



phase1

2023-1-FR01-KA220-SCH-000155528

SUIVI DES ACTIVITÉS LOCALES ET DES COOPÉRATIONS EN DISTANCIEL

SUPPORT WORKSHOPS AND REMOTE TRANSNATIONAL COOPERATIVE ACTIVITIES FOLLOW UP

Les réalisations du partenariat se déclinent en 15 grandes activités (notées de A1 à A15 et parfois subdivisées) en correspondance avec les objectifs spécifiques (c'est-à-dire observables) énumérés dans la candidature ; elles sont réparties également dans chacun des cinq modules (3 activités par module de travail).

La mise en œuvre de ces activités se fait dans le cadre d'ateliers de soutien locaux, dont le présent document a pour but de rendre compte, mais aussi d'activités de coopérations transnationales (TCA) réalisées à distance, également cités dans cette liste (leurs résultats sont présentés dans ce cas dans le site NBE+, partie « remote coworkings » de la rubrique Be.Bo.P). Les tâches implantées dans le cadre de mobilités localisées (TCA en présentiel) ne sont pas reprises ici (leur mise en œuvre est décrite et analysée dans NBE+ et les productions délivrées sont valorisés dans LegendE+).

The partnership's achievements are broken down into 15 major activities (rated from A1 to A15 and sometimes subdivided) in correspondence with the specific (i.e. observable) objectives listed in the application; they are distributed equally in each of the five modules (3 activities per work package).

The implementation of these activities is done within the framework of local support workshops, which this document aims to report on, but also transnational cooperation activities (TCA) carried out remotely, also cited in this paperwork. (their results are presented in this case on the NBE+ site, in the “remote coworkings” part of the Be.Bo.P section).

The tasks implemented within the framework of localized mobility (face-to-face TCA) are not included here (their implementation is described and analyzed in NBE+ and the outputs delivered are valued in LegendE+).

1. ACTIVITY 10 (LOCAL INTERVIEWS)

MEETING WITH A JOURNALIST / FR1 / 22.09 – 06.10 then 13.10.2023

LEARNING SESSION ABOUT INVESTIGATIONS AND JOURNALISM

<p>SW FR1</p> <p>Activity A10.1 Work Package : M4 DANS TOUT LE ROYAUME</p>	<p>NAME OF THE SCHOOL : Lycée Maurice Ravel</p> <p>PARTNERSHIP'S PRESENTATION TO THE FRENCH STUDENTS IN THE CORE TARGET and LOCAL SUPPORT WORKSHOPS</p> <p>Explication des objectifs puis Rencontre avec un Journaliste : Meeting with Mr Fabien Jans</p>
<p>TARGETED GROUP</p>	<p>SECONDE ECLA (<i>noyau dur des élèves constituant le groupe-cible</i>) Main target audience among students expected to participate in the project.</p>
<p>TEACHERS</p>	<p>Séverine Augé, Pierre-Laurent Vanderplancke.</p>
<p>GOALS</p>	<p>Have the students question a professional journalist about his profession and his methods (in order to prepare the investigations that the students are allowed to carry out) and launch a debate on the treatment of migration in the media.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>Mr Fabien Jans comes to the class for a whole hour, introduces himself and answers the questions (prepared in advance by the class).</p>
<p>WHEN?</p>	<p>October 13, 2023 after two sessions made by the IC to present the ERASMUS+ programme and to explain the goals carrying out by Be.Bo.P.</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The third activity was implemented on the occasion of the #Erasmusdays to raise awareness of the european educative politics and to raise awareness among Be.Bo.P partnership beneficiaries ; The enthusiasm of the learners was stimulated and both the speaker and the students appreciated the quality of the debate: the notoriety of the ERASMUS+ "brand" and of the Beyond Bondaries project have greatly increased in the establishment, but unfortunately no article was published in the local newspaper.</p>
<p>OUTPUTS</p>	<p>A report was produced by pupils of Secondes to the attention of students of Premières and used for propaganda purposes (see the following box).</p>
<p>DISSEMINATION</p>	<p>A post was published in LegendE+ (wich is the website designed for the dissemination of the european cooperative projects held by Lycée Ravel) and in the NBE+ blog made for project holders..</p>
<p>COMMENTS</p>	<p>This was the second of two local support workshops implemented by the French team during the #Erasmusdays celebration from the 9th to the 14th of october. Aims of C1 and C2 mobilities were succesfully communicated to learners thanks to these support workshops.</p>

2. ACTIVITY 4 (TRAINING SESSIONS CENTERED ON BORDERS)

NATIONS AND FRONTIERS / FR+RO / 12.10. 2023

VIDEOCONFERENCE « MAPS, FLAGS AND BORDERS » (EUROPEAN FRONTIER HISTORY)

<p>TCA1 Activity A4 Work Package : M2 SUR LES FRONTIÈRES</p>	<p>NAMES OF THE SCHOOLS Lycée Maurice Ravel & Colegiul economic « Iulian Pop » TRANSNATIONAL COOPERATIVE ACTIVITY : a remote co- working Échange interscolaire sur les frontières en Europe (de 1815 à aujourd'hui) – TITLE : Borders in Europe from Napoléon to Mondialization times</p>
<p>TARGETED GROUP</p>	<p>PREMIÈRES OIB IN FRANCE (students who are part of the transgenerational reinforcements who can be mobilized in support of the main target group) IN ROMANIA: 12B speciality Accountance (in the targeted group)</p>
<p>TEACHERS</p>	<p>Pierre-Laurent Vanderplancke, Ramona Zetea and Monica Gurgiuman.</p>
<p>GOALS</p>	<p>Create the opportunity for a first online meeting between French and Romanian high school students expected to participate in the partnership by taking advantage of the inclusion in their History, Geography and Languages classes of themes to be covered within the framework of the project.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>A videoconference was implemented at 10.30 am on Friday.</p>
<p>WHEN?</p>	<p>October 12, 2023</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The activity took place on the sidelines of the first transnational R1 meeting and the celebration of #Erasmusdays 2023. The participants understood that European partnerships are based on significant collaborative work partly carried out remotely and most often within the framework of academic programs.</p>
<p>OUTPUTS</p>	<p>Slides and pics were shared and pupils presented sort of little lectures each others.</p>
<p>DISSEMINATION</p>	<p>A report of this event was edited in the Lycée Ravel website and also in the dissemination portal named LegendE+</p>
<p>COMMENTS</p>	<p>This was the first of the three videoconferences we planned to do during the #Erasmusdays celebration from the 9th to the 14th of october. The aim to make all partner schools be involved was successfully reached.</p>



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2. ACTIVITY 4 (TRAINING SESSIONS CENTERED ON BORDERS)

MARITIME LIMITS / FR+TR / previously :11.10. 2023 / postponed to 29.11.2023 +PT

CONFERENCE « TURKISH AND CHINESE COASTLINES» (SEA FRONTIERS GEOGRAPHY)

<p>TCA2 Activity A4 Work Package : M2 SUR LES FRONTIÈRES</p>	<p>NAMES OF THE SCHOOLS Lycée Maurice Ravel & Ulusoy Maritime High School TRANSNATIONAL COOPERATIVE ACTIVITY : a remote co-working Échange interscolaire sur les frontières maritimes, territoires et aires d'influence – TITLE : Maritime borders and powers (both China and Türkiye as samples)</p>
<p>TARGETED GROUP</p>	<p>PREMIÈRES HGGSP IN FRANCE (students who are part of the extended targeted group) IN TÜRKIYE: students of Preparatory classes and 9th grade classes IN PORTUGAL: students of the 11th grade Geography A</p>
<p>TEACHERS</p>	<p>Pierre-Laurent Vanderplancke, Alp Cetindemir. + Ana Martins.</p>
<p>GOALS</p>	<p>Create the opportunity for a first online meeting between French and Turkish high school students expected to participate in the partnership by taking advantage of the inclusion in their Geography and Politics classes of themes to be covered within the framework of the project.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>A videoconference was implemented at 11.30 am on Wednesday.</p>
<p>WHEN?</p>	<p>November 29, 2023 (slides to be shared were produced before this moment)</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The activity was presumed to take place on the sidelines of the first transnational R1 meeting and the celebration of #Erasmusdays 2023. The participants understood that European partnerships are based on significant collaborative work partly carried out remotely and most often within the framework of academic programs.</p>
<p>OUTPUTS</p>	<p>Slides and pics were shared and pupils presented sort of little lectures each others.</p>
<p>DISSEMINATION</p>	<p><u>A report of this event was edited in the NBE+ website</u> made for the participants and project holders as also <u>in the dissemination portal</u> named LegendE+ / also by the maritime High School in Cesme <u>https://ulusoydaml.meb.k12.tr/icerikler/erasmusdays-kapsaminda-ulusotesi-toplanti_14513213.html</u></p>
<p>COMMENTS</p>	<p>This was the second of the three videoconferences we planned to do during the #Erasmusdays celebration from the 9th to the 14th of october. Due to the postponement it was possible for the Portuguese team to take part ni the remote meeting and to present the students productions centered on territorial claims of Portugal in the Atlantic ocean.</p>

3. *ACTIVITY 4 (TRAINING SESSIONS CENTERED ON BORDERS)*

SEA FRONTIERS / PT1 / 29.11.2023

PARTICIPATION OF PORTUGAL IN THE REMOTE WORKSHOPS FOR THE #ERASMUSDAYS

<p>SW PT1 / TCA 2</p> <p>Activity A 4 Work Package : M 2 SUR LES FRONTIÈRES</p>	<p>NAME OF THE SCHOOL Escola Secundária Jorge Peixinho, Montijo, Portugal</p> <p>LOCAL SUPPORT WORKSHOP and preparation of a TRANSNATIONAL COOPERATIVE ACTIVITY Title : SEA FRONTIERS (remote co-working) Portugal and the Sea - the great frontier (Portugal e o Mar - a grande fronteira)</p>
<p>TARGETED GROUP</p>	<p>11th grade Geography A students / partner schools' pupils</p>
<p>TEACHERS</p>	<p>Vera Rodrigues</p>
<p>GOALS</p>	<ul style="list-style-type: none"> ➤ Relate the geographical position of the main Portuguese ports with the characteristics of the coast and the relief of the seabed. ➤ Consider the importance of the Portuguese Exclusive Economic Zone, identifying resources and measures within the scope of its management and control. ➤ Evaluate the importance of expanding the Portuguese continental shelf.
<p>CONCRETE TASKS / MODALITIES</p>	<p>LOCAL WORKSHOP: carrying out teamwork in the Geography A subject and presenting them to school students. Production of some slides dedicated to these topics PRESENTATIONS SHARED to European partners during the videoconference implemented the 29th of november (the 7th #ERASMUSDAYS https://etxealaja.franceserv.com/pdnERASMUS23.html</p>
<p>WHEN?</p>	<p>Dissemination on November 29, 2023. Production made in Montijo a bit earlier.</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The goal consists in making Portugal's maritime borders known to beneficiaries of the Be.Bo.P partnership.</p>
<p>OUTPUTS</p>	<p>The works were produced with the aim of understanding the challenges that Portugal will face if the Portuguese continental shelf is increased, in accordance with the country's intentions.</p>
<p>DISSEMINATION</p>	<p>The results were presented in the videoconference on November 29 as part of #Erasmusdays event and published on the NBE+ website (pages devoted to Be.Bo.P). The work will also be projected on a screen in the atrium of Escola Secundária Jorge Peixinho. https://nbepplus.franceserv.eu/CW.html</p>
<p>COMMENTS</p>	<p>It was the first works to be done by the Portuguese team... TCA 2 was made in the framework of the R1 remote meeting and previously planned the 11th then the 18th of October (postponement due to troubles in France and a protocolar visit in Türkiye)</p>

4. ACTIVITY 4 (TRAINING SESSIONS CENTERED ON BORDERS)

DIGITAL DIVIDE / FR+IT+LV+PT / 12.10. 2023

CONFERENCES AND DEBATES MADE ON LINE

<p>TCA3 Activity A7 Work Package : M3 VERS L'INFINI ET AU DELÀ</p>	<p>NAMES OF THE SCHOOLS Lycée Maurice Ravel & IIS « VIA EMERY » (ex STENDHAL) TRANSNATIONAL COOPERATIVE ACTIVITY : a remote co-working Débat sur l'intrusion des technologies – TITLE : Conversation centered on digital divide and the other limits (private and public life, and so on...) that numerics explosion is transgressing</p>
<p>TARGETED GROUP</p>	<p>TERMINALE G6 IN FRANCE (students who are part of the transgenerational reinforcements who can be mobilized in support of the main target group) 2C IN ITALY (a group involved in the remote activities but nnot systematically in the mobilities)</p>
<p>TEACHERS</p>	<p>Pierre-Laurent Vanderplancke, Alessandra Soriente + Ana Martins, Sanita Meziniece</p>
<p>GOALS</p>	<p>Create the opportunity for a first online meeting between French and Italian high school students expected to participate in the partnership choosing a discuss on a society topic and a scientific issue.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>A videoconference was implemented at 11.30 am on Wednesday.</p>
<p>WHEN?</p>	<p>October 12, 2023</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The activity was presumed to take place on the sidelines of the first transnational R1 meeting and the celebration of #Erasmusdays 2023. The participants understood that European partnerships are based not only on significant collaborative work but also friendship and respect.</p>
<p>OUTPUTS</p>	<p>No production</p>
<p>DISSEMINATION</p>	<p>A report of this event was edited in the Lycée Ravel website</p>
<p>COMMENTS</p>	<p>This was the last of the three videoconferences we planned to do during the #Erasmusdays celebration from the 9th to the 14th of october. Both Montijo and Baldone took part and joined Italy and France, but only teachers from Portugal and Latvia were present.</p>

5. **ACTIVITY 11 (TRAINING SESSIONS BY THE EXPERT FILM MAKER) MEETING WITH A VIDEASTER / FR234 / du 09.10. 2023 au 27.11.2023 LEARNING SESSION AND EXERCISES OF IMAGES CAPTATION**

<p>SW FR 0 / 2 / 3 / 4</p> <p>Activity A11.1 Work Package : M4 DANS TOUT LE ROYAUME</p>	<p>NAME OF THE SCHOOL : Lycée Maurice Ravel</p> <p>TRAINING OF THE THE FRENCH STUDENTS BY OUR EXPERT VIDEASTER</p> <p>LOCAL SUPPORT WORKSHOPS</p> <p>Formations par Louis Fabriès : deux heures dans chacun des groupes ECLA, HLP et HGGSP ; une conférence introductive le 9</p>
<p>TARGETED GROUP</p>	<p>ECLA, HGGSP et HLP (<i>élèves constituant l'essentiel du groupe-cible</i>) Students expected to participate in the project and mobilities</p>
<p>TEACHERS</p>	<p>Séverine Augé, Pierre-Laurent Vanderplancke, Jean-Luc Puyjalon, Edith Lalanne</p>
<p>GOALS</p>	<p>Have the students question a professional photograph and movie maker about his profession and his methods. The expert has given lessons in order to prepare the video works the participants will have to produce during the cooperative study exchanges.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>Mr Fabriès came one morning (the 9th of october, 2 h = W0) to meet HGGSP and HLP groups jointed together then two times to make a training with seconde ECLA (1 hour + 1 hour = W2) and two times again for premières (2 hours + 2 hours = W3, W4). Each workshop is divided into two steps: (1) Collective discussion on the different filming techniques (2) Experimentation and testing.</p>
<p>WHEN?</p>	<p>October 9, 2023 (Premières) then 24.11 + 01.12 (Secondes ECLA) and 27.1 (HLP) or 13.1 (HGGSP)</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The aim is to check if the students have the good tools, are able to understand and apply several technical notions and to produce an efficient teamwork. It is also an activity wich permit to create or strengthen the relation between learners and adults (teachers, expert). Pupils are able to analyse, evaluate, choose the best processes for a reportand get a technique for the production that will be carried out in upcoming study travels (Cesme, March, then Baldone, April 2024).</p>
<p>OUTPUTS</p>	<p>Mini movies were done by pupils and a common strategy was elaborated in order to use compatible formats, and so on.. A good opportunity to make students present each others since the groups do exist only in the framework of speciality teachings.</p>
<p>DISSEMINATION</p>	<p>A post was published in LegendE+ (wich is the website designed for the dissemination of the european cooperative projects held by Lycée Ravel) and in the NBE+ blog made for project holders..</p>
<p>COMMENTS</p>	<p>The first intervention (W0) was a good way to remind to the students what former pupils have done a few years ago (the movie “THE ARK” was shown: it was the master piece of E+A project, wich won the #EITA Prize in 2022).</p>

6. *ACTIVITIES 1,2 & 3 (PROJECT MANAGEMENT) - CP1*
R1 TRANSNATIONAL MEETING / 14.10.2023
VISIOCONFERENCE DE COORDINATION ET DE CONTRÔLE QUALITÉ

<p>R1 Activities A1 A2 A3 Work Package : M1 GESTION DU PARTENARIAT</p>	<p>PLENAR COMMITEE WITH ALL THE PROJECT HOLDERS assemblée plénière présidée par P-L Vanderplancke (IC) avec A Cetindemir, N Acir, M Giurgiuman, A Martins, S Meziniece, J-L Puyjalon, A Soriente, O Vinogradova, O Vozzi et R Zetea</p>
<p>GOALS</p> <p>in the international coordination note IC4</p>	<p>the Agenda</p> <ol style="list-style-type: none"> 1. MOBILITIES (cooperative study travel) Scheduling of C1 and C2 / Explanations about C2, C3 and C4 implementation Criteria for students selection, targeted group and mobility goals. Organizational constraints (accomodation, and so on) 2. GRANTS 3. FOLLOW UP AND JOB DISPATCHING 4. FREE QUESTIONS
<p>MODALITIES</p>	<p>A videoconference was implemented at 11.30 am on Saturday the 14th of october (sixth of the #Erasmusdays). It was the first Check Point in our Follow Up timeline (CP1). Then feedback process began (new international notes and bilateral talks).</p>
<p>WHEN?</p>	<p>From 14,10.2023 to 14.11.2023</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p> <p>in the note IC5</p>	<p>C1 in Çesme and C2 in Baldone were fixed .C1 from the 4th to the 8th (3-9 with travel days) – C2 from the 8th to the 12th of April (7-13 with travel days)</p> <p>AN INDICATIVE PROGRESSION was elaborated in order to help ingoing mobilities' organizers</p>
<p>OUTPUTS</p> <p>in attachment with IC5</p>	<p>CP1 feedback: grids of relevance, activity sheets, indicators, reporting tools were shared between the project holders. Also given to them (bu the IC) a “vade me cum” (our goals, deadlines) and a satisfaction questionnaire (feelings after R1).</p>
<p>DISSEMINATION</p>	<p><u>A report of this event was edited in the dissemination website dedicated to the ERASMUS+ projects supported by Lycée Ravel</u></p>
<p>COMMENTS</p> <p>in attachment with IC7</p> <p>Page 8/15</p>	<p>R1 remote meeting was an opportunity to give information about our common budget and ask partner schools to sign the conventions (IC6). The beneficiary present also a debrief of CP1 and the recommendations made by the applicant's evaluator.</p>

7. ACTIVITY 11 (TRAINING SESSIONS BY THE EXPERT FILM MAKER)

CINEMA SESSION / FR5 / 11.12. 2023

STUDIES OF THE BORDER AND NOWADAYS' MIGRATIONS IN LYCÉE RAVEL'S AREAS

<p>SW FR 5</p> <p>Activity A10.1 Work Package : M4 DANS TOUT LE ROYAUME</p>	<p>NAME OF THE SCHOOL : Lycée Maurice Ravel</p> <p>ACTIVITY ORGANIZED FOR STUDENTS CONCERNED BY THE ACMÉ PROJECT (AND THE ETWINNING FORUM.NOAH) AND LOCAL SUPPORT WORKSHOP TO THE Be.Bo.P PARTNERSHIP projection du film « Bidasoa » de Fermin Muguruza évoquant la frontière franco-espagnole au Pays Basque et les migrations.</p>
<p>TARGETED GROUP</p>	<p>TERMINALES, HGGSP et HLP (<i>élèves susceptibles de participer en tant que renforts aux projets ou membres du groupe-cible</i>) Students expected to joint or participate in the project and mobilities</p>
<p>TEACHERS</p>	<p>Pierre-Laurent Vanderplancke, et Jean-Luc Puyjalon.</p>
<p>GOALS</p>	<p>Have the students soon in charge of the making of a documentary see a possible sample.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>A debate was organized after the session in order to make as clear as possible the motivations of the movie maker.</p>
<p>WHEN?</p>	<p>December 11</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The aim is to prepare the students to the writing task they shall have to assume later : this workshop is done early enough to let them time for a reflection about the question of objective and subjective approaches.</p>
<p>OUTPUTS</p>	<p>No production was immediately asked to the pupils. But they must do a film as main output in the framework of the work package WP4.</p>
<p>DISSEMINATION</p>	<p>Propaganda on this event was voluntary delayed since learners will study more the frontiers and judge the quality of this film in the future (a part of HLP and HGGSP lessons from January to March).</p>
<p>COMMENTS</p> <p>Page 9/15</p>	<p>Leads for video production to follow have been found. Certain characters in particular have proven to be endearing in the eyes of the public: this means that empathy is the feeling used by Muguruza to present the facts effectively / Probably that in imitation one or more "heroes" will have to be involved in "a story telling" to make the students' transnational documentary more interesting.</p>



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8. *ACTIVITY 11 (TRAINING SESSIONS IN ORDER TO MAKE A FILM)*

VIDEO EDITING / TR1 / 30.11.2023

LEARNING DIGITAL SKILLS AND VIDEO EDITION

SW TR1 Activity A11.1 Work Package : M4 DANS TOUT LE ROYAUME	NAME OF THE SCHOOL Çeşme Ulusoy Denizcilik Teknolojisi Mesleki ve Teknik Anadolu Lisesi LOCAL SUPPORT WORKSHOP : Video editing workshop
TARGETED GROUP	Students expected to participate in the activity.
TEACHERS (PEDAGOGIC RESPONSABILITIES)	Şerife GÜNGÖR
GOALS	The aim is to provide our students with the digital skills, the ability to process documentary preparation module.
CONCRETE TASKS / MODALITIES	Our teachers and students had a face to face meeting for an hour.
WHEN?	30 th November, 2023
WHAT FOR ? (IMPACT : CHANGES)	This activity has been performed to give digital skills to the students about preparing a documentary. Also the aim is to provide the students with Web 2.0 applications.
OUTPUTS	Video editing features were explained to the students.
DISSEMINATION	A post was given in our website: https://ulusoydaml.meb.k12.tr/icerikler/yaraticiligiyla-sinirlari-zorlayan-video-duzenleme-etkinligi_14513339.html
COMMENTS Page 10/15	The activity has been finished successfully. And also these activities are going to be performed in the future.

9. *ACTIVITY 11 (TRAINING SESSIONS IN ORDER TO MAKE A FILM)*

LEARNING VIDEO AD PREPARING MOBILITY C2 / TR2 / from january to march 2023

LEARNING DIGITAL SKILLS AND VIDEO EDITION

<p>SW TR2</p> <p>A10.1</p> <p>Work Package : M4</p> <p>DANS TOUT LE ROYAUME</p>	<p>NAME OF THE SCHOOL</p> <p>Çeşme Ulusoy Denizcilik Teknolojisi Mesleki ve Teknik Anadolu Lisesi</p> <p>LOCAL SUPPORT WORKSHOP :</p> <p>REFUGEE AND MIGRANT SEARCH</p>
<p>TARGETED GROUP</p>	<p>Our students and national people in our country</p>
<p>TEACHERS (PEDAGOGIC RESPONSABILITIES)</p>	<p>Hülya BAHAR and Şerife GÜNGÖR</p>
<p>GOALS</p>	<p>The aim is to inform our students and our people about the migrants and refugees</p>
<p>CONCRETE TASKS / MODALITIES</p>	<ul style="list-style-type: none"> - Steps of writing a script inspired by a Turkish movie whose subject is looking for ways to stop the war. - Documentary/short film editing and script writing studies on the "struggle for freedom" were carried out. - Latvian traditional folk dance and music culture was examined for C2 Latvian mobility. - An effort by our students was made to understand and empathize with the experiences of people from different cultures.
<p>WHEN?</p>	<p>January – March, 2024 how many hours?</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>By providing interpretation of current news about borders, immigration and refugee problems, these studies have helped students to become aware and produce solutions to the common problems of cultures.</p>
<p>OUTPUTS</p>	<ul style="list-style-type: none"> - Questions for street interviews about refugees in Latvia - Documentary script about the freedom struggle in Latvia - Videos about refugees and borders in Turkey - Billboard about Türkiye' borders and refugees - C1 Türkiye mobility event and workshop board
<p>DISSEMINATION</p>	<p>Posts was given in our website :</p> <ol style="list-style-type: none"> 1- https://ulusoydaml.meb.k12.tr/icerikler/c2-letonya-hareketliligi-oncesi-ogrencilerimizle-birlikte-belgesel-filmkisa-film-izleme-ve-yorumlama-atolyesi-yaptik_14991575.html 2- https://ulusoydaml.meb.k12.tr/icerikler/c2-hareketliligi-oncesi-ogrencilerimizle-birlikte-ozgurluk-mucadelesi-temali-bir-belgeselkisa-film-senaryo-yazma-calismasi-yaptik_14991648.html 3- https://ulusoydaml.meb.k12.tr/icerikler/c2-letonya-hareketliligi-oncesi-letonya-halk-danslarini-ve-muziklerini-arastirdik_14997587.html 4- https://ulusoydaml.meb.k12.tr/icerikler/ab-projemiz-kapsaminda-ulkemize-gelen-yabancilari-multecileri-ve-gocleri-inceliyoruz_14997611.html 5- https://ulusoydaml.meb.k12.tr/icerikler/c1-cesme-hareketliligi-calismalari_15039527.html
<p>COMMENTS</p> <p>Page 11/15</p>	<p>The activity has been finished successfully. And also these activities are going to be performed in the future.</p>

10. *ACTIVITY 11 (TRAINING SESSIONS IN ORDER TO MAKE A FILM)*

MEDIA LEARNING / LV1 / 30.11.2023

LEARNING DIGITAL SKILLS AND MEDIA PRODUCTION

<p>SW LV1</p> <p>Activity A10.1 Work Package : M4 DANS TOUT LE ROYAUME</p>	<p>NAME OF THE SCHOOL: Baldone secondary school</p> <p>LOCAL SUPPORT WORKSHOP or TRANSNATIONAL COOPERATIVE ACTIVITY</p> <p>Title: Strengthening students' information literacy.</p>
<p>TARGETED GROUP</p>	<p>10th and 12th grade students of Baldone secondary school. 40 students, aged 16-19.</p>
<p>TEACHERS (PEDAGOGIC RESPONSABILITIES)</p>	<p>Sanita Mežiniece - history and social studies teacher Madara Kaužēna - English teacher</p>
<p>GOALS</p>	<p>To promote students' information literacy in the face of fake news about what is happening in the world, in the context of the war in Ukraine. To teach students about the potential consequences of spreading misinformation, especially in sensitive contexts like war. To emphasize the importance of considering multiple viewpoints and evaluating evidence. To recognize commonly used propaganda techniques.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>Critical thinking - recognize fake news and propaganda. Ethical use of information - the debate over whether information is a weapon.</p>
<p>WHEN?</p>	<p>12/10/2023 and 02/11/2023</p>
<p>WHAT FOR? (IMPACT: CHANGES)</p>	<p>Students are better able to recognize fake news, know how to check different news sources. The students also thought about the information war and began to evaluate the information. Students recognize the most commonly used propaganda techniques.</p>
<p>OUTPUTS</p>	<p>INTELLECTUAL AND NON MATERIAL ONES</p>
<p>DISSEMINATION</p>	<p>Students share the acquired skills and attitudes with their families and friends.</p>
<p>COMMENTS</p>	<p>Within WP2 - Borders and conflicts Frontiers inside Europe. Information literacy is one of today's most important competences, which protects a person from misconceptions.</p>

11. *ACTIVITIES 4-5 (MAKING OF VIDEOS OR SLIDES FOR C2 DEADLINE)*
LEARNING AND TRAINING SESSION / FR6 / from march to april
STUDIES OF THE BORDER AND NOWADAYS' MIGRATIONS IN LYCÉE RAVEL'S AREAS

<p>SW FR 6</p> <p>Activities A4 /A5 Work Package : M2 SUR LES FRONTIÈRES</p>	<p>NAME OF THE SCHOOL : Lycée Maurice Ravel</p> <p>ACTIVITY ORGANIZED FOR STUDENTS OF GEOPOLITICS (Première HGGSP) IN THE FRAMEWORK OF THE NORMAL CURRICULUM</p>
TARGETED GROUP	<p>PREMIÈRES HGGSP (<i>élèves susceptibles de participer en tant que renforts aux projets ou membres du groupe-cible</i>) Students expected to joint or participate in the project and mobilities</p>
TEACHERS	Pierre-Laurent Vanderplancke
GOALS	Have the students soon taking part in C1 and C2 mobilities to prepare presentations on borders, conflicts, History and migrations, and share it or show in a concrete lecture.
CONCRETE TASKS / MODALITIES	Lessons and productions.
WHEN?	16 hours at school from the beginnings of March to the end of April, 2024 / 6 hours at home
WHAT FOR ? (IMPACT : CHANGES)	The aim is to prepare the French students to act as a sort of experts (due to the special course they have choosen) and to bring suppor tto other partner to well understand the question of states borders, now and in History. Another goal is to invite them to apply the methods they have learnt to studies of some local cases
OUTPUTS	Films and slides given for C1 and C2 deadlines.
DISSEMINATION	<p>Most of contents are edited in the DELIVERABLES part of the dissemination website LegendE+ https://legendplus.franceserv.eu/index.php/projet4/deliverables-and-main-intellectual-outputs-les-productions-du-partenariat</p>
COMMENTS	Both making of and oral presentation help students to enhance their english language capabilities and make them have a best sel esteem.

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de Nouveaux Objectifs & des Apprentissages Habiles

12. *ACTIVITY 4 (LEARNING SESSIONS CENTERED ON SOCIAL BORDERS)*
READING AND ORAL EXERCICES / FR7 / march 2023
STUDIES OF THE BORDER AND NOWADAYS' MIGRATIONS IN LYCÉE RAVEL'S AREAS

<p>SW FR7 Work Package : M2 SUR LES FRONTIÈRES</p>	<p>Lycée Maurice Ravel, Saint-Jean-de-Luz, France</p> <p>LOCAL SUPPORT WORKSHOP</p> <p>Title : Tolerance, differences, boundaries between "communities"</p>
<p>TARGETED GROUP</p>	<p>Première HLP (« Humanités, Littérature et philosophie ») / 28 students</p>
<p>TEACHERS (PEDAGOGIC RESPONSABILITIES)</p>	<p>Jean-Luc Puyjalon, teacher of philosophy Edith Lalanne, teacher of literature</p>
<p>GOALS</p>	<p>Analyze the delicate question of the encounter between peoples, who cannot fail to be animated by an ambiguous feeling of attraction-repulsion, based on three famous texts (Lévi-Strauss, <i>Race and History</i>, Narrative of the First Voyage of Christophe Colomb, Montaigne <i>The Essays</i>)</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>The students are divided into small groups of three, each of whom analyzes a passage that they will then have to explain to the class by answering a questionnaire that guides their work</p>
<p>WHEN?</p>	<p>Mondays, the 4th and the 11th of March of 2024 from 10.20 to 12.10, room 108, lycée Ravel, Saint-Jean-de-Luz Duration: 4 hours in total</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>Demonstrate delicacy and relevance in the reading of texts as well as to change one's ethical relationship with others: gain empathy by becoming aware of the ideas defended in the texts which aim to strengthen tolerance and mutual contribution between peoples.</p>
<p>OUTPUTS</p>	<p>A summary of this work was presented to the other group of Première following the same subject (HLP) and a debate was initiated</p>
<p>DISSEMINATION</p>	<p>A summary report and presentation of this work is set by the two students of the group participating in the mobility in Baldone (Latvia), this report will have to be shared for C2 mobility and published on the LegendE+ website C2 DELIVERABLES (franceserv.eu)</p>
<p>COMMENTS</p>	<p>The pupils have undoubtedly been won over by the idea of a necessary empathy between peoples, but they remain lucid or at least begin to realise how peace between men is neither a vain task nor a simple project to carry out.</p>
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13. *ACTIVITY 4 (LEARNING SESSIONS CENTERED ON MIGRANTS AND REFUGEES)*
READING AND ORAL EXERCICES / FR8 / march 2023
STUDIES OF NOWADAYS' AFRICAN MIGRATIONS

<p>SW FR8: Work Package : M2 SUR LES FRONTIÈRES</p>	<p>NAME OF THE SCHOOL : Lycée Maurice Ravel</p> <p>LOCAL SUPPORT WORKSHOP</p> <p>Title : Portrait du Naufragé zéro (Lina Prosa, Compagnie des Syrtes).</p>
<p>TARGETED GROUP</p>	<p>ECLA (seconde, première et terminale) + 1 HLP, THLP</p>
<p>TEACHERS (PEDAGOGIC RESPONSABILITIES)</p>	<p>Séverine Augé, Marion Fautous, Edith Lalanne, Martin Brumeaux</p>
<p>GOALS</p>	<p>Be spectators of the first part of a trilogy about African migrants. “Catharsis” in a modern tragedy mixing different arts and languages. After the play, conversation about interpretations and sensations with the dancers, actresses and all the students.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>Student go to the theater, a show mixing dance and music about exile, migrations and frontiers</p>
<p>WHEN?</p>	<p>8 /03/2024</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>To touch the artistic sensibility of students and also to show how art can be politic and may change how anyone can consider migrants.</p>
<p>OUTPUTS</p>	<p>Written commentaries about different interpretations of the spectacle.</p>
<p>DISSEMINATION</p>	<p>https://tanka.saintjeandeluz.fr/agenda/portrait-naufirage-0/</p> <p>https://www.sudouest.fr/pyrenees-atlantiques/hendaye/hendaye-du-naufirage-a-l-ouverture-du-coeur-14768658.php</p> <p>https://www.youtube.com/watch?v=5GIbVRlpXx8</p>
<p>COMMENTS</p> <p>Page 15 /15</p>	<p>This activity was at the same time a support workshop for Be.Bo.P and a tool for dissemination of its purposes but also a coworking task implemented by all the Literary teachers</p>