



Interlectual Output O3

Adaption of the school curricula



Spain

How is the project a dynamic part of your curriculum?

Our school has to follow the regional guidelines for subjects and contents taught at each level. However, there are cross curricular elements such as key competences, like for example entrepreneurship, which are to be developed although the teaching of it is more open. Thanks to the project we have been able to evaluate key competences, using the lesson plans designed to work STEM contents along the project in the different countries. Also, to strengthen student's entrepreneurship our students have been encouraged to participate in competitions organised by university and related their learning to their future career.

Regarding to languages, the KA219 gives the opportunity to organize international activities to work the language contents stated in the Spanish curriculum in exchanges; either mobilities or language exchanges using ICTs. That has improved the key competence -language competence- of our students.



How does your school ensure that activities from the project are sustainable in both science and language?

STEM methodology and group work for workshops was already used in the science department but along the two-year Erasmus+ project it has acquired a more important role in the learning-teaching of science contents. Some of the projects carried out during the Erasmus+ project will be continued.

About strengthening key competences participating in competitions, the competitions will be a part of the school activities in the coming years. The successful participation of the students in University competitions has become a motivation tool for the teaching-learning of the sciences at the school. We have created links with the local university to carry out workshops at the biology department with our 16 and 17 year-old-students.

Regarding to the learning teaching of foreign languages, the project has provided our school with contacts to continue international activities. The English department will continue with the biannual exchange with The Netherlands and will give the students the opportunity to work on their international career, internationalization and language competence.



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The Netherlands

How is the project a dynamic part of your curriculum?

We strive for long term effects by integrating the local classroom projects and the other projects into our curriculum. For example, the advanced science project, presentations to local primary school of science projects, game design projects and so on. These projects can be implemented in several classes, having both younger and older pupils work on these projects. Also, we could use the results of the intellectual outputs as projects in our classes, thus also embedding that material into our curriculum. Lastly, we would like to use eTwinning to engage pupils of partner schools in these projects or new projects, sharing parts of our curriculum with other schools in this way.

How does your school ensure that activities from the project are sustainable in both science and language?

We keep in touch with the international partners en try to organize the most successful activities in the new school year. For example, we plan a language village in Spanish and German at our schools in our curriculum of the younger pupils taking German and Spanish, using the visits of the exchange pupils. They prepare the dialogues, give feedback to each other and present them to the exchange pupils when they are over for a visit in their home town

We purposely use peer learning methods to learn from each other. Not only do the older pupils benefit from interaction with the younger ones from their own school or from other primary schools, but the younger pupils also benefit from the peer learning methods that are used during our program.

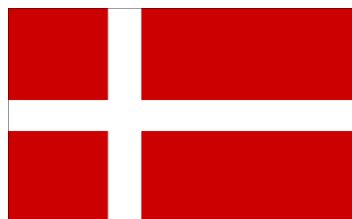
In future, we plan to incorporate Sorø Science Centre in Denmark in another project. We would like to continue our cooperation by setting up an international group of pupils from our partner schools working in peer Scholar as a pilot project. In our approved KA1 project, we focus on maintaining good relations with our partner schools by job shadowing activities, during which it would also be possible to investigate possibilities for a next KA2 project.





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Denmark

How is the project a dynamic part of your curriculum?

We have a wish to improve our pupils' abilities in science. The outcome from this project gives us a perfect possibility to disseminate MINT/STEM. Not only for the participating pupils and teachers in this "Euse your brain" project but also the rest of the pupils at our school. Thanks to peer learning in the project our participating pupils have been out in many classes at our school to do the same experiments as they did during the exchanges in the program.

After our C1 exchange with Germany we made our first project about water and the physics and chemistry of water. The main topic was how to secure clean water for the population of the world. This topic we adapted into the curriculum from 6.th grade (11 years old) to 9th grade (16 years old).

Moreover, we did a project about the light and reflection of the eye. Focusing on the peer learning and the ability for the elder pupils to teach younger pupils the topics from this project have reached far.

The project about light and reflection of the eye is running in kindergarten class (6 years old) up to 6th grade (12 years old). The kick off in the classes is by peer learning from the participating pupils from the Erasmus Plus project.

How does your school ensure that activities from the project are sustainable in both science and language?

In the beginning of the project in 2015 the international coordinator and science coordinator in Denmark held a presentation for the MINT/STEM and English teachers about the "Euse your brain" project. In the English lessons, the pupils who did the exchanges did a presentation in English which had to contain specific vocabulary from the experiments so the pupils could talk about the topics in English. The MINT/STEM teachers and language teachers cooperated and that has never been seen before at our school. We will continue working this way. Next year we will use the same topics as we did in the Euse your brain project but later we will probably find new topics with science in focus.





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Croatia

How is the project a dynamic part of your curriculum?

Project of photography, using camera obscura, making photograms, kaleidoscopes, teleidoscopes as a way to introduce basic laws of geometrical optics, reflexotherapy as a way of learning the sense of touch.

All the activities have been evaluated by primary school pupils as well as their teachers, and by the 1st grade students in our school through questionnaires after the lessons.

All the activities have been graded and evaluated by teachers of different subjects in our school (English, STEM subject). Furthermore, all the students who have actively participated in the project have evaluated each project activity they have been involved in. The students have been given praise orally and in writing. Our activities have been incorporated from the 1st to 4th year.

English, chemistry, biology, medicinal herbs, optics, optical physics, photography, maths and IT are the topics we have used in this program.

50 pupils from primary school, 40 pupils from the 1st grade in our school, 24 actively involved in the project students from our school were involved in the grading of activities concerning the project.

How does your school ensure that activities from the project are sustainable in both science and language?

Headmaster, English teacher, Chemistry and Biology teacher, Medicinal herbs teacher, Photography teacher, Optical physics teacher, Maths and IT teacher, librarian. All these teachers discussed the development of these curriculum activities with the colleagues from their subject departments have been involved with development of these curriculum activities. The school is planning to incorporate more EU use your brain activities into its curriculum in future: optical illusions from C2 which can be used in optics and biology lessons (the sense of sight), aromatic chemistry: vanilla or vanillin from C3 can be exploited in chemistry as well as in the vocational subject that studies herbs. We are considering implementing more of EU use your brain activities (those we haven't been involved in) as soon as we get an insight into them and get lesson plans and students' presentations. We are also planning to use five intellectual outputs.





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Germany

How is the project a dynamic part of your curriculum?

1. Dutch: Water as part of the Dutch history and culture (C6)
2. Geography/History: Development of the Ruhr area. (C5)
3. Physics: Optics (C8)
4. Chemistry: Aromatic compounds (C3), water analysis and salts (C1)

How does your school ensure that activities from the project are sustainable in both science and language?

- The material from C3 is being used in chemistry classes taught in English in upper secondary
- Molecule construction boxes are now an integral part of our lab equipment and are used frequently to illustrate the spatial dimensions and shapes of molecules

