



FIRST QUARTERLY REPORT (January 2011)

I.-INTRODUCTION

The project we share has had us undertaking a series of tasks and activities which are outstanding both in number and quality. Many of these tasks have had to take place simultaneously. Five months into the project, the time has come to look back at what we have done and to decide whether we need to make changes as we continue to move forward.

II.- ACTIVITIES UNDERTAKEN

1. All partners have prepared introductory **presentations on their schools** to share on eTwinning work space
2. **Pre learning questionnaire was prepared and** distributed to all partners
3. All schools undertook **surveys of their learning communities** (staff, pupils, parents) regarding attitudes to science and science learning & teaching. Schools collated results and brought them to 1st project meeting. Results shared on project web site.
4. **Information leaflet on project aims** and activities was prepared by Slovak school and distributed to all partners for translation and dissemination.
5. All schools prepared **eco gardens within** their grounds for on- going collaborative work on biology.
6. **eTwinning work space was established** and invitations/rights extended to all partners.
7. **Weekly recording of weather data** begins. Information shared with all partners on eTwinning work space
8. **Christmas Cards:** Schools have received Christmas cards from each of the other participating schools.

9. First Meeting was held in Medvode, Slovenia, 3rd – 7th Nov.2010

Task developed during the meeting:

9.1 Website

- Tatjana showed all the e-twinning space website for the project. It was demonstrated that this website can be read in all languages – tabs for each language situated at top left of website home page once logged in.
- It was stressed that all countries need to add a promotional video for their country to the site. Slovenia has done this. It was also agreed that these videos must be in English as well as each partner's native language so all can understand.
- It was agreed that each school will place a link on the e-twinning space to their own school's website.
- It was agreed that each school will place the Comenius Project symbol on their own school website.
- All present received training on how to log on and access as well as upload items onto the e-twinning space. There are two aspects to the e-twinning website. The first is desktop and this is where the organisation details of the project are included. The second is twinspace and this is the project area where information can be uploaded. The username and passwords for these two areas of the site are the same.

9.2. Eco-gardens

- It was agreed that, due to different spaces being available in each school, the eco-garden would differ from school to school. Suggested plants to include in the Eco-garden were: tulips, daffodils, basil, sunflowers and aromatic plants.
- Tatjana will upload a form onto e-twinning space which each school can use to record observations of these plants e.g. when planted, when they start to shoot, flower etc.

9.3 Weather data recording

- It has been agreed that each school measure the weather at 12 o'clock mid day local time.
- Each school should measure the weather as many times as possible during the week.
- Everyone will use the same form for collecting the weather data. This will be provided on the Etwinning site by Tatjana.
- Tatjana distributed extracts from a French science book which gave information and photographs/diagrams of methods to measure data for rain, wind and temperature.
- Tatjana/Eric will send each school a link via email to information on the Beaufort Scale so all schools can try using this.
- Eric explained and drew diagrams of a weather measuring machine that his school have purchased. France will use this to gather their weather data.

- It was agreed that we will all measure three elements of weather
 1. **Temperature**
 2. **Wind**
 3. **General weather observation**
 - If measuring rain levels: it was agreed that the period of time to measure is from noon to noon. If rain is not measured on a day the rain water should be emptied out.
 - It was agreed that Tatjana would email a photograph of a measuring system to each school which can be used to measure snow fall.

9.4. Talking and Thinking Books

- Jenny Davies gave a presentation on Talking and Thinking Books which are in use at Meldrum School in Scotland. Examples were passed around during this presentation.
- Background information was given on Educational Consultant Claire Warden who came up with the concept.
- It was agreed that Jenny would type up her presentation and email it to everyone.
- It was agreed that each school would use a form of learning log throughout the project.

9.5. Preparing second meeting in France (9th to 13th February 2011):

1. **Experiments/activities on Light:** These experiments will be discussed and agreed upon in France. Jenny distributed a sheet containing suggestions for experiments/activities on space, light and biodiversity. This was created by Kim Aplin, Deputy Head teacher at Meldrum School.
2. **Pupil presentations in France):** It was agreed that the children will give a short presentation (maximum of 5 minutes) on what they have found out from their weather recordings. This should be a power point presentation and should include English as well as the native language so all can understand. Photographs, graphs and videos should be included in these presentations if possible.

9.10. Other aspects of the encounter

In addition to the work load referred to above, which was foreseen within the project, the human experience has been no less interesting and enriching. This was the first encounter of colleagues and it served to create links between us and to share different approaches, which have enabled us to develop both the project and ourselves as teachers and people.

The chance to take part in a series of classes at the Slovenian school proved very interesting.

We would like to highlight the warm welcome offered us by the Slovenian teachers. The whole school was open to us.

Finally, we should highlight the effort made to make our experience special both within and without the school. The extra-curricular activities were interesting, enjoyable and fun.

The stay at the school and with the host families was also a unique and valuable experience for students.

In short, the meeting was a success and we each returned home happy and satisfied and with 'homework' which we are doing bit by bit.

III.-REVISION OF THE ACTIVITIES UNDERTAKEN ACCORDING TO THE PREDICTED OBJECTIVES

We can say that:

- We have undertaken all of the activities programmed and, in most cases, this has happened within the established time limit (see section II). In some cases, unforeseen circumstances have affected the time span.
- Each member has adapted the activities according to the reality of the centre.
- The exchange of teaching experiences through the web has begun in the field of Science: the weather and the eco-gardens.
- Some new experiences not entirely related to the teaching of Science but equally enriching have taken place, for example, the exchange of recipes and the preparation of a calendar with these recipes.
- The "wheels have been oiled" in such a way that, whilst respecting the idiosyncrasy of each of the centres, there has been sufficient flexibility to enable agreement on the form of work.
- The member countries have grown closer to each other.
- The European dimension of the schools involved has increased.