**PROJECT TITLE** [**www.seasonal.glocal@eu.com**](http://www.seasonal.glocal@eu.com)

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| **START DATE** | JANUARY 2021 |
| **END DATE** | JUNE 2021 |

**PARTNER SCHOOLS:**

1. **I.C. CROSIA, Italy**: Headteacher, Mrs Rachele Anna Donnici, Mrs Vulcano Carmela, Mrs Maria Grazia Arcidiacone , Franco Ausilio
2. **Gymnázium, Jírovcova 8, České Budějovice, České Budějovice Repubblica Ceca** Deputy Headteacher Mrs Lenka Kudrlickova, Mrs Tereza Hniličková
3. **Agrupamento de Escolas D. Afonso Henriques, Vila das Aves, Vila Das Aves Portogallo**

Deputy Headteacher Mr Paulo Costa

Mr Fernando Maia

**PLANNING**

It is an ambitious partnership project between schools of the same level, which aims to

* enrich the personal and professional career of educators and students
* internationalize what is local to open it to a wider sector
* map and analyze, collect and organize a large amount of data and materials;
* find out what surrounds us as citizens and consumers;
* know what is positive and genuine in our lands
* acquire a broader perspective of LITERACY through the use of technologies resulting in the creation of an important and unique database of partners, beneficiaries and local and international institutions, thus adding research and experimentation to the internationalization of brands, names of local producers and descriptions of locally produced foods, procedures, traditions and methods; aimed at raising awareness of the beauty and wealth of our lands.

**Innovation is:**

* the high potential and richness in terms of natural landscapes, mild climate and tourism
* in a consortium of partners that decides to work deeply on the sense of belonging to a wider community: the European Union

**METHODS**

* COOPERATIVE LEARNING

in multicultural and multitasking groups that share the same aim: communicate and do something in the language they love to be DIGITAL - YOUNGER --- SMARTER - CREATIVE

* DEBATING
* ROLE PLAY
* FIELD RESEARCH

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| **ACTIVITIES /**  **TIME** | **OBJECTIVES** |
| Creation of a  Food&Beauty Map | * a first group will create a slogan "THINK OF IT .. VISUALIZE IT ......... HAVE IT DONE" * a second will work on the category: Food/ Monuments /Traditions * a third will divide foods into groups, with nutritional data in order to promote healthy eating, with the support of local actors and producers * a fourth will schedule the events to be organized; for example: market stalls in local squares, advertising campaigns on seasonal products   cooking race at home with family and grandparents   * A fifth will plan a multimedia propaganda through the creation of a website / blog or interactive platform |
| Edu – food smart LITERACY | * achieve Literacy * foods will be divided into groups, with nutritional data in order to promote healthy eating, with the support of local actors and producers * food and edu events will be scheduled in market stalls of local squares, for   example oil and wine tastings  fruit and veg  bread and cakes  typical items  monuments |
| Partners’ exchange    A small group of students and a teacher will be invited by the promoter town to spend there a 5 days activities ( travel + stay paid by the municipality ) | * use and mastery of LISTENING / SPEAKING / READING / WRITING skills ---- according to the CEFR * Creation of interactive resources: * Paper brochures * Publications * Sharing of self-produced teaching materials in L2: communicative functions cards * Linguistic - communicative database * Activities scheduled in town |

**SCHEDULED ACTIVITIES**

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| **WHAT** | **HOW ….** |
| **Food&Beauty Map**  January/April  according to the seasonal product | * Students will create a database of local producers, sellers and traditional restaurants through images of places, recipes and typical items. * Data will be published on the website / blog / platform created and exchanged between partners * Traditional producers, sellers and restaurants will be mapped on Google Maps. * Students will do a survey to classify the products according to their taste, beauty and nutritional facts * They’ll collect data on traditional local food * interview the elderly about eating habits and products belonging to everyone’s roots |
| **LOCAL**  **LITERACY**  January/ April | * Students, teachers and local users will organize LOCAL literacy week in terms of:   Food products  Monuments  Traditions  Typical items  through   * competitions * exhibitions * short pantomimes * The final publication with information and images on the project will be shared among the various partners |

**OUTPUTS**

* Videos
* Students’ talks in a blog
* L2 formats shared on a website
* Chats and blog activities
* Monthly students’ videoconference with Zoom or Gsuite
* Linguistic survey with google forms
* Power point presentations
* Booklets
* E-books
* PDF documents
* Assessment grids

**CHECKING PHASE**

will be run through google forms surveys:

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| **LA1- A2**  **Communicative skills** | **NOW I CAN** | **WITH A LOT OF HELP** | **WITH A LITTLE HELP** | **WITH NO HELP** |
| LISTENING | I can recognize words and phrases when people speak slowly and clearly. |  |  |  |
| SPEAKING | I can interact in a simple way  I can ask and answer questions in areas of immediate need or on familiar topics.  I can use simple phrases and sentences to describe where a given topic |  |  |  |
| READING | I can understand familiar names, words and very simple sentences |  |  |  |
| WRITING | I can write a short, simple passages.  I can fill in forms about given topics |  |  |  |

**CITIZENSHIP SKILLS SURVEY ….**

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|  | I have basic knowledge of the geography in  Europe and a general idea of European history. | I have an idea of the variation within Europe per country: natural condition, size of population, language | I know in which fields European and international institutions exert an  important influence, and can explain the consequences for citi- zens, giving concrete examples. |
|  |  |  |  |
| I am an | I can collect and organize general information on Europe and the wider world. | I can collect and organize information on current European and international affairs. | I can defend my opinions on European affairs in discussions with others with  well-informed arguments. |
| informed |
| European |
| citizen who |
| can access, |
| process and |
| evaluate |
| knowledge |
| relevant to |
| Europe and the wider world, and act upon it. | I am aware of the principles of democracy in European countries. | I can share knowledge with my classmates on my own country ( politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe. | I have an idea of the importance of lifelong learning and the steps to take towards personal fulfillment, active citizenship and employability in Europe. |
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