



Erasmus+

TOGETHER, IN HARMONY!



PROIECT FINANȚAT DE CĂTRE UNIUNEA EUROPEANĂ PRIN PROGRAMUL ERASMUS +
DOMENIUL EDUCAȚIE ȘCOLARĂ, ACȚIUNEA CHEIE 2 – PARTENERIATE DE COLABORARE
NUMĂR DE REFERINȚĂ 2022-1-RO01-KA220- SCH-000085644

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Approved,
Principal,
Prof. Dănilă Simona

Report of learning/teaching/training activities held between October 2-6, in Alovera, Spain



The ERASMUS+ **TOGETHER, IN HARMONY!** project runs from 01.09.2022 to 31.08.2024, being a partnership for cooperation in the field of school education between five educational units from Romania, Italy, Turkey, Lithuania and Spain, with the main objective of developing the feeling of belonging to a multicultural community by increasing awareness of the importance of creating an inclusive and harmonious school environment by respecting diversity and promoting tolerance, social equity and equality, as well as knowing the importance of well-being in the school community by establishing relationships of harmony among all its members.

The learning/teaching/training activities proposed by **IESO HARÉVOLAR**, from **ALOVERA - SPAIN** and organized in accordance with the proposals in the application form, took place under the generic **DEVELOPMENT OF STRATEGIES FOR PROMOTING WELL-BEING AND A FRIENDLY ENVIRONMENT IN SCHOOLS**, bringing together students and teachers from the host school and 4 students and 2 teachers from each partner institution.

The objectives of these activities were:

- respecting diversity and promoting tolerance, creating an inclusive climate that leads to a well-being for all members of the partner school communities and a friendly environment in schools;
- stimulating and exploiting the creativity of the participants through formal and non-formal activities;
- improving students' and teachers' communication in English and their digital skills.

To begin with, the ceremony of welcoming the guests was organized, the delegations of the partner schools presented themselves and the host school was visited. During the visit, the discovery of the space dedicated to the presentation of the project impressed the guests, as messages or products created within the activities of each school were highlighted.

Another formal, but pleasant and very interesting moment was the reception of the delegations at the Alovera City Hall. The children learned interesting things about the history of the places, but also about the life of the community, and the teachers learned from the mayor what the policies in education are reflected in the relationship between the community and the school, how the community actually gets involved to integrate all the children and create harmonious environments development for them.

The program continued with the participation of students from the partner institutions, together with students from the host school, in the activity "**INCLUSION THROUGH STORIES**", which aimed to train the participants to find creative ways for spontaneous situations, to create stories, but also well-being within the group.

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The creation of a mural drew the children's artistic, communication and practical skills in English. The way of organization, the working atmosphere, the interaction with a storyteller, the quality of the information acquired and the products made were highly appreciated.

For the next item on the day's agenda, the students formed mixed teams and participated in sustainability workshops in the school garden, using products from the garden and learning how to make lavender cream, how to grow and care for herbs. Warm and relaxing atmosphere and at the end of the day, where the participants learned through collaboration, and at the end they discovered that some workshops were supported by the parents of their teammates.

For the activities on Tuesday, October 3, children and teachers traveled to **Alcalá de Henares**, a place full of history and highly appreciated by tourists, the right scene to create diverse and attractive learning contexts that capitalize on the potential of each participant, contribute to everyone's well-being and group cohesion.

The first activity involved the formation of mixed teams of students and teachers. Each team had to find a tourist from another country, other than the ones the team members were part of, to interview (**FIND A TOURIST**). At the end, each team presented its discovery, learning moment, evaluation and valorization for each participant. Then followed the visit of the memorial house of Miguel de Cervantes - One-Armed Man from Lepanto.

At lunch, students and teachers participated in the **KNOWLEDGE FROM THE PAST** activity at the University of Alcalá de Henares. After visiting this prestigious institution, an opportunity to learn about its history, as well as its significance in the cultural picture, but also the involvement in the community of the region, the participants had an interactive moment. The tour host created the final exam moment more than 200 years ago. The moment was thoroughly enjoyed by the children, who took their roles very seriously and demonstrated that learning can produce well-being.

The visit to the *Regional Museum of Archeology and Paleoanthropology* created the context for the activity titled **HOW TO DEAL WITH A DISABILITY**. Mixed teams were formed again, different from those formed for the other activities. While visiting the museum, the children were given two tasks: the first involved putting themselves in the shoes of a disabled person, each team choosing a different disability, and identifying the difficulties they encounter when visiting the museum, and the other task was a scavenger hunt of treasures which involved the identification of some elements present in the museum. Each requirement was an opportunity for debate, collaboration and open interaction between students, teams, students and teachers who took on the role of students and became partners in the children's teams. An intense but pleasant and harmonious moment that represented the perfect end to a successful day.

Guadalajara was the chosen place for the activities scheduled for **Wednesday, October 4**. They started with sports activities for a healthy lifestyle - Fuente la Niña Guadalajara and created the opportunity to reiterate that health, well-being and harmony cannot be established without sports and exercise. The children demonstrated their sports potential, some even exceeded it, in sports competitions or used their creativity in adapting the rules of well-known games.

This was followed by participation in the **FESCIGU SHORT FILM FESTIVAL**, which offered the opportunity to experience, from the position of a spectator, situations about inclusion, which can be easily identified in real life.

The day's program also included a visit to the **Provincial Museum of Guadalajara** for the activity *Life in Guadalajara in The Past*. Characters and personalities, places steeped in history and captivating stories delighted children and challenged them to explore, ask questions, debate in a friendly, open environment.

The morning of **Thursday, October 5**, brought the long-awaited visit to the Spanish capital, MADRID. The site of the first activity, *Revered and feared, feminine power in art*



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and faith was the exhibition at Caixa Forum Madrid. A modern, interactive exhibition with outstanding exhibits from the great European museums that captured the role of women in society over time, her influence in the evolution of the family, the community, but also her status as a model or leader.

Then followed the visit to *Espacio Telefónica Madrid*. Attendees had the opportunity to be their own guide in this fully interactive exhibition. Each place of the exhibition was a challenge for the children, who were fascinated to discover the evolution of technology and its influence in different public areas or on some personalities.

The afternoon was for **Art, past and present** and of course visiting the **National Art Museum – PRADO**, the ideal place to admire the perfect combination of diversity, culture, harmony and well-being.

The last day of the program of activities, **Friday, October 6**, included five workshops coordinated by specialists of the **MUS-E association** with which the host school has an active partnership. Interactive and relaxing moments spent in the improvisation workshop and group wellness activities, art with unconventional objects, light painting, directing or personal development.

Students were divided into mixed teams for brainstorming and creative exercises to make products that can then be used to create learning situations.

Opportunity for interaction, brainstorming and creativity also for teachers who, starting from the experiences prepared by the host school, but capitalizing on their own knowledge and experiences, developed the **Methodological Guide for an inclusive school**.

For the final touch of a week full of a multitude of learning and collaboration situations, in a harmonious and friendly environment, the traditional lunch organized by the *Parents' Association* highlighted the importance of the functional student-teacher-family triangle, but also the promotion of harmony between the school community and the local one for the development of each child.

Then came the moment of handing out the certificates of participation. On this occasion, the director of the host school, Laura Fortea Manzanarez and the project coordinator, Sonia Gutiérrez Serrano, thanked the participants for their interest and congratulated them for the openness with which they faced the challenges, for their involvement in every moment and in every activity, for sharing experiences and created moments. All the activities carried out created favorable contexts for achieving the proposed objectives (improving digital skills and communication skills in English, developing well-being for members of the school community, as well as identifying appropriate strategies for its creation). They also expressed their belief that the cooperative and friendly relationship established between the participants will lead to the success of the project and, why not, to participating together in future projects.

Based on the questionnaire presented to the participants, the various activities carried out during the five days contributed to the formation of correct attitudes towards peers and to the awareness of the importance of promoting well-being and a friendly environment in schools.

Also, the learning/teaching/training activities carried out this week brought to light multiple perspectives and strategies essential to achieving their primary objective:

1. **The importance of well-being for school performance:** it has been pointed out that students' well-being is directly correlated with their academic performance. Students who feel safe and supported in the school environment are more motivated and show greater involvement in school activities.

2. **The essential role of teachers:** teachers play a crucial role in creating a positive classroom environment. Continuous training of teachers in the field of well-being management and non-violent communication is essential for the development of an atmosphere conducive to learning.



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3. **Extracurricular programs and activities:** organizing extracurricular activities that promote collaboration, mutual respect and creativity significantly contribute to the development of a friendly environment. These activities must be diverse and accessible to all students.

4. **Community Involvement:** collaboration with parents and other community institutions is vital to support the school's efforts. The community must be informed and involved in initiatives aimed at improving student well-being.

5. **Creating a friendly physical environment:** school spaces should be safe, comfortable and encourage positive interaction. The design of classrooms and common spaces can significantly influence the well-being of students.

6. **Continuous assessment of the school environment:** constant assessment of the school climate is necessary to identify and promptly address emerging problems. Feedback from students, parents and teachers is essential for continuous improvement of implemented strategies.

7. **Diversity and Inclusion:** promoting diversity and ensuring an inclusive environment is fundamental to the well-being of all students. School policies must support equal opportunities and combat discrimination of any kind.

8. **Technology as a support tool:** the use of technology can facilitate the implementation of innovative strategies for promoting well-being.

9. **Digital platforms and psychological support applications** can be integrated into the school routine.

In conclusion, the organized activities demonstrated that the development of strategies to promote well-being and a friendly environment in schools requires a concerted effort from all actors involved. Investing in the well-being of students is essential to the formation of individuals who are healthy, balanced and ready for future challenges.

Project coordinator,

Mihaela Deli-Iorga