



Context

Main objective of the project	Exchange of Good Practices
Project Title	Exploring the implementation of Social and Emotional Learning (SEL) in Primary Schools across the subject areas of Physical Education (PE) and Drama in Education (DE)
Project Acronym	SEL-PE-DE
Project Start Date (yyyy-mm-dd)	2020-09-01
Project Total Duration	24 μήνες
Project End Date (yyyy-mm-dd)	2022-08-31
National Agency of the Applicant Organisation	EL01 Greek State Scholarship's Foundation (IKY)
Language used to fill in the form	Αγγλική

For further details about the available Erasmus+ National Agencies, please consult the following page:
<https://ec.europa.eu/programmes/erasmus-plus/contact>



Project Summary



Please provide a short summary of your project. Please recall that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

Over the past few years teachers seem to make exceptionally strenuous efforts to handle their students' discipline (and general behavior) and motivation problems. However, only few of them receive support on how they can develop social and emotional skills in their mainstream teaching.

In our project, the curricula of Physical Education (PE) and Drama in Education (DE) were selected to serve as vehicles in Social Emotional Learning (SEL) due to their experiential nature; they give to students the opportunities to learn in authentic situations in the school, the learning becomes significantly more powerful, the students connect their learning to actual experiences, they have opportunities for reflection and draw meaning from their reflections, they create new learning, and they transfer their learning into the next experience, they acquire increased motivation for learning and real-world problem-solving skills which can help to create self-directed learners.

This project aspires to explore the integration/implementation of SEL teaching strategies/practices across the subject areas of PE and DE in primary school. Most of the practices will be delivered from PE and DA and all of them will be experiential. The project will attempt to provide recommendations on both structured programmes of PE and DE and potential everyday teaching (flexible) practices in other subjects which classroom teachers deliver.

The project's main objective is the DEVELOPMENT of students' SEL COMPETENCIES and PERSONAL-SOCIAL RESPONSIBILITY and subsequently a substantial contribution in the reduction of conduct problems, in the improvement of academic performance and of school climate as well, as a result of the development of social and emotional skills of the students.

Project objectives will be achieved, firstly, through the development of simple activities, routines, strategies (in the form of particular lesson plans) in the subjects of PE and DE that teachers will use to promote their students' SEL, secondly, through the implementation of these activities in the particular subjects of PE and DA, and, third, through the transfer and incorporation of the basic principles of SEL combined implementation in PE and DA to other school subjects, everyday teaching strategies of classroom teachers and whole-school ethos and policies.

Teachers assigned with the implementation of the lesson plans will be trained by experts in PA and DA through authentic experiential workshops and will be given the necessary theoretical framework and tools to implement the SEL lesson plans. In addition, the progress of the project will be continuously supported and monitored; practitioners engaged will be given continuous guidance and feedback. Cooperation and interaction of all partners and regular review of the progress and modifications with care will be made during the project implementation.

Two different age groups of students (one from 6 to 9 and one from 10 to 12) of each partner school will be taught SEL through PE and DA at the same time. However, principles (derived from SEL implementation in PE and DA), messages, routines, strategies and norms will be aligned across the classroom (i.e. class rules) and whole-school setting (i.e. anti-bullying policies), in order for all students to learn and apply social and emotional skills more rapidly and more effectively. Thus, the whole school staff as well as all the students of each school will be involved in the process.

Finally, an attempt will be made to evaluate the impact of the above mentioned SEL experiential activities on students, teachers, and school climate in an informal or formal way (or both) by using validated measurement tools. Advice to PE and Drama teachers to effectively deliver SEL activities to children will be provided. A compilation of multiple sources of evidence, such as teacher reports about students' behaviors, student academic records, student daily logs and self-assessment rubrics and student and teacher interviews will provide a well-rounded picture of the project effectiveness or areas of possible improvement.

The impact of the participation of the involved schools will be long-term, global, and multidimensional; long-term development of the students, the school staff and substantial improvement of school climate are expected. It is expected that students participating in our SEL program will show improved classroom behavior, an increased ability to manage



stress and depression, and better attitudes about themselves, others, and school. Classroom teachers will acquire experience in planning, supporting, and monitoring SEL programs and assessing their effectiveness. Finally, there will be active engagement of parents to reinforce skills in the home environment. Besides, a network of local elementary schools will be build to provide support for SEL delivery. A compelling case on the benefits of SEL will be made for national stakeholders to include SEL in national curricula.

Please provide a translation in English. This summary will be publicly available in case your project is awarded.



Participating Organisations

Applicant Organisation

Organisation ID	Legal Name	Country
E10162319	28th Elementary School of Trikala	Ελλάδα

Partner Organisations

Organisation ID	Legal Name	Country
E10048780	13th primary school of Trikala	Ελλάδα
E10055969	ISTITUTO DEI SORDI DI TORINO	Ιταλία
E10176623	Escola_Teresa_Miquel_i_Pamies	Ισπανία
E10204824	CEIP EL CARMEN	Ισπανία
E10195807	Istituto Comprensivo Statale Ignoto Militi	Ιταλία

Budget Summary

This section summarises the budget you have requested and provides a breakdown per participating school. In case your project is approved, each of the participating schools will be offered a separate contract with their own budget.

Note on budget capping: According to the Programme Guide, the project budget for School Exchange Partnerships is limited to 16 500 EUR per school and per year of project duration (Special Needs Support and Exceptional Costs for Expensive Travel do not count for this cap). For your project, the current budget cap is 198,000 EUR. Please note that this cap applies to the partnership as a whole, while there is no limitation on how these funds can be divided between the schools participating in the project.

Project Budget Summary

Budget items	Grant
Project Management and Implementation	42.000,00 EUR
Learning, Teaching Training Activities	116.036,00 EUR
Total Grant	158.036,00 EUR

Learning, Teaching, Training Activities

Id	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Short-term joint staff training events	4.740,00 EUR	0,00 EUR	13.992,00 EUR	0,00 EUR	18.732,00 EUR
C2	Short-term joint staff training events	5.120,00 EUR	0,00 EUR	14.840,00 EUR	0,00 EUR	19.960,00 EUR
C3	Short-term joint staff training events	4.020,00 EUR	0,00 EUR	13.992,00 EUR	0,00 EUR	18.012,00 EUR
C4	Short-term joint staff training events	5.800,00 EUR	0,00 EUR	14.840,00 EUR	0,00 EUR	20.640,00 EUR
C5	Short-term joint staff training events	5.120,00 EUR	0,00 EUR	14.840,00 EUR	0,00 EUR	19.960,00 EUR
C6	Short-term joint staff training events	4.740,00 EUR	0,00 EUR	13.992,00 EUR	0,00 EUR	18.732,00 EUR
Total Grant		29.540,00 EUR	0,00 EUR	86.496,00 EUR	0,00 EUR	116.036,00 EUR

Budget per Organisation

Organisation	Country of Organisation	Grant
13th primary school of Trikala	Ελλάδα	24.732,00 EUR
ISTITUTO DEI SORDI DI TORINO	Ιταλία	25.960,00 EUR
28th Elementary School of Trikala	Ελλάδα	30.732,00 EUR
Escola_Teresa_Miquel_i_Pamies	Ισπανία	24.860,00 EUR
Istituto Comprensivo Statale Ignoto Militi	Ιταλία	25.960,00 EUR
CEIP EL CARMEN	Ισπανία	25.792,00 EUR

Budget details 13th primary school of Trikala - E10048780

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	18.732,00 EUR
Total Grant	24.732,00 EUR

Budget details ISTITUTO DEI SORDI DI TORINO - E10055969

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	19.960,00 EUR
Total Grant	25.960,00 EUR

Budget details 28th Elementary School of Trikala - E10162319

Budget items	Grant
Project Management and Implementation	12.000,00 EUR
Learning, Teaching Training Activities	18.732,00 EUR
Total Grant	30.732,00 EUR

Budget details Escola_Teresa_Miquel_i_Pamies - E10176623

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	18.860,00 EUR
Total Grant	24.860,00 EUR

Budget details Istituto Comprensivo Statale Ignoto Militi - E10195807

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	19.960,00 EUR
Total Grant	25.960,00 EUR

Budget details CEIP EL CARMEN - E10204824

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	19.792,00 EUR
Total Grant	25.792,00 EUR



Timetable

Please list and describe all project activities and indicate an approximate timing when they will start. In particular, you should include project activities other than the Learning, Teaching, Training activities, for example: project management meetings, dissemination activities and other local activities and events in each school.

Note that Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form: Learning Teaching Training

ID	Activity Type	Starting Period	Description
P2	Other Project Events	09-2020	STUDENT and TEACHER SELECTION - FORMATION of PROJECT TEAMS. Each partner school will select two different age groups of STUDENTS (one from 6 to 9 and one from 10 to 12 years old) who will be taught SEL through PE and DA at the same time; accordingly, two teachers (one PE and one DE) will be selected to deliver SEL, while the two respective classroom teachers will support SEL delivery. Project team in each partner school will be constituted by 1 PE, 1 DE, 1 classroom (otherwise, 3 classroom or any other specialty teachers, such as foreign language, arts, etc.) and the “local” coordinator/contact person teacher (responsible for the program monitoring).
P1	Other Project Events	09-2020	PREPARATORY virtual meeting of partners will precede actual project activities to establish COMMUNICATION structure/network and DECISION making and discuss on general MANAGEMENT issues; detailed description of the project will be presented regarding stages (preparation, implementation, monitoring, evaluation and dissemination) and a clear understanding of priorities/topics, objectives, results and activities will be obtained by all partners. Organizations will have the opportunity to introduce their profile, background, and experience. Roles, tasks and responsibilities will be distributed to partners. Decisions will be made on: project teams (4 members: 1 teacher in charge/contact person, 1 PE, 1 DE, 1 classroom or, otherwise, classroom and any specialty teachers) and supervisory board makeup, school classes selection for SEL delivery, baseline SEL evaluation survey, project website/blogs, project presentation within partners and promotion in local and wider community and stakeholders.
C1	Short-term joint staff training events	10-2020	SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 “Self-Awareness”
P4	Other Project Events	10-2020	PRE-C1 Staff Training Event PREPARATION. Project team in each partner school will attempt to develop and further implement in their respective project classes, SEL delivery through PE-DE lesson plans based on the respective LTTA title/topic. In lesson plan development, information on evidence-based programs and curricula drawn upon the project’s website or provided by the coordinator will be utilized as a pool of resources; at the same time, continuous virtual and interactive feedback from the coordinator and partners regarding exchange of practical information will facilitate the whole process. Thus, project teams will have an opportunity to experiment with SEL delivery ahead of time, give

prominence to potential problems that may arise, propose possible solutions through brainstorming and focus on the formulation of essential questions to be discussed in the upcoming Staff Training Event.

BASELINE EVALUATION OF directly involved STUDENTS and SCHOOL CLIMATE. Questionnaires will be administered to students to be taught SEL through PE and DE in order to obtain baseline data assessing their social-emotional intelligence and responsibility as well. Besides, multiple sources of evidence regarding conduct problems, academic performance, and school climate, will be obtain in the form of teacher reports about students' behaviors, student academic records, student daily logs and student self-assessment rubrics, student interviewes and teacher interviews.

FOLLOW-UP C1 Staff Training Event ACTIVITIES. Participating teachers will implement SEL delivery through theory-based and well-structured lesson plans in PE and DE in their respective schools. Moreover, they will prepare dissemination activities in their respective communities regarding the LTTA title/topic they participated through press conferences in the mass media (TV, radio, internet-portals, newspapers).

PROJECT PROMOTION ACTIONS. From the outset of the project, partners will act on project promotion at school, academic and respective community levels. Project website will be built and regularly updated by the coordinator, while partner blogs in their respective native language will facilitate project promotion. Erasmus+ corners equipped with bulletin boards and digital monitors will display the progressive activities and results of the project. Logo, posters, brochures and banners will be designed and placed in visible areas of each organization to puplicize activities and promote the project and its impact to partner schools. At local community level, press conferences in the mass media (TV, radio, internet-portals, newspapers), affiliations with other schools, educational institutions (i.e.universities), education and administration authorities and stakeholders will reinforce program promotion.

PRE-C2 Staff Training Event PREPARATION. Project team in each partner school will attempt to develop and further implement in their respective project classes, SEL delivery through PE-DE lesson plans based on the respective LTTA title/topic. In lesson plan development, information on evidence-based programs and curricula drawn upon the project's website or provided by the coordinator will be utilized as a pool of resources; at the same time, continous virtual and interactive feedback from the coordinator and partners

P3 Other Project Events 10-2020

P5 Other Project Events 11-2020

P6 Other Project Events 12-2020

P7 Other Project Events 02-2021

regarding exchange of practical information will facilitate the whole process. Thus, project teams will have an opportunity to experiment with SEL delivery ahead of time, give prominence to potential problems that may arise, propose possible solutions through brainstorming and focus on the formulation of essential questions to be discussed in the upcoming Staff Training Event.

C2	Short-term joint staff training events	03-2021	SEL CORE SKILL 2 “Self-Management”
P9	Other Project Events	04-2021	PRE-C3 Staff Training Event PREPARATION. Project team in each partner school will attempt to develop and further implement in their respective project classes, SEL delivery through PE-DE lesson plans based on the respective LTTA title/topic. In lesson plan development, information on evidence-based programs and curricula drawn upon the project’s website or provided by the coordinator will be utilized as a pool of resources; at the same time, continuous virtual and interactive feedback from the coordinator and partners regarding exchange of practical information will facilitate the whole process. Thus, project teams will have an opportunity to experiment with SEL delivery ahead of time, give prominence to potential problems that may arise, propose possible solutions through brainstorming and focus on the formulation of essential questions to be discussed in the upcoming Staff Training Event.
P8	Other Project Events	04-2021	FOLLOW-UP C2 Staff Training Event ACTIVITIES. Participating teachers will implement SEL delivery through theory-based and well-structured lesson plans in PE and DE in their respective schools. Moreover, they will prepare dissemination activities in their respective communities regarding the LTTA title/topic they participated through press conferences in the mass media (TV, radio, internet-portals, newspapers).
C3	Short-term joint staff training events	05-2021	SEL CORE SKILL 3 “Social-Awareness”
P10	Other Project Events	06-2021	FOLLOW-UP C3 Staff Training Event ACTIVITIES. Participating teachers will implement SEL delivery through theory-based and well-structured lesson plans in PE and DE in their respective schools. Moreover, they will prepare dissemination activities in their respective communities regarding the LTTA title/topic they participated through press conferences in the mass media (TV, radio, internet-portals, newspapers).
P11	Other Project Events	08-2021	INTERIM EVALUATION REPORT will be submitted to Greek State Scholarship’s

Foundation (IKY).

P12	Other Project Events	09-2021	PRE-C4 Staff Training Event PREPARATION. Project team in each partner school will attempt to develop and further implement in their respective project classes, SEL delivery through PE-DE lesson plans based on the respective LTTA title/topic. In lesson plan development, information on evidence-based programs and curricula drawn upon the project's website or provided by the coordinator will be utilized as a pool of resources; at the same time, continuous virtual and interactive feedback from the coordinator and partners regarding exchange of practical information will facilitate the whole process. Thus, project teams will have an opportunity to experiment with SEL delivery ahead of time, give prominence to potential problems that may arise, propose possible solutions through brainstorming and focus on the formulation of essential questions to be discussed in the upcoming Staff Training Event.
C4	Short-term joint staff training events	10-2021	SEL CORE SKILL 4 "Relationship Skills"
P13	Other Project Events	11-2021	FOLLOW-UP C4 Staff Training Event ACTIVITIES. Participating teachers will implement SEL delivery through theory-based and well-structured lesson plans in PE and DE in their respective schools. Moreover, they will prepare dissemination activities in their respective communities regarding the LTTA title/topic they participated through press conferences in the mass media (TV, radio, internet-portals, newspapers).
P14	Other Project Events	02-2022	PRE-C5 Staff Training Event PREPARATION. Project team in each partner school will attempt to develop and further implement in their respective project classes, SEL delivery through PE-DE lesson plans based on the respective LTTA title/topic. In lesson plan development, information on evidence-based programs and curricula drawn upon the project's website or provided by the coordinator will be utilized as a pool of resources; at the same time, continuous virtual and interactive feedback from the coordinator and partners regarding exchange of practical information will facilitate the whole process. Thus, project teams will have an opportunity to experiment with SEL delivery ahead of time, give prominence to potential problems that may arise, propose possible solutions through brainstorming and focus on the formulation of essential questions to be discussed in the upcoming Staff Training Event.
C5	Short-term joint staff training events	03-2022	SEL CORE SKILL 5 "Responsible Decision Making"

P16	Other Project Events	04-2022	<p>PRE-C6 Staff Training Event PREPARATION. Project team in each partner school will attempt to develop and further implement in their respective project classes, SEL by embedding its practices across a range of subjects in primary school curriculum. Partner schools will reinforcing SEL skills through WHOLE-SCHOOL ethos and activities. Information on evidence-based programs and curricula drawn upon the project's website or provided by the coordinator will be utilized as a pool of resources; at the same time, continuous virtual and interactive feedback from the coordinator and partners regarding exchange of practical information will facilitate the whole process. Thus, project teams will have an opportunity to experiment with SEL delivery ahead of time, give prominence to potential problems that may arise, propose possible solutions through brainstorming and focus on the formulation of essential questions to be discussed in the upcoming Staff Training Event.</p>
P15	Other Project Events	04-2022	<p>FOLLOW-UP C5 Staff Training Event ACTIVITIES. Participating teachers will implement SEL delivery through theory-based and well-structured lesson plans in PE and DE in their respective schools. Moreover, they will prepare dissemination activities in their respective communities regarding the LTTA title/topic they participated through press conferences in the mass media (TV, radio, internet-portals, newspapers).</p>
C6	Short-term joint staff training events	05-2022	<p>SEL skills embed - SEL school policies</p>
P17	Other Project Events	06-2022	<p>FOLLOW-UP C6 Staff Training Event ACTIVITIES - FINAL DISSEMINATION - Project SUSTAINABILITY. Participating teachers will develop and implement SEL through theory-based and well-structured lesson plans, by embedding SEL practices across a range of subjects in primary school curriculum. Partner schools will reinforcing SEL skills through WHOLE-SCHOOL ethos and activities. DISSEMINATION of the project results in the wider public will be utilized through press conferences in mass media (TV, radio, internet-portals, newspapers), presentations to local academic community (schools, universities, theatrical/drama laboratories), educational administrative authorities, national stakeholders (Institute of Educational Policy, Hellenic Theater/Drama Education Network) and global ones (TPSR Alliance). SUSTAINABILITY will be achieved through SEL implementation in partners' local network schools (following their staff's training) and via the project website (free-access secured for at least 2 years).</p>

P18	Other Project Events	08-2022	FINAL EVALUATION REPORT will be submitted to Greek State Scholarship's Foundation (IKY).
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Participating Organisations

Applicant Organisation Details

Organisation ID	E10162319
Legal name	28th Elementary School of Trikala
Legal name (National language)	
National ID (if applicable)	not applicable
Address	Filohorou 8
Country	Ελλάδα
Postal Code	-
City	Trikala
Website	
Telephone	+30 2431 021269
Fax	+30 2431 021269



Profile

Type of Organisation

Σχολείο/Ινστιτούτο/Κέντρο Εκπαίδευσης - Γενική Εκπαίδευση (Πρωτοβάθμια Εκπαίδευση)

Is the organisation a public body?

Ναι

Is the organisation a non-profit?

Όχι



Νόμιμος Εκπρόσωπος

Title	MR
Gender	Άνδρας
First Name	ACHILLEIOS
Family Name	KOUTELIDAS
Department	N/A
Position	HEADMASTER
Email	akoutelidas@gmail.com
Telephone	+306974791189
Preferred Contact	Όχι
Same address as organisation	Όχι
Address	DIMITRIOU DAI 15
Country	Ελλάδα
P.O. Box	N/A
Postal Code	42100
City	TRIKALA



Υπεύθυνος Επικοινωνίας

Title	MR
Gender	Άνδρας
First Name	ACHILLEIOS
Family Name	KOUTELIDAS
Department	N/A
Position	HEADMASTER
Email	akoutelidas@gmail.com
Telephone	+306974791189
Preferred Contact	Ναι
Same address as organisation	Όχι
Address	DIMITRIOU DAI 15
Country	Ελλάδα
P.O. Box	N/A
Postal Code	42100
City	TRIKALA



Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Our school is a public primary school located in central mainland Greece nearby Meteora. It covers the primary level of compulsory education (between the ages of 6 to 12). Approximately 130 students are registered every school year and 21 teachers are currently employed in the school. Most of the teachers are assigned a particular class and teach the basic subjects of mathematics, science, social studies, history, geography, Greek language and reading, while others with specialized training teach the ICT, English language, Arts, Drama in Education (DE), Music, and Physical Education (PE) subjects. In addition, the school delivers a special education programme with alternative teaching methods for students with special needs and learning disabilities. The school falls into the formal educational system of Greece, which is ordained by the numerous laws and decrees of the Greek Ministry of Culture, Education and Religious Affairs. Besides, it carries out experimental education practices, supervised by the University of Thessaly Physical Education and Sport Department specializing in Pedagogics and Physical Education in primary schools.

The school is open to the local community through a variety of experiential activities. We have experience on cultural and environmental projects in local and international level. In the last 2 years we implement the Teaching Social and Personal Responsibility through Physical Activity Model (Hellison, 2011) and the "OBLOMOV, Open Scenario" approach in PE and DA teaching. Actually, our vision is a school of happiness and responsibility. We strongly believe in our students' life skills development.

Our motivation to coordinate this project derives from the increasing concern for several students' lack of motivation and misbehavior in school and in other aspects of their life which results in partially "toxic" relationships among students, teachers and parents and, subsequently, in poor academic performance of the above students. Social emotional skills are proved to be efficient life skills, essential for children's development, supporting effective learning, and linked to positive outcomes in later life. PE and DE are considered to be among the most powerful experiential curricula in education, they mostly share common experiential practices and, the most important, they can make a significant contribution in social emotional learning of students.

Therefore, the key people in charge of running the project will be the DE and PE teachers while the (general subject) classroom teachers of the school will substantially support and substitute for -if needed- the project implementation. In the recent school years 2 PE teachers (one of the them in a permanent position) and 1 Drama In Education teacher are employed in our school.

The school has provided its staff the expertise of participating in one Comenius and one Erasmus+ project lately. Our teachers and students are adequately acquainted with ICT and foreign languages.

Does this school have a valid eTwinning school label?

Όχι

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Όχι



Partner Organisation details

Organisation ID	E10048780
Legal name	13th primary school of Trikala
Legal name (National language)	13th primary school of Trikala
National ID (if applicable)	not applicable
Department (if applicable)	N/A
Address	Αλ. Παπαναστασίου
Country	Ελλάδα
Postal Code	42100
City	Ριζαριό Τρίκαλα
Website	www.13dim-trikal.tri.sch.gr
Telephone	+302431025488
Fax	+302431025488



Profile

Type of Organisation

Σχολείο/Ινστιτούτο/Κέντρο Εκπαίδευσης - Γενική Εκπαίδευση (Πρωτοβάθμια Εκπαίδευση)

Is the organisation a public body?

Ναι

Is the organisation a non-profit?

Όχι



Νόμιμος Εκπρόσωπος

Title	Mr
Gender	Άνδρας
First Name	Dimitrios
Family Name	Noulas
Department	Administrative
Position	Head Teacher
Email	dimnoulas@windowslive.com
Telephone	+306976579470
Preferred Contact	Όχι
Same address as organisation	Ναι
Address	Αλ. Παπαναστασίου
Country	Ελλάδα
Postal Code	42100
City	Ριζαριό Τρίκαλα



Υπεύθυνος Επικοινωνίας

Title	Mrs
Gender	Γυναίκα
First Name	Aikaterini
Family Name	Liaskopoulou
Department	Administrative assistant
Position	Teacher
Email	kliaskou3@hotmail.com
Telephone	+306976579470
Preferred Contact	Ναι
Same address as organisation	Ναι
Address	Αλ. Παπαναστασίου
Country	Ελλάδα
Postal Code	42100
City	Ριζαριό Τρίκαλα



Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

The school is public, the number of students is 70 and the teachers are 12. We have specialized teachers on music, computer, english,german and french. The students are taught greek language, maths, history, geography, physics, civics courses, lessons in religion and environmental courses. The school is open to the local society through a variety of actions. We have experience on cultural and environmental projects, we have participated in local and global competitions. An example is the participation of the school in the community of schools of UNESCO/ ASPnet. It has participated in the competition of UNESCO in 2017, which had as theme the refugees, and it has won the first prize. The area, where the school is located, is sub-urban, rural. The financial status of the students (their families' status) is in an average level. As school, we act in local, national, european and global level. Our students take part in any actions of the school. The level of learning is from good to excellent. We have participated in two european projects (description below). We have a room with computers and interactive whiteboards. We have a very energetic local community and we can organize seminars , press conference and workshops.

2 European projects:

ERASMUS+ KA219 2016-2018 2016-1-EI01-KA219-022667_5

COMENIUS 2011-2013 2011-1-DE3-COM6-18893_7

and many KA1 projects

1st prize in the global competition of UNESCO/ASPnet with the subject: "We open our heart and mind to refugees"

The school has no need as for the educational staff.

We need logistical improvement.

We are interested in robotics and we would like to deal in with it.

The school covers students' needs in 90% but we would like to enhance it.

Refurbishment in the school area. We need to broaden the education far from the typical studies schedule and to combine it with the learning by doing.

Does this school have a valid eTwinning school label?

Όχι

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Όχι



Partner Organisation details

Organisation ID	E10055969
Legal name	ISTITUTO DEI SORDI DI TORINO
Legal name (National language)	IST
National ID (if applicable)	347
Address	VIALE SAN PANCRAZIO 65
Country	Ιταλία
Postal Code	10044
City	PIANEZZA
Website	www.istitutosorditorino.org
Email	direzione@istitutosorditorino.org
Telephone	+390119676317, +393386325157
Fax	+390119677048



Profile

Type of Organisation

Σχολείο/Ινστιτούτο/Κέντρο Εκπαίδευσης - Γενική Εκπαίδευση (Πρωτοβάθμια Εκπαίδευση)

Is the organisation a public body?

Όχι

Is the organisation a non-profit?

Ναι



Νόμιμος Εκπρόσωπος

Title	Dr
Gender	Ανδρας
First Name	Pennaroli
Family Name	Italo
Position	President
Email	info@istitutosorditorino.org
Telephone	+390119676317
Preferred Contact	Όχι
Same address as organisation	Ναι
Address	VIALE SAN PANCRAZIO 65
Country	Ιταλία
Postal Code	10044
City	PIANEZZA



Υπεύθυνος Επικοινωνίας

Title	Dr
Gender	Ανδρας
First Name	Enrico
Family Name	Dolza
Position	Principal
Email	direzione@istitutosorditorino.org
Telephone	+393386325157
Preferred Contact	Ναι
Same address as organisation	Ναι
Address	VIALE SAN PANCRAZIO 65
Country	Ιταλία
Postal Code	10044
City	PIANEZZA



Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

The "Padre Antonio Loreti" is a private school in partnership with the municipality of Pianezza, and it is recognized and authorized by the Ministry of Education of Italy.

The school traditionally has always paid attention to the development of language by accepting deaf and hearing children, just as the heir of the historical schoolkindergarten for deaf children (existing since the second half of the 1800). The school works, moreover, supporting and teaching the disabled children (deaf, blind, autistic), in the nearby primary and secondary schools, that are in the same building. In that way the age of students covers 3-18 y.o.

The school is run by the Turin Institution for the Deaf in Turin with the aim to ensure the full realization of the right to schooling for children from three to six years, freely signed by families. The school welcomes deaf and deaf children without distinction, while respecting the statutory of the managing body, which dictated aims peculiar to the integral education of the person.

The Turin Institution for the Deaf (Istituto dei Sordi di Torino – Fondazione Onlus) is two centuries old institution, based in north west of Italy, providing school, speech training and educational services for deaf people from childhood to adulthood as:

- Kindergarten for Deaf and hearing children (with national ID as formal school);
- Recognized National Provider of training for teachers; other training activities for speech therapists, nurses, educators and other professionals
- Vocational training and vocational guidance for young deaf (cooking and gardening), blind, autistic and other disabled adult students;
- Adult education for deaf and hard of hearing (blind and Specific Language impairment);
- Providing special need teachers and educators service in mainstream schools supporting students in collaboration with the local social services and school authorities;
- Home housing for deaf adults;
- Speech therapy and SLI programs;
- Specialized library and documentation centre for teachers and parents;
- Special projects for the inclusion of deaf people in the society in the view of universal accessibility, with a focus on museum and cultural institutions;
- Projects with the Universities in the fields of researches, language rehabilitation and social services; European and international projects;
- Language classes: Italian, English, sign languages;
- Sensorial Garden;
- Counselling to public employment services.

The Institution has 120 workers.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>



winning ID number. The eTwinning ID can be found in the school's eTwinning profile under the 'About' tab. Please note that only teachers linked to the school will be able to see this information.

204957

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Ναι

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2017	2017-1-FR01-KA201-037433	Les Apprimeurs – Paris, FRANCE
Erasmus+	2017	2017-1-ES01-KA204-037924	Associacio Programes Educatius Open Europe
Erasmus+	2017	2017-1-UK01-KA202-036682	University of Wolverhampton
Erasmus+	2017	2017-1-UK01-KA202-036690	University of Wolverhampton
Erasmus+	2017	2017-1TR-01-KA2-046243	Izmit Ilce Milli Egitim Mudurlugu
Erasmus+	2017	2017-3453/001-001	Le Menach Foundation (LMF)
Erasmus+	2018	2018-1-PL01-KA205-050303	Wyzsza Skola Przedsiębiorczosci i Administracji w Lublinie (WSPA)
Erasmus+	2018	2018-1-BE02-KA204-046866	Taxandria cvo Turnhout
Erasmus+	2018	2018-1-ES01- KA204-050765	FAMS Cocemfe Sevilla
Erasmus+	2018	2018-1-LV01-KA204-046973	Nodibinajums invalidu um vinu draugu apvieniba apeirons
Erasmus+	2018	2018-1-IT02-KA204-048201	European Digital Learning Network
Erasmus+	2018	2018-1-PL01-KA204-051176	Centrum Kształcenia Ustawicznego w Sopocie
European Solidarity Corps	2018	2018-1-IT03-ESC11-015069	ASSOCIAZIONE CULTURALE EUFEMIA
European Solidarity Corps	2019	2019-2-IT03-ESC11-016572	ASSOCIAZIONE CULTURALE EUFEMIA





Partner Organisation details

Organisation ID	E10176623
Legal name	Escola_Teresa_Miquel_i_Pamies
Legal name (National language)	Escola Teresa Miquel i Pàmies
National ID (if applicable)	43006541
Address	Passeig Misericòrdia, 9A
Country	Ισπανία
Postal Code	43205
City	Reus
Website	www.escolateresamiquelipamies.cat
Telephone	+34977321766
Fax	+34977321252



Profile

Type of Organisation

Σχολείο/Ινστιτούτο/Κέντρο Εκπαίδευσης - Γενική Εκπαίδευση (Πρωτοβάθμια Εκπαίδευση)

Is the organisation a public body?

Ναι

Is the organisation a non-profit?

Ναι



Νόμιμος Εκπρόσωπος

Title	Mrs
Gender	Γυναίκα
First Name	Miren Tome
Family Name	Landete Valero
Department	Head of studies
Position	English teacher
Email	mlandete@xtec.cat
Telephone	+34977321766
Preferred Contact	Όχι
Same address as organisation	Ναι
Address	Passeig Misericòrdia, 9A
Country	Ισπανία
Postal Code	43205
City	Reus



Υπεύθυνος Επικοινωνίας

Title	Mrs
Gender	Γυναίκα
First Name	Miren Tome
Family Name	Landete Valero
Department	Head of studies
Position	English teacher
Email	mlandete@xtec.cat
Telephone	+34977321766
Preferred Contact	Ναι
Same address as organisation	Ναι
Address	Passeig Misericòrdia, 9A
Country	Ισπανία
Postal Code	43205
City	Reus



Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Our organisation is a Pre-Primary and Primary public School. There are 453 students from 3 to 12 years old and 18 students groups (6 pre-primary and 12 Primary) and 30 teachers (7 pre-primary, 15 primary, 2 English teachers, 2 P.E teachers, 2 music teachers and 2 special education teachers) , 2 assistants for special education, 1 speech therapist and 1 physical therapist. 37,97% immigrants. Origin: 108 (Morocco), 10 (rest of Africa), 16 (Center and South America), 7 (Eastern Europe), 21 (other European countries), 12 (Asia). 8% of our students has special educational needs or disabilities: autistic disorder, mental disorders of different categories and degrees, language learning difficulties, attention deficit/ hyperactivity disorder and students with reduced mobility.

We do projects, such as art & music (workshops with various age group to work mainly the social inclusion and the collaboration work), English (some maths, science and art activities in English, participation in different contests, like The TedEdClub and The Fonix), science (experiments and manipulative activities and students' presentations for other students and their parents and family. We also have a school garden); a reader tandem project (students from 6th level read for 30 minutes every week with 5 years old students and students from 5th level read with 6 years old students). We also work maths in an experimental hands-on way. Moreover, robotics workshops. In Pre-primary school, we work through "environments" or corners in the afternoons; they are about art, science, buildings, music and symbolic play. All the activities are experimental/hands on.

Our main school objectives are to improve academic performance and social cohesion and to promote and value the culture of effort. It's important the cooperative and collaborative work and good academic results. Due to students' diversity we consider different work methodologies.

Teachers are worried about our students' special needs, such as dyslexia, difficulties in learning the language, hyperactivity, lack of attention, autism.

Our school projects and the organisation of our school is thought to get the 3 main school objectives.

We want to find more effective ways to respond to our diversity students. It is from students with specific educational support needs associated with physical or intellectual disabilities, foreign students of late incorporation into educational system to high-level students.

We want to adapt the educational action to obtain the maximum performance of our students regardless of their needs and situation. We want to share our experiences in different methodologies, resources, strategies and to know other countries experiences.

The management team is the driving gear of all the projects in our school. We have experience in planning and organising activities. The key people involved in this application are members of the teaching staff (good at computing, speak English and special education teachers.

Does this school have a valid eTwinning school label?

Όχι

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Όχι





Partner Organisation details

Organisation ID	E10204824
Legal name	CEIP EL CARMEN
Legal name (National language)	CEIP EL CARMEN
National ID (if applicable)	16000802
Address	PLAZA DEL CARMEN, N 4
Country	Ισπανία
Postal Code	16001
City	CUENCA
Website	
Email	16000802.cp@edu.jccm.es
Telephone	+34969227157
Fax	+34969227157



Profile

Type of Organisation

Σχολείο/Ινστιτούτο/Κέντρο Εκπαίδευσης - Γενική Εκπαίδευση (Πρωτοβάθμια Εκπαίδευση)

Is the organisation a public body?

Ναι

Is the organisation a non-profit?

Ναι



Νόμιμος Εκπρόσωπος

Title	Mr
Gender	Άνδρας
First Name	José Vicente
Family Name	Martínez Muñoz
Position	Director
Email	16000802.cp@edu.jccm.es
Telephone	+34646177849
Preferred Contact	Όχι
Same address as organisation	Ναι
Address	PLAZA DEL CARMEN, N 4
Country	Ισπανία
Postal Code	16001
City	CUENCA



Υπεύθυνος Επικοινωνίας

Title	Miss
Gender	Γυναίκα
First Name	Beatriz
Family Name	Zafra Salcedo
Position	School Secretary and Plurilinguism Coordinator
Email	z.s.beatriz@hotmail.com
Telephone	+34969237185
Preferred Contact	Ναι
Same address as organisation	Ναι
Address	PLAZA DEL CARMEN, N 4
Country	Ισπανία
Postal Code	16001
City	CUENCA



Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

CEIP “El Carmen” is located in the historic uptown of Cuenca. The building is quite old with the inconveniences associated to that, however, we enjoy countless activities offered by neighbouring cultural institutions such as museums, the Cathedral etc. It is a single-line school in which there are some 190 students from varied socio-cultural and economic contexts. Our centre has been participating in the MEC/British Council agreement from 1996. So Infant students (aged 3 to 6) receive 12 weekly teaching sessions in English and those in the Primary levels 13, which means they study different areas of the curriculum in the foreign language. The teaching board is composed of 23 teachers, most of whom are specialists in English.

Our school objectives, to name but a few, are: Involve the whole educational community to work for a more active and creative school where good job, responsibility and effort are recognised values. Help every student find their way as a problem-solver, critical thinker and decision maker within the flow of tolerance, respect for others and peacefully issues solving .

In this sense, we firmly believe that Social and Emotional Learning activities to be carried out with our students within this project will improve these skills , and we hope for them to persist over time.

Even though the project focuses on SEL across the subject areas of Physical Education (PE) and Theatre/Drama Education in Primary school, our school will make use of some activities or practices in other subject areas so more teachers will be able to take part in it. As the Secretary and the Plurilinguism Coordinator of the school, the contact person will make the most of her to involve as many levels as she can; in fact, the vast majority of the staff is eager to participate in a way or another.

Since we have just finished an Erasmus+ project , we already know how fruitful exchanging experiences with work mates from other countries is.

Therefore, we will share all our knowledge, ideas, suggestions and tools for making the most of the project.

Does this school have a valid eTwinning school label?

Όχι

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Ναι

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ K1	2018	2018-1-ES01-KA101-049133	CEIP “EL CARMEN”



Partner Organisation details

Organisation ID	E10195807
Legal name	Istituto Comprensivo Statale Ignoto Militi
Legal name (National language)	I.C.S. Ignoto Militi
National ID (if applicable)	not applicable
Address	via San Giuseppe,36
Country	Ιταλία
Postal Code	21047
City	Saronno
Website	www.icsmiliti.gov.it
Email	vaic84700e@istruzione.it
Telephone	+39029602380
Fax	+390296704874



Profile

Type of Organisation

Σχολείο/Ινστιτούτο/Κέντρο Εκπαίδευσης - Γενική Εκπαίδευση (Πρωτοβάθμια Εκπαίδευση)

Is the organisation a public body?

Ναι

Is the organisation a non-profit?

Ναι



Νόμιμος Εκπρόσωπος

Title	Mrs
Gender	Γυναίκα
First Name	Anna Maria
Family Name	Rossato
Position	Headteacher
Email	anmross@virgilio.it
Telephone	+39029602380
Preferred Contact	Όχι
Same address as organisation	Ναι
Address	via San Giuseppe,36
Country	Ιταλία
Postal Code	21047
City	Saronno



Υπεύθυνος Επικοινωνίας

Title	Mrs
Gender	Γυναίκα
First Name	Giuseppina
Family Name	Ventura
Position	Teacher
Email	giusiven@yahoo.it
Telephone	+393486935021
Preferred Contact	Ναι
Same address as organisation	Ναι
Address	via San Giuseppe,36
Country	Ιταλία
Postal Code	21047
City	Saronno



Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Our Istituto Comprensivo is made up of a nursery school, two primary schools and a secondary school. In the two primary schools you can find about five hundred students from 6 to 11 years old. About seventy teachers work in the schools. The aim of this level in the education system is to provide pupils with basic learning and the basic tools of active citizenship. It helps pupils to understand the meaning of their own experiences. Subjects taught: Italian, English, History, Geography, Mathematics, Science, Music, Art, Sports Science and Catholic Religious Education (optional). The oldest students are about three hundred, they study in the secondary school. They are from 11 to 13 years old. They have 30/36 periods a week. The subjects taught are Italian, English, German, History, Geography, Mathematics, Science, Technology, Music, Art, Sports Science, Citizenship, and Catholic Religious Education (optional). Each subject has goals for the development of skills, which are mandatory for teachers, as well as learning objectives for the level of knowledge and skills needed to reach the development goals.

Teachers organize workshop (Italian, Maths, English, German, Sport, IT, Science) in the afternoon. Our oldest students can have ESOL examination in English and Goethe Exams in German. About thirty-five teachers. Our school aims at training citizens who are able to play an active role in society; they should be able to achieve positive goals, feel empathy for others, establish positive relationships, manage emotions and make responsible decisions.

As educators we know that it's important to help children develop their social and emotional skills they will need in life. This Erasmus project provides a training for teachers of primary schools and the implementation of SEL teaching practices. The result of these strategies, such as relationship building, students' emotional well-being and positive interactions, contribute to effective classroom management.

We know Mr Koutelidas' deep expertise in this field, as we worked with him and his staff in a previous Erasmus Project. When he proposed this project, we joined and shared its aims immediately.

We think that the subject areas of Physical Education (PE) and Drama are perfect starting points for SEL. In our primary schools we give our pupils the opportunity to try different kind of sports, team or individual ones, to develop different skills and we have sport projects for special needs students to foster their self-awareness and confidence.

In addition, our students participate in a theatrical festival for young people in our area every year; important to encourage the students' personal growth, confidence, and managing emotions and we can share our experience in this field.

Key people of this project:

Mrs Giuseppina Ventura (primary school-Drama teacher/contact person)

Mrs Emanuela Pellegatta (English teacher)

Mrs Amelia Mungari (primary school-PE teacher)

Ms Maria Tirico (Art-Drama teacher)

Does this school have a valid eTwinning school label?

Όχι

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>



...ted in a European Union granted project in the 3 years preceding this application?

Ναι

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Take your backpack and come with me	2019	2019-1-PL01-KA229-065698_6	Istituto Comprensivo Statale Ignoto Militi Saronno
Heroic Fantasy	2017	2014-1-FR01-KA201-002346_5	Istituto Comprensivo Statale Ignoto Militi Saronno
Creating tomorrow's schools today	2017	2014-1-ES01-KA201-003378_2	Istituto Comprensivo Statale Ignoto Militi Saronno



Project Description

Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

SCHOOL EDUCATION: Reinforcing the development of key competences

If relevant, please select up to two additional priorities according to the objectives of your project.

HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences

HORIZONTAL: Social inclusion

Please select up to three topics addressed by your project

Παιδαγωγικά και διδακτική

Φορείς και/ή μέθοδοι για τη βελτίωση της ποιότητας (συμπεριλαμβανομένης της βελτίωσης της σχολικής εκπαίδευσης)

Πρόωρη εγκατάλειψη του σχολείου/καταπολέμηση της σχολικής αποτυχίας

Description



Please describe the motivation for your project and explain why it should be funded.

Over the past few years there is a growing concern about the increase in students' PROBLEM BEHAVIORS. In addition, teachers seem to make exceptionally strenuous efforts to handle DISCIPLINE and MOTIVATION problems. A response to the children's disruptive behavior (due to social problems) and lack of motivation is the development of life skills, especially, social emotional competencies. Globally, there is growing commitment to the notion that affective learning outcomes are central to quality education; this is reflected in international guidelines and in the educational policies and curricula of many nations. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These social and emotional skills are essential for children's development, support effective learning, and are linked to positive outcomes in later life.

Although all schools are expected to deliver Social and Emotional Education (SEL), it has not been a statutory requirement in the primary phase and in practice is often squeezed out. Few teachers receive support on how they can develop social and emotional skills in their mainstream teaching. This is a missed opportunity because, when carefully implemented, SEL can increase positive student behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers. That is why we attempt to develop this project. We are planning to provide a starting point for schools to review their current approaches and to suggest practical ideas they can implement. In addition, we argue that such approaches may be woven into everyday class teaching without creating burdensome new programmes of work.

The experiential curricula of Physical Education (PE) and Drama in Education (DE) -domains generally valued by youth- were selected to serve as vehicles in SEL. When students are given opportunities to learn in authentic situations in the school, the learning becomes significantly more powerful; individuals connect their learning to actual experiences, have opportunities for reflection, draw meaning from their reflections, create new learning, and transfer their learning into the next experience; additional benefits include increased motivation for learning and development of real-world problem-solving skills which can help to create self-directed learners. Therefore, authentic EXPERIENTIAL learning was selected through the subjects of Physical Education and Drama in Education. This project will attempt to provide recommendations on both structured programmes of PE and DE and potential everyday teaching (flexible) practices in other subjects. Additional resources to support the implementation of the recommendations will be developed.



What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected?

Social and Emotional Learning (SEL) refers to the process through which children and adults learn to develop the fundamental skills for life effectiveness. They learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. More specifically, according to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017) the five core social and emotional skills are: (1) Self-awareness, (2) Self-management, (3) Social awareness, (4) Relationship skills, (5) Responsible decision making. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. Everyone strengthens their social competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age.

These competences can be considered undoubtedly vital key competences (of exceptional importance for students' academic and later life) and need to be acquired, developed and reinforced (please, see above, the Horizontal and School Education Priorities). Moreover, there is evidence that they can contribute significantly in students' social inclusion by increasing their self-efficiency. The pedagogy and methodology of delivering SEL programs are important factors for the effective learning outcomes of a potential SEL intervention and central to quality education and reduction of early school failure and subsequent leaving (please, see above, the Topics section).

Therefore, the main OBJECTIVE we would like to achieve is to develop all partner schools students' SEL competencies along with their personal and social responsibility and subsequently to contribute in the reduction of conduct problems (e.g. bullying) and in the improvement of academic performance, attitude, behavior, relationships with partners, teachers and families/communitiy, school and classroom climate, and students' motivation. These results may be especially important for children from disadvantaged backgrounds (i.e., refugees, underserved youth).

However, in this project we plan to focus mostly on (1) the reduction of conduct problems, (2) the improvement of academic performance, and (3) the improvement of school climate, as a result of the development of social and emotional skills of the students.

Concrete RESULTS produced will be: Firstly, the development of simple activities, routines, strategies (in the form of particular lesson plans) in the subjects of PE and Drama in Education that teachers can use to promote their students' SEL. Secondly, the implementation of these lesson plans in the particular subjects of PE and DA. Third, the transfer and incorporation of the basic principles of SEL combined implementation in PE and DA to other school subjects and everyday teaching strategies of most teachers of partner schools and the reinforcement of SEL skills through whole-school ethos and policies.



How are the planned activities going to lead to achievement of the project's objectives ?

Development of simple activities, routines, strategies (in the form of particular lesson plans) for Physical Education (PE) and Drama in Education (DE) will lead to promoting SEL and responsibility (embraced by SEL framework) in a structured way. Lesson plans will be initially developed by the coordinator of the project, further elaborated on (by all partners' interaction), and finally implemented by all partners.

In order to deliver effectively SEL, various resources and teaching strategies will be employed; for example, in the area of PE, the Teaching Personal and Social Responsibility through Physical Activity (TPSR) instructional model (Hellison, 2011) will be adopted along with its strategies, levels and core values, while in DA several perspectives, structures and techniques from the Drama in Education curriculum will be borrowed (for example, still image/frozen picture, modeling, collective drawing, games, role-on-the-wall, hot-seating, teacher-in-role, conscience alley, meetings, forum theater, thought-tracking, group sculpture).

Because most European schools lack a coordinated plan for how to address SEL integration in their classes (according to the "Improving SEL in Primary Schools Guidance Report"), those teachers who step up with a willingness to deliver SEL more effectively, recognize training (that doesn't require huge time commitment) as the greatest need. Therefore, school staff initially assigned with the implementation of the lesson plans (not necessarily PE and DA teachers) will be trained during each LTTA of the project by experts in PA and DA through authentic experiential workshops and will be given the necessary theoretical framework and tools to implement the SEL and responsibility lesson plans and function as multipliers for their colleagues later on. Across the project progress practitioners engaged will be continuously supported and monitored; they will be given continuous guidance (via regular skype meetings) and feedback in action (in the planned transnational activities) by the coordinator. Cooperation and interaction of all partners are considered indispensable for the implementation of the project. Once underway, regular review of the progress and modifications with care will be made.

Finally, SEL lesson plans implementation will be evaluated for efficiency through reliable tools measuring students' SEL competencies (responsibility included) before and after the intervention. Besides, recommendations will be provided to teachers regarding their everyday teaching practices in other subject areas beyond PE and DE; establishment of schoolwide norms, expectations and routines that support children's social and emotional development will reinforce SEL skills through whole-school ethos and activities. Use of 'teachable moments' for embedding social and emotional skills in the context of daily life as social challenges and other teaching opportunities arise in real life classroom and playground situations.

eTwinning and Erasmus+ platforms

Have you used or do you plan to use eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Resources from the School Education Gateway were used for the preparation of the project. More specifically, the teaching materials entitled "Improving SEL in Primary Schools Guidance Report" (a guide intended to act as a starting point for primary school leaders to critically review how they support children's social and emotional development) and "The ENABLE resource pack for students, teachers, parents and campaigners" (support for the development of social-emotional learning skills and promotion of peer advocacy) as well as the webinar "Social and emotional learning - Fostering skills for today's classrooms" (the meaning of social and emotional learning for both students and teachers in the classroom) were used. The first one, "Improving SEL in Primary Schools Guidance Report", will be utilized for the implementation of the project, too. Previous Erasmus+ project "Emotional Competence in the school: Smile!" was also used for partner searching of our project. Finally, we will pursue to publish the projects's intellectual outputs in School Education Gateway as teaching materials.

Participants



Please briefly describe who will take part in the project, including:

- Who are the different groups that will take part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.)? Please also include information on local participants (those who will participate in project activities, but will not travel as part of the project).
- How are these groups going to participate?
- If pupils are involved in the project, please specify their age groups.

Note that specific details on selection of participants in Learning, teaching and training activities do not need to be repeated here if they are described in the dedicated section of the form: Learning Teaching Training

Different groups will participate in the project.

First, Physical Education teachers and Drama in Education TEACHERS will be involved, and then, all classroom teachers. PE and DE teachers will be assigned the responsibility to implement the SEL lesson plans in their subject areas respectively. In most cases, schools do not need external or specialist staff to deliver SEL activities to children. In fact, effects on academic performance are generally larger when teachers—as opposed to external practitioners, researchers or community members—implement SEL programmes. Thus, in case there are no PE or DA teachers employed in the school, regular classroom teachers will take the above responsibility. SCHOOL STAFF directly engaged in the project will be supported and trained by experts of the coordinating school during the LTTAs and they will be continuously supported and monitored and be given continuous guidance (via regular skype meetings) and feedback (in the planned Learning, Teaching and Training activities) by interacting with the coordinator.

Moreover, each partner school will need to select two different age groups of STUDENTS (one from 6 to 9 and one from 10 to 12) who will be taught SEL through PE and DA; they will also participate in LTTAs workshops.

However, principles (derived from SEL implementation in PE and DA), messages, routines, strategies and norms will be aligned across the classroom (i.e. class rules) and WHOLE-SCHOOL setting (i.e. anti-bullying policies), in order for all students to learn and apply social and emotional skills more rapidly and more effectively.

Thus, the whole school staff as well as all the students of each school will be involved in the process.

Besides, the FAMILY is the first place of learning for SEL skills; active engagement of parents to reinforce skills in the home environment will be required, too. Therefore, the school's engagement with families to ensure that social and emotional skills that are taught and practised at school are reinforced in the home environment as well.

Strategies will be used to engage parents & Parents and Guardians Associations, such as drafting of school norms, vision and behaviour policy, information about ways to practise SEL skills at home, positive messages about children's social and emotional development (sending postcards home that praise the child for using specific social and emotional skills), participation in SEL learning workshops, family events, and parent-teacher meetings as an opportunity to discuss children's social and emotional development.

The LOCAL Municipality of Trikala along with the Municipality Theater/Drama Workshops, the Department of PE & Sport of the University of Thessaly, the Hellenic Theater/Drama Education Network and the TPSR Alliance will be involved as mentors for the project implementation.

Finally, building AFFILIATIONS with large numbers of schools in each partner's region will be pursued and it will be highly evaluated.

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

Όχι



Management

Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication and project management meetings between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding.

Organisation role	Grant per organisation and per month	Number of organisations	Grant
Coordinator	500,00 EUR	1	12.000,00 EUR
Partner	250,00 EUR	5	30.000,00 EUR
Total		6	42.000,00 EUR

Project Management and Implementation



Please describe the tasks and responsibilities of each partner school. Explain how you will ensure sound management of the project and good cooperation and communication between partners during project implementation.

The 28th Elementary School of Trikala will coordinate project development, monitor and ensure its implementation by all the partners.

Clear and effective communication will be established by the coordinator both in person (transnational meetings) and virtually (e-mails, Skype meetings, social networking) and continue throughout project implementation. Skype meetings will be scheduled at least twice a month in order for the partners to facilitate implementation of the project and provide continuous and interactive feedback; i.e., exchange of practical information when designing activities (development of scenarios and selection of techniques for SEL promotion in DE or strategies for responsibility teaching in PE).

Moreover, the project's website will be utilized as a pool of resources to draw upon.

Communication will be established (1) among the coordinator of the project and the "local" coordinators of the partners, (2) within the members of each partner's project team, (3) among all members of the partners' project teams, and (4) between coordinators and national stakeholders (for the Greeks, Hellenic Theater/Drama Education Network, Institute of Educational Policy of the Greek Ministry of Education, University of Thessaly) and global ones (TPSR alliance).

The Management and Implementation budget will be used to cover costs of evaluation tools, text/e-books, materials/organization of hosted meeting, promotion/dissemination materials and activities (project website/partners' blogs, posters, brochures, banners, flyers, printed photos and digital monitors at Erasmus+ corners), virtual communication, small scale project materials (memorabilia with project logo), and local project activities (presentations, seminars, exhibitions), not covered by other types of funding. In addition, mentoring of embedded training activities in transnational events and possible financial risks (e.g. the inability of a visiting teacher to travel).

Each partner will appoint a supervisory board consisting of the Headmaster and two members of the school staff; the board will monitor the efficient and effective (1) TIME management and (2) allocation of appropriate RESOURCES to ensure timely project completion and transparency of expenses to activities/materials (as proposed by the "local" project team). Analytical quarterly reports will be communicated to project coordinator.

PREPARATORY virtual meeting of partners will precede actual project activities to establish communication structure/network and discuss on general management issues (see Timetable activity P1).

Project promotion, EVALUATION and DISSEMINATION will be made by partners at local level and the by the coordinator at general project or global level.

ALLOCATION of tasks will be made according to respective LTTAs each partner hosts. Each partner will be responsible for and lead on recording and communicating intellectual outputs of hosting specific activity (see each LTTA activity title and actions per host).

Please make sure to include all project management meetings, events and local activities of each school in the section: Timetable



How did you choose the project partners? Does your project involve schools that have never participated in a Strategic Partnership? If yes, please explain how more experienced schools can support less experienced partners during the project.

Our project does not involve newcomers to the action we are applying for. All partner schools have participated in at least one Erasmus+ Strategic Partnership.

Although a primary call was made through the School Education Gateway and eTwinning websites to find suitable partners with relevant experience on similar projects, partners were finally found through previous partnerships of our school or were introduced by other collaborating local schools. Our attempt to utilize social media networking did not yield any worthwhile results either.

Subsequently, project partners were ordered by their organization profile, background and experience or expertise to successfully deliver all aspects of the project. The outline of the project (including the project's priorities, topics, objectives, envisaged results, activities and phases of implementation) was presented to and discussed with the partners interested in participating. Finally project partners were chosen on the basis of their potentiality, interest and motivation to join the project.

The project involves an appropriate mix of complementary participating organizations with the necessary profile, experience and expertise; some of them with an outstanding expertise in Erasmus+ project development and implementation. The distribution of responsibilities and tasks demonstrates the commitment and equivalent active contribution of all participating organizations. Therefore, each partner will be responsible for and lead on recording and communicating intellectual outputs of the specific activity it will host based on each LTT activity title and actions per LTT activity; moreover, partners will be responsible for project promotion and dissemination at local and national levels, while the broader project promotion and dissemination will be allocated to the coordinator. In addition, the coordinator will provide the experts for leading and supporting the seminars and workshops during the LTT Activities. This is due to the coordinating school's experience in carrying out experimental educational practices (supervised by the University of Thessaly Physical Education and Sport Department specializing in Pedagogics and Physical Education in primary schools) and especially SEL delivery and Personal and Social Responsibility Teaching through Physical Activity.

Learning, Teaching, Training Activities

List of Activities

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

Ναι

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

6 LTTAs are scheduled as natural and logical “steps” towards attaining the project objectives and results and based on the project’s particular subtopics (in actuality SEL components) and its implementation phases.

4 teachers from each school directly engaged in project development and implementation will participate; 1 PE, 1 DE, 1 classroom (otherwise, 3 classroom or any other specialty teachers, such as foreign language, arts, etc.) and the “local” coordinator teacher. The activities will have two equally important aspects; the theoretical framework conferences and the practical workshops both lead by experts.

An attempt will be made to develop and apply subtopic lesson plans and strategies in every school in cooperation with the coordinator before LTTAs take place. During LTTAs lesson plans and strategies will be implemented in real settings of school classes, good practices will be demonstrated on a continuously interactive hands-on seminar and feedback will be provided; teachers will experiment on several techniques, deal with difficulties, discuss class management problems, propose solutions, modify and re-evaluate practices and lead the development of final intellectual outputs referent to the subtopic assigned to them. Students of the host organization will be involved without having to travel and will have the opportunity to experience new practices in their SEL curricula.

In person meetings will also be held to monitor and evaluate project development in terms of planned timeline and budget. Participating teachers will need to fill out an individual report to evaluate procedures, propose dissemination actions by their return to home organizations, and follow-up activities to expand and reinforce envisaged results. After the LTTAs plans and strategies will be adapted to needs and environment of partner organizations and subsequently implemented by their school staff; good practices will be included into their school’s curriculum and general policy. An important added value is teachers’ self-confidence development in delivering SEL to their students by empowering them to become responsible for their life and to develop life skills (managing emotions, setting goals, making wise decisions and building positive relationships). Finally, partners will present their own country, visit cultural sites, and have a chance to gain an insight into foreign cultures and civilizations and develop a better understanding of their colleagues all over Europe.

A European Health Insurance Card or an international health insurance for all visiting participants during LTTAs will be secured, to cover the safety risks and medical emergencies during their journey and stay abroad. During the preparations of the outgoing staff, visiting teachers will be informed by the host partner on issues concerning their safety and specific rules and regulations of the host country to avoid any potentially offensive or unlawful misbehavior and efficiently handle cultural change.

Please specify each of the planned learning, teaching and training activities in the table below.

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	SEL theoretical framework - DE/ PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"	28th Elementary School of Trikala(E10162319, Ελλάδα)	Short-term joint staff training events	10-2020	20	0	18.732,00 EUR
C2	SEL CORE SKILL 2 "Self-Management"	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)	Short-term joint staff training events	03-2021	20	0	19.960,00 EUR
C3	SEL CORE SKILL 3 "Social-Awareness"	ISTITUTO DEI SORDI DI TORINO(E1005596, Ιταλία)	Short-term joint staff training events	05-2021	20	0	18.012,00 EUR
C4	SEL CORE SKILL 4 "Relationship Skills"	CEIP EL CARMEN(E102048, Ισπανία)	Short-term joint staff training events	10-2021	20	0	20.640,00 EUR
C5	SEL CORE SKILL 5 "Responsible Decision Making"	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)	Short-term joint staff training events	03-2022	20	0	19.960,00 EUR
Total					120	0	116.036,00 EUR

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C6	SEL skills embed - SEL school policies	13th primary school of Trikala(E10048780, Ελλάδα)	Short-term joint staff training events	05-2022	20	0	18.732,00 EUR
Total					120	0	116.036,00 EUR

Activity Details (C1)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	ΣΧΟΛΕΙΑ	Activity Type	Short-term joint staff training events
Activity Title	SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"		
Leading Organisation	28th Elementary School of Trikala(E10162319, Ελλάδα)		
Participating Organisations	13th primary school of Trikala(E10048780, Ελλάδα) Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία) ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία) CEIP EL CARMEN(E10204824, Ισπανία) Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)		
Starting Period	10-2020	Duration(days)	5
		Country of Venue	Ελλάδα

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Host school will make practical arrangements (i.e. accommodation, transportation), develop the activities program ahead of time and coordinate planned activities. It will also be responsible for recording of particular activities of the LTТА, elaborating on and communicating them to partners as the LTТА's intellectual output. Support and training in seminars/workshops will be provided by EXPERTS OF THE COORDINATING SCHOOL.

SEMINAR #1a on SEL general theoretical framework:

- Educational value-Practical implications-Establishing positive learning environment
- Class management and lack of motivation problems teachers face across Europe (contexts)

SEMINAR #1b on specific SEL core skill of SELF-AWARENESS:

- Purpose: Expand children's emotional vocabulary and support them to express emotions
- Definition: Ability to accurately recognize one's own emotions, thoughts and values and how they influence behavior, to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism
- Associated skills: Identifying emotions-Accurate self-perception-Recognizing strengths-Self-confidence-Self-efficacy

SEMINAR #2 on authentic experiential learning through Physical Education (PE) and Drama in Education (DE)

- Drama in Education Techniques/Strategies/Conventions
- The everyday tools of the drama teacher/Useful classroom techniques
- Sport and physical activity: the advantage of domains generally valued by children and at the base of self-esteem formation and peer acceptance
- Teaching Personal and Social Responsibility (TPSR) Model (Hellison, 2011)/Levels and Strategies
- Utilization for teaching children personal/social responsibility in variable school contexts

WORKSHOP #1 for teachers in SEL core skill of Self-Awareness through PE

- TPSR Level I/Respect and Level III/Self-direction

WORKSHOP #2 for teachers in SEL core skill of Self-Awareness through DE

- Miming games, mirror/picture use (label and recognise emotions through explicit vocabulary teaching) and prompts.

Presentation of and discussion on tentative lesson plans (developed and implemented in partner schools before LTТА), brain storming and proposed practices will PRECEDE WORKSHOPS.

DURING workshops host organization students' classes selected to be involved in SEL implementation will participate. Teachers will observe and keep track of the techniques.

FOLLOW UP with discussion for structured lesson plans development, feedback, proposals. Participants will fill out individual evaluation reports. They will implement Self-Awareness lesson plans in PE and DE and other subjects in schools involved and prepare dissemination activities in all involved schools. They will also engage and guide parents to implement self awareness at home.

Chance for partial feedback on project management and further relevant decisions.

At the end of the week historical sites and monuments will be visited and an international night will be held to facilitate cultural exchange among the participants.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Όχι

How is participation in this activity going to benefit the involved participants?

Participants will acquire a good grasp of SEL theory and significance, SEL core skill of Self-Awareness, the efficiency of experiential learning through Physical Education and Drama in Education, the TPSR model and the DE techniques that will be utilized for developing and delivering SEL lesson plans in PE, DE, and other subjects as well.

Through good practices demonstration, teachers will have the opportunity to gain further understanding of SEL delivery and gain insight into what can be achieved through their students' SEL improvement. Interaction with experts in the field of SEL will broaden their perspectives.

Participating teachers will continue their professional development by bringing creativity and active learning into their school's curriculum through drama and empowerment and personal-social responsibility through physical education.

The most important, they will feel confident that they can deliver high-quality SEL practices into the classes through drama techniques and TPSR model strategies.

More specifically, they will be trained and be able to develop their own lesson plans to implement SEL core skill of self-awareness in a structured way through PE and DE suitable for the needs and contexts of their classes. Teachers will be able to support their children's knowledge of emotions, and ability to express emotions through explicit vocabulary teaching and activities that give children the opportunity to practise using this language in real contexts through games, stories, and other activities.

Consequently, they will also be able to embed SEL in other curriculum subjects by acquiring resources that don't require huge time commitments.

In general, participating teachers will adopt a more humanistic and subversive approach in their teaching as an alternative to conventional pedagogy.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	CEIP EL CARMEN(E10204824, Ισπανία)	2000-2999 km	7	4	0	4.408,00 EUR
2	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)	500-1999 km	7	4	0	4.068,00 EUR
3	ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR
4	13th primary school of Trikala(E10048780, Ελλάδα)	0-9 km	5	4	0	2.120,00 EUR
5	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR

Group of Participants (1, C1 (SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
CEIP EL CARMEN / Ισπανία		Ελλάδα
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	0	4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel			
No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	2000 - 2999 km	360	1.440,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C1 (SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Escola_Teresa_Miquel_i_Pamies / Ισπανία		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C1 (SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
ISTITUTO DEI SORDI DI TORINO / Ιταλία		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C1 (SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
13th primary school of Trikala / Ελλάδα		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	5	530,00 EUR	2.120,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.120,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	0 - 9 km	0	0,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C1 (SEL theoretical framework - DE/PE experiential learning - SEL CORE SKILL 1 "Self-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Istituto Comprensivo Statale Ignoto Militi / Ιταλία		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	4.740,00 EUR
Individual Support	13.992,00 EUR
Total Grant	18.732,00 EUR

Activity Details (C2)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	ΣΧΟΛΕΙΑ	Activity Type	Short-term joint staff training events
Activity Title	SEL CORE SKILL 2 "Self-Management"		
Leading Organisation	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)		
Participating Organisations	<p>13th primary school of Trikala(E10048780, Ελλάδα)</p> <p>28th Elementary School of Trikala(E10162319, Ελλάδα)</p> <p>CEIP EL CARMEN(E10204824, Ισπανία)</p> <p>ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)</p> <p>Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)</p>		
Starting Period	03-2021	Duration(days)	5
		Country of Venue	Ισπανία

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Host school will make practical arrangements (i.e. accommodation, transportation), develop the activities program ahead of time and coordinate planned activities. It will also be responsible for recording of particular activities of the LTТА, elaborating on and communicating them to partners as the LTТА's intellectual output. Support and training in seminars/workshops will be provided by EXPERTS OF THE COORDINATING SCHOOL.

SEMINAR #1 on specific SEL core skill of SELF-MANAGEMENT:

- Purpose: Teach children to use self-calming strategies and positive self-talk to help deal with intense emotions
- Definition: The ability to successfully regulate one's emotions, thoughts and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals
- Associated skills: Impulse control-Stress management-Self-discipline-Self-motivation-Goal setting-Organizational skills

WORKSHOP #1 for teachers in SEL core skill of Self-Management through PE

- TPSR Level I/Self-control and Peaceful & Democratic conflict resolution
- TPSR Level III/Self-direction, Internal motivation, On-task independence, and Goal-setting progression

WORKSHOP #2 for teachers in SEL core skill of Self-Management through DE

- Self-calming strategies ("turtle technique", positive self-talk, deep breathing), brainstorming ("World cafe"), body cues recognition (heart beating, face getting hot, sweaty palms, knees or hands shaking, tone of voice, facial expression, and rapid breathing) and metaphors.

Presentation of and discussion on tentative lesson plans (developed and implemented in partner schools before LTТА), brain storming and proposed practices will PRECEDE WORKSHOPS.

DURING workshops host organization students' classes selected to be involved in SEL implementation will participate and made aware of self-regulation skills and socially acceptable behaviors. Teachers will observe and keep track of the techniques.

FOLLOW UP with discussion for structured lesson plans development, feedback, proposals. Participants will fill out individual evaluation reports which will be selected and further analyzed and utilized by the coordinator. They will implement Self-Management lesson plans in PE and DE and other subjects in schools involved and prepare dissemination activities in all involved schools. They will also engage and guide parents to implement self management at home.

Chance for partial feedback on project management and further relevant decisions.

For the rest of the day visiting teachers will join classes as European teachers of other countries.

At the end of the week historical sites and monuments will be visited and an international night will be held to facilitate cultural exchange among the participants.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Όχι

How is participation in this activity going to benefit the involved participants?

Participants will acquire a good grasp of SEL theory and significance, SEL core skill of Self-Management, the TPSR model and the DE techniques that will be utilized for developing and delivering SEL lesson plans in PE, DE, and other subjects as well.

Through good practices demonstration, teachers will have the opportunity to gain further understanding of SEL delivery and gain insight into what can be achieved through their students' SEL improvement. Interaction with experts in the field of SEL will broaden their perspectives.

They will be able to teach and utilize routines/protocols for self-control and conflict resolution of the students for a more efficient class management and positive school climate. Schools will start adopting and implementing the above routines as well.

Participating teachers will continue their professional development by bringing creativity and active learning into their school's curriculum through drama and empowerment and personal-social responsibility through physical education. They will start using self-reflection techniques for their teaching practices and personal feedback for their efficiency.

The most important, they will feel confident that they can deliver high-quality SEL practices into the classes through drama techniques and TPSR model strategies. More specifically, they will be trained and be able to develop their own lesson plans to implement SEL core skill of self-management in a structured way through PE and DE suitable for the needs and contexts of their classes. They will also be able to embed SEL in other curriculum subjects by acquiring resources that don't require huge time commitments.

In general, participating teachers will adopt a more humanistic and subversive approach in their teaching as an alternative to conventional pedagogy.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	13th primary school of Trikala(E10048780, Ελλάδα)	500-1999 km	7	4	0	4.068,00 EUR
2	28th Elementary School of Trikala(E10162319, Ελλάδα)	500-1999 km	7	4	0	4.068,00 EUR
3	CEIP EL CARMEN(E10204824, Ισπανία)	100-499 km	7	4	0	3.688,00 EUR
4	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR
5	ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR

Group of Participants (1, C2 (SEL CORE SKILL 2 "Self-Management"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
13th primary school of Trikala / Ελλάδα		Ισπανία
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	0	4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C2 (SEL CORE SKILL 2 "Self-Management"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
28th Elementary School of Trikala / Ελλάδα		Ισπανία	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
4	0		4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C2 (SEL CORE SKILL 2 "Self-Management"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
CEIP EL CARMEN / Ισπανία		Ισπανία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	100 - 499 km	180	720,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C2 (SEL CORE SKILL 2 "Self-Management"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Istituto Comprensivo Statale Ignoto Militi / Ιταλία		Ισπανία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C2 (SEL CORE SKILL 2 "Self-Management"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
ISTITUTO DEI SORDI DI TORINO / Ιταλία		Ισπανία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	5.120,00 EUR
Individual Support	14.840,00 EUR
Total Grant	19.960,00 EUR

Activity Details (C3)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	ΣΧΟΛΕΙΑ	Activity Type	Short-term joint staff training events
Activity Title	SEL CORE SKILL 3 "Social-Awareness"		
Leading Organisation	ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)		
Participating Organisations	<p>13th primary school of Trikala(E10048780, Ελλάδα)</p> <p>28th Elementary School of Trikala(E10162319, Ελλάδα)</p> <p>CEIP EL CARMEN(E10204824, Ισπανία)</p> <p>Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)</p> <p>Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)</p>		
Starting Period	05-2021	Duration(days)	5
		Country of Venue	Ιταλία

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Host school will make practical arrangements (i.e. accommodation, transportation), develop the activities program ahead of time and coordinate planned activities. It will also be responsible for recording of particular activities of the LTТА, elaborating on and communicating them to partners as the LTТА's intellectual output. Support and training in seminars/workshops will be provided by EXPERTS OF THE COORDINATING SCHOOL.

SEMINAR #1 on specific SEL core skill of SOCIAL-AWARENESS:

-Purpose: Teach children to recognize others' emotions and perspectives.

-Definition: The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports.

-Associated skills: Understanding emotions-Empathy/sympathy-Appreciating diversity-Respect for others

WORKSHOP #1 for teachers in SEL core skill of Social-Awareness through PE

-TPSR Level I/Respect-Right to be included and to have cooperative peers

-TPSR Level II/Cooperation

-TPSR Level III/Courage to resist peer pressure

-TPSR Level IV/Helping others and Leadership-Empathy and solidarity-Inner strength

WORKSHOP #2 for teachers in SEL core skill of Social-Awareness through DE

-“Hot seating” technique, everyday classroom scenarios (i.e. bullying), literature and story-telling scenarios during circle time, forum theater techniques (thought tracking, group sculpture), and account swapping.

Presentation of and discussion on tentative lesson plans (developed and implemented in partner schools before LTТА), brain storming and proposed practices will PRECEDE WORKSHOPS.

DURING workshops host organization students' classes selected to be involved in SEL implementation will participate and made aware of self-regulation skills and socially acceptable behaviors. Teachers will observe and keep track of the techniques.

FOLLOW UP with discussion for structured lesson plans development, feedback, proposals. Participants will fill out individual evaluation reports which will be selected and further analyzed and utilized by the coordinator. They will implement Social-Awareness lesson plans in PE and DE and other subjects in schools involved and prepare dissemination activities in all involved schools. They will also engage and guide parents to implement self management at home.

Chance for partial feedback on project management and further relevant decisions.

For the rest of the day visiting teachers will join classes as European teachers of other countries.

At the end of the week historical sites and monuments will be visited and an international night will be held to facilitate cultural exchange among the participants.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Όχι

How is participation in this activity going to benefit the involved participants?

Participants will acquire a good grasp of SEL theory and significance, SEL core skill of Social-Awareness, the TPSR model and the DE techniques that will be utilized for developing and delivering SEL lesson plans in PE, DE, and other subjects as well.

Through good practices demonstration, teachers will have the opportunity to gain further understanding of SEL delivery and gain insight into what can be achieved through their students' SEL improvement. Interaction with experts in the field of SEL will broaden their perspectives.

They will be able to teach and utilize strategies for cultivating their students' caring and compassion, sensitivity and responsiveness, empathy and solidarity. School policies will reinforce students' empowerment and transformational leadership roles.

Participating teachers will continue their professional development by bringing creativity and active learning into their school's curriculum through drama and empowerment and personal-social responsibility through physical education. They will start using self-reflection techniques for their teaching practices and personal feedback for their practice efficiency.

The most important, they will feel confident that they can deliver high-quality SEL practices into the classes through drama techniques and TPSR model strategies. More specifically, they will be trained and be able to develop their own lesson plans to implement SEL core skill of social-awareness in a structured way through PE and DE suitable for the needs and contexts of their classes. They will also be able to embed SEL in other curriculum subjects by acquiring resources that don't require huge time commitments.

In general, participating teachers will adopt a less authoritarian and more humanistic, democratic and subversive approach in their teaching as an alternative to conventional pedagogy.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	13th primary school of Trikala(E10048780, Ελλάδα)	500-1999 km	7	4	0	4.068,00 EUR
2	28th Elementary School of Trikala(E10162319, Ελλάδα)	500-1999 km	7	4	0	4.068,00 EUR
3	CEIP EL CARMEN(E10204824, Ισπανία)	500-1999 km	5	4	0	3.220,00 EUR
4	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)	500-1999 km	7	4	0	2.968,00 EUR
5	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)	100-499 km	7	4	0	3.688,00 EUR

Group of Participants (1, C3 (SEL CORE SKILL 3 "Social-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
13th primary school of Trikala / Ελλάδα		Ιταλία
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	0	4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C3 (SEL CORE SKILL 3 "Social-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
28th Elementary School of Trikala / Ελλάδα		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C3 (SEL CORE SKILL 3 "Social-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
CEIP EL CARMEN / Ισπανία		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	5	530,00 EUR	2.120,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.120,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C3 (SEL CORE SKILL 3 "Social-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Escola_Teresa_Miquel_i_Pamies / Ισπανία		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
0	500 - 1999 km	275	0,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C3 (SEL CORE SKILL 3 "Social-Awareness"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Istituto Comprensivo Statale Ignoto Militi / Ιταλία		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	100 - 499 km	180	720,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	4.020,00 EUR
Individual Support	13.992,00 EUR
Total Grant	18.012,00 EUR

Activity Details (C4)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	ΣΧΟΛΕΙΑ	Activity Type	Short-term joint staff training events
Activity Title	SEL CORE SKILL 4 "Relationship Skills"		
Leading Organisation	CEIP EL CARMEN(E10204824, Ισπανία)		
Participating Organisations	<p>13th primary school of Trikala(E10048780, Ελλάδα)</p> <p>28th Elementary School of Trikala(E10162319, Ελλάδα)</p> <p>Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)</p> <p>ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)</p> <p>Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)</p>		
Starting Period	10-2021	Duration(days)	5
		Country of Venue	Ισπανία

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Host school will make practical arrangements (i.e. accommodation, transportation), develop the activities program ahead of time and coordinate planned activities. It will also be responsible for recording of particular activities of the LTТА, elaborating on and communicating them to partners as the LTТА's intellectual output. Support and training in seminars/workshops will be provided by EXPERTS OF THE COORDINATING SCHOOL.

SEMINAR #1 on specific SEL core skill of RELATIONSHIP SKILLS:

-Purpose: Teach children good communication and listening skills.

-Definition: The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.

-Associated skills: Communication-Social engagement-Relationship building-Teamwork

-Prerequisite: Recognition, expression and regulation of their own emotions

WORKSHOP #1 for teachers in SEL core skill of Relationship Skills through PE

-TPSR Level I/Right to peaceful and democratic conflict resolution-Right to be included and to have cooperative peers

-TPSR Level II/Cooperation-Getting along with others

-TPSR Level III/Courage to resist peer pressure

WORKSHOP #2 for teachers in SEL core skill of Relationship Skills through DE

-In pairs "role play" scenario for pure and effective communication skills demelopment, use of sentence stems, giving and receiving feedback games, relationship building and accepting differences games, group work on projects.

Presentation of and discussion on tentative lesson plans (developed and implemented in partner schools before LTТА), brain storming and proposed practices will PRECEDE WORKSHOPS.

DURING workshops host organization students' classes selected to be involved in SEL implementation will participate and made aware of relationship skills significance and potentiality in order to interact positively with peers and adults. Teachers will observe and keep track of the techniques.

FOLLOW UP with discussion for structured lesson plans development, feedback, proposals. Participants will fill out individual evaluation reports which will be selected and further analyzed and utilized by the coordinator. They will implement Relationship Skills lesson plans in PE and DE and other subjects in schools involved and prepare dissemination activities in all involved schools. They will also engage and guide parents to implement self management at home.

Chance for partial feedback on project management and further relevant decisions.

For the rest of the day visiting teachers will join classes as European teachers of other countries.

At the end of the week historical sites and monuments will be visited and an international night will be held to facilitate cultural exchange among the participants.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Όχι

How is participation in this activity going to benefit the involved participants?

Participants will acquire a good grasp of SEL core skill of Relationship Skills, the TPSR model and the DE techniques that will be utilized for developing and delivering SEL lesson plans in PE, DE, and other subjects as well.

Through good practices demonstration, teachers will have the opportunity to gain further understanding of SEL delivery and gain insight into what can be achieved through their students' SEL improvement. Interaction with experts in the field of SEL will broaden their perspectives.

They will be able to teach and utilize strategies for building their students' relationship skills, such as communication skills (appropriate eye contact, not distracted, using facial expressions), active listening skills (nodding to demonstrate you're listening, not interrupting the person when they are speaking, seeking clarification, asking a question or giving an opinion when the other person has finished speaking, and summarizing what they have said and checking you have got it right) and accepting differences. They will help students start practicing the skills needed for working in groups and teams (team building techniques), such as building on one another's contributions, making sure everyone can contribute, probing to check understanding, and trying to reach a shared agreement.

Schools will adopt policies for students' active involvement in developing the class rules and norms (for good communication and conflict resolution), thus empowering them to self-institution.

Participating teachers will continue their professional development by using self-reflection techniques for their teaching practices and personal feedback for their practice efficiency, by feeling more confident for efficient SEL delivery and embed, and developing their own lesson plans in several subjects for the needs and contexts of their classes.

In general, participating teachers will adopt a less authoritarian/conventional and more democratic approach in their teaching.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	13th primary school of Trikala(E10048780, Ελλάδα)	2000-2999 km	7	4	0	4.408,00 EUR
2	28th Elementary School of Trikala(E10162319, Ελλάδα)	2000-2999 km	7	4	0	4.408,00 EUR
3	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)	100-499 km	7	4	0	3.688,00 EUR
4	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR
5	ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR

Group of Participants (1, C4 (SEL CORE SKILL 4 “Relationship Skills”))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
13th primary school of Trikala / Ελλάδα		Ισπανία	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
4	0		4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel			
No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	2000 - 2999 km	360	1.440,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C4 (SEL CORE SKILL 4 "Relationship Skills"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
28th Elementary School of Trikala / Ελλάδα		Ισπανία	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
4	0		4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	2000 - 2999 km	360	1.440,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C4 (SEL CORE SKILL 4 "Relationship Skills"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Escola_Teresa_Miquel_i_Pamies / Ισπανία		Ισπανία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	100 - 499 km	180	720,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C4 (SEL CORE SKILL 4 "Relationship Skills"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Istituto Comprensivo Statale Ignoto Militi / Ιταλία		Ισπανία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C4 (SEL CORE SKILL 4 "Relationship Skills"))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
ISTITUTO DEI SORDI DI TORINO / Ιταλία		Ισπανία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	5.800,00 EUR
Individual Support	14.840,00 EUR
Total Grant	20.640,00 EUR

Activity Details (C5)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	ΣΧΟΛΕΙΑ	Activity Type	Short-term joint staff training events
Activity Title	SEL CORE SKILL 5 “Responsible Decision Making”		
Leading Organisation	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)		
Participating Organisations	<p>13th primary school of Trikala(E10048780, Ελλάδα)</p> <p>28th Elementary School of Trikala(E10162319, Ελλάδα)</p> <p>CEIP EL CARMEN(E10204824, Ισπανία)</p> <p>Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)</p> <p>ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)</p>		
Starting Period	03-2022	Duration(days)	5
		Country of Venue	Ιταλία

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Host school will make practical arrangements (i.e. accommodation, transportation), develop the activities program ahead of time and coordinate planned activities. It will also be responsible for recording of particular activities of the LTТА, elaborating on and communicating them to partners as the LTТА's intellectual output. Support and training in seminars/workshops will be provided by EXPERTS OF THE COORDINATING SCHOOL.

SEMINAR #1 on specific SEL core skill of RESPONSIBLE DECISION MAKING:

-Purpose: Teach children problem-solving strategies and practice them

-Definition: Ability to make constructive choices about personal behavior and social interactions. Realistic evaluation of consequences of various actions and consideration of wellbeing of oneself and others.

-Associated skills: Identifying problems-Brainstorming-Analyzing solutions (pros/cons)-Solving problems (picking a solution)-Evaluating (testing it out)-Reflecting-Ethical responsibility

-Prerequisite: Emotional identification & communication strategies utilization

WORKSHOP #1 for teachers in SEL core skill of Responsible Decision Making through PE

-TPSR Level II/Cooperation & Level III/Self-direction-Courage to resist peer pressure

WORKSHOP #2 for teachers in SEL core skill of Responsible Decision Making through DE

-Written Vignette (scenario/story) detailing a goal and a problem preventing the goal (children work together to identify the goal, identify the barrier and identify how the character is feeling); helping children to set goals, identify potential barriers, and anticipate 'if...then...' solutions can lead to better outcomes. Problem solving games.

Presentation of and discussion on tentative lesson plans (developed and implemented in partner schools before LTТА), brain storming and proposed practices will PRECEDE WORKSHOPS.

DURING workshops host organization students' classes selected to be involved in SEL implementation will participate and will be made aware of making responsible decision skills significance and potentiality in order to problem solve and make constructive choices. Teachers will observe and keep track of the techniques.

FOLLOW UP with discussion for structured lesson plans development, feedback, proposals. Participants will fill out individual evaluation reports which will be selected and further analyzed and utilized by the coordinator. They will implement Responsible Decision Making Skills lesson plans in PE and DE and other subjects in schools involved and prepare dissemination activities in all involved schools. They will also engage and guide parents to implement responsible decision making by their kids

at home.

Chance for partial feedback on project management and further relevant decisions.

For the rest of the day visiting teachers will join classes as European teachers of other countries.

At the end of the week historical sites and monuments will be visited and an international night will be held to facilitate cultural exchange among the participants.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Όχι

How is participation in this activity going to benefit the involved participants?

Participants will acquire a good grasp of SEL core skill of Responsible Decision Making, the TPSR model and the DE techniques for delivering SEL lesson plans in PE, DE, and other subjects as well.

Through good practices demonstration, teachers will have the opportunity to gain further understanding of SEL delivery and gain insight into what can be achieved through their students' SEL improvement. Interaction with experts in the field of SEL will broaden their perspectives.

They will be able to teach their students how to evaluate a situation, think about possible solutions and consider the potential consequences of these options for themselves and others. Thus, when they encounter behavioral issues in their classroom, they try to resolve them together with students using a problem-solving approach.

Schools will adopt policies for students' empowerment to use self-direction and appropriate problem-solving strategies that improve their decision-making processes and constructive cooperation with peers.

Participating teachers will continue their professional development by bringing creativity and active learning into their school's curriculum through drama and empowerment and personal-social responsibility through physical education and by using self-reflection techniques for their teaching practices and personal feedback for their practice efficiency. The most important, they will feel confident that they can deliver high-quality SEL practices into the classes through drama techniques and TPSR model strategies;

they will be trained and be able to develop their own lesson plans to implement SEL core skill of responsible decision making in a structured way through PE and DE suitable for the needs and contexts of their classes. They will also be able to embed SEL in other curriculum subjects by acquiring resources that don't require huge time commitments.

In general, participating teachers will adopt a more efficient and subversive approach in their teaching pedagogy.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	13th primary school of Trikala(E10048780, Ελλάδα)	500-1999 km	7	4	0	4.068,00 EUR
2	28th Elementary School of Trikala(E10162319, Ελλάδα)	500-1999 km	7	4	0	4.068,00 EUR
3	CEIP EL CARMEN(E10204824, Ισπανία)	500-1999 km	7	4	0	4.068,00 EUR
4	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)	500-1999 km	7	4	0	4.068,00 EUR
5	ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)	100-499 km	7	4	0	3.688,00 EUR

Group of Participants (1, C5 (SEL CORE SKILL 5 “Responsible Decision Making”))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
13th primary school of Trikala / Ελλάδα		Ιταλία
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	0	4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C5 (SEL CORE SKILL 5 “Responsible Decision Making”))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
28th Elementary School of Trikala / Ελλάδα		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C5 (SEL CORE SKILL 5 “Responsible Decision Making”))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
CEIP EL CARMEN / Ισπανία		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C5 (SEL CORE SKILL 5 “Responsible Decision Making”))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Escola_Teresa_Miquel_i_Pamies / Ισπανία		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C5 (SEL CORE SKILL 5 “Responsible Decision Making”))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
ISTITUTO DEI SORDI DI TORINO / Ιταλία		Ιταλία	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	100 - 499 km	180	720,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	5.120,00 EUR
Individual Support	14.840,00 EUR
Total Grant	19.960,00 EUR

Activity Details (C6)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	ΣΧΟΛΕΙΑ	Activity Type	Short-term joint staff training events
Activity Title	SEL skills embed - SEL school policies		
Leading Organisation	13th primary school of Trikala(E10048780, Ελλάδα)		
Participating Organisations	28th Elementary School of Trikala(E10162319, Ελλάδα) CEIP EL CARMEN(E10204824, Ισπανία) Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία) ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία) Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)		
Starting Period	05-2022	Duration(days)	5
		Country of Venue	Ελλάδα

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Host school will make practical arrangements (i.e. accommodation, transportation), develop the activities program ahead of time and coordinate planned activities. It will also be responsible for recording of particular activities of the LTTA, elaborating on and communicating them to partners as the LTTA's intellectual output. Support and training in seminars will be provided by EXPERTS OF THE COORDINATING SCHOOL.

SEMINAR #1 on SEL embedding across a range of SUBJECTS (i.e. literacy, history)

-Purpose: Teachers to integrate and model SEL skills in everyday teaching - PE & DE blending in teaching SEL

-TPSR Level V/Transfer SEL skills in other areas of life-Being a role model

-TPSR/SEL implementation strategies across all subjects:

Modeling respect

Setting expectations

Providing opportunities for success

Fostering social interaction

Assigning management tasks

Promoting leadership

Giving choices and voices

Involving students in assessment

Promoting transfer

-TPSR/SEL tricks across all subjects (Accordion principle-Logical consequences-Negotiation-Talking bench-Teaching by invitation etc)

-Common perspectives/practices of PE and DE in SEL teaching

SEMINAR #2 on reinforcing SEL skills through WHOLE-SCHOOL ethos and activities

-Purpose: School to provide uniform policies and practices to promote SEL (protocols-routines).

-Use simple ground-rules in group work & classroom discussion to reinforce SEL skills.

- Establish school wide norms, expectations & routines that support children's social emotional development.
- Align school's behavior & anti-bullying policies with SEL.

- Seek ideas and support from staff & pupils in how the school environment can be improved.
- Actively engage with parents to reinforce skills in the home environment.

Brain storming and proposed practices will PRECEDE SEMINARS. DURING seminars participating teachers will attend and keep track of the strategies and tricks. Participants will fill out individual evaluation reports about the whole project which will be selected and further analyzed the the project coordinator. FOLLOW UP with implementation of SEL practices in other subjects in schools involved and preparation of dissemination activities in all involved schools. Teachers will also engage and guide community to implement SEL practices with kids at neighborhood, gymnasium, sport club, extra-curricular activities.

Open day activities (closing ceremony) will include sports events and drama performance, presentation of the project and its outcomes and dissemination to local community, schools network, educational administration, national and global stakeholders (Institute of Educational Policy of Greece, University of Thessaly, Hellenic Theater/Drama Education Network, TPSR Alliance)

At the end of the week historical sites and monuments will be visited and an international night will be held to facilitate cultural exchange among the participants. Moreover, partner teachers will visit the Museum of Emotion in Athens.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Όχι

How is participation in this activity going to benefit the involved participants?

Participants will acquire a good grasp of SEL integration practices in all school subjects, PE and DE blending in SEL delivery, and reinforcement of SEL skills through WHOLE-SCHOOL ethos and activities.

Teachers will be able to embed SEL skills in the course of everyday teaching and classroom interactions. They will become efficient in class management and improper behaviors confrontation and children's skill development facilitation by purposefully seeking out opportunities to model, recognize (use "teachable moments" and not rely on "crisis moments"), and practice SEL skills. They will empower students to become responsible personally and socially.

When messages, routines and strategies are aligned across the classroom and whole-school setting, students learn and apply social and emotional skills more rapidly and more effectively. Therefore, schools will reinforce SEL skills through whole-school ethos and activities, students' empowerment to establish school councils with representatives, anti-bullying policies aligned with SEL, families and community engagement, all school staff training, support and involvement.

In general, participating teachers will adopt a less authoritarian and more democratic, humanistic, and subversive approach in their teaching as an alternative to conventional pedagogy and schools will establish a positive learning environment for their students' academic performance improvement and life skills development.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	28th Elementary School of Trikala(E10162319, Ελλάδα)	0-9 km	5	4	0	2.120,00 EUR
2	CEIP EL CARMEN(E10204824, Ισπανία)	2000-2999 km	7	4	0	4.408,00 EUR
3	Escola_Teresa_Miquel_i_Pamies(E10176623, Ισπανία)	500-1999 km	7	4	0	4.068,00 EUR
4	ISTITUTO DEI SORDI DI TORINO(E10055969, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR
5	Istituto Comprensivo Statale Ignoto Militi(E10195807, Ιταλία)	500-1999 km	7	4	0	4.068,00 EUR

Group of Participants (1, C6 (SEL skills embed - SEL school policies))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
28th Elementary School of Trikala / Ελλάδα		Ελλάδα
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	0	4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	5	530,00 EUR	2.120,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.120,00 EUR

Travel			
No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	0 - 9 km	0	0,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C6 (SEL skills embed - SEL school policies))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
CEIP EL CARMEN / Ισπανία		Ελλάδα	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
4	0		4

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	2000 - 2999 km	360	1.440,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C6 (SEL skills embed - SEL school policies))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Escola_Teresa_Miquel_i_Pamies / Ισπανία		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C6 (SEL skills embed - SEL school policies))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
ISTITUTO DEI SORDI DI TORINO / Ιταλία		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C6 (SEL skills embed - SEL school policies))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Istituto Comprensivo Statale Ignoto Militi / Ιταλία		Ελλάδα	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	0	4	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	742,00 EUR	2.968,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant
2.968,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
4	500 - 1999 km	275	1.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	4.740,00 EUR
Individual Support	13.992,00 EUR
Total Grant	18.732,00 EUR



Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Special Needs Support

Id	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Requested Grant
Total					0,00 EUR

Exceptional Costs

Id	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75%)
Total				0,00 EUR



Follow-up

How are you going to assess if the project's objectives have been met?

Although planning, supporting, and monitoring project implementation is especially important, assessment if the project's objectives have been met is indispensable, too. A well-designed SEL program includes not only evidence-based curricula and instruction, but also clear goals, benchmarks, and TOOLS for universal and targeted screening and progress monitoring. However, there is always the risk of creating additional workload. The impact of SEL programmes varies substantially. Even those with good evidence of impact cannot guarantee positive results in new contexts (transfer of life skills).

Taking into consideration the above limitation, except for monitoring progress, schools should also consider assessing children's SEL and Social and Personal Responsibility development in educational settings (the main objective of the project) in an informal (i.e. by using teacher reports and interviews) or formal way (i.e. by using validated measurement tools) or both. There are several self-reporting validated tools for assessing SEL in Educational Settings that can be used and partner organizations will be guided on selecting at least one. Further, students' responsibility (as a substantial part of the SEL theoretical framework) can be assessed, too, by reliable self-reporting measurement tools. Evaluation of students' social and emotional development and responsibility (through questionnaires) will be made before the outset of the project implementation (to provide baseline data) and after completion of the intervention (when the implementation of the project will be finished). Thus, project intervention impact will be made feasible to assess in a pre- post- design. However, care will need to be taken in the interpretation of the results and actions that will follow.

In addition, this project's particular objectives focus on (1) the reduction of conduct problems, (2) the improvement of academic performance, and (3) the improvement of school climate, as a result of the development of social and emotional skills of the students. Therefore, in order to assess if these objectives have been met, it would be wise to draw on multiple sources of evidence, that is, teacher reports about students' behaviors, student academic records, student daily logs and student self-assessment rubrics, student interviews and teacher interviews. A compilation of some of these sources (before and after the implementation of the project) can provide a well-rounded picture of the project effectiveness or areas of possible improvement (or both) in a pre- post- way as well.



How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The potential impact of the participation of the involved schools will be long-term, global, and multidimensional; long-term development of the STUDENTS and the SCHOOL STAFF and substantial improvement of SCHOOL CLIMATE are expected.

Research demonstrates that education promoting social and emotional learning (SEL) by addressing the five core competencies, has a substantial impact on students. It is expected that students participating in our SEL-intervention program will show increased academic performance, improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school as reflected in their behaviors. They will be the role models to others within the school and around the school. Behaviour and anti-bullying policies which will support and reinforce SEL development will lead to better behavioural outcomes, positive student teacher-relationships and a more positive school climate.

Classroom teachers will acquire experience in planning, supporting, and monitoring SEL programs and assessing their effectiveness. Providing training and support to school staff will increase teachers' confidence in their ability to respond to students' emotional, social and behavioral needs. Improving classroom management will involve teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. Teachers who will receive training related to SEL are more likely to improve their relationship with their children, more likely to agree that emotion is fundamental to learning, and more likely to agree that their children have consistent behavioural goals between school and home. Thus, the whole school and school community climate will improve.

Professional development on SEL will extend beyond classroom teachers to other staff members through the establishment of school norms, vision and behaviour policy (teaching assistants, lunch and hall supervisors, catering staff, sports coaches, and other non-teaching staff).

Finally, simple activities, routines, strategies developed (mostly in the form of particular lesson plans) in the subjects of PE and DE or in a combination of the two subjects, that teachers will use to promote their students' SEL, can be implemented during and after the project's lifetime in the particular subjects of PE and DA and other subjects, too.

Subsequently, the latter SEL activities can be further developed and adopted to the needs of each school. The transfer and incorporation of the basic principles of SEL implementation in PE and DA will be embedded in everyday teaching strategies of classroom teachers as well. Two teachers of each school in the local network built, will monitor and ensure post-project sustainability activities for at least one year. Moreover, availability of the results in the server and open access to project's website will be ensured by the coordinator for at least three years after the project completion.



Please describe your plans for dissemination and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

Within our partnership results will be known through partners' blogs and a project website built and monthly updated by the coordinator with the latest project outcomes and several key areas (objectives, results and activities); website's supplemental support (strategies and resources facilitating SEL teaching, information on evidence-based programs and curricula, and ideas for improving whole-school approaches and planning for SEL) will benefit partners.

Partnership teachers' training and guidance to develop results-based SEL strategies for their students will benefit their professional development. PE, DE and classroom teachers will acquire experience and directly benefit from the project implementation in their SEL delivery strategies; subsequently, they will function as project multipliers for their respective colleagues. Project results will be uploaded to EAC Dissemination platform as well.

At a school level, Erasmus+ corners equipped with bulletin boards and digital monitors will display the progressive activities and results of the project. Logo, posters, brochures and banners will be designed and placed in visible areas of each organization to diffuse results and impact of the project.

At local community level, press conferences in the mass media (TV, radio, internet-portals, newspapers) will be utilized for the dissemination of the project results in the wider public. Our results will be shared with the local academic community (schools, universities, theatrical/drama laboratories) and educational administrative authorities through presentations. A network of at least 5 local elementary schools will be built, to provide their staff with SEL resources, training and guidance and diffuse the results of the project through experiential workshops and seminars. A sustainability plan will be developed to facilitate the implementation of the project results (lesson plans and practices) in the network schools after the end of the project.

Parents engaged will benefit from the project, too, by their involvement in the drafting of school norms and behavior policy, information about the strategies used to practice SEL skills at home, and their participation in SEL workshops and family events, and parent-teacher meetings as an opportunity to discuss and get positive messages about their children's social and emotional development in addition to their academic development.

A compelling case on the benefits of SEL and an official report, based on the project results, will be made for the national stakeholders of the organizations (i.e., the Institute of Educational Policy of Greece) to reflect the growing demand for SEL inclusion in Elementary School curricula.

The results of the project's will be officially announced in the closing ceremony of the project (at the final transnational meeting), shared among and within partner organizations and disseminated across the local educational and administrative authorities in each partner's community.



Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (KB)
Declaration_on_honour-EL_28thElementaryTrikalaSchool.pdf	125

Please attach any other relevant documents.

If you have any additional questions, please contact your National Agency. You can find their contact details

File Name	File Size (KB)
Total Size (KB)	125



Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfils the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is:EL01 Greek State Scholarship's Foundation (IKY)

Please also keep in mind the following:

- Only the coordinating school needs to submit the application to its National Agency. Partner schools need to be listed in this application and must not submit the same application to their own National Agencies. If similar or identical applications are submitted by different schools to different National Agencies, all applications may be rejected.
- Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency. Before submitting your application, make sure that all participating schools are eligible in their respective countries.
- The documents proving the legal status of the applicant and each partner must be uploaded in the Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - 'Information for applicants').

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.


For the full description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form. http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm

- I agree with the Specific Privacy Statement on Data Protection



Submission History

If you have submitted more than one version of your application form, you can use this section to keep track of your work.

Έκδοση	Ώρα υποβολής	Υποβλήθηκε από	Κωδικός Υποβολής ID	Submission Status
1	2020-04-19 08:23:27	akoutelidas@gmail.com	1644786	 Success