



**THE VILLAGE
AN INNOVATIVE PROJECT
USING EASY NICE INNOVATIVE FREE ICT TOOLS
FOLLOWING SOME OF THE 17 SUSTAINABLE DEVELOPMENT GOALS
FOR 2030 ADOPTED BY THE UNITED NATIONS MEMBER STATES IN
2015**

Here you will find a recap of the Erasmus+ project led by three European schools: King's Ely in the UK, les Vandelvira in Spain, Harry Gruchet in Reunion Island. The project was largely inspired by The World's Largest Lessons free resources. This project can be carried on as a class project (you can split your class in three countries), as a school project involving several classes each choosing one aspect of the village or you can simply choose to deal with one aspect with one class.

STEP I: OUR INHABITANTS, THE SOCIAL STRUCTURE OF THE VILLAGE

CREATE YOUR INHABITANTS

EACH PUPIL INTERVIEWS ANOTHER ONE (ABOUT PERSONALITY, FAMILY, PETS, ASPIRATIONS AND COLLECT INFORMATION ABOUT THIS PERSON.

THEN USING VOKI

[HTTPS://L-WWW.VOKI.COM/](https://l-www.voki.com/)

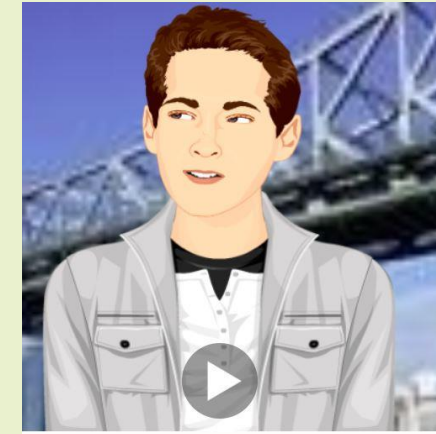
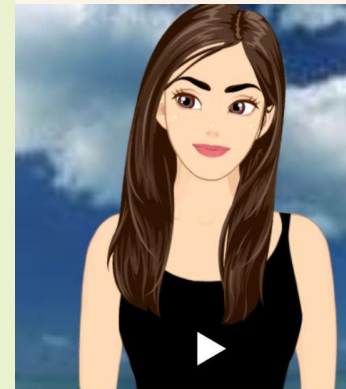
THEY ALL CREATE A VOKI FOR THEIR PARTNER.

THIS APP IS VERY NICE AS YOU CAN CREATE

AN AVATAR AND MAKE IT TALK. IT'S FUN WHILE PRACTISING ENGLISH.

THEN YOU HAVE ALL THE INHABITANTS OF THE VILLAGE THAT YOU CAN PUT ON A PADLET.

[HTTPS://FR.PADLET.COM/](https://fr.padlet.com/)



TALKING ABOUT THE 17 GOALS FOR 2030

OBJECTIFS DE DÉVELOPPEMENT DURABLE



Objectif 1 : Éliminer la pauvreté sous toutes ses formes et partout dans le monde

Objectif 2 : Éliminer la faim, assurer la sécurité alimentaire, améliorer la nutrition et promouvoir l'agriculture durable

Objectif 3 : Permettre à tous de vivre en bonne santé et promouvoir le bien-être de tous à tout âge

Objectif 4 : Assurer l'accès de tous à une éducation de qualité, sur un pied d'égalité, et promouvoir les possibilités d'apprentissage tout au long de la vie

Objectif 5 : Parvenir à l'égalité des sexes et autonomiser toutes les femmes et les filles

Objectif 6 : Garantir l'accès de tous à l'eau et à l'assainissement et assurer une gestion durable des ressources en eau

Objectif 7 : Garantir l'accès de tous à des services énergétiques fiables, durables et modernes à un coût abordable

Objectif 2 : Éliminer la faim, assurer la sécurité alimentaire, améliorer la nutrition et promouvoir l'agriculture durable

Objectif 8 : Promouvoir une croissance économique soutenue, partagée et durable, le plein emploi productif et un travail décent pour tous

Objectif 9 : Bâtir une infrastructure résiliente, promouvoir une industrialisation durable qui profite à tous et encourager l'innovation

Objectif 10 : Réduire les inégalités dans les pays et d'un pays à l'autre

Objectif 11 : Faire en sorte que les villes et les établissements humains soient ouverts à tous, sûrs, résilients et durables

Objectif 12 : Établir des modes de consommation et de production durables

Objectif 13 : Prendre d'urgence des mesures pour lutter contre les changements climatiques et leurs répercussions

Objectif 14 : Conserver et exploiter de manière durable les océans, les mers et les ressources marines aux fins du développement durable

Objectif 15 : Préserver et restaurer les écosystèmes terrestres, en veillant à les exploiter de façon durable, gérer durablement les forêts, lutter contre la désertification, enrayer et inverser le processus de dégradation des terres et mettre fin à l'appauvrissement de la biodiversité

Objectif 16 : Promouvoir l'avènement de sociétés pacifiques et ouvertes à tous aux fins du développement durable, assurer l'accès de tous à la justice et mettre en place, à tous les niveaux, des institutions efficaces, responsables et ouvertes à tous

CIRCULAR ECONOMY

- From the Ellen Mac Arthur foundation
- Show one of her videos and discuss it with the pupils.
- <https://www.youtube.com/watch?v=N-cWaRRLh3k&t=98s>
- Then students made a collaborative Poster on circular economy using canva
- https://www.canva.com/fr_fr/
- This is going to be the leading economy principle of our village

COLLABORATIVE REAL LIVE POSTERS

Grupo 3:
Ángela,
Gracie,
Martina,
Maëlle

Francés
Egalité économique entre les hommes
Faire une consommation responsable
Un monde sans violences
Moins de gaspillage alimentaire
Utiliser de l'énergie renouvelable

Economía Circular
RECURSOS
RECHUROS

English
If I had the power, I would enforce a rule so that companies using the raw materials, could only have permission to have them, if the product they were using them for, could be re-usable or recyclable. I also believe that everyone could start to recycle more. In addition to this, it would be easier that we did not own any items that need to be replaced in the first place. If need be try and invent a way for replaceable items to be reusable. For example, a phone, you could have the same handset but change the chip, so every time the software is updated to the latest software. Another idea would be to reduce the amount of deforestation and create recyclable paper.

Español
Reciclar todo lo que se pueda
Utilizar los desechos orgánicos
No abusar de materiales
Comprar solo lo que necesitamos
Convertir un desecho en otro nuevo material

Icons:
- A globe with a recycling symbol.
- A circular arrow diagram with 'RECURSOS' and 'RECHUROS' labels.
- Three recycling bins labeled 'PAPER', 'PLASTIC', and 'GLASS'.
- A row of various recycling-related icons including a recycling symbol, a water tap, a trash can, and a recycling bin.
- A wind turbine.
- A wreath of green leaves.
- A red circle with a slash over a tree being cut by an axe.
- A circular arrow diagram with a central text box.

Then everyone chooses a job connected to circular economy and create an ID card choosing a nickname reflecting that profession.

STEP 2 : OUR IDENTITY, OUR CITY, OUR VALUES, OUR FLAG, OUR CITY DESIGN

- In pairs or alone they create a flag for the village. They have to explain it to the group: symbolism of the choice of colours and forms, the values it conveys;
- They vote for their favourite but can't vote for themselves
- They create an anthem, it could be a slam.
- They reflect on Human Rights including child's rights. They decide on a right that is most important for them and must explain why. They create a physical tree where they decide where to hang each right: at the root of the tree, at a branch, on a leaf. Each child has to explain why this position was chosen: was it a very important right or a secondary one?





Equality

Security

No homophobia

No islamophobia

Vivre sans pollution ca serait cool non ?

Les inégalités on va les enlever
Que ce soit entre les hommes et les femmes

Ou avec la justice

2030 on l'tente

2030 l'année des gagnantes

C'est amusant

C'est plus comme avant

Arrêter les guerres

Laisser moi respirer mon air

Moins de racistes, plus d'artistes

Pas de pauvreté

Ni d'inégalité

Pour un monde de qualité

Igualdad entre los hombres me gustaría

Un mundo sin violencia llegaría

Un mundo sin contaminación

Un mundo con energías naturales desearía

Comida para todos

Reducir los gastos de alimentos me encantaría

Un mundo sin desertificación

Protege la biodiversidad para un mundo mejor

The Earth is in danger

We must change the way we live

Recycle

Redesign

Re-think

Regenerate

Create

Innovate

Campaign

Yes, together in the village

Yes, we really can

DESIGNING THE CITY

- To design the structure of the village you need to collect a lot of cardboard boxes from all packagings. Each package can be turned over to let the white inside out. With these they build the village with roads and shopping centres, schools, parks ... Fun time. They can work in groups and create several areas of the final village.

STEP 3 : DEMOCRATIC PARTICIPATION, OUR GOVERNMENT

- Students reflect on inequality and the impact of inequality on society; you can play the sweets game from The World's Largest Lesson which consists of giving each child a different number of sweets and none to some. They will understand quickly inequality and react to it.
- In groups they create a political party, its logo and slogan and a manifesto.
- They pitch their manifesto in front of others and must elect a party that will govern the village. They can't vote for themselves.

LUCHAMOS POR LA IGUALDAD

Todos los niños tienen el derecho a la misma educación porque la igualdad de oportunidades se fundamenta en que todos los centros están en condiciones de ofrecer una enseñanza de calidad que brinde las mismas posibilidades a todos los alumnos, independientemente de sus capacidades, de sus características físicas, de su sexo, raza o clase social.



Quality education for all is crucial in the fight against many different issues, such as gender inequality, racial inequality, global warming and disability discrimination (amongst others). When all children receive a quality education, they will be aware of these issues and will be well equipped to combat them. Our party aims to ensure quality access to education for all children under the age of 18, as this will help to combat all the other issues the world faces (including inequality)

Por ejemplo, la teoría del capital humano postula que invertir en la educación ofrece beneficios en términos de la obtención de salarios más altos. La neurogénesis nos dice que el aprendizaje puede continuar a edades avanzadas. Los costos y beneficios relativos a las inversiones en las personas de edad en comparación con las personas más jóvenes son diferentes. Las inversiones en trabajadores más capaces a cualquier edad generan mayores beneficios que las inversiones en trabajadores con menor capacidad, y las capacidades se desarrollan a edades tempranas.



Qui plus est, l'égalité d'accès à une bonne éducation est extrêmement importante car nous pouvons éduquer les enfants sur l'importance de l'égalité des sexes. L'éducation permet à toutes les personnes d'avoir les mêmes connaissances et donc dans le futur pouvoir avoir accès au même diplôme et au même métier.

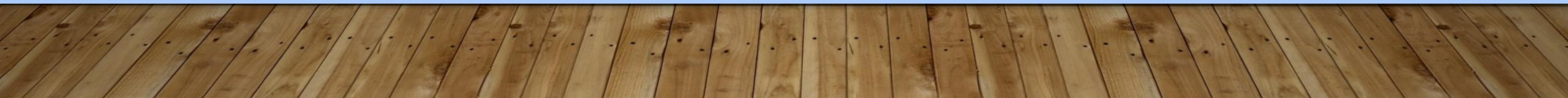
Additionally, educating girls and women reduces the number of teenage pregnancies, as well as slowing population growth. This will reduce poverty, as resources will be more concentrated.

Cela profitera à l'économie, car en raison d'un plus grand nombre de femmes qualifiées, beaucoup plus d'emplois seront proposés.

WE ARE 'SIDE BY SIDE'

Voter pour nous:

- Pour réduire les inégalités sociales, nous allons augmenter le salaire minimum.
- Pour protéger notre planète, nous punirons les personnes qui jettent les déchets dans la nature
- Pour notre confort à tous, nous installerons des diffuseurs dans les toilettes publiques pour qu'elles sentent bon et soient agréables
- We would donate clean water to countries in need and funds to support necessities which are unaccessible for them
- We will build a new hospital and a free clinic which is accessible to all and free/affordable
- we will make all period products free
- Proporcionaremos vivienda accesible y asequible
- Construiremos muchos refugios para personas sin hogar para cualquiera que lo necesite





¡Luchamos por lo que es correcto!
we fight for what's right!
Nous nous battons pour ce qui est juste!

igualdad de educación

Une éducation égale

Equal Education

STEP 4 : OUR ENVIRONMENT, OUR ENERGY AND OUR HOUSES

- They explore the concept of fossile and renewable energies, of ecological footprint (comparing the different ecological footprints of countries in the world) and clean water and its inadequate repartition in the world.
- Some can create a survey about sustainable habits and carry it in the class or school
- <https://fr.surveymonkey.com/>
- Others can create posters to promote sustainable habits
- The last task is fun time: having collected beforehand all materials needed (once more cardboard packages and anything useful) they can create environmentally friendly houses out of recycled materials. They have to introduce one item that saves electricity, one idea to reduce water consumption, one idea to reduce waste, two ecological objects, one idea to green some space (a wall...) and explain how this house contributes to the well-being of everyone living in it (the light, the space, ...) and add something that is the « soul » of the house. They have to prepare their oral presentation: they will have to present their house and explain their choices to the rest of the group.

1

Los comportamientos ecológicos son muy importantes para el medio ambiente. Por ejemplo, si te atraen lavando los dientes por favor cierra el grifo; a las tuberías no les hace falta hidratarse como a ti.



3

Par les économies d'énergie à la maison, bien aéré ça évite le clim et c'est pas versatile à la maison économise les lumières!



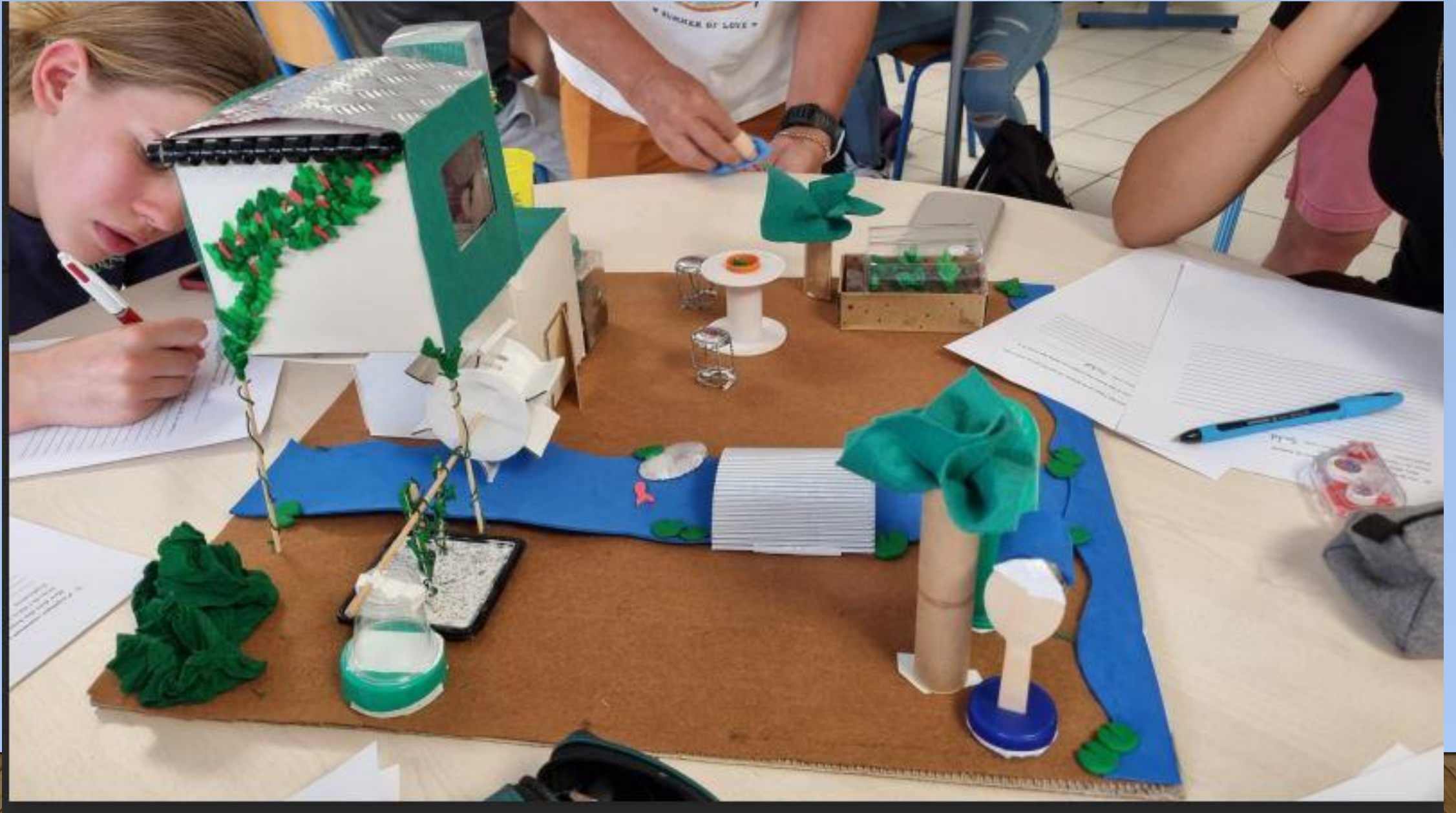
2

También puedes reciclar q. no cuesta nada separar el plástico de los productos orgánicos, por si no lo sabías el plástico no es biodegradable y a las plantas, al igual q. a nosotros, no les gusta comer plásticos!

4

Pour les petits trajets évitons de trop polluer. N'oublions pas nos vélos et l'arrêt à pied ça ne va pas user nos souliers!





STEP 5 : OUR HERITAGE, OUR FOOD AND OUR TRADITIONAL COSTUMES

- In group of 4 they choose a festival from any country, create a powerpoint to describe it, that will be part of the village traditions and cultural agenda.
- They design an idea of an international menu with starter, main course and dessert, all from different countries using canva to create their powerpoint and they load it on a padlet to have them all at the same place.
- They design a traditional costume made of items from three countries

MENÚ

INTERNATIONAL



By Group 3

Pedro Gómez ,Cerine Chaouchi, Sahel Safiatou, Isaac kim, Abel Andreu, Lily Dijoux et Maël Borin.



ENTRANTE *CROQUETAS*

CROQUETAS



- 250 g jamón a taquitos
- 1 cebolla (opcional)
- 500ml de leche entera
- 50 g harina
- 40 g aceite de girasol
- Nuez moscada
- pimienta
- 3 Huevos
- Pan rallado



INSTRUCCIONES:

En un cazo se le añade la cebolla previamente partida y picada con el aceite de girasol y la harina para tostarlo todo hacerlo durante 3 o 4 min sin dejar de remover. Echamos leche hasta que la bechamel espese añadimos el jamón en tacos, mezclamos y dejamos que enfríe. Luego damos forma a las croquetas, las pasamos por pan rallado ,huevo batido y pan rallado otra vez, Y al final se frien en aceite.



1ER PLATO *SALMOREJO*



INGREDIENTS:

- Tomate 1 kg
- Pan de hogaza 200 g
- Aceite de oliva virgen extra 150 ml
- Dientes de ajo 1
- Sal al gusto

INSTRUCCIONS:

Limpions y cortamos los tomates, los trituramos con la batidora hasta que nos quede una salsa líquida. Pasamos esta salsa por un colador. Cortamos el pan en trozos pequeños y los añadimos a la cremar. Los dejamos reposar durante unos 10 minutos. Pelamos el ajo. Lo añadimos al tomate con el pan. Echamos el aceite de oliva virgen extra y la sal. Lo pasamos todo por la batidora. Sólo nos queda meter el bol en la nevera y dejar que se enfríe. A la hora de la presentación, lo mejor es ponerlo en un plato hondo o cuenco. Espolvoreamos con unas virutas de jamón serrano o ibérico con un punto (10 segundos) de microondas. Así conseguireis un toque crujiente. Además el huevo cocido y unas gotitas de aove le quedan perfecto. Pero no tiene por qué quedar ahí el tema, el consejo regulador del salmorejo también nos recomienda: pepino, pimienta, cebolla, zanahoria, remolacha o melocotón



2EME COURS *cari poulet*

- 1 à 2 oignons
- 6 gousses d'ail
- Une poignée de thym
- sel
- poivre
- curcuma
- 1 kg de cuisses de poulet
- sauce soja supérieure
- sauce d'huître
- glutamate
- 4 à 6 tomates



INSTRUCTIONS:

Couper les tomates et les oignons en petits carrés et l'ail en très petits morceaux. Mettre de côté pour plus tard. Mettre le poulet dans une poêle préchauffée à l'huile de tournesol salée et poivrée. Lorsque le poulet est doré, le mettre dans la marmite avec un peu d'huile. Allumez le feu sous la marmite. Mettre les oignons et l'ail dedans. Remuer le tout. Mettre les tomates, le thym, le curcuma, la sauce huître, la sauce soja supérieure et le glutamate. Remuer et mettre à feu doux pendant 5 à 10 minutes pour que les tomates cuisent. Lorsque les tomates sont cuites, mettre 25 cl d'eau chaude. Mettre à feu fort et laisser réduire 10 à 15 minutes. Enfin, lorsque l'eau s'est bien évaporée, mettre 20 cl d'eau chaude. Laisser réduire pendant 10 à 15 minutes..



DESSERT *Victoria's sponge*

630
0052 G



INGREDIENTS:

- 200g caster sugar
- 200g softened butter
- 4 eggs, beaten
- 200g self-raising flour
- 1 tsp baking powder
- 2 tbsp milk
- 100g butter, softened
- 140g icing sugar, sifted
- vanilla extract
- half a 340g jar good-quality strawberry jam
- icing sugar,



INSTRUCCIONS:

Heat oven to 190C/fan 170C/gas 5. Butter two 20cm sandwich tins and line with non-stick baking paper. In a large bowl, beat 200g caster sugar, 200g softened butter, 4 beaten eggs, 200g self-raising flour, 1 tsp baking powder and 2 tbsp milk together until you have a smooth, soft batter. Divide the mixture between the tins, smooth the surface with a spatula or the back of a spoon. Bake for about 20 mins until golden and the cake springs back when pressed. Turn onto a cooling rack and leave to cool completely. To make the filling, beat the 100g softened butter until smooth and creamy, then gradually beat in 140g sifted icing sugar and a drop of vanilla extract. Spread the buttercream over the bottom of one of the sponges. Top it with 170g strawberry jam and sandwich the second sponge on top. Dust with a little icing sugar before serving. Keep in an airtight container and eat within 2 days.



i Muchas gracias!
i Merci Beacoup!
i Thank you so much!



AJO MATAERO



STEP 6 : OUR EDUCATION AND OUR INVENTIONS, DESIGNING OUR SCHOOL

- In groups they discuss qualities and characteristics an educated person has
- They decide on 5 life skills that a good education could bring to people
- They design an innovative curriculum where their 5 life skills are at the centre of the education. They can choose to work on primary or secondary education. They need to decide subjects to be studied, methodology and time use

Top 10
core life skills
recommended
by WHO



Erasmus village project: curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:40	First language	Biology	PE	Geography	History
9:40-10:35	PE	Maths	First language	Art	Biology
10:35-11:30	Second language	Second language	Maths	Music	First language
Lunch break 11:30-12:15	-----	-----	-----	-----	-----
12:15-13:05	Psychology	First language	Chemistry/Physics	Maths	Religion
13:05-14:00	Maths	Yoga	History	Chemistry/Physics	Problem solving lesson
14:00-14:55	Music	Geography	Biology	PE	Chemistry/Physics

Habilidades para la vida

Problem solving - Problem solving lesson

Critical thinking – More lessons for maths & languages

Coping with stress – yoga 1/week, listen to music in lessons

Coping with emotions – psychology classes

Sensory room

- Has a labrador called Bailey in a sub room for comfort when people become stressed
- Full of cushions, pillows and beanbags
- A quiet place to relax/study/revise/ complete homework
- Small tables in corners and book shelves



We have it first to allow students to relax and complete prep before lessons start if they do not have time at home. This also allow pupils to prepare for the school day of their own accords. This subject is also not compulsory so pupils can come into school a little later if they need to.



Collett
Ipswich

Junior and senior



The classroom

Classes are small so the teachers can do more 1 on 1 lessons and can help children when they need it.

The classrooms are very colourful and bright and the work that is done in art can be featured on the walls to fill in the empty spaces.

Deux professeurs. Un professeur principal et un assistant

Every classroom has an interactive touchscreen board and a white board so there are options of how to present the lesson.



Every classroom has also got a reading corner so if at any time of the day a child feels overwhelmed, they can go and sit in the reading corner and read a book to calm down.

Emma

THE END

