



EuropePlus

R2-TESTING PHASE

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COMMON EUROPEAN REPORT



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INTRODUCTION

This report compiles the outcomes from Task A2-2.1, which focused on the development of learning tools and case studies based on the O1 core values. These efforts fall within

Result 2 – BOX OF VALUES.

Within these pages, we present our findings and the practical examples we've crafted to showcase these fundamental values in action. The report aims to highlight the essential link between values and education.



RESULTS

TESTING PHASE PROCESS

The testing process in **Adharaz** comprised four phases:



1. Selecting suitable activities for specific groups and units.
2. Preparing materials and familiarizing with task instructions.
3. Conducting activities over four days. Those included:

- **Human Dignity:** Tested to align with a deeper activity, following the provided instructions, completed in less than one lesson.
- **Human Rights** – Rights Quest: Tested within a lesson and a half, organizing the Library into four "regions" pertinent to student interests.
- **Democracy** – Democracy Builder: Required two lessons, involving the creation of political characters in three large groups.

4. Meeting with the involved teachers to analyze and reflect on the impact of these tasks.

RESULTS

TESTING PHASE PROCESS



RESULTS

TESTING PHASE PROCESS



At **I.C.S. Sperone Pertini**, the introduction of two values – Discrimination based on disabilities and Religious discrimination – followed a structured approach:

- Steps included selecting teachers, defining objectives, choosing activities, and picking participants.
- Activities spanned curricular and non-curricular hours from June to October.
- Some activities required repetition to refine timeframes and student engagement.
- Evaluation focused on feedback, assessing the activities' impact on empathy, diverse perspectives, and understanding of disabilities and religious prejudices.

RESULTS

TESTING PHASE PROCESS



RESULTS

TESTING PHASE PROCESS

The testing process in **De La Salle College** involved the conduction of various activities, to teach political rights, such as Rights Charades, Rights Collage, Theatrical Play 'The Quest for Fairytale Democracy,' and Mock Voting.



These activities were tailored to fit the Social, Personal, and Health Education curriculum, involving selected teachers and support staff.

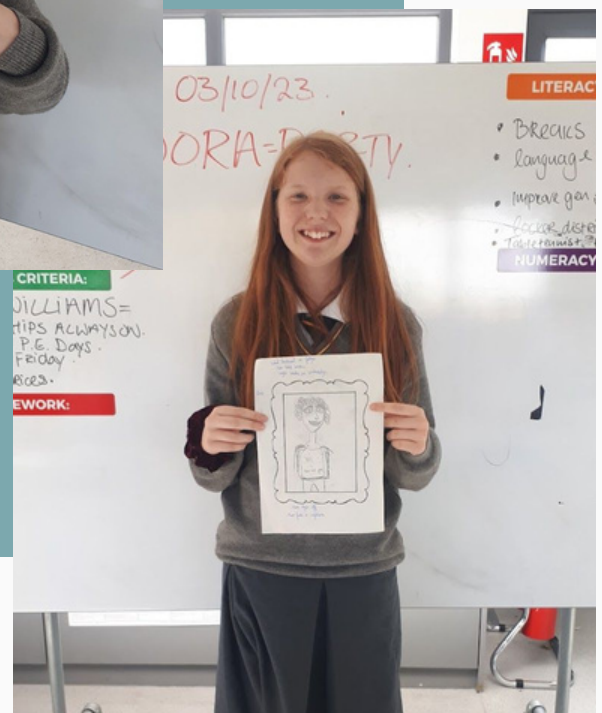
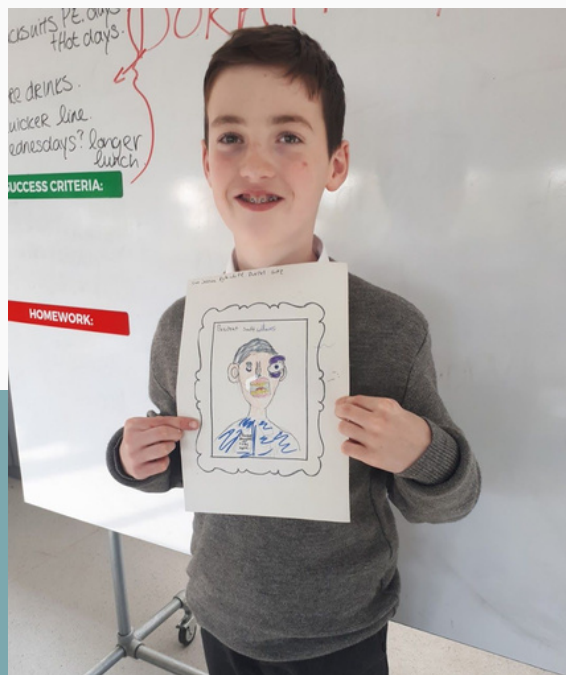
The process included selecting classes, defining learning outcomes, and took a total of 6 hours.

Methodologies employed comprised brainstorming, role-play, group work, discussions, voting, and more.



RESULTS

TESTING PHASE PROCESS



RESULTS

TESTING PHASE PROCESS



The testing process in **Zespół Szkół i Placówek Specjalnych** included the following steps:

1. Selecting tasks, exercises, and games suitable for students' intellectual capacity and available resources:

Diversity: "What makes you special?"

Inclusion: "Art for inclusion"

Equality: "Obstacle course"

Discrimination based on disability: "Do you know me?"

Respect: "Respect graphic"

Human dignity: "Encrypted information"

Empathy: "I feel like you"

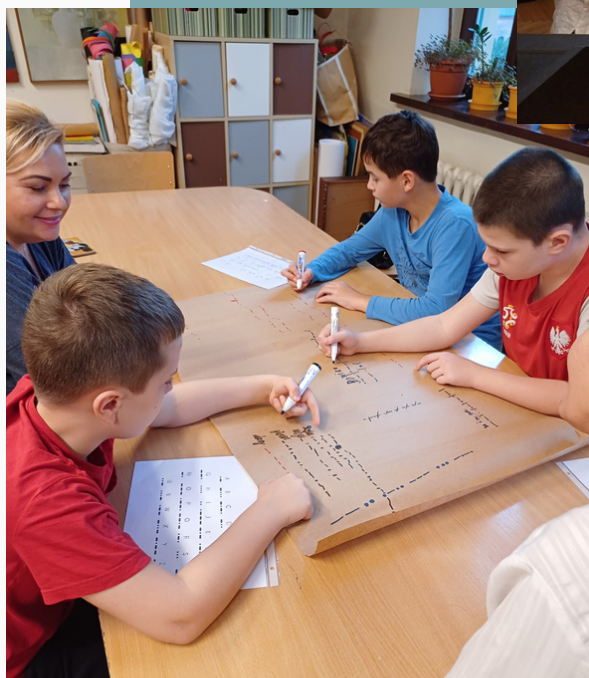
2. Preparation of materials required for exercises and games, such as boards, cards, and pens.

3. Room preparation to facilitate the workshops.

4. Conducting workshops with students to engage them in the testing and evaluation process.

RESULTS

TESTING PHASE PROCESS



RESULTS

NUMBER OF CLASSES AND STUDENTS

The activities were implemented with both 10 and 11-year-old students, as well as 12 and 13-year-old students. In terms of student enrollment, they were tested across three classes, encompassing an approximate total of 60 students.



They involved four classes, 60 students aged 11-13 including 3 students with special needs. A girl participated as facilitator's helpers, the other two boys participated regularly in the activity, except for the debriefing phase.

RESULTS

NUMBER OF CLASSES AND STUDENTS



The activities were utilized in two first-year class groups comprising students aged 11 to 13, encompassing both boys and girls, totaling approximately 50 students. Across the sessions, which encompassed all activities, including theatrical ones, the total time invested amounted to 6 hours.

The testing sessions occurred over a span of two school days, lasting 4 hours each day. The participation involved students from four distinct groups, precisely 22 students in total.



CONCLUSIONS

At **Adharaz**, students' feedback indicates substantial and meaningful learning experiences, leaving all involved feeling immensely gratified. The impact of these activities surpassed initial expectations, significantly resonating with all members of the community.



At **I.C.S. Sperone Pertini**, students, aged 11-13, initially struggled to voice independent opinions, often influenced by peers. Guided encouragement was vital.

Initially perceived as games, activities needed repetition for focus. However, positive reflections signaled perceptual shifts. Students eagerly sought activity repetition, highlighting its profound influence.

CONCLUSIONS



At **De La Salle**, the students enjoyed the activities, especially when they were turned into games and drawing, such as the mock elections, pictorial charades. The theatrical rehearsals, role plays and scriptwriting were also very worthwhile as they allowed the students to be expressive, have fun and learn important values.

At **ZSiPS**, all the games and exercises chosen for student testing proceeded smoothly. The students expressed satisfaction and eagerly engaged in the tasks. Notably, they demonstrated excellent cooperation and willingly shared their observations on the discussed topics to the best of their intellectual and linguistic abilities.



CONCLUSIONS

The gathered feedback from various schools, including Adharaz, I.C.S. Sperone Pertini, De La Salle, and ZSiPS, highlights the impactful learning experiences students had.

The assimilation of European values through theatre plays by students in partner schools stands as a testament to the power of creative education. This collection of experiences reflects a perfect harmony of engagement, enjoyment, and enriched learning across these schools.





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