

3rd Meeting minutes

Sobreda, Portugal, 13th-18th October 2019

1. Introduction

The third conference of the ERASMUS+ project INTEReST was held in Sobreda, Portugal between 13th and 18th of October 2019.

Educational and social programs were carried out as planned in the application and detailed in the program (see Annex 3).

Student participants took part in "Short-term exchange of groups of pupils" activities (Topic: CLIL week) while teachers participated in "Short-term joint staff training events" (Topic: International teacher's room 3 - Short term Science Projects).

2. Summary of educational and professional activities and workshops

- 14th October:

Lecture on How to make a research project in high schools by Mr. José Matos (teachers) – the lecture was given by Mr. José Matos a researcher in molecular biology and head of the national association of biologists. The aim was to help teachers to build up an interdisciplinary science project in the coming workshops. The lecturer raised several questions, which would be answered throughout the development of the project design by the partnership: what will we do? who will do it? how will we do it with? who will pay for it? how will the outcomes be used? why will we do it?

During the lecture some planning techniques were suggested and several examples of science projects were given. The feedback of the lecture was very positive among the participant science teachers from the 4 countries.

Team building games (students) – lead by two teachers, students were invited to take part in a session of team building games with the aim of getting to know each other and be able to work as a team later during the week.

- 15th October:

workshop 1 – evaluating CLIL lessons (teachers) - In this workshop each country discussed its feedback sheet and showed the feedback video, concerning the CLIL lessons applied last school year. In this moment, teachers pointed out the positive aspects and mentioned some suggestions given by the "teacher students".

First the Hungarian Lesson was discussed– "Measuring heights and depths" - that was applied by the Lithuanian and Turkish students. It was mentioned that this lesson was a challenge for the Lithuanian students because it was applied in 10th grade, and they only learn equations of movement at 11th grade. Although they said that really appreciated the experience. For the Turkish students it was also a good experience and they realized that "Teaching is another way of learning".

Then the teachers discussed the Lithuanian Lesson – "How much oxygen a student needs during a lesson?" – that was applied by the Portuguese and Hungarian students. In both countries the students who applied the English vocabulary part of the lesson, decided to change it a bit. In Portugal, they changed some concepts, and gave a reward when the students got the answers right. In Hungary they made a "Kahoot" quiz to perform this part.

Workshop 2 - Presentation of the proposals for the 4 subjects project by the 4 countries(teachers) – in this second workshop each country made a small presentation of its suggestion for the common project, which would be picked and will be developed till the next meeting by the whole partnership.

Turkey presented a project about **Parallax** movement, based mainly on maths.

Hungary presented a project on **Thermal Water**, based on the fact Hungary's best tourist attraction are thermal baths and its benefits for human health, and showing how the project would cover subjects like geology (geothermal energy and water cycle), physics (heat capacity of water, nuclear energy), chemistry (great variety of minerals), biology (therapeutic usage and ecosystem of thermal water) and maths (field work and calculations).

Portugal come out with a project called **Bee INTERested**, where the importance of bees for biodiversity was emphasized.

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4 subjects would be involved: importance of pollination for biodiversity conservation and ecosystem sustainability; the life cycle of bees – sexual and asexual reproduction; biotic and abiotic characteristics necessary for bees survival; main causes of the decrease in the number of bees (biology); honeycomb geometry; visualization of regular mosaic and its internal angles; mathematical demonstration of honeycomb construction by bees; mathematical model that allows to determine the edge and volume of each honeycomb; ideal angle of a honeycomb; application of mathematical modeling in bee populations through the study function (math) the chemical language of bees; honey chemical composition; analysis of some physical and chemical parameters of honey: color, flavor, total ash, electrical conductivity, reducing sugars, free acidity, water content, density, pH and diastatic activity (chemistry) and importance of the electric field in the pollination phenomenon performed by the bees (physics).

The project also included a 9-step plan to be implemented.

Lithuania brought a project about **Fermentation**, starting to emphasize the relevance of the project, connecting its theme to human health and healthy diet, and its utility for interdisciplinary integration, developing teamwork skills and analyzing results obtained in daily life environment. Its aims and objectives, as well as the means to be implemented and the workflow were also presented.

The project would integrate 4 subjects: biology (health eating habits and fermentation), physics (diffusion, heat and its measurement), chemistry (solution production, solution pH, acids and saline) and math (text problems of blends/mixtures, calculation of volumes, areas, densities and masses, statistics, vectors and sequences).

CLIL lesson 1 – Turkey (students): 4 Turkish students presented a lesson about measurement in ancient times. They explained how distances and locations were measured by ancient people when they didn't have sophisticated instruments to do it. A special emphasis was given to the astrolabe and attending students could do some practicing how to do it outside, after the theoretical introduction.

CLIL lesson 2 – Portugal (students): 4 Portuguese students gave a lesson on “DNA – Biological function and chemistry”. The aims of the lesson were: extracting DNA from their cells using common materials (Biology and Chemistry); understanding the biological function of DNA (Biology); characterizing DNA structure based on chemical aspects - functional groups and chemical bounds – (Chemistry); choosing the right prepositions (English) and acquiring new scientific vocabulary concerning the subject (Biology, Chemistry and English).

To reach these aims, student teachers involved the other 20 on the following steps: introducing the topics through a PPT presentation; acquiring new vocabulary through a crossword game; choosing the right prepositions filling in the blanks in the experimental procedure and finally by doing the experimental work and discussion as well as self-evaluation.

- 16th October:

Workshop 3 and 4 – Discussion of the proposals (teachers): All the projects were discussed by the group of Science teachers. Advantages and disadvantages were pointed out. The group mentioned that the *Parallax Project* was interesting but was almost exclusively based on Maths. *Thermal Water, Establishment of optimal conditions for the fermentation process* and *Bee Interested*, on the other hand covered the 4 subjects as it was demanded. Finally, the whole group decided to choose this last one as the easiest to be carried out either due to its theme (bees, which can easily be addressed in any country, being the decrease of bees' populations a global problem) but also because it already included some phases for its execution.

It was also decided that the first phase of the project should be completed by the 6th of December 2019, and it would be collecting of materials to be used in each subject. For this, each subject should have a responsible teacher: Réka Kulinyi in maths, Carla Vaz in biology, Paula Paiva in chemistry and Tamás Radnai in physics.

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CLIL lesson 3 – Hungary (students): 4 students presented a lesson to their colleagues called “The food of the future”, starting with a PowerPoint presentation. They showed that entomophagy could be a solution for some Earth problems, like Global warming, greenhouse effect and starvation. After that, the students reflected about this issue and filled a table chart. In the end of the lesson the teacher-students applied a Kahoot to other colleagues.

CLIL lesson 4 – Lithuania (students): 4 students presented a lesson to their colleagues called “The research of caloric value of nuts”. The students started the lesson raising the question “What type of nuts is more useful to take to a tourist hike or trip?”. The purpose of this lesson was to determine the caloric value of 5 types of nuts by building a calorimeter and measuring the energy captured by the water.

The students made available the experimental protocol and the lab material to the colleagues. One interesting aspect of this lesson was the fact that the students were able to build a calorimeter using daily used material (like tin cans).

Each group tested a different kind of nuts and at the end they shared and compared the results and drew conclusions. The students performed the activity with commitment and enthusiasm.

Coordinators meeting – coordinators got together to evaluate the way the project has been carried out in general in each country/school and remarked on the positive and less positive aspects.

Portugal: as positive things it was mentioned the way the local team works; the interdisciplinarity of the tasks, which lead teachers to get used to work the different subjects together; on less positive levels, the lack of biology teachers to share practices with in the partner schools and the deficit of direct communication among science teachers in the partnership.

Lithuania: the engagement of several teachers and students was mentioned as a very positive aspect, whereas the weak fluency in English among science teachers and not enough dissemination events were mentioned as less positive.

Hungary: the positive aspects were the increasing importance of international projects in school culture, and its effect on school reputation; a good interaction between teachers who would never work together without the project; on the less positive side the fact that the teachers team is still being built and the amount of extra work involved.

Turkey: the experience of work with science teachers and the motivation of students were mentioned as the most positive aspects brought by the project; on the other hand the deficit on dissemination and the lack of resources from school to take part in such a project were mentioned as negative aspects.

It was also decided that the project’s international website should be fed with more materials, namely lesson plans and its annexes and feedbacks should be put together as a single document to be published online. Decisions on the Compendium, one of the project’s final products, should be taken soon, what concerns its contents, organization and design. Moreover, everybody agreed on the importance of monthly reports as well as using more the G-drive for communication among science teachers. The Turkish proposal on dates for the next meeting was also approved: It will be held in **Mersin, Turkey, between 23rd and 27th March 2020**.

- 17th October

Workshop 5 – Deciding on the project to be carried out by the partnership (teachers) – having already decided in the former workshop which project would be carried out by the whole partnership, further discussions led to the following agreements and decisions:

- The introductory part, the research, visit to the beekeeper (steps 1, 2, 4) should be carried out continuously alongside the teaching material preparation and done by the 6th December;
- Activities of Mathematics, Chemistry, Physics and Biology (steps 3, 5, 6, 7) should be carried out by the end of February;
- The feedback on Science subject activities should be provided by filling in the feedback form used by partnership and there should be a 5 min duration (max) video prepared for documenting the

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implementation of the project activities; all of the aforementioned should be uploaded to the Google Classroom by the end of February;

- The presentation of the carried-out activities in each school (step 9) will be organised in Mersin in March 2020 during the Science Fair, therefore each school should prepare a poster for the event;
- The activity of making flower beds in international groups (step 8) and involving Maths activities will be organised in Mersin in March 2020;
- The other activities – experiments, beehive making activity - should be also considered as part of the common short-term Science project presentation in March 2020.

Evaluation of the CLIL lessons by students - informal debate (students) – the evaluation of the CLIL lessons given by students was held in an informal debate where all the 24 participants had their chance to self-evaluate and to evaluate.

- Self-evaluation

Turkey: they were a bit nervous and would have needed more time to prepare the lesson; practical part was successful.

Lithuania: it ended up being easier than they expected and they managed to do what was planned.

Hungary: Should be more organized or prepared; a bit stressful but accomplished; should have explored the topics more in the debate.

Portugal: better than expected; made the group of students closer to each other; couldn't manage the time that well and should have given more time to explore the questions.

- Evaluation of others

Turkey: new learning; interesting topic, connected to real life; the practical part was dynamic (successful). Students didn't talk enough and projected too many movies; the practical part wasn't well organized as not everybody was able to experiment the astrolabe (less successful).

Lithuania: it was amusing and interesting, especially the chemistry part, although it was very interdisciplinary (successful). Lesson was taught too fast; the experience was too long so the calorimeter should have been built beforehand; needed more time (less successful).

Hungary: addressed real life problems which brought new knowledge about climate change; it was very dynamic and with an amusing game (successful). It lacked practical work; the worksheet resembled a test; the debate was a bit the repetition of earlier discussion (less successful).

Portugal: the practical part was particularly interesting; teacher-students helped a lot and were well prepared; new vocabulary was learned (successful). It was a bit difficult to follow for foreign students, especially the discussion, otherwise no new knowledge for the remaining Portuguese students (less successful).

Float & Surf - lesson about the science background concerning surf practice (teachers and students) – As there would be a practical surf lesson at the beach in the afternoon, the last activity in the morning consisted in a lesson, given by Portuguese science teachers, assisted on helping students by their colleagues from other countries, on the relevant science issues concerning the practice of surf as a sport.

Students were invited to come up with key words concerning surf and to raise science questions based on those key words. Afterwards, in different working groups, helped by subject teachers, students tried to answer those science questions. With physics they tried to figure out "How can surfers maintain balance when they stand up on top of their boards?" "What happens when a surfer stands near the front or back of the board?", estimating the center of mass and balance of human body on the board. With biology and chemistry they tried to understand "Why do surfers use a wetsuit?" and "how does the body temperature regulation in a man works". "What is a wave?" "What are the physical characteristics of a wave?", "Why do the waves break as they approach the beach?" and "What is the best wave to surf?" should be answered through maths. To answer the questions students had to perform several laboratorial activities, register and discuss the results and take conclusions.

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- 18th October

Evaluation of the meeting by coordinators in separated groups of students and teachers - teachers and students separately answered in an informal way questions about the meeting in order to evaluate it.

- Teachers (World cafe activity)

What were the most important experiences?

Related to professional performance

- CLIL lesson (observation, the reaction of students to CLIL lessons, students acting as teachers, group work, real life oriented Science activities)
- Observation of students' cooperation (team building atmosphere, friendships growing, willingness to know more about culture of other countries)
- Lecture on Science projects in secondary schools
- Exchange of ideas

Emotional/personal level experiences

- Being aware of our similarities even though we come from different countries
- The feeling of friendship
- Meeting new people who develop their English skills
- Kindness, openness, hospitality of Portuguese people/organisers of the event
- "Ocean feeling" – being able to feel the freshness of air and water, the power of nature

Professional and personal level bonding experiences

- Closeness, stronger ties between students and teachers - becoming friends, which is important for learning
- Nurturing the idea of BEE project - the growing feeling of ownership (regarding the project, from one country's idea to a common project)

What new knowledge, skills and competences did you gain or improve?

- New methods (experimental activities, CLIL, class management when 2-3 teachers work together, etc.)
- Been able to learn about making projects
- How to plan, start and carry out a project in Science
- Learning about the Science of surfing – to know what we do not know
- Communication and linguistic skills, also historical, geographical, cultural, scientific knowledge
- Planning and organisational skills
- Organisation of project meeting skills (enhanced awareness on the complexity of the organisational process, logistics)
- Being able to express and defend different opinions
- Being able to reach a mutual consensus
- Being aware of some global problems and creating new attitudes to solve them
- New methods of evaluation ("Snowflake")
- Another way of working with students in classroom

- Students (informal debate, based on questions)

What were your expectations before the meeting?

Positive:

- Hot weather

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- Funny projects
- Surf class
- Meeting old friends, making new ones
- Visiting places

Negative:

- my English may not be understandable
- I may not get on with my partner
- I may be sick during the week

What do you think about the week?

Positive:

- discovering new places
- learnt to surf and about science
- met new people
- tasted new food
- improved my English
- sharing experiences
- learnt about new cultures
- learnt about other educational systems

Negative:

- CLIL lesson - better time management
- Feeling exhausted

What will you take with you?

- English skills
- ability to communicate with others
- to take others' opinion as priority
- memories of places and people
- seeing everything from a new aspect
- ability to teach others
- learning that stereotypes are just stereotypes
- opening a window to other cultures and keeping this window open

Both students and teachers answered also an online evaluation form (annex 1 and 2) which results will be addressed in a further topic of these minutes.

3. Conclusions and Agreements

In this meeting it was agreed:

- Phases and tasks concerning the project to be carried out by all partners till next meeting (see workshop 5)
- Persons in charge for each subject (see workshop 3-4)
- Tasks to be carried out during next meeting in Turkey (see workshop 5)
- Dates for next meeting (see coordinators meeting)

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- Issues concerning the management of the project, namely the international website, the coordinators monthly report and the items for the Compendium (see coordinators meeting)

4. Evaluation remarks

Based on the percentages of 'agree' and 'strongly agree' as answers from the participants to the items asked on questionnaire, the overall impression of the meeting was very good, with a small gap between teachers (94,2% average of all items/topics) and students (91,4%).

Both for teachers (97,2%) and for students (96,3%) the **personal impact** got the highest results among the 3 topics questioned.

Teacher average percentage of positive feedback is slightly higher than students on the other topics too: **organization and the content of activities** – teachers 92,8%; students 86,8%; **impact on teacher/student skills and improvement of competences** – teachers 92,7%; students 91%.

On the topic of **organization and the content of activities** both students (95,8%) and teachers (100%) gave a better feedback on '**activities met my expectations**' and both a less good feedback on '**the appropriate time and duration was chosen**' (students 54,2%; teachers 75%), which, in the case of students, matches what some remarked on the informal evaluation. Students also valued (95,8%) '**there was an opportunity for exchanging ideas and experiences given**', whereas teachers (100%) gave good feedback on '**activities created spin-off effects for the launch or development of new educational activities in my school**'.

Concerning the 2nd topic **impact on teacher/student skills and improvement of competences** students agreed/strongly agreed that they '**become more interested in students from other countries**' (100%), whereas 100% of the teachers agreed or strongly agreed that they had '**learned from good practice abroad** and '**built up new contacts**'. Also worth mentioning that 81,3% of teachers **strongly agreed** that the meeting improved their '**awareness of ways to develop new interdisciplinary activities for teaching science through project work**'.

Finally, on the 3rd topic asked – **the impact on the personal level** – 100% of the students agreed or strongly agreed the meeting improved the '**knowledge about partner countries and culture**' and '**the communication skills in English**'. Not differently, 100% of the teachers agreed or strongly agreed it had improved their '**communication in foreign languages**' and '**knowledge about partner countries and culture**' as well as their '**practical skills**'.

5. Annexes

Annex 1: Teachers' evaluation – International teacher's room 3 - Short term Science Projects

Annex 2: Students' evaluation – CLIL week

Annex 3 – Participants and program

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Fernando Rebelo

Sobreda 3.11.2019

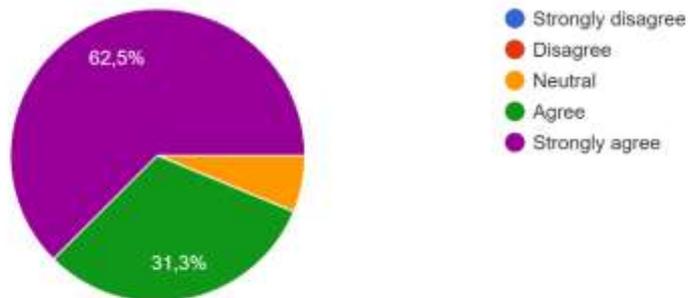
SHORT-TERM JOINT STAFF TRAINING EVENT PROJECT WEEK, Sobreda 13th-18th October 2019

Teachers' evaluation (16 answers)

Organization and the content of the activities

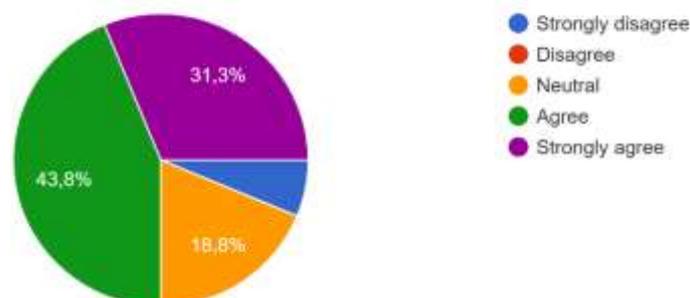
The appropriate places for the activities were chosen

16 respostas



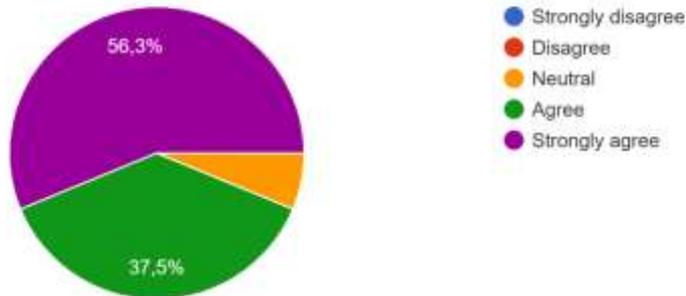
The appropriate time and duration were chosen

16 respostas



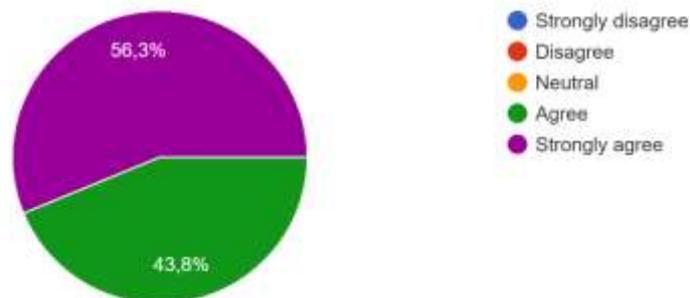
The activities helped me acquire new theoretical knowledge, methodological background and practical types of interdisciplinary activities

16 respostas



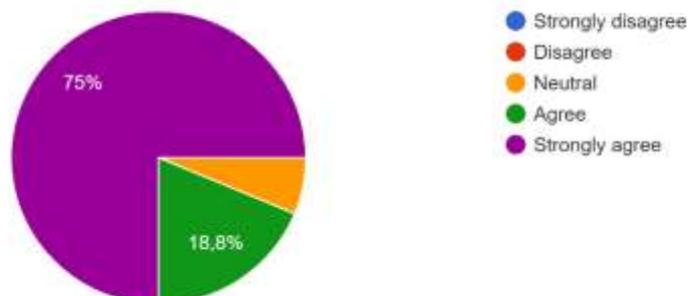
The activities created spin-off effects for the launch or development of new educational (curriculum development, de...rdisciplinary) activities in my school

16 respostas



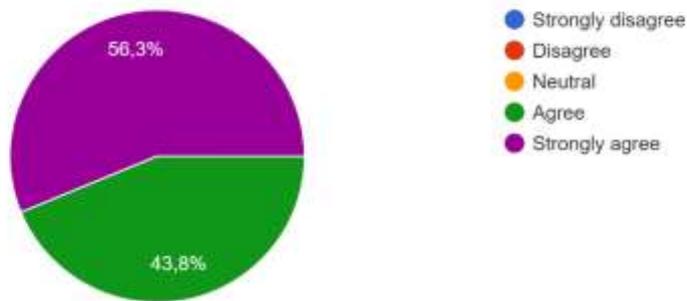
There was an opportunity for exchanging ideas and experiences given

16 respostas



The activities met my expectations

16 respostas

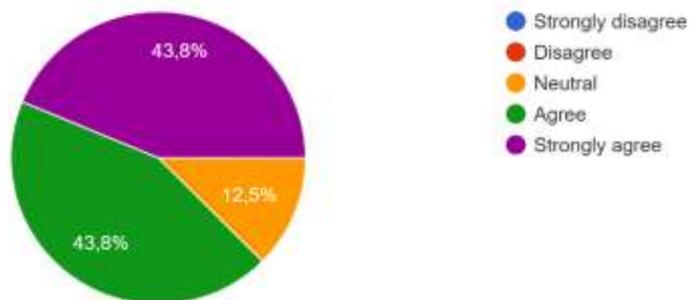


The impact of activities on teacher skills /improvement of competences

As a consequence of the training, I have

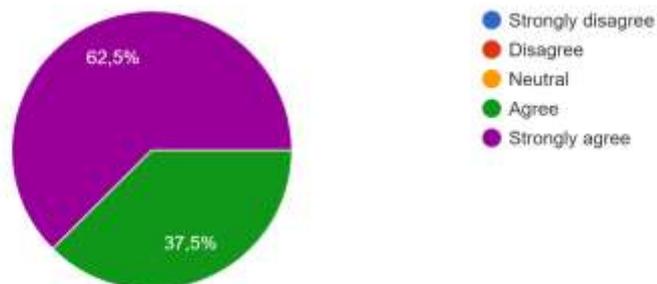
Improved my knowlegde of my professional field

16 respostas



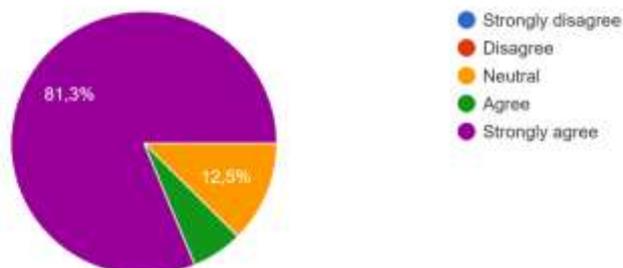
Learned from good practice abroad

16 respostas



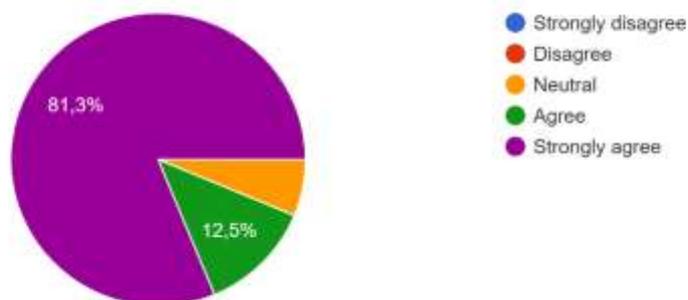
Improved my awareness of ways for developing new interdisciplinary activities for teaching Science through project work

16 respostas



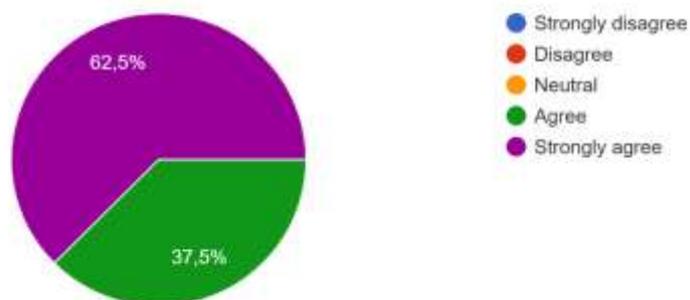
Shared my own knowledge and skills with colleagues and other people

16 respostas



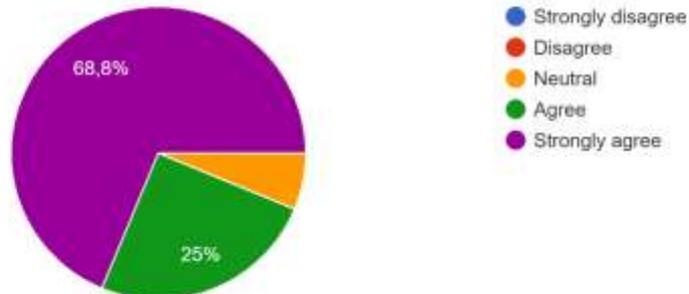
Been able to experiment and develop new methods/new ideas for interdisciplinary projects in science

16 respostas



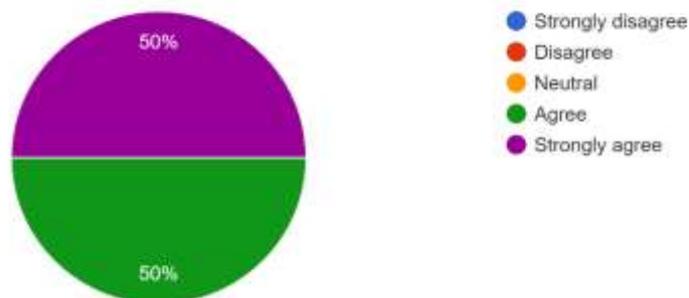
Become more motivated to strengthen the interdisciplinary approach in teaching Science

16 respuestas



Built up new contacts/expanded my professional network

16 respuestas

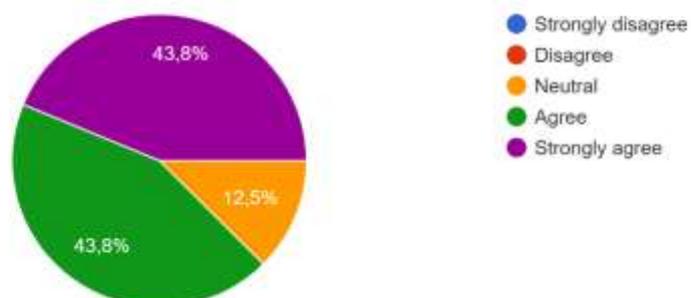


Significance / impact to the participant

Thanks to this training activity, I have also improved my:

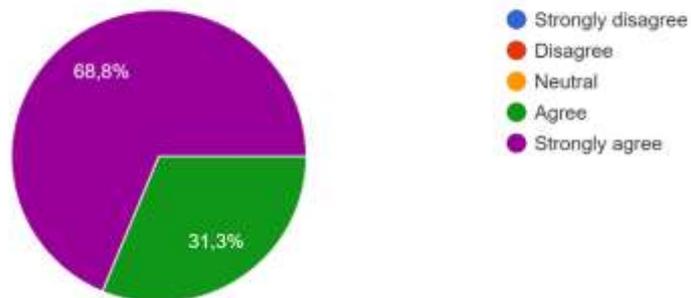
Analytical skills

16 respuestas



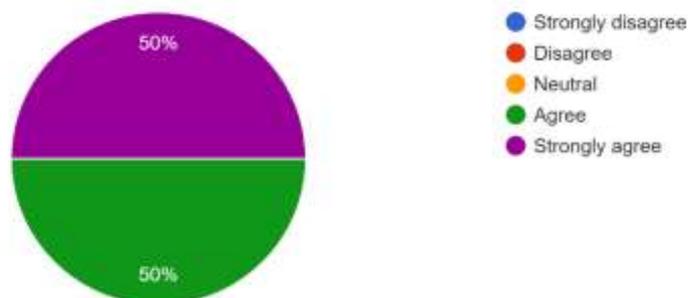
Practical skills (planning, organising, project management, etc.)

16 respostas



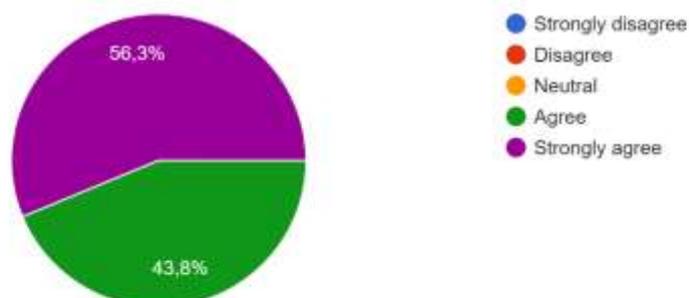
Communication in foreign language skills

16 respostas



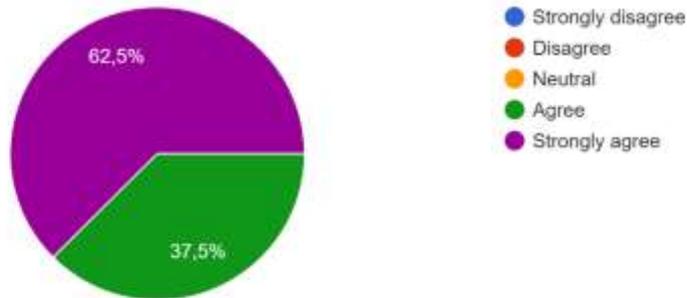
Teamwork abilities

16 respostas



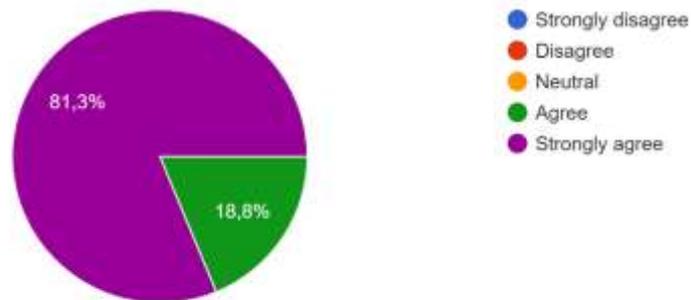
Emotional skills (e.g. having more self confidence)

16 respostas



Knowledge about partner countries and culture

16 respostas



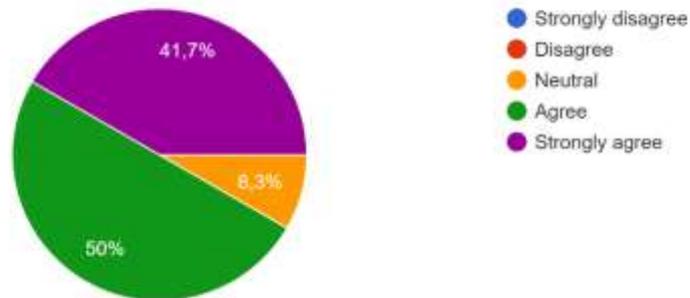
SHORT-TERM EXCHANGES OF GROUPS OF PUPILS - CLIL WEEK, Sobreda 13th-18th October 2019

Students' evaluation (24 answers)

Organization and the content of the activities

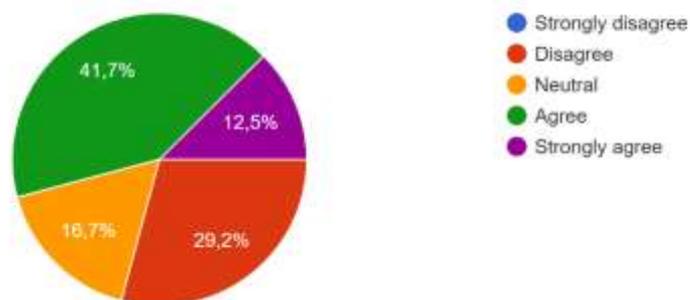
The appropriate places for the activities were chosen

24 respostas



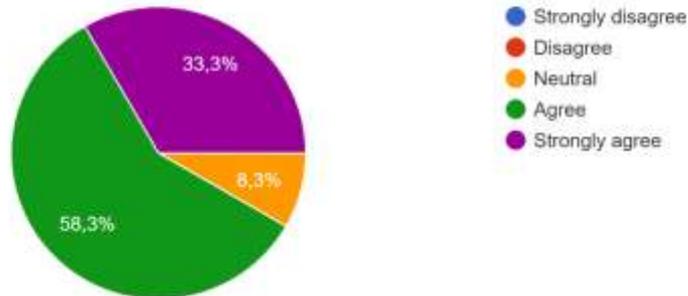
The appropriate time and duration were chosen

24 respostas



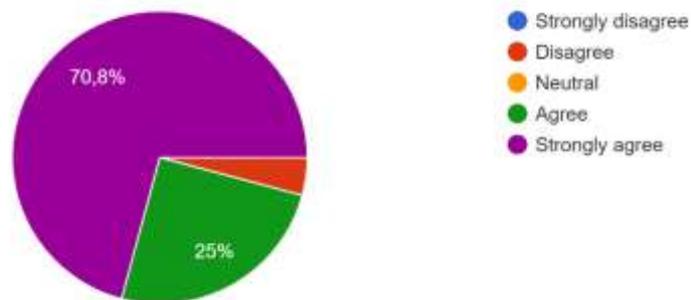
The classes and activities helped me acquire new theoretical knowledge and practical skills related to learning Science

24 respostas



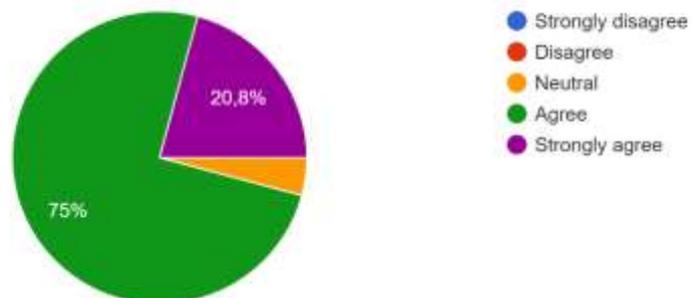
There was an opportunity for exchanging ideas and experiences given

24 respostas



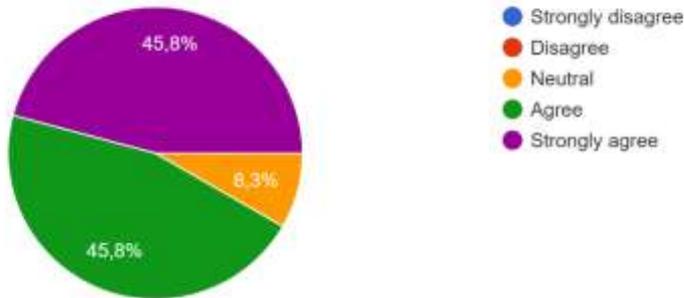
The activities met my expectations

24 respostas



The teachers I worked with were competent

24 respostas

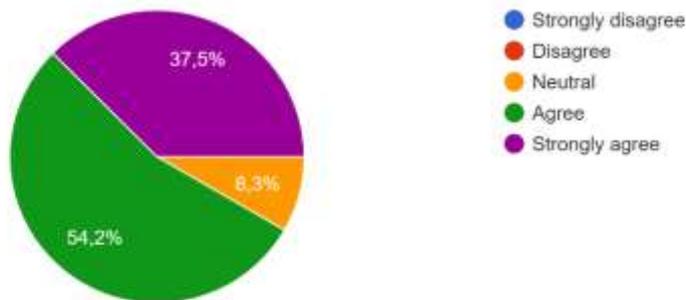


The impact of activities on student skills /improvement of competences

As a consequence of the training, I have

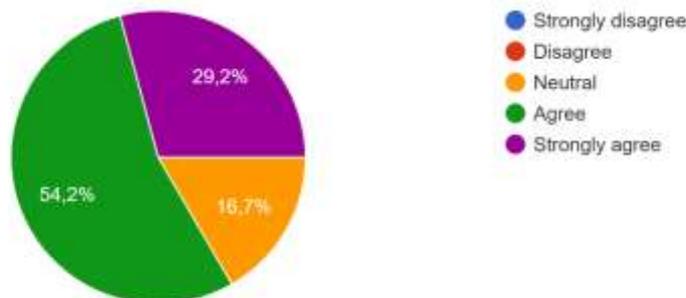
Increased my authonomy as a student

24 respostas



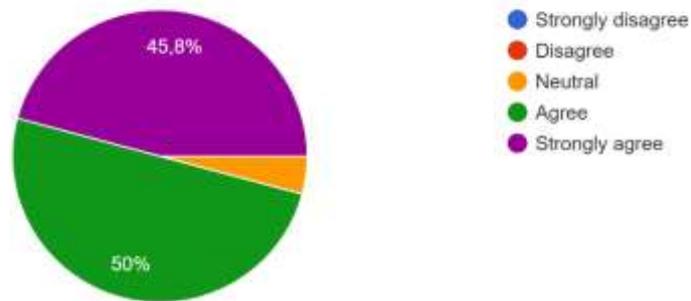
Improved my thinking process: critical thinking, reading comprehension, analysis, Maths skills.

24 respostas



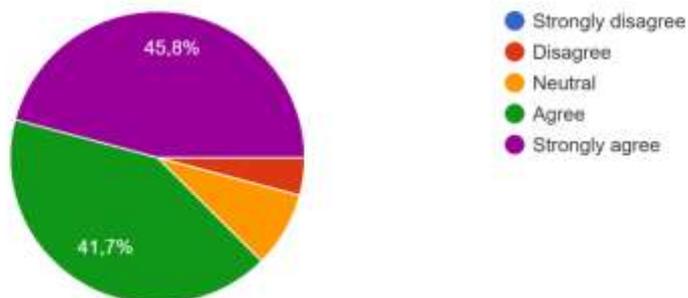
Increased my motivation to learn Science

24 respostas



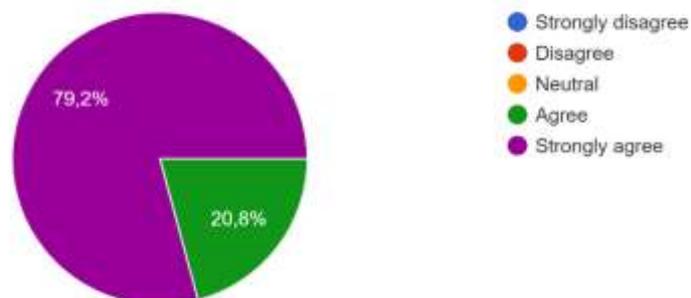
Increased my motivation to help the teacher to teach Science /plan the activities together

24 respostas



Become more interested in meeting students from other countries

24 respostas

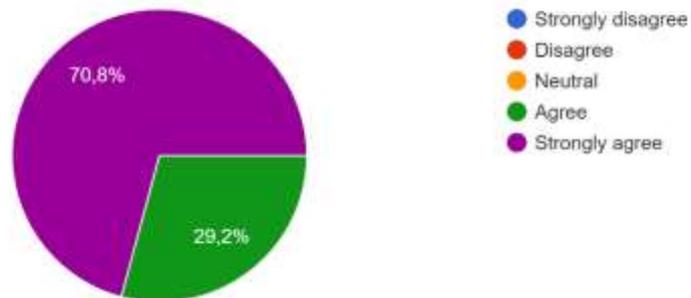


Significance / impact to the participant

Thanks to this training activity, I have also improved my:

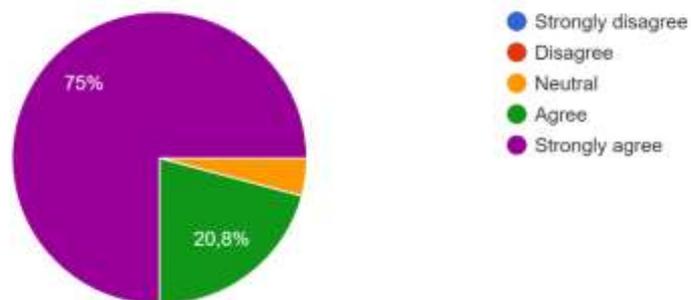
English language skills

24 respostas



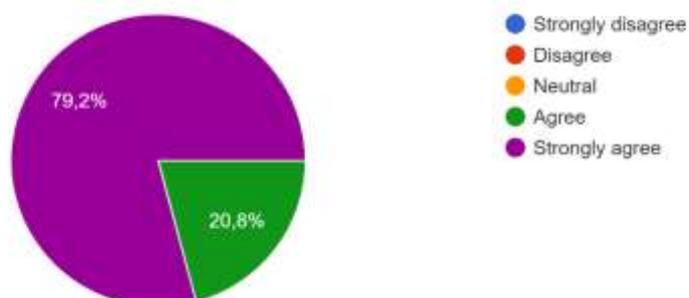
Teamwork and cooperation skills

24 respostas



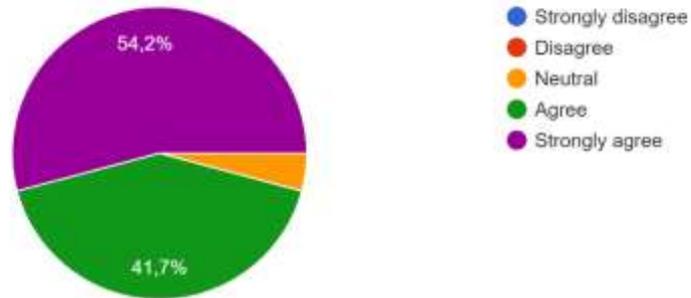
Knowledge about partner countries and culture

24 respostas



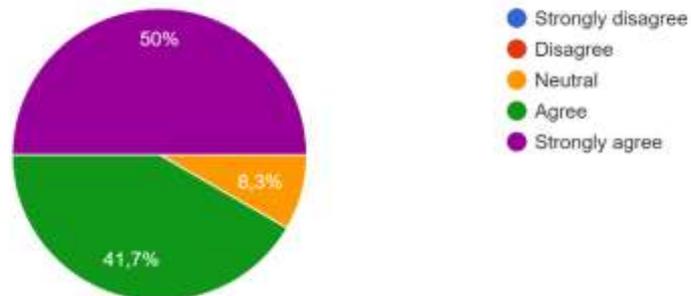
Social and emotional skills (e.g . being more confident, communicative)

24 respostas



Practical skills (planning, organising, project work etc.)

24 respostas



AGRUPAMENTO DE ESCOLAS DANIEL SAMPAIO

INTEReST

3RD Meeting

Sobreda, Portugal, 13th – 18th October 2019

Transnational short-term joint staff training event

Transnational short-term student exchange

Project Title

Erasmus+ School Exchange Partnership Project (KA2)

“Strengthening an Interdisciplinary Approach for an Effective Science Teaching and Learning”

Participants

Partner institution 1 – Pakruojis “Atžalynas” Gymnasium, Lithuania

Mrs. Rasa BERTULIENĖ (deputy head, Physics teacher), Ms. Rima LEIMONTIENĖ (coordinator), Ms. Rita VINSKŪNAITĖ (Maths teacher) and Mrs. Danutė STOČKŪNIENĖ (teacher of Chemistry).

Gabrielė Misius, Neda Petrulaitytė, Ugnė Urbonaitė and Benas Nikalajevas (students).

Partner institution 2 (coordinator) - Jedlik Ányos Secondary School, Hungary

Mr. Benő BESE (headmaster) Ms Réka KULINYI (Maths teacher), Mr Tamás RADNAI (Physics teacher), Ms Judit KOHUT (coordinator, teacher of English), Mrs. Enikő ZAHA (teacher of Chemistry-Physics).

Roland Csószl, Kristóf Kovács, Laura Schubert and Kata Szayly (students).

Partner institution 3 (host) – Agrupamento de Escolas Daniel Sampaio, Portugal

Mrs. Sara MOURA (headmistress), Ms. Cristina SANTOS (Maths Teacher), Ms. Carla VAZ (Biology Teacher), Ms. Paula PAIVA (Physics and Chemistry Teacher), Ms. Telma RODRIGUES (Biology Teacher), Mr. Fernando REBELO (Coordinator).

Margarida Lopes, Marta Keusters, Leonor Silva, João Gonçalves, Tomás Saraiva, Gonçalo Coelho, Maria Lourenço, Mariana Silva, Pedro Teles, Pedro Lourenço, Catarina Rato and Laura Pã (students).

Partner institution 4 – Akdeniz Mersin Deniz Ticaret Odası Mesleki ve Teknik Anadolu Lisesi, Turkey

Mr. Hüseyin İhan NACAROĞLU (principal, IT teacher), Mr. Özgür Ali NUR (coordinator, teacher of English), Mr. Taylan ÇİFTÇİ (Maths teacher) and Mrs. Aysel ÖZTÜRK (deputy head, teacher of IT).

Kaan Semih Tekin, Muhammed Fıstıkçı, Ayşe Aybar and Sude Özbek (students).

Plan of Activities

Sunday 13/10/2019 11:00 20:00	Families will pick students at the hotel TRYP lobby (T,S) Dinner at the hotel (T)
Monday 14/11/2018 9.00 -10.30 10.30-11.00 11.00 – 12:30 12:30 – 13:30 14:30 – 15:30 15:30 – 16:00 16:00 – 18:00 20:00	Opening ceremony with the presence of educational and local authorities and all participants (all participants are asked to introduce themselves by country team) (TS) Coffee break for all the participants and guests Lecture on Interdisciplinary Science Projects by Mr. José Matos (T); Team building games and visiting school (S) Lunch at school Visiting downtown Lisbon, including exhibition Lisbon Story Center and Arch Walk to Rossio Free time downtown Dinner in Almada by the river (T)
Tuesday 15/10/2019 8.30 -10:00 10:00 – 10:30 10:30 – 12:00 12:15 – 13:15 14:00 – 18:30 18:30 – 21:30	Visiting school and workshop 1 – evaluating CLIL lessons (T); CLIL lesson 1 – Portugal (S) Coffee break Workshop 2 - Presentation of the proposals for the 4 subjects project by the 4 countries(T); CLIL lesson 2 – Turkey (S) Lunch at school Activities in Nations Park (Eastern Lisbon): the group will be divided in two and will take turns on visiting the Oceanarium and the Pavilion of Knowledge Free time (S), free time and dinner together (T)
Wednesday 16/10/2019 8.30 -10:00 10:00 – 10:30 10:30 – 12:00 12:15 – 13:15 14:00 – 17:00 20:00	Workshop 3 – Discussion of the proposals (T); CLIL lesson 3 – Hungary (S) Coffee break Workshop 4 - Discussion of the proposals (T); CLIL lesson 4 – Lithuania (S) Lunch at school Visit to the Faculty of Science and Technologies: workshop on the labs (S); visiting the library (T); Special session: Bicycles and the big mysteries of the Universe (explanation of bizarre phenomenon of life) (TS); coordinators meeting at school (Coordinators) Dinner by the beach at Borda d'Água (T)
Thursday 17/10/2019 8.30 -10:00 10:00 – 10:30 10:30 – 12:00 12:15 – 13:15 14:00 – 17:00 17:00	Workshop 5 – Deciding on the project to be carried out by the partnership till April (T); Evaluation of the CLIL lessons by students - informal debate (S) Coffee break Float & Surf - lesson given by Portuguese teachers with the science background concerning surf practice (T,S) Lunch at school Surf for the participants who applied, free time in Costa da Caparica for the remaining ones (t,S) Free time for all the participants
Friday 18/10/2019 8.30 -10:00 10:00 – 10:30 10:30 – 11:30 11:30-20:00 20:00	Evaluation of the meeting by coordinators in separated groups of students and teachers(T,S) Coffee break Presenting the results by coordinators to all the participants (T,S) Free time till dinner Farewell dinner and certificates ceremony (T,S)
Saturday 19/10/2019	Departure of participants – families will take students to the hotel according to different departure schedules

The Portuguese team