

This sheet should be used to encourage reflection and discussion on the project work. The copies should be kept by the teachers and students ready for completion at the end of year two. Pupils can be given the support that teachers feel is necessary and a whole class discussion would be recommended prior to completing the form to engage the children with the main ideas.

| REFLECTIVE QUESTIONS FOR PUPILS | Start of the project responses (Year One) | End of the project summary (Year Two) |
|--|--|---|
| What skills do you already have working with paper? | We used paper for writing and for Art. | Tried to use digital resources more – awareness of environmental impact. See more opportunities for creativity with paper. |
| What do you know about stone paper? | Didn't know anything! | It's waterproof and has a funny texture! |
| What do you think you will have learned after 2 years of work? | We had no idea what Erasmus was and what stonepaper was and how it could link schools. | We have enjoyed learning with other countries and about other countries. |
| List three ideas of the project that you are interested in and want to understand: | | Erasmus celebration day Helping at the conference in October Meeting penpals in Holland |
| What could we do in our project which could change things for the future? | | Try and use paper carefully so as not to waste it, reuse it. |

From Papyrus to stone paper and beyond

REFLECTION TOOL FOR TEACHERS AND STUDENTS

NAME... *Class teachers + pupils*

This sheet should be used to encourage reflection and discussion on the project work. The copies should be kept by the teachers and students ready for completion at the end of year two. Pupils can be given the support that teachers feel is necessary and a whole class discussion would be recommended prior to completing the form to engage the children with the main ideas.

| REFLECTIVE QUESTIONS FOR PUPILS | Start of the project responses (Year One) | End of the project summary (Year Two) |
|--|---|--|
| What skills do you already have working with paper? | <ul style="list-style-type: none"> Jotters used in school Reading books Colouring pages | <p>Organise</p> <p>Making soap packaging</p> <p>Making decopage decorations</p> <p>Recycling - understanding where it goes</p> |
| What do you know about stone paper? | <ul style="list-style-type: none"> Is it made of stone? Maybe it's crushed really small. | <p>It feels really different. It is strong and tough and hard to rip. It's nice and smooth to draw on.</p> |
| What do you think you will have learned after 2 years of work? | <ul style="list-style-type: none"> about stone paper how paper connects us in many countries and languages | <p>We can be creative in different ways. We can work with other countries and think of questions about what we are learning. We liked Storyline in French.</p> |
| List three ideas of the project that you are interested in and want to understand: | <ul style="list-style-type: none"> What is stone paper? How much paper do we use? Which country uses paper most? | <p>Storyline café</p> <p>How can we use less paper at school?</p> |
| What could we do in our project which could change things for the future? | <ul style="list-style-type: none"> How we use iPads to reduce paper waste Irreplaceable uses of paper | <p>Using iPads will be important to use less paper.</p> <p>We need to think more carefully about how we use paper.</p> |

We need to keep learning from different countries and different types of schools.

From Papyrus to stone paper and beyond

REFLECTION TOOL FOR TEACHERS AND STUDENTS

NAME.....*Class teachers + pupils*.....

This sheet should be used to encourage reflection and discussion on the project work. The copies should be kept by the teachers and students ready for completion at the end of year two. Pupils can be given the support that teachers feel is necessary and a whole class discussion would be recommended prior to completing the form to engage the children with the main ideas.

| REFLECTIVE QUESTIONS FOR PUPILS | | Start of the project responses (Year One) | End of the project summary (Year Two) |
|--|--|---|---------------------------------------|
| What skills do you already have working with paper? | | <ul style="list-style-type: none"> • Jotters used in school • Reading books • Colouring pages | |
| What do you know about stone paper? | | <ul style="list-style-type: none"> • Is it made of stone? • Maybe it's crushed really small. | |
| What do you think you will have learned after 2 years of work? | | <ul style="list-style-type: none"> • about stone paper • how paper connects us in many countries and languages | |
| List three ideas of the project that you are interested in and want to understand: | | <ul style="list-style-type: none"> • What is stone paper? • How much paper do we use? • Which country uses paper most? | |
| What could we do in our project which could change things for the future? | | <ul style="list-style-type: none"> • How we use iPads to reduce paper waste • Irreplaceable uses of paper | |

CHARB; CAP; NJK)

| REFLECTIVE QUESTIONS FOR TEACHERS | Start of the project responses (Year One) | End of the project summary (Year Two) |
|--|--|---------------------------------------|
| How does the project add to your teaching and learning experience in the school? How will you involve the methods of Storyline and UbD? | <ul style="list-style-type: none"> - Storyline will enhance teaching of French in P6 and provide a context - Shared methodology as a department - Whole school introduction and staff briefing session - All upper primary staff, French specialist, science and art specialist involved - Pupils aware of school diversity across Europe - Broadening awareness of 'what Europe is' - Excited and motivated when pupils are aware their work will be shared with children from our partner schools | |
| How do you share the project work with your colleagues? How does this involve them in the work of the project and the methodical means? | | |
| How does your school benefit from your European work? | | |
| How can/does the project encourage pupils' understanding motivation responsibility learning skills? | | |
| How do you ensure that the quality of the pupils' project work is robust? | <p>Reflection by pupils at the end of an activity</p> <ul style="list-style-type: none"> - clear directive on consultation | |

NAME: *Edith M. Haden*

(MRB, CAP, NJK)

This sheet should be used to encourage reflection and discussion on the project work and how it impacts into your school and teaching. The copies should be kept by the teachers ready for completion at the end of year two. It may be useful to ask your school project colleagues to also complete this.

| REFLECTIVE QUESTIONS FOR TEACHERS | Start of the project responses (Year One) | End of the project summary (Year Two) |
|--|---|--|
| How does the project add to your teaching and learning experience in the school? How will you involve the methods of Storyline and UbD? | <ul style="list-style-type: none"> - Storyline will enhance teaching of French in P6 and provide a context - Shared methodology as a department | <p>Storyline has really enhanced teaching of Modern foreign languages in P6. UbD has not added an extra dimension to learning.</p> <p>All upper primary staff and SEN/management part of Directors briefed regularly shared with Erasmus newspapers and all staff.</p> |
| How do you share the project work with your colleagues? How does this involve them in the work of the project and the methodical means? | <ul style="list-style-type: none"> - whole school introduction and staff briefing session - All upper primary staff, French specialist, SEN and all specialist involved | <p>All pupils + staff have benefited from having direct contact with staff + pupils from across Europe. It has shown us that we do have a place in Europe and have an idea of the bigger picture.</p> |
| How does your school benefit from your European work? | <ul style="list-style-type: none"> - Pupils aware of school diversity across Europe - broadening awareness of 'what Europe is' | <p>All pupils + staff have benefited from having direct contact with staff + pupils from across Europe. It has shown us that we do have a place in Europe and have an idea of the bigger picture.</p> |
| How can/does the project encourage pupils' understanding motivation responsibility learning skills? | <ul style="list-style-type: none"> - Excited and motivated when pupils are aware their work will be shared with children from other partner schools | <p>Website + newspaper made the children work immediate and relevant. Real sense of pride in showing Erasmus colleagues around and showing what has been achieved in the project.</p> |
| How do you ensure that the quality of the pupils' project work is robust? | <p>Reflection by pupils at the end of an activity clear direction on expectations</p> | <p>Combination of peer evaluation, high expectations, ensuring children motivated, focused learning intentions left comments for each other about their activities, on the website</p> |

This sheet should be used to encourage reflection and discussion on the project work. It is designed to look at how your school will improve through the two years of the project work. It should enable you to engage the school community in active discussions around the main theme, ie, connecting the past with the future.

| KEY AREAS | KEY STRENGTHS / at the moment | AREAS FOR DEVELOPMENT / NEXT STEPS |
|---|--|---|
| Is developing European Citizenship, including this particular Project, a part of your school improvement plan? | <ul style="list-style-type: none"> - List how you implement the project across the school community: - Yes- Internationalism is a whole school focus - Upper Primary focus - Feedback to Internationalism committee - Look for opportunities to connect the 5 pillars to our curriculum | <ul style="list-style-type: none"> - Increase involvement of other members of staff - Timetabling/curricular restrictions: impact on ability to incorporate the 5 pillars as fully as desired |
| How do you aim to connect the Five Pillars of Wisdom to each other in your school? | <ul style="list-style-type: none"> - Raise awareness of children across Europe through a common theme | <ul style="list-style-type: none"> - Incorporate storyline in language teaching - Raise staff awareness of other methodologies |
| How can the use of Storyline and UbD change the teaching habits of your school teachers and engage pupils in learning a foreign language? | <ul style="list-style-type: none"> - Motivational - Contextual learning | <ul style="list-style-type: none"> - Evaluate impact of storyline in French teaching (Cape) - Pupil Voice |
| How do you plan to use ICT to enhance and improve the project experience? | <ul style="list-style-type: none"> - Sharing our experiences of extensive ICT use as part of daily curriculum | <ul style="list-style-type: none"> - Plan collaborative ICT activities when hosting Trans-national Meeting in October 2017 |

This sheet should be used to encourage reflection and discussion on the project work. It is designed to look at how your school will improve through the two years of the project work. It should enable you to engage the school community in active discussions around the main theme, ie, connecting the past with the future.

| KEY AREAS | KEY STRENGTHS / at the moment | AREAS FOR DEVELOPMENT / NEXT STEPS |
|---|--|---|
| Is developing European Citizenship, including this particular Project, a part of your school improvement plan? | <ul style="list-style-type: none"> - List how you implement the project across the school community: - Yes. Internationalism is a whole school focus - Upper Primary focus - Feedback to Internationalism committee - Look for opportunities to connect the 5 pillars to our curriculum | <ul style="list-style-type: none"> - Increase involvement of other members of staff - Timetabling / curricular restrictions: impact on ability to incorporate the 5 pillars as fully as desired - Incorporate storyline in language teaching - Raise staff awareness of other methodologies |
| How do you aim to connect the Five Pillars of Wisdom to each other in your school? | <ul style="list-style-type: none"> - Raise awareness of children across Europe through a common theme | <ul style="list-style-type: none"> - Evaluate impact of storyline in French teaching (Cape) - Pupil Voice |
| How can the use of Storyline and UbD change the teaching habits of your school teachers and engage pupils in learning a foreign language? | <ul style="list-style-type: none"> - Motivational - Contextual learning | <ul style="list-style-type: none"> - Plan collaborative ICT activities when hosting Trans-national Meeting in October 2017 |
| How do you plan to use ICT to enhance and improve the project experience? | <ul style="list-style-type: none"> - Sharing our experiences of extensive ICT use as part of daily curriculum | |

Name: Caroline Petrie and Alex Brennan
Age: Staff
School: The Edinburgh Academy Junior School

Our Workshop in Berlin from 12 – 17. December 2017

Dear participant,

please answer the questions honestly and in details ! You can use the program and watch the film on youtube: <https://youtu.be/0-McuFYOosM>

and our website <http://pop.mediafactum.net/home.html>

1. Why did you come to Berlin for the workshop? What was your motivation? Please explain in detail.

Although we were unable to travel with pupils, we wanted to contribute fully to the project and the workshop and so we undertook the Sadako and the 1000 cranes project in our own school and sent the cranes over to Berlin so that they could be included in the project. This meant that our children could still feel that they had played their part.

We also wanted to come and experience what a workshop entailed so that we could understand better what was involved and use this to decide whether we felt that our school could host a workshop in the future.

Like our pupils, we wanted to make sure that we played our part in the project and contributed in all aspects.

What did you know about these topics before you came : Origami, Cranes, Sadako, Atomic Bomb, stonepaper, Berlin, ICAN, our project ?

I personally knew very little about origami although a member of our staff was very knowledgeable and took on ownership for this project. I hadn't heard the story of Sadako before but knew about Hiroshima as we had had some children from Hiroshima visit our school.

Before we started this project I hadn't heard of stone paper but have become familiar with it and its possibilities.

We study WWII in P6 and so was familiar with that aspect of the history of Berlin and remember the Berlin wall coming down. I was really keen to visit Berlin and see for myself the effects of the wall.

I hadn't been familiar with ICAN before this workshop.

2. Did you learn more about the topics above during the workshop? Give some reasons and evidence!

As I have stated, we used Sadako's story in our school. I introduced it as a P5/6 assembly and then every P5 and P6 class made some cranes. It was lovely to feel part of the bigger picture and we were really pleased that we could contribute to the workshop.

Ulla's tour of Berlin was fascinating. It was so interesting to see where East and West had been divided and incredible to think that this segregation had happened in my lifetime.

3. What did you like best about the workshop? Please explain in detail.

We really enjoyed contributing to the workshop and meeting all the children and staff. Unfortunately due to poor weather, we were not able to spend as long with the children as we would have liked but it was nice to meet all the children from the various schools.

It was really useful to meet up with all our Erasmus+ staff and to discuss our on-going project as well as planning next steps.

Ulla's dinner was very lovely and we felt so welcome. It was lovely to have time to get to know each other better and to share a lovely evening.

4. Would you take part in a similar workshop again? Why or why not? Please explain in detail.

Whilst we still feel that our pupils are too young to travel to a workshop, our staff would definitely be interested in attending another workshop. We would be enjoy getting to know the children from all the various schools and working together on a joint project.

In the future, we would be very happy to host a workshop for pupils.