



DIGITAL GRIOTS - ERASMUS+ PROJECT (2017-2019)

Portuguese Partner Report (June 2018)

THE PROJECT

Digital Griots is an Erasmus+ 2-year project the purpose of which is “to equip the technology users with vital skills to survive in the digital world (...) and develop digital literacy.”¹

THE PARTNERS

The project involves 6 partner countries: Turkey (coordinator), Bulgaria, Greece, Portugal, Poland and Italy.

PORTUGUESE INVOLVEMENT

1st transnational meeting (Turkey)

The kick-off meeting of the project took place in Edirne, Turkey (from 22nd to 25th November 2017).



In this meeting Portugal contributed with a presentation on the “Monitoring and Evaluation of Erasmus+ Projects”.

Kick-off Meeting (Edirne – Turkey)

22 - 25 November 2017

Monitoring and Evaluation of Erasmus+ Projects



¹ In <http://griots.curie.pl/about-us/>



Post-meeting tasks:

- Exhibition

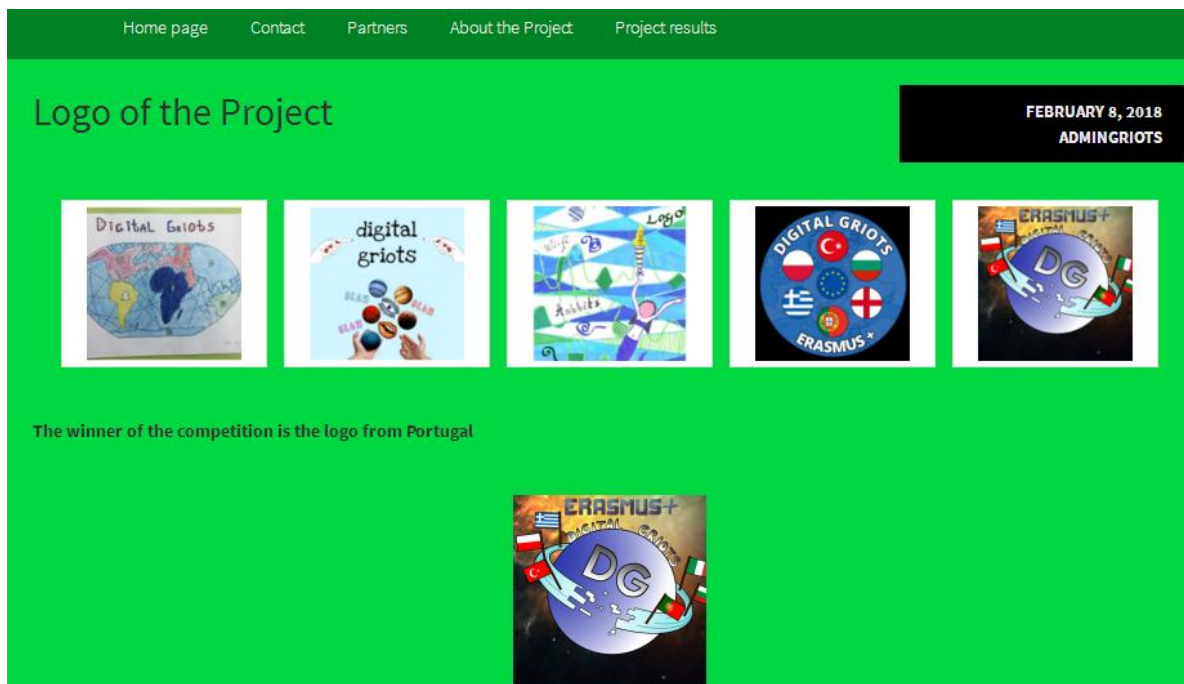
After returning home and in order to give visibility to the project, we set up an exhibition (A17) which was intended to show all students and teachers about the Edirne meeting, introduce them to the history of Turkey and to its gastronomy, by means of pictures and offers from the Turkish partner.





- Project's logo contest

In February a contest to choose the best project's logo was launched. The Portuguese students came up with four logos, among which one was chosen. The Portuguese logo, created by Carolina Rodrigues, was the winner with a percentage of 63,7 votes.



- Conference on Information and Media Literacy

Both 9th grade classes participated in a conference on Information and Media Literacy in the school library.





2nd transnational meeting (Bulgaria)

In April the partners met in Sofia, Bulgaria, for the second meeting, in which not only teachers but also some students participated. Four students from the Alcochete Schools Group were present, one of whom was Carolina Rodrigues, the creator of the winner logo.





Testimonials of the participant Portuguese students:

1) *"I truly enjoyed the week spent in Sofia. Everything was great, from the weather to the food, and I have no complaints whatsoever. But, more importantly, I believe all the students got along rather well, and for me, that was the best part of the whole trip."*

2) *"The week that I spent in Sofia was unforgettable. It was possible for me to experience something which I never thought I would. It was an experience that, I'm sure, will be helpful one day."*

This experience will for ever be in my mind and I hope others will follow. I had the chance to make new friends, learn the culture and grow as a human being."

3) *"If I was asked to describe the experience in Sofia in one word, I would definitely choose the word UNFORGETTABLE! We felt welcomed and everything was done so that we felt like home. Most of all were the friendships that I believe will last a lifetime. Bulgarian students were fantastic! They went with us everywhere and they were always ready to share everything with us. I can't forget the Turkish and Polish students, either."*

Contrary to my grandmother's beliefs, the food was delicious! We were never hungry. On the contrary, we felt full all the time!

The activities were a marvellous way to improve my digital skills, to practise my English and to reinforce the bonds between students from the participating countries. The treasure hunts around Sofia and in the park on the way to Vitosha mountain were great fun, too. Obviously not everyone had a perfect English, but that wasn't a problem because we understood each other and even had the chance to learn words and expressions in Bulgarian, Turkish and Polish."



*I loved to share these experience and memories with both my teachers and my school mates.
It was not easy to say goodbye, but I'm sure I will be back!"*

Post-meeting tasks:

- Exhibition

Keeping in mind the visibility to the project, the Sofia meeting was exhibited to the school community by means of pictures and some typical Bulgarian items.





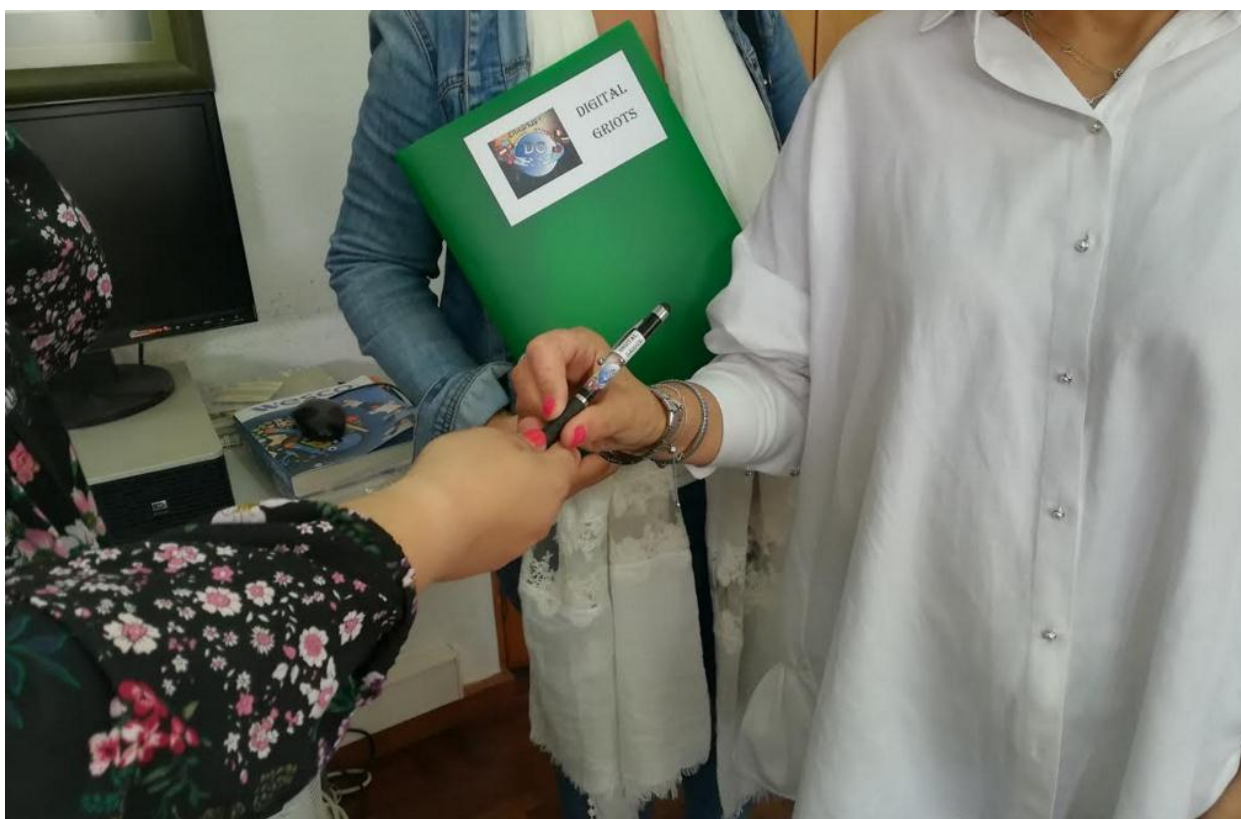
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- Glossary of internet words and expressions



- Activities on the film “The boy in the striped pyjamas”

At the end of May the students watched the film and they had some activities on it: a reflection on the topic friendship and the creation of an alternative ending.





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Some examples of the students' reflection on the friendship between Bruno and Shmuel:

- *“Although Shmuel considered Bruno a true and faithful friend, he knew that Bruno had the privilege of coming from and belonging to a world different from his. From a child’s perspective their relationship was acceptable despite the differences.”*
- *“We are all born capable of loving and liking. We laugh, we play with our parents who are our first love and with them we get to know the world and the others. The story of Bruno and Shmuel is a brief one but significant of how human beings have a genuine capacity for empathy and bonding, of how it is possible to enjoy ourselves if we do not lose our humanity, if we do not erect walls between us and others only because we belong to a different race / colour / religion, etc. The two boys illustrate an inspiring story of friendship, which neither fences nor barbed wire could destroy. These obstacles didn’t prevent them from getting to know each other and wanting to be*



together. They did not recognize any difference between themselves or constraints to play, run, share... These walls are built by groups of people who are propagating their baseless hatred without any purpose. The boys were two children who lived the horrors of war, a useless war that killed millions but did not kill the seed of what still remains within each: humanity. So let us be always human, even when we are told otherwise."

Some examples of the students' alternative endings to the story:

- *"At the last moment, just before the boys entered the gas chamber, the allies free the field and Bruno is taken by a Jew. Along with his "brother" Shmuel he gets to Israel where they are adopted by a Jewish family."*
- *"They were in the gas chamber and Bruno's dad was in panic trying to find him. He ran around until he understood what was happening. He demanded his men to stop right away. He entered the chamber and saw his son hugging another kid. Bruno realised that his dad was there so he ran up to him and hugged him*

as tight as he could. Shumel just looked sad because he didn't know about his friend's dad. Having seen this, Bruno introduced him to his dad, who was in shock. However, looking at the boys, he understood that friendship could overcome barriers, whether racial or others.

Astonishingly, he was sensitive enough to make a decision. He freed everyone. Pedro was really proud of his father's decision. He knew that everybody would be OK and that his friendship with Shumel was going to last forever."

- *"Instead of only playing and talking to Shmuel, Bruno actually pays attention to Herr Liszt's classes. Curious about what actually happens to Jews, he starts to eavesdrop on his father's meetings with other soldiers, and finds out about Concentration and Death Camps, the source of the foul smelling smoke, and that they plan to exterminate all of the Jews in the camp near his home.*
Being the adventurer he is, he decides he must warn Shmuel. Instead of planning to go search for Shmuel's father, Bruno explains to Shmuel the danger he faces, and asks him



to warn as many people as he can. Their plan was simple, save as many people as possible. Of course their plan was doomed to fail, but they didn't have time to think about where to take everyone after they escaped, because there was no time.

It's moving day, Bruno asks his mother if he can go play on the swing one more time before they leave. However, he doesn't have a sandwich. Bruno grabs 2 shovels and runs to the spot where he talks to Shmuel. As soon as Shmuel sees him, he gives signal to 2 very tall and strong men who quickly start digging multiple hole, and 7 other kids, which run as fast as they can warning everyone. A few minutes pass, and every single prisoner starts running toward the meeting spot. The 2 men had already finished digging 10 holes large enough for multiple people to escape. Obviously, the soldiers noticed the prisoner's intentions, and start firing warning shots; the Jews continue to run. All soldiers start shooting to kill. All hell breaks loose. Bruno's family start looking for him, but they have no clue of where he could be. His father is alerted of what's happening at the camp and heads there, while his mother and sister continue to search for Bruno.

Bruno and Shmuel are outside the camp, terrified while witnessing the murder of countless people. A few Jews have started crawling through the escape holes, however, Shmuel sees his father and tells Bruno he's going back inside. Bruno tries to convince him to wait, but Shmuel doesn't listen and goes back anyway, Bruno follows him. When they're about to reach Shmuel's father, he gets shot and dies. Shmuel falls to the ground

and starts crying, Bruno says they have to get out of there. The boys start running back to the escape holes, but another obstacle now stands in their way, Bruno's father had spotted them and now stands in their way. Bruno begs his father to take him and his friend away from there, but the Nazi soldier won't listen to his son's request. He draws his weapon and points it at Shmuel's head. Bruno shouts he already let his friend get hurt once, and won't let anyone harm him again, as he stands in front of Shmuel, the gun now pointed at his head. His father yields, stating he doesn't have the strength to shoot his own son. He orders the soldier that had driven him there to fetch the car because they're leaving. The boys get in the car, and start to leave the camp. Bruno continues to look outside, worried about all the Jews getting slaughtered and feeling guilty stating it was all his fault, completely forgetting Shmuel had just witnessed his father getting killed. Shmuel is in a state of shock, and for the rest of the ride, Bruno tries to console him.



Both boys survive, and Bruno's family decide to raise Shmuel. They later learn that Bruno's father was executed, under the accusation of being a traitor. They manage to hide Shmuel until the end of the war. After growing up, Bruno and Shmuel dedicate their lives to helping victims of World War II."

PROJECT DISSEMINATION

- Page in Alcochete Schools Group website in <http://agrupamento.aealcochete.edu.pt> .
- Meeting with the mayor, whom we introduced the project to.
- Contacts with local papers and newsletters in order to inform the community about the project.