

Project Building 1 - Workshop Monday 27th October 2014 Athens

This workshop is designed to connect you with the main ideas of the project and help you to plan effectively for running the project in year one.

Here is a checklist of the ten areas of work that we will either begin, or begin to plan for, in year one.

1. Evaluation
2. Interviews / Bottle Tops & 'Hello' Postcards
3. Decide your four skills plan (Scrapbooks) Make this in a way that evidences the work and suits your school
4. Link the project work to a school event
5. Documentary - what will you do (4 small items)
6. Connect with the website
7. Engage with Eco ideas and look for school awards
8. Remember to connect with traditions / global issues / the growing season / etc. Find a way that works for your school
9. Start making things for year two
10. Workshop participation, content and planning

Here is a short summary of the four skills plan which is central to the project planning and which works across all areas of the project

The Four Skills Plan

Key activities to run through the two years of the project are:

- 1. Making Things**
(Making toys, gifts, food, clothes, seasonal produce, art from natural finds, etc)
- 2. Growing things linked to Global Eco Work**
(Gardening, nature work and connecting with nature, local and global issues. Connecting with seasons and seasonal activities.)
- 3. Entertaining Ourselves**
(Rediscovering traditional games and hobbies.)
- 4. Saving and Trading**
(Bank of Comenius, trading, saving and a reward / value system)

The theme of year one is – 'I can' - each of us learning new skills and building up a portfolio / record of new things that we can do individually.

The theme for year two is – 'We can' with a community focus

The core project working areas – Year One

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| | <p>Oct / Nov 2014</p> <p>Evaluation Action Point</p> | <p>Each participating country will begin with an evaluation of how pupils are spending their free time, this could be in the form of class discussions. This could explore seasonal connections and research pupil skills or knowledge of traditional skills, and touch on saving, trading, budgeting, happiness and a general connectedness with life and the seasons.</p> <p>Each school will use the evaluation tools with and staff and pupils. (See the prepared tools / sheet)</p> |
| | <p>Nov / Dec</p> <p>Possible Ideas</p> <p>Discuss</p> | <p>Possible ideas for project connection -</p> <ul style="list-style-type: none"> • Pupils could interview grandparents (or great grandparents) or elderly neighbours about how things have changed from when they were children. • Bottle top collection for Spain.....good idea for school discussions and a focus for school assemblies. |
| | <p>Nov / Dec 2014</p> <p>Ongoing for two years</p> <p>Action Point</p> <p>Discuss -</p> | <p>The Four Skills Plan - scrapbook for evidence / working</p> <p>Each school will make a plan to take forward the four main skill areas:</p> <ol style="list-style-type: none"> 1. Make something by hand 2. Grow something to eat (linked to the season) 3. Learn some traditional games or activities to entertain ourselves 4. Save or trade in a realistic way <p>Decide with the children how you will do this.(Individual or school)</p> |
| | <p>Action Point</p> <p>Discuss -</p> | <p>The above four skills plan will continue connecting with the activities taking place around the project theme and will be referred to as The Four Skills Plan.</p> <p>Each country should find an event to bring into this work some enterprise. (Christmas Market / Making & Selling)</p> |
| | <p>Scrapbook</p> <p>Action Point</p> | <p>Begin the pupil 'I can' make / grow / play & save records. A project record will be agreed at whole group level.</p> <p>Pupil records will be a focus for our ongoing main activities and will link to taking on skills and learning new achievements.</p> |

BUILDING THE PROJECT IN YOUR SCHOOLS

The following activities can be started and made to work in a way that suits your school, teachers and classes.

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| <p>Documentary By Dec. 2015</p> <p>Action Point</p> | <p>Think at this stage about how you will film your work to send to the documentary team in Berlinongoing.</p> <p>Each school will make one small film showing one activity from each of the four skill plan work areas. Very short two or three minutes. (More details to follow)</p> |
| <p>Website Action Point</p> | <p>To be discussed: Less content and more communication. A New Plan. Connect more with the new website.</p> |
| <p>Eco Awards Action Point Discuss -</p> | <p>Build a seasonal, Eco section / topic to link the four skills to seasonal and Eco themes. Think in your schools about awards that you could apply for.</p> |
| <p>Fables Ulla will lead a discussion Action Points</p> | <p>Stone books / writing Fables (Thinking ahead for year two)</p> <p>Connecting to nature and seasons – The Fables Learning with an environmental / Eco theme. All schools – mini topics. Mini-topic for each school linked to workshop subjects the topic work may be completed in year one and could be linked to your Eco Work, but the Fables should not be written until year two.</p> |
| <p>Ongoing</p> | <p>Pupils should have new skills building into their personal 'I can' / four skills plan scrapbook records.</p> |
| <p>Important... Keep alive the traditional focus Discuss -</p> | <p>Building the Project in your schools – planning ideas</p> <p>Suggestion – bring in the traditions, eg: Traditional Christmas Theme with all schools engaging communities and encouraging helpers to make and give traditional homemade gifts.</p> <p>Think about how you can bring together areas of this project work by combining main ideas into one or two topics.</p> |

BRINGING TOGETHER THE MAIN IDEAS FOR EFFECTIVE WORKING

The above working areas can be brought together to keep the project work realistic and manageable. Plan your work in bundles / themes of learning.....do not try to do everything. Here are some examples.....

What we can do on our own in our schools

Making things:

Explore the reasons why
Industry manipulation
Work across generations
Hold an event
Enterprise / Finance
Connect to traditional skills

Eco Work:

How does this link to Eco Principles
Global Issues
Work across generations
Make a planting and growing plan
Research the main issues
Apply for Eco awards

What will you do.....and how can you make it work with the subjects that you teach?

What we can do together - some examples.

Eco Theme:

Fables and learning about -
Stone paper

Workshops:

Planning for the workshop
Agreeing structures
Working this into a plan for our school

Terra Preta

Links to Eco / Outdoor
Planting / Growing

Bring the above work into what you are going to do above so that you are keeping the work manageable.

SCHOOL IMPROVEMENT

Ongoing - Questions / Evaluation / Impact:

What change is taking place in your school with this work?

Is it having an impact on how you teach and how the children learn?

Use the evaluation sheets to focus your thinking and open discussions. We will give you these sheets on the second working day.

Connecting together ideas under an Eco theme.....some examples.

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| Engaging with the growing season | <p>What makes things grow? (Terra Preta) How does local growing connect with the seasons? Discovering basic skills in simple cookery. Discovering new things about growing food (Terra Preta)</p> <p>We could split this into different countries taking a role and produce Eco / science cards linked to Nature / seasons / weather / cookery 'I can....' /.....etc.</p> |
| Global Issues Ongoing | <p>What has been happening in the food industry. Key Global Issues Begin in year one with local issues to each school. ICT – researching effectively (Key Message Posters)</p> |
| Action Point Discuss | <p>All schools could complete a gardening / growing plan to take forward planting linked to the project theme. Schools without a garden could use pots or growing boxes – idea needs explored. This could link to workshops. How will you do this....</p> |

Don't forget that there should be an outdoor educational experience.

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| <p>Eco and Outdoors connection</p> <p>Discuss -</p> | <p>If possible the pupils should participate in an Eco / environmental outdoors experience. This could be at an organised centre or in and around woodlands near the school. Some schools may wish to develop this through the whole of the year or perhaps with one environmental 'outdoors' day per term.</p> <p>This will be connected very strongly to your workshop and you could cover all of this work through the workshop experience.</p> <p><i>This work could be covered by the growing and planting work plan above.....make things easydo them together.</i></p> |
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THINKING AHEAD AND GETTING READY FOR YEAR TWO

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| <p>Getting ready for year Two</p> <p>This work could be ongoing and could form the core 'making things' section of the four skills plan</p> | <p>All schools plan and organise a traditional market for Autumn 2015. The market does not need to be held now, but could be planned for later in the year when there are seasonal offerings and could link to the year two 'We can' approach which builds on 'I can' from year one.</p> <p>This is where you could make lovely items using traditional crafts.</p> <p>Bring in enterprise and financial thinking linked to 'how much is this worth'explore....is it worth more or less if it is homemade?</p> |
| <p>Making things</p> | <p>Plan items for the above –</p> <p>Jams / rag dolls / puzzles made of cork or wood / natural cosmetic items / handicraft soap / objects made from wicker, etc. The traditional market could have a trading or bartering theme.</p> <p><i>Go back to the list of ideas that you made when we were planning the project....we talked about this in Italy.</i></p> |
| <p>Moving from 'I can' to 'We can'</p> <p>Think about</p> | <p>The market idea may include working with skilled local people from our local community to learn new skills. This initial stage is to begin thinking and planning ready for year two.</p> <p>How you will move the project from 'I can' to 'We can' in year two. Who will you involve from your school communities</p> |

This Project will break down into two categories:

Topics / themes which will be completed as one experience

Ongoing projects items which can be started and worked over two years

Try to think how you will manage your ideas between now and June

| Date | Year One start and complete | Ongoing Work |
|---------------------|------------------------------------|---------------------|
| Nov | | |
| Dec | | |
| Jan 2015 | | |
| Feb | | |
| Mar | | |
| Apr | | |
| May | | |
| June | | |

Ref: Building Project 1 / Lesley / Pendisc