



# ENTREPRENEURIAL YOUNG CITIZENS OF MODERN EUROPE

## BOOKLET ON GOOD PRACTICES ON CITIZENSHIP AND ENTREPRENEURSHIP EDUCATION FOR SOCIAL INCLUSION IN FORMAL EDUCATION

- SPAIN
- CROATA
- HUNGARY
- POLAND

ERASMUS+ 2018-2021





# INDTRODUCTION


**ENTREPRENEURIAL YOUNG CITIZENS OF MODERN EUROPE 2018-2021** is a project focusing on developing entrepreneurial skills through the use of appropriate methodology and cooperation with non-governmental organisations in the local communities. Booklet on good practices on citizenship and entrepreneurship education for social inclusion in formal education is the common creation of teachers and students from four schools participating in the project.







<b>School</b>	 EKONOMSKA ŠKOLA BRAĆA RADIĆ ĐAKOVO
<b>Name of the activity</b>	Generation gap– school volunteers in NGO Amadea
<b>Number of participating students</b>	15 - 20
<b>Curricular aim</b>	To develop communication, independence in communication, negotiation,
<b>Social aim</b>	To raise empathy, develop positive identity, personal awareness and social responsibility
<b>Curricular Outcomes</b>	After communicating with participants of the NGO Amadea, the students know how to be independent communication. They are able to identify the types of communication, apply different techniques of communication and adapt it to each particular participant.
<b>Social Outcomes</b>	The students become aware necessity of prevailing generation as well as intercultural gap. The participants of the NGO come from different cultural nad geographical backgrounds. This experience improved students' personal development, raise empathy for one of the most vulnerable groups in society. They are able to apply these skills and competencies in their future life becoming responsible and active citizens.
<b>Entrepreneurial skills developed</b>	To improve team work, communication, time management, assigning tasks, developing soft skills, active listening, organizational skills, leadership
<b>Time</b>	90 min
<b>Methods</b>	Pair work, group work
<b>Materials</b>	Games , decorative papers for making Christmas card,coloured pencils, material for making biscuits
<b>Description of the activity</b>	Members of the school volunteer' club visit NGO Amadea whose beneficiaries are elderly and disabled people. The aim of their visit is to spend some time with elderly people, participate in friendly talks, passtime games, make cakes and Christmas card. The students try to make them feel less lonely by socializing with them for a period of time.
<b>Personal opinions of the participants after the activity</b>	The students have unforgettable experience, become aware of the importance of little things which can make someone happy. They consider this experience very precious for their personal development as active citizen in local community.
<b>Assessment of the developed skills</b>	The students were assigned task to spend some time with elderly members of their families in conversation, listening to their memories looking at photos in their family albums. The skills to be involved are communication and active listening.
	<b>Formative – FOR Learning</b> Students learned about communication skills during their lessons of Business communication, VET training and Communication and presentation skills. They become aware that choosing the type of communication is part of everyday professional and private lives.


	<p><b>Reflective - AS Learning</b></p> <p>The students become aware of the power of communication by working in pairs or in groups. They communicated with participants of the NGO and the staff. Each interaction demanded different approach and relation with the communicator. They were faced with some problems in communication and they solved them with help of their peers or teachers who were moderators of the workshop. After the visit, the students in their classrooms reflected how successful their communication, team work, organization and initiative were, they suggested what to improve and made a plan for the next visit.</p>
	<p><b>Summative - OF Learning</b></p> <p>The students were asked to write a review of their participation in the workshop, identify soft skills that were improved during this workshops and what changes they noticed in their attitudes which contributed to their personal development as active citizens. Their reviews were edited on the school website.</p>
<p><b>Add photo(s)</b></p>	

<b>School</b>	 EKONOMSKA ŠKOLA BRAĆA RADIĆ ĐAKOVO
<b>Name og the activity</b>	Christmas Fair- mini company Ruka svjetla
<b>Number of participating students</b>	10 - 15
<b>Curricular aim</b>	To improve team work, communication, time management, assigning tasks, deveolging soft skills, active listenning, organizational skills, leadership, selling products, gaining profit, accountancy documentation
<b>Social aim</b>	To raise awareness of social responsibility and acceptance of diversities
<b>Curricular Outcomes</b>	The know how to sell products, communicate with customers, apply different communication techniques, fill in the accountancy documentation
<b>Social Outcomes</b>	The students improved the empathy for charity work, social responsibility in local community, improve their personal development as active citizens ready to participate as volonteers in different activities.
<b>Entrepreneurial skills developed</b>	Team work, communication, time management, assigning tasks, deveolging soft skills, active listenning, organizational skills, selling skills, leadership
<b>Time</b>	4 h
<b>Methods</b>	Pair work and group work
<b>Materials</b>	Materials needed to produce Christmas decorations, other gadget and necessary accountancy documentation provided by Students' corporate Eko&Eko.
<b>Description of the activity</b>	Every Saturday the students participate in creative workshops of making Christmas decorations and other gadgets as part of the curriculum of Students' corporate Eko&Eko. Their products are intened to be sold on the main square during Christmas Fair, and money is used for different charity couses.
<b>Personal opinions of the participants after the activity</b>	Each particular student participated in every step of the creative process. They are very proud of the things they create by their own hands . They also apply their negotiation and selling skills while communicating with customers. They become aware of the commercial value of the product and the usefully spent time which brings help to someone in need.
<b>Assessment of the developed skills</b>	The students were assigned the task to organize something similar in their families, make somebodi happy by giving small gift, spending some time with the lonely member of the family and prepare table of calculated income which can be realized through similar activities by the end of school year.
	<b>Formative – FOR Learning</b> During VET subjects such as Business Trade, Accountancy, Business Communication, VET training and Communication and Presentation Skills learn about production process – from the raw material to income and fill in accountancy documentation. They improve their creativity, communication, empathy, self confidence and





	Self- evaluation.
	<p><b>Reflective - AS Learning</b></p> <p>By working together in a pair or a team, the students became aware of the power of communication, aspects of negotiation, put their theoretical knowledge into practice. After participating in the Fair, the students reflect on success of their communication with customers, team work , organization skills, initiative and gained profit. They made plan for next selling activities taking into consideration drawbacks from the previous one.</p>
	<p><b>Summative - OF Learning</b></p> <p>The students are assigned next task to prepare the plan of incomes to the end of school year having in mind future planned selling activities and certain occasions. Their reviews and photographs were edited on the Facebook page and web site of the school.</p>
<b>Add photo(s)</b>	 <p>The top photograph shows a group of approximately ten people, including students and a teacher, standing behind a wooden booth decorated with Christmas garlands and ornaments. A sign on the counter features a logo and the text 'Eko &amp;'. The bottom photograph shows two students standing behind the same booth, with a similar sign in front of them. The booth is well-lit and festive.</p>


<b><u>School</u></b>	 <p>EKONOMSKA ŠKOLA BRAĆA RADIĆ ĐAKOVO</p>
<b><u>Name og the activity</u></b>	<b>Workshop with Sport NGO of blind and visually impaired persons from Osijek</b>
<b><u>Number of participating students</u></b>	<b><u>50</u></b>
<b>Curricular aim</b>	To improve organizational skills, communication, motoric skills and managing space with visually impaired persons.
<b>Social aim</b>	To raise empathy, personal awareness of social responsibility, acceptance of diverities and inclusion of visually impaired persons in education and work.
<b>Curricular Outcomes</b>	The students will know how to communicate and help visually impaired persons in learning process and consequently in working process.
<b>Social Outcomes</b>	The students became more empathic and socially responsible citizens ready to accept all kinds of diverities and offer equal opportunities to all.
<b><u>Entrepreneurial skills developed</u></b>	Team work, communication, time management, assigning tasks, developing soft skills, active listenning, organizational skills, leadership,
<b><u>Time</u></b>	90 min
<b><u>Methods</u></b>	Pair work, group work, individual work
<b><u>Materials</u></b>	Equipment brought by the member of NGO, typewriter for Brail letters, white sticks, sound picado, sound ball for futsal, soud scale.
<b><u>Description of the activity</u></b>	Members of the NGO visited the school and presented the NGO and their ativities. They told their life stories related to their handicap, the way they cope with it, the problems they are faced with , how other people treat them and how they should be treated by others. Despite their disability, they are successful in sport, educationa and do some jobs. The students could use some of their equipment being blindfolded, so they could experience their disability.
<b><u>Personal opinions of the participants after the activity</u></b>	The students were extremely delighted by their visit because they didn't have opportunity to meet visually impaired people and never thought of problems and prejudices they are faced with and how difficult it is for such person to integrate in society, particularly to find job. The eperience profoundly enriched their personality.
<b><u>Assessment of the developed skills</u></b>	After the meeting, the students were asked to write a review of the meeting, express their own experience and to what extent their attitude changed.
	<b>Formative – FOR Learning</b> The students are informed about types of communication and inclusion of persons with fewer abilities as part of the curriculum of Vet subjects such as


	<p>Corporate Social Responsibility, VET training, Communication and presentation skills.</p>
	<p><b>Reflective - AS Learning</b>  The students become aware of the power of spoken word and applied their knowledge of types of communication. They realized the influence of communication via modern technology can help visually impaired people to move within familiar and unfamiliar areas. After another experience of similar activities within one of Erasmus projects, they wanted to broaden cooperation with the NGO by organizing goalball match with them.</p>
	<p><b>Summative - OF Learning</b>  The students transfer their experience to other students by demonstrating help to blind or visually impaired person. They gave instructions to blindfolded colleague how to move through school premises. The reviews and photos were edited on the school web site and in local media.  a goalball team establishment enables sustainability in aspects of long term policy of raising awareness about integration of visually impaired people as regular events/matches between students' teams are organized in a school gym at least twice a year.</p>
<p><b><u>Add photo(s)</u></b></p>	 <p>The image block contains three photographs. The top-left photo shows a dartboard mounted on a wooden cabinet in a classroom. The top-right photo shows a student standing at the front of a classroom, presenting to a group of seated students. The bottom photo shows a wider view of a classroom with students seated at desks, looking towards a screen displaying a presentation or video.</p>

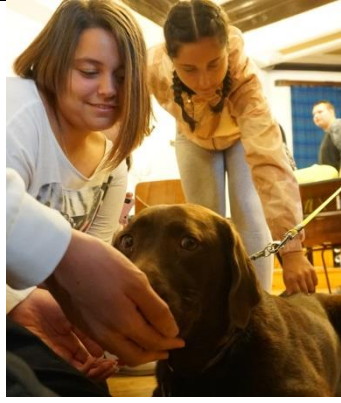



School	 <p>EKONOMSKA ŠKOLA BRAĆA RADIĆ ĐAKOVO</p>
Name of the activity	Visit to Neven, NGO for persons with special needs and fewer opportunities
Number of participating students	15 - 20
Aim - curricular	To improve communication, independence in communication, negotiation, movement and cognitive competencies
Aim social	To develop empathy, positive personal skills, awareness of different abilities, acceptance of all kinds of diversities and social responsibility
Outcomes curricular	The students will be capable of identifying types of communication, applying different techniques of communication and adapt them to the participants of NGO Neven, who are persons with fewer abilities. They will also be able to adapt their communication to motoric and cognitive competencies of participants.
Outcomes - social	The students will also become aware of all kinds of diversities in society, be more responsible to taking part in local community
Entrepreneurial skills developed	Team work, communication, time management, assigning tasks, developing soft skills, active listening, organizational skills, leadership,
Time	90 min
Methods	Pair work, group work
Materials	Educative and other materials which the participants usually use during time spent in NGO (board games, paper, colours, pencils, scissors, glue)
Description of the activity	The students pay visit to NGO and spend time talking and socializing with persons with fewer opportunities. They help them in accomplishing their tasks, play games or walk with them.
Personal opinions of the participants after the activity	For some of the students this was the first experience of meeting people with fewer opportunities, they were anxious because they didn't know what reaction they could expect. The experience was highly positive, because they realized that members of the NGO were happy to meet them and spend some time with their guest. The students also realized that they were the ones who benefited from this visit too.
Assessment of the developed skills	The students were assigned task to spend some time with members of the family without TV, computers or other modern technology.

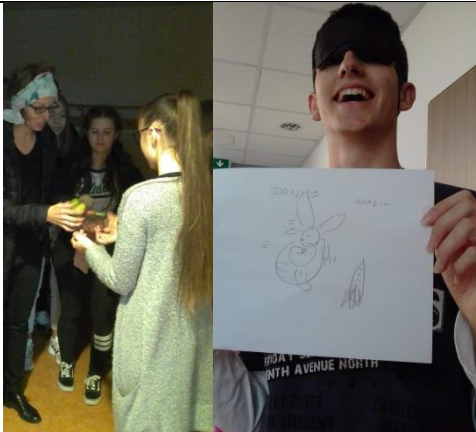
	<p><b>Formative – FOR Learning</b></p> <p>During their VET subjects the students were introduced different types of communication in private and professional lives. Choosing the adequate type of communication is essential in everyday situations. They were prepared for paying visit to NGO and were supposed to pick up the most adequate type of communication for each particular participant. They also had to adapt to different levels of communication. The students were supported by each other and by the moderators of the workshop.</p>
	<p><b>Reflective - AS Learning</b></p> <p>The students became aware of the power of communication. They worked in teams, pairs, communicated with participants and with NGO staff. Each interaction needed different approach and relation to communicator. After the visit, the students reflected on degree of success of communication, team work, organization, steps they were satisfied with or not and they made plan for future visit and new activities.</p>
	<p><b>Summative - OF Learning</b></p> <p>The next task was to fill in questionnaire about the degree of success of their workshop, their involvement in the workshop, organization and initiative. Results and photos were edited on the school web site.</p>
<p>Add photo(s)</p>	


<b>School</b>	 <p>BUDAPESTI GAZDASÁGI SZAKKÉPZÉSI CENTRUM SZENT ISTVÁN KÖZGAZDASÁI SZAKGIMNÁZIUMA ÉS KOLLÉGIUMA, BUDAPEST, HUNGARY</p>
<b>Name of the activity</b>	<b>Awareness training - by blind and visually impaired people and a guide dog</b>
<b>Number of participating students</b>	35-40
<b>Curricular aim</b>	<p>To develop communication, independence in communication with blind people To make students respect the blind and teach how to get along with blind people</p>
<b>Social aim</b>	<p>To make secondary school students more aware of the life of people who suffer from some kind of eye disease or disability. To raise empathy , develop positive identity, personal awareness of the life of people who suffer from some kind of eye disease or disability and to raise awareness of social responsibility and acceptance of diversities</p>
<b>Curricular Outcomes</b>	<p>After this workshhop students develop a sense of civic responsibility; they are aware of the interpersonal skills they have to use while communicating with visuallyimpaired people. They are able to identify the types of communication, apply different techniques of communication depending on the particular participants.</p>
<b>Social Outcomes</b>	<p>The participants are of different age and have different kinds of eye diseases so this experience improved students' personal development, raised empathy for them. They are able to apply these skills and competencies in their future life becoming responsible and active citizens.</p>
<b>Entrepreneurial skills developed</b>	<p>To improve collaboration, effective communication, soft skills, active listening</p>
<b>Time</b>	60
<b>Methods</b>	Inclusion Education
<b>Materials</b>	Blindfolds, white canes
<b>Description of the activity</b>	<p><u>Description of the activity:</u> First, guests introduce themselves, talk about their different diseases, disabilities, operations. They outline the degrees and stages of some eye diseases and visual impairment. They even show glasses which demonstrate how much a person suffering from diabetes, cataract, glaucoma or from other diseases can see. They teach students how to help a blind person: how to get closer to a person in need, how to offer help, where to touch the person, etc. Students are allowed to try walking with a white cane. Then they put on a blindfold and help each other to walk among obstacles, lead each other to a chair or walk down the steps.</p> <p>It is always fascinating to meet blind people because students hear them speak about their studies, work and family life, too. With the help of these personal anecdotes students can learn that blind people can live their life to the full, can have a job, can give birth to a sighted child, and they do have a happy and</p>

	<p>exciting life in spite of their disability. They laugh a lot when they hear how many accidents, falls, drops blind people have, and that despite their injuries they still get to their destinations. Students get closer to them when they openly speak about their difficulties: e.g. how to find a bottle of shampoo among the bottles of shower gel and body lotion, or how to find the purple T-shirt in their wardrobe.</p> <p>The most interesting part is always the end of these sessions when the guide dog gets into the centre. The blind people speak about guide dogs in general: how many of them are trained annually in Hungary, how long it takes to train one, what types of dogs are used, what is the procedure of receiving a guide dog like, etc. They also teach students how to approach a guide dog, when to stroke it, or how to become a professional guide dog trainer. After this they introduce the dog they arrived with, and speak about its habits, personality, and recall some funny stories or funny moments their dogs caused. At the end of the training, students are allowed to stroke the dog and take photos with it.</p>
<b>Personal opinions of the participants after the activity</b>	<p>The students have unforgettable experience, become aware of the importance of little things which can make someone happy. They consider this experience very precious for their personal development as active citizens in their local community.</p>
<b>Assessment of the developed skills</b>	<p>The students were assigned a task to spend some time with the visually impaired people, talk with them, listen to them and learn basic skills of how to help them. The skills to be involved are communication and active listening.</p>
	<p><b>Formative – FOR Learning</b>  The students were informed about types of communication and inclusion of persons with fewer abilities as part of entrepreneurship skills such as communication, presentation and listening skills.</p>
	<p><b>Reflective - AS Learning</b>  The students became aware of the power of communication and interaction with people with disabilities. They worked in teams, pairs, communicated with participants and with NGO staff. Each interaction needed different approach and relation to communicator. After the visit, the students reflected on degree of success of the knowledge and skills they learned.</p>
	<p><b>Summative - OF Learning</b>  In international groups the students were asked to write a guide and create a cartoon on how to help the blind and visually impaired.</p>
<b>Add photo(s)</b>	




<b>School</b>	 <p>BUDAPESTI GAZDASÁGI SZAKKÉPZÉSI CENTRUM SZENT ISTVÁN KÖZGAZDASÁI SZAKGIMNÁZIUM ÉS KOLLÉGIUMA, BUDAPEST, HUNGARY</p>
<b>Name of the activity</b>	<b>A game - Dark room challenges</b>
<b>Number of participating students</b>	35-40
<b>Curricular aim</b>	To develop problem solving, negotiating, communication To make students aware of the difficulties of blind people
<b>Social aim</b>	To give students first-hand experience about the life of blind people, their everyday situations and difficulties they meet at home in their kitchen, their bathroom, at school or at the greengrocer's.
<b>Curricular Outcomes</b>	Students will become more responsible and understanding citizens
<b>Social Outcomes</b>	Students will realize it is not impossible but very difficult to manage without sight. They will become more understanding with visually impaired people. They will surely help blind people in shops to be their 'eyes' and pick the wanted fruit or vegetable. They will develop a technique how to recognize the shampoo (or where to put the shampoo and not to change its place) if their grandma goes blind.
<b>Entrepreneurial skills developed</b>	To develop soft skills, collaboration, effective communication, leadership, empathy, risk tolerance
<b>Time</b>	15 minutes / room
<b>Methods</b>	Experience Learning, Active Learning "learning by doing"
<b>Materials</b>	Ingredients of a sandwich, toiletries, similar-sized and similar-shaped vegetables, fruits, soft toys, pencils, paper
<b>Description of the activity</b>	<b>Description of the activity:</b> In Hungary there is an exhibition called The Invisible Exhibition. This game is based on this exhibition and borrowed many ideas from that exhibition. Four dark rooms (rooms without windows or darkened rooms) are necessary. Students enter these rooms in small groups or in pairs. They spend inside 5-10 minutes. They are not allowed to take in their mobile phones, they have to stay in the dark. They are given different challenges, tasks to do. One of the rooms is a kitchen where students can test themselves if they can prepare a sandwich without using their eyes. They have to smell and touch where the ham, the cheese, the bread, the vegetables are, find a plate in the cupboard, open a package of napkins. Besides the sandwich, it can be another challenge to prepare a glass of lemonade in the dark (find the tap or a bottle of water, pour the necessary amount, add sugar and squeezed lemon). Another room is a bathroom where students should touch everything and find the toilet paper, the towel, the eyeliner, the toothpaste among the hand creams or a bottle of shampoo among the shower gels and body lotions. With advanced, more serious groups students might try to clean their teeth in the dark

	<p>or do a make up for each other in the dark. The next room represents a school, a drawing lesson. First, students learn that blind people have to touch something to know what it looks like. So, they touch a soft toy, which is an animal. The funnier the better: e.g. a centipede, a unicorn. They try to recognize what it might be and then they try to draw it on a piece of paper. They will soon realize that if they lift their pencil, it is going to be difficult to find again the place where they stopped drawing. As an extra challenge, they can be asked to write down the name of the animal, their own names or any kind of funny messages to the other students. The last room is a mini greengrocers' full of similar fruit and vegetables. Students are asked to find the oranges among the grapefruit and tangerine, the pears among the mangos, the carrots among the turnips, the courgette among the cucumbers. For some students it is also a challenge to find some vegetables they have never seen before (depending on the geographical position of the country): e.g. mango, ginger, horseradish, Brussel sprouts.</p>
<p>Personal opinions of the participants after the activity</p>	<p>For some students it is really scary to spend 15 minutes in a dark room because they do not know what to expect from themselves. Others enjoy the game and take the initiative to solve the problems and complete the tasks. The experience is usually positive, because they realize that in groups they can help each other and can solve everything if they accept help / provide help. They are highly motivated to organise a similar game to classmates and friends.</p>
<p>Assessment of the developed skills</p>	<p>The students were encouraged and asked to help blind people in the street or in public transportation, talk to them about their difficulties and share their experiences with their classmates.</p>
	<p><b>Formative – FOR Learning</b> Students were introduced different difficulties the blind have every day.</p>
	<p><b>Reflective - AS Learning</b> Students became aware of the power of collaboration, teamwork and effective communication. They depended on their other senses, and on each other in the dark. They had to solve a problem together. They learned about themselves and about their mates, their skills, personalities, too.</p>
	<p><b>Summative - OF Learning</b> Students were asked to 'sell' their drawings to their classmates, groupmates to check if they were successful at drawing without seeing. They were also asked to make a report about their experience to their classmates, and about their meetings with blind people in the street / public transport.</p>
<p>Add photo(s)</p>	

School	 <b>Szent István</b> <small>BGSZC Közgazdasági Szakgimnáziuma és Kollégiuma</small> <b>BUDAPESTI GAZDASÁGI SZAKKÉPZÉSI CENTRUM SZENT ISTVÁN</b> <b>KÖZGAZDASÁI SZAKGIMNÁZIUM ÉS KOLLÉGIUMA,</b> <b>BUDAPEST, HUNGARY</b>
Name of the activity	<b>An interview with blind and visually impaired people</b>
Number of participating students	35-40
Curricular aim	To develop polite and confident communication To foster social inclusion
Social aim	To give students an opportunity to speak for half an hour with a blind person about his/her life. To be aware of the life of the blind person.
Curricular Outcomes	Students will be more tolerant, sympathetic, understanding with people who have eye diseases
Social Outcomes	Students will learn a lot about blindness. They will become more socially aware and emphatic towards the blind. Blind people will feel sighted people closer to them, they will learn about sighted teenagers' life, too.
Entrepreneurial skills developed	Interpersonal skills, initiative, ethics
Time	30-45 minutes
Methods	Authentic Learning, Real Life Examples
Materials	--
Description of the activity	<u>Description of the activity:</u> Students and blind people in small groups (5-6 people) introduce themselves, describe their appearance and start talking about their lives. They can touch upon studies, work, hobbies, entertainment, shopping, transportation, travelling experiences, family life, dreams, plans, bad and good experience with helping sighted people or anything else. After this, students from different groups share what they learnt.
Personal opinions of the participants after the activity	After an interview like this, students cannot wait to share their stories with their classmates, and they want to hear about other blind people's life, too. They are really touched and impressed by the people they talked to. A blind woman said to the students she has a very happy life, however, she will always feel sorry for not being able to see her child. Another blind woman showed the students what kind of mobile phone applications help her to recognize money, how a screen reader operates, what kind of orders she can give to her mobile phone with her voice, etc. Besides this, blind people can also meet teenagers and learn about them, their everyday problems. A student having dreadlocks let a blind person touch his dreadlock (hair), and the blind man tried to guess what he had in his hand. He jumped for joy when he was told that he was actually touching hair. Before this he could not imagine what it was like to wear dreadlocks.
Assessment of the developed	The students were asked to present to others and compare what they learnt from their interviewee.






skills	
	<p><b>Formative – FOR Learning</b>  The students learned first-hand information and experience about the life of blind people.</p>
	<p><b>Reflective - AS Learning</b>  The students became aware of the power of communication and interaction with people with disabilities. They worked in groups , communicated with participants and with NGO staff. Each interaction needed different approach and relation to communicator. After the visit, the students reflected on the degree of success of the knowledge they learned .</p>
	<p><b>Summative - OF Learning</b>  The students were asked to write an article about their interviewee and present the person to their classmates.</p>
Add photo(s)	 <p>The photographs show students in a classroom setting interacting with a blind person. In the top-left photo, a man with glasses and a grey jacket is seated at a table, talking to a group of students. In the top-right photo, a woman with glasses and a striped shirt is seated at a table, talking to a group of students. In the bottom photo, the same woman with glasses and a striped shirt is seated at a table, talking to a group of students. A water bottle is on the table in front of her.</p>

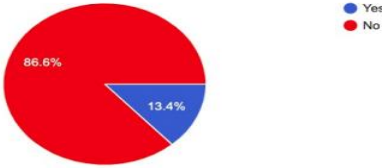
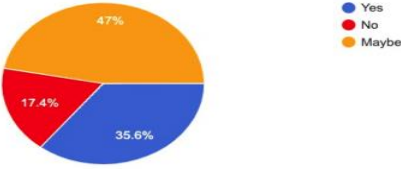
<b>School</b>	 IES PABLO PICASSO, MÁLAGA, SPAIN   ZESPÓŁ SZKÓŁ IM. DR. WLADYSLAWA BIEGANSKIEGO, CZĘSTOCHOWA, III Liceum Ogólnokształcące im. dra Władysława Biegańskiego w Częstochowie   BGSZC <b>Szent István</b> Közgazdasági Szakgimnáziuma és Kollégiuma BUDAPESTI GAZDASÁGI SZAKKÉPZÉSI CENTRUM SZENT ISTVÁN KÖZGAZDASÁI SZAKGIMNÁZIUM MA ÉS KOLLÉGIUMA, BUDAPEST, HUNGARY   EKONOMSKA ŠKOLA BRAĆA RADIĆ ĐAKOVO
<b>Name of the activity</b>	The celebration of Europe Day, 9 <sup>th</sup> May
<b>Number of participating students</b>	50
<b>Curricular aim</b>	To develop European citizenship competence.
<b>Social aim</b>	Raise awareness on the importance of a united Europe, learn about different nationalities and cultural traits in Europe.
<b>Curricular Outcomes</b>	European citizenship awareness
<b>Social Outcomes</b>	The learning materials we created about the European Union (Kahoot games) and other interesting information about Europe can be found here: <a href="http://erasmusplus.iespablocicasso.es/en/europe-day">http://erasmusplus.iespablocicasso.es/en/europe-day</a> Also, posters, videos and reports were shared on Twinspace at the materials (images, videos, files) sections. Here are some examples:  <a href="http://erasmusplus.iespablocicasso.es/en/europe-day">http://erasmusplus.iespablocicasso.es/en/europe-day</a>  Also, posters, videos and reports were shared on Twinspace at the materials (images, videos, files) sections.
<b>Entrepreneurial skills developed</b>	To improve team work, communication, developing soft skills, active listening, creativity, presentation skills

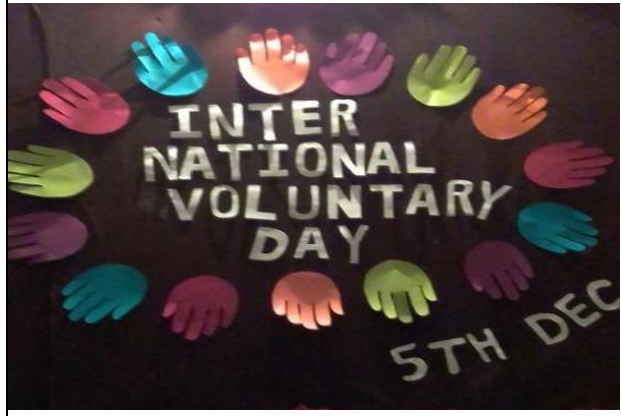
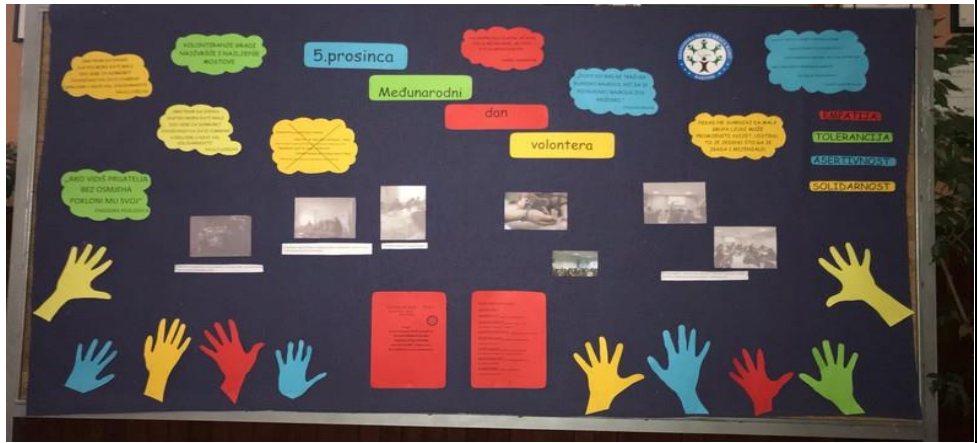
<b>Time</b>	One week
<b>Methods</b>	Group work
<b>Materials</b>	Material for designing posters and online software (Kahoot)
<b>Description of the activity</b>	<p><u>Description of the activity:</u> The activities we carried out included the following: In-class workshops with Kahoot and Quizziz to learn about the EU institutions and countries, especially the ones we work with. We focused on Hungary, Poland and Croatia, our Erasmus+ partner countries.</p> <p>Moreover, all participating Erasmus+ students from partner countries engaged in an online debate on Twinspace about different cultural and social aspects of Europe. The questions included, among others: Why do you think it is good to be part of the European Union?, What is your favourite European country? or English should be the official language of Europe. Do you agree? Why (not)?</p> <p>Last but not least, we organized a dissemination activity at I.E.S. Pablo Picasso, Spain, during break time on that day. There, students had the chance to learn more about France (particularly Reunion Island) and Italy (particularly Sicily) with Séphora and Federica, our European volunteers at this school. They made posters with interesting facts and figures about their countries and brought some traditional food for us to taste. We also learnt about the etymology of the word “Europe” thanks to a poster realized by students with the help of our Latin and Greek teacher.</p>
<b>Personal opinions of the participants after the activity</b>	<p>Students enjoyed the fact of learning about other European cultures with online games and online discussion. Direct positive feedback was also gathered at the in-school event.</p>
<b>Assessment of the developed skills</b>	<p>The students were assigned further tasks to be completed in class and to be shared with their families to assess their knowledge on the information shared.</p> <p><b>Formative – FOR Learning</b> Students learn about communication skills during all the activities (quizzes, teamwork, answering questions on TwinSpace) They become aware that choosing the type of communication is part of everyday professional and private lives.</p> <p><b>Reflective - AS Learning</b> The students become aware of the power of spoken word and applied their knowledge of types of communication. They realized the influence of communication via modern technology can help people from around the world to share their views on different aspects of life, they realise that by sharing opinions/knowledge they learn to be open-minded.</p> <p><b>Summative - OF Learning</b> The next task was to write an essay : To be European-what does it mean to me? Students used all the knowledge and conclusions they drew during all the above activities.</p>



Add photo(s)



<b>Schools</b>	 IES PABLO PICASSO, MÁLAGA, SPAIN  <b>Szent István</b> <small>BGSZC</small> <small>Közgazdasági Szakgimnáziuma és Kollégiuma</small> BUDAPESTI GAZDASÁGI SZAKKÉPZÉSI CENTRUM SZENT ISTVÁN KÖZGAZDASÁI SZAKGIMNÁZIUM MA ÉS KOLLÉGIUMA, BUDAPEST, HUNGARY  ZESPOL SZKOL IM. DR WLADYSLAWA BIEGANSKIEGO, CZĘSTOCHOWA, III Liceum Ogólnokształcące im. dra Władysława Biegańskiego w Częstochowie
<b>Name of the activity</b>	<b>The celebration of Volunteers Day, 5<sup>th</sup> December</b>
<b>Number of participating students</b>	50
<b>Curricular aim</b>	To develop citizenship competence
<b>Social aim</b>	Raise awareness on the importance of volunteering, learn about different volunteering tasks and the way people volunteer in our local communities.
<b>Curricular Outcomes</b>	Cultural awareness and citizenship competences
<b>Social Outcomes</b>	To raise empathy, develop positive identity, social responsibility and acceptance of diversities.
<b>Entrepreneurial skills developed</b>	Communication, soft skills and active listening.
<b>Time</b>	2 weeks
<b>Methods</b>	Group work
<b>Materials</b>	Online questionnaires, stationary for posters and recording equipment.
<b>Description of the activity</b>	<u>Description of the activity:</u>  The first stage in this activity was to carry out a survey at school with the title: Do you do any volunteering? Questionnaire: ( <a href="https://forms.gle/C54wmcJUzAK8zLceA">https://forms.gle/C54wmcJUzAK8zLceA</a> ) Then, students analyzed graphs and results of the questionnaire (available on <a href="https://twinspace.etwinning.net/70994/materials/files">https://twinspace.etwinning.net/70994/materials/files</a> )  The second part was to do research and interview local volunteers.  On top of this, some countries organized extra activities on this topic.

	<p>For example, Hungary also did a Xmas fair. Members of the Blind Date mini company organised a fair at the school. Students volunteered to make some Xmas gifts, e.g. gift cards, chocolate figures, ornaments, etc., and sold them for a little sum of money. A number of students prepared these products for 3 weeks and were really surprised to see how successful they were. In Poland Students prepared leaflets promoting Volunteers Day and they distributed the leaflets to the citizens of Częstochowa. They also interviewed foreign volunteers from Agape NGO, who gave them information about their work (<a href="https://youtu.be/EFtnrMqv5JA">https://youtu.be/EFtnrMqv5JA</a>)</p> <p>.</p>														
<p><b>Personal opinions of the participants after the activity</b></p>	<p>Students participated in different processes depending on the school and were surprised to find how volunteering was dealt with in different European countries.</p>														
<p><b>Assessment of the developed skills</b></p>	<p>Oral feedback was given on the topic. Some students with no previous volunteering experience were engaged with the activity and suggested becoming volunteers themselves.</p>														
<p><b>Add photo(s)</b></p>	<p>Are you a volunteer in an NGO? 149 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>13.4%</td> </tr> <tr> <td>No</td> <td>86.6%</td> </tr> </tbody> </table> <p>If not, would you like to become a volunteer? 149 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>35.6%</td> </tr> <tr> <td>No</td> <td>17.4%</td> </tr> <tr> <td>Maybe</td> <td>47%</td> </tr> </tbody> </table>	Response	Percentage	Yes	13.4%	No	86.6%	Response	Percentage	Yes	35.6%	No	17.4%	Maybe	47%
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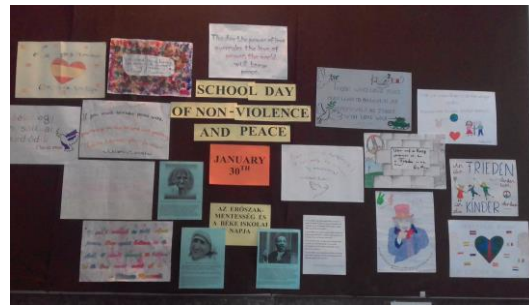



 Erasmus+  <b>School</b>	  IES PABLO PICASSO, MÁLAGA, SPAIN
<b>Name of the activity</b>	<b>The celebration of School Day of Non-Violence and Peace (30th January)</b>
<b>Number of participating students</b>	50
<b>Curricular aim</b>	To develop citizenship competence
<b>Social aim</b>	Raise awareness on the importance of a peaceful coexistence, learn about different cultural traits and reflect on cultural stereotypes
<b>Curricular Outcomes</b>	Cultural awareness and citizenship competences
<b>Social Outcomes</b>	<p>Students found out and compared about pre-existing prejudices when it comes to cultural stereotypes. The international reflection was carried out on the Forum on Twinspace.</p> <p>Students learnt how important it is to listen to one another to break down stereotypes</p>
<b>Entrepreneurial skills developed</b>	Team work, active listening, creativity.
<b>Time</b>	One week
<b>Methods</b>	Group work
<b>Materials</b>	Stationary for posters, online platform for debate (Twinspace)
<b>Description of the activity</b>	<p>We observe the School Day of Non-Violence and Peace on January 30th, on the anniversary of the death of Mahatma Gandhi. This tradition was established by Llorenç Vidal Vidal, a Spanish poet in 1964. Since then schools have been celebrating universal peace.</p> <p>To celebrate it, we chose to think about what “peace” means and how it is related to coexisting with people from different nationalities in our schools or countries.</p> <p>Prejudices and stereotypes are usually a source of conflict. To learn to deal with conflicts peacefully we carried out on cultural stereotypes for our</p>



	<p>nationalities in the Erasmus project and for the nationalities we shared our school with.</p> <p><u>FIRST TASK: What is peace to you?</u></p> <p>First, ideas about peace were exchanged on the Forum on Twinspace. Such reflection revolved around the quote by Gandhi: “Peace is not the absence of conflict, but the ability to cope with it.”</p> <p><u>SECOND TASK: How many nationalities are there in your school?</u></p> <p>Also, to get to know people we share our schools with, we did some research to find out how many different nationalities in our schools. Then, students discussed the results.</p> <p><u>THIRD TASK: Cultural stereotypes.</u></p> <p>Finally, we introduced the topic of cultural stereotypes and tried to reflect on the fact that stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category. Then, students prepared posters to illustrate their conclusions. They were shared on our Twinspace.</p>
<p><b>Personal opinions of the participants after the activity</b></p>	<p>"Usually stereotypes aren't true, but it's difficult to avoid them. In general, people prefers to not strive at knowing someone new, so they just judge them by the stereotype of their countries because it's easier. I think we should try to pay attention to the inside, instead of the outside of the foreigner people."</p> <p>(Personal opinion of a student, Elena Palomo, from Spain)</p>
<p><b>Assessment of the developed skills</b></p>	<p>Students shared their opinions in writing and read one anothers to reflect on each other’s positions on the topic and reflect on the issue of stereotypes. Posters on stereotypes were made and displayed to raise awareness at each school.</p>
	<p>Also, posters, videos and reports were shared on Twinspace at the materials (images, videos, files) sections. Here are some examples:</p> <p><a href="https://www.youtube.com/watch?v=_563aTFQ_aM&amp;feature=youtu.be">https://www.youtube.com/watch?v=_563aTFQ_aM&amp;feature=youtu.be</a></p> <p><a href="#">Presentation on the topic:</a></p> <p><a href="#">nasilje nad ženama -prezentaciija.pptx (in Croatian)</a></p> <p>E-posters: <a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>, <a href="#">4</a>, <a href="#">5</a>, <a href="#">6</a>, <a href="#">7</a>, <a href="#">8</a>, <a href="#">9</a>, <a href="#">10</a>, <a href="#">11</a>, <a href="#">12</a>, <a href="#">13</a>, <a href="#">14</a>, <a href="#">15</a>, <a href="#">16</a>, <a href="#">17</a>.</p>

Add photo(s)



<b>School</b>	 <p>ZESPOL SZKOL IM. DR WLADYSLAWA BIEGANSKIEGO, CZĘSTOCHOWA,</p> <p>III Liceum Ogólnokształcące im. dra Władysława Biegańskiego w Częstochowie</p>
<b>Name of the activity</b>	LOOKING FOR INSPIRATION- LOCAL SOCIAL ENTREPRENEUR
<b>Number of participating students</b>	15 students
<b>Curricular aim</b>	To develop communication skills, social skills critical thinking, taking the initiative, cooperation, media literacy
<b>Social aim</b>	To make students aware of their local NGOs and entrepreneurs-to explore the local area in the context of social entrepreneurs, To raise empathy, develop positive identity, personal awareness and social responsibility
<b>Social Outcomes</b>	Having a role model (a local social entrepreneur) the students improve the empathy for charity work, social responsibility in local community, improve their personal development as active citizens ready to participate as volunteers in different activities.
<b>Entrepreneurial skills developed</b>	To improve team work, communication, time management, developing soft skills, active listening, organizational skills,
<b>Time</b>	One week
<b>Methods</b>	Pairwork, groupwork
<b>Materials</b>	Computers , a video camera
<b>Description of the activity</b>	This activity consists of a few tasks done during within a week's time.

### TASK 1- INTRODUCTION: BRAINSTORMING IDEAS

TIME: 90 minutes

Teacher and students discuss who an entrepreneur is, who a social entrepreneur is and what generally he/she does.

In pairs students define. Then a teacher asks if they students know any social entrepreneurs in their country or area. In pairs students brainstorm some ideas and give examples if they can. Teacher asks what these social entrepreneurs do? Student brainstorm their ideas.

To sum up, in this part students prepare a mind map collecting all the ideas about a social entrepreneur.

Next a teacher asks students to look for some local social entrepreneurs on the Internet and collect some ideas about them. At the end students make some notes about the local social entrepreneurs they found. They compare and they choose three they want to make a presentation about. They also make notes about the websites they can use during the next activity.

### TASK 2: MAKING A PRESENTATION ABOUT LOCAL SOCIAL ENTREPRENEURS.

TIME: 90 minutes

Students work in groups of 4-5 and they prepare presentations about three different local social entrepreneurs. They use computers and the internet.

### TASK 3: PRESENTING A LOCAL SOCIAL ENTREPRENEUR

TIME: 45 minutes

Students present their social entrepreneur to their group/class. After presentations they complete the table with the information about the three social entrepreneurs.

They also answer the question: Who they admire the most? Why?

### TASK 4- BEFORE THE INTERVIEW WITH A LOCAL SOCIAL ENTREPRENEUR.

TIME: 30 minutes

Teacher asks students to think about which of the local social entrepreneurs would they like to meet and have a short interview. Students answer. Teacher

asks them to prepare as many questions for the interview as they can think of. In groups they write down some questions. If they choose more than one entrepreneur they prepare questions to the two of them. Teacher asks them who will be in charge of contacting him/her and making an arrangement at the local non-governmental organisation. If nobody is willing, then the teacher asks why. Teacher help them to overcome their barriers by giving some tips. There should be two students responsible for the task of contacting the entrepreneurs.

#### TASK 5: INTERVIEWIN A LOCAL SOCIAL ENTREPRENEUR

TIME: 60 minutes

Students have a meeting with a local social entrepreneur at the premises of the local non-governmental organization. They have a chance to visit the place, talk with the person in charge of the organization and then meet a local social entrepreneur. They ask the questions they prepared and two of them make a video.

QUESTIONS ASKED DURING THE INTERVIEW: 1. Who are you professionally at this time in your life?

2. How did you get to this point? Was it a hard way?

3. What does your company give you? What are the advantages of running your own business?

4. What difficulties do you have to take into account when running your own business?

5. What character traits are important and help you run a business?

6. What made you get involved in social activities? What are your activities in the local community?

7. Are there many people like you in Częstochowa? How do these people get involved in the life of the local community?

8. What important would you like to tell young people like us?

#### TASK 6: PRESENTING THE VIDEO TO OTHER STUDENTS

Time-30 minutes

Students play the whole video to the rest. After watching it they answer the question: Has this person inspired you? Do you admire him/her? Why? What kind of qualities such a person have?Students share their opinions about the

	<p>content of the interview and their emotions they had while interviewing. They sum up what they have learnt doing all the 5 tasks.</p> <p><b>Personal opinions of the participants after the activity</b></p> <p>The students had unforgettable experience, became aware of their local environment after interviewing a local social entrepreneur. They were moved by listening to the unusual stories from the interviewee. They learned about their local environment and its needs.</p> <p><b>Assessment of the developed skills</b></p> <p>The students were assigned task to visit a local NGO and interview a local social entrepreneur. They talked to her, listened to her talking about her life and work for the local community. The skills to be involved are communication and active listening.</p>
	<p>Formative – FOR Learning</p> <p>The students are informed about local NGOs, their types and aims. They know who a local social entrepreneur is. They improve their creativity, communication, empathy, self confidence and self evaluation.</p> <p>.</p>
	<p>Reflective - AS Learning</p> <p>The students become aware of the needs of their local environment. They communicated with a person (local social entrepreneur) whose life experience lead her to get involved in helping people in need. After the visit, the students in their classrooms reflected what they learned and how they are going to use this knowledge.</p> <p>.</p>
	<p>Summative - OF Learning</p> <p>The students were asked to share the video and to talk about their experience with another class.</p>
<b>Add photo(s)</b>	

## Z Fundacją Dla Rozwoju



<b>School</b>	 <p>ZESPOL SZKOL IM. DR WLADYSLAWA BIEGANSKIEGO, CZĘSTOCHOWA,</p> <p>III Liceum Ogólnokształcące im. dra Władysława Biegańskiego w Częstochowie</p>  <p>IES PABLO PICASSO, MÁLAGA, SPAIN</p>  <p>BGSZC <b>Szent István</b> Közgazdasági Szakgimnáziuma és Kollégiuma</p> <p>BUDAPESTI GAZDASÁGI SZAKKÉPZÉSI CENTRUM SZENT ISTVÁN KÖZGAZDASÁI SZAKGIMNÁZIUM ÉS KOLLÉGIUMA, BUDAPEST, HUNGARY</p>  <p>EKONOMSKA ŠKOLA BRAĆA RADIĆ ĐAKOVO</p>
<b>Name of the activity</b>	<b>Easter decorations- workshop at Oczami Brata Foundation NGO</b>
<b>Number of participating students</b>	.45 Erasmus project students from Poland, Croatia, Spain and Hungary and 20 charges of Oczami Brata NGO
<b>Curricular aim</b>	To develop communication, independence in communication, negotiation, to improve team work, time management, developing soft skills, active listening, organizational skills
<b>Social aim</b>	To raise empathy, develop positive identity, personal awareness, social responsibility and acceptance of diversities
<b>Curricular Outcomes</b>	The students will be capable of applying different techniques of communication and adapt them to the participants of Oczami Brata NGO , who are mentally and physically disabled people. They will also be able to adapt their communication to



	motoric and cognitive competencies of participants.
<b>Social Outcomes</b>	After communicating with participants of the Oczami Brata NGO, the students know how to communicate and cooperate with handicapped people. They are able to identify the types of communication and adapt it to each particular participant.
<b>Entrepreneurial skills developed</b>	To develop communication, independence in communication, negotiation, to improve team work, time management, developing soft skills, active listening, organizational skills, leadership,
<b>Time</b>	90 minutes for preparation (presentations), 150 minutes for the workshop at the Foundation
<b>Methods</b>	teamwork
<b>Materials</b>	paper, glue, crepe paper, Play-Doh, fabric, and so on
<b>Description of the activity</b>	<p>Before visiting Oczami Brata Foundation NGO students in groups prepared:</p> <ul style="list-style-type: none"> <li>- a presentation on Oczami Brata Foundation NGO (which focuses on helping disabled children and adults)</li> <li>- a presentation on Easter decorations, The presentation included suggestions for interesting decorations such as a plush Easter bunny or Easter tree, instructions on how to make them.</li> <li>- questions to interview people working at Oczami Brata NGO</li> </ul> <p>The workshop at the Foundation consisted of 4 parts:</p> <ul style="list-style-type: none"> <li>- the first part was visiting the organisation's premises and discussing what the rooms are for and what responsibilities belonged to the disabled children.</li> <li>- the second part of the workshop was to conduct an interview in English with the Foundation's employees and the manager. Students from Poland, Spain, Hungary and Croatia asked questions about the Foundation, its scope, organisation and financing.</li> <li>- the third part was group work. Three Erasmus project participants from different countries and one disabled person had a task to make an Easter decoration together.</li> <li>- the fourth part of the workshop emerged unplanned. After making decorations, the</li> </ul>

	<p>foundation's charges turned on music. Everyone formed a circle and began to move and sing to the rhythm of the music.</p>
<p><b>Personal opinions of the participants after the activity</b></p>	<p>For some of the students this was the first experience of meeting disabled people. Some students were anxious because they didn't know what reaction they could expect. The experience was highly positive, because they realized that members of the Oczami Brata NGO were happy to meet them and spend some time with their guests. The students also realized that they also benefited from this visit too. The spontaneous singing that happened at the end of the workshop was a touching experience for all of them.</p>
<p><b>Assessment of the developed skills</b></p>	<p>.The students cooperated with disabled people. After the workshop, the students were asked to share their opinions and emotions in international groups., to say to what extent their attitude to disabled people changed.</p>
	<p>Formative – FOR Learning</p> <p>Before the students visited Oczami Brata NGO they were introduced to the problems disabled people have. They were also informed about the type of communication they should have with disabled people. They were prepared for paying visit to NGO and were supposed to pick up the most adequate type of communication for each particular participant. The students were supported by the teachers and the moderator of the workshop.</p> <p>.</p>
	<p>Reflective - AS Learning</p> <p>The students became aware of the power of communication and cooperation with disabled people . They worked in teams, pairs , communicated with participants and with NGO staff. After the visit, the students reflected on degree of success of communication, team work, organization, steps they were satisfied with or not and they made plan for future visit and new activities.</p> <p>.</p>
	<p>Summative - OF Learning</p>

The next task was to fill in the questionnaire about the degree of success of their workshop, their involvement in the workshop, organization and initiative. The video and the photos were edited on the school Facebook site and the project website.

**Add photo(s)**

