



Erasmus + Project “Our Common Cultivation Brings Us Together”
Project Number: 2020-1-CY01-KA229-066003

**6/9/2020: 1st video call meeting on what’s up of the coordinators of
OCCBUT**

1. I would like to welcome everyone to the project and wish you all a happy and productive school year.
2. After we all get our initial letter of approval we respond by accepting to participate on the project.
3. We will get another letter from our N.A., the contract, which our headmaster signs, stamped by the school and send it back to our N.A. to get the grant. (80% initially and the rest 20% upon successful completion and after final evaluation)
4. We can start by informing our teachers, colleagues, students, parents, community, by sending information at home and giving sign up letters to students and teachers.
5. Create your group of teachers and students who will work for the project.
6. We can all start working on our project LOGO. Each school can propose their best logo and we can vote on the best one to be our project logo. DEADLINE OCTOBER 28
7. Each country should get one videotaped INTERVIEW from a vineyard farmer. DEADLINE NOVEMBER 30
8. Each partner to write two verses of a poem related to our theme in their language and translated in English. DEADLINE DECEMBER 15
9. Each partner to prepare a PowerPoint presentation about the Mythology of grapevines in their country or write specific Myths. DEADLINE JANUARY 30
10. Each partner video tape a traditional dance of their country. DEADLINE DECEMBER 23
11. Each partner to prepare and videotape a simple act showing A FARMER’s day. Could be an actual farmer or a simple play at school. DEADLINE FEBRUARY 25
12. Each partner to prepare prepare one comic with our theme. DEADLINE FEBRUARY 28
13. We should have online meetings once a month for coordinators and we should have some with the teachers that will be in the project and later on with students also.
14. We could have blended meetings also. Virtual until we can travel and physical later on. On Virtual meetings we get a 15% of the money. For example, if 25 students participate for 4 days’ times 50€ a day times 15% = 750€. ($25 \times 4 \times 50 \times 15\% = 750$) For teachers it is 100€ a day so depending on how many teachers participate you can get a certain amount. ($10 \times 4 \times 100 \times 15\% = 600$) anyway I’ll explain that again next meeting when we have more information.
15. We can get six months to a year extension to the project to complete all the mobilities.
16. Specific duties of each partner: Cyprus: Website, coordination, Greece: eTwinning, blog, Germany: compose project song, Italy: collect recipes for a recipe e- book from all the partners??, Portugal: Poems from our countries on



our theme to make a collection?? Spain: Calendar with photos from our meetings??

17. We can also work on drawings, art creations, creating models using recycling materials, tree planting, bake sales, etc.
18. Upload our products on the Webpage of our project (you will have to send it to me) eTwinning, Facebook project page,

I wish everyone good luck. If you have any questions or other suggestions let me know. The duties for the partners we can change them if you don't agree. The other products we can prepare them and share them also when we can have our actual meetings.

OCCBUT: NOTES FROM ONLINE MEETING ON THURSDAY 5/11/2020 AT 5:30 PM CYPRUS TIME

The partners were able to discuss the following points:

1. LOGOS – All partners completed their logos and send them to me (Cyprus). All of them very good. Congratulations to everyone for completing the first task! Soon, hopefully next week we will vote the logo which will represent our project. The link will be sent to you where you will be able to vote. I suggest that you first decide for your own school which one will be your choice! What I am planning to do is have my students and teachers involved in the project vote for which logo they prefer (excluding ours).
2. Our next assignment is to get two videotaped interviews from a vineyard farmer or a winery. DEADLINE NOVEMBER 30
3. Also each country to write two verses of a poem in their language and translated to English. DEADLINE DECEMBER 15.
4. Everyone seems to be registered at eTwinning except for Frank? We should all be posting at our project different information about our countries and in relevance to our theme. This is the official site of Erasmus and we will be evaluated from our work. That is why we should have most of our meetings on this site also. We should all upload our Erasmus days activities, our logos, and our final logos.
5. We all agreed to be meeting online once a month to discuss on the continuation of our project.
6. ONLINE MEETINGS: proposed days: Early February? Try to have online meetings with students and teachers for about three days and prepare everything as if it would have been an actual meeting in Greece (IERAPETRA). So everything we are preparing like our logos, our interviews, our countries' information etc. to share it those days during approximately 45 minutes. I will find more information from my NA and I will let you know more about that.
7. What are your schools planning to do the next couple months? (online or at school) We are thinking of showing our students how to make Palouse (cream with grape juice and flour) and other sweets using grape juice. We will try that at the Home Economics class and video tape it.
8. Christmas/Erasmus activities? Make posters on how other European countries celebrate Christmas, make Christmas ornaments, cards, decorations, songs, etc.
9. There was a suggestion to add activities with olives and olive products also.



10. We are working on the project website. It should be ready soon.
11. Thank you all for your cooperation and I am hoping all the best for all of you and praying that we will be able to meet soon!!!

MEETING NOTES OF MARCH 5TH 2021

1. The topics of the meeting were sent ahead of time and discussed (will send them again)
2. Also emphasized that we should all add more teachers at the eTwinning platform and ALL partners should post information from their countries. (please LIKE and comment the uploads of other people!!)
3. Prepare a PowerPoint presentation or/and video about our country, town, school and present it at our meeting on the 21/4/2021 at 11 CET OF MAXIMUM 15 MINUTES. During this meeting we can engage more students and teachers.
4. Please send to Ioulia Kastelianos joucas@cytanet.com.cy any information and activities about our project that took place at your school so that she can put it in our Erasmus website. Our website address is gym-evryviadeio-lar.schools.ac.cy/Erasmus.
5. We will get an extension of 12 months for our project. In case we are not able to complete all the mobilities we can organize a virtual meeting towards the end of the project. If we do that we need to meet for three days, 4 hours' minimum each day and we will get 15% of the funding for example for students we get $€58 \times 4(\text{days}) \times 15\% \times 4(\text{students}) = €139.2$ and for teachers $€106 \times 4(\text{days}) \times 15\% \times 2(\text{teachers}) = 127.2$. Of course we get more if we add more students and teachers. We can discuss this more, if necessary, in the future. During those meetings we have to prepare a program with all the activities and certificates for all the participants.
6. We agreed to ask our students involved in the project to prepare a small cv about themselves and start communicating with other students in the other countries. Lina will look up the possibility of creating a group at Instagram.

TOPICS FOR DISCUSSION ON OUR MEETING ON THE 5TH OF MARCH 2021

1. eTwinning sign up of more teachers from our schools
2. Try to post information (pictures, videos) from our schools, towns, countries on the eTwinning-twinspace, Facebook page, our Erasmus website every couple of weeks
3. Ioulia Kastelianos responsible for the website of our project. You can send her and to me your information
4. Get more interviews from different people working with anything that has to do with grapes/vines/wineries etc. at least by the end of April 2021
5. Tree planting period now- upload photos of vineyard planting this month March 2021
6. Each country to write two verses on our theme by the end of May 2021
7. Prepare a presentation about 10 minutes about our country, town, school, to be presented on our next meeting in April 2021.
8. For our next meeting we should try to have at least two students participating from each partner school also



9. We will apply for an extension of twelve months for our project in May 2021- please inform your principals/headmasters
10. Other suggestions???

Virtual meeting 24/11/2021

Attendees:

Stella

Petri

Rosanna

Silvana

Anabella

Frank

Eleni

Lina

Ana

Agreed dates of the Erasmus meetings:

1. Italy- Terni- 13 February – 19 February 2022 (Both of the airports in Rome)
2. Greece- Crete- Ierapetra- 25 April – 1 May 2022 (Airport in Irakleio)
3. Germany- Felsberg 3 October – 9 October 2022 (Airport in Frankfurt, Mainz, Airport (FRA))
4. Spain –Malaga- 27 November – 3 December 2023
5. Portugal- Porto- 12 February – 18 February 2023
6. Cyprus- Larnaca- 30 April – 6 May 2023

C1: Culture and Traditions 1st Lyceum of Ierapetra (E10186710, Greece)

C2: Sciences and Technology Drei-Burgen-Schule Felsberg (E10094715, Germany)

C3: Health/ Diet/ Nutrition IES ANTONIO GALA (E10125721, Spain)

C4: Economy/ Imports/ Exports / Tourism Escola Secundária Dr. Joaquim Gomes Ferreira Alves, Valadares, Vila Nova de Gaia (E10204755, Portugal)

C5: Education Istituto Istruzione Superiore Prof.le e Tecnico Comm.le - TERNI (E10086457, Italy)

C6: Closing/ Climate adaptation and future prospects Evryviadeio (E10221032, Cyprus)



C1: GREECE- Culture and Traditions

Culture, folklore, customs, songs, food dances and traditions from the partner countries that involve the land and specifically vineyards will be explored in this

activity. The students and teachers will have the opportunity to explore the history and culture and learn how they were developed through the centuries. At the

same time they will discover how other cultures developed and observe the similarities and differences. Wine has evolved as part of life, culture and diet since

the beginning of time. The art of viticulture and winemaking has also evolved in association with gastronomy, history, tradition, origin and local quality products.

Day 0: Group arrival, evening welcome and integration

Day 1: Getting to know the staff and education system in Greece then each country will present their school, country and the area, with presentations, wearing

traditional costumes from their countries, videos, photos and interviews of the local people. The countries vote on the project logo (each partner designed it in

their schools). Share/taste/sampling traditional food from the different partner countries. visit a vineyard in Ierapetra

Day 2: Each country will present a folklore, a song, a poem, a dance and a professional group of dancers will dance traditional Crete dances. Visit Chrysi Island

Day 3: Games and activities from each country with the vineyard theme and its products. visit a juices factory

Day 4: Experiment- chemistry - "The by-products of grapes" Show how many ways grapes can be used to make a variety of foods and drinks. - Visit Knossos

Palace

Day 5: Meet the representatives of the scientific community, local government and farmers, to talk about local production of grapevines, wineries, and how these

products help the local economy, provide jobs, and ensure that the youth goes back to nature to make a living. (At the same time the other countries will present

how the vineyard products help their economy and provide jobs and income to the people)? visit a winery. Evaluation, farewell evening.

Day 6: Group departure

C2: GERMANY- Sciences and Technology

At this meeting the partners will explore the project from the science aspect. Biology with enzymes, production of spirits, raisins, local products such as soutzouko



and kiofteri in Cyprus, Málaga Virgen, Malaga Virgen, Sol de Málaga y Trajinerio in Spain. Visit vineyards to see the traditional way of production and learn how

to do it in workshops.

Technology: production of juices, spirits, raisins (factory, machinery, etc.) Visit factories to see how technology changed the traditional process and the life of the

people. Get involved in the learning by doing! Students and teachers will learn how to produce certain products like raisins and juices.

Day 0: Arrivals, welcome to the host country, reconnections

Day 1: Welcome at school. Each country will present how each school teaches biology. experiment: show the process of fermentation and technology with

presentations, videos, etc. Visit the traditional shops of the area and the town

Day 2: Comics Creations: Students from all countries will present comics with the theme of “grape juice products in our lives” visit a juice factory

Day 3: Workshop on Fermentation. It is one of the oldest techniques to postpone the expiration date of food. It is an easy and sustainable way in which salt is

added to (for example) fish, meat or vegetables, in order to control the fermentation process and to create an intense taste. Visit a vineyard in the area and watch

how wine is made traditionally and the other by-products

Day 4: Green jobs opportunities. Invite scientists, local entrepreneurs the municipality and local authorities to present the careers around the subject of the project.

visit a local university to see possible careers on the topic.

Day 5: Workshop: Make raisins, juice, cookies, etc. using traditional methods and modern ones too. Have a simple contest asking students if they know “what are

grapes used for other than to make wine”. Winners can get jam made from grapes or other grape products. Visit, a winery to see all the products and by-products

of grapes. Evaluation. Farewell evening.

Day 6: Group departure

C3: SPAIN- Health/ Diet/ Nutrition

Each country researches about the diet, health and nutrition aspects of vineyards and their products. Healthy products, organic farming, (raisins, wine, juices,

etc.) The students will be able to research and learn about the quality of these products. Also compare the value of organic farming and products in the polluted



world and become educated critical thinkers about choosing what's best for them. Investigate the health aspect of alcoholism: addiction is a serious problem in

many countries and we need to emphasize the fact that we should help students to realize and understand that drinking creates many health problems and also

socioeconomic issues. Many countries are experiencing concerning trends in alcohol misuse, especially related to the so-called binge drinking amongst a

particular socio-economic and age group, with major health, legal, economic and social implications. Despite the differences in consumption witnessed worldwide,

studies show moderate consumption remains the general norm. Liver disease, cancer, brain damage, osteoporosis and other health problems are created due to

misuse of alcohol.

EU countries have the main responsibility for their national alcohol policy.

Trends and developments in alcohol consumption and alcohol-related harm in EU are monitored by the European Information System on Alcohol and Health

(EUSAH). EUSAH is maintained through cooperation between the European Commission and the World Health Organization (WHO).

Day 0: Arrival of groups, welcome, reconnecting

Day 1: Welcome at school. Workshop: Make jam or gliko (Cyprus traditional sweet) using grapes. Each country will present the nutritional aspect of vineyards and

the type of diet that exists in each country. Activity: play "grape hunt"! Visit a winery.

Day 2: Present viticulture and winemaking in each country. Comics creation. Visit the Malaga vineyards

Day 3: Research with questionnaires in each country and Present the results of medical problems created from overuse of alcohol in teenagers in each partner

country. Radio Show to disseminate the results. Visit a radio or tv station

Day 4: invite doctors to talk about alcoholism, professionals on agro tourism to present the different areas of Agro tourism careers in a broad range of roles, guides,

chefs, farmers, art and craft classes hosted by local artists, etc. visit a local Agro tourism operation.

Day 5: Prepare a recipe book with simple snacks from each country. Prepare healthy food/snacks from each partner country and taste them. Visit a rehabilitation

centre. Evaluation. Farewell evening.

Day 6: Group departure



C4: PORTUGAL- Economy/ Imports/ Exports / Tourism

Research on how the young people can earn a living from the land and what skills should they acquire. Also teach them to love the land and choose a living that

would help the whole planet. Entrepreneurship, imports - exports, GDP etc. Educate and research about the economic and environmental aspect of these

factories and businesses. Find out how this industry is helping the Gross National Product of each partner country. Investigate the growth of organic farming and

its future prospects. Vineyards Tourism: Tourists from all over the world visit our grape producing countries and enjoy being close to nature and consume all the

products. This can be further developed and could be used by the young people to make a good living. Students will find out about careers in Enology (the

science and study of wine and winemaking) and Viticulture (the agricultural endeavours of vine-growing and of grape-harvesting).

Day 0: Group arrival, evening welcome and integration

Day 1: Present the vineyard economy and tourism of each partner country with presentations, videos, photos, interviews of the local habitants. How is it affecting

the Gross national product. Visit a factory in the area.

Day 2: Present a SWOT analysis to show the strengths and weaknesses of each economy and suggest solutions and improvements concerning the vineyard

economy. Students will: Construct a model of successful vineyard economy. Visit a traditional grapevine.

Day 3: Field survey: Students will interview enterprises of the local community from traditional producers, modern and from organic farming. Compare them and

analyse the results with presentations, diagrams, videos, constructions. They'll create paintings, poster or constructions with the subject "our culture, us

economy, our future on the planet". Visit an organic farming vineyard

Day 4: Radio show. Discuss/ debate on the prospects of vineyards economies. The positives and possible negatives. Visit a local radio station.

Day 5: Organised from the host country to Invite representatives of the local municipality, factory owners, economists, to give their point of view. Walk around the local city. Evaluation. Farewell Party.

Day 6: Group Departure



C5: ITALY- EDUCATION

Alcohol education is the planned provision of information and skills relevant to living in a world where alcohol is commonly misused. The World Health

Organisations (WHO) Global Status Report on Alcohol and Health, highlights the fact that alcohol will be a larger problem in later years, with estimates suggesting

it will be the leading cause of disability and death. Informing people on alcohol and harmful drinking should become a priority. Drinking alcoholic beverages is

among the major causes of health problems world-wide. Educating the youth about the effects of alcohol and health problems may help prevent the damage

before it's too late.

How does education in each country help with addiction? What special programs do we have in each country to help our youth. (Seminars, workshops for students

with aggressive behaviour, seminars on alcoholism by professionals) Each country can share their ways of approaching or dealing with these issues and how

successful we are at solving these problems.

Day 0: Group arrival, evening welcome and integration

Day 1: Present how we can 1. Provide accurate, truthful and unbiased information about alcohol and its consumption.

2. Distinguish between abuse and use of alcohol.

3. Teach the consequences of underage purchase, possession and/or consumption of alcoholic beverages under the legal age.

4. Teach effective ways to reduce the potential harm that can be a result from the abuse of alcohol.

Visit a rehabilitation centre.

Day 2: Invite recovered alcoholics to talk about their lives. "living library workshop "Visit a cultural area

Day 3: prepare posters, Comics Creations: Students will present comics with title "Stay healthy, be informed, say no to alcohol ". Have a silent protest against the

use/ selling of alcohol to underage people. Walk around the city

Day 4: Discussion with experts on alcohol use/abuse. Cultural excursion

Day 5: Write verses and compose a rap song about alcohol and Invite a famous singer to sing with everyone. Evaluation, Farewell Party.

Day 6: Group Departure



C6: CYPRUS – CLOSING, ENVIRONMENTAL CONCERNS-FUTURE PROSPECTS

CLOSING of the Project with a small theatre production, with a scene from each country, that would include dances, songs, myths, etc. Production of three

dimensional structures or models of vineyards or factories. Each country can have an art competition and produce drawings from which we can choose the best

to make an e- poster. Each country can also write poems and short stories and use them for our e-book. Also traditional songs from each country, for example in

Crete we have Mandinades, in Cyprus chatista.

Evaluation of the project by each partner school. Presentation phenomena of climate change, how land in our countries provides the principal basis for human

livelihoods and well-being including the supply of food, freshwater and multiple other ecosystem services, as well as biodiversity & its important role in the climate

system. Discuss how the current climate crisis affects the vineyard products and the effects in the lives of people.

Day 0: Group arrival, evening welcome and integration

Day 1: Presentations from students about the climate crisis and how it's affecting each partner country. How the climate crisis will change the world map and the?

future sea rise. Visit an area where the climate crisis affected the production of vineyards.

Day 2: Presentations from weather and climate experts on the effects of climate change. Natural variability in climate and global warming can also affect rainfall

patterns in our countries and can contribute to desertification which reduces soil fertility, leading to long-term declines in agricultural yields, livestock yields, plant

standing biomass, and plant biodiversity. Visit a landscape where vineyards cannot be grown anymore.

Day 3: Comics Creations: each country creates" protect the environment, save the vineyards". Visit a wind farm to see the wind turbines

Day 4: Record our Song: We will record our song (each country writes two verses with composing music from our students) about the climate change adaptation in

connection with vineyards. Visit an organic farm.

Day 5: Workshop: Each country prepares a working model of a windmill. Invite representatives of an Agricultural Organic Farm to talk about the importance of



organic farming. We need to try and produce organic food for a healthier life. Evaluation, Evaluation of the whole project and future prospects or suggestions on

how to use the knowledge collected? Farewell Party.

Day 6: Group Departure

Activity Title: **Sciences and Technology**

1. Leading Organization **Drei-Burgen-Schule Felsberg(E10094715, Germany)**
2. Participating Organisations: 1st Lyceum of Ierapetra(E10094715, Greece)
3. Escola Secundária Dr. Joaquim Gomes Ferreira Alves,
4. Valadares, Vila Nova de Gaia (E10094715, Portugal)
5. Evryviadeio (E10094715, Cyprus)
6. IES ANTONIO GALA (E10094715, Spain)
7. Istituto Istruzione Superiore Prof.le e Tecnico Comm.le – TERNI (E10094715, Italy)

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?

At this meeting the partners will explore the project from the science aspect. Biology with enzymes, production of spirits, raisins, local products such as soutzouko and kiofteri in Cyprus,, Málaga Virgen, SMálaga Virgen, Sol de Málaga y Trajinerero in Spain. Visit vineyards to see the traditional way of production and learn how to do it in workshops. Technology: production of juices, spirits, raisins (factory, machinery, etc.) Visit factories to see how technology changed the traditional process and the life of the people. Get involved in the learning by doing! Students and teachers will learn how to produce certain products like raisins and juices.

Day 0: Arrivals, welcome to the host country, re connections

Day 1: Welcome at school. Each country will present how each school teaches biology. experiment: show the process of fermentation and technology with presentations, videos, etc. Visit tea, coffee houses and traditional shops of the area

Day 2: Comics Creations: Students from all countries will present comics with the theme of “grape juice products in our lives” visit a juice factory

Day 3: Workshop on Fermentation. It is one of the oldest techniques to postpone the expiration date of food. It is an easy and sustainable way in which salt is added to (for example) fish, meat or vegetables, in order to control the fermentation process. Visit a vineyard to watch how wine is made traditionally and the by-products

Day 4: Green jobs opportunities. Invite scientists, local entrepreneurs the municipality and local authorities to present the careers around the subject of the project. visit a university to see possible careers on the topic. Guided tour of Kassel world heritage site and a Beekeeping Museum (housed in the old Kartause Eppenber Monastery)

Day 5: Workshop: Make raisins, juice, cookies, etc. using traditional methods and modern ones too. Have a simple contest asking students if they know “what are grapes used for other than to make wine”. Winners can get jam made from grapes or other grape products. Visit a winery to see all the products of grapes. Evaluation. Farewell evening.

Day 6: Group departure



-participation of 50 students & 20 teachers. -enriching the staff with innovative didactic methods -increase of knowledge about the education system in partner countries -increase of language competences, scheduled work methods: -discussions, art creations, spending time together -multimedia presentations, constructions, experiments -group work, individual work, creative techniques, reflection in the project, we plan to apply and exchange experiences based on modern, contemporary and experimental methodology. Methods based on the practical operation of students, as well as activation methods, will allow the inclusion of receptors, increasing the effectiveness of learning. Methods of working with students during exchange: - reflections in smaller groups, individual reflection -photo gallery, videos, workshops

Please explain how this will be achieved and what the expected benefits are.

-Workshop: We will produce jam or marmalade made from grapes. All the procedure will be shown with video, photos. -Field study: visit to a vineyard and a winery presented with video, photos -Art creations Workshop: Students create Artworks using the theme" our culture, our science unites us" with paintings of vineyards and the different products from each country -Green jobs: Take interviews from workers at vineyards, factories and wineries -Workshop: present a Fashion Show with traditional clothes

Expected benefits-students become aware of: -Science importance in our daily lives -biology and home economics provide knowledge and skills -Science and technology can be used to produce a lot of products -Environment Career orientation arise motivations to stay close to nature and work with the land -Creating attitudes towards artistic creation, cultural heritage -Learning that "Fast food" industry is one of the major polluting industries in the world. -Empowering physical expression by sharpen their observation & concentration(gaining a greater sense of space and time) -Acquiring knowledge, critical & manual work skills (making raisins, jam, sweets, cookies, cakes, traditional food like kollifa in Cyprus) -Gain experience in integrating the theoretical perspectives learned in the classroom with experiences gained in the field -In forming an attitude towards fellow humans, in nature, in interpersonal relationships, in negative interference with the environment but also in ourselves -Active participation and co-creation - both in relation to teachers and students - gaining skills in producing simple products - appreciating the importance of biology and home economics in their lives - realizing that the cultivation of the land is important for all humans - distinguish and recognize the differences between conventional farming and organic farming - **share ideas and skills on teaching biology, chemistry and home economics as well as languages**

EACH COUNTRY SHOULD TRY TO PRESENT THE FOLLOWING IN A VIDEO AND PHOTOS FROM THEIR COUNTRY AT THE MEETING IN GERMANY (That was in our project proposal)

1. **-Workshop: produce jam or marmalade made from grapes. All the procedure will be shown with video, photos.**
2. **-Field study: visit to a vineyard and a winery presented with video, photos**
3. **-Art creations Workshop: Students create Artworks using the theme" our culture, our science unites us" with paintings of vineyards and the different products from each country**



4. **-Green jobs: Take interviews from workers at vineyards, factories and wineries**

-Workshop: present a Fashion Show with traditional clothes

C3 SPAIN MALAGA – 27/11/22- 3/12/22 – (27 AND 3 TRAVEL DAYS)

Each country should **research**:

1. **the diet, health and nutrition aspects of vineyards and their products**
2. **healthy products, organic farming**, (raisins, wine, juices, etc.) The students will be able to research and learn about the quality of these products
3. **compare the value of organic farming and products in the polluted world** and become educated critical thinkers about choosing what's best
4. **investigate the health aspect of alcoholism**: addiction is a serious problem
5. **show a Workshop** for example how to **make jam or gliko** (Cyprus traditional sweet) using grapes.
6. **present the nutritional aspect of vineyards and the type of diet that exists in each country**
7. **present viticulture and wine making in each country. Comics with nutrition in mind**
8. **research with questionnaires in each country and present the results of medical problems created from overuse of alcohol in teenagers in each partner country.** Radio Show to disseminate the results.
9. **prepare a simple recipe book with simple snacks from each country.** Prepare/bring healthy food/snacks from each partner country to taste them.
10. **presentation from each country on the products of vineyards, traditional sweets, food, diet, nutrition, education**

COORDINATORS' MEETING 12/1/2023

We discussed the following:

1. Evaluation of Spanish mobility. Thanks again to the Spanish team for a job well done!!
2. Portuguese meeting 9/2/2023- 15/2/2023. Anabela will inform us about the cost details, although she said that most of the food will be covered by their team. Probably will have to pay for the Sunday excursion of the teachers. Thank you Portuguese team and especially Anabela for all the hard work in preparing the next mobility. The presentations should not be longer than 10-13 minutes for



each country on the subject we talked about on Economy and tourism of each country. Any food restrictions or allergies to inform Anabela. Will be visiting 2 teachers from each country except Cyprus 4.

3. Mobility tool: Please start or continue writing your information for each mobility
4. FACEBOOK, Instagram, Erasmus website, newspapers, etc., we need to add as much as possible for dissemination. Please send me your school links to add them to the Erasmus website.

SPANISH MEETING 27/11/2022 - 3/12/2022 THE MAIN POINTS POINTED OUT BY TEACHERS

1. The students were very enthusiastic, interaction with the families, nice welcoming
2. "forced" the whole group to speak English and Spanish
3. Connection, socializing of teachers, sharing experiences
4. The Ronda trip was wonderful, hospitality, organization was very good
5. The food, the drinks, the raisins, the wine were all great
6. Visited the different areas where raisins are produced
7. Translator from Spanish to English needs improvement, while the guide to the vineyard was repeating a lot of the information
8. More technical support is needed with the presentations
9. Meeting the mayor was very nice and the presentation of the two songs was great
10. The activities matched the topic
11. Tappas were amazing! Excellent!!
12. Malaga, Ronda, museum, food, wine all great!!
13. Apartment heating didn't work too well, no breakfast so we had to go to a nearby diner
14. Time management, punctuality
15. Free afternoons were good,
16. Pick up and drop off at the airport was good,
17. The guided tour from Lina was very good because she knows the teachers and students
18. Students working together to prepare presentations
19. Strong connection to the project, even teachers who went to other schools came to talk and meet the group
20. Overall an amazing and unforgettable week with beautiful memories and lifelong friendship!!



C4: PORTUGAL – PORTO 9/2/23- 16/2/23

1. Research on how the young people can earn a living from the land and what skills they should acquire.
2. Find out how this industry is helping the Gross National Product of each partner country
3. Vineyard Tourism
4. Careers in Enology (the science and study of wine and winemaking) and Viticulture (the agricultural endeavors of vine-growing and of grape-harvesting).
5. Vineyard economy and tourism of each partner country with presentations, videos, photos, interviews of the local habitants. How is it affecting the Gross national product?
6. Present a SWOT analysis to show the STRENGTHS WEAKNESSES OPPORTUNITIES and THREATS of each economy and suggest solutions and improvements concerning the vineyard economy.
7. Construct a model of a successful vineyard economy
8. Create paintings, poster or constructions with the subject “our culture, our economy, our future on the planet”.