

## E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

Project Treasure Hunt tries to answer the most important questions that every teacher faces. How to teach to equip students not only with knowledge but also the skills to use this knowledge in a creative way. How to mobilize for action without destroying criticism, autonomy and curiosity? How do you draw inspiration and strength to implement it all into practice?

The main goal of the project is to teach key competencies through the wider topic including:

- Water in the aspect of art - painting, music, literature, photography;
- Water in the economic aspect - mathematics, physics, chemistry, meteorology;
- The water in terms of health and tourism - biology, chemistry, tourism
- Water in the ecological aspect - geography, biology- food chains, ecological niches, and environmental protection.

The topic has been chosen in such a way as to not favor one school subject, but rather a student brought home the complexity of the issues / topics in real life. To encourage the use and broaden the skills under real need, which gives meaning to human effort. Students, like hunters, will seek ways to find their own paths in the jungle of information.

In this quest students will be supported by the teachers involved in the project, who will exchange ideas on encouraging students to work - the exchange of GOOD PRACTICE will take place. As part of this exchange teachers from different schools will not only talk, but also IMPLEMENT implement methods and techniques for working with the student using student-centered teaching.

IMPLEMENTATION will take place on short-term exchanges of students. Then, too, teachers will be able to discuss potential problems and doubts related to the method. They will also be able to test the method chosen and receive feedback from professionals, colleagues or design. One of the methods which the project will be devoted to is GAMIFICATION which occurs in Polish under a different name -GAMIFIKACJA. It is a method little known in Poland, which originated in the United States. Within the European Union it is used in Finland. This method perfectly fits the needs of the project. It is an innovative method of teaching and learning that promotes the autonomy of the students and their creativity. It has the potential to be attractive to the students, motivating them to work / study. At the project meeting in Germany, trainers from Finland will teach the participants from the other countries this method, explain the rules of the games, the methodology and introduce some examples - discover the secrets of GAMIFICATION. Then teachers will have additional training at project for the first module of the course GAMIFICATION - the online module conducted by specialists from Finland. The second module - practical - will be held during the exchange in Finland. Both modules will be paid by all schools project from funds earmarked for project management and implementation. Teachers will share their skills during a conference in Poland. Games and other materials will be made available on a free license.

Gamification uses the principles of computer games in which participants are given strictly delineated tasks for which they are intended, assessed are good and bad choices through a system of rewards and punishments, the transition to higher levels, measured progress, which can be marked on the boards RATINGS. The participant is facing challenges and must decide on an individual or group cooperation.

All communication within the project will be held in English. In the short-term exchanges, students will live with host families and will soak up the diversity of cultures within the European Union at the same time using English in communication. In the course of activities between exchanges students will also communicate using the English language using the tools, ie. PROJECT WEBSITE, eTwinning platform, a closed group on FACEBOOK, and other programs for communication like Voki, storybird.

With the context of the project, pupils and teachers will strengthen their language skills in information the way of achieving the objective pursued. It is the most effective way of teaching and learning, which can be achieved if there is a real need, which gives meaning to human effort.

The project is addressed to:

- Students directly and indirectly involved in the project will experience new ways of improving their basic skills and cross through participation or observation and analysis of information disseminators of design work,
- Teachers directly and indirectly involved, participating in workshops and conferences will improve their methodological skills and motivation to work
- Parents, guests, local community, collaborating institutions and organizations who will strengthen their positive attitude towards the EU projects, learn the country closer to the European Union

In what way is the project innovative and/or complementary to other projects already carried out?

The project is innovative because:

- 1) TEACHING METHODS used key competences for the project, a new method - created or processed by the teachers, tailored to the

needs of students

- 2) GAMIFICATION - as a method of teaching and learning - is a new method in education for both students and teachers, which entails a large educational potential, is a new method in Poland
- 3) pupils, to whom the above methods will be used, will be co-creators of the project; They will decide on the scope of activities, issues and solutions; their autonomy is the basis gamification
- 4) creates opportunities to share DOŚWIDCZENIEM by working together on gamification, observe good practices and learning from partners
- 5) creates optimal conditions for creative activities of teachers and students
- 6) approach to the subject of water in areas: economics, art, ecology, health, and leisure activities provides students with a broad, unusual LOOK on the subject, and raise the level of basic skills and cross
- 7) uniquely combines the work of teachers distant specialization (biologist, językowiec, physicist, historian, artist, musician).

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

The five partner schools met through the educational platform etwinning and started work on the next project. In 2012, a meeting was held in Debrecen, during which the school presented their facilities and priorities. During the discussion, it turned out that schools complement each other in terms of the needs and potential. The meeting was an eTwinning project 'Getting to Know', which has proven organizational skills and computer teachers. He also gave the opportunity to recognize the potential of students from partner schools. School Osnovna šola Oskarja Kovačič Škofije as the last member to join the group, which today jointly applying for financing. The school was proposed by IES Alpedrete, which a few years earlier participated in the project.

Five schools have experience of the joint Comenius projects. The exception is the school Säynätsalon peruskoulu.

Each school is different from the others, which is the great value of this project. Each brings a new aspect, new values and new experiences.

-IES Alpedrete, is a school in which a large part is paid to the ecology, to the risks associated with a lack of water. It is also a technical school and bilingual, where the level of digital competence and language is high among both teachers and students. The school will be at the forefront of raising somehow competences students. It will also provide advice and experience derived from previous projects.

-The DE Kossuth Lajos Általános Gyakorló Iskolája is the center of a methodical cooperating with the University of Debrecen. The teachers of this institution have extensive knowledge methodical and experience in implementing new teaching methods. They are open-minded and very creative in terms of teaching. The project will be leaders in the search for new methods and forms of work with students, implementation of creative changes to commonly known methods. Debrecen is also a place where water for centuries served as health - there are medicinal springs. Currently, medicinal waters also affect the economy and tourism in the region.

-German Wilhelm-Busch-Schule is a school for children with learning problems, which often translate into trouble spotting in life. Teachers individualize the job, basically cultivating a holistic approach to student. They have rich experience in this field. Near Wilhelm-Busch-Schule is the lake, which is a water sports center and has a large impact on tourism in the region, and thus on the economy.

-Säynätsalo School from Finland is located in Säynätsalo usytuowanym on the three islands. The whole life of the city and its inhabitants is connected with water as a source of livelihood, as well as the joys of water sports. School is a technical school, where both teachers and students present a good level of language competence. It is also a school open to new ways of working with students, especially those associated with the approach centered on the learner, giving him a large degree of autonomy. The school used a few years gryfikację and has some experience with this method of teaching and learning. The project will serve as a leader responsible for placing gryfikacji to partner schools. It will be guided by the teachers in acquiring knowledge and skills necessary to teach by gryfikacji.

- School No. 48 to them. Lech Bądkowskiego is a school integration, which draws a lot of attention to the integration of young people into society dysfunctional. In addition, Polish school has extensive experience in activities related to the work with the parent of a disabled child. The school will act as a leader in the methods of integrating pupils, ways to help and empowerment. Gdańsk, once a port city, is strongly linked to the sea by fishing, but also shipbuilding. Gdańsk, is also the capital of Kaszuby - where rivers and lakes are a tourist attraction. Vicinity of Gdansk, the place where the species related to the sea are under professional care. We have

here a Bird of Paradise, The Seagull Hurst and Seal Sanctuary in Hel, which may be examples of human understanding for the needs of marine animals.

- The Slovenian school Osnovna šola Oskarja Kovačič Škofije is located on the Adriatic Sea, near many sites that are protected for example. Skocjan Caves. School attaches great importance to education and health-oriented nature. He has extensive experience in organizing activities on this subject in its own facility. The project will act as the leader of substantive issues: health and natural sciences.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

The communication between the project partners:

- Will mostly be carried out through tools such as email, Google Drive, Google calendar
- Coordinators every month will discuss the progress of design through videoconference
- Students and teachers will also benefit from the eTwinning platform on which we will create a parallel project
- Pupils, supervised by teachers, will get to know each other through a closed group on Facebook
- Pupils, teachers and parents who host children will meet at the host school during project meetings.

Communication within schools and with people outside the project:

- Each school will place information about project activities on the school website and on the bulletin board called ERASMUS PLUS CORNER
- Each school will conduct an advertising campaign in the local media, nearby schools, organizations, institutions, organizations related to water and water tourism.

During the 2.5 years of the project 6 meetings will be held: three in the first year, two in the second year of work, one in the third year of operation.

During the project meetings and exchanges, the teachers involved in the work of the project will be able to primarily gain experience and expertise related to new methods of teaching and learning, including gamification. During the meeting planned in Germany there will be cooperation, but also teachers from Finland will share their knowledge on GAMIFICATION and will outline the games scheduled for the next meeting. Then teachers will participate in a two-module course 1 online module - November, December, January 2015/16, the second module - practical exercises during short-term exchange in Finland. Both modules will be paid by all project schools from funds earmarked for project management and implementation

In the short-term exchanges, teachers will conduct and discuss the Game Days at the host school. In this way they will be able to assess their practical skills and advise how to fix potential errors. Moreover, during the meeting it will be possible to adapt the project to potential changes and emerging new opportunities.

The students:

- Will be able to take part in GAME DAYS and other activities
- Will enrich their skills during the classes, ie. the ability to communicate in English, the ability to cooperate in a group composed of international pupils and other BASIC SKILLS AND CUTTING related to the discussed topics.
- Will expand their scientific and technical POWERS
- Will enhance their knowledge concerning the culture of another country

After each meeting, the host school will put on the project and the school website a report on the visit. All schools will endeavor to information about the meeting will reach to the local community.

During the project, all schools are required to systematically disseminate information about the work of the project at meetings and in local media.

All partners have agreed to respond promptly to inquiries, requests and information from the partners.

When sending any documents partners have agreed that they should be formatted Word document (1997-2003.doc).

The project website will be designed and administered by the Hungarian partner, as a bookmark to a web page DE Kossuth Lajos Gyak. Általános Isko. This will ensure the functioning of this web page after the completion of the project and further cooperation schools.

On each project meeting there will be held job-shadowing for teachers visitors, conducted by the host school staff or invited experts. The exception is the first and the second meeting, which will hold workshops on gamification led by teachers and experts

from Finland.

What are the most relevant topics addressed by your project?

Natural sciences

Pedagogy and didactics

Teaching and learning of foreign languages

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What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

During the project we plan to prepare the following results:

- project Website, on which will be placed presentations, videos, analysis, compilation of data, photos and a list of project tasks for the 2.5 years - Hungary
  - REPORTS PROGRESS - developed systematically based on tests, questionnaires, observations, evaluations, attendance list- Poland
  - GAMIFICATION - Scenarios seize elements gamification and other innovative methods of activating placed in Open Educational Resources - Poland
  - BROCHURE promoting gryfikację for teachers participating in the conference as well as parents and guests - Poland
  - logo Project - Slovenia
  - presentation schools, cities, regions - each of the participants, the general study Hungary
  - zestawienie all natural discoveries, which made the students during the project, on the fauna and flora of the partner countries, including graphs and statistics - Slovenia
  - photo ALBUM consisting of the best photos of the area taken while the entire project in four seasons, the students involved in the project - Germany
  - EBOOK with translated texts of culture or their opracowaniami - Spain
  - FILM Telling of water resources project in each country (region) - Finland
  - BROCHURE, Posters and videos promoting to reduce water consumption in the household - Finland
  - brochure, posters and videos encouraging to drink water instead of sugary drinks - Slovenia
  - Exchange information about all the workshops that teachers prepared during the project TeacherTraining Sessions Diary - Hungary
  - ADVERTISING to promote sensible water use Wise-Water-Use advertisements - Finland
  - EDUCATIONAL FILMS telling you when and how you can save water – Slovenia
- After the project is completed, we expect that:

- 1) GAMIFICATION - will become more popular in the countries involved - conferences and workshops disseminating the end of the project will promote this new method of working with a student
- 2) the level of KEY COMPETENCES of the pupils involved in the project will rise, especially pay attention to the ability to speak a foreign language, skills, knowledge of biology, chemistry, physics, mathematics, music and visual art in the area covered by the project, the ability to cooperate in group
- 3) cultural awareness among students, teachers and parents will be greater and will create friendships and bonds that will bear fruit for many years
- 4) NATURE AWARENESS level among the students involved in the project and their families will be higher, they will make more conscious use of water, they will know the value of water for human aspect in each of the
- 5) cooperation for 2.5 years will strengthen the ties between partner schools and create NETWORK OF INNOVATIVE SCHOOLS with the possibility of further cooperation.

## E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

1200

Please describe briefly how and in which activities these persons will be involved

Teachers from project schools and outside of schools, students, parents, invited guests, local communities:  
 -OBSERWACJE Game Days, shows, movies, presentations, photo exhibitions and other student work  
 -WSPÓŁUCZESTNICTWO In creating reports and presentations concerning eg. Water consumption then and now - the families, organizations  
 -DECYDOWANIE About certain aspects of the project, eg. By voting for best picture, advertising, film; Students participating in the project will participate in game design as part GAMIFICATION .

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

Yes

How many participants (out of the total number) would fall into this category?

50

Which types of situations are these participants facing?

Economic obstacles

Educational difficulties

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How will you support these participants so that they will fully engage in the planned activities?

Economic obstacles - in most cases teachers will try to support organizations will seek sponsors. In the case of young people from school Wilhelm-Busch-Schule, which go mostly children whose families are struggling with economic problems, the pupils decided to disable them from hosting international youth. It would be a big challenge for those families struggling with major financial difficulties and poor social adjustment. Students Wilhelm-Busch-Schule will, however, be able to fully participate in all design work and exchanges. Because of the need for environment these students special care and because of the size of the school project partners decided that the exchanges will be attended by two students from the Wilhelm-Busch-Schule and two teachers.

Difficulties in learning - the use by teachers on student-centered teaching to create favorable conditions to raise the basic skills and cross-students. During the project will be used individualization. So, with less potential students will have to choose simpler forms, more time and a wider range of support.

## F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

The main objectives of the project and the opportunities that it creates will be presented to the whole school community in the current school year.  
 Coordinators established contacts with institutions of profiles 'water' in order to establish potential cooperation.  
 The coordinators will learn what Methodological Literature on GAMIFICATION is available online and share innovations with their project partners and colleagues in school.  
 The coordinators will initiate a group of teachers interested in project work by creating ERASMUS TEAM. Interested teachers will have training on the methodology in the field gamification and, if necessary, linguistic training.  
 The project website will be created prior to September of 2015.

### F.1. Project Management

How will you ensure proper budget control and time management in your project?

Budget control:

- each coordinator creates in their school FINANCIAL TEAM / PROJECT FINANCE BOARD, which includes bookkeeper school, the school principal and one teacher of the teachers involved in the design work,
- FINANCIAL TEAMS work closely with the appropriate National Agency and use its advice and recommendations
- koordynatorzy inform each other about financial decisions in the monthly VIDEOSPOTKANIE

Time management:

- koordynatorzy pledged to participate in monthly VIDEOSPOTKANIACH on which they sit each other relationships with progress in design work; meetings are to fulfill a form stating the integration, but also motivating to action.
- koordynatorzy committed to responding to all inquiries or requests information flowing via e-mail or through other media
- koordynator the country in which he has held short-term exchange of groups of students is required to submit a detailed plan for the meeting no later than on the last VIDEOSPOTKANIU prior to departure, or about one month before the exchange.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

During the project evaluation planned three tracks:

- 1) REPORT OF ACTIVITIES will be created by the project coordinator at the end of each school year and at the end of the project. Then it will be evaluated by all the partners who will focus on its assessment on: fulfilling the benchmarks, targets achieved activities and suggestions for improvement. The assessments and conclusions are drawn from it will be included in the report and will be binding for all partners
- 2) REPORT MEETINGS be drawn up by the host school coordinator after every exchange and discussed among teachers and students participating in the meeting in terms of the results achieved, activities and their ewaluacji- especially Game Days- and potential amendments in order to improve the quality of technical and organizational meetings.
- 3) REPORT FOR PARENTS AND STUDENTS will be created by the coordinators twice in a school year, to inform parents about the project activities and have them evaluated parents and pupils.

Preparing reports and carrying out the evaluation meetings will take care coordinators who have experience in running EU projects and large organizational experience.

What are your plans for handling project risks (e.g. conflict resolution processes)?

Schools have undertaken to write down, at the first meeting, cooperation agreements, which oblige all coordinators have to work systematically, compliance with deadlines and the quality and frequency of contacts. Long-term cooperation partners involved in this project proved that such a commitment is quite sufficient.  
 In addition, the motivating role is played here VIDEOSPOTKANIA, where every month all project partners have to each other progress made.  
 If, however, if the situation in which one partner fails to meet its obligations, the coordinator of the project shall appoint one of the

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schools that contacted the direction of dragging its heels institutions and asked for mobilization or change the project coordinator.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

Rating achieve the objectives and results built on the basis of the following indicators:

- 1) INCREASE IN BASIC SKILLS and cross in the area, which affected the project. This indicator will be examined by the tasks gamification in GAME DAYS during each exchange - the percentage of correct answers
- 2) INCREASE IN LANGUAGE UMMIEJĘTNOŚCI pupils involved in the project. It will be examined using language tests carried out at the beginning and end of the project.
- 3) INCREASE IT skills of students involved in the project. It will be measured through questionnaires carried out before the project and after its completion.
- 4) Increase understanding of European cultures among the students involved in the project. It will be measured through questionnaires carried out before the project and after its completion.
- 5) INCREASE IN INTEREST AND ENGAGEMENT PROJECT - the number of visits to the project's website, the list of attendance of students in class design, the list of attendance of parents at information meetings

## G. Implementation

Do you plan to include intellectual outputs in your project?

No

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

Project activities:

- A1 Organization of design work in schools September The
- A2 monitoring activities and informational September The, February, June 2015, 2016, September, February 2017
- A3 Prepare images for the photo contest and wystawa- autumn habitat
- A4 Data collection and analysis WATER MONITORING1-October
- M1 International project meeting in Germany, which also will be training in GAMIFICATION ; observations of lessons in the host school, sharing best practices in individualizing the curriculum to meet the specific needs of the student.
- A5 Working with texts of culture, in which the theme is water-November - method of activating role-play, wizualizacja
- A6 Preparation of presentations on schools, regions, resources wodnych- December
- A7 Prepare images for the photo contest and wystawa- winter habitat - January
- C1 Finland - short-term group exchanges of students - Meetings heroes connected with the training methods and activities carried GAMIFICATION activation methods, among others, gryfikacji method; observations of lessons in the host school, sharing best practices in the use GAMIFICATION school - February 2016
- A8 Analysis of water resources in the region in terms of turystycznym- data, trends, maps and March
- A9 campaign to reduce water consumption - analysis of data from MONITORING2 WATER - April.
- A10 Preparing images for the photo contest and spring habitat wystawa-
- C2 Spain - short-term group exchanges of students - Meeting "Water in the economic aspect." Presentations analyzes, photographs of winter and spring. Classes activation methods, among others, by GAMIFICATION Game Days; observations of lessons in the host school, sharing of best practices in the use of information technology in school - May 2016
- A11 Data collection and analysis MONITORING3 WATER - June 2016
- A12 Preparing images for the photo contest and wystawa- habitats summer - June 2016
- A13 Analysis of fauna and flora regions - September 2016
- C3 Slovenia - short-term group exchanges of students - Meeting Fri. Diversity. Presentations analyzes and Game Days conducted by GAMIFICATION; observations of lessons in the host school, sharing of best practices - October 2016
- A14 online exhibition of photos autumn-winter-spring-summer combined with voting for the best picture in the category- November
- A15 Data collection and analysis MONITORING4 WATER - November
- A16 Water and economics - trips to companies, whose activities are related to water eg spa, water power plant, shipyard - December
- A17 Qualitative analysis of water and campaign for healthy eating - Drink water! - January 2017
- A18 online contest for the best advertising compels us to reduce water consumption - February 2017
- Searching for information on the A19. Destructive power of water - - March 2017
- A20 used by a man three states of matter of water - the human body, industry, meteorology, sports - interviews with professionals, meetings, preparing summaries exploration -kwiecień
- C4 Hungary - short-term group exchanges of students - Meeting Fri. "Water in the service of man". Presentations analyzes and Game Days conducted by GAMIFICATION; observations of lessons in the host school, sharing of best practices in participatory methodologies in May 2016
- Searching for information on the A21. Of protected species of water birds, mammals and fish - June 2016
- C5 Poland - short-term group exchanges of students - Meeting Fri. Water in the service of man. Presentations analyzes and Game Days conducted by GAMIFICATION; observations of lessons in the host school, sharing of best practices on integration - October 2016
- A22 Conference for teachers of Gdansk and the surrounding area to promote GAMIFICATION, combined with workshops - October



2016

A23 Data collection and analysis MONITORING4 WATER - November 2016

A24 organizing a campaign for water as a source of health, maintenance and enjoyment - grudzień2016, January 2017

A25 Action summarizing the design work - January, February 2017

## G.1. Learning/Teaching/Training Activities

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

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

Students involved in the project:

- I will be communicated in the English language has a beneficial effect on the level of communication skills in English, as well as motivation to continue learning; the experience gained will result in future dealings
- I will benefit from tools to prepare for appointments and tasks gryfikacji, data processing, presentation of their knowledge as well as communication with other project participants; Manufacturing habit to use these tools to find information, better and faster communication
- s available online your BASIC SKILLS AND CUTTING through participation in activities conducted by GAMIFICATION and other activation methods tailored to the needs of the project; They learn to look at the problem holistically, using all their skills
- Stan become more independent and creative while learning.

Teachers involved in the project will:

- Raise their power of communication in English, as well as the motivation for further work
- Expand competence through continuous use of different programs to exchange information, variety of project work, especially the two schools -Spanish and Finish- are schools with a high level of ICT skills
- poszerzą their workshop on innovative methods of learning and teaching
- experience exchange of good practices in the course of normal business, but especially in the workshops and follow-up activities in the schools visited by what they become more experienced teachers.

Parents observers, the whole school community and local, which reach about the project will be more:

- motivated to improve language skills and information
- Open to innovation and other cultures
- positive attitude to EU projects

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	
Activity Type	
Activity Description	
No. of Participants	
Participants with Special Needs (out of total number of Participants)	
Accompanying Persons (out of total number of Participants)	
Duration (days)	
Duration (months)	
Participating Organisations	
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Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

During the project, ie. At the beginning and at the end students will test their language skills through EUROPASS. This will be an objective way allows to assert increase the language skills of students involved in the project. In addition, it will be able to use the ICT skills of students for a particular purpose. Confirmation language level students through Europass will also meet the educational role. Pupils learn about other possibilities Europass, that they may come in handy in the future

## H. Follow-up

### H.1. Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

The project will have a major impact on those directly and indirectly related to the project.

- 1) The level of language skills and motivation to learn foreign languages, we anticipate a major positive impact in the area of communication skills in English
- 2) LEVEL SKILLS OF INFORMATION be increased
- 3) basic skills levels and cross in the areas covered by the project, will rise
- 4) cultural knowledge concerning the countries involved in the project will be richer, which will contribute to better understanding and tolerance partners in a wider sense, and what goes with it respect for social diversity, linguistic and cultural
- 5) TEACHING schools involved in the project will be enriched by innovative ways of working with students - including activating method of teaching and learning which is GAMIFICATION
- 6) the teachers involved in the project directly or indirectly enrich their pedagogical knowledge through the exchange of good practices during exchanges or conferences, will be more dynamic and open-minded; They will have more motivation and satisfaction in their daily work
- 7) will strengthen cooperation within the network are involved institutions and exchange of good practice
- 8) consolidate a more positive approach to European projects and the EU

What is the desired impact of the project at the local, regional, national, European and/or international levels?

At the local level schools involved in the project as a dynamic and innovative centers will meet the roles of leaders in innovation; They will be role models for other schools. All persons involved in the project directly and indirectly will have more knowledge about key competences, and will be more open to innovative methods of learning and teaching.

However, at the European institutions involved in the project they will continue to cooperate to create a network of schools, which are mutually inspire and teach exchanging GOOD PRACTICES using the project page, which will allow operation of schools even after the project. Schools will participate and will promote European equities related with rational use of water, such as Right2Water or Water Monitoring.

How will you measure the previously mentioned impacts?

1. Having -uczniowie LANGUAGE SKILLS TESTED linguistic subjects will be carried out using tools Europass. It will be performed at the beginning and end of the project to examine the growth of skills.
2. POZIOM basic skills and cross - coordinators will assess the percentage of correct answers in the operation GAME DAYS.
3. WIEDZA CULTURAL - on the first and last meeting parents and students involved in the project to complete a questionnaire, which will answer questions about the culture of Spain, Germany, Hungary, Finland, Slovenia and Polish.
4. MOTYWACJA and involvement of students, parents and teachers will be measured by the number of visits to the project, the number PRESENCE at project meetings students and parents, a number of interested teachers who participated in the conference and workshops
5. DYDAKTYKA AND EDUCATION - Teachers involved in the project will publish information about the project activities and will share content with other teachers within the framework of open educational resources. NUMBER OF PUBLICATION AND Reshares will measure the increase of knowledge and skills in this area.

### H.2. Dissemination and Use of Projects' Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

During the project, students engaged directly and indirectly, their parents and teachers of schools data will have access to current information through tables of information ERASMUS CORNER PLUS. Will there were reports of the activities carried out, planned actions and presentations of students. As far as possible multimedia presentations they will be presented in the lobby of each school.

In addition, each school once a semester will be held meetings with parents of students who are directly involved. At such meetings

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coordinator, along with the students will present activities and project plans.

The project will have its website, which will be posted information about the projects and the results of the project ie. Presentations, videos, factsheets, advertisements, instructions, legends. There will also be reports from meetings and workshops. Each school will post information about the project tab school website. At the last meeting, in Poland, the conference will be organized as workshops for teachers of Gdansk and the surrounding area, which will present GRYFIKACJĘ - as an innovative method of learning and teaching. Teachers make available materials Gdansk group of teachers affiliated to the Creative Education Studies.

The materials on GRYFIKACJI will be made available under open educational resources.

Target flu include:

- UCZNIOWIE And teachers directly related to the project because it is in them is planned improvement of skills through hands-on involvement in the project activities and in their use and expand during GAME DAYS
- UCZNIOWIE And teachers indirectly involved in the project because it indirectly, by observing and analyzing can also contribute to an increase in their skills, tolerance and motivation
- PUPILS -RODZINY directly and indirectly involved in project work, because the project is aimed at increasing their knowledge and awareness of water as well as language skills, but also their tolerance towards other cultures, openness to innovation and European programs
- nauczyciele from other institutions who may be inspired by innovative methods of work; They can also use available materials in his work during CONFERENCE
- WŁADZE LOCALNE interested in cooperation in the framework of the European Union
- organization Or companies that deal with water in one aspect, which is engaged in a project such. The Seal Sanctuary in Hel, reserve 'Mewia backwater' in Gdansk - earning potential employees, assistants or are sympathizers.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

The coordinators, together with the ERASMUS TEAMS will be responsible for the dissemination of project activities in their schools and countries - Erasmus CORNERS, meetings with parents, MEDIA CONFERENCE. They have experience in running European programs, and thus also in carrying out dissemination activities.

They are responsible for systematic preparation of information and its transfer partners and the relevant media.

Inside the project, the partners share responsibility for the following areas of dissemination activities:

- WEBSITE - administration and updating of information Hungary, coordinating the dissemination of results
- STATEMENT OF WORK PROJECT eTwinning BLOG - Finland
- PROJECT parallel eTwinning -Spain and Germany-group integration and sharing of student work, studies, relationships
- FACEBOOK GROUP CLOSED - Slovenia - integration group, organization of work groups
- Open Educational Resources - coordinator of activities will be Poland

Resources that will be made available:

Develop scenarios to GAME / GAMES accordance with the methodology GRYFIKACJI

- BROSZURKI Approximating teachers gryfikacji methodology and describing the scope of the activating method
  - Products AUDIOVISUAL ie. Presentations, videos, podcasts, development of test and measurement results and reports prepared by the students
  - relacje of methodological workshops conducted during exchanges and international project meeting
- LOGO program will be visible on all publications and products produced with the support of the Erasmus + W network of schools involved in the project will be public information about the support of the European Union.

What kind of dissemination activities do you intend to carry out and through which channels?

An integral part of the project is to disseminate the results through the use of means of verbal communication equipment (meetings) and through the use of mass transit, ie. Professional and local press, the Internet.

During the project we intend to:

- 1) meet with parents at least once a semester to pass the information on. Program combined with presentations of students
- 2) inform the teaching staff in the schools of design of the project activities on Pedagogical Council meetings
- 3) design schools to inform students about the project activities by updating the information in the ERASMUS CORNER PLUS and through presentations of audiovisual material, performed on the project in the school hall
- 3) PUBLISHED important and interesting information on. Project on the project page on the eTwinning platform, in local newspapers and professional

#### 4) PROMOTE methodology gryfikacji during the conference, which will take place in Poland during the last exchange student.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

All materials on GAMIFICATION will be made available on an open license. Likewise developed compile the results of observation and audiovisual materials will be made available to just open educational resources. We do not plan in this regard any restrictions. Open access to specific materials by placing them provide an electronic version on the project, PAGES schools participating in the project, just open educational resources. Address information, where to get the data results will be placed in the brochure handed out at a conference in Poland, at the end of the project.

How will you ensure that the project's results will remain available and will be used by others?

Availability of results will be ensured through:

- Access to developed games / games and other information concerning the method GAMIFICATION in the context of open educational resources -Koalicja Open Education
- Providing summaries of observations and audiovisual materials on the project website and on the websites of schools involved in the project on the eTwinning platform. The best audiovisual materials with comments regarding. Use will also be made available on the websites of the Coalition for Open Education
- CONFERENCE dot. GAMIFICATION at the end of the project, while exchanges in Poland, meant for flu interested teachers from Gdansk and the surrounding area, staff education.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

Selection of the most appropriate outcome will result from the evaluation of the design work at the end GAME DAYS on any exchange.

Inside the project, the partners share responsibility for the following areas of dissemination activities:

- WEBSITE - administration and updating of information Hungary, coordinating the dissemination of results
- STATEMENT OF WORK PROJECT eTwinning BLOG - Finland
- PROJECT parallel eTwinning -Spain and Germany - the integration of the group and share student work, studies, relationships
- FACEBOOK GROUP CLOSED - Slovenia - integration group, organization of work groups
- Coalition for Open Education - the coordinator of activities will be Poland
- KONFERENCJA At the end of the project and an information leaflet for the participants.

### H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

after the end of school project plan to continue cooperation in this regard PROJECT WEBSITE is maintained. Through it will be possible to exchange experiences related to the methodology worked out GAMIFICATION - will be published on relations with the lessons of gryfikacją scenarios such lessons, review games. In addition, school design plan to continue to work on the eTwinning platform, as they have done already appeared before a joint applying for the grant. It is difficult to predict the future theme projects, but probably it will be associated with this project as a priority issue very broad and very important for schools at this level of education.

The resources needed to continue the cooperation will be provided from own resources of individual schools.