



Instituto Politécnico
de Castelo Branco
Escola Superior
de Educação



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WE ARE EUROPE, Project Number 2014-1-ATO1-KA201-001016

We Are Europe Case Study

Title: Technology is Great - Room 17

Summary: This case study covers the work developed in English, with two classes of 30 students each, ages 14-16, from grade 9, level B1 (Common European Framework of Reference for Languages). The students chose what they wanted to learn, who they wanted to work with, the resources they wanted to use as well as the way they wanted to share with others what they had learned. Their work was presented to the class and later shared with other students of the school at "Our Conference - Students learning from other students."

What was done: In each class students organized themselves in 10 groups of 3. Each group was given a script with some guidelines to help them work autonomously. The groups were given the opportunity to choose their topics and to explore the wae resources as well as other resources of their choice. They had to present their work to the class and on 9th May to other colleagues at "Our Conference - Students learning from other students". Since the topic they were studying in English at the time was "technology", one session was dedicated to the introduction of Aurasma, an augmented reality app and another one to Emaze, seen as the next generation of online presentation technology. . The idea was to give the students new tools, so that they could choose what they were going to use from a wider range of possibilities.

How the learners were involved: Students sat in groups around the computers in Room 17 and not in rows facing the front of the class as in the other rooms of the school. They exchanged ideas within the group or even with other groups, they worked together, helped each other and learned from their peers. As we can see in the statements below, even when the students refer what they see as disadvantages of the project, they in fact show they are aware of the implications of working and living with other people with different opinions and points of view.

Advantages of this type of project

With this project we had the opportunity to:

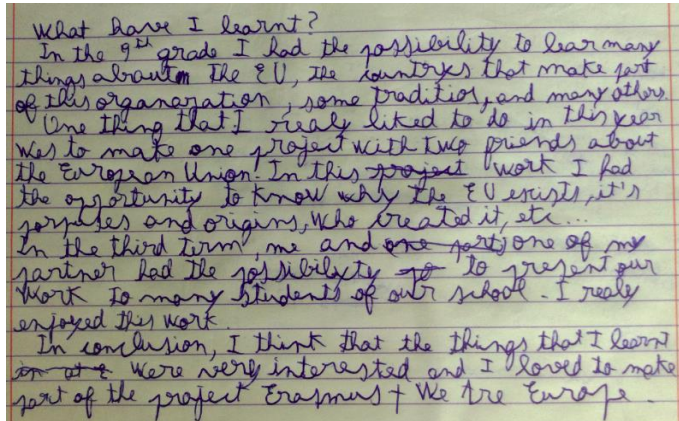
- a) share ideas with the classmates;
- b) learn to work in group;
- c) it allows divide chores, becoming the project easier and fuller;
- d) improve our knowledge about a topic;
- e) gain experience in oral presentations.

Disadvantages of this type of project

- a) we have to agree with the majority ideas of our partners. although we don't agree completely;
- b) If the project doesn't work, all members of the group will be injured;
- c) We are dependent of the other people to work.

One of the students not only valued the opportunity to learn more about some of the EU countries and the EU, but also the possibility to work in group and to present his work to other students of the school.

Many students did in fact improve their communication skills in English. And it was interesting to see how attentive they all were when their colleagues (older or younger) were doing their presentations. Learning from their peers was a novelty. Many students seem to be aware of the importance of “presentation literacy” in the 21st century.



Examples of student work: PowerPoint and Emaze Presentations, oral presentations in class for the classmates and at the library, during the conference, for other students and teachers of the school.

Motivation and aims: promote cultural and intercultural understanding, evolve interest in other EU countries and their cultures; promote respect for the culture and the achievement of the others; raise awareness and increase knowledge on how to engage with multicultural societies and globalized information; prepare for professional life in inclusive societies that require intercultural skills; learn and apply learning to changing contexts of education and work that require lifelong learning, distributing knowledge and respecting the difference of others.

With this project the students had the opportunity to learn more about Europe and the European Union, in particular about the countries taking part in the project. Learning English was not an end in itself. The English language became the means to learn more about the topics of their choice and to share what they had learned with others. Collaboration, respect, cooperation, teamwork, planning, adaptability, problem-solving, self-discipline, creativity, use of technology, research, communication, presentation literacy, are only some of the countless benefits of this type of project.

Successes and lessons learnt: Among other things, it seems that the methodology used has contributed to boost students’ self-confidence and to improve not only their interest towards other countries and cultures of the European Union, but also their achievement in the foreign language. Some of the students with less self-confidence when speaking in English to their colleagues have volunteered to present their work at the conference. And at the end of the year, the average of class A increased from 3.8 in the first term to 4.3 in the third, and the average of class B increased from 3.5 in the first term to 4.0 in the third (in year 9, Portuguese students are assessed in a scale from 1 to 5).

But this journey was not without some challenges. The room we used to have access to the Internet and to computers, Room 17, had no smart cutting edge technology. Our desk top computers are old and slow and some of them wouldn’t even start. The work of the students was constantly slowed down, but they never gave up and looked for other solutions. The library had laptops and they would go there and work on their own. Mobile phones are not allowed in our schools, but one day one student decided to ask if he could use his to explore the resources for the project. Of course he could. And others followed him. Gadgets normally associated with disruptive behavior were being used for learning.

Transferability: This practice is transferable and can be used both with younger and older students.

Further information:

(Some of the) Resources used from WAE:

- http://europa.eu/teachers-corner/pdf/europe_nutshell_pt.pdf
- http://europa.eu/publications/slide-presentations/index_en.htm
- http://europa.eu/teachers-corner/12_15/index_pt.htm
- http://europa.eu/about-eu/countries/index_pt.htm
- http://www.eurocid.pt/pls/wsd/wsdwhom0.home?p_sub=55

- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/eu-geography-en/80-tr-en-2-14>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/civic-education-en/153-tr-en-4-17>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/176-tr-en-7-10>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/180-tr-en-7-14>

(Examples of) Other resources:

- https://en.wikipedia.org/wiki/European_Union#Competences
- http://europa.eu/scadplus/constitution/objectives_en.htm
- <http://www.euinside.eu/en/news/there-are-three-reasons-for-the-eu-to-exist>
- <https://euobserver.com/opinion/129505>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/eu-geography-en/80-tr-en-2-14>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/civic-education-en/153-tr-en-4-17>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/176-tr-en-7-10>
- <http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/180-tr-en-7-14>
- <https://www.internations.org/great-britain-expats/guide/life-in-the-uk-15510>
- <http://www.englishuk.com/en/agents/english-in-the-uk/life-in-the-uk>
- <http://allthingsaustria.com/austrian-customs-and-traditions/>
- <http://www.portugal-live.net/UK/essential/culture-customs.html>
- <http://www.portugal.net/portugal-guide/portugal-traditions.html>
- <http://portugal.angloinfo.com/lifestyle/eu-factsheets-lifestyle/cultural-social-life/>
- <https://www.quora.com/What-is-it-like-living-in-Portugal>

Webpage or platform where the students' work is kept: <http://www.aenacb.pt/erasmus.html> and <https://www.emaze.com/get-inspired/>

Location of practice: Portugal, Castelo Branco, AENA, Nuno Álvares Secondary School

Author of case study: Ana Cravo, English

Contact for further information: ana.cravo@aenacb.pt

Date: from January to April 2016

Termo de concordância: Concordo que esta versão seja traduzida para inglês e publicada online no sítio do projeto We Are Europe e na publicação online do mesmo projeto. Os meus alunos e os pais dos meus alunos foram informados e estão de acordo.

Nome: Ana Maria da Silva Cravo

Assinatura:

Data: Castelo Branco, 4 de julho de 2016

<p>We Are Europe Case Study</p> <p>Title: Creating a quiz to publicise Castelo Branco</p> <p>Summary: Research of relevant information, preparation of the questions, image collection, quiz construction;</p>
<p>What was done:</p> <p>The <i>Ludoletras</i> club Students, in collaboration with the students of 5th C and 5th D, prepared some documents to publicise the Castelo Branco district and some history figures from Portugal. They initially explored some games available in WaE resources (kid's corner, Let's explore Europe!) that worked as an example.</p> <p>After the research, they created the question bank for the quiz, adding images. Also built a PowerPoint on figures of our history, which was sent to the school in Estonia with whom they exchanged correspondence.</p>
<p>How the learners were involved:</p> <p>The creation of the quiz was made at the suggestion of the club's students, who wanted to make known our district. The choice of the topics was also made by the students.</p> <p><u>Work developed by the students:</u></p> <ul style="list-style-type: none"> - There was an exchange of correspondence with students from Estonia. - Students consider that it was fun to get to know details about the food, leisure and characters in the history of Estonia. - Quiz and PowerPoint
<p>Motivation and aims:</p> <p>To acquaint students to Europe, since it was found that they didn't have much knowledge on the subject. Through the games it was possible to pass this knowledge in a playful manner.</p> <p>The exchange of correspondence with the Estonian School was also beneficial because students were always eager to receive the answers to the questions posed.</p>
<p>Successes and lessons learnt:</p> <p>Students got to know other Europe countries, but at the same time deepened their knowledge of the region they live.</p> <p>Despite the available time is not much, it was possible to meet the objectives initially proposed, and the students released the quiz at year-end activity (<i>Clubomania</i>).</p>
<p>Transferability:</p>
<p>Further information:</p> <p>WAE resources:</p> <p>Other resources:</p> <p>Webpage (or other location) where you can access to students' work:</p>
<p>Location of practice:</p> <p>Portugal, <i>Agrupamento de Escolas Nuno Álvares (AENA)</i>, <i>Cidade de Castelo Branco</i> Middle School, classes E and D of the 5th grade, students of the <i>Ludoletras</i> club (students aged 10 to 14 years)</p>
<p>Author Teresa Bento Caldeira, English and Portuguese teacher and Ludoletras club facilitator at Cidade de Castelo Branco Middle School (teresa.caldeira@enacb.pt)</p>
<p>Date: to this case study version</p>

Terms of agreement:

I agree that this version can be translated into English and published online at the We Are Europe project site and at the online publication of the same project. My students and students' parents have been informed and agree.

Name: Teresa Maria Santos Bento Caldeira

Signature:

Date: July 5, 2016

WE ARE EUROPE Case Study

Title: Bombombos, Bass Drums Group of Idanha-a-Nova School Group.

Summary: School's Traditional Percussion Group that seeks to enhance the repertoire and traditional percussion instruments - bass drum and traditional drum.

What was done: The work was developed during the bass drums club's hours [Wednesday from 15:30 to 16:30]. First the teacher described the WaE project and a few webpages on Europe and what defines it were visited. They searched on the internet, in the countries involved in the project, percussion instruments similar to those used by the group. Students discussed the importance of their group and what would be interesting to show to colleagues in other countries: Portuguese traditional musical repertoire; to show the different instruments - bass drum and traditional drum and to show how to build the traditional bass drum, by the builders of the instruments used in the group.

How the learners were involved: After the teacher's presentation of the project, it were the students who, guided by the teacher, decided the final work to be done, what steps, how to do it and how they would divide tasks.

Motivation and aims: It is intended to enhance a heritage (repertoire and instrument) not always valued by the students within the group. The project is essentially in accordance with what is defined in the objectives and purposes of citizenship education, namely:

"Examine the own cultural identity; promote cultural and intercultural understanding; evolve interest in other EU countries and their cultures; promote respect for the culture and the achievement of the others; promote and initiate an active participation in the further development of a common Europe through constructive debate and sharing."

Successes and lessons learnt: Given that the frequency of the club is optional and we can see in the students some apathy for new projects, that in this case it implies going home (in some cases an hour away) only at the end of the day (16:30), it should be noted the enthusiasm that students were demonstrating throughout the project, as they have already shown in previous academic years in relation to bass drums club. It should be mentioned that students were reinforcing the awareness of the importance of their cultural practice, their preservation and dissemination in a local context, but also nationally and internationally.

What was not achieved: It was intended to play a similar repertoire but from other countries involved in the project, however other projects in which the group was involved (exchange with a school in Galicia, for example), the few rehearsals and its little duration, the irregular attendance of some students motivated by other activities in which they are enrolled (school sport, for example), the enrolment in private classes and final exams and tests didn't allowed the accomplishment of this goal.

Transferability: It seems to be a transferable practice to other realities, including for other areas such as traditional tales, gastronomy or traditional sports, as an example.

Further information: The project had the ICT teacher collaboration, responsible for the presentation and the format in which it is shown. It is also worth mentioning the activities carried out by the teacher librarian, the Europe Day celebrations (9 May) in the Library at School group.

Location of practice: Portugal, Idanha-a-Nova School Group; Bass Drums Group of Idanha-a-Nova School Group, Bombombos, with students from 5th to 8th grade.

Author: António Pedro Gonçalves Dias, Music teacher.

Contacts: **Address::** Rua Doutor Aprígio Melo Leão de Meireles, Zona Nova de Expansão, 6060-101 Idanha-a-Nova. **Phone:** 277 200 260.

Date: Castelo Branco, July 15, 2016.

Terms of agreement:

I agree that this version can be translated into English and published online at the We Are Europe project site and at the online publication of the same project. My students and students' parents have been informed and agree.

Name: António Pedro Gonçalves Dias

Signature:

Date: Castelo Branco, July 15, 2016.



We Are Europe Case Study

Title: United by Chocolate

Summary: Investigating the nutritional value of chocolate;

Analysing chocolate labels;

Chocolate consumption habits in different Europe countries;

Researching chocolate recipes from various countries;

Adapting the recipe to the number of students involved (working with the concept of direct proportionality);

Making some recipes;

Europe Day celebration at school;

What was done:

Project presentation: objectives/partners involved;

Small group work;

WAE resource exploration and others;

Selection in each group of 2 European countries connected to chocolate and finding information on how they use of chocolate in their gastronomy;

Oral presentation of the information collected to the class;

In-depth exploration of the collected information with targeted research;

Chocolate History - PowerPoint Presentation;

Chocolate consumption evolution and its prices in Europe - Animated film display;

Exploration of the concepts of percentage, inflation and deflation;

How is chocolate used in Europe? targeted research through various sites;

Compilation of several European recipes made with chocolate;

Recasting in quantitative terms of the several recipes, given the number of students in the club;

Concept exploration of directly proportional magnitudes;

Concept exploration of healthy and balanced eating;

Nutrients and food;

Nutritional composition of chocolate;

Health benefits of chocolate consumption;

Making recipes selected by the students;

Participation in the Europe Day celebration activities in *Cidade de Castelo Branco Middle School*;

Participation in the activity "Clubomania", integrated in the Annual Plan of Activities of *Nuno Álvares School Group (AENA)*.

The developed activities, although transdisciplinary, mainly covered the area of Science and Mathematics.

How the learners were involved:

The group of students belonging to the club "*Crescer com + Saúde*" (Grow healthier) was heard, indicating their interests and the theme was chosen in a consensual way. The students also presented several suggestions for activities to be undertaken that were gradually reformulated in accordance with the work development. There was also students from the 6th grade, classes B and C (that integrated students of the club), joining the project and engaging themselves enthusiastically in it.

Examples of student work: PowerPoint construction concerning several European countries (Portugal, United Kingdom, Poland, Austria...); preparation of short video about Austria; realization of researched and shared recipes with members of the educational community (Europe Day celebration and "Clubomania").

All the references, both from students and teachers, regarding the project were very positive and motivating for the pursuit of such projects in the coming years.

<p><u>Motivation and aims:</u></p> <p>Provide students with knowledge about the diversity in the unity of some aspects in EU countries through more motivating and attractive teaching and learning methods for students.</p> <ol style="list-style-type: none"> 1. Promoting the development of specific skills for living in a global and inclusive world 2. Raising awareness to historical contexts that allow us to better understand the present situation 3. Promoting citizenship education (European) <p>The developed practice allowed the application of knowledge in educational settings, the sharing of knowledge and respect for others' differences.</p> <p>It also promoted cultural and intercultural knowledge and raised the interest in other European countries and cultures.</p>
<p><u>Successes and lessons learnt:</u></p> <p>In a general way the project went very well with a great motivation and a lot of involvement from the students. It was found over time the accession of students from two classes of 6th grade, in addition to the students who were initially linked to the project. This was not limited to the club's timetable involving other moments and spaces in which students developed, on their own initiative, various tasks. The school has always provided the resources/materials/needed spaces for the development of project activities.</p> <p>The main difficulties were:</p> <ol style="list-style-type: none"> 1. the work management of a large number of students, given the time available; 2. the convergence of various aspects to consider for the development of the project, as they were scattered in various information collections made by students; 3. little autonomy of students in information research and selection;
<p><u>Transferability:</u></p> <p>As this practice can be shared, it must, however, the support used for this sharing (knowledge/practices/activities...), be previously defined in the preparation of the overall project.</p>
<p><u>Further information:</u></p> <p><u>WAE resources:</u> http://europa.eu/kids-corner/countries/flash/index_pt.htm http://www.eurocid.pt/pls/wsd/wsdwcot0.detalhe_area?p_cot_id=4539&p_est_id=10141</p> <p><u>Other resources:</u> http://www.goethe.de/mmo/priv/9063715-STANDARD.pdf https://www.ecb.europa.eu/ecb/educational/pricestab/html/index.pt.html http://www.mercadodocacau.com/artigo/o-chocolate-da-uniao-europeia-nao-e-para-amanha http://www.wook.pt/ficha/charlie-e-a-fabrica-de-chocolate/a/id/85188 http://www.megacurioso.com.br/culinaria/37124-8-fatos-que-voce-provavelmente-nao-sabe-sobre-nutella.htm http://chocolatedocechocolate.blogspot.pt/2012/01/historia-da-mousse-de-chocolate.html http://educacao.uol.com.br/biografias/toulouse-lautrec.htm</p> <p><u>Webpage:</u> http://www.aenacb.pt/</p>
<p><u>Location of practice:</u> Portugal / Castelo Branco School of Education /<i>Cidade de Castelo Branco Middle School</i> / students from 5th to 8th grade /"<i>Crescer com + Saúde</i>" club and classes B and C of 6th grade.</p>
<p><u>Author:</u> Maria Eduarda da Silva Rosado</p>
<p><u>Contact for further information :</u> eduarda.rosado@aenacb.pt</p>
<p><u>Date:</u> from January to April 2016</p>
<p><u>Terms of agreement:</u></p> <p>I agree that this version can be translated into English and published online at the We Are Europe project site and at the online publication of the same project. My students and students' parents have been informed and agree.</p> <p>Name: Maria Eduarda da Silva Rosado</p>

Signature:

Date: Castelo Branco, July 4, 2016

WE ARE EUROPE, Case Study

Title: My town - Castelo Branco (Local History).

Summary: The work aimed to approach students to their European peers, developing specific skills to live in a global and inclusive world, seeking to broaden the students' knowledge of Europe and to deepen the knowledge of local history.

What was done: “Examine own cultural identity; promote cultural and intercultural understanding; develop interest for other EU countries and their cultures; promote respect for the culture and the achievement of the others; promote and initiate an active participation in the further development of a common Europe through constructive debate and sharing”

The work was developed during 2 lessons of 90 minutes, in the History classes and activities carried out by students in extracurricular period, namely the photo report of the city's monuments. First the teacher described the WaE project and a few webpages on Europe and what defines it were visited. Students discussed about what would be interesting to show from their city to colleagues from other countries. They organized themselves in groups and developed research works whose final product led to a work exhibition and presentation in PowerPoint, to colleagues in the 3rd period.

How the learners were involved: Students were instructed by the teacher, but it was they who have determined how to do it, how they would divide tasks and present the final product.

Motivation and aims: It was sought to enhance the local heritage, not always valued and appreciated by the students within the group. The project is essentially in accordance with the defined objectives and purposes of citizenship education, namely:

Successes and lessons learnt: Given that the project was developed during the school hours of history, whose program is too long to be completed in 135 minutes per week, it should be noted the enthusiasm that students were demonstrating throughout the project, either in works performed in class and in the work developed after the school time and later brought to the classroom.

It should be mentioned that students were extending their knowledge of local history and the importance of its preservation and dissemination in a local context, but also nationally and internationally.

What was not achieved: The aims were met, according to the initially proposed, but the students' ambition was the possibility to carry out an exchange with children from other countries to show them their city, its monuments, its culture and to know those of their peers.

Transferability: The project allowed the development of various skills in students, like research and investigation techniques, use of ICT and it expanded the knowledge they had on Europe, Portugal and their city.

Further information: Exhibition of works at BECRE of Nuno Alvares High School and participation in activities to commemorate the Europe Day- May 9, 2016, at the head-school of the school group. The works will be available online at the AENA website.

Location of practice: Portugal, Nuno Álvares School Group; Nuno Álvares High School; 8th grade; Class A; students with an average age of 14 years.

Author: Maria Dulce Caeiro Gaitas Dias, History teacher.

Contact: 963005517

Date: Castelo Branco, July 17, 2016.

Terms of agreement:

I agree that this version can be translated into English and published online at the We Are Europe project site and at the online publication of the same project. My students and students' parents have been informed and agree.

Name: Maria Dulce Caeiro Gaitas Dias

Signature:

Date: Castelo Branco, July 17, 2016.

WE ARE EUROPE, Case Study

Title: By reading I discover Europe and its personalities

Summary: Given that the EB 2.3 school of Tortosendo belongs to the UNESCO School Network, we intend to develop the theme of human rights, focusing particularly on the personalities who stood out in favour of human rights in Europe.

The photographs of the activities are at

<http://goo.gl/9KcQ9d>

What was done:

- ↳ Reading the book "Erika's story" (approach to "Human Rights" issues)
- ↳ Contextualizing the story in the geographical space where it takes place: Europe
- ↳ Students are invited to play the online game "Let's Explore Europe!"
- ↳ Students are asked about what they know and what they would like to know about the European Union
- ↳ Some of the information about the European Union is shown to students through the document "Let's Explore Europe.pdf"
- ↳ Research of Personalities/EU institutions that were Nobel Peace Prize
- ↳ Use of Information Technologies in the implementation of the work (Clouds of words, Kahoot and Timeline)

How the learners were involved:

- ↳ Students were asked about what they know and what they would like to know about the European Union. According to their interests, they were divided into groups, some worked about Europe in a general way and other focused on the personalities and human rights. Initially it was intended that the personalities of the partner countries would be discussed in depth by the students of these countries: we proposed to ask students from UK, Austria, Poland and Finland to tell us what they knew about their Nobel Peace Prizes (this was not achieved due to lack of time). The works are available at <http://goo.gl/oexRRv>

Motivation and aims:

Our project, this year, aimed at the theme of human rights, taking into account the problems that Europe has been suffering with the refugees. So, and in the context of our Citizenship education activities, our project will meet the three main objectives of the WAE, which appear in the right frame. It was intended that students, by giving them the chance to know and to reflect on other cultural realities, would respect and accept them, as well as the refugees' arrival to our country.

Successes and lessons learnt:

All the discussion activities that started in a period prior to the WaE project facilitated at this stage an exchange of more enlightened ideas/views, motivating students that, of an enthusiastic way, wanted to know more about the commonalities and differences between different European peoples. In the realization of activities involving the Information Technology, we had some problems in particular, the school facilities are already obsolete, hindering the access and use of Web 2.0 platforms. To try to overcome this constraint, we used the concept BYOD (Bring Your Own Device). Students showed an extra motivation when they were asked to bring and to use their smartphones and tablets. Also the fact that we use free services for the completion of the timeline, brought some limitations, not allowing the inserted image viewing.

Transferability:

This practice is transferable. Is it possible for partner students to do a similar work and it would be interesting to know Portuguese personalities like Aristides de Sousa Mendes and Cândido de Oliveira.

Further information:

WAE resources:

↳ Let's Explore Europe(pdf and game);

- ↳ Quiz “What do you know/would like to know about Europe?” (PPT Presentation)
- ↳ Worksheet “EU updated.pdf” p.79
- ↳ <http://goo.gl/4k8MTu> (Infoeuropa/Eurocid)
- ↳ “Erika’s story”

Works available at <http://goo.gl/oexRRv>

Location of practice:

The project took place in EB 2,3 of Tortosendo (Frei Heitor Pinto School Group), in Portugal, in partnership with AENA and Castelo Branco School of Education. The students involved are a 5th grade class (10/13 years old), one 8th grade class (13/14 years old) and one 9th grade class (14/15 years old).

Author

Sílvia Fonseca e Sandra Lourenço

Citizenship education and Special classes

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Date: the project took place between February and May 9, 2016

Terms of agreement:

I agree that this version can be translated into English and published online at the We Are Europe project site and at the online publication of the same project. My students and students' parents have been informed and agree.

Name: Sílvia Paula Melchior Fonseca

Signature:

Date: June 30, 2016

Name: Sandra Margarida da Silva Lourenço

Signature:

Date: June 30, 2016

We Are Europe Case Study

Title: We are Europe: The birth and growth of the European Union.

Summary: Treatment of one of the themes proposed for the 9th grade, "The formation of the European Union", performing a research work based on the WAE site materials and deepening some knowledge about the project partner countries. Creation of a schedule of events with a special meaning for partner countries/Europe with surveyed/collected/produced data by the students. Europe Day celebration at school.

What was done:

After the project presentation: aims/partners involved by the teacher; ;

- 1) Pair work about the partner countries, having initially used the game "*Let's explore Europe*" as a way to motivate students for the project.
- 2) Students in pair work, explored the materials available in their manual (p. 166) and provided by "We are Europe" project, supplied by the teacher. They answered to a learning guidance questionnaire, using the available sources.
- 3) Later, they made a research on the acceding countries to the project, including the following information: anthem, some vocabulary in the country language and characteristic elements of the national identity.
- 4) After the information gathering, students used the researched material (pictures, short videos and audio documents), as well as some produced materials (photo and video presentation of the work) in drawing up a "timeline" with the major historical events of EU formation, developed by using the website: www.tiki-toki.com
- 5) The work was shared with colleagues in Europe Day celebrations in Cidade Castelo Branco Middle School. It was also presented to all classes of the ninth grade of the Cidade Castelo Branco Middle School and to classes 9 A and C of Nuno Álvares High School.
- 6) Students also participated in the *Lanche Europeu* (European snack) with Portuguese delicacies, and from other project partner countries, cooked by them.

How the learners were involved :

After the presentation and motivation for the project, some working hypotheses were launched by the teacher. These were appreciated by the students and from the discussion came the idea of this work. Since the meagre weekly hours of discipline leads to a constant struggle between the lack of time and the feasibility of the syllabus in History, it was decided to address the issue of the EU's creation through a Timeline. Students showed, from the beginning, that they were very receptive and cooperative. The teacher was a mere advisor, since the students were who chose the format through which they could present the work; the site in which they would build the timeline, they selected materials from internet sites proposed by the teacher, but also researched and discovered by them. In building the frieze, it was made a division of labour that was born from the propensity and skills of each of them. E.g. film and sound team; construction of the frieze; researching materials by country / event; translation, etc. All references from students and teachers, concerning the project, were very positive and motivating for the further pursuit of this kind of work in the discipline.

Motivation and aims:

Provide students with knowledge about the diversity in the unity of some aspects in EU countries and the history of the main steps for the formation of this organization, through more motivating and attractive teaching and learning methods for students.

1. Promoting the development of specific skills for living in a global and inclusive world;

2. Raising awareness to historical contexts that allow us to better understand the present situation by knowing the past;
3. Promoting citizenship education (European)

The developed practice allowed the acquisition of historical knowledge through a new teaching and learning methodology. This kind of work isn't finished, it's dynamic and will enable the cooperation with other European/national partners who want to give their contributions to the enrichment of it.

Successes and lessons learnt:

In a general way the project went very well with a great motivation and a lot of involvement from the students. The school has always provided the resources/materials/needed spaces for the development of project activities.

The main constraint was the fight against time, given that there was a program to comply and this was a point in a wide range of themes to be addressed and which make part of the Curriculum for these students.

As strengths I will refer:

4. the propensity evidenced by students in the use of ICT in the teaching and learning process;
5. the sharing and mutual aid environment emerged among the students;
6. the possibility of using this project as a working tool in the future .

Transferability:

This kind of tool (digital timeline) enables collaborative work among students regardless of the country, continent, where they live or study, as long as they can have access to it.