

Application Form

Our Rights: our Voice for a Better World

GREECE- ITALY- ROMANIA- SPAIN- TURKEY

Please indicate the average age of your students who participated in the project

My students are 12 years old

Please, indicate the number of students who participated in this project from your class/school

My students are 24

Short description

Please provide a short summary/description of your project (1 paragraph).

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Guest account username: right.agency

Password: ourrights1

At first this project was joined by 7 schools: Greece, Italy, Romania, 2 schools from Spain and 2 schools from Turkey, but one of the Spanish partners left the project for personal reasons. We aimed at helping pupils to become aware of important topics such as children's rights, internet safety, environmental issues so that they can act as agents of change for a free, peaceful and inclusive society. They also celebrated the main International Days that mark important issues relating to children's rights. Our goals were:

- let pupils to know friends of other countries
- Work on the children's rights
- Be aware of personal and social responsibilities
- Share values of peace, friendship, tolerance, respect
- Become a responsible user of the web
- Raise their environmental awareness

- Be able to make decisions
- Give priority to peer and to cooperative learning.
- Improve their level English
- Develop their digital skills and creative thinking skills

Links to Project Outcomes:

[final genially](#)

[Project plan google doc](#)

[Contacts](#)

[Project Netiquette](#)

[HOME](#)

[virtual exhibition](#)

[genially environment](#)

[Video slogan](#)

[Emagazine](#)

[Scratch](#)

[comic book](#)

PROJECT DESCRIPTION

Pedagogical Innovation and Creativity

a) This project aimed at guiding our pupils to become aware of children's rights and at encouraging them to draw inspiration from young activists in order to take action and to become positive agents of change. They focused their attention on the project topic answering a pre-test about their awareness of children's Rights. Each month they had the opportunity to learn about a different right thanks to activities inspired by the CRC and by the goals of 2030 Agenda. They developed their digital skills and creative thinking skills throughout the whole project.

They worked individually to make their personal presentations, the logos, drawings. They worked in groups on many occasions: to make videos of their town and school uploaded in padlet, to collaborate at the Scratch project and at the common Padlets about the right to healthy Food, housing and clothing, to create e-games about e-safety, to interact with their classmates in the collaborative activities organized in a Pear Deck presentation, in a Genially presentation and in a Nearpod lesson. They worked in national groups to create the collaborative posters about the Day of Neutrality and the common collaborative presentations about child heroes, about

young activists for the right to education, about young climate activists. They worked in transnational teams to write the common song for our Earth and to create the product about discrimination decided by each transnational team (bookmarks, poster, comics, video slogan, magazine).

b) Given the different ways, styles and learning times of each student, several methodologies were used: topics were discussed by CLIL methodology and by the visible thinking routine, while activities were carried on by collaborative learning and Team work. Thanks to the group work pupils have shown skills like solving a problem, using digital tools, creativity. They also worked independently at home, in the forum or at school when preparing logos, drawings.

Curricular integration

a) There are many school subjects that have been involved in all activities throughout the project. It was integrated, for example, in the geography and science syllabus (CLIL) when students had to study the problems connected to ecosystems and pollution, in Art syllabus because they painted logos, but also in history when they had to do researches about national child heroes and in music when they had to write and sing the refrain of the collaborative song to our mother Earth. Besides most activities were integrated in Citizenship, the new school subject introduced in the Italian school curricula this year.

b) I have tried to increase the students' ability to communicate in a foreign language even about scientific content. They improved their comprehension ability because they read documents, articles and watched short videos in English, they spoke and wrote about what they had learnt.

They also improved their communicative competence because they discussed with their transnational teams about children's rights, and the danger of prejudices and discrimination and made decisions on the name of their team and on the product and on the digital tool they wanted to use for their product.

They had the chance to improve their literacy competence on many occasions: they combined their knowledge about environmental problems and their language and digital skills when they wrote the common song about environmental issues, when they read an African short story about prejudices and transformed it into comics, but also when they read documents about the internet risks and created digital games.. This allowed them to improve their digital competence, social and cultural consciousness and master their foreign language.

Collaboration between partner schools.

- a) We worked on the project plan by google doc, we used many channels of communication: Messenger for fast information, online meetings to discuss and adjust the plan to each situation, to hand out the tasks, emails to give a report of the meeting, Teacher Bulletin to remind dates. Apart from one of the Spanish partners who left the project, all the partners were active.
- b) pupils used Padlets for their introduction, chatrooms and forums to talk about children's problems, safety, pollution. The polls on twinspace were used to choose the slogans, the music for the e-card, the google docs were used for the common song and for the works of the 5 transnational teams, Wonder.me was used to decide on their tasks.
- c) - Collaborative Song: each school wrote the rap part in their mother tongue, uploaded it with its English translation in a shared google doc and collaborated with partners in writing a common refrain in English. The Italian music teacher created the melody, each school recorded a video of pupils singing the rap part in their mother tongue and the refrain in English. All the videos were collected together.
 - transnational teams' works: the 5 transnational teams met in wonder.me, then they worked for their task. Team 1 created bookmarks by google slides, Team 2 wrote articles about discrimination in a google doc and then they uploaded them to a magazine made by genially. The members of Team 3 cooperated in a common google doc to make comic strips from a story in prose: each paragraph of the story was turned into dialogues by a partner and into drawings by another partner. Then all the work was uploaded to Bookcreator. Team 4 wrote mottos for a collaborative poster in a shared doc. The mottos were voted by a poll on twinspace and the most voted ones were uploaded in a poster made by Adobe Spark. The members of Team 5 wrote a piece of their common slogan in a shared google doc. Then each of them recorded a video of their part. All the videos were collected together.

HOW

LINKS:

[Project plan](#)

[Communication](#)

[pupils' communication](#)

[Forums](#)

[rules for mapping the right to food](#)

[right to food](#)

[google doc for common song](#)

[Organization wonder.me](#)

[wonder.me](#)

[transnational teams working in their google doc+ poll collaborative poster](#)

Use of technology

a) How technology has been used by all partners to enrich the activities of the project.

b) How you addressed data-protection and copyright issues.

- a) To avoid the risk that a new lockdown could threaten our cooperation, we planned a schedule rich in activities that could be done online. All the teachers contributed to our shared digital tool library by making or uploading tutorials of new web tools. When schools were locked down in November a group of my pupils took their lessons in class and another group was in distance learning. We used the tools offered by the TwinSpace: teachers' bulletin, pages, forum, and polls. Pupils used *Crea Avatar* for their avatars, video makers (*kizoa*, *Vimeo*) to make a video-slogan, photo editors (*Paint*, *Ipiccy* etc) for the logos, *Padlet* for their presentations and for their work about the Right to food, *Tricider* to vote for the logos, Scratch for the codeweek activity. They used Adobe Spark for the posters about the Day of Neutrality, Canva for the common presentation on child heroes, Bookcreator for the common work on the young activists who fight for the right to education and for the comic book about prejudices, Google Earth for the common presentation on the young climate activists, learning apps, wordwall, to create e-safety games, google docs for the collaborative song and for the activities of the 5 transnational teams, *Genially* for the ecard and for the collaborative magazine, Google slides for the bookmarks. Answergarden was used to get a multilingual word cloud of the word peace. Teachers used *Google forms* for the surveys, Pear Deck, Genially and Nearpod to involve pupils in more interactive lessons. We had our meetings on etwinning live. We used Wonder.me to make the 5 transnational teams meet at the same time and we could join and guide each of them.
- b) Parents gave their consent to let their children join our project and for the publication of their photos, voices, videos, works. Pupils were informed of the copyright issue, they used pictures from Pixabay and no copyright music. They read documents, watched videos, made and played e-games about Internet risks.

[digital tool Library](#)

[Presentations](#)

[PEACE MAKER WORDCLOUD](#)

[CODING](#)

[CHILD HEROES](#)

[PRIVACY CONSENT](#)

[Internet games](#)

[Pear deck](#)

[google earth](#)

[Nearpod](#)

Results, impact and documentation

The project had an extraordinary impact on my students and my work. It helped us broaden our vision about the culture, education, human and children's rights in different countries.

Common challenges like the composition of the collaborative Song, or the production of the works by each transnational team increased pupils' motivation and improved their team work skills. They had the chance to better their English and their social skills on many occasions: they discussed, listened to others' opinions, made decisions and found solutions when they wrote the collaborative song, when they created the logos, the collaborative posters about the Day of Neutrality, the collaborative presentations, the collaborative games on e-safety.

Furthermore, the materials produced during this project can be used with other groups in the same school and in other schools. Thanks to this project students, the whole school and families have raised their awareness that each of us can act as an agent of change for a free, peaceful and inclusive society. School has gained more visibility, teachers and students involved have improved linguistic and ICT skills.

Monitoring had a key role throughout the whole project: we observed pupils at work, how they interacted with teachers, with peers, if they were involved in the activities. We also considered the feedback they gave during the chats with their partners, and the midway to adjust our teaching strategies and the planning of activities.

The project was disseminated in different ways: through school website, by meeting with parents, by social media, by the Facebook page of our project, by the Facebook page of the town, by the Facebook page "Disseminate European Project", by online magazines, but also by printing some of the works produced by pupils in paper version.

LINKS:

[collaborative poster](#)

[Christmas tree](#)

[bookcreator education](#)

[Collaborative song](#)

[Thinglink](#)

[pre test about children's rights](#)

[final test children's rights](#)

[midway survey](#)

[results of surveys](#)

[dissemination](#)

My contribution

The idea of taking part in this project came from my students who greatly desired to learn English in a different way and to have contacts with their European peers. After choosing their favourite topic (Children's Rights) I wrote a draft of project plan and looked for partners by using the forum. I was very lucky because I found partners who are really hard working, highly competent and motivated. My students and I were very active in every step of the project. We proposed activities which could be done like the paper self portraits against prejudices or the collaborative song. My students love Scratch, so I also proposed the idea of participating in the 2020 European codeweek. I cooperated with my partners to upload on the twinspace materials about the Convention on the Rights of Child, Agenda 2030 goals, child soldiers, e-safety, environmental problems. I also created tutorials on how to use some digital tools. I cooperated with my partner from Turkey to create the presentation with Scratch; I cooperated with all the partners to plan the activities uploaded in Pear Deck presentation and in Nearpod lesson, to write the pre-test about children's rights and the surveys. I was helped by all partners, in particular by the Spanish partner who taught me how to organize the Twinspace in a clear way, easy to understand, how to create pages with eye- pleasing titles and colours for children and clear instructions. Collaboration was fruitful because they taught me how to use new platforms like wonder.me, and apps like Canva, Kahoot, andreamosaic, artsteps. On the contrary I helped them to use Genially. The colleague from Spain was active only the first two months. Then she had serious personal problems, so she hadn't the possibility to work until the end.