



Collège Boris Vian
Coudèkerque
Branche FRANCE



17 Pedagogical actions

Mobility
Sustainable Development

IES Huelin
SPAIN

17th-24th March 2024

2023-1-FR01-KA121-SCH-000124101



Welcome to school (Presentation, warm-up activities)



Participants: 10 French, 10 Swedish, 20 Spanish

Dates: Monday 18th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To welcome the students to the school for establishing the first contact with the group where they will involve during the week
- To learn to know each other and find your way in a unknown school
- To present themselves, the city, the region and nature to their pen friends by speed dating interaction.
- To speak in public in English and socialize and inform yourself

Description

The Spanish coordinator gave us the detail of the agenda of the week. He offered gifts to each students with some souvenirs from Andalusia (Bag, hat, key ring and some information's booklets about Malaga).

Students participate at a speed dating as a fun way to meet possible love interests, organized in a quick-fire format. Firstly, they are a bit shy because they can take the pressure off having to maintain a conversation with one person with basic vocabulary. It's a bit like musical chairs. Chairs are arranged in a circle, and attendees move from seat to seat to meet the other teenagers. Attendees embark on several quick-fire encounters, and every time the song on YouTube finished, students have to change because of has come to an end. Participants progress from one chair to the next until everyone has had a chance to meet each other

A checklist of rules is suggested: Follow the rules of the event: Be present (switch off your phone), Be respectful, Don't put pressure on people, Try to ask creative questions, Think of what you might want to tell people about yourself, Have fun

A break with coffee and cakes was offered as a welcoming moment all together. Then a visit of the school has been organized by students who presented the school. With different slides of PowerPoint, they show the region, the city and gave information about the school. Each adult was presented to the students.

Results:

The students were volunteered to talk in English. They were able to measure the importance of the Erasmus+ project by being received by the coordinator and seeing that this project involved a group of foreigner people ready to help them and feel comfortable for the week. They practiced both listening and talking while giving and partaking in each other's' presentations. By standing up and making a presentation in front of other people help them build up their self-confidence. This exercise of presentation was really pleasant for all. The speed dating was really the best moment for the ice breaking and trying to be more comfortable. They discover the hobbies and styles of life of all.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 5 %	Good: 28 %	Good+: 25 %	Excellent: 42 %
How did it change your point of view on the topic?	Fair: 3 %	Good: 26 %	Good+: 26 %	Excellent: 45 %
How much did you gain in terms of reusable competences?	Fair: 7 %	Good: 22 %	Good+: 20 %	Excellent: 51 %



Welcome to school (Presentation from each school, warm-up activities)



Presentation of natural environment in our countries



Participants: 10 French, 10 Swedish, 20 Spanish

Dates: Monday 18th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To welcome the students to their regions and compare the situations, conditions of their life
- To learn to know each other partner and the place where they live, their local natural environment
- To present the city, the region and nature to their pen friends
- To speak and listen in public in English, socialize and inform yourself

Description Each country has got a 10-minute presentation of the climate, environment, nature and landscapes landmarks of each specific country. Also, the influence of these on the culture and people of the specific country. The students used digital presentation aids such as pictures, videos and PowerPoint presentations. At the end, 5 mixed groups were created to discuss about the difference between countries.

FRANCE: Presentation of Hauts de France, some cities like Lille, the region and landscapes with dunes, cliffs, beaches, bays, protected nature reserve, Unesco heritage, our coasts, valleys and canyons, lakes, volcanoes, mountains ranges, woodlands, plains, marshes.

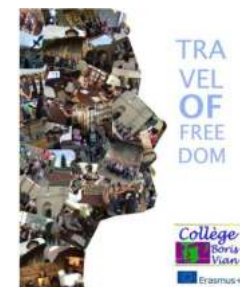
SWEDEN: Presentation of Swedish Traditions (Lucia, Midsummer, Fika), UNESCO, National Landmarks (ice hotel, northern lights, Lapland), Kebnekaise (highest mountain 2096m), Drottningholms and Stromsholms slots, nature). At the end, it was proposed the environmental problems due to the climate change: Extreme winters / Summers, Higher water levels, More fossil fuel, weather, storms...

SPAIN: Natural heritage in Malaga and its influence on national identity, Spanish biosphere reserve network, protecting nature, four protected natural areas of Malaga, the Donana and Teide National Park, species in danger of extinction, the coasts of Spain, marine reserves of Spain, mountains, influence of natural heritage on cultural identity: olives and wines, marines

Results:

This enables the students to learn more about each specific country's culture, climate, environment and people. The varied nationalities of the students (Spanish, Swedish, French) has created a great cultural platform for the week for cooperation and discussions. By standing up and making a presentation in front of other people help them build up their self-confidence. They practiced both listening and talking while giving and partaking in each other's' presentations. This exercise of presentation was really pleasant for all.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 18 %	Good: 25 %	Good+: 38 %	Excellent: 19 %
How did it change your point of view on the topic?	Fair: 16 %	Good: 23 %	Good+: 40 %	Excellent: 21 %
How much did you gain in terms of reusable competences?	Fair: 17 %	Good: 24 %	Good+: 39 %	Excellent: 20 %



Presentation of natural environment in our countries



Tour in Granada: Albaycin the Old Arab district



Participants: 10 French, 10 Swedish, 20 Spanish

Date: Tuesday 19th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To develop listening skills and learn research approach (observation)
- To appropriate, reinvest cultural knowledge, to learn to preserve the cultural heritage of Arabic/Spanish culture
- To acquire a critical thinking and to become an active European citizen with traditions spanishs knowledges

Description:

A tour of the Old Arab district, Albaycin, is organizing, which give the students a sense of the history of Granada while learning about an old culture with different traditions and get to explore this historical and cultural heritage. It is the old Arab Quarter. It comprises approximately the area between the hill of the Alhambra, the hill of San Cristobal, the Sacromonte and Elvira.

It was declared a world heritage site in 1984, along with the more famous Alhambra.

The name albaicín appears to derive from the Arab word al-bayyāzīn, meaning "the falconers".

Students have the chance to explore this wonderful neighborhood on foot. While strolling along the whitewashed streets, they admire old Moorish homes, beautiful fountains, and attractive plazas. Among the more renowned plazas is the Plaza de San Nicolas which is the Mirador or lookout point, offers amazing views of the Alhambra, there they have a rest and make unforgettable photos.

The Albaycin is like a different world within Granada, due to the strong Muslim influence in this area.

It was the place where the first Ziri court was built in the eleventh century. The city descended from Saint Nicholas to the banks of the River Darro. Despite the development that followed the Christian conquest, the Albayzín still bears witness to the medieval Moorish settlement, as its urban fabric, architecture and main characteristics (form, materials, colours), were not changed when it was adapted to the Christian way of life, to survive.,Nowdays, Albaycin Bajo has a very North African feel, offer all kinds of things, including Moroccan handicrafts.

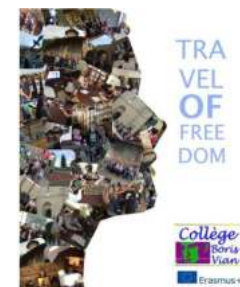
Results :

On the tour the students train listening and comprehension skills. Be involved in cultural and historical environments leading to raised awareness and insights by comparing different cultural and historical backgrounds.

The importance of preserving heritage and local history becomes apparent through an immersive learning experience shared with peers from other cultures and is an invaluable learning experience.

The magic moment was to be on the platform with view of Alhambra with some singers and players of guitars.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 0 %	Good: 20 %	Good+: 38 %	Excellent: 42 %
How did it change your point of view on the topic?	Fair: 0 %	Good: 20 %	Good+: 37 %	Excellent: 43 %
How much did you gain in terms of reusable competences?	Fair: 0 %	Good: 22 %	Good+: 40 %	Excellent: 38 %



Tour in Granada: Albaycin the Old Arab district



Tour Alhambra and Generalife (in English and French)



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Tuesday 19th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To develop listening skills and learn research approach (observation)
- To appropriate, reinvest cultural knowledge, to learn to preserve the cultural, historical heritage of Arabic/Spanish culture
- To acquire a critical thinking and to become an active European citizen with traditions spanishs knowledges

Description: The students continue with a tour of Alhambra including Nasrid palaces, Alcazaba citadel and summer garden.

It is a vast palace and castle complex of the Moorish monarchs of Granada. Covering nearly 105.000 square metres. It lies about 700 metres above sea level. It is located on a foothill of the Sierra Nevada that the Arabs called al-Sabika, which means red earth, in front of Albaicín, and Sacromonte.

History: The Alhambra proves Arabs once ruled this territory and its architectural style is a relic of this former civilization. it was recently declared a World Heritage Site by UNESCO. It's a huge architectural complex. Our students travel through time imagining the luxurious life of the sultan with his courtiers inside the rooms of the palaces or the thermal baths.

Views of Granada: Being a fortress, the Alhambra stands on the hill of the Sabika, the highest point of the city of Granada as a strategic place.

Art: Walking through the interior they notice that each wall is covered by arabesques meticulously created through different moulds. Furthermore, these decorative motifs follow the principles of symmetry, forming a harmony between all the elements that make them up.

Legends: The Alhambra was the setting for the famous Thousand and One Nights, and all its courtyards and rooms inspired even the American writer Washington Irvin to write his own stories. However, the most interesting is that of Boabdil, the last sultan of Granada. He would be remembered as the last sultan of the Nasrid dynasty who betrayed his city.

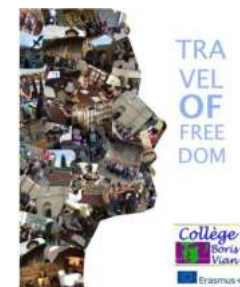
Gardens: Apart from the courtyards, it is surrounded by gardens full of orange and orchid trees and a lush vegetation next to the colored flowers. The trees more than producing fruit for the inhabitants, also served as insect repellents. The gardens of the Generalife are famous for representing the antechamber of paradise as described in the Koran.

Palaces: there are the Nasrid Palace and the Palace of Charles V; each one belongs to a different historical period. In these two palaces students can enjoy two completely different but equally amazing architectural style.

Results : An active awareness of the importance of culture and history and the spread of knowledge about past cultures and history to current day societies and students. The cultural heritage of one country is part of our common cultural heritage with similarities and differences. To understand and show tolerance and openness to different cultures students benefit from an understanding of the cultural heritage of the specific culture. The students have been encouraged for cooperation between the students to navigate and understand the information and assist each other with discussions and digital learning tools.

The environments of the historical site and surrounding gardens enhance the overall visit and give the students reflective time about the importance of environmental preservation and conservation and also enrich the students' intercultural competence.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 0 %	Good: 2 %	Good+: 30 %	Excellent: 68 %
How did it change your point of view on the topic?	Fair: 0 %	Good: 0 %	Good+: 30 %	Excellent: 70 %
How much did you gain in terms of reusable competences?	Fair: 0 %	Good: 1 %	Good+: 29 %	Excellent: 70 %



Tour Alhambra and Generalife



Tour Dolmens of Antequera (Unesco world heritage site from 2016)



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Wednesday 20th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

To develop english language skills by listening an official guide in a historical context

To learn more about the region with resources of the Museum with artistic, archaeological and ethnographic heritage informations

Description:

Our students after a short video to present the historical site and understand why and how it was built, have the chance to visit 3 different places. The Dolmens, dating back approximately 6,000 years, are of great historical value and a Unesco world heritage site. The Antequera Dolmens Site consists of three cultural monuments: the dolmens of Menga and Viera and the *tholos* of El Romeral. It is one of the oldest and most original forms of landscape monumentalising using the integration of megalithic architecture and nature that is known in worldwide Prehistory, a great ritual hub whose origin dates back to the first half of the 4th millennium BC. The megalithic structures look like a natural landscape (buried under mounds of earth) oriented towards two natural monuments: La Peña and El Torcal.

The megaliths are characterised by the use of large blocks of stone that form chambers and spaces covered by lintel roofs (Menga and Viera) or corbelled roofs (El Romeral). The three structures conserve all their constitutive elements and their unitary character.

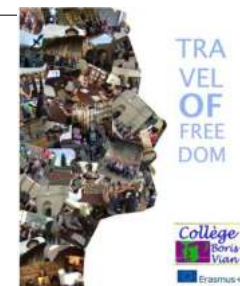
The communities who constructed these megaliths expressed their symbolic link with earthly elements and the cosmos through the different alignments that they established with the axes of their corridors. It is one of the most important cultural phenomena in human history. Thus, in many regions around the world, it is common to find large isolated standing stones known as menhirs, or grouped in alignments, or in enclosures known as cromlechs. In Granada, they form funerary chambers called dolmens. The Neolithic was a cultural period that began on the Iberian Peninsula some 7,500 years ago and involved a complex transition towards new ways of life characterised by an economy based on agriculture and livestock. It is in this context that megalithism emerged as a monumental manifestation of new social relationships based on kinship. Megalithic monuments were the first structures that dared to impose themselves on the natural surroundings in order to create a cultural landscape. Since the last centuries of the II millennium BC, the intensity of funerary use of megalithic tombs decayed, which does not mean that these sites were forgotten. On the contrary, subsequent reuses occurred not only during the so-called Late Bronze Age, but also in historical times. The deposition of human skeletal remains and grave goods during the Iron Age, Roman, Visigothic and even Islamic times evidences that megalithic monuments remained as sacred places, probably connected to the memory of local communities.

Results : Understanding the fantastic history of the Dolmens, the culture, the society and strong leadership of that time combined with deep-rooted religious commitment of the people. The students read, watch about and listen to historical facts while physically experiencing the atmosphere of the Unesco site enhancing their learning and understanding. The endurance of megalithic monuments in the collective memory through millennia invites us to think about human cultural variability and its complex manifestations.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 2 %	Good: 10 %	Good+: 32 %	Excellent: 56 %
How did it change your point of view on the topic?	Fair: 1 %	Good: 9 %	Good+: 30 %	Excellent: 60 %
How much did you gain in terms of reusable competences?	Fair: 2 %	Good: 6 %	Good+: 32 %	Excellent: 60 %



Tour Dolmens of Antequera (Unesco world heritage site from 2016)



Tour Archidona, The Chapel Mosque/Hermitage of Our Lady of Grace



Participants: 10 French, 10 Swedish, 20 Spanish

Date: Wednesday 20th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To develop listening skills and learn research approach (observation)
- To appropriate, reinvest cultural knowledge, to learn to preserve the cultural heritage of Arabic/Spanish culture
- To acquire a critical thinking and to become an active European citizen with traditions spanishs knowledges

Description:

Archidona is really surprising for our students.

Its octagonal Plaza Ochavada, an unique example of Baroque architecture in Spain is one of the highlight of that city. They admire its Arab castle, which dominates the landscape from the top of Sierra de Gracia and find the Sanctuary of Our Lady of Grace, patron saint of the city. The Church is built on the ruins of a Moorish Mosque dating back to the 9th century.

Time to discuss, analyze and compare ancient historical societies, the value of historical and cultural preservation

It was inhabited by Iberians, Romans and Visigoths, but it reached its peak of splendor under the Muslim rule. It was called Medina Arxiduna and it was the capital of the Cora of Rayya, which included most of the current province of Málaga.

In its fortress, Abderramán I was proclaimed emir in 756, starting the independent Emirate of Córdoba.

Archidona resisted several Christian attempts to conquer it until 1462, when it surrendered to King Henry IV of Castile. It suffered a great depopulation and decay after the expulsion of the Moriscos in 1614. It recovered its vitality in the 18th century with the construction of new buildings and monuments, such as the Convent of Santo Domingo.

Archidona became a city in 1901 by royal decree of Alfonso XIII. It was declared a Historic-Artistic Site in 1980 for its rich heritage and beauty.

Castle and the Walled Enclosure: the remains of the ancient Arab fortress that crown the Sierra de Gracia.

Convent of Las Monjas Mínimas: a convent founded in 1664 by Franciscan sisters.

Churches of Santa Ana and La Victoria: examples of religious architecture with different styles and periods.

Results :

Historical information, cultural heritage at this religious site, students will learn about changes in society historically and culturally. The importance of preservation and education to share the history of previous societies. The students get an understanding for the history of the area dating back many centuries. Once again the students are developing language skills to further enhance communication between nationalities.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 2 %	Good: 10 %	Good+: 40 %	Excellent: 48 %
How did it change your point of view on the topic?	Fair: 2 %	Good: 8 %	Good+: 40 %	Excellent: 50 %
How much did you gain in terms of reusable competences?	Fair: 3 %	Good: 7 %	Good+: 38 %	Excellent: 52 %



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Tour Archidona, The Chapel Mosque/Hermitage of Our Lady of Grace



Walking tour: El Torcal Natural Park, Unesco heritage since 2016



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Wednesday 20th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

To watch and discover one of the most impressive examples of karst landscape in all of Europe and its unique geological formations
To hide and discover the extraordinary biodiversity of the region with the richest fauna and flora of the continent

Description: The students have a chance to walk and talk while on the hiking route in the Natural Park of El Torcal. It is one of the best-preserved karst landscapes in Europe developed in Jurassic, oolithic, brecciated and detrital limestones. The rock formation is wellbedded and cut by a dense, regular fracture system. A relatively small area (20 km²). Students recognize a variety of landforms produced by water and wind erosion whereas underground there exists a labyrinth of karst forms: deep shafts, meandering galleries and huge caves. Since 1978 the Torcal de Antequera has been protected as a Natural Park and since 1989 it has become a Nature Site. The park combines a collection of remarkable geological valours and an exceptional biodiversity. It is located in the central area of the province of Malaga, south of Antequera and almost entirely within its municipality. El Torcal is also part of the limestone arc of the Sierras Subbeticas. El Torcal encloses one of the most impressive samples of karstic landscape in Europe. Geomorphologically, it comprises four distinct areas: Sierra Pelada, Torcal Alto, Torcal Bajo, Tajos and Vilaneras. The whole complex is made up of limestone rocks that originated on the seabed, approximately 150 million years ago. Our students hide the rocks and observe the different fauna and flora.

The materials deposited in the sea emerged as a consequence of alpine folding, gradually producing fractures, cracks and fault systems that have given rise to what we call today “alleys” or “corridors”. From this moment on, the complex is subjected to a characteristic process of erosion, the karst modeling. This has given rise to a veritable “museum of natural sculptures”, thanks to a multitude of different forms in the rocks called “imitative forms”, which have earned their individualized recognition, such as the “imitative form”.

The massif of El Torcal is a geographical area of rich and varied flora. At least 664 species of plants have been found, grouped into almost a hundred families. As for the presence of fauna, on many occasions it has been conditioned by the management of the environment by man. There are many species of invertebrates, mostly insects. The zoological communities lack large predators or large herbivores. The only representative species are the fox and the mountain goat. One of the most remarkable values of the faunal composition is the wealth of birds it hosts, either sedentary or simply as a way station on migratory routes or as a nesting point. In this sense, the sierra has been declared a Special Protection Area for Birds (SPA). The reptiles present are highly dependent on thermal factors, so they are fully active in spring and summer, when they can be frequently seen.

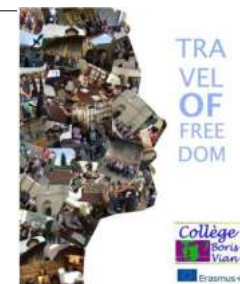
Results :

The students become very aware of the importance of natural environments in the world around us. Discussing with peers in English/Spanish environmental locations from the different countries. Once again, the students are developing language skills to further enhance communication between nationalities with a difficult physical activity by climbing.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 0 %	Good: 13 %	Good+: 38 %	Excellent: 49 %
How did it change your point of view on the topic?	Fair: 0 %	Good: 10, %	Good+: 35 %	Excellent: 55 %
How much did you gain in terms of reusable competences?	Fair: 0 %	Good: 12 %	Good+: 30 %	Excellent: 58 %



Walking tour: El Torcal Natural Park, Unesco heritage since 2016



La provincia de Málaga es rica en paisajes, plantas y animales

Los espacios naturales protegidos de Málaga son muestra excepcional de biodiversidad mediterránea

Desde los pináculos de la Sierra de las Nieves y Sierra Bermeja, los acantilados costeros y fondos marinos de Maro Cerro Gordo, los bosques mediterráneos de Montaña de Málaga, los flamencos de la Laguna de Fuente de Piedra hasta los tejos y cabras montesas de las Sierras de Tejeda, Almijara y Abama, todos forman parte del extenso y rico patrimonio natural de la provincia de Málaga.



Physical games (Volleyball/ Basket/ Tug of war/ Dodgeball/ Flag...)



Participants: 10 French, 10 Swedish, 20 Spanish

Date: Thursday 21th March 2024 **Place:** Malaga

Nr of students: 40

Aims and skills targeted:

- to boost friendships, and build relationships with peers
- to practice a physical activity and exchange with other students
- to be conscious of your body and learn how to relax yourself
- to improve their health in many ways and take care of themselves
- to learn and teach foreign language without stress, in a natural way
- to learn and discover English in another way effective and engaging

Description:

The pupils get play sport activities. In that way they continue to work on getting to know each other while exercising games together.

This entail working in teams, competing against other teams and having fun while communicating in English/Spanish.

Different activities are proposed: Capture the flag: Each team must enter the other team's playing area and dodge being captured by ducking and diving, then claim the flag and bring it back to their playing area. If you're tagged or captured, stand still like a statue until a teammate frees you with a touch. The team that gets the flag first wins. The classical sports are: Volley ball and Basket Ball.

The traditional games are: jumping on the rope all together, Pair's races, Tug of war and Dodge ball (Ball of prisoner)

Dodgeball is a team sport in which players have to dodge or catch the balls thrown by their opponents whilst attempting to hit their opponent in the same way. Lot of acrobatics situations are developed to not be touched.

Tug of war (also known as tug o' war, tug war, rope war, rope pulling, or tugging war) is a sport that pits two teams against each other in a test of strength: teams pull on opposite ends of a rope, with the goal being to bring the rope a certain distance in one direction against the force of the opposing team's pull.

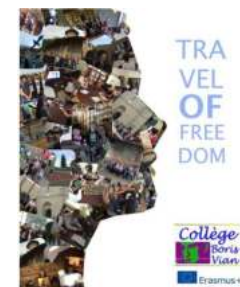
Results:

Teamwork, listening and speaking in English and Spanish, and developing communication skills and social competence in foreign languages. Socializing with peers from other countries aid understanding, tolerance and openness between different cultures and backgrounds. Overall the ice-breaking activities are the basis for creating connections between the students and the basis for future cooperation and contact. It has been a real success.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 0 %	Good: 10 %	Good+: 28 %	Excellent: 62 %
How did it change your point of view on the topic?	Fair: 0 %	Good: 12 %	Good+: 30 %	Excellent: 58 %
How much did you gain in terms of reusable competences?	Fair: 0 %	Good: 15 %	Good+: 25 %	Excellent: 60 %



Physical games (e.g. volleyball/games at beach or school)



Eco Workshop, Centre for Conservation of Marine and Coastal Species



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Thursday 21st March 2024 **Place:** Malaga

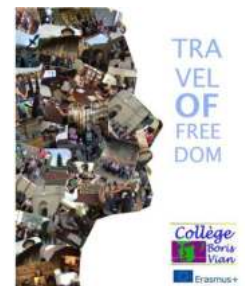
Nr of students : 40

Aims and skills targeted:

- To heighten awareness of conservation of marine and coastal species.
- The students will need to use skills such as listening comprehension, reading comprehension and speaking skills.
- To raise awareness for the importance of sustainable development.
- To improve communication skills with young people from other cultures and societies with different backgrounds and varied knowledge of coastal and marine species conservation and sustainable development.

Description: The students actively partook in a workshop themed conservation of marine and coastal species. Fundacion aula del Mar Mediterraneo presented environmental conservation of Mediterranean Marine Biodiversity, habitat restoration, environmental awareness and protection of the ecosystems, and also the importance of seas and oceans as a source of biodiversity. Students listened, read on the powerpoint and discussed about marine and coastal conservation and the sea and oceans as a source of biodiversity. Students were introduced to 3 different types of beaches and discussed respecting nature and all species, for example, not to remove species from its natural habitat. Habitat, ecosystem, adaptation, and trophic web were discussed. There is a strong connection between ecosystems. The presenter explained about marine seagrass – Neptune grass meadows and its functions. A short underwater video helped the students to see and better understand the information in the presentation and the presenter explained and pointed out the important points. Emblematic species of the Mediterranean Sea were presented (endemic, native, exotic and invasive species). Rising sea and ocean's temperature effects on climate change were discussed. The presenter discussed endangered species and linked to ecosystems and other information in the presentation. The presenter asked questions and involved the students actively throughout the presentation. The presenter rounded off by showing the students what we (everyone) can do to help.

Results : By taking part in the workshop, students cooperate and have fun while learning more about the importance of actively working for the conservation of our common environments. Digital documentation of the activity can be used to document the workshop activity. Digital presentation with powerpoint, text and pictures and a video was used. During the presentation the presenter asked questions to the group and involved the students in the discussion. Important issues such as climate regulation, source of fresh water and important source of food and jobs were lifted in the presentation. The students learned a lot about the Malaga marine and coastal species and ecosystems and could relate to previous knowledge of the subject from school and environment in their home countries.
Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 15 %	Good: 23 %	Good+: 40 %	Excellent: 22 %
How did it change your point of view on the topic?	Fair: 20 %	Good: 15 %	Good+: 40 %	Excellent: 15 %
How much did you gain in terms of reusable competences?	Fair: 15 %	Good: 25 %	Good+: 40 %	Excellent: 20 %



Eco Workshop, Centre for Conservation of Marine and Coastal Species



Eco workshop at the beach



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Thursday 21th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To get practical experience and heighten awareness of conservation of marine and coastal species in the right environment.
- To understand how important sustainable development is for our common environments.
- Students need to cooperate and work together using listening and speaking skills to communicate with students from the three countries: Spain, France and Sweden.

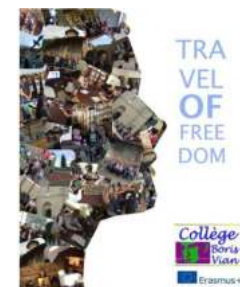
Description:

The students actively partook in a workshop activity themed conservation of marine and coastal species at the beach. The students got a hands-on experience based on the learning presentation by the Centre for Conservation of Marine and Coastal Species. At the beach the students were given one glove to wear and given three assignments. 1. Clean the beach and discuss what contaminates the beach and affects the marine life/habitat? 2. Biodiversity and species – what could the students find to get more information about marine species. 3. What evidence of contamination could they find?. The students found plastic, paper, bottles, glass, cans, paper napkins, wetwipes, cigarettes. Species: shells, algae seaweed (green, red, brown), cuttlefish shell, bones, shells of different fish, common shells, pebbles, pilgren shell and bird feathers. The presenter asked the students why they are just a few species on the beach. The students discussed contamination by rubbish and other factors such as traffic, factories, port boats, oil, tourists, sunscreen, car pollution, beachbars, apartments, sewage and that streetlights are not good for marine life. They discussed which types of beach exist, linking back to the morning presentation (transformed beach versus natural beach). During the outdoor lesson the students were very lucky to see dolphins playing in the bay and an usual sea bird called an egret.

Results :

The students actively cooperate and deepened they knowledge about the conservation of marine and coastal species on the Spanish coast. Working together, communicating in English/Spanish/French the students worked together to gather rubbish and evidence of species and also discussed important environmental issues. These issues are comparable to the efforts being carried out in other European countries and their own home countries to enhance conservation and save our seas. For the natural science students this is a fantastic opportunity to learn about other environments and also see in reality, hands-on, how the environment affects marine life.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 15 %	Good: 25 %	Good+: 20 %	Excellent: 40 %
How did it change your point of view on the topic?	Fair: 12 %	Good: 27 %	Good+: 21 %	Excellent: 40 %
How much did you gain in terms of reusable competences?	Fair: 25 %	Good: 25 %	Good+: 15 %	Excellent: 45 %



Eco workshop at the beach



Malaga Bay boat tour



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Thursday 21th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- A shared experience.
- To reflect over the morning's presentation and practical workshop on the beach about the conversation of marine and coastal species.
- To communicate in common languages while socialising with peers and staff.
- Discussing about shared environments and the importance of respecting nature and the importance of sustainable development.

Description:

Students got the opportunity to see more marine and coastal species from the water while taking a boat tour in Malaga Bay. This also gave the students a chance to see Malaga from the water and get a feel for how important water/the seas are for our cities and the lives and societies in the local environment. The students could reflect on the presentation and hands-on lesson on the beach during the morning and also see some of the important historical sights from the city. It was also a time to socialize and discuss important environmental issues with peers and staff (using English, French and Spanish to communicate thoughts and ideas). The conservation of our environments has a great effect on our lives and our actions are linked and can have both negative and positive effects. The students communicated while having fun and showed consideration and concern for their peers while on the boat tour. The shared experience also helps strengthen the bonds of new friendships and there was a good feeling of comradeship during the time together on the boat trip.

Results :

Socialising and discussing common issues and sharing perspectives on our common environments. Getting a wider perspective on environmental issues which affect every person and country. Discussing marine and coastal species, biodiversity and the affects of climate change and contamination on our environment. Students cooperated and had fun while learning more about the importance of actively working for the conservation of our common environments. The students became closer as a group.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 5 %	Good: 13 %	Good+: 25 %	Excellent: 57 %
How did it change your point of view on the topic?	Fair: 8 %	Good: 15 %	Good+: 22 %	Excellent: 55 %
How much did you gain in terms of reusable competences?	Fair: 8 %	Good: 15 %	Good+: 22 %	Excellent: 55 %



Malaga Bay boat tour



City center tour



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Thursday 21th March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To develop reading and listening skills and learn research approach (observation)
- To appropriate, reinvest cultural knowledge, to learn to preserve the cultural heritage
- To acquire a critical thinking and to become an active European citizen with traditions Spanish knowledges
- To use a map to find your way in the city

Description:

The students took a city center walking tour which both promoted active learning and encouraged oral communication through shared experience with their host families/peers. City center tour included for example the Plaza de la Merced; with the monument to General Torrijos with its funeral monument in memory of the General and his Liberal companions. There is a great tradition of storytelling in Spain, with stories and anecdotes, which keep the history very alive. Other places of interest were the port, the Roman theatre, Alcazaba (the Moorish castle), and the many beautiful buildings which can be seen when walking through the center of Malaga. Also Picasso's birthplace and the statue in remembrance of him is situated centrally. The students were given information about the different sights and could train reading comprehension in English and in Spanish, listening and communicating in English while learning more about the cultural history of the city. As this is the week before Easter many buildings have been decorated with religious pictures and the balconies along the main road in central Malaga had been decorated with the same material (burgundy and gold). There was evidence of a city preparing for the festivities celebrated during the Easter. The students were learning about Spanish traditions in general and specifically coming into Easter.

Results :

Actively using language to partake in this activity with students from other countries, communicating and sharing information, thoughts and opinions. Cultural and historical aspects in the city walking tour open up for better understanding for others/tolerance and openness for other cultures, societies and peoples. This will foster cross-cultural understanding and enrich the students' cultural awareness. Digitalization is integrated through the use of multimedia resources during the activities.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 10 %	Good: 10 %	Good+: 25 %	Excellent: 55 %
How did it change your point of view on the topic?	Fair: 10 %	Good: 15 %	Good+: 30 %	Excellent: 45 %
How much did you gain in terms of reusable competences?	Fair: 15 %	Good: 15 %	Good+: 30 %	Excellent: 40 %



City centre tour



Media literacy activity



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Friday 22nd March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To distinguish between factual information and opinion (fake news) on mass media
- To encourage critical thinking and the importance of using source critical methods
- Cooperating with peers from other countries discussing in common languages
- Reading, listening and speaking skills required

Description:

The students were offered a media literacy workshop. The media literacy activity promoted active learning and encouraged oral communication through shared opinions and general knowledge. The students got links in the mail and working in smaller groups (of 8) the students needed to discuss news headlines to try to assess and detect fake news. The students needed to define terms such as; digital literacy, media literacy, digital citizenship, digital footprint, critical thinking. The students answered the question: "What is the difference between fact and opinion?" Statements from www.pewresearch.org were used for the students to work with. A Kahoot on Misinformation from the World Health Organization (the WHO) was used on laptops in the smaller groups (also accessible on mobile phones)."The importance of the source – how do I become a fact checker?". "How do you verify if information is true?" The Kahoot was opened on the big screen so students could actively follow the results of the group as a whole.

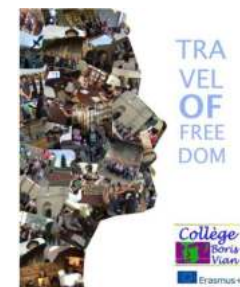
Results :

Actively using language to partake in an activity with students from other countries (Spain, France, Sweden), communicating and sharing information, thoughts, ideas and opinions. Cultural aspects in the activity open up for better understanding for others/tolerance and openness for other cultures, societies and peoples. This will foster cross-cultural understanding and enrich the students' cultural awareness. Digitalization is integrated through the use of multimedia resources during the activities and a heightened awareness of the need for source critical thinking when using media literacy. Students become more aware of the need to distinguish between factual information and fake news on mass media.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 5 %	Good: 25 %	Good+: 40 %	Excellent: 30 %
How did it change your point of view on the topic?	Fair: 8 %	Good: 20 %	Good+: 42 %	Excellent: 30 %
How much did you gain in terms of reusable competences?	Fair: 10 %	Good: 20 %	Good+: 45 %	Excellent: 25 %



Media literacy activity



Muslims and Islam Knowledge Quiz



How much do you know about Muslims and Islam?

Muslims are the second-largest religious group in the world, and they have a growing presence in the West. Yet our surveys indicate that relatively few people in the U.S. or Europe say they have much knowledge about Islam.

Test your knowledge of Muslims and Islam by taking our 12-question quiz. The questions in this quiz come from our small mini-course that explores the demographics, beliefs and opinions of Muslims in the U.S. and around the world in four short lessons delivered to your inbox.

Quiz: How well can you tell factual from opinion statements?



Can you tell the difference between factual and opinion news statements?

Test your ability to classify 10 news statements as either factual or opinion. Then see how you did in comparison with a nationally representative group of 5,035 randomly selected U.S. adults surveyed online between February 22 and March 4, 2018. The analysis of the findings from the study can be found in the full report, "[Distinguishing Between Factual and Opinion Statements in the News.](#)" Take the quiz and share your results with us on Twitter [@PewJournalism](#).

Regardless of how knowledgeable you are about each topic, would you consider each statement to be a factual statement (whether you think it is accurate or not) or an opinion statement (whether you agree with it or not)?

Test your awareness of artificial intelligence in everyday life

Test your awareness of artificial intelligence in everyday life



Artificial intelligence is quickly becoming a part of daily life. How much do you know about when and where you might encounter AI in your everyday activities? Here's your chance to find out.

Take our six-question quiz to measure your own awareness of AI in daily life. When you finish, you will be able to compare your score with the average American. Our nationally representative poll of 10,000 randomly selected U.S. adults was conducted on Pew Research Center's American Trends Panel between Dec. 11 and 18, 2022. The analysis of the findings from the poll can be found in the full report, "[Public Awareness of Artificial Intelligence in Everyday Activities.](#)"



1) In international groups of 8 students. Answer these questions by talking in the group. Then answer the questions. Answer these questions after having searched for information on the internet.

a) Define the following terms: digital literacy, media literacy, digital citizenship, digital footprint, critical thinking.

b) What is the difference between fact and opinion? Write 3 examples of each concept by searching the internet or newspapers, giving the source of each example.

2) TO DISTINGUISH BETWEEN FACT AND OPINION-PARA DIFERENCIAR HECHO/OPINIÓN

<https://www.pewresearch.org/quiz/news-statements-quiz/>

3) HOW MUCH DO YOU KNOW ABOUT MUSLIMS AND ISLAM

<https://www.pewresearch.org/quiz/muslims-and-islam-quiz/>

4) TEST YOUR AWARENESS OF ARTIFICIAL INTELLIGENCE IN EVERYDAY LIFE

<https://www.pewresearch.org/science/quiz/test-your-awareness-of-artificial-intelligence-in-everyday-life/>

5) HOW MUCH DO YOU KNOW ABOUT CYBERSECURITY?

<https://www.pewresearch.org/internet/quiz/cybersecurity-knowledge/>

6) HOW MUCH DO YOU KNOW ABOUT THE WEB AND DIGITAL TECHNOLOGY

<https://www.pewresearch.org/internet/quiz/web-iq-quiz/>

7) HOW MUCH DO YOU KNOW ABOUT DIGITAL TOPICS

<https://www.pewresearch.org/internet/quiz/2019-digital-knowledge-quiz/>

8) KAHOOT ON MISINFORMATION

THE IMPORTANCE OF THE SOURCE, HOW TO BECOME A FACT CHECKER: Learn how to identify misinformation with this kahoot from the World Health Organization

<https://kahoot.it/challenge/?quiz-id=83da3898-9892-40af-9010-b83e938cfe82&single-player=true>

Web IQ Quiz



How much do you know about the web and digital technology?

Test your knowledge of technology and the web by taking our short 12-question quiz. When you finish, you will be able to compare your "Web IQ" with the average online American based on the results of our nationally representative survey of 1,066 adult internet users conducted September 12-18. You can also see how your results compare to online Americans based on age, gender and education.

Find the FAKER

Elija una parte del cuestionario para jugar

El cuestionario se divide en tres partes. Comience con la primera parte y avance hasta completarla. Seleccione al que mejor se adapte a la edad de su hijo. Tómese entre 15 y 30 minutos para jugar y sacar el máximo partido.

¿Qué son las noticias falsas? | Parte 1

¿Realidad o falsedad? | Parte 2

Verificación de hechos | Parte 3

Attending a lesson in a Spanish school



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Friday 22nd March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To experience the culture of attending a lesson in a Spanish school.
- To get cultural awareness and understanding for students in their school environment.
- To foster cross-cultural understanding and enrich European citizenship.

Description:

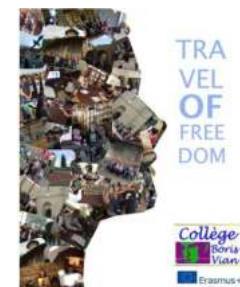
The students were given the opportunity to go with their host student and attend a lesson in school. The activity both promoted active learning and encouraged oral communication through shared experiences. The French and the Swedish students went with their host student and attended a class according to the normal schedule at the Spanish school, for example, TIC technology and IT, technical drawing, and programming. The teachers gave instructions in Spanish so the students got the opportunity to practice their language skills and listening comprehension. Some students got to plan and draw a 3D building, some students got to use computers in class. Some students were working with computer programs in Microsoft, for example Excel. Difference in school situations could be found, for example, for students from Sweden this was an eye-opener as in Sweden each student has their own computer supplied by the school. This is not the case in the Spanish school where the students use pen and paper in most of their lessons.

The students had an opportunity to visit the school library and see the books and the stationery computers there.

Results :

Actively using language to partake in an activity with students from other countries, communicating and sharing information, thoughts, ideas and opinions. Cultural awareness in the activity opened up for better understanding for others/tolerance and openness for other cultures, societies and peoples. Digitalization is integrated through the use of multimedia resources during the activities and in some of the school lessons at the Spanish school.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 5 %	Good: 25 %	Good+: 45 %	Excellent: 25 %
How did it change your point of view on the topic?	Fair: 3 %	Good: 17 %	Good+: 50 %	Excellent: 30%
How much did you gain in terms of reusable competences?	Fair: 5 %	Good: 25 %	Good+: 45 %	Excellent: 25 %



Attending a lesson in a Spanish school



Presentations of our school and evaluation



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Friday 22nd March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To express opinion in the evaluation of the week
- To learn about the differences between the Swedish, Spanish and French schools and education systems. In addition to the differences and similarities between the schools also differences in the cities and societies.
- To practice presenting in front of a group and improvement of language skills. Using executive skills, personal, social and civic, emotional, and practicing public speaking skills. Sharing cultural heritage and collaborating within groups to share the final presentation.

Description: Evaluation of the mobility. Fabrice introduced the evaluation and the students (Spain, France and Sweden) got a link to google evaluation. The results will be compiled in Padlet (Evaluation: Erasmus+ group mobility of school students from 18 to 22 March 2024” and “Erasmus+ Mobility of Malaga Sustainable Development” in Google Forms and analysed by the staff.

The students’ presentations were the final product of the week’s mobility. The students talked about their home cities and schools to prepare the Spanish students for a mobility in Sweden and France. First the French team, College Boris Vian, Fabrice presented about the school in Dunkirk. A powerpoint with pictures and text was presented, equipment (computer rooms, Physical education, school canteen). A difference is that in France parents pay for extra curricular activities whereas in Sweden all school is free. Erasmus projects has an hour and a half lesson every week working with, for example, sustainable development (Agenda 21 –subjects at Boris Vian is eco-citizenship and communication), environment, European values, etc. Pedagogical outings and special needs unit were presented. After Boris Vian, the students can choose the Lycee (vocational or general) upper secondary school education. A film of the school and Dunkirk rounded off the presentation showing Dunkirk beach, the film, and festivals.

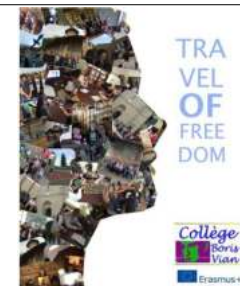
The Swedish students presented a powerpoint presentation with pictures and information in Spanish and shared information verbally in English about Eskilstuna and Rinmangymnasiet. Some short videos were shown (Rinmangymnasiet, programs at school, graduation). We compared the Swedish school system to the French and Spanish schools (free school with free school lunches in Sweden).

Results : The students will see the collective outcomes from the mobility and also partake in expressing opinion and making constructive criticism in the evaluation of the mobility. Students will have the opportunity to reflect over the week and the impact of the learning experience shared with peers and staff from different nationalities In the final presentations students will need to listen, read notes on the powerpoint and ask questions (practicising communicating skills). Digitalization is used as an integral part of the evaluation, presentations (e.g. pptx, padlet, google forms).

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 5 %	Good: 25 %	Good+: 40 %	Excellent: 30 %
How did it change your point of view on the topic?	Fair: 5 %	Good: 30 %	Good+: 35 %	Excellent: 30 %
How much did you gain in terms of reusable competences?	Fair: 5 %	Good: 25 %	Good+: 50 %	Excellent: 20 %



Presentations of our school and evaluation




School anniversary 40 years old



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Friday 22nd March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To experience the culture of attending an anniversary celebration in a Spanish school.
- To get cultural awareness and understanding for students in their school environment.
- To foster cross-cultural understanding and enrich European citizenship.
- To encourage communicating over language and age differences.

Description:

The students were invited to participate in the various activities related to the 40th anniversary of IES Huelin. The exchange students (France and Sweden) joined the different activities together with with the students from IES Huelin in the school playground and classrooms. Example of the activities: food from different countries, painting with water colours, making shapes with balloons, egg and spoon races, basketball, escape rooms, exhibitions in classrooms and a theatre show by students at the school. At the end of the festivities a few Spanish students used musical instruments and sang the school anthem, all of the other students gathered around and joined in the chorus.

A buzz of activity, laughter and happy faces. Many students not involved in the exchange took the opportunity to communicate in English with the Erasmus students and the teachers from France and Sweden. The exchange students got a great opportunity to experience first-hand celebrations at a Spanish school, getting cultural awareness and a deeper understanding for the Spanish school environment and culture and also communicating in Spanish and English.

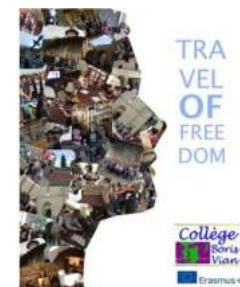
Results :

Actively using language to partake in an activity with students from other countries, communicating and sharing experience of the anniversary festivities at the Spanish school. Cultural awareness in the activity opened up for better understanding for others/tolerance and openness for other cultures, societies and peoples. Digitalization is integrated through the use of multimedia resources during the activity.

Link:

Impacts :

Did you find it motivating to work on this activity?	Fair: 8 %	Good: 20 %	Good+: 45 %	Excellent: 27 %
How did it change your point of view on the topic?	Fair: 10 %	Good: 25 %	Good+: 40 %	Excellent: 25 %
How much did you gain in terms of reusable competences?	Fair: 5 %	Good: 15 %	Good+: 50 %	Excellent: 30 %



School anniversary 40 years old



Farewell party and Sevillanas dance workshop



Participants: 10 French, 10 Swedish, 20 Spanish

Date : Friday 22nd March 2024 **Place:** Malaga

Nr of students : 40

Aims and skills targeted:

- To develop intrapersonal, interpersonal skills and be a good European citizen
- To support teambuilding and socializing of participants
- Communicating (listening and talking) in informal cultural environment
- To experience another element of Spanish culture - dance

Description:

The farewell lunch took place in the assembly room at the school. This was a time to strengthen friendships and collaboration and team building. We tasted typical food of the region prepared by the host families, shared good moments and also were given an impressive show of Sevillanas dance and tap dance by two students at the Spanish school. This farewell event brought Erasmus students even closer together to celebrate their journey abroad in an exciting and friendly atmosphere. The participants experienced an unforgettable afternoon of Sevillanas dance to modern beats, vibrant dance floors, and a sense of unity as they bid farewell to their transformative Erasmus+ experience. The students were given the opportunity to partake in a Sevillanas dance workshop. The students partook in dancing and other dance forms were presented too, a lot of laughter and fun in the group of student and staff members with a great sense of comradery.

Each student has a certificate of mobility that they can use on Europass.

Results :

A final day together to round off the mobility with a cultural experience of local food, cake/dessert and dance. The activity of Sevillanas dance workshops helped bond the friendships that have been made and also add another cultural experience to the mobility. Students experienced first-hand the dance culture of Malaga. Students expressed gratitude to their host families and new-found friends in Spanish/English. The students (Spain, France and Sweden) continued developing interpersonal skills to become good European citizens.

Link:



Impacts :

Did you find it motivating to work on this activity?	Fair: 2 %	Good: 15 %	Good+: 45 %	Excellent: 38 %
How did it change your point of view on the topic?	Fair: 5 %	Good: 10 %	Good+: 50 %	Excellent: 35 %
How much did you gain in terms of reusable competences?	Fair: 3 %	Good: 17 %	Good+: 40 %	Excellent: 40 %

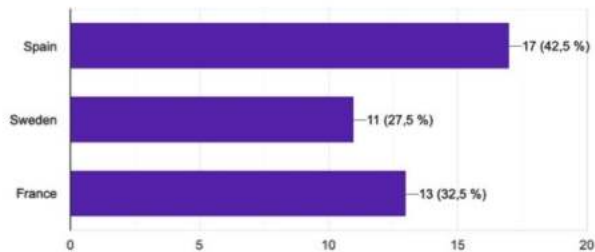


Farewell party and Sevillanas dance workshop



Where do you come from?

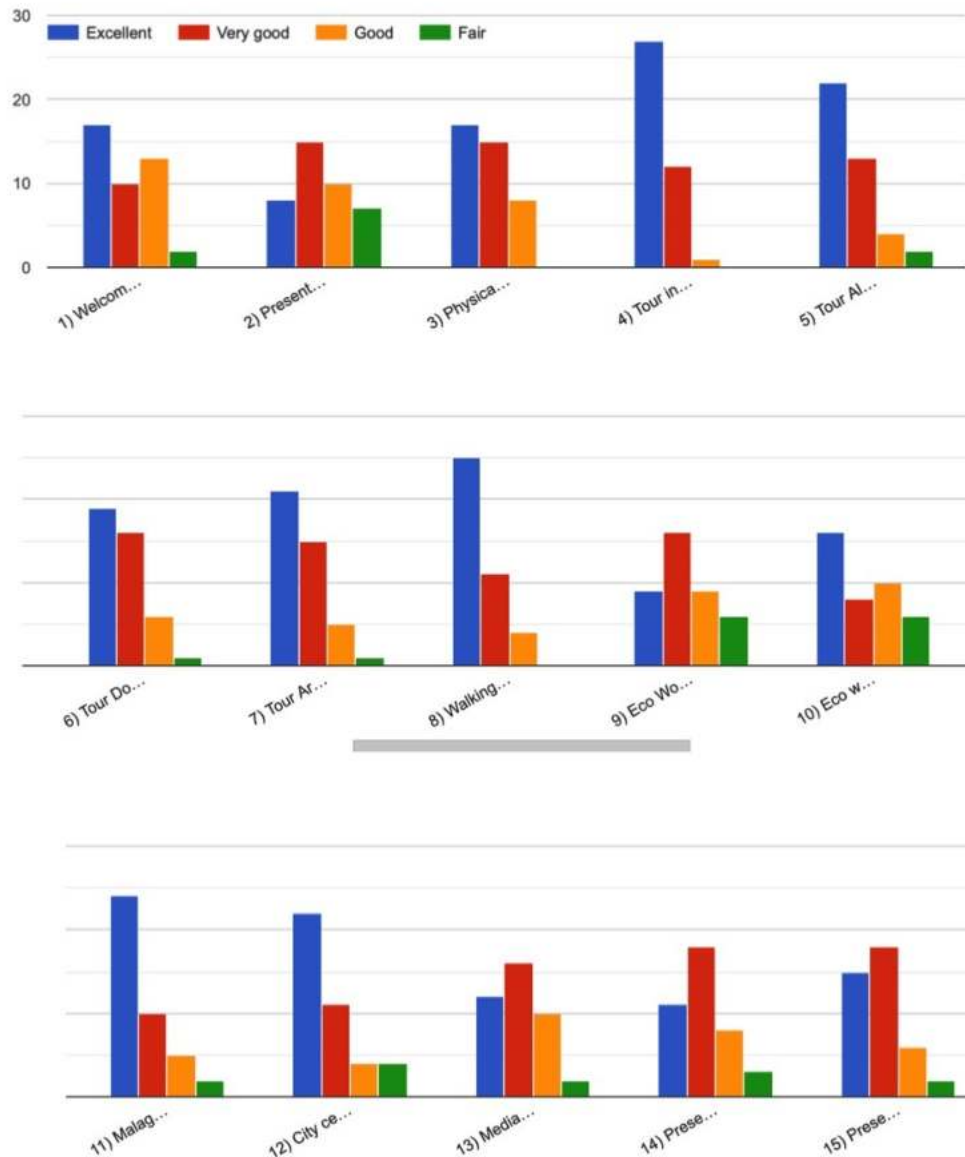
40 réponses



Evaluation of the week Malaga

1. 1) Welcome to school (Presentation, warm up)
2. 2) Presentation of natural environm...
3. 3) Physical games (e.g. volleyball/g...
4. 4) Tour in Granada: Albaycin the Ol...
5. 5) Tour Alhambra and Generalife (i...
6. 6) Tour Dolmens of Antequera (Une...
7. 7) Tour Archidona, The Chapel Mos...
8. 8) Walking tour: El Torcal Natural P...
9. 9) Eco Workshop, Centre for Conse...
10. 10) Eco workshop at the beach
11. 11) Malaga Bay boat tour
12. 12) City centre tour
13. 13) Media literacy activity
14. 14) Presentations and internationa...
15. 15) Presentations of our school an...

Did you find it motivating to work on this activity?



Erasmus+
School Education
Accreditation



Collège Boris Vian
COUDEKERQUE BRANCHE
FRANCE

Accreditation Erasmus+

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2023 - 2024



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IES Huelin MALAGA (SPAIN)

