



12^ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΑΛΑΜΑΡΙΑΣ

ΠΟΝΤΟΥ 220, 55132 ΚΑΛΑΜΑΡΙΑ,

Τηλ. :2310439444, Φαξ: 2310456277

Ιστοσελίδα: <http://12dim-kalam.thess.sch.gr>

Mail: 12dimkal@sch.gr

ΠΡΟΓΡΑΜΜΑ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ

COMENIUS

ΕΝΗΜΕΡΩΤΙΚΟ ΣΗΜΕΙΩΜΑ



Programme COMENIUS



Πρόγραμμα Διά Βίου Μάθησης 2007-2013

© Το [Ίδρυμα Διαχείρισης Ευρωπαϊκών Προγραμμάτων](#) (ΙΔΕΠ) Διά Βίου Μάθησης διαχειρίζεται το Ευρωπαϊκό Πρόγραμμα Διά Βίου Μάθησης με τα 4 τομιακά του προγράμματα:

1. **Comenius (Σχολική Εκπαίδευση)**
2. Erasmus (Τριτοβάθμια Εκπαίδευση)
3. Leonardo (Επαγγελματική εκπαίδευση και κατάρτιση)
4. Grundtvig (Εκπαίδευση ενηλίκων)

© Το ΙΔΕΠ διαχειρίζεται ακόμα τα προγράμματα:

- ✓ Συνεργασία στον τομέα πολιτικών και καινοτομίας (Επισκέψεις μελέτης - Naric - Eurydice - Ploteus)
- ✓ Προώθηση εκμάθησης γλωσσών
- ✓ Ανάπτυξη καινοτόμου περιεχομένου, υπηρεσιών, παιδαγωγικών προτύπων και πρακτικών βασιζόμενων στις Τεχνολογίες της Επικοινωνίας και της Πληροφορίας
- ✓ Διάδοση - Αξιοποίηση αποτελεσμάτων
- ✓ Δράση Jean Monnet
- ✓ Υποστήριξη Ιδρυμάτων που ασχολούνται με θέματα Ευρωπαϊκής ολοκλήρωσης
- ✓ Υποστήριξη ευρωπαϊκών ιδρυμάτων και ενώσεων εκπαίδευσης και κατάρτισης

© Στο πρόγραμμα συμμετέχουν τα 27 κράτη - μέλη της Ευρωπαϊκής Ένωσης, οι 3 χώρες του Ευρωπαϊκού Οικονομικού Χώρου (Ισλανδία, Λιχτενστάιν και Νορβηγία) και η Τουρκία.

Comenius (Σχολική Εκπαίδευση)

© Επιχορηγούμενες Δράσεις:

- ✓ Σχολικές Συμπράξεις (Πολυμερείς ή Διμερείς) μεταξύ σχολείων διαφορετικών χωρών που υλοποιούν ένα κοινό σχέδιο (project) διάρκειας 2 ετών.
- ✓ Περιφερειακές Συμπράξεις
- ✓ Προπαρασκευαστικές Επισκέψεις
- ✓ Συμμετοχή σε δραστηριότητες ενδοϋπηρεσιακής κατάρτισης εκπαιδευτικών
- ✓ Τοποθέτηση υποψήφιων εκπαιδευτικών σε θέσεις βοηθού σε εκπαιδευτικά ιδρύματα
- ✓ Υποδοχή υποψήφιων εκπαιδευτικών από άλλη συμμετέχουσα χώρα σε θέσεις βοηθού σε Κυπριακά εκπαιδευτικά ιδρύματα

© **Οι Σχολικές Συμπράξεις Comenius** στοχεύουν στην ενίσχυση της ευρωπαϊκής διάστασης στην εκπαίδευση προωθώντας τη συνεργασία μεταξύ σχολείων των χωρών που συμμετέχουν στο πρόγραμμα Διά Βίου Μάθησης. Στα πλαίσια των συμπράξεων αυτών, μέσω της υλοποίησης ενός κοινού σχεδίου, δίνεται σε μαθητές και εκπαιδευτικούς από διαφορετικές χώρες η ευκαιρία να εργαστούν μαζί σε ένα ή περισσότερα θέματα κοινού ενδιαφέροντος. Για τις Πολυμερείς Σχολικές Συμπράξεις απαιτείται η συμμετοχή επιλέξιμων σχολείων από τρεις τουλάχιστον συμμετέχουσες χώρες. Η διάρκεια των συμπράξεων είναι δύο χρόνια.

Δραστηριότητες:

- ✓ Τοπικές δραστηριότητες που σχετίζονται με την υλοποίηση, την αξιολόγηση και τη διάδοση του Σχεδίου
- ✓ Δραστηριότητες διακρατικής κινητικότητας εκπαιδευτικών μεταξύ των συνεργαζόμενων σχολείων

ΒΑΣΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ ΓΙΑ ΤΟ ΔΙΚΟ ΜΑΣ ΠΡΟΓΡΑΜΜΑ

© Τίτλος σχεδίου: **Tick tock! Tick tock! Click! Snapshots of the children's daily life across Europe!**

© Διάρκεια σχεδίου: **1 Αυγούστου 2011 - 31 Ιουλίου 2013**

© Κύριος σκοπός του σχεδίου:

1. Η ανάπτυξη της πολιτισμικής ανοχής και της συνοχής μεταξύ των μαθητών, των δασκάλων και των κοινοτήτων τους.

2. Η βελτίωση των γνώσεων των ΤΠΕ μεταξύ των συμμετεχόντων.

© Οι εταίροι μας:

1. [Blackpool St Nicholas C of E Primary School](#), **ΑΓΓΛΙΑ** συντονιστής *Andy Mellor*

2. [Rensåsen barnehage](#), **ΝΟΡΒΗΓΙΑ**, Anne-Grethe Baustad

3. [Stedelijke Basisschool Polderstad](#), **ΒΕΛΓΙΟ**, Debbie De Gruyter

4. [Leikskólinn Hvammur](#), **ΙΣΛΑΝΔΙΑ**, Anna Svanhildur Daníelsdóttir

5. [12 Dimotiko Scholeio Kalamarias](#), **ΕΛΛΑΔΑ**, Alexandros Chatziioannou

© Χρηματοδότηση: **€13.000** για **12** διακρατικές κινητικότητες (€10.400 προχρηματοδότηση + €2.600 μετά την έγκριση της *Τελικής Έκθεσης* στο τέλος της διετίας)

© Διακρατικές κινητικότητες:

Μία κινητικότητα = ένα ταξίδι από ένα άτομο.

Οι συνάδελφοι που θα συμμετάσχουν σε κινητικότητα πρέπει να έχουν υπόψη τους κάποιες σημαντικές πληροφορίες, π.χ. άδεια απουσίας από ΥΠΠ, φύλαξη αποδεικτικών στοιχείων κτλ.

Υποχρεώσεις:

Έκθεση Προόδου στο τέλος του 1^{ου} έτους (μέχρι 30 Ιουνίου 2012)

Τελική Έκθεση στο τέλος του 2^{ου} έτους (μέχρι 30 Σεπτεμβρίου 2013)

Καταχώρηση δραστηριοτήτων / αποτελεσμάτων / τελικών προϊόντων (τόσο αυτών που παράγονται από το σχολείο μας όσο και αυτών που παράγονται από κοινού με τους εταίρους) στη βάση δεδομένων EST ([European Shared Treasure](#))

ΟΙ ΕΤΑΙΡΟΙ ΜΑΣ

(όπως παρουσίασαν τον εαυτό τους)

1. Blackpool St Nicholas C of E Primary School, **ΑΓΓΛΙΑ** συντονιστής Andy Mellor

<http://www.st-nicholas-blackpool.org.uk/>

St Nicholas C of E Primary School admits children from some of the most socially deprived wards in the country. For many of our families, they only have an understanding of the white working class town in which they live. Our intention as part of a whole school focus is to raise aspiration and for our children to see that Europe is accessible to them as they grow towards a world of employment. This project will plant the initial seeds of this work in breaking down stereotypes based on ignorance. Around 10% of our children come from the Gypsy Roma population and these children will benefit from being part of this project. The GRT community is relatively closed and this project will allow them to make real links with the European peers.

Our school has a major focus on ICT which we will rely on heavily to support the work between our pupils in the partnership. The school recently was awarded ICT Quality Mark.

2. Rensåsen barnehage, **ΝΟΡΒΗΓΙΑ**, Anne-Grethe Baustad

<http://www.bhgbodo.no/reensaasen>

"Rensåsen barnehage" is a public kindergarten with 112 children between 1 and 6 years old. It's located close to the city centre in Bodø, a town in Northern Norway with approximately 50 000 inhabitants. Most of the children in the kindergarten are living in the middle class families, but we also have a few children from refugees and immigrants families and children from social disadvantaged families. In terms of the increased mobility and diversity in the society we find it important to improve children's knowledge and acceptance of diversity. The project which is outlined in this application will give the children the opportunity to improve their knowledge about children in other countries / cultures. They can experience both similarities and differences between countries / cultures. We are especially interested in how we can involve children's voices (stories) through this project. We find it interesting and exciting to see what kind of information they will share with each other.

According to the Norwegian Framework Plan (2006), children "should have the opportunity to experience how digital tools can be used for play, communication and the gathering of information". We wish thereby also to master our competence in using digital tools as a pedagogical method in practice.

3. Stedelijke Basisschool Polderstad, **ΒΕΛΓΙΟ**, Debbie De Gruyter

<http://www.polderstadschool.be>

Polderstadschool is a school you'll find in the middle of houses and a green environment: it's like a little city. The school is in Hoboken, near Antwerp, Belgium. The school was built in 1980. We have a pre-primary school for ages 2,5 till 6 years and a primary school for ages 6 till 12 years. Our institution is in an advantage area, most of our children are from middle class families. We also have children from divorced parents. The families have to work, so they don't have much spare time for their children. The parents have high expectations from their children and expect a high level of education in the school. We also have kids with problems on different levels: therefor the special teachers try to help as much as possible.

We want to share our knowledge on ICT and culture with other partners and to experience this international project to enlarge our vision and understanding of other cultures and ICT use in the classroom. Our aim is to allow children to broaden their knowledge of the world and expand their horizons with the help of all ICT tools. This way we can realize similarities and accept differences. We believe that such multicultural cooperation projects add value and enhance our efforts to reach our goals.

4. Leikskólinn Hvammur, **ΙΣΛΑΝΔΙΑ**, Anna Svanhildur Daníelsdóttir

<http://www.leikskolinn.is/hvammur>

Preschool Hvammur is located in Hafnarfjörður, which is a town about 11 km from the capital of Iceland. Hvammur is a lead school for children with two languages and we have children from Poland, Portugal, Latvia, Russia, Italy, Lithuania. We also have teacher from Poland and the United States.

There are 122 children in the school from the age of 2 to 6 years and there are 6 departments and we have 30 teachers and a chef and 2 assistants in the kitchen. The departments are divided by gender, there is 2 departments with boys from 2-4 years and 2 departments with girls from 2-4 years. In the other 2 departments there are boys from 5-6 in one and in the other girls from 5-6 years.

In Hvammur the staff usually takes pictures of the children and their work with digital cameras. We want to let the children take the pictures themselves through their eyes and see what they can do with the pictures using computers. A lot of our staff is afraid of using computers and ICT in their work with the children and we know that our project will help them and give them strength to use them in their daily work.

5. Dimotiko Scholeio Kalamarias, **ΕΛΛΑΔΑ**, Alexandros Chatziioannou

<http://12dim-kalam.thess.sch.gr/>

The 12th Primary School of Kalamaria (12 Dimotiko Kalamarias) was founded in 1973. There are about 300 pupils in our school whose grandparents came as refugees from Asia Minor and the Black Sea when that district was occupied by the Turks in 1922. The school is built in a run-down area with big buildings for workers in the east area of Thessaloniki. During the past years the area started being upgraded but many pupil families are still under the limit of poverty. It is a fact that a lot of pupils' parents are unemployed. Pupils who are immigrants constitute a respectable number of the school capacity.

The school has a class for children with special educational needs and it is one of the 800 all-day primary schools in Greece, a new pilot effort in elementary education. A new expanded curriculum is applied to this type of school embedding informatics lessons, teatrology, art lessons and multiple foreign languages. Children can stay at school until 4:15 pm, if their parents have to work, studying extra hours of language, maths, ICT and English.

The school also participates in an e-twinning project trying to cultivate values and aesthetics in its pupils through cultural activities and international projects as an effort to enforce the cultural heritage of our country and learn about other cultures, too, and create a European conscience.

Many of our pupils have never been to a foreign country before due to their poor social background. Comenius is a good chance for children to socialize into the European educational community and using English (the common language of the project) is important because it is a tool to discover more about other countries and makes the study of foreign languages more meaningful.

Working on international projects like Comenius is beneficial for all the participants, teachers and pupils. Teachers are given a good opportunity to deepen their methodological awareness and exchange experience. A Comenius project would give them the chance to learn something about each other's educational system. Students and teachers have the perfect possibility to practise their language skills in real-life situations. They will acquire the skill of working in a team with partners, not only from their own country, but from other countries, too. All the participants will be able to pass on their newly acquired experience to a wide circle of people: their families, relations, colleagues, classmates.

ΠΡΟΓΡΑΜΜΑ ΔΡΑΣΤΗΡΙΟΤΗΤΩΝ / ΚΙΝΗΤΙΚΟΤΗΤΩΝ

No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date
1	Get to know each other. Children choose the mascot of the project which will travel with its own suitcase to all countries. Students pack this luggage with five characteristic pictures of their own country and then send it to the next country.		September 2011
2	Get to know each other. Children use Google Earth to locate the partner countries and Internet in order to find the flags of all participating countries. Students prepare the Comenius Board where they will present all information they have collected.		October 2011
3	Get to know each other. Children make avatars by using online Voki software and record simple words and greetings in their native language (“hello”, “Good morning”, etc). After that they publish those avatars on project’s website and blog.		October 2011
4	The 1st meeting. Opening ceremony. Planning and discussing Chapter 1 and 2.	UK - UNITED KINGDOM	October 2011
5	Chapter 1 - Waking up. Children use digital cameras and capture their morning rituals: from the time they woke up till they are ready for school (bed, breakfast, uniform, etc). Children use PhotoStory for making a short movie using their photos.		November 2011
6	Chapter 1 - Waking up. Children register weather and temperature every morning at the same time point in all partner countries. Then they create simple diagrams using Excel software and share them with their friends from partner countries.		November 2011
7	Chapter 1 - Waking up. Children observe some natural phenomena like aurora effect, etc. and take some outdoor photos (same place – same time point) twice a week during the whole period. Then they publish pictures on the project’s website and blog.		November 2011
8	Chapter 1 - Waking up. Children create the European School Uniform by selecting different cloths items and accessories from those which are used by the students from partner countries		December 2011
9	The 2nd meeting. Evaluation and sharing experiences from Chapter 1. Discussion and planning of Chapter 2 and 3.	NO - NORWAY	January 2012

10	Chapter 2 - At school. Children use digital cameras and Fotobabble to present their schools. They take photos of the building and the school life. They record their voices to describe the photos. They share their presentations with partner countries.		January 2012
11	Chapter 2 - At school. Children create a large European Clock where they set their school starting time. Each country will have its own hour and minute hands represented by a particular colour.		February 2012
12	Chapter 2 - At school. During school time children contact their European friends via Skype. Only two schools will be able to communicate at a time and these chats will be a part of their schedule. .		February 2012
13	Chapter 2 - At school. By using Wallwisher children get the chance to exchange some interesting things they have learned from various classes at school during the week (texts, pictures, videos, etc). Each week a new Notice Board will be created.		March 2012
14	The 3rd meeting. Evaluation and sharing experiences from Chapter 2. Further discussion of Chapter 3.	BE - BELGIUM	April 2012
15	Chapter 3 - Lunch time. Children choose one traditional dish which represents the country best and use Booksmart to describe it. They create a European Recipe Book with seven different dishes which promote healthy eating habits against fast food.		April 2012
16	Chapter 3 - Lunch time. Children select the most commonly used ingredient from their own cuisine. They combine those seven ingredients students to create a new European Recipe for the lunch. The final result will be captured with digital cameras.		May 2012
17			
18	European Fair (a school based exhibition with the results of the first year)		June 2012
19	- The 4th meeting. Discussion and planning of Chapter 4 and 5.	IS - ICELAND	October 2012
20	Chapter 4 - Afternoon games. Children send by post a box with the objects from a traditional game. They try to play the mystery games and record their efforts. The correct way of playing the games and the rules are revealed at the end of the activity		November 2012
21	Chapter 4 - Afternoon games. Children make TOP 10-list where they include the games they like to play most. They exchange these lists with their European friends and they compare the results.		December 2012
22	Chapter 5 - Evening entertainment. Children use cameras to capture their family activities (parties, restaurants, skiing, etc.). They select the most characteristic photos and create a collage/poster. They exchange them and compare the activities.		January 2013
23	Chapter 5 - Evening entertainment. Children select the most widespread kid song. They sing it in their native language and record it on tape. Then they edit some parts of the songs and create one common song where all languages will be represented		February 2013

24	Chapter 5 - Evening entertainment. Children select the most popular international song. They improvise and create their own dance. They record their dancing on video cameras and they create a common new music video clip.		February 2013
25	Chapter 6 - Bedtime stories. Children choose a traditional bedtime story. They translate it in English and they animate it. They use Tikatok to publish it and share it with their European friends.		March 2013
26	The 5th meeting.	EL - GREECE	March 2013
27	Chapter 6 - Bedtime stories. Children take pictures of their bedtime teddy bears and publish them on the special page of the project website.		March 2013
28	Chapter 6 - Bedtime stories. Children from one country begin a story, while other partner countries continue it in order to create a new European Fairy Tale.		April 2013
29	Final Product: Children and teachers choose the best photos from all chapters of the project. They create a short documentary about the daily routines of the children in Europe using PhotoStory 3.		May 2013
30	European Fair and Game Day.		June 2013
31	The 6th meeting. Final Evaluation of the project. Closing ceremony.	UK - UNITED KINGDOM	June 2013