



Erasmus+



PROMOTING EUROPEAN AWARENESS and KEY COMPETENCES

Leeds Mobility 26 Feb-2 March 2018

Intellectual Outcomes

Groups	Lesson Aim/s	Lesson Description	Shareable Link
Rakovski group	By the end of the unit the students will be expected to develop an insight into art through English and French by means of applying language skills and also learn to recognise and apply certain grammar structures It's a lesson for 16-17 years old students in a secondary school, language level B1	World famous Bulgarian artists : The students will watch some videos and read articles about the life and work of Christo. To make the activities with the students there is a Moodle course at http://www.peakproject.eu/course/view.php?id=64 user name test password test2018	https://v.gd/hlQETR
Steiner group	To understand how everything can be part of the common European history.	This lesson suggests material and procedure for learning to learn and working together.	https://bit.ly/2HJdrDq
Alcantara-Salesians Group	The aim of this lesson is for students to understand why the EU was set up and the reasons why the UK decided to leave the EU. They must be able to critically analyse the benefits of their country remaining a member of the EU.	This lesson is aimed at 15-16 year old students to help them understand the meaning of Brexit, purpose of the EU, the advantages and disadvantages of being a member of the EU and the meaning of nationalism. It contains resources such as videos, articles and quizzes to aid their understanding of this topic. By the end of the lesson students will be given a chance to write an essay to argue their opinion on reasons for and against a country leaving the EU.	https://v.gd/TGfTTA
EUFOR group	European competences: - Communication in the main languages - Learning by learning - ITC skills and practices - Social and civic competences - cultural awareness	The achievement of the main aspects of the Keynesian economic theory , as pre-requisites for the comprehension of the 29s" crisis cause and the kind of solutions introduced to get out from that crisis ; the nowadays problems linked to the welfare crisis and the increasing of the social inequality.	https://v.gd/hFB1d9

BFU –Alcantara Group	<p>The aims of the lesson are for students to:</p> <ul style="list-style-type: none"> • be able to think critically about the similarities and differences between two countries' transitions to democracy and understand the importance of European integration in the context of education for both countries, • to enlarge and consolidate lexical resources related to education, • to develop life skills to understanding statistics, • honing functional language for discussions and argumentation, and • honing writing skills in English 	<ul style="list-style-type: none"> • Knowledge: Know the key dates of political and educational milestones in the 20th and 21st century for both Spain and Bulgaria • Analyse: Take a critical position on the what European integration means for education in post-François Spain and post-communist Bulgaria. • Compose: Write an essay describing the similarities and differences between the Spanish educational system and the Bulgarian one. Give a critical opinion on the importance of European integration for each country • Identify: Identify vocabulary and concepts related to education • Argue: Students will be able to use functional language in a written context to argue for and against opinions and perspectives 	https://v.gd/DjPpS2
BFU – EuFor Group	<p>The course aims to compare a healthy ecosystem to a population of humans, since a healthy ecosystem is one where different genes co-exist. The main aim is to raise students' awareness on the vital importance of the diversity that immigration can bring just like in nature and also to develop students' critical thinking.</p>	<p>As a pre-task: the students will watch some scientific videos and read articles about biodiversity and how different species can adapt to a new environment. The idea is then to transfer the concept and apply it to immigration and how the various peoples of Europe immigrate and learn to adapt. Students will acquire information, work in groups, discuss and present their work to the rest of the class. As a final assignment they will individually write an essay about the benefits of immigration for the survival of Europe.</p>	https://v.gd/pZqq4Y
ACMOS group	<p>Reflecting with the students about the importance of EU and of living in a community of people based on differences. Improving the cohesion of the working class through the cooperative learning and groups activities. Use history and arts to improve citizenship skills.</p>	<p>Educational activity to make students reflect on the value of European community starting from the symbol of the Berlin Wall. First step: WALLS ACROSS THE WORLD Second step: THE BERLIN WALL and THE EUROPEAN UNION Third step: A WALL TO CHANGE (laboratory to create with students a collective mural opera)</p>	https://v.gd/AQby7J

ANFIS/ EUFOR GROUP	Educational aims: awareness of concepts of diversity, health and disease and strategies to deal with them. Subject specific aims: science: acquire knowledge about stem cells. History and literature: acquire knowledge about the figure of Gramsci and his role in European culture. English: development of reading, listening and production skills (B2).	Learning unit for 5th year (final year) of an Italian Liceo (with a CLIL section linking English, History and Science).	https://v.gd/hLcB22
Steiner-Anfis group	Comprendere l'Unione Europea attraverso I suoi simboli Understanding the European Union through its symbols	Questa unità suggerisce materiali e procedure per creare una condivisa concezione dell'Unione Europea. This unit suggests materials and procedures to create a shared concept of the European Union.	https://v.gd/Zqh08p
ANFIS group	Learning to learn Educating in the aesthetic sense Educating in the critical sense Educating in active citizenship	Students work on the meaning and value of the paint Quarto Stato by Pellizza da Volpedo, using different ways and styles of learning.	https://v.gd/wNbQh3
Einaudi Group	Understanding the timelessness of existential distress and recognizing its social impact	The Unit describes the work of selected artists of different times on the existential condition. It is part of the Module 2, A Literature for Europe. The target of the Unit is a class of the last year of a technical high school.	https://v.gd/p0BzRA