

COMPETIȚIA NAȚIONALĂ
„ȘCOALĂ EUROPEANĂ”
EDIȚIA 2023

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Tipul proiectului:

Erasmus+ / KA2

DEBATING across Europe for Life Skills

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PARTENERI

**PORTUGALIA – AGRUPAMENTO DE ESCOLAS JOÃO
DA SILVA CORREIA**

GRECIA – GOUVES JUNIOR HIGH SCHOOL

ITALIA – I.C. CAIO GIULIO CESARE OSIMO

ROMÂNIA - ȘCOALA GIMNAZIALĂ NR. 184

SPANIA - IES JUAN. A. ZUNZUNEGUI BHI

**BULGARIA- 51 SECONDARY AND PRIMARY SCHOOL
“ELISAVETA BAGRYANA”**

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OBIECTIVELE PROIECTULUI

Obiectivele proiectului:

- creșterea motivației elevilor prin utilizarea metodelor de predare inovatoare
- dezvoltarea gândirii critice- gasirea solutiilor unor probleme;
- creativitate;
- deschidere și respect față de alte culturi, stiluri de viață și idei;
- utilizarea activă a unei alte limbi.

Descrierea proiectului:

Proiectul "Debating across Europe for life skills" implica teme de dezbatere in limba engleza atat in clasa cat si in afara acesteia. Pe de alta parte, noile medii vor ajuta la cresterea motivației elevilor, la dezvoltarea competentelor culturale si imbunatatirea cunostintelor de limba engleza.

In fiecare mobilitate, elevii ajutati de profesori vor pregati doua debateri: una aleasa de profesori si cealalta aleasa de elevi la sondajul din luna septembrie 2019. In fiecare dezbatere vor fi implicati 20 de elevi, care vor fi impartiti in trei grupe: o echipa care este pentru, alta este impotriva si a treia, judeca calitatea dovezilor, argumentele si cat de bine a fost facuta dezbaterea.

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Erasmus+

Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
KA229 - School Exchange Partnerships
FormId KA229-708F5612 Deadline (Brussels Time) 21 Mar 2019 12:00:00

What are the objectives you would like to achieve and concrete results you would like to produce?
How are these objectives linked to the priorities you have selected?

STUDENTS

Our goal is to strengthen all the eight key competences of citizenship, basic and soft skills as well, making learning meaningful and purposeful; challenging learners to use English in a new way at the same time. The Debate offers the opportunity to stimulate our students to achieve the above-mentioned objectives in a fun and creative way.

Students can be active and improve interaction, communication with others, collaboration in a group work and develop the sense of community.

Interaction among students promotes understanding for social, linguistic and cultural diversity, increasing at the same time the sensitivity towards disadvantaged students.

With these objectives we want our students to achieve:

- self-confidence when speaking in public
- using English with ease
- improvement of fluency
- awareness of being part of the European Union creating a meaningful relationship with students from partner schools
- greater tolerance and respect towards the others, particularly for those who are in a disadvantaged situation.

All these objectives are linked to the selected priorities as the main aim of our project is to develop the basic skills and Key competences in a European citizen, encouraging students to a democratic participation.

TEACHERS AND STAFF

This project will strength teachers' professional development in terms of innovative teaching and assessment method.

It helps the participating schools to:

- practise and improve English
- promote a comprehensive approach to language teaching and learning
- work in international projects
- develop the staff ability to support teachers and students
- create a European network.

These objectives have the aim to support a new generation of teachers who are part of a wider European community.

How are the planned activities going to lead to achievement of the project's objectives?

As the Debate is an all-embracing methodology founded on a strong pedagogical basis such as inquiry learning, peer tutoring and cooperative learning, students will benefit in term of:

- personal and interpersonal growing not only in the own classroom but also in a European context
- basic and soft skills improvement
- language and speaking competence enhancement.

All the activities planned in the project will engage students and teachers to achieve consciously the project objectives through a theoretical (conferences, teachers and parents' meeting) and practical way (debate, Skype meeting, use of eTwinning platform, students' survey and partner school tasks).

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Erasmus+

Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
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Have you used or do you plan to use eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Teachers and students will use the eTwinning platform on the project named "Getting to know each other, getting to know Europe" in order to keep in touch and to get to know each other through the planned activities listed in the Timetable section.

The platform will be used to prepare, to implement and to document the project activities as well as to discover and to feed students' curiosity about the culture and tradition of the partner countries. Through eTwinning, pupils will have a window into Europe and, at the same time, they will compare the results of the survey to choose the best six ones to use for the debates.

If your project proposal is building on previous or ongoing eTwinning project(s), please explain how you plan to achieve this. Please clearly identify the relevant eTwinning project(s) by including the project title and project ID. In addition to the information provided here, do not forget to provide further information about the eTwinning aspect of your proposal in all other relevant parts of the application form.

Please keep in mind that experts will evaluate your application exclusively on the basis of the information provided in the application form. Therefore, when answering this question make sure to describe the eTwinning project(s) you plan to build on. Likewise, please be aware that independently of the experts' evaluation of the quality of your application, the National Agency may verify the provided information about your eTwinning project(s). In case the information is not correct, your application may be disqualified.

Please explain if and how you plan to create opportunities for the school(s) having the eTwinning school label to share best practices in eTwinning and to provide mentorship to other participating schools that are less experienced in using eTwinning.



Id	Activity Type	Starting Period	Description
C1	Short-term joint staff training events	09-2019	TEACHERS' MEETING
P1	Other Project Events	09-2019	<p>ALL STUDENTS FROM PARTNER SCHOOLS</p> <p>There will be a students' survey to choose six topics to be discussed during the mobilities with the other six topics chosen by the teachers. Each school will think about three topics to share with the other schools on the eTwinning platform. Students will vote just one topic and the six ones with the best score will be discussed during the mobility debates.</p>
P2	Other Project Events	09-2019	<p>ALL PARTNER SCHOOLS</p> <p>Parents' meeting to present the project, the dates of the mobilities, the hospitality and the conferences with the experts.</p> <p>ITALY will communicate to the families that they will be involved in a debate like the students, in order to know and practise the new methodology. The debate will be discussed in Italian and the title will be "Erasmus mobilities are useful to build European citizenship".</p>
C2	Short-term exchanges of groups of pupils	10-2019	<p>DEBATE about "School Uniform"</p> <p>AFTERNOON TEACHERS' MEETING IN PORTUGAL:</p> <p>Bulgaria shows the partners the PowerPoint presentation, to upload in each school website and in the project website, and the poster to display in the Erasmus+ Corner about the partner schools and the project.</p>
P3	Other Project Events	10-2019	<p>Greece shows the PowerPoint presentation to upload in each school website and in the project website and a poster about useful sentences and tips for a good debate to display in the Erasmus+ Corner.</p> <p>Portugal presents the logo, the motto and the mascot to display in the Erasmus+ Corner.</p> <p>Spain presents the website to post all the participants' materials about the project.</p>



			<p>Romania presents the beginning assessment forms to check speaking and communicative skills.</p> <p>Teachers will decide when to give their students the beginning assessment form.</p> <p>After that, all the partners will discuss about the different aspects of the project and the following meeting in Greece.</p>
			ALL PARTNER SCHOOLS
P4	Other Project Events	11-2019	<p>Conference on "The different communicative styles" open to students, teachers, school staff, local authorities and parents. The conference can be held in English or mother-tongue or both.</p> <p>Students will take care of sharing all the materials about the conference on the eTwinning platform.</p>
			ALL STUDENTS FROM PARTNER SCHOOLS
P5	Other Project Events	12-2019	<p>Students will prepare and upload a school presentation on the eTwinning platform for the project "Getting to know each other, getting to know Europe".</p>
			ITALY
P6	Other Project Events	02-2020	<p>Parents' debate about the "Erasmus mobilities are useful to build European citizenship". The debate rules for parents will be the same as the students.</p>
			ALL STUDENTS FROM PARTNER SCHOOLS
P7	Other Project Events	02-2020	<p>During the month of February, students will meet their European friends via Skype to know each other. This activity is really important for those students who won't take part in the mobilities and keep high their motivation and engagement.</p>
C3	Short-term exchanges of groups of pupils	03-2020	<p>DEBATE about "Watching films in the original language"</p>
			AFTERNOON TEACHERS' MEETING IN GREECE
P8	Other Project Events	03-2020	<p>Teachers will take stock of the project and will discuss the impact of the different activities on the students. It will be also taken into consideration how to improve and manage collaboration on the eTwinning platform and Skype.</p>



			They will also talk about the outcomes of the students' beginning assessment form and the following meeting in Spain.
			ALL STUDENTS FROM PARTNER SCHOOLS
P9	Other Project Events	04-2020	Students will prepare and upload a virtual tour guide of their town/city on the eTwinning platform for the project "Getting to know each other, getting to know Europe".
C4	Short-term exchanges of groups of pupils	05-2020	DEBATE about " Pizza is junk food"
			AFTERNOON TEACHERS' MEETING IN SPAIN
P10	Other Project Events	05-2020	Teachers will take stock of the project and will discuss the impact of the different activities on the students. It will be also taken into consideration how to improve and manage collaboration on the eTwinning platform and Skype. They will even talk about the following meeting in Romania.
			ALL STUDENTS FROM PARTNER SCHOOLS
P11	Other Project Events	10-2020	Students will prepare and upload a research about local typical dishes on the eTwinning platform for the project "Getting to know each other, getting to know Europe".
C5	Short-term exchanges of groups of pupils	11-2020	DEBATE about "The Importance of being citizens of the European Union"
			AFTERNOON TEACHERS' MEETING IN ROMANIA
P12	Other Project Events	11-2020	Teachers will take stock of the project and will check if the desired goals have been reached by students. They will even talk about the following meeting in Bulgaria.
			ALL PARTNER SCHOOLS
P13	Other Project Events	11-2020	Conference on "The use of voice, gesture and body language for an effective speech " open to students, teachers, school staff, local authorities and parents. The conference can be held in English or mother- tongue or both.



			Students will take care of sharing all the materials about the conference on the eTwinning platform.
			ALL STUDENTS FROM PARTNER SCHOOLS
P14	Other Project Events	02-2021	During the month of February students will meet their European friends via Skype. They will talk about their interests and hobbies. This activity is still important to enhance speaking skills and intercultural knowledge.
C6	Short-term exchanges of groups of pupils	03-2021	DEBATE: "Homework is harmful"
			TEACHERS' AFTERNOON MEETING IN BULGARIA:
			Romania presents the final assessment form to test the students' speaking and communicative skills and a questionnaire to verify the students' appreciation of the activities and the project in general.
P15	Other Project Events	03-2021	Teachers will decide when to give their students the final assessment form and the questionnaire. After that, all the partners will discuss about the different aspects of the project and the following meeting in Italy.
			ALL STUDENTS FROM PARTNER SCHOOLS
P16	Other Project Events	04-2021	Students will prepare and upload a project about local folk music and dances on the eTwinning platform for the project "Getting to know each other, getting to know Europe".
C7	Short-term exchanges of groups of pupils	05-2021	DEBATE: " Digital school without books"
			LAST TEACHERS' AFTERNOON MEETING IN ITALY:
			Romania presents the eStorybook.
P17	Other Project Events	05-2021	Spain presents the blog diary about the activities of the project. After that, all the partners will have a final discussion about the benefits of the project even comparing the beginning and final students'

List of Activities

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

During the mobilities students will have a leading role.

Each school takes a group of four students that will stay in the families of the host country to make the experience more meaningful, have a full immersion in the local culture and start a new friendship. The three teachers from each country will stay in hotels.

Teachers and students will be hosted in each partner school for 3 days:

On the first day they will visit the school, will attend some lessons and get in touch with their colleagues;

On the second day students will discuss the first debate;

On the third day they will discuss the second debate;

Teachers will organise the debates and during the discussion will assist and monitor the activities.

In one afternoon teachers will have a meeting.

Anyway, students will spend the days with the local guys and their own teachers even during extracurricular activities.

Teachers will be the reference point for their students all day long.

The four students, two boys and two girls (when possible), will be selected on the basis of inclusion, motivation, autonomy and the ability to communicate in English.

Before every meeting, each school will prepare students on the topics chosen by teachers and students, fitting to their age and interests. Families of the leaving pupils will be contacted to gather information about health or diet problems and to show them the activities during the mobilities.

Each school will choose carefully their host families in order to ensure students' safety and comfort. Teachers, who will accompany students, will always be in a suitable number to safeguard their safety. Schools should take out insurance for students and teachers.

Please specify each of the planned learning, teaching and training activities in the table below.

Initial assessment



The screenshot shows a mobile application interface. At the top, there is a status bar with the word "Orange" on the left, signal strength and Wi-Fi icons in the center, and battery level at 72% and time at 14:37 on the right. Below the status bar is a green header bar with the text "Debating skills among European students" in white. The main content area has a light blue background and contains three questions, each with a light blue header and four radio button options. The first question is "1. The definition of debate is:" with options: "An argument with your friends", "An organized public argument on a specific topic", "A public argument on many topics", and "Apple of my eye". The second question is "2. Debate is done in front of an audience:" with options: "True" and "False". The third question is "3. Debating is like a trial (what lawyers do)" with options: "True" and "False". At the bottom of the screen is a white navigation bar with three icons: a left-pointing triangle, a circle, and a square.

Orange 72% 14:37

Debating skills among European students

1. The definition of debate is:

- ☐ An argument with your friends
- ☐ An organized public argument on a specific topic
- ☐ A public argument on many topics
- ☐ Apple of my eye

2. Debate is done in front of an audience:

- ☐ True
- ☐ False

3. Debating is like a trial (what lawyers do)

- ☐ True
- ☐ False

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signal icons

77% 14:38

4. A good debate topic only has one
correct side

- ☐ True
- ☐ False

5. In debate, which side uses
evidence to support their
argument?

- ☐ The pro (yes) side
- ☐ The con (no) side
- ☐ Both sides use evidence
- ☐ Neither side uses evidence
- ☐ Other (please specify)

6. Debate is alot like "1 Minute Club"
because you don't have time to
prepare what you are going to say

navigation icons



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orange 72% 14:38

7. A debate team usually has
students.

- ☐ 3-5
☐ 1
☐ 9
☐ 2

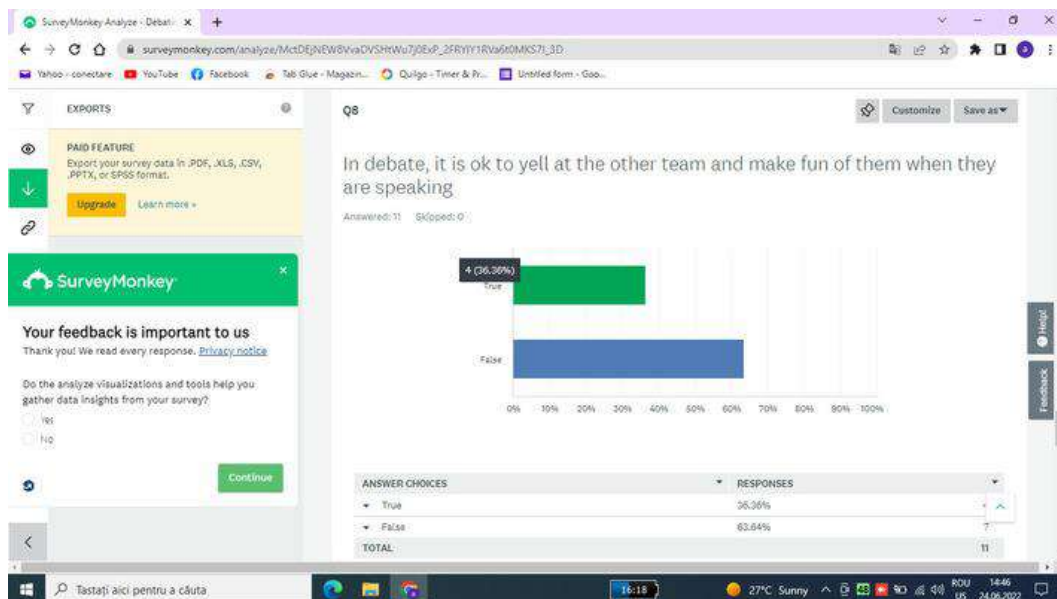
8. In debate, it is ok to yell at the
other team and make fun of them
when they are speaking.

- ☐ True
☐ False

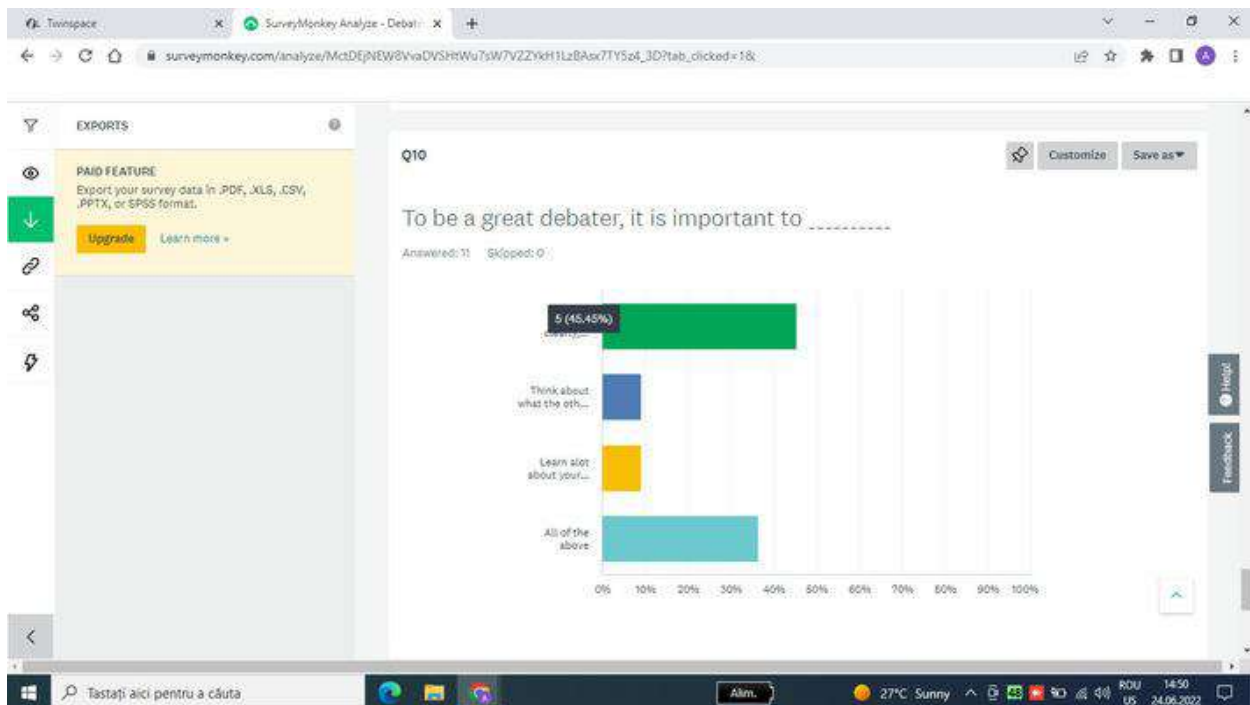
9. The pro side of a debate argues:

- ☐ Yes
☐ No

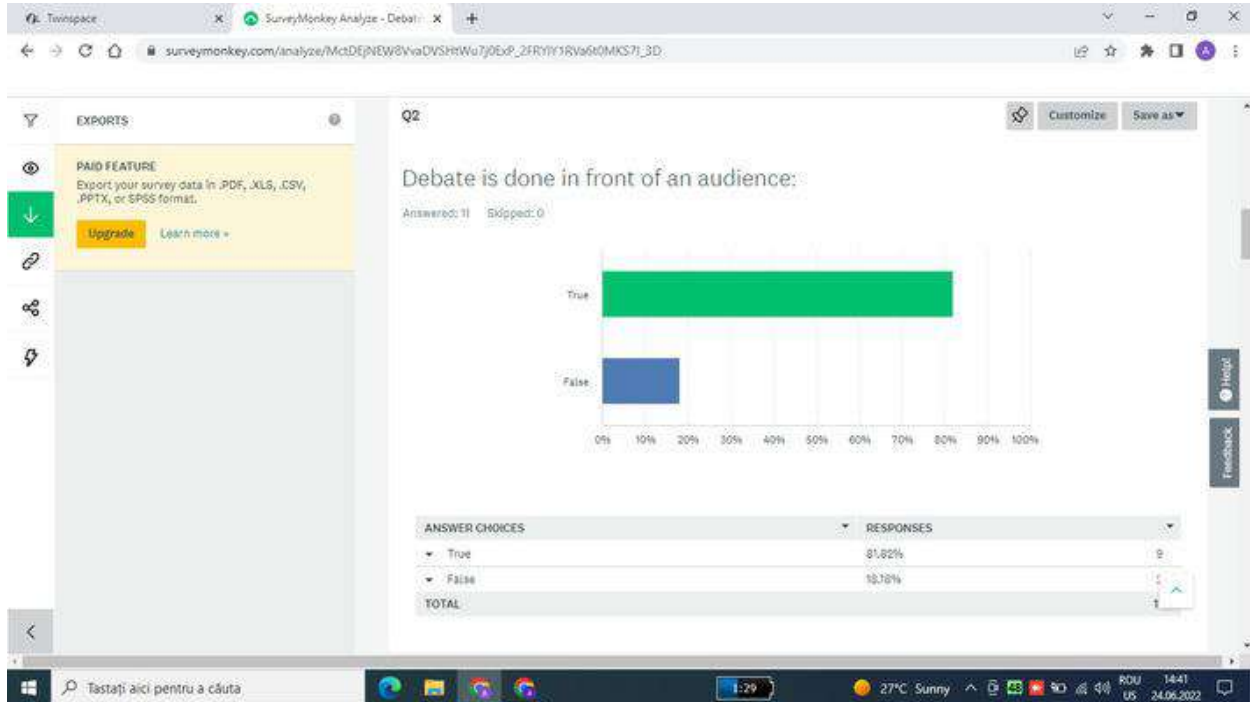
10. To be a great debater, it is



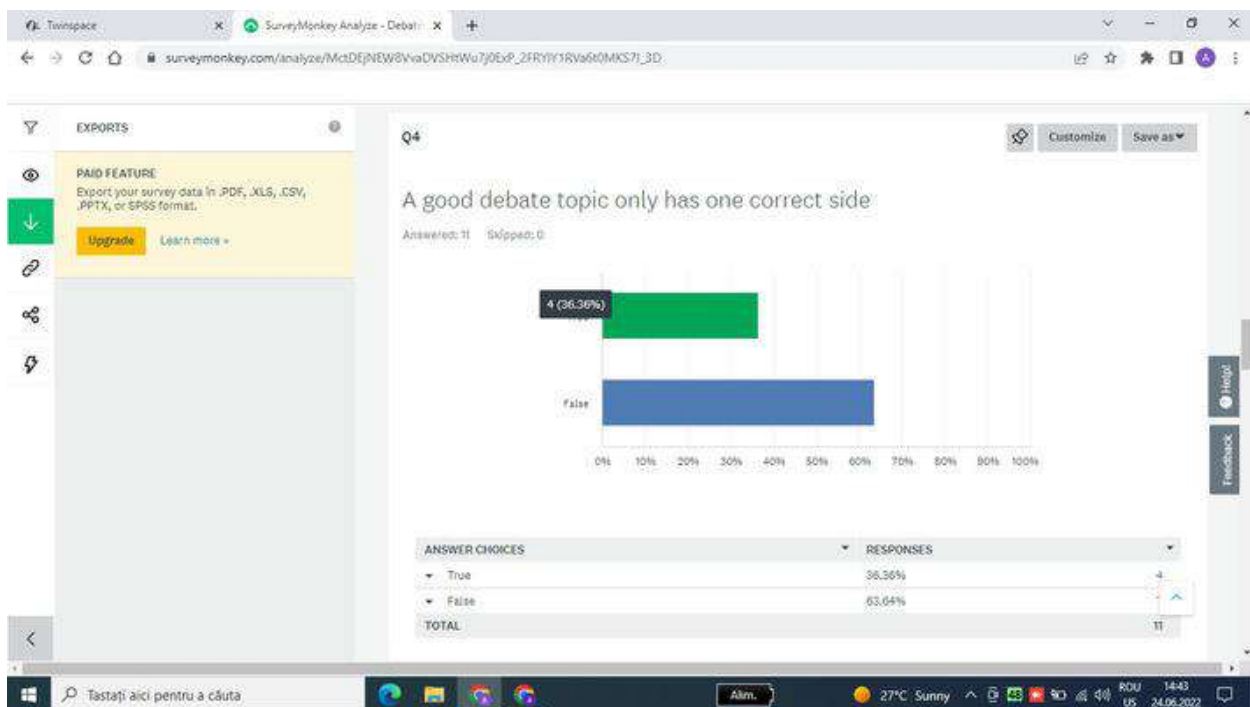
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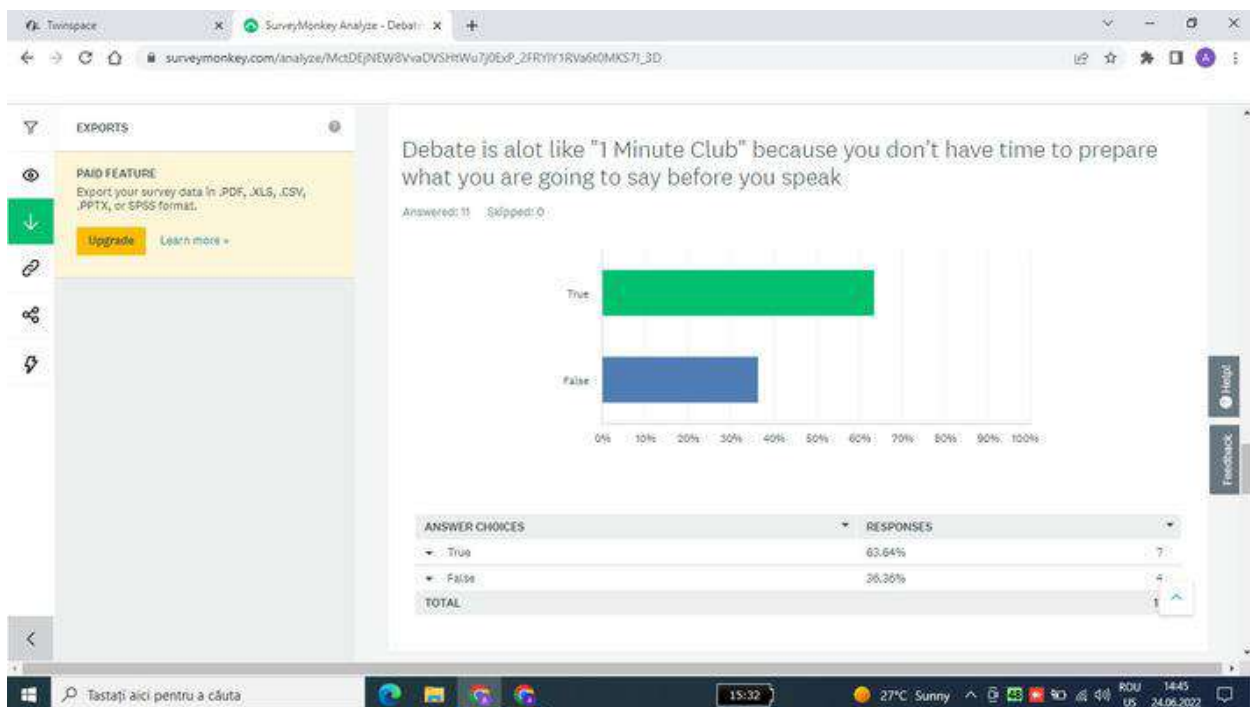
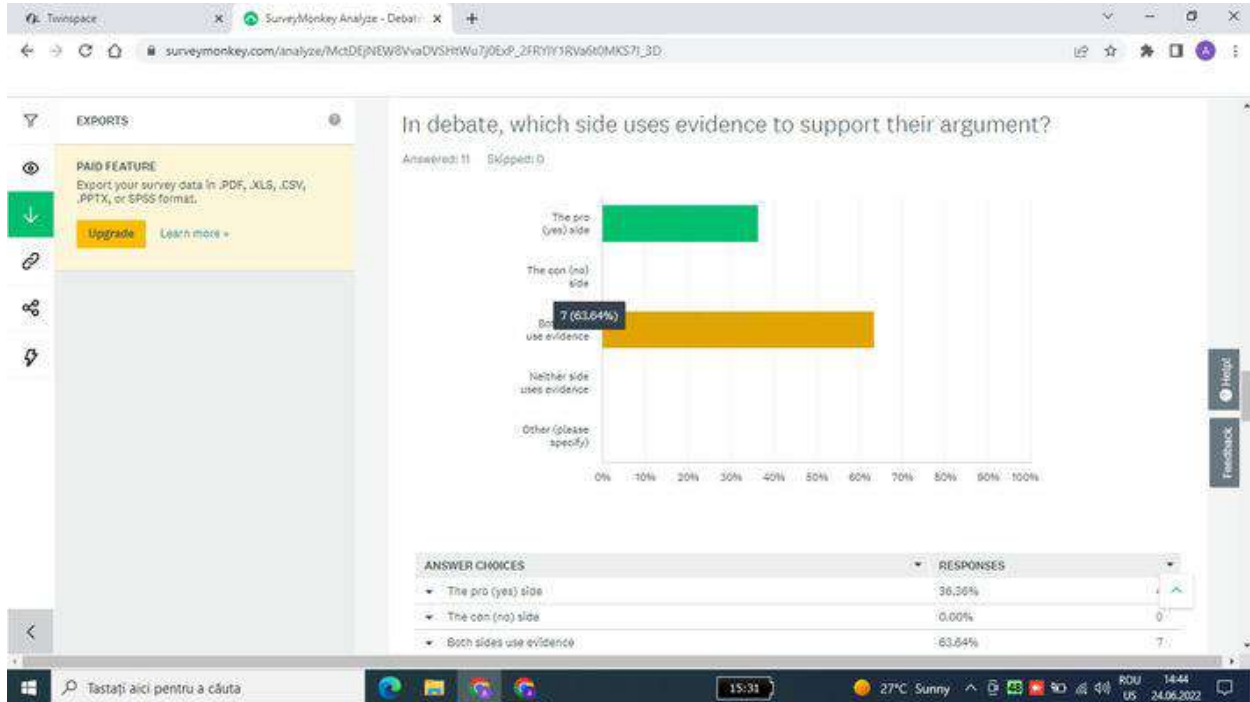
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Students' survey

Greece

Greek students survey suggestions.

T1. Should mobile phones be banned from schools?

T2. Should homework be compulsory?

T3. Should social media be accessible to teenagers?

Portugal

The **Portuguese team choices are - the 3 most voted ones are:**

1- Aliens exist - 15 points

2- This house believes that single use of plastic should be banned - 12 points

3- Digital school / digital books: pros and cons - 11 points

4- Environment and sustainability - 8 points

5- Travel is a great educator - 6 points

6- Climate change - 6 points

Romania

The Romanian students have chosen the following topics:

1. WATCHING TV IS A COMPLETE WASTE OF TIME.

2. EATING MEAT IS MURDER.

3. TRAVEL IS A GREAT EDUCATOR.

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Spain

Here are our topics for debating.

1. CLIMATE CHANGE
2. MOBILE PHONE & PRIVACY
3. SOCIAL NETWORKS VS FACE-TO-FACE

Most voted topics

1. GAY PEOPLE SHOULD HAVE THE RIGHT TO ADOPT CHILDREN- 15 points
2. ANIMALS IN ZOOS & CIRCUS- 9 points
3. DIGITAL BOOKS PROS & CONS- 3 points
4. SHOULD HOMEWORK BE COMPULSORY? -3 points
5. EATING MEAT IS MURDER- 3 points
6. TRAVEL IS A GREAT EDUCATOR-2 points

* The other topics have not received votes.



Useful expressions for debating or giving one's opinion

1. to order a sequence of arguments
 Firstly - secondly - finally
 To begin/start with - then/next - finally/eventually
 First of all - and also
 Let me begin by pointing out - and besides / in addition to this / furthermore / moreover / what is more ...
 Essentially, the problem is ...
 Basically / Actually

2. to express one's personal opinion
 In my opinion / view ...
 To my mind ...
 It seems to me that ...
 I feel / think / believe that ...
 I have the feeling / the impression that ...
 I rather think that ...
 I am sure that ...
 I am convinced that ...
 ...certainly / surely / possibly / absolutely / entirely...

3. to state something as a fact
 There can be no doubt that ...
 It is a fact that ...
 Everyone knows that ...
 Indeed / actually

4. to express and emphasize a point
 That is a very important point.
 I couldn't agree more.
 That seems reasonable.
 This can only / not be accepted if / on condition that / in case / unless ...

5. complete agreement
 I agree.
 I agree completely / entirely.
 I think you're quite right.
 I think so, too.
 I don't think so, either.
 That's exactly what I think.
 That's just what I was thinking.
 Yes, definitely.
 That's right.

6. partial agreement
 Maybe / perhaps (not)
 That seems reasonable.
 To a certain degree ...
 Yes, up to a point ...
 That seems obvious.

7. to express disagreement
 I don't quite agree here.
 I cannot accept your view that ...
 I cannot share this view.

8. Partial disagreement
 Do you really think so?
 I wouldn't say so.
 I don't know.
 I'm not quite so sure.
 Although
 Nevertheless / still
 Even so
 Yet
 However

9. complete disagreement
 I don't think so.
 I don't agree with you.
 I can't agree, I'm afraid.
 That's not how I see it.
 I disagree completely.
 I don't agree at all.

10. To discuss the pros and cons
 On the one hand - on the other hand
 Some people think ... while others say ...
 However / yet / but

11. summarizing
 To conclude...
 In conclusion...
 To sum up...
 So
 Therefore

12. Giving reasons
 The reason for this is that ...
 There is no reason why ...
 Because
 Since
 As

13. to interrupt someone
 If I could just make a point here.
 Sorry to interrupt, but I'd just like to say that ...

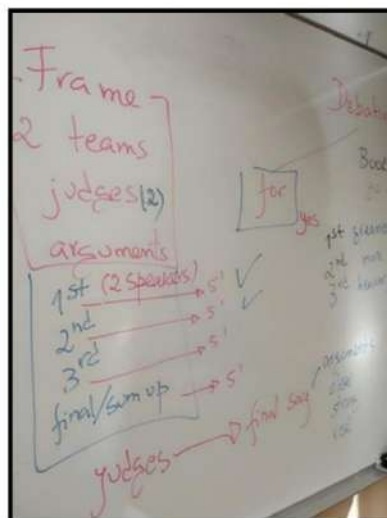
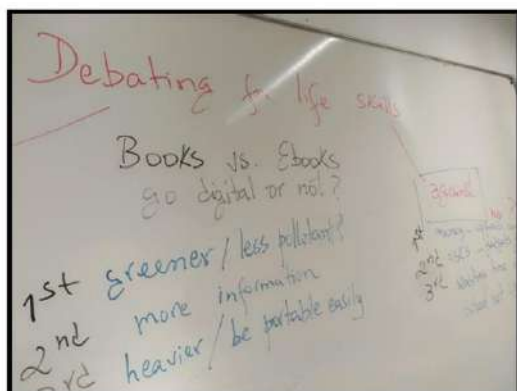
14. to apologize
 I am terribly / awfully / very / really sorry that ...
 I sincerely apologize for (not) ... + Ving / noun
 I hope you will excuse / forgive me for (not) ... + Ving / noun
 Please, accept my apologies.

15. Remember :
 "I beg your pardon" means that you haven't understood and would like the other person to repeat.
 "Excuse me!" is not a true apology but a polite remark enabling you to make a request or cover up a slight disturbance.
 "Sorry" is a true apology, i.e. when stepping on someone's foot.

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ERASMUS+ KA229 DEBATING across Europe for Life Skills DEBATING FRAME		
SPEAKER	TIME	TASKS OF THE DEBATER
1st Proposition - <u>claim</u>	About 1 minute	Presents the first argument in <u>favour</u>
1st Opposition -	About 1 minute	Presents the first argument <u>against</u>
ALL THE TEAM PREPARE THE FIRST REBUTTAL - 5 MINUTES		
2nd Proposition - <u>claim</u>	About 1 minute	- Rebutts opposition's argument - Presents the second argument in <u>favour</u>
2nd Opposition	About 1 minute	- Rebutts proposition's argument - Presents the second argument <u>against</u>
ALL THE TEAM PREPARE THE SECOND REBUTTAL - 5 MINUTES		
3rd Proposition - <u>claim</u>	About 1 minute	- Rebutts opposition's arguments and defends proposition's arguments
3rd Opposition	About 1 minute	- Rebutts proposition's arguments and defends opposition's arguments
4th Opposition	About 1 minute	- Summarizes the debate - Explains to the judges why the opposition beats the proposition
4th Proposition - <u>claim</u>	About 1 minute	- Summarizes the debate - Explains to the judges why the proposition beats the opposition



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Conference/ Workshops
Communication styles
Use of voice and body language

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ROMANIA

CONFERENCE THE DIFFERENT COMMUNICATIVE STYLES

28th November 2019



At the end the participants had to share impressions!

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But also our local
authorities!



At the conference participated students and teachers.

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We held the conference, "The different communicative style" on
28th November 2019.

Erasmus+Days



Greetings from Spain. Let's celebrate!

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<https://twinspace.etwinning.net/86920/pages/page/2227143>

Pregătire pentru dezbateri



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<https://twinspace.etwinning.net/86920/pages/page/2209389>

Debates

1. Portugal: Digital school/Digital books.

School uniform.

2. Greece: Watching films in the original language.

Social media vs face to face interaction.

3. Spain: Pizza is a junk food!

Animals and zoos.

4. Romania: The importance of being a citizen of the European Union.

Travel is a good educator.

5. Bulgaria: Homework is harmful.

Single use of plastic should be banned.

6. Italy: Digital school without books

Aliens exist.

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Romania



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Italy



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Skype Meetings

Italy



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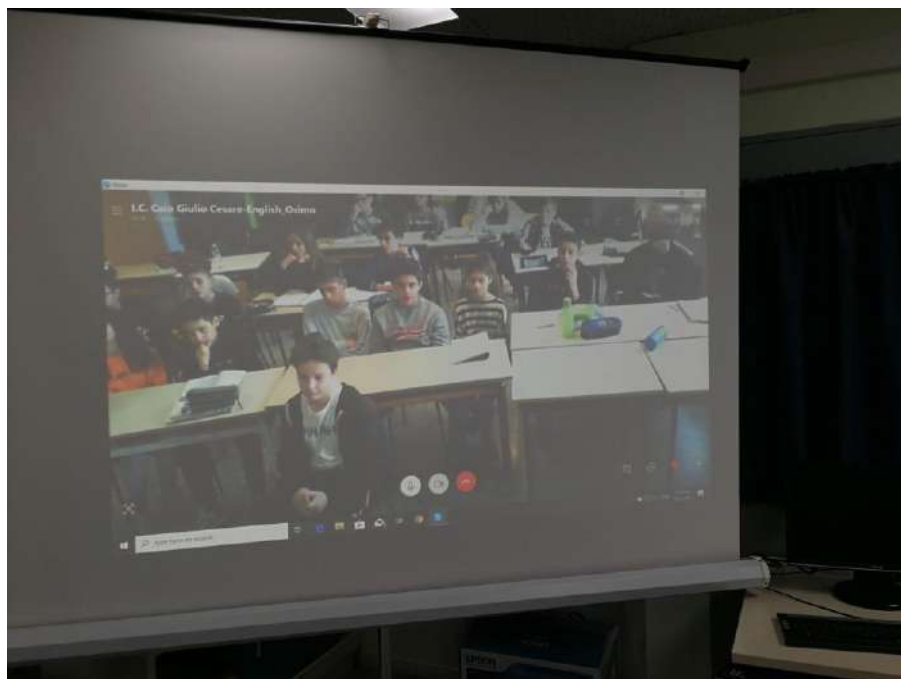
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Greece



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Romania

<https://twinspace.etwinning.net/86920/pages/page/2227134>



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ERASMUS+ KA229
DEBATING across Europe for Life Skills
DEBATING FRAME

SPEAKER	TIME	TASKS OF THE DEBATER
1st Proposition - claim	About 1 minute	Presents the first argument in favour
1st Opposition –	About 1 minute	Presents the first argument against
ALL THE TEAM PREPARE THE FIRST REBUTTAL – 5 MINUTES		
2nd Proposition - claim	About 1 minute	- Rebuts opposition's argument - Presents the second argument in favour
2nd Opposition	About 1 minute	- Rebuts proposition's argument - Presents the second argument against
ALL THE TEAM PREPARE THE SECOND REBUTTAL – 5 MINUTES		
3rd Proposition - claim	About 1 minute	- Rebuts opposition's arguments and defends proposition's arguments
3rd Opposition	About 1 minute	- Rebuts proposition's arguments and defends opposition's arguments
4th Opposition	About 1 minute	- Summarizes the debate - Explains to the judges why the opposition beats the proposition
4th Proposition - claim	About 1 minute	- Summarizes the debate - Explains to the judges why the proposition beats the opposition



SCHOOL UNIFORM

IN FAVOUR

- Have an equal environment and look smart every day
- Good way to maintain a level of social equality and eliminate competition
- It also helps maintain discipline at school
- No student will be considered less important than others and can increase the sense of community
- Helps students take school more seriously. Students go to school to learn and not to show off
- School uniforms are appropriate according to the seasons of the year
- No one will be judged based on the clothes students wear at school
- Parents won't waste so much money on clothes

AGAINST

- We can choose the clothes we want to wear and are more comfortable
- They limit students' self-expression. They show our personality
- Wearing our own clothes is less hassle because mums have to spend ages washing and ironing uniforms, like white shirts, pants, etc
- They take ages to put on and to take off
- More students would want to join our school if they saw that we can wear what we want
- They can be very expensive and many parents can't afford to pay



Pizza is junk food

Against:

- Most pizza crusts are made with white flour, which is not as healthy as whole wheat flour.
- Most of the ingredients in a pizza are high in sodium, including typical crusts, cheeses, sauces, sausages, pepperoni, and olives. Such a high amount of salt is not very good for our health. They are also high in saturated animal fat, which may increase our risk of heart disease and stroke.
- Many types of pizza, particularly frozen and fast-food varieties, tend to be high in calories. More processed varieties may contain unhealthy ingredients, such as colorings, added sugar and preservatives. Studies have shown that saturated fats are highly addictive.
- Processed meats like pepperoni, sausage, and cold cuts have been linked to obesity, some cancers, and heart disease. Eating larger amounts of these processed meats, especially if you aren't aware of the source of the meat, can have negative impacts on your heart health.
- Pizza is mainly composed of processed ingredients. So when we eat pizza, the simple sugars (or glucose) are absorbed into our bloodstream within 5-10 minutes. When you eat pizza—which is full of processed sugars in the bread—your body pumps insulin rapidly to help digest the food quickly. This insulin amount can remain raised for hours. Your body absorbs processed chemicals into the bloodstream very quickly compared to more natural, whole foods.
- For one thing, no one ever eats just one slice of pizza. The high fat and sodium content leaves you wanting more, but then you often feel too full afterwards, and this can make you lose energy and feel groggy, sluggish, and unmotivated.



FOR / yes

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AGAINST / no

- The impacts of this plastic waste on the environment and our health are global and can be drastic;
- Single-use plastic products are more likely to end up in our seas than reusable options;
- Medical science consider it unhealthy; It also contains toxic elements;
- 10 most commonly found single-use plastic items on European beaches, alongside fishing gear, represent 70% of all marine litter in the EU;
- Plastic is cheap, the cost of its production is very low when compared to other materials;
- Plastic allows foods and staples to be protected from bacteria, microbes, etc. It also extends food's shelf life;
- Instead of ending up with single-use plastic, people should have a responsibility to recycle and not waste plastic. In this way, many of the environmental problems associated with it will be neutralized.
- Plastic bags reduce food safety risks and are great for transporting dry foods or take away dishes. They also avoid undesirable odors and potential for bacteria growth.
- Plastic bottles take at least twice as much water to be produced as the amount of water in it. (as a container)

- Plastic industries provide jobs – it's traditionally used;
- It may be industrialised to reduce its environmental impact;
 - Less is more in this case; there's no point in total ban if we can rethink the way it's produced and reused;
 - sustainable alternatives are easily available and affordable, so single-use plastic products can be easily replaced;
 - Plastics are made from non-renewable resources, making it less desirable than its alternatives. It takes millions of years to degrade and end up in landfills that disrupt the ecosystem and it contributes to Global Warming.
 - When burned, they release into the atmosphere some of the most toxic chemicals that seriously harm the lives of different plants and animals.
 - discarded plastic is dispersed throughout the environment, especially oceans, which leads to marine pollution, and leads animals and humans to ingest micro-plastics;
 - Unlike certain materials, plastic cannot be recycled infinitely. Plastic can only be recycled a certain number of times before it loses its integrity and quality, and it has to be recycled, or sent to landfill, or incineration. Its incineration, if poorly organized, can cause atmospheric pollution, among other problems.
 - Some plastics, that are "dirty" or that have been cross-contaminated with other plastics, make plastic recycling less efficient, or less effective.
 -

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Agrupamento de Escolas João da Silva Correia
Erasmus+ Project KA229 - 062297 - 3 2019/2021
Debating across Europe for Life skills
Sofia, Bulgaria 21st – 25th March 2022

HOMEWORK IS HARMFUL

Against

- The first reason that students should not be given homework is that they need time to relax and take their minds off work.
- Homework does not significantly contribute to student learning and school performance and homework correction makes teachers waste class time. It can also cause frustration, tiredness and disinterest;
- The students' development needs to be seen beyond the intellect. Your free time should also be devoted to social, physical, emotional and artistic skills;
- It should be students' responsibility to organize their free-time;
- The school should fulfill its objectives and guarantee learning within the allotted time, ensuring general and individual conditions for carrying out tasks during class time;
- Too much homework can encourage cheating because children end up copying off one another in an attempt to finish all their assignments or do well.
- It reduces the amount of time that teens could be spending with their families and it isn't healthy in every home.
- Others say that it harms the economically disadvantaged students, who are unintentionally penalized because their environments often make it almost impossible to complete assignments at home.

Pro

- Homework can make an important contribution to students' education, helping students to learn and perform at school.
- Homework develops student autonomy and responsibility and teaches students how to organize information, systematize it and review the contents taught in classes. It develops generic skills, such as creativity and critical thinking.
- Doing homework is also a great way to develop responsibilities. By being assigned work one day and knowing that it has to be done by the next day, they will develop a sense of punctuality by turning their work in on time.
- Homework is not necessarily an overload. Because it helps to plan and suit to the students' learning resources, it can strengthen the bond with the school. Doing homework prepares students for the global tests and final exams. It also provides them with the opportunity to practise more. Like they say, practice makes perfect.
- It is an advantage for children as it encourages them to think more independently outside the classroom.
- Homework can allow learners to use materials and other sources of information that are not always available in the classroom.
- Homework is never a waste of time because it's a way to self-check whether you are learning or not.

Final assessment

<https://twinspace.etwinning.net/86920/pages/page/2349469>

https://docs.google.com/forms/d/e/1FAIpQLSe5uqdbGPQsli5GUb91uErK1uE9ikG0hmEkrDBh6IGVTaOI-A/viewform?usp=sf_link

The screenshot shows a Google Form titled "Debating across Europe for life skills" with the subtitle "Final assessment". The first question is "1. Where are you from?" with radio button options: Italy, Portugal, Spain, Greece, Bulgaria, and Romania. The second question is "2. Was this your first time participating in a debate? *" with radio button options: Yes and No. The form is displayed in a web browser with several tabs open, including "Twinspace", "SurveyMonkey Analyze", and "Debating across Europe for". The Windows taskbar at the bottom shows the time as 16:02 and the date as 24.06.2022.

The screenshot shows the continuation of the Google Form. The second question is "2. Was this your first time participating in a debate? *" with radio button options: Yes and No. The third question is "3. Which was the most interesting topic debate, in your opinion? *" with radio button options: Digital school/digital books, School uniform, Watching films in the original language, Social media vs face to face interaction, Pizza is a junk food, Animals and zoos, The importance of being a citizen of the European Union, and Travel is a good educator. The form is displayed in a web browser with several tabs open, including "Twinspace", "SurveyMonkey Analyze", and "Debating across Europe for". The Windows taskbar at the bottom shows the time as 16:44 and the date as 24.06.2022.

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Twinspace x SurveyMonkey Analyze - De... (7,552 unread) - ancustastob... x Recent - Google Drive x Debating across Europe for x

docs.google.com/forms/d/1jessqGkaH2Rtz9epOO_YlZr235w0QUkr7N452wbtlc/edit

- ☐ Homework is harmful
- ☐ Plastic should be banned
- ☐ Digital school without books
- ☐ Aliens exist

...

4. Which was the least interesting topic debate, in your opinion? *

- ☐ Digital school/digital books
- ☐ School uniform
- ☐ Watching films in the original language
- ☐ Social media vs face to face interaction
- ☐ Pizza is a junk food
- ☐ Animals and zoos
- ☐ The importance of being a citizen of the European Union

Tastați aici pentru a căuta 0:02 29°C Sunny RDU US 1643 24.06.2022

Twinspace x SurveyMonkey Analyze - De... (7,552 unread) - ancustastob... x Recent - Google Drive x Debating across Europe for x

docs.google.com/forms/d/1jessqGkaH2Rtz9epOO_YlZr235w0QUkr7N452wbtlc/edit

- ☐ Travel is a good educator
- ☐ Homework is harmful
- ☐ Plastic should be banned
- ☐ Digital school without books
- ☐ Aliens exist

5. Approximately, how many total hours did you spend preparing to debate the topics? *

- ☐ 0-5 hours
- ☐ 6-8 hours
- ☐ 9-15 hours
- ☐ None of the above

6. What role did you play in the debate? *

Tastați aici pentru a căuta 99.0 % 29°C Sunny RDU US 1643 24.06.2022

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Twinspace x SurveyMonkey Analyze - De... (7,552 unread) - ancustab... x Recent - Google Drive x Debating across Europe for x

docs.google.com/forms/d/1jessqGkaH2Rtz9epOO_YlZr235w0QUkr7N452wbtlc/edit

6. What role did you play in the debate? *

- ☐ Student ("for" the debate idea)
- ☐ Student ("against" the debate idea)
- ☐ Judge
- ☐ Coach
- ☐ Audience member

7. Why is debating important in our lives? *

- ☐ Because it offers education
- ☐ Because it helps us to train in order to defend our democratic rights in the future
- ☐ Because it helps us to become good critical thinkers
- ☐ It is not important and it doesn't help us in any way

Tastați aici pentru a căuta 16:45 29°C Sunny RDU US 24.06.2022

Twinspace x SurveyMonkey Analyze - De... (7,552 unread) - ancustab... x Recent - Google Drive x Debating across Europe for x

docs.google.com/forms/d/1jessqGkaH2Rtz9epOO_YlZr235w0QUkr7N452wbtlc/edit

☐ It is not important and it doesn't help us in any way

8. Do you think that the project objectives have been reached? (For example: communication, training, to improve active and creative learning, etc.) If so, which ones? *

Long-answer text

9. How did participating in debates improve your academic skills? *

Long-answer text

10. Please give us feedback about the "Debating across Europe for life skills" project (activities, topics, mobilities, impressions, etc.) *

Long-answer text

Tastați aici pentru a căuta 16:44 29°C Sunny RDU US 24.06.2022

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Projeto Erasmus+ KA229-062297 – 3
Mobilidade a Osimo, Itália
2 a 6 maio 2022



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A mascote terminou a sua viagem em Osimo, Itália



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*Farewell party!!
Saying goodbye to this amazing
and enriching experience.*

**WE HAD OUR SAY across Europe for LIFE!
WE ARE A.E.JOÃO DA SILVA CORREIA!**



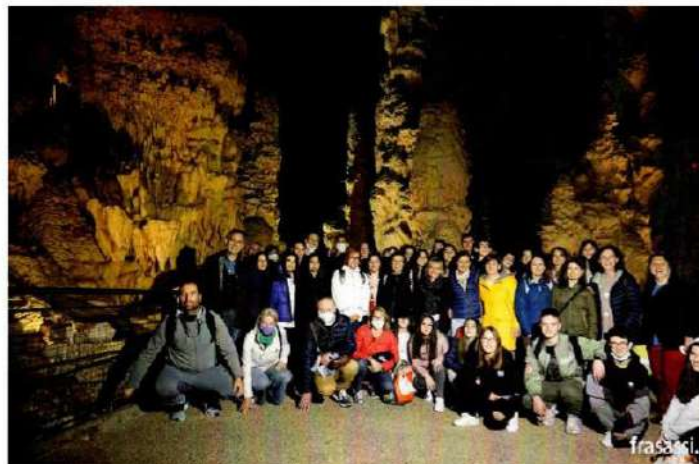
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URBINOBIKE



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*Debates: Digital school without books
Aliens exist*

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Projeto Erasmus+ KA229-062297 – 3
Receção dos parceiros – A.E.J.S.C.
2 a 6 dezembro 2019



Erasmus+
KA229-062297-3
2019-2021

Agrupamento
de Escolas
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Farewell Party



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Fábrica Viarco



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Visitas culturais



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Receção - Câmara Municipal



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Debating Digital School/ Digital books



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DEBATING across EUROPE

for Life Skills



ERASMUS+



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Projeto Erasmus+ KA229-062297 – 3
Mobilidade a Creta, Grécia
15 a 19 novembro 2021



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Open Space
Museum



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Debate - Original language on the media - yes or no?



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Projeto Erasmus+ KA229-062297 – 3

Mobilidade a Sofia, Bulgária

21 a 25 março 2022



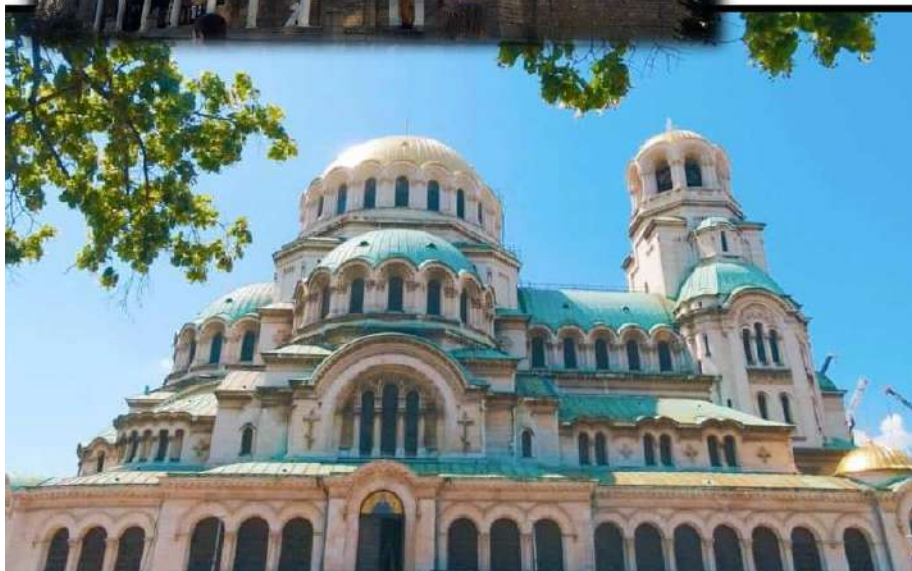
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*Debates: Homework is harmful
Single usage of plastic should be
banned*



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Projeto Erasmus+ KA229-062297 – 3
Mobilidade a Portugalete, Espanha
13 a 17 dezembro 2021



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Debates: Pizza is junk food Animals in Zoos and Circuses





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Projeto Erasmus+ KA229-062297 – 3
Mobilidade a Bucureste, România
21 a 25 fevereiro 2022



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E-book

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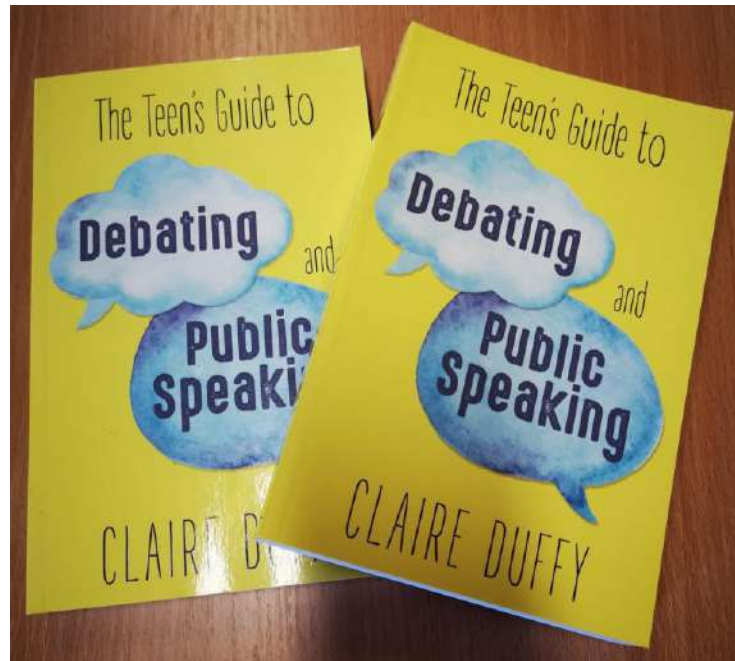


Diseminare și valorizare:

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