

Summary

Episode II

Short-term exchange of groups of pupils



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INTRODUCTION

36 students and 10 teachers spent 5 days together in order to improve their English skills, create new content on human dignity, become more knowledgeable of ICT, and raise everyone's intercultural awareness.

The most important external text of the exchange was the 2017 American comedy-drama film *Wonder*, and the most important task-based texts were students' film reviews, partner schools' precepts and 3 sets of value-based debate on human dignity in the light of European migration crisis.

Altogether 12 sessions were held, and the following agenda items were covered:

1. Presenting partner schools' precepts
2. Presenting partner schools' curricula and everyday practices
3. Learning about the Spanish language and culture
4. Shooting video-clips on gender equality

Language with film

5. Discussing students' film reviews in transnational groups
6. Taking a film quiz

Content with language

7. Preparing for and participating in a value-based debate

Social activities

8. Playing sports
9. Drawing pictures
10. Going photo-hunting

The instructor-compiled and/or –generated texts (content resources)

11. E-safety
12. Cyber bullying
13. Gender equality
14. Self-esteem
15. E-portfolios

Feedback

16. Evaluation



1. PARTNER SCHOOLS' PRECEPTS

As everyone watched the film, we decided to come up with our own selection of guides for morals and action. These precepts were beautifully displayed throughout the exchange. The precepts will be later presented on our eTwinning site.

2. PARTNER SCHOOLS' PRESENTATIONS

Each partner schools presented their curricula and everyday school practices in a creative way. The participants built up beautiful display stands for everyone to enjoy, and national student groups told about their aspirations, traditions and daily activities. The teachers, on the other hand, were able to share their experiences and pick up some new ideas from each other.

3. THE SPANISH LANGUAGE AND CULTURE

The participants enjoyed an inspirational presentation delivered by the Spanish teacher Ana, who shared with us great many details and quiddities, as well as told us about specific Valencian speechways. We were quite impressed to learn about the much-beloved festival of intangible heritage of humanity called *The Fallas of València*.



4. SHOOTING VIDEO-CLIPS ON GENDER EQUALITY

The transnational student groups spent a couple of hours shooting video-clips on gender equality under the practical guidance of the IT instructor José at C.E. Rivas Luna. The students quite liked the activity, for it helped them learn how to work in teams, how to communicate effectively, and how to use their digital skills creatively. Again, the completed video-clips will be presented at our eTwinning site.

Language with film

Film remains one of the most enjoyed and accessible forms of entertainment and artistic expression.

- Film works as a motivator.
- Film can educate and inform as well as entertain.
- Films enhance the language learning process by designing a series of activities that can develop linguistic, cultural and intercultural skills.

The aim of the reviews was to develop our students' screen reading and writing skills.

The reviews were a brilliant choice for us because differentiation enabled the students to produce written texts based on their language level. However, only those among the participants truly improved their English skills who spent enough time on expanding their specialist vocabulary, functional vocabulary, followed the structure given, and wrote at least 220 words.

The review discussion groups were great – not only did they encourage our young participants to practice their fluency (reading out loud) and group discussion skills, but with this 'hand-on' approach we also managed to form well-functioning transnational groups from the word go.

5. FILM REVIEWS

Altogether, 30 film reviews were written, and all these reviews are uploaded to this project's website at

- <https://griterasmusplus.eu/student-portfolios/student-portfolio-1/>
- <https://griterasmusplus.eu/student-portfolios/student-portfolio-2/>
- <https://griterasmusplus.eu/student-portfolios/student-portfolio-3/>
- <https://griterasmusplus.eu/student-portfolios/student-portfolio-4/>
- <https://griterasmusplus.eu/student-portfolios/student-portfolio-5/>

6. A QUIZ ON "WONDER" AND FILM LITERACY

The students in six transnational groups took a 10-minute-and-20-multiple-choice-question quiz on the film they all had seen, and they also had a chance to recall what they had learned about reading the screen.

*When given the choice between
being right or being kind, choose kind.
—Dr Wayne W. Dyer*

Content with language

According to Daniel Krieger from Siebold University of Nagasaki, “debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways”. Krieger adds that “in addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing”.

Preparing for and participating in various debates is highly likely to improve students’ ability to express and defend ideas, as well as develop their analytic thinking skills. Moreover, it is an effective way for non-native speakers to develop their language skills.

Not many debate materials are published for non-native speakers, so teachers will have to compile and/or generate materials by themselves, often through trial and error. Nevertheless, several ways can be discovered simply by sharing everyone’s best experiences and learning from mistakes. Against all odds, having our students participate in debates is one of the most creative ways to teach English.

7. A VALUE-BASED DEBATE

When taking into account that nearly no student had taken part in a debate before, and that we all had little practise in having our students debate on challenging topics, we (our students) did quite well. What we achieved was that the three rounds with two transnational groups delivering their opening speeches, rebuttals and summations did actually work. Yes, the students were reading from their scripts, and yes, their language levels greatly differed, but this wasn’t a problem at all.



7A. THE DEBATE GUIDELINES

Theme: **Human dignity in the light of European migrant crisis**

Motion: *Everyone is entitled to all the rights and freedoms set forth in the United Nations Universal Declaration of Human Rights. No distinction of any kind can be made in terms of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*

Language: English as a foreign language

INPUT

1. A presentation on Human Dignity
2. Creating a safe haven for all: Refugees and human dignity
3. Welcome to Europe. Now Go Home.
4. Arguments for and against more refugees into Europe

OUTPUT

- Group A debating with Group B
- Group C debating with Group D
- Group E debating with Group F

TIMING PER ROUND

- 2 minutes: Lead-in
- 4 minutes: Opening Government
- 4 minutes: Opening Opposition
- 2 minutes: Rebuttal
- 2 minutes: Rebuttal
- 1 minute: Closing Government
- 1 minute: Closing Opposition
- 4 minutes: Teacher feedback
- 2 minutes: Lead-out

FEEDBACK

- Task completion
- Use of language
- Communication



The debating groups were named after the beloved characters from *Star Wars*

Padawan
Skywalker
Mon Mothma

Leia
Darth Vader
Jango Fett

Content resources

E-SAFETY

E-safety refers to staying safe online, and as internet-accessible devices are given to people of younger ages, it's important that they are protected from harmful content and services. There are three key areas of risk when it comes to e-safety:

1. **content** (illegal, inappropriate and harmful content, such as images, text, video or sound);
2. **contact** (interaction online); and
3. **conduct** (how they are being contacted and what is being exchanged).

The students learned about and/or refreshed their knowledge of e-safety by attending a seminar delivered by the IT teacher of C.E. Rivas Luna. They gave this activity 171 votes, so we can consider it done rather well. Undoubtedly, it is a topic of uttermost importance, and we should keep highlighting it in every activity they do online.

CYBER BULLYING

Cyberbullying or cyber harassment is a form of bullying or **harassment using electronic means**. It has become increasingly common, especially among teenagers, as the digital sphere has expanded and technology has advanced.

Harmful bullying behaviour can include **posting rumours, threats, sexual remarks, a victims' personal information, or pejorative labels** (i.e. hate speech).

The students learned about and/or refreshed their knowledge of cyber bullying by attending the second seminar, this time run by a guest speaker. As the participants gave this activity 171 votes, we can consider it done rather well. Undoubtedly, it is a topic of uttermost importance, and we should keep highlighting it in every activity they do online.

GENDER EQUALITY

Gender equality is not only a fundamental human right, but it provides women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes. (United Nations)

The important questions often asked are

1. What is the difference between **gender equity, gender equality** and **women's empowerment**?
2. What is **gender mainstreaming**?
3. Why is gender equality important?

The students learned about and/or refreshed their knowledge of gender equality by attending the third seminar. It turned out to be a controversial topic as many students felt uncomfortable with the feminist ideology.

SELF-ESTEEM

No one is coming to make life right for me; no one is coming to solve my problems. If I don't do something, nothing is going to get better. —Nathaniel Branden

In his masterpiece *The Six Pillars of Self-Esteem* (1994), the Canadian–American psychotherapist and writer Nathaniel Branden describes self-esteem as “confidence in our ability to think, confidence in our ability to cope with the basic challenges of life; and confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the fruits of our efforts”.

Branden further suggests that self-esteem is supported by six practices (pillars):

1. The practice of living consciously
2. The practice of self-acceptance
3. The practice of self-responsibility
4. The practice of self-assertiveness
5. The practice of living purposefully
6. The practice of personal integrity

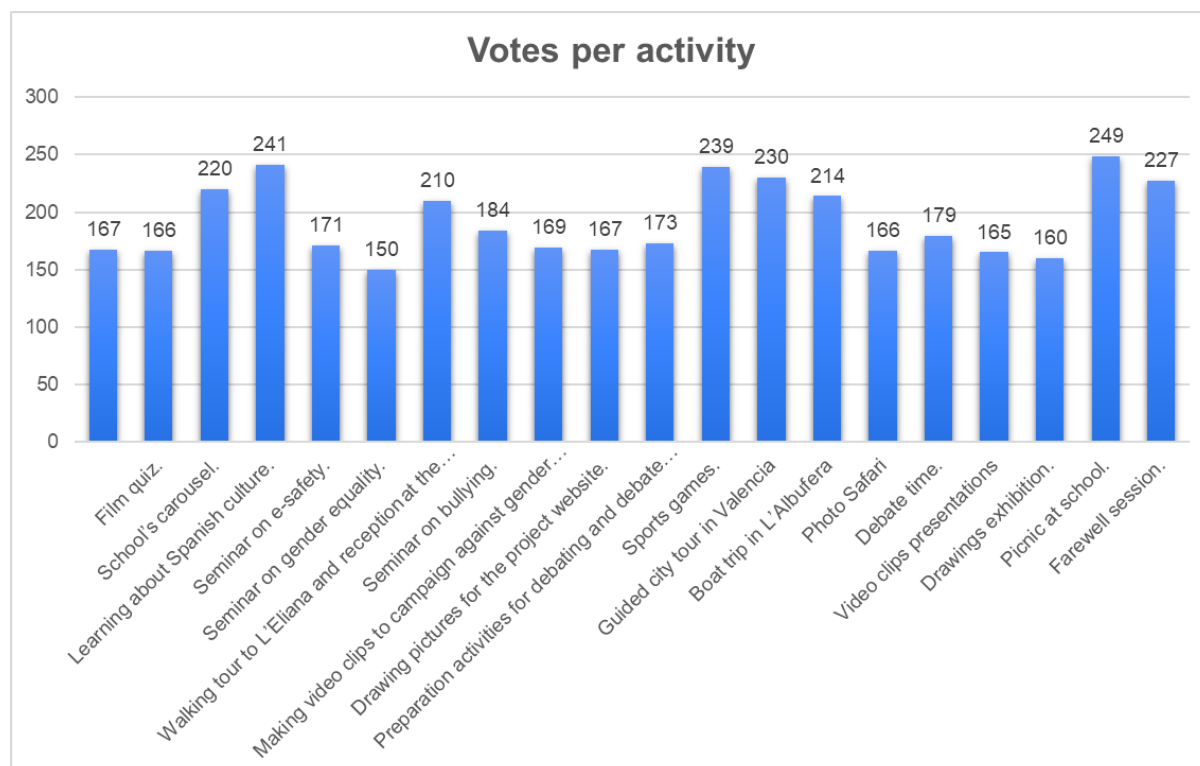
E-PORTFOLIO

According to Mandy McLean from Stanford University, an e-portfolio is a digital collection of work and reflections that together describe learning experiences and professional accomplishments. The student e-portfolios of this project, on the other hand, demonstrate various pieces of work they have done during the project period.

Our students will be presenting their e-portfolios in three parts: Episode II, Episode IV and Episode V. In addition to similar outputs, such as film reviews, various worksheets and handouts, presentations, team projects, as well as reflections papers, each partner school team will add something extra to showcase their students' learning curve. We therefore have built separate partner school pages to do give everyone more space and freedom.

It is commonly known that e-portfolios can serve many purposes. Not only do they promote student self-assessment and critical thinking about learning goals, but they also promote sharing of work and feedback from fellow students. Moreover, we can monitor the quality of our project outcomes by assessing those portfolios against our learning intentions. Last but not least, our student e-portfolios can and will display different types of student creativity where standard criteria are difficult to apply.

HOW WELL DID STUDENTS LIKE THEIR ACTIVITIES?



Source: Online evaluation done by the students on 6 March 2020 in L'Eliana

FINAL WORDS

Not only did we work hard, but we also enjoyed a great cultural programme, starting from the Spanish language and culture, and ending up with a day out in Valencia and the Albufera.

We had it all – sunshine, wind and tons of laughter. So many lasting friendships were made among young Belgians, Danes, Estonians, Germans and Spaniards, and a genuine commitment to this project reaffirmed among their teachers.

We couldn't have done it without the hosting families, who kindly took care of our students, and we really want to thank **C.A. Rivas Luna** for having us.

