

ERASMUS+ PROGRAM: “EUROPE FOR INCLUSION”

REPORT ON THE FOURTH LEARNING, TEACHING AND TRAINING ACTIVITY

SCHOOL TO SCHOOL PARTNERSHIP - ACTION KA4

**Reflections on the lessons attended in Coimbra, Portugal,
2th – 8th May 2016**

ISTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY

TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS - LATVIA

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SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA

GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA - TURKEY

THE STAFF

SCHOOL	NAME	TEACHING DEGREE	SUBJECTS TAUGHT
ALICE GOUVEIA	FILOMENA NAMORA	3 RD CYCLE	PHYSICAL EDUCATION
	HELENA MENDES	2 ND CYCLE	MATHEMATICS
	SUSANA LOJA	2 ND CYCLE	ARTS AND CRAFTS
	HENRIQUE ALGODRES	2 ND CYCLE	PHYSICAL EDUCATION
	ERINA PEREIRA	3 RD CYCLE	PHYSICAL EDUCATION
	ARMANDO ROCHA	3 RD CYCLE	BIOLOGY

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INTRODUCTION

Held in Coimbra, Portugal, from 2 to 8 May 2016, the fourth learning, teaching and training activity, integrated in Project Erasmus + - "Europe for Inclusion".

The European teachers observed lessons in the kindergarten, in the primary school and in the college and attended a musical performance in the auditorium of the Conservatory. In all these activities with the courses, which included students with special educational needs, it was possible to percept the natural way how students with difficulties are active and equal in a regular class.

And because there are degrees of disability from which the full inclusion of students is very difficult, it was promoted a conference on pictographic language, that facilitates communication where no other is effective.

Afterwards, the European teachers discussed their teaching and learning experiences, in the plenary session.

This report collects the teaching activities developed by the Portuguese team and the reflections of the European trainees.

SHORT INFORMATION ABOUT THE TEACHERS

SCHOOL	NAME	TEACHING DEGREE	LECTURE CONTENTS	SUBJECTS TAUGHT
AREIRO	Anabela Franco	KINDER GARDEN	Telling stories from all around the world	KINDER GARDEN
	Graça Corte Real	KINDER GARDEN	Telling stories from all around the world	KINDER GARDEN
	Luísa Ferrão	1ST GRADE	Building knowledge and affection	PRIMARY SCHOOL
	Carlos Fonseca	2ND GRADE	Geometrical figures	PRIMARY SCHOOL
	Fátima Rafael	3THGRADE	Social skills	PRIMARY SCHOOL
	Graça Ferreira	4THGRADE	Mathematics	PRIMARY SCHOOL
NORTON DE MATOS	Manuel Monteiro	1ST GRADE	Mathematics	PRIMARY SCHOOL
	Helena Arcanjo	2ND GRADE	Learn the time from a clock	PRIMARY SCHOOL
	Mário Domingues	3THGRADE	Portuguese Language	PRIMARY SCHOOL
	Isabel Rodrigues	4THGRADE	History and traditions	PRIMARY SCHOOL
	Jorge Duarte	4THGRADE	Physical Activities	PRIMARY SCHOOL
ALICE GOUVEIA	Maria Manuel	5/6THGRADE	Cooking	ARTs
	Paula Cabrita	5/6THGRADE	Gardening	BIOLOGY
	Lina Grilo	5/6THGRADE	Crafting	ARTs
	Eugénio Mano	7/8/9THGRADE	Gymnastics	PHYSICAL EDUCATION

REPORT ABOUT THE LESSONS CARRIED OUT IN COIMBRA SUL

PRIMARY SCHOOL - Norton de Matos					
	1 st GROUP	2 nd GROUP	3 th GROUP	4 th GROUP	5 th GROUP
Teachers involved	Guillaume Caillon Patrizia Mercuri Ana Maria Cadeddu Janina Bartuseviciene Didzis Bremze Philippe Felbert Yakup Ceylan	Paula Piliu Simona Muroi Neringa Zujiene Dalia Mazuroniene Carolina Ruiz Laurence Martin Arzu Karakecili	Mirela Marras Rosa Maria Dettori Jolanta Savukiniene Katrina Dimson Seklina Ilze Didier Houde Ibrahim Han	Carla Moretti Audrone Noreikiene Kristina Liberte Zeynep Turkmen Daniela Vadana Lucyna Donke Mehmet Halat Tomasz Joswiak	Beata Mrosek Ioan Florean Angelica Florean Malgorzata Szajek Elena Ionescu Kamila Jeskoviak Daniela Manolachi Diana Chitu
Teacher	Manuel Monteiro	Helena Arcanjo 1 teacher + 1 specialized teacher (for 1 handicapped student)	Mario Domingues	Isabel Rodrigues + 2 university student trainers	Jorge Duarte
Class	1st year 19 students (7 females + 12 males)	2 nd year Two student with learning disability Two foreign students	3 th year	4 th year	4 th year
Age of children	6 / 7 years old	From 7 to 16 (including 1 with a handicap and 2 with special teaching needs)	7/8 years old	8/9 (2 students whit special educational needs)	9 – 10 years old
Space	Classroom	Classroom	Playground	Classroom	Classroom

PRIMARY SCHOOL - Norton de Matos					
	1 st GROUP	2 nd GROUP	3 th GROUP	4 th GROUP	5 th GROUP
Material	<p>video projector computer books board wooden geometrical volumes banknotes little video about Coimbra video about FADO funny money</p>	<p>Digital board + computer software- cclocks with moving hands (made with coloured cardboards aiguilles paper/pencils/colour pencils</p>	<p>Playground and marbles, chalk, long elastic rope, coins, piece of clothing.</p>	<ul style="list-style-type: none"> • LIM • overhead projector • computer • books 	<ul style="list-style-type: none"> • Digital board + computer software • Blackboard • Coloured paper rulers
Brief description of the activity carried out	<p>The pupils studied a 3D map of the Coimbra University, they recognized volumes, they named them (from outside faces and surface areas, pyramids, cones, parallelepiped, etc.). The pupils were rewarded with banknotes (fake ones!)</p>	<p>Through different games, students learn how to read the time on a clock with moving hands. Students were divided into teams that were named after colors. Each color corresponded with a part of the clock face the students had on their desks. They had to guess the time that appeared on the IMB. A point was given for every right answer, and each team's score was marked on a colored board. After that students sang a song and played some games organized by the teacher that dealt both with the reading of time</p>	<p>Different games (marbles, hopscotch, elastic game, duck goose.</p>	<p>Brief description of the Coimbra University history and its traditions Vision of shorts films : the university students sing</p> <ul style="list-style-type: none"> • <i>Ode à alegria (hino da união europeia)</i> • <i>Tuna de medicina da Universidade de Coimbra (serenade of love)</i> • <i>Balada de despedida do quinto ano jurídico.</i> • After the kids, themed clothes, tell the story of the poet king DINIS and Rose Queen and represent the scene 	<p>The teacher explained the theory about fractions using a digital board, realia, video, then the students had to calculate, then to solve some exercises, like a competition.</p>
Main aim of the activity:	<p>To recognize, name and classify the solids (polyhedrons and non polyhedrons). To master the vocabulary connected to solids. Along with this, to practice addition of Euros.</p>	<p>To learn how to tell the time from a clock with moving hands. To use and to know the clock correctly.</p>	<p>To allow the students to play and to have a physical activity, to have them organize their game, their time and their group.</p>	<p>Understand and describe the history and traditions of the Coimbra University</p>	<p>Learn about the fractions:</p> <ul style="list-style-type: none"> • The elements of a fraction • Learn about proper and improper fractions • Bring fractions to the same denominator • Solve calculations with fractions

PRIMARY SCHOOL - Norton de Matos					
	1 st GROUP	2 nd GROUP	3 th GROUP	4 th GROUP	5 th GROUP
Structure of the activity:	<p>Students watched a video about the university of Coimbra. They manipulated volumes (call for prerequisites). They observed the differences. They played with marbles (revising work). The activity involved observing, listening, brainstorming, pupils assessment and competition.</p>	<p>3 games were available for 5 teams of 3 to 4 pupils.</p> <ul style="list-style-type: none"> 1- The teacher tells a time. One student per group comes and correctly positions the hands on the digital board (the answer and incentives are immediately given by the machine) and then lets a game mate play (they can help each other) 2- The teacher tells a time- After a collective research, one pupil per group comes to the board with a cardboard clock and shows the answer – Answers are compared and there is a collective verification. 3- Research on the board (pupils volunteer as « team leader ») of the time it is in the different countries taking part in the project (time differences +/- 1h, 2h, 0h,... At the end of the lesson, the same activity is carried out by everyone (correctly draw the hands to get an analogical time) + colour the clocks: to calm the group + individual assessment. 	<p>4 groups from 3 to 4 students playing one of the 4 games in 4 different parts of the playground. The groups moved from one game to the other when the teacher said so. Students played in autonomy but the teacher kept an eye on them and went from group to group to encourage students or even take part in the game. Then, in the end, everyone gathered to play hopscotch.</p>	<p>The kids tell and recite, and the teacher and the university student complete the description in English and Portuguese</p>	<p>The teacher organized the class and he prepared the students. He took a form and he broke it in two parts and he drew them on the blackboard, then he offered some more examples for the students about fractions, from daily life (pizza, chocolate). The activity passed from concrete examples to abstract ones. The teacher asked questions and the students answered. The students had on their desks some stripes with fractions. They watched a video, then they solved a problem using the computer and a special program. The support teacher helped the students with special educational needs or those whose working pace was slow. The students were encouraged and appreciated all the activity long.</p>

PRIMARY SCHOOL - Norton de Matos					
	1 st GROUP	2 nd GROUP	3 th GROUP	4 th GROUP	5 th GROUP
Working modality	Permanent interaction, questions and answers, between pupils and teacher. Everyone took part. Plenary lesson.	3 different games with varied materials – heterogeneous working groups –with several pupils with specific teaching needs taking part- one specialized teacher assisting one of them. Group activity.	Once on the playground, the teacher told groups to go where a game was positioned and students started playing. The teachers passed from group to group to encourage the students. Students played in autonomy, respecting each other and waiting for their turn. When the teacher said so, they willingly moved to another game. The 4 groups played the four games. Boys and girls played marbles and the elastic games.	Individual and group work Individual work, pair-work, group work, whole class.	Group work , Pair work, Cooperative learning, Individual work
What the children did	They observed, they worked, they summoned their knowledge. They have to recognize and name the solid shape. They have to answer in order to the questions of the teacher.	They learned playing and cooperating (share of skills). They answered question, sang several songs and played various games	They organized their games by themselves and they played.	The kids tell, recite, dance, sing	They paid attention to the teacher's explanations, they solved the tasks, they checked the results, they watched a video explaining them the fractions they were happy when the computer marked their good answers.
What we had to do:	Observe Watch some presentations (presented by the students and videos with the use of projector and whiteboard) about Coimbra and its traditions, sang songs, dance with the children to traditional song	Observe	Observe the kids playing and play with them if we wished.	We observed, questioned, danced with the children	To observe the lesson, to observe how the Portuguese teacher works with the students with special educational needs. The teacher was very attentive at the students and they were helped whenever necessary.

PRIMARY SCHOOL - Norton de Matos					
	1 st GROUP	2 nd GROUP	3 th GROUP	4 th GROUP	5 th GROUP
Learner's difficulty:	1 pupil had cognitive difficulties. 1 allophone Adaptation on the materials and the method, the aims were the same. No difficulties were detected.	No apparent difficulties (avery good global level of knowledge (half, quarter, past and to were used during the lesson...)	No difficulties. They all knew the rules and what was at stake. All of them were active during the activity respecting each other and respecting the rules. On certain games, if one failed , they could play again.	No difficulty The hyperactive child was supported by a university student in a few moments	Some of the students had difficulties in calculating the percentage, but the teacher assistant helped them, using in his explanations the drawings and further information.
Reflection on the activity carried off	A very friendly and positive working atmosphere. The pupils are comfortable with the activities.	Very good inclusion of the handicapped pupils in the class and in the groups. The working spirit is caring and playful. Individual mistakes are never pointed out but they are corrected collectively. Mistakes are accepted. This way of doing seems to be fully accepted by the pupils. Students were interested, involved and participating.	One often forgets how important and useful can such simple and common games can be in a teaching or learning process. They are undoubtedly inclusive. They can be pacifiers. They can change class hierarchies (among students and between students and teachers), for a brief moment. Observing the way students play is a source of information for a teacher and a time to assess behaving and social skills.	Thanks to the images and the dramatization the activity was enjoyable. The kids attended all, by using their learning and communication privileged channel and , so there have learned the history of their city Students were interested in the topic of the lesson. This was a special needs classroom so there were supportive teachers who helped the students. The atmosphere was friendly and cheerful. The students enjoyed the lesson. Both the presentation and the children's performance were interesting. The students showed a big involvement during the lesson. Singing and dancing were a lot of fun for them.	We can say after observing this lesson that assessment can be done in a pleasant way. Even if a Maths lesson implies complex notions, it can actively involve the students and we observed this during the lesson. The children were so happy in the end, when they were solving the tasks and the computer gave positive feedback. We can say that Mr Duarte showed us that Maths can be learnt using simple explanations and models (examples from daily life – pizza, chocolate etc). By giving such examples, the students could understand easily what the teacher wanted to transmit. More than that, one does not need a complex communication to transmit or understand mathematical language and

PRIMARY SCHOOL - Norton de Matos					
	1 st GROUP	2 nd GROUP	3 th GROUP	4 th GROUP	5 th GROUP
				<p>The teacher has a modern way of teaching (dynamic use of the digital material)</p> <p>The children were very attentive and respectful of their turn in talking</p>	<p>nonverbal language is essential in transmitting information to the students. We consider the lesson very useful because we saw how modern techniques can be put together with traditional ones (explanations, frontal activity, watching TV (short movies) solving exercises using worksheets, or using the computer.</p> <p>The Romanian appreciate the working methods and techniques used to integrate the students with special needs in normal classes (practical activities, continuous supervision and guidance of the support teacher, resuming the same exercise in several ways). The lesson was developed in an appropriate atmosphere, with a lot of resources and the role of the second teacher is very important. The students with special needs are integrated and not marginalized, they are not compared with the other students nor criticized. They are attentively helped by the support teacher.</p>

KINDERGARDEN AND PRIMARY SCHOOL - Areeiro						
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP	5 th GROUP	5 th GROUP
Teachers involved	Guillaume Caillon Patrizia Mercuri Ana Maria Cadeddu Janina Bartuseviciene Didzis Bremze Philippe Felbert	Arzu Karakecili Simona Muroi Neringa Zujiene Dalia Mazuroniene Carolina Ruiz Laurence Martin	Mirela Marras Rosa Maria Dettori Jolanta Savukiniene Ibrahim Han Seklina Ilze Didier Houde	Carla Moretti Audrone Noreikiene Kristina Liberte Zeynep Turkmen Daniela Vadana Lucyna Donke Mehmet Halat	Beata Mrosek Ioan Florean Angelica Florean Malgorzata Szajek Elena Ionescu Kamila Jeskoviak	Diana Chitu Tomasz Joswiak Yakup Ceylan Daniela Manolachi Paula Piliu Katrina Dimsone
Teacher	Anabela Franco	Graça Corte Real	Luísa Ferrão	Carlos Fonseca	Fátima Rafael	Graça Ferreira
Class:	Kindergarden	Kindergarden	1 st Year	2 nd Year	3 th Year	4 th Year
Age of children	4– 5 Years old	3 – 4 Years old	6 Year old	7 – 8 Years old	8 – 9 Years old	9 – 10 Years old
Space	Classroom	Classroom	Classroom	Classroom	Classroom and school playground	Classroom
Material	Cards, coloured pencils	Sticking pictures on the board (poster) Loose sheets of paper. Computer (for the music sound)	Paper, glue, watercolors, brushes, origami cube, lego game	.Models of geometric solids in wood .Computer, .Multimedia board,	Chalks, marbles, a big rubber band, bottle caps	Cardboard, sheets of paper, glue, scissors, compass, ruler and watercolours



KINDERGARDEN AND PRIMARY SCHOOL - Areeiro						
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP	5 th GROUP	5 th GROUP
Brief description of the activity carried out	<p>The students had to prepare the cards for the memory game, then they played the game. After playing memory game, the students had to prepare a picture dictionary in Portuguese, English and the language of the guest teacher from their group.</p>	<p>Recognizing the fingers of the hand and connected activities (drawing, reading and writing of the names, nursery rhyme using these names)</p>	<p>In three groups, the students were given tasks to do, they accomplished them and then they exhibited their work. The teacher explained the students what they had to do, then she helped them if necessary, then she helped them to exhibit their work.</p>	<ul style="list-style-type: none"> • Solids observation to multimedia board, • Games about solids on multimedia board, • Construction of solid geometric figures in paper, • Children describe solid geometric figures, 	<p>Children played old traditional games in groups</p>	<p>5 groups: The group 1 used cardboard stripes and glue to make various geometrical shapes. The group 2 instead cut some sheets of paper with geometrical shapes printed on them. The group 3 drew some curves using pencils and rulers. The group 4 used the same materials to draw several pointed stars and painted them with markers. The fifth and last group used the fundamentals geometrical shapes to create a landscape and painted it with watercolours. At the end of the activity a video clip was projected, which dealt with the importance of mathematics in several aspects of real life, such as construction industry, transportations, sports, cooking, music and arts; a student provided a commentary of it.</p>

KINDERGARDEN AND PRIMARY SCHOOL - Areeiro						
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP	5 th GROUP	5 th GROUP
Main aim of the activity:	to draw characters from different stories, to be attentive at the game, to name the image from the card.	To master the names of the different fingers. Work on the sentence, the word, the syllable and the letter.	- to build by assembling and joining different models from the immediate reality using the materials offered by the teacher: to show cooperation in group activities; to know the materials for practical activities; to find the utility of things they do by themselves; to show team spirit	Know the solids geometrical figures	Improve balance, hand-eye coordination and social skills	To study and increase the knowledge of basic geometrical shapes.


KINDERGARDEN AND PRIMARY SCHOOL - Areeiro

	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP	5 th GROUP	5 th GROUP
Structure of the activity:	<p>The students were split in groups of four. In each group there is a guest teacher. The class teacher gave them cards with different images on them. They had to draw for each image another card with a similar image. After finishing drawing, the students played memory game using the cards.</p> <p>In the second part of the activity the students did a Pictionary in Portuguese, English and the language of the guest teacher. The students received some cards with images on them. On the back of each card the guest teachers wrote the word representing the image in English and their language. The students recognized the image and name it in Portuguese. At the end of the activity each guest teacher received the memory game as an example for the class in his school.</p>	<p>Different materials on the finger theme (revising of names, nursery rhymes, board, story reading, sheet of paper, coloring, song, board, paper,...)</p>	<p>The students were split in 3 teams, each of them having a certain task. The first team had a lego game on their desks and they had to use the game to do geometrical figures. Then they had to use the geometrical figures and to assemble them to form a small town. The second team had brushes, watercolors, water, paper with geometrical figures and they had to draw them and then to exhibit the paintings. The third group had paper, glue and they had to do an origami cube. The lines were drawn on the paper and they had the instructions for the folding way. At the beginning of the activity, the teacher explained the students what they have to do. At the end of the lesson, she assessed the students' work and then she helped the students to exhibit what they had done.</p>	<p>Presentation of activities,</p> <p>Central moment (practical activities),</p> <p>Final moment with a refund of the activities by children.</p>	<p>Children had to play using four different "game stations"</p>	<p>Students were divided into five groups.</p>
Working modality	<p>Group work, collaborative learning, pair work</p>	<p>The teacher led the class constantly going from the group to the individual</p>	<p>Group work</p>	<p>Frontal lesson</p> <p>Group work</p>	<p>Children played one by one respecting their turn.</p>	<p>Even though students were divided into groups, each student worked in an autonomous way</p>



KINDERGARDEN AND PRIMARY SCHOOL - Areeiro						
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP	5 th GROUP	5 th GROUP
What the children did	They drew, they played memory game, they named the images.	They read, spoke, wrote, drew and sang	The students had to listen to the teacher's explanations then to accomplish the task, then to exhibit their work.	Children perform deliveries assigned by the teacher	They played changing games and positions. We suppose they were used to play that kind of games because the teacher didn't explain how to play . They had fun.	They drew and they used glue, scissors and various typologies of markers
What we had to do	We helped the students draw and colour, we played memory game, we helped the students do the Pictionary. we learnt how to involve the students in making the materials for the activity.	Observe	We had to observe the lesson and we also had to take part at the activity, to work with the students (the Romanian participant at this activity had to do the origami cube).	We built models of solid geometric shapes in paper.	Observe and play with the children	We had to observe and work together
Learner's difficulty	They did not encounter difficulties.	Some pupils had difficulties drawing or reading but the teacher concentrated on the individual oral work.	They did not encounter difficulties.	The students didn't have any difficulties.	No difficulties	No difficulties were spotted
Reflection on the activity carried out	The students liked the course, they did by themselves some materials for the activities. Some members of the Romanian team appreciate that they will try these activities with the Romanian students.	The atmosphere was good and friendly. The pupils were involved in what the teacher displayed. there was no particular difficulty	The students did a small town using the geometrical figures, they exhibited their paintings and the origami cubes. The methods used by the teacher were very interesting and they can be used successfully at kindergarten. The lesson was very interesting, very well prepared and the working modalities were according to the age of the students.	The lesson was similar to the one I presented to my students.	Interesting conversation between Turkish, Italian and Latvian colleagues after noticed that their countries have the same old traditional games.	Students were interested, involved and participating.

COLLEGE – Alice Gouveia				
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP
Teachers involved				
Teacher	Maria Manuel	Paula Cabrita Chemistry teachers, biology, agricultural engineer assisted by external workers as disadvantage people otherwise social excluded	Lina Grilo 2 teachers: 1 main teacher 1 support teacher.	One gym teacher, one support teacher and four apprentices from Coimbra University
Class:	Oficina dos Saberes	Garden	Classroom.	An extra-class Special needs group 5 children
Age of children:	12-15 years old Pupils with intellectual handicaps or with light physical handicaps	12-17 years old Pupils with intellectual handicaps or with light physical handicaps	2 nd school – 10 -11 years old 15 boys / 2 special needs	11-15 Years old
Space	Small room with a bed and a kitchen apartment type.	Vegetable garden A garden to learn	Classroom art education.	Gym
Material	Cooking utensils, domestic tools (ironing table), cooking ingredients.	Garden tools garden tools, boards with names of different plants, notebooks and pens.	Cardboard , glue , tempera paints , scissors , metal wire .	Gym tools

COLLEGE – Alice Gouveia				
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP
Brief description of the activity carried out	Pastry making Shirt ironing Bed making (embroidered sheets)	Pupils and teachers look after the garden in a collaborative way. The students introduce us to their garden. They identify plants, position identification boards with the help of the workers (part of a professional insertion workshop) who take care of removing grass and weeds and watering (+cutting and transplanting) Then, the teacher ask the students to draw a sketch of the garden map. This task will there be carried out during the geometry lesson.	Cut the egg carton to create the petals of a rose <ul style="list-style-type: none"> • Use glue to glue the petals • Paint the rose whit favorite colors • Let dry • Form the stem of the rose with the metal wire • Drill the rose to attack the stem 	Children had to play some games. It was a special needs group so the activities were studied for them.
Main aim of the activity:	Develop autonomy in daily house chores.	Knowing the living and adults' reintegration for the non-benefit partner. Education about sustainable development and professional integration – botanic and geometry notions. Integrate disadvantaged people or otherwise social excluded people, but also from an intergenerational perspective was one of the driving forces of this project. Building a partnership between the public school and a private institution for people who are outcast due to handicap or other reasons as disadvantaged or social exclusion.	Properly use expressive techniques and different materials <ul style="list-style-type: none"> • Recognize primary colors and mixing them get secondary • Take care of the work tools and knowledge of their use 	Help children improving some abilities like balance, speed, hand-eye coordination, body coordination. Have good moments.
Structure of the activity:	2 groups (one after the other) carried out the cooking and cleaning activities (showing and making)	Planting and grass and weed cleaning. Cooperation and social and generational inclusion.	The teacher showed the final result and explained how to start making roses, that you should cut shapes first, then paint, glue and in the end she helped to put wire.	Children played 4 different games.

COLLEGE – Alice Gouveia				
	1 st GROUP	2 th GROUP	3 th GROUP	4 th GROUP
Working modality:	Students help each other under teacher's Guidance.	Team work Cross work. Biology / Maths / Horticulture	Individuals.	They played one by one
What the children did:	They made pastries, they made a bed and they ironed a shirt. Children prepare savory and sweet croissant. They show themselves adept at using the knife and coordinate hands movements. They make the bed They Ironed shirt They Clean up the dishes	They cleaned the garden and they made boards to name the plants. A long distance project : Pupils and adults know each other and easily work together	They work quietly and carefully showing good skills	Throw a little ball to make fall some cans Do a short gym path Play Hockey Play bowling
What we had to do:	To observe and to take part in the making of pastries.	Observe	We observed walking around the tables and then we tried to make ourselves our roses .	Observe the lesson.
Learner's difficulty:	Handicapped students are guided by the teacher to cut straight or to roll the dough, for example.	Unnoticed.	None There was a group of special needs students and they had their own extra teacher to guide them, but they could do everything what was supposed to do.	The difficulties were strictly linked to the disability the children had.
Reflection on the activity carried out	It is a good idea to prepare these students to daily activities (with no professional intention, the aim is practical autonomy). They are happy to do it. The inclusion of these students requires resources that are given to schools, which we very much liked.	The double aspect of the project (to work with adults on a reintegration process and use of Maths and Biology skills) was totally relevant. It is fruitful to open school to « different » types of people as well as to put forward the notion of living together. To give a practical meaning to school learning (growth, vegetal reproduction, notion of plan, proportions in geometry...)	Art crafts is one of best examples for flexibility, in the end nothing is wrong and you do not feel pressure about time, how fast you do it or not, it is all about to enjoy the activity with others	Children played joyfully and they were able to do what the teacher asked. They supported and helped each other.

Concert in Conservatório de Musica de Coimbra	
French, Italian, Romanian, Turkish, Lithuanian, Latvian and Polish teams	
Teachers involved	All the teachers
Teacher	Music teacher Ana Paula Silva, teaching assistants and Filomena Namora (all from Alice Gouveia School).
Class	Pupils from the Agrupamento de Escolas Coimbra Sul together with former students from Alice Gouveia School and now attending the Conservatório Quinta Das Flores.
Age of children	From 6 to 18 years old
Space	Conservatório de Musica Coimbra: Auditorium
Material	A stage, an audience, and a wide variety of music instruments (acoustic and electric)
Brief description of the activity	A public concert made of several acts.
Main aim of the activity	To entertain an audience and as for the pupils, make them build a collective work.
Structure of the activity	A succession of musical acts (concert by a Rock and Soul band composed of former students, vocal performance on the theme of the storm, an instrumental part mainly with percussions, and another vocal act performed by a choir.
Working modality:	Of course, we did not attend the making of the show. That night, the working modalities were those of a public performance.
What the children did	They played music, they sang in front of a full auditorium. They helped each other. They enjoyed themselves.
What we had to do:	Listen (and sing at times), enjoy ourselves and show we were happy.
Learner's difficulty:	Honestly, from a spectator's point of view, we saw none.
Reflection on the activity	Even if we did not attend the making of this performance, we can measure the amount of work and involvement from students and teachers. We were astounded by the quality of the show, the high level of inclusion, the spirit of help among students from all ages and by the way every actor of this event was valued.