sign (logo) can be submitted on the A4 format or using these electronic formats: .tiff, .jpg, .pdf, .png, .bmp.
  - 7.4. General view of the logo must be adaptable in the visual aids and by different technologies.



- 7.5. The graphic view of the logo must keep its attractiveness when used with no colours and smaller graphic view must contain the main features of recognition.
- 7.6. If the title of the project "Arts, sport and technologies keep me bound to my school" is used in the logo, it should be written in English and it should create a dynamic completeness together with all symbols. Project acronym A&T can be used instead of full project title.
- 7.7. The graphic sign (logo) has to be an original creation (created by an individual or group of individuals); it cannot break any laws or rights of third parties, for example, it cannot break any authors rights, patents, trademarks; it cannot break any laws of slander, honor and dignity, as well as privacy, publicity, human rights and it cannot break any religious, ethnical, racial, national moral regulations.
- 7.8. The graphic sign, school's talisman cannot be published earlier and it must be created for this particular contest.
- 7.9. The contest participant is advised to submit a short description of the sign and the meaning of colours and objects used in the logo.
- 7.10. The logo should resemble the project's activities and image, it has to be visually attractive, positive, simple and non-vulgar.

### III. CONTEST GUIDELINES

1. The contest has two stages.
  - 1.1. Every school partner holds the logo contest and chooses 2 winner logos which should be submitted to the contest organiser – Kaunas Versvai secondary school until 10/12/2016. A digital version of the logo should be submitted by the e-mail [birute.druckute@gmail.com](mailto:birute.druckute@gmail.com).
  - 1.2. 11/12/2016 contest organiser – Kaunas Versvai secondary school sends 12 logos for each coordinator of all countries. The logos are printed and using an open voting at schools - the winner is chosen. The results must be submitted until 20/12/2016 for the contest's organiser.
  - 1.3. The final results will be announced by e-mails within 3 days.



## PHOTOS EXHIBITION RULES

### I. GOALS

1. To develop and strengthen students' creativity and values, to motivate their self-expression, their search for non-traditional learning forms, and strengthen the integration of several subjects.
2. To create conditions for students' self-expression, individuality, creative and artistic abilities; to encourage their potential and originality; to motivate them to share their experiences and strengthen their self-confidence.
3. By presenting these photos, the students share their personal experiences and points of view towards the surroundings and themselves.
4. Opportunity to choose and present theme of the photos strengthens students' values. To raise a sincere, sensitive citizen who pays his/her attention to the environment and other humans.
5. To encourage students' interest in the art of photography.
6. To introduce student's creative activity to the community.



## II. CONTEST GUIDELINES

Students present A4 format colourful or black and white photos for this exhibition. Students decide the theme of a photo or they can use the theme offered by their teacher. The number of photos is discussed with the teacher who is responsible for the exhibition at school. The exhibition is organised at every school. If there is a possibility – the exhibition is held in other places – in the library, municipality, museum, in other schools, etc. Several exhibitions can be organised at the same time.

## III. PARTICIPANTS

School students.

## IV. SUBMISSION OF THE PHOTOS

A4 format colourful or black and white photos are submitted for this exhibition. The photos must be labeled (label size is 3x8 cm.) Name of the photo, author's name, surname, class, age, school's name or other organisations' name, teacher's or project supervisor's name (if there are any) should be on the label. The label should be placed at the right bottom corner.

## V. INTEGRATION INTO CURRICULUM



These photos can be integrated into curriculum. This can be done as a project or as part of creative work. Also, as an individualised or a differentiated task. The students themselves decide theme of a photo or they can use the theme offered by their teacher.

Examples of integration:

Literature:

1. Photo illustration of a literature work (a poem, a short-story) or an excerpt.
2. The photo and its description – miniature, memories, associations, essay, etc.
3. Quotations of famous people: a photo and the quotations.

History:

1. Historical places in the city, district.
2. History of my family – famous people, family members that I am proud of, family customs and traditions.
3. Family relics.

Maths:

1. Geometrical figures around us.
2. Maths in daily life.

Physics:

1. Laws of Physics in the photography.

Geography:

1. Natural phenomena.

Biology:



1. My pet.
2. Look to nature.

Physical Education:

1. Sports and leisure.

And so on... Every teacher can suggest a theme for the students. The teacher discusses how the photos should be presented (according to the students' age, needs and abilities). The photos can be integrated into all subjects and after-school activities. Several subjects can be integrated as well. For example, Biology, native language and foreign language – the student takes a photo of an animal and describes it using Lithuanian (Greek, Spanish, Portuguese, Estonian or Turkish) and English languages.

## VI. INTERNATIONAL EXHIBITION OF THE PHOTOS

ERASMUS+ KA2 “Art, Technology & Sport keep me bound to my School” photo exhibition is organized in every school in the year 2017. In January – May 2018 international exhibitions are held. Each school-partner sends other schools at least one cycle of the photos that consists of 8-10 photos, that corresponds to IV section's requirements. The photos should be submitted in a digital format and should have a description. The description must be in English. The school prints photos and prepares them for an exhibition. International exhibitions will take place at schools, and if there is a possibility in other places in 2018. The exhibitions can be shown in Facebook and e-twinning platform.



# Activities' Evaluation





INDICATORS / EVALUATION CRITERIA	1	2	3	4	5
1. Do you consider interesting the topics covered in this activity?					
2. Do you think that this kind of projects improve your learning style?					
3. Do you think that this kind of project improve your group work studies / skills ?					
4. Did you find it interesting and fun to create your own stickers and posters?					
5. Do you think the teacher support has been appropriate?					
6. Do you find this activity useful to evoke your imagination and creativity?					
7. Do you like seeing your work published or exhibited?					
8. Does the exhibition of your work encourage you?					
9. Would you recommend this way of work to other classmates?					
10. Have the tasks helped you improve your learning?					

Values:

1	Never
2	Hardly ever
3	Sometimes
4	Often
5	Always



INDICATORS / EVALUATION CRITERIA	1	2	3	4	5
1..Do you consider interesting the topics covered in this activity?					
2. Do you think that this kind of projects improve your language learning?					
3. Did you find it interesting to improve your listening / speaking skills ?					
4. Did you find it interesting and fun to create your own dialogue in English ?					
5. Do you think the teacher support has been appropriate?					
6. Do you find the drama activity useful?					
7. Do you like performing your work?					
8. Does the publication or performing of your work encourage you?					
9. Would you recommend this way of work to other classmates?					
10. Have the tasks helped you improve your learning?					

**Values:**

1	Never
2	Hardly ever
3	Sometimes
4	Often
5	Always



**Thanks to all partners  
for their contribution to this Project**



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