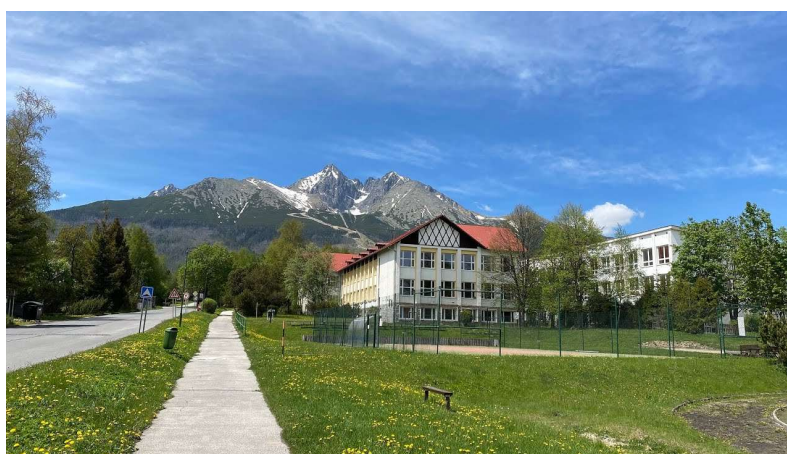




ZŠJEDOVNICE

**Project no.
2021-2-SK01-KA210-SCH-000050884
Historické eko-pomôcky v inkluzívnom vzdelávaní
2022 - 2024**



**Co-funded by the
Erasmus+ Programme
of the European Union**



Historické eko-pomôcky v inkluzívnom vzdelávaní

List of content

Project coordinator.....	<u>3</u>
Project partners.....	<u>4</u>
Project goals.....	<u>6</u>
About project.....	<u>7</u>
First activity.....	<u>9</u>
Second activity.....	<u>23</u>
Third activity.....	<u>31</u>
Conference.....	<u>41</u>
Evaluation tools.....	<u>43</u>
Summary.....	<u>53</u>
List of media sources about project.....	<u>55</u>



Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



Project coordinator

Základná škola, Tatranská Lomnica 14 123, 059 60 High Tatras, Slovak republic

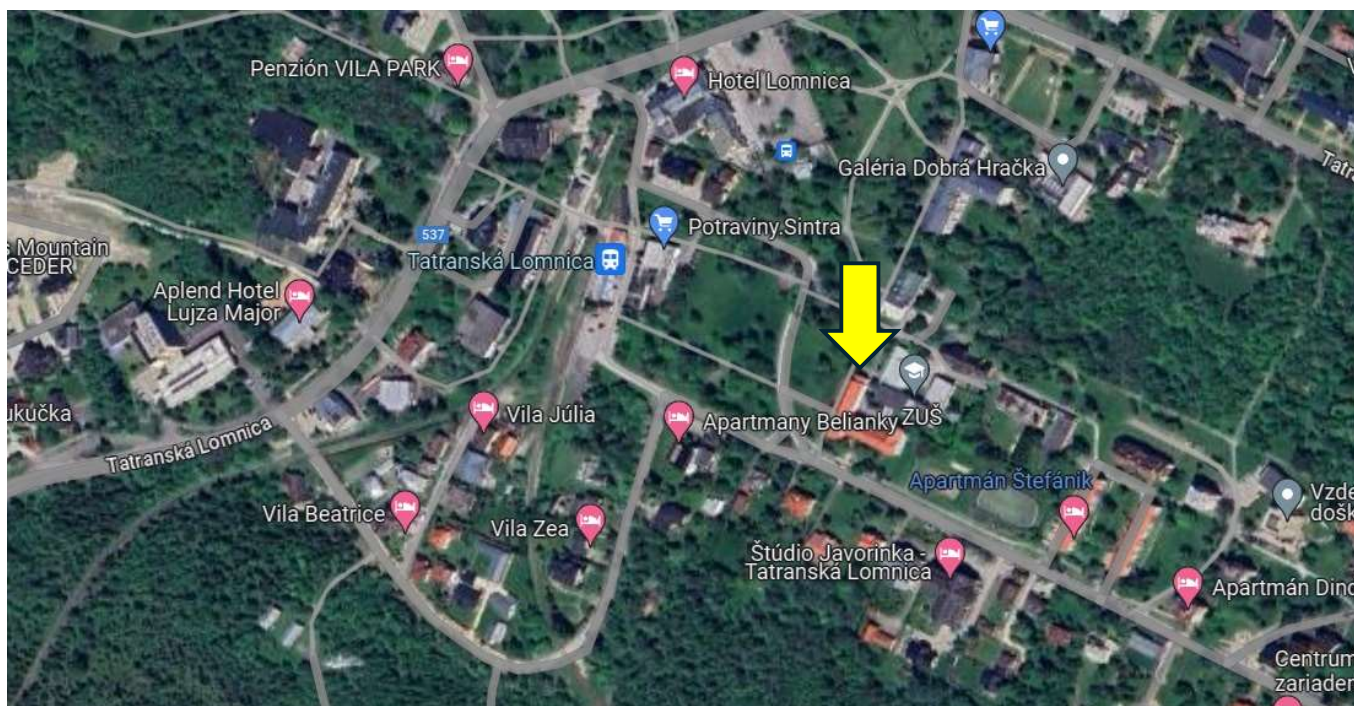
Country: Slovak republic

Region: High Tatras



The Elementary School in Tatranská Lomnica is one of the fully organized schools offering a comprehensive educational program focused on the first stage of primary education and the lower stage of secondary education. It is situated in the beautiful natural scenery of the High Tatras, directly below the majestic Lomnický štít. This location significantly contributes to the school's efforts in environmental education and support for ecological sustainability. It is important to mention that the school is located in a national park with the highest level of protection, which adds specific value to its educational environment with an emphasis on nature conservation. At the same time, the school is inclusive, supporting all students without discrimination.

<https://zstatrlomnica.edupage.org>





Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



Project Partner:

Základní škola Jedovnice, Nad Rybníkem 401, 679 06 Jedovnice, Czech republic

Country: Czech republic

Region: Moravský kras



The Elementary School in Jedovnice is a public institution attended by students of the first and second stages. It is located in the area above the Olšovec Pond in the region of the Moravian Karst. Its location predisposes it to focus on ecology and sustainable lifestyles. The main aim of the school is to provide quality education to students of all levels and lead them to achieve the best possible results. Key values include critical thinking, emotional and social intelligence, collaboration, curiosity, interest in the surrounding world, respect for individuality, inner motivation, and joy of life. The school excels in its approaches to inclusive implementation, boasting rich experiences in the preparation and implementation of national or international projects. <http://www.zsjedovnice.cz>





Historické eko-pomôcky v inkluzívnom vzdelávaní

Project partner:

Maďarsko-slovenská dvojjazyčná národnostná ZŠ a internát 3980 Sátoraljaújhely
Balassi Bálint utca 4, Hungary

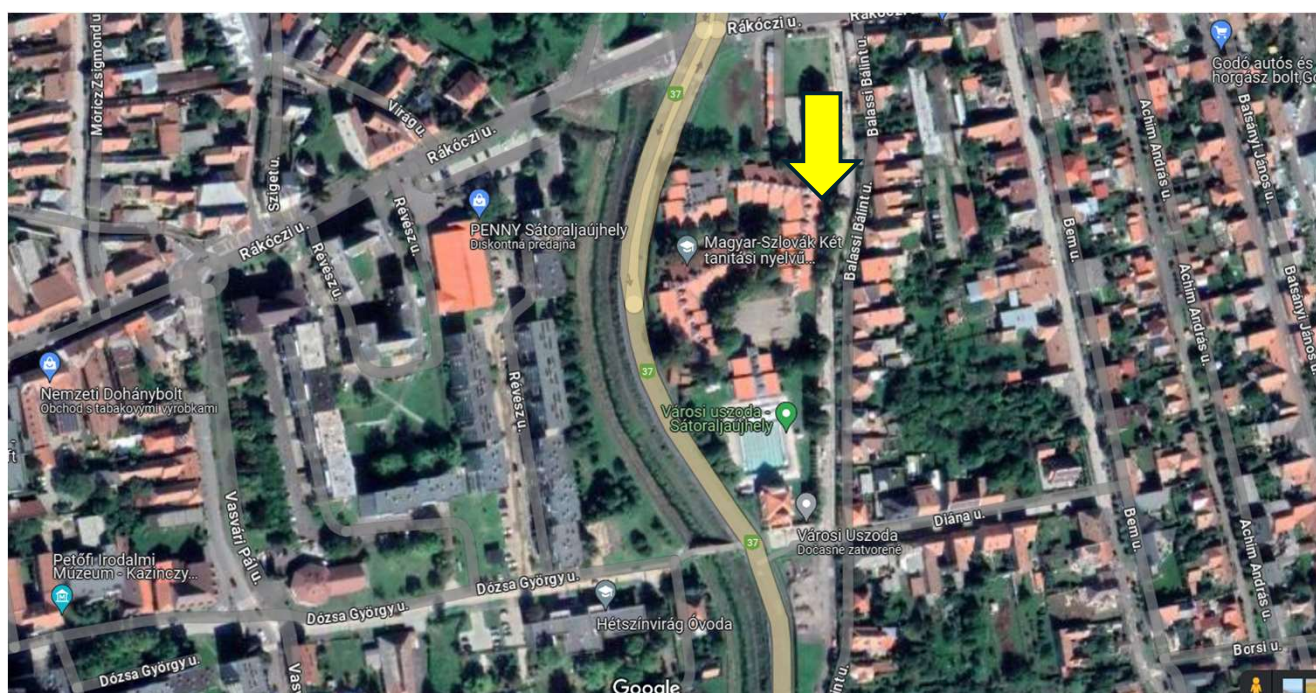
Country: Hungary

Region: Zemplín



The school serves as a cultural center in the border town, bridging Slovakia and Hungary. It is attended by students aged 6 to 14. The school's priority is teaching the Slovak language and Slovak ethnography. It focuses on regional education with an emphasis on the Slovak heritage in Zemplín. It portrays the shared cross-border past and rich cultural heritage. It nurtures Slovak culture, preserves traditions, distinguishes them from Hungarian ones, and simultaneously connects them. It ensures a strong connection with Slovakia at both student and school levels. The school is oriented towards innovative approaches to students, openness, and creates an educational environment aimed at inclusion. It has been implementing projects in the Erasmus+ program for many years.

<https://szlovak-sujhely.edu.hu>





Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



Project goals:

- To support inclusion at all partner schools through creative activities
- to create tools for eco-games to enhance inclusive environments and diversity
- to understand differences and accept them
- through international cooperation to make schools more European, i.e., more inclusive, tolerant, and emotionally stable with a strengthened approach to ecological sustainability
- to explore history, carry out empathetic experiential activities
- to draw inspiration from the practices of ecological sustainability of our ancestors.



Co-funded by The Erasmus+
Programme of the European Union



Základná škola Tatranská Lomnica

ZŠJEDOVNICE



School education

Cooperation partnerships (KA2)

Small partnerships (KA210)

Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní

Partnership of the organizations:

Základná škola, Tatranská Lomnica 123, 059 60 Vysoké Tatry
Slovak republic

Základní škola Jedovnice, Nad Rybníkem 401, 679 06 Jedovnice
Czech republic

Maďarsko-slovenská dvojjazyčná národnostná ZŠ a internát
3980 Sátoraljaújhely, Balassi Bálint utca 4, Hungary

Pic: Information banner for project (english version)



Historické eko-pomôcky v inkluzívnom vzdelávaní

About project:

The aim of our international cooperation was to transform our schools into a European context. We focused on several aspects, aiming to increase the level of inclusion and tolerance in our educational environments. We believed that through this initiative, we could strengthen the emotional stability of our students and support their commitment to ecological sustainability. At the same time, we set several specific goals that we wanted to achieve. One of them was to enhance inclusion at all partner schools through creative activities and the creation of tools for eco-games. We wanted to create an environment where students would feel engaged and supported regardless of their individual differences.

Our intention was to teach students to accept diversity as part of our culture. We aimed to create awareness among them about the importance of tolerance and empathy towards differences, thereby creating a more emotional environment in our schools.

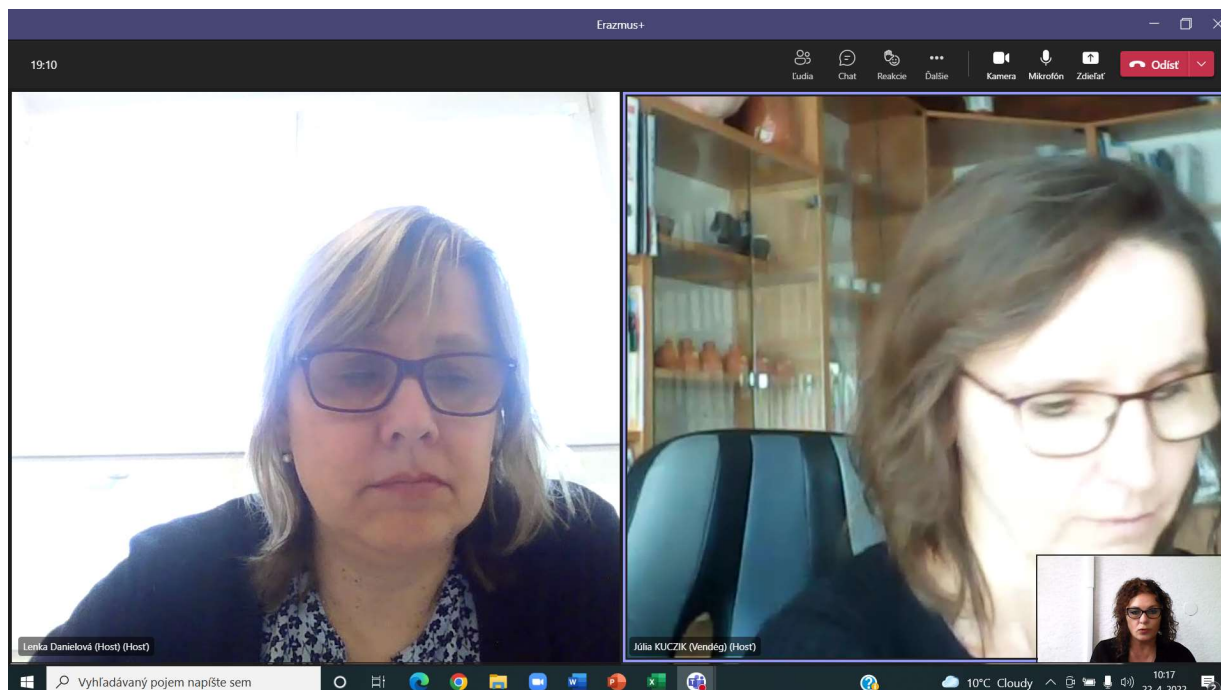
International cooperation was supposed to help us make our schools more European, with an emphasis on inclusion, tolerance, and ecological sustainability. The goal was to create an environment that would also be emotionally more stable and with a strengthened sense of environmental protection. We expected that our efforts would manifest in promoting an ecologically sustainable lifestyle not only among students but also among their families. Therefore, we committed to creating and implementing creative activities that would support nature conservation and sustainable development. Our goal was to create an environment where an inclusive culture and diversity would be strengthened, leading to greater cooperation and understanding among students.



Historické eko-pomôcky v inkluzívnom vzdelávaní

At the same time, we focused on exploring history and implementing empathetic experiential activities, drawing inspiration from the practices of ecological sustainability of our ancestors. We aimed to bring new and innovative approaches to education that would provide our students with rich knowledge about history, culture, and the environment. In this way, we sought to contribute to shaping future leaders with a sense of inclusion, tolerance, and sustainable development. By implementing project activities, we wanted to open the doors for students to explore other European countries, their cultures, traditions, and languages.

The overall aim was not only to provide students with quality education but also to develop their critical thinking, creativity, and ability to collaborate in a multinational environment. We are convinced that in this way, we are creating individuals who are better prepared to actively and responsibly engage in European and global society.



Organizational meeting of coordinators from partner schools, where the form of sharing project-related materials was agreed upon, using a shared online repository:

https://drive.google.com/drive/folders/1-Sv7oGynZLmvFiQVCXHrxW_Mzvini78K?usp=drive_link



Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



FIRST ACTIVITY

„ A leap into history, searching for sources of ecological aids facilitating movement in the winter season ”

GOAL: Development of key competencies of students in the field of environmental education, exploring new methods, activities, approaches, and opportunities to promote ecological sustainability using historical sources.

Location: Tatranská Lomnica

Date: 12. – 16.12. 2022

Participants total: 45

ZŠ Tatranská Lomnica: 18

ZŠ Jedovnice: 15

ZŠ Sátoraljaújhely: 12





Historické eko-pomôcky v inkluzívnom vzdelávaní

The first activity, titled "Leap into History: Searching for Sources of Ecological Aids Facilitating Movement in the Winter Season," was carried out at the Elementary School in Tatranská Lomnica in the High Tatras. The aim of this activity was to develop key competencies of students in the field of environmental education and to present new methods, activities, approaches, and opportunities for promoting ecological sustainability using historical sources.

Prior to the implementation of the activity, thorough preparation took place, during which the goals of the activity were integrated into the teaching plans of all three elementary schools participating in the project. During the project days, students regularly received information about the importance of traditional ecological aids and equipment for movement in mountainous terrain during the winter season. Emphasis was placed on their use for people with limited mobility.

Snowshoes – events:

<https://www.youtube.com/watch?v=QNBm8y-F7zw>

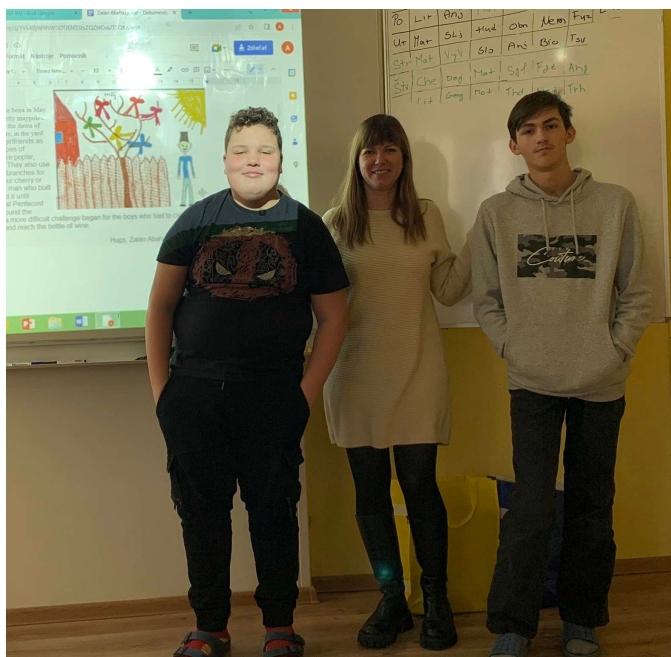
During this preparation, students at the Elementary School in Tatranská Lomnica prepared a presentation that specifically illustrated the purpose of ecological aids in movement. Subsequently, they proceeded to manufacture them using exclusively ecological materials. This presentation was shared with partner schools, which actively utilized it. In addition, a video conference was held with students from all participating schools..

Snowshoes – history and production <https://www.youtube.com/watch?v=QNBm8y-F7zw>





Historické eko-pomôcky v inkluzívnom vzdelávaní



Volám sa Štefan Gece, navštevujem siedmy ročník Dvojazyčnej slovensko-maďarskej základnej školy. Rád by som Ti predstavil túto inštitúciu. Naša škola sa nachádza na Balassioho ulici v Novom Meste pod Šiatrom v Maďarsku. Vyučujú sa tu tri jazyky: maďarský, slovenský a anglický jazyk. Škola pozostáva zo štyroch budov: školská budova, jedáleň, telocvičňa a budova bývalého internátu. Školská budova je prízemná. V hlavnej budove je jedna veľká chodba, na ktorej sú kvety, rôzne farebné nástenky a skrinky na odkladanie labátov a topánok. Na tejto chodbe sa nachádzajú aj všetky triedy vyššieho a nižšieho stupňa, zborovňa, riaditeľňa, jazykové laboratórium, knižnica, kabinety a učebňa informatiky. V učebni informatiky sa učíme pracovať na počítači, v jazykové laboratórium sa využíva na rôzne križky. V školskej knižnici je mnoho kníh v slovenskom a maďarskom jazyku. Okolo školy je park, v ktorom sa nachádza aj budova internátu a jedálne. Internát momentálne nefunguje. V jedálni obedujeme. Okrem toho sa tu často konajú rôzne slávnosti, napr. školský ples, fašiangy a predstavenia. Na dvore sa nachádza aj futbalové a basketbalové ihrisko. Vedľa je budova telocvične. Tu radi chodíme na hodiny telesnej výchovy. Často sa tu organizujú aj rôzne športové alebo kultúrne podujatia. Medzi stromami a krikmi sú preliezačky, hoidačky a šmykačky. Deti sa tu radi hrajú počas prestávok. Naša trieda sa nachádza na konci chodby, v zadnej časti hlavnej budovy. Trieda je priestraná a moderná. Nachádza sa v nej veľká interaktívna tabuľa, ktorú využívame počas väčšiny hodín. Pri stene sú umiestnené skrine, v ktorých sa nachádzajú učebné pomôcky. Do našej triedy chodí 14 žiakov, 9 chlapcov a 5 dievčat. Naša triedna učiteľka sa volá Lilla a učí nás maďarský jazyk a literatúru, a hudobnú výchovu. Moimi obľúbenými predmetmi sú dejepis, zemepis, biológia a cudzie jazyky. Mój najlepší kamarát je aj mojím spolužiakom. Poznáme sa od narodenia, veľa času trávim spoločne aj mimo školy. Volá sa Zalán. Oba máme 12 rokov, sme rovnako vysokí a máme aj rovnakú farbu vlasov a očí. On má rád rôzne športy, ako je futbal a basketbal. Našu školu reprezentuje na rôznych súťažiach.

Počas školského roka naša škola organizuje množstvo zaujímavých programov, ako napr. jesenné varenie slivkového lekváru, lyžiarsky kurz, letný tábor, a taktiež rôzne pamätné slávnosti a vedomostné programy. Tieto programy a možnosti robia čas strávený v škole ešte zaujímavejším a cennejším, preto som rád, že moji rodičia mi vybrali práve túto školu.

As part of the preparation for the first activity, students at the Elementary School in Tatranská Lomnica prepared a presentation about Slovakia along with a quiz and exchanged electronic letters on the topic "Introduce Your Country" in English and Slovak, which was an accompanying goal set by our Hungarian partners. They thus presented their country, school, gastronomy, customs, and traditions. In the Hungarian school, students prepared for the visit to Slovakia by improving their knowledge of the Slovak language. In this way, students had the opportunity to familiarize themselves with basic information about EU countries they would visit during the project activities.

Czech Republic

Czech Republic is a country in a Europe. Czechia is independence country with around 10,5 mil. people. The highest mountain in Czechia is Sněžka with 1603 meters. Czech Republic is divided on 3 historic regions, Czechia, Moravia and Silesia. Capital city of Czech Republic is Prague. In Prague there are lots of monuments, for example: Karlův Most, statue Svateho Václava and more.



Our school

Our school is very good. And very big.

Children in our school learn: Math, Czech, Natural science, History, Chemistry, PE, Music, Art, English and many other subjects.

We have 421 students.



Our school have very good lunch and good snack.

We have kind teachers. Our favourite subjects are Arts, PE, Music.

Historické eko-pomôcky v inkluzívnom vzdelávaní



The activity itself took place from December 12th to 16th, 2022, in Tatranská Lomnica, and 45 students from all three partner schools participated. The opening ceremony of the activity was held at the Town Hall in Starý Smokovec, where the mayor of the town of High Tatras welcomed everyone



Historické eko-pomôcky v inkluzívnom vzdelávaní

The main activity of the event, specifically the production and weaving of snowshoes from natural materials, represented not only a practical workshop but also an educational process focusing on inclusion and ecology. Education on inclusion was implemented through collaborative work among students regardless of their physical or mental abilities. The production of snowshoe weaving was designed so that it could be easily completed by students with specific educational needs. In this way, a collaborative and supportive environment was created through cooperation, where each student contributed with their abilities and skills.

Snowshoes – how to weave them

<https://www.youtube.com/watch?v=s61N9UjHfsw>



Historické eko-pomôcky v inkluzívnom vzdelávaní



From an ecological perspective, this activity focused on using natural materials in the production of snowshoes. Students not only learned the technique of weaving snowshoes but also discussed the ecological benefits of using natural materials and their gentle impact on the environment. This part of the activity aimed to strengthen students' awareness of nature conservation and promote ecological thinking and behavior. The overall goal of this part of the activity was not only to teach students practical

skills but also to encourage them to consider the importance of inclusion and ecology in their lives and in the world as a whole. This created a space for integrating practical activities with values and social education, which is a key aspect of the overall development of young people



Historické eko-pomôcky v inkluzívnom vzdelávaní



In addition to the production of snowshoes and their practical use in mountain terrain, which students had the opportunity to try out in the snowy terrain at Štrbské Pleso, the activity program included a rich variety of other activities aimed at enriching participants' experiences and offering them a diverse perspective on various aspects of ecology, culture, and regional history.



Historické eko-pomôcky v inkluzívnom vzdelávaní



Participants had the opportunity to explore the Tatra National Park through excursions to various locations, including Bachledova Valley with the Tree Canopy Walk, the Tatra Ice Dome at Hrebienok, Kvantarium, and Tricklandia. These excursions allowed participants to take a closer look at the unique natural and cultural treasures of TANAP and created space for discussions about nature conservation and sustainable



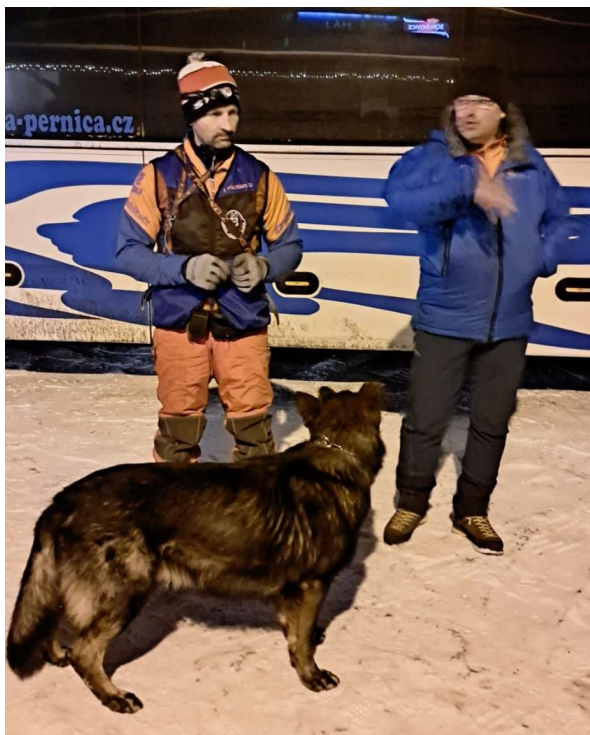
Historické eko-pomôcky v inkluzívnom vzdelávaní



Participants had the opportunity to learn about the history of winter sports in the High Tatras through a visit to the Ski Museum, which covers the development of these sports from their beginnings to the present day. This part of the program allowed students to gain a deeper historical context and understanding of the importance of winter sports for this area.



Historické eko-pomôcky v inkluzívnom vzdelávaní



Students had the opportunity to meet with a member of the Voluntary Mountain Rescue Service, who introduced them to the work and challenges associated with providing rescue services in mountainous terrain. Additionally, they had the chance to witness a demonstration of the work of a rescue dog, allowing them to gain a deeper understanding of the work of rescue teams and the importance of these services for the safety of tourists and visitors.



Historické eko-pomôcky v inkluzívnom vzdelávaní

A visit to the historical center of the city of Poprad, specifically Spišská Sobota, allowed them to explore the rich history and culture of this region. This part of the program provided participants with the opportunity to become acquainted with historical landmarks and traditions of the place, thereby expanding their knowledge of Slovak culture and history.

As part of the activity, participants engaged in the creation of Christmas decorations from eco-materials, which they used to decorate a common Christmas tree of European friendship, thereby connecting creative activity with a sustainable approach to the environment. This activity strengthened their creativity and, at the same time, familiarized them with the possibilities of using ecological materials in crafting.

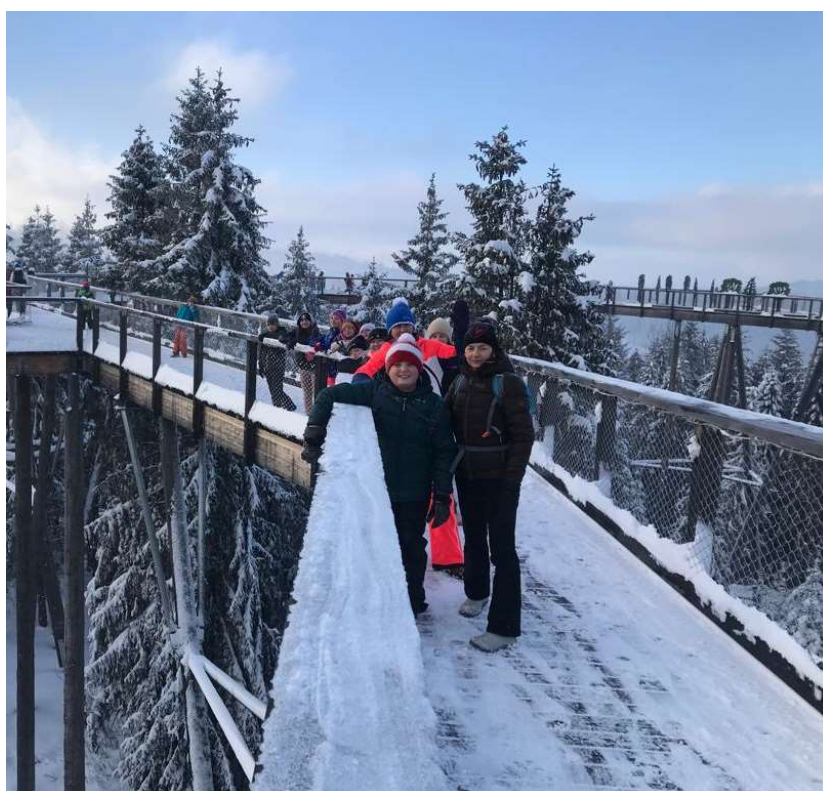


Historické eko-pomôcky v inkluzívnom vzdelávaní

During the activity, participants rehearsed a collective choreography for a Slovak folk song, which strengthened their collaboration, teamwork, and sense of belonging. This part of the program also supported inclusion and integration.



These diverse activities offered not only entertainment and education but also opportunities for creative expression, social interactions, and community building among the participants



Historické eko-pomôcky v inkluzívnom vzdelávaní

Participants received a certificate upon completion of the activity, which served as confirmation of their active participation, effort, dedication, and creativity that significantly contributed to the successful progress of the entire activity and to the strengthening of environmental awareness and inclusive culture



Local news report about mobility:

https://www.vysoketatry.sk/download_file_f.php?id=1

81





Historické eko-pomôcky v inkluzívnom vzdelávaní

Upon the evaluator's project challenge, we constructed a gazebo in the premises of the Elementary School in Tatranská Lomnica, which we utilize as an outdoor classroom, greatly benefiting education not only from an ecological perspective but also from an inclusive standpoint. We have thus created an environment where education intertwines with respect for nature and inclusive approach to all students.

The construction took place in two phases: 1. construction of the outdoor classroom



The construction of a shelter that enables teaching even in adverse conditions.



Historické eko-pomôcky v inkluzívnom vzdelávaní

SECOND ACTIVITY

„ We are expanding horizons – learning to create compensatory and educational aids for students not only with special educational needs“

GOAL: We are expanding horizons – learning to create compensatory and educational aids for students not only with special educational needs.

Location: Jedovnice - Blansko

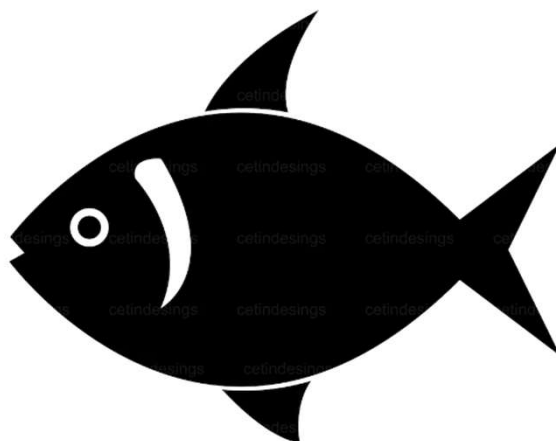
Date: 22. – 26.05. 2023

Participants total: 53

ZŠ Tatranská Lomnica: 16

ZŠ Jedovnice: 20

ZŠ Sátorajjáújhely: 17





Historické eko-pomôcky v inkluzívnom vzdelávaní

The second activity, "Expanding Horizons – Learning to Create Compensatory and Educational Aids for Students not only with Special Educational Needs (SEN)," was carried out with 53 students at the Elementary School in Jedovnice, Czech Republic. The aim of this activity was to explore new ways to assist students in the educational process. We didn't limit ourselves only to students with special educational needs but also sought to include and find support for children who require individual attention and assistance. Our goal was to create compensatory and educational aids tailored to the needs of each individual to ensure equal opportunities and a motivating environment for all students. The entire week was dedicated to the issue of fishing and fish farming.

After a warm welcome in the premises of the Elementary School in Jedovnice, participants from all three involved schools began to engage in the main activity of this project, which was weaving fish traps from willow twigs. The aim of this activity was to provide students with an opportunity to explore traditional historical craft techniques and skills that are part of cultural heritage. A significant benefit was the support for their creativity and manual skills through hands-on activities. We aimed to strengthen their positive relationship with nature and the need to appreciate the value of local natural materials and traditional crafts.



This activity helped develop their patience, concentration, and problem-solving skills, as weaving requires precision and perseverance

Historické eko-pomôcky v inkluzívnom vzdelávaní

On a beautiful sunny day, the students had the opportunity to try out the woven fish traps and other methods of fishing at the Olšovec pond. Through a discussion with the local fisherman, they gained knowledge about the methods of fishing in the past and present. The students discussed the importance of monitoring water quality for the preservation of the aquatic ecosystem



Woven fish traps <https://www.youtube.com/watch?v=S4MGdfJxn0g>

An unforgettable experience for both children and adults was the boat ride on the Olšovec pond in a dragon boat.



Historické eko-pomôcky v inkluzívnom vzdelávaní

As part of the creative workshops, participants had the opportunity to work with other natural materials such as clay and natural dyes. They created various compensatory and educational aids from clay. Using art therapy, they made their own colorful patterns on t-shirts using natural dyes. These creative activities allowed students to express their unique talents, interests, and abilities. Through teamwork, they developed their communication and social skills, critical thinking, and problem-solving in a collective setting.



Historické eko-pomôcky v inkluzívnom vzdelávaní

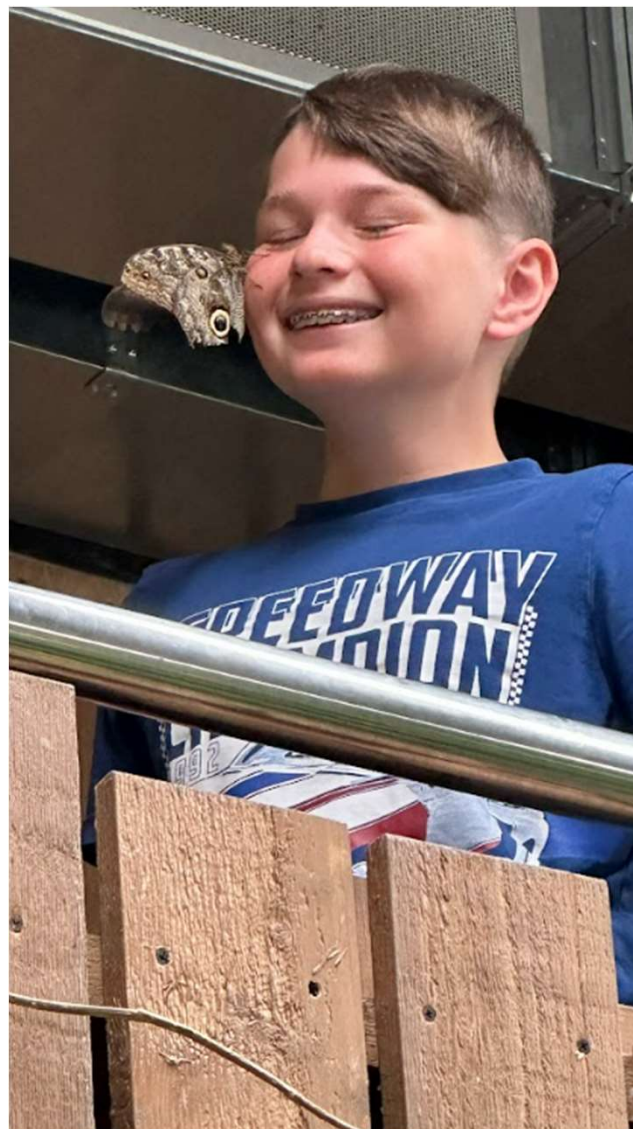


Students visited the Vida! park in Brno, where they had the opportunity to learn about and understand how the world around us functions, and to learn about the various impacts of science and technology on the environment. In this interactive exhibition, they could test their logical and technical skills through experiential product testing. The park offered them games, activities, and interactive experiences designed to be accessible to all visitors regardless of their abilities or other limitations. In such inclusive interaction, they had the opportunity to understand and accept diversity as a natural part of human society.



Historické eko-pomôcky v inkluzívnom vzdelávaní

During their visit to Papilónie – the butterfly house in Brno, they could observe the colorful life of butterflies up close. Learning about various species of butterflies highlighted the wide diversity of life in nature, leading to a better understanding and appreciation of biodiversity. The beauty, delicacy, and vulnerability of butterflies and their environment heightened students' awareness of the importance of nature conservation and environmental protection.



Historické eko-pomôcky v inkluzívnom vzdelávaní



Exploring the nature and history of the Moravian Karst was made possible by a visit to the Punkva Caves. A highlight for everyone was the boat trip along the Punkva River and the cable car ride to the Macocha Abyss. During the tour, students learned about the geological processes that led to the formation of cave structures. This allowed them to better understand the natural processes that shape our planet.



Historické eko-pomôcky v inkluzívnom vzdelávaní

During the activity, participants experienced many enjoyable group activities, such as practicing a group dance, engaging in sports competitions like bowling, having a barbecue, and enjoying a farewell disco.



These activities strengthened the sense of belonging, promoted teamwork, and enhanced communication skills and social interactions among the students. All the shared activities led to stronger relationships and the formation of lasting friendships. Each participant received a certificate of participation to acknowledge their contribution to the activity.



Local TV report

<https://youtu.be/N5hoq8LZxHg?si=op8NHN9k26LOb8MO>





Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



Third activity

„ We are learning to build a historical shelter for outdoor inclusive education ”

GOAL: We are learning to build a historical shelter for outdoor inclusive education.

Location: Sátoraljaújhely

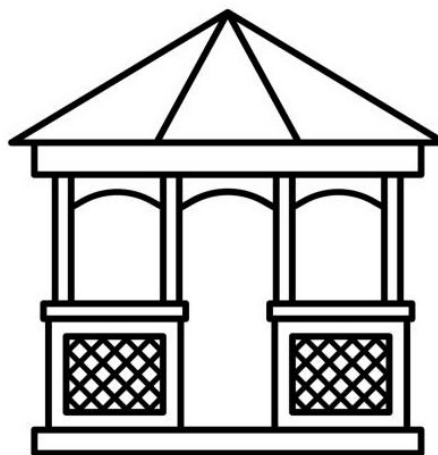
Date: 25. – 29.09. 2023

Participants total: 51

ZŠ Tatranská Lomnica: 19

ZŠ Jedovnice: 15

ZŠ Sátoraljaújhely: 17





Historické eko-pomôcky v inkluzívnom vzdelávaní

The third activity, titled "Learning to Build a Historical Shelter for Outdoor Inclusive Education," took place at the Elementary School in Sátoraljaújhely, Hungary. The main goal of this activity was to construct a historical shelter that would serve not only as an educational space but also as a demonstration of environmentally sustainable construction, reflecting historical building techniques and materials. Another goal was to explore and utilize natural materials such as wood, clay, and straw, traditionally associated with regional building practices in Dolný Zemplín. It also aimed to highlight how a practical and experiential project can directly contribute to the objectives of a European educational project. The combination of practical skills with historical knowledge and ecological sustainability forms a strong foundation for inclusive and diverse education.



The activity took place from September 25th to 29th, 2023. It involved 51 children from all three partner schools and was an integral part of the project focused on promoting inclusion, diversity, and ecological sustainability at the international level. This initiative was designed to strengthen the inclusive environment of all partner schools through creative and practical activities. Upon arrival at the school, the participants were welcomed by the principal, Ms. Júlia Kuczik, followed by a ceremonial reception hosted by the mayor of the city of Sátoraljaújhely.

Historické eko-pomôcky v inkluzívnom vzdelávaní

The program for the entire week focused on the construction of the historical shelter, exploring the history of ecological buildings, gastronomy, ornaments, and folklore typical of the Dolný Zemplín region, learning about the history of the area, visiting museums and historical sites, meeting with the oldest residents of the region, familiarizing oneself with elements of regional folklore, and using and processing natural ecological materials (straw, wood, clay, tree fruits) in workshops. These activities contributed to making schools more European, i.e., more inclusive, tolerant, and emotionally stable, with a strengthened approach to ecological sustainability. Inclusion was also supported through historical research, creative expression, and empathetic experiential activities. All activities allowed for the cultivation of friendly relationships, overcoming language barriers, and strengthening the sense of belonging and collaboration





Historické eko-pomôcky v inkluzívnom vzdelávaní

The main activity, building a historical outdoor shelter for inclusive education, was carried out through collaborative work among students regardless of their physical or mental abilities. Students with specific educational needs were also able to participate in this activity. Each student contributed their skills and abilities, creating an inclusive and supportive environment. Inspired by the sustainable practices of our ancestors, only natural materials were used in constructing the shelter. Students gained practical experience in their use, contributing to environmental education and awareness of the importance of environmental protection. The shelter was adorned with ornaments and symbols typical of the region, adding a distinct cultural dimension to the entire project. This experiential activity provided students not only with practical knowledge of traditional building techniques but also a deep understanding of the importance of ecological sustainability, inclusion, and cultural diversity. The result was not only an aesthetically appealing and functional shelter but also strengthened social and environmental awareness among all project participants. You can find the construction of the shelter in the link below

<https://www.youtube.com/watch?v=Wz5On4KnChg>



Historické eko-pomôcky v inkluzívnom vzdelávaní

The visit to the protected workshop contributed to the development of empathy towards people with disabilities and diversity, understanding of differences, and acceptance thereof. It also sparked an inclusive approach among students towards such individuals, fostering better mutual understanding and tolerance. Students had the opportunity to try pottery on a wheel, make baskets from wicker, weave carpets on looms, model clay, and braid bracelets. Sustainable materials were used in all activities, resulting in recyclable products. The use of such materials has a long-term positive impact on the environment



Historické eko-pomôcky v inkluzívnom vzdelávaní



A significant part of the program was dedicated to interactive activities, such as visits to local museums and historical sites, meetings with the oldest residents who shared their knowledge and experiences with traditional lifestyles. These experiences allowed children to learn through direct contact with elements of heritage that shape their region. The visit to the Hungarian Slovaks in the village of Baňačka contributed to the development of key competencies of students in the field of environmental education and the promotion of ecological sustainability using historical sources. Students gained knowledge about another European country, familiarized themselves with its culture, and traditions. These experiences allowed students to learn through direct contact with elements of heritage that shape their region and to learn about the history of ecological constructions. They also tasted typical dishes of Dolný Zemplín prepared by local residents. The residents also presented them with samples of regional folklore (costumes, songs, dances, houses). Learning about the unique cultural heritage highlighted its differences, leading to better mutual understanding and tolerance



Historické eko-pomôcky v inkluzívnom vzdelávaní

Exploring history and engaging in empathetic experiential activities were tools for creating new methods of informal education. These activities supported the acquisition of new key competencies to fulfill the goals of inclusion. By learning about the history of another country, students broadened their horizons and gained the opportunity to utilize historical sources in the modern era. The practical use of historical sources helped students recognize and accept differences. Through visits to the Ferenc Kazinczy Natural History Museum, the Great Library, the Historical School Museum, Rákoczi Castle, Károlyi Castle, and Fuzer Castle, students learned about the history of the country, the history of the town of Sátoraljaújhely, and its surrounding area.



Historické eko-pomôcky v inkluzívnom vzdelávaní



Historické eko-pomôcky v inkluzívnom vzdelávaní

Inclusion was a key aspect of all activities, and through shared experiences, an environment was created where everyone felt like a valued part of the collective. Fun and interactive elements, such as sports competitions, visits to the climbing wall, and swimming pool, not only increased physical fitness but also fostered emotional intelligence and empathetic skills among students. The disco and dancing played a crucial role in developing an inclusive spirit. Music and dance, universal languages understood by all regardless of age, gender, or cultural background, helped break down barriers and foster spontaneous expressions of joy and social cohesion. During dance activities, they learned new moves characteristic of different cultures, strengthening mutual respect and appreciation for cultural diversity. These activities also greatly contributed to overcoming language barriers



Historické eko-pomôcky v inkluzívnom vzdelávaní

Experiential activities played a critical role in strengthening a sense of belonging and acceptance. Through them, students experienced joyful moments of collaboration and fun, naturally leading to the formation of deeper, lasting friendships and better mutual understanding. These activities perfectly illustrated how inclusive and experiential education can effectively contribute to creating a more open, tolerant, and mutually enriching community.

Local TV report

<http://www.zemplentv.hu/kornyezet-es-nepismeret-erasmus-program-a-szlovak-iskolaban/>





Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



Online multiplikačné stretnutie konferencia

On March 18, 2024, the final online video conference took place between the partner schools of the Erasmus+ project 'Historical Eco-Tools in Inclusive Education,' as well as the invited Elementary School and Kindergarten in Dolný Smokovec. The content of the 120-minute video conference included an evaluation of the project's progress, an assessment of the project's objectives, as well as lectures on the topic of sustainability and ecology in student education, inclusion in schools, and in the educational process. A shortened recording of the online video conference can be found at the following link:

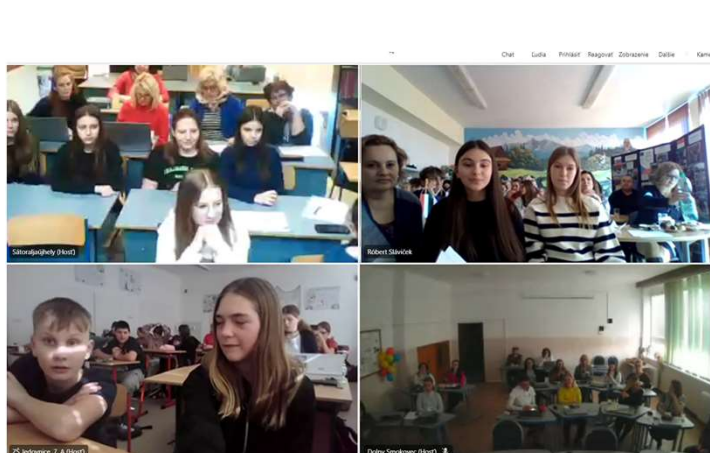
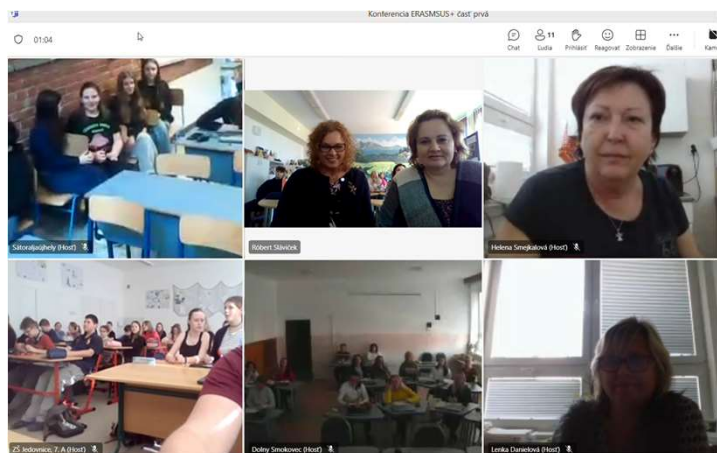
<https://youtu.be/ss6VAMARJds?si=tJ9Zjfi3LOhqP2bK>





Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní





Historické eko-pomôcky v inkluzívnom vzdelávaní

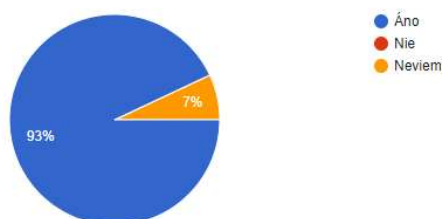
Evaluation tools

Disclaimer: Questionnaires took part in slovak language, as it was communication language for all the participants. Following responses are in slovak

At the beginning of the project, the entry questionnaire of the Erasmus+ project was conducted, where we assessed students' awareness of inclusive education at their school. Furthermore, we wanted to determine the extent to which students are informed about projects in which their school participates, thereby assessing the level of students' awareness of school activities and initiatives. We also aimed to verify how students assess their language skills in English and whether they are interested in improving their language proficiency.

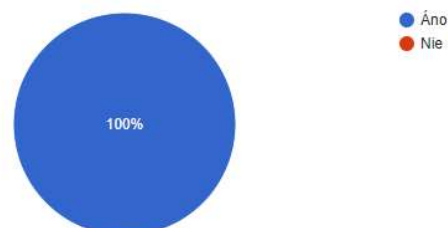
Zapája sa tvoja škola do rôznych projektov?

43 odpovedí



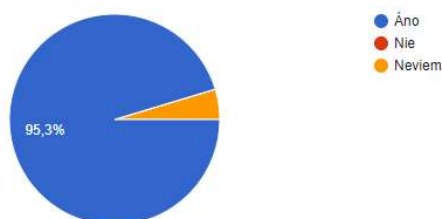
Dostal si možnosť zapojiť sa do tohto projektu?

43 odpovedí



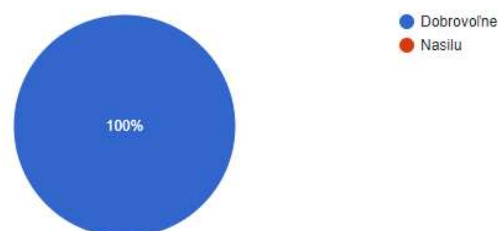
Vieš, že sa tvoja škola zapojila do projektu projektu ERASMUS+ "Historické ekopomôcky v inkluzívnom vzdelávaní"

43 odpovedí



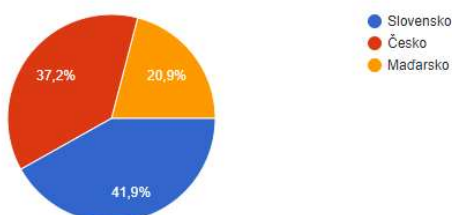
Na projekte ERASMUS+ sa zúčastníš

43 odpovedí



Do ktorej krajiny sa najviac tešíš?

43 odpovedí



Je pre teba prekážkou komunikovať v projekt Erasmus+ po anglicky?

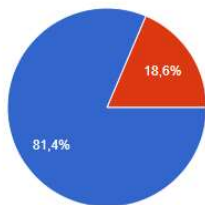
42 odpovedí



Historické eko-pomôcky v inkluzívnom vzdelávaní

Vieš, aké aktivity ťa čakajú v projekte ERASMUS+?

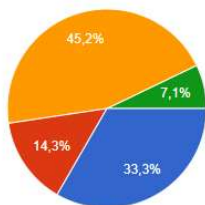
43 odpovedí



Áno viem
Nechám sa prekvapiť
Nie neviem

Čo myslíš, že bude pre TEBA najväčším prínosom?

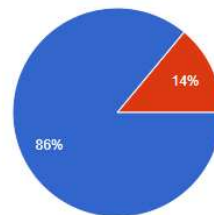
42 odpovedí



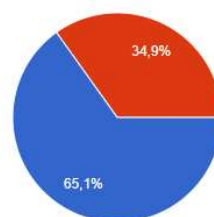
Naučím sa cudzí jazyk
Spoznám nové krajiny
Spoznám nových kamarátov
Neviem

Využiješ produkty vytvorené v rámci projektu ERASMUS+ pri vzdelávacom procese?

43 odpovedí



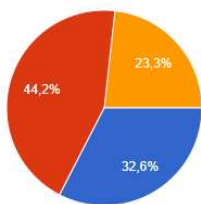
Myslím, že áno
neviem
myslím, že nie



Áno, určite využijem
Možno ich využijem
Nie, nevyužijem ich

Si žiakom/žiačkou

43 odpovedí

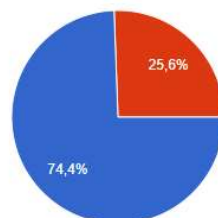


5. ročníka
6. ročníka
7. ročníka
8. ročníka

Kopírovať

V prípade, že tvoja skúsenosť a zážitky na projekt ERASMUS+ budú pozitívne, odporučil/a by si ostatným žiakom školy zapojenie sa do tohto, alebo iných projektov v rámci ERASMUS+?

43 odpovedí



Áno, určite
Možno
Nie

Questionnaire result:

Students' awareness of projects indicates that there is communication between the school and the students. Their interest in school projects shows that they are not just passive participants but have an active interest in school activities. If students are familiar with the focus of projects, it is likely that they understand their educational goals and values. This suggests that these projects can have a positive impact on the educational goals of the school and that they can be integrated into the curriculum. Students' interest in improving their language skills indicates that they recognize the importance of language education in today's globalized society..

Questionnaire results approved:

Mgr. Jana Šramková, math teacher, ZŠ Tatranská Lomnica

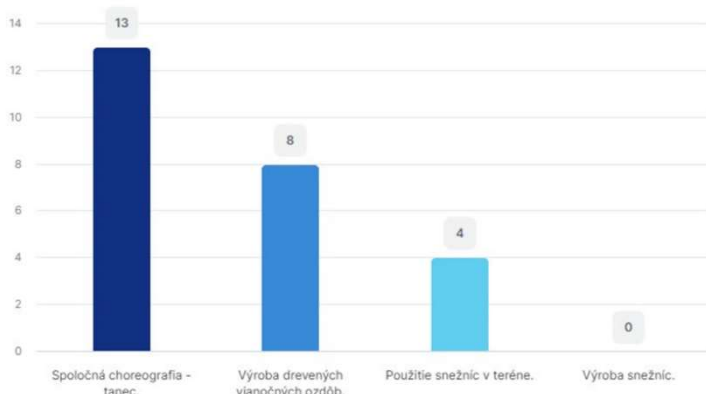
Historické eko-pomôcky v inkluzívnom vzdelávaní

Participant satisfaction questionnaire after the completion of the first activity focused on gathering their feedback on the activities already carried out in Slovakia

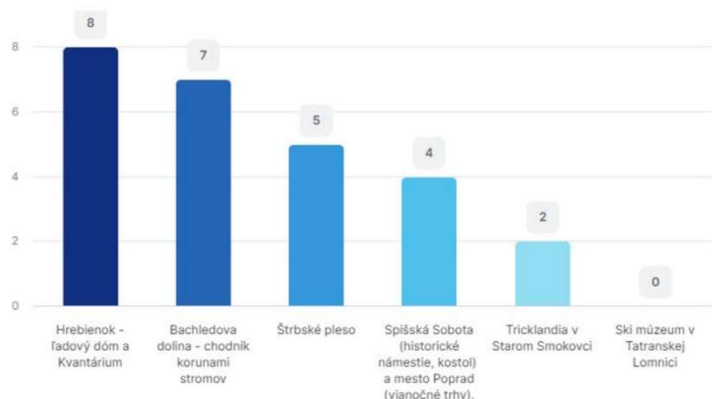
1. Ako si celkovo spokojný s priebehom prvej mobility Erasmus+ v ZŠ v Tatranskej Lomnici?



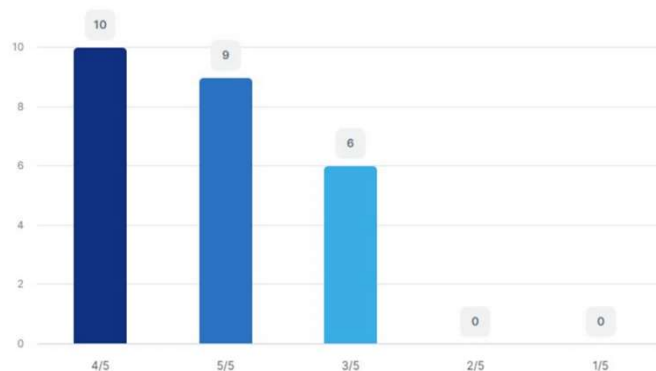
2. Ktorá aktivita sa ti najviac páčila?



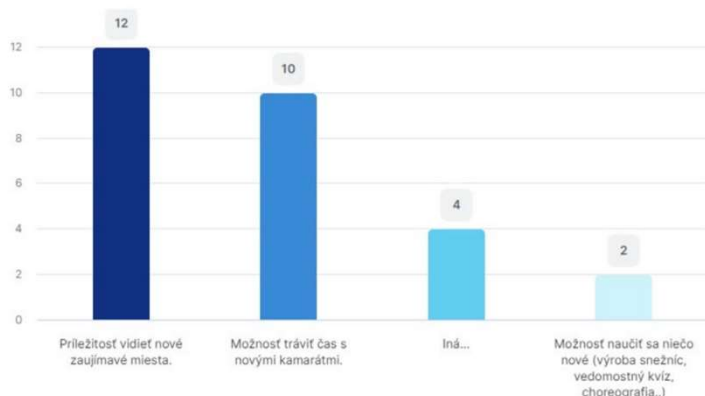
3. Ktorý výlet/exkurzia sa ti najviac páčila?



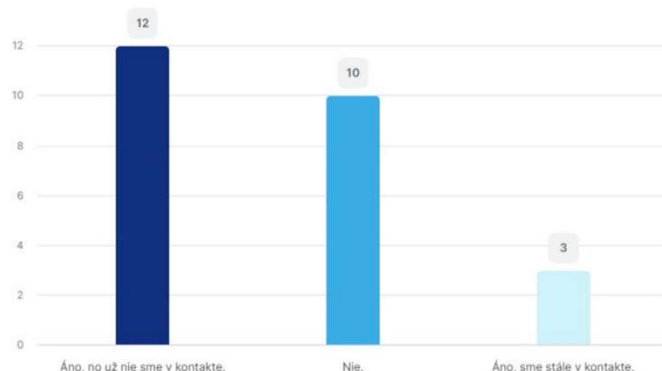
4. Bol si spokojný s poskytnutým ubytovaním a stravou?



5. Co bolo pre teba najdôležitejšie počas prvej mobility?

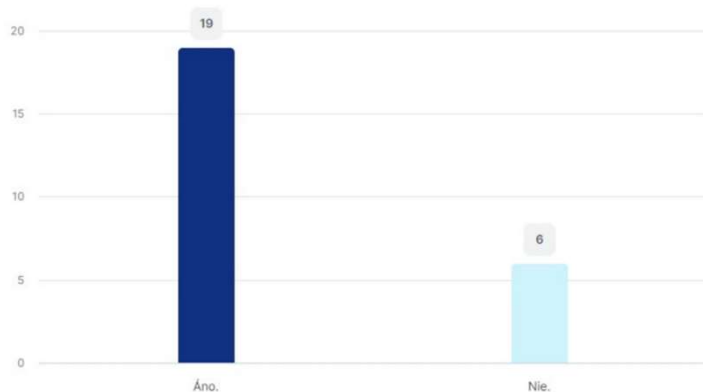


6. Našiel si si počas mobility nových kamarátov z iných krajín?



Historické eko-pomôcky v inkluzívnom vzdelávaní

7. Naučil si sa nové slová v inom ako svojom rodnom jazyku?



8. Napiš jednu aktivitu, miesto, vec, ktorá ťa počas mobility najviac zaujala a máš na ňu len pozitívne spomienky.

Bachledova Dolina
Strbské Pleso, Tricklandia, Hrbienok a vysoké vrchy
vyhlad na hory, nové kamaráti, bachledka
Vysoké vrchy a Bacedová dolina
párty
sněžnice
tricklandia
Tricklandia
Libily jse mi výlety.
kvartarium
starý smokovec
Vrchy
Bachletka
tanec
Vrchy
party
vyhlad na Gerlachovsky stit
Hrebienok
kvantrálum
Bachledka
Vrchy
tanec
kornami stromů

9. Máš nejaké návrhy na ďalšie aktivity v rámci projektu Erasmus+?

lyžování(snowboardování), výlet na Lomnický štít
Jazda na koni
Spoločné varenie a viac vyletov
Karaoke
nemám
nie ne
jazda na koni
Karaoke
ne všechno bylo dobré
karaoke, kupat sa
Spoločné varenie a sportové programy
domáci kyno
laser game
nevím
karaoke

Questionnaire result:

Overall, foreign participants in Slovakia were very satisfied. They particularly enjoyed the joint Erasmus dance of friendship and the trips to the mountains. The shared choreography actively promoted inclusive behavior among project participants. They also greatly appreciated the opportunity to see new interesting places and meet new friends from other countries. Many learned new foreign words. This confirmed our assumption that students would broaden their horizons by getting to know the diversity of the participating countries, their various cultures, and languages.

Questionnaire results approved:

Mgr. Jana Šramková, math teacher, ZŠ Tatranská Lomnica

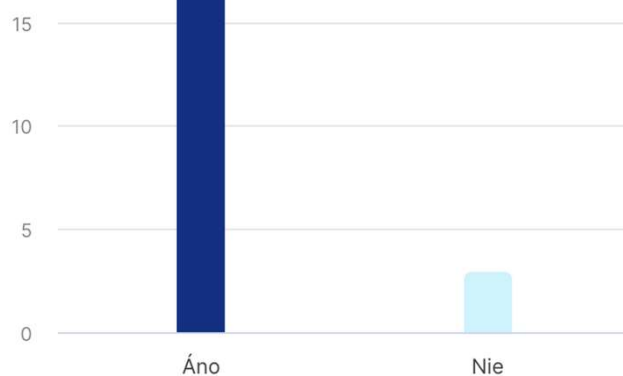
Historické eko-pomôcky v inkluzívnom vzdelávaní

Furthermore, through questionnaire methods, we found that students' participation in the Erasmus+ project has improved their awareness of the environment and ecological issues..

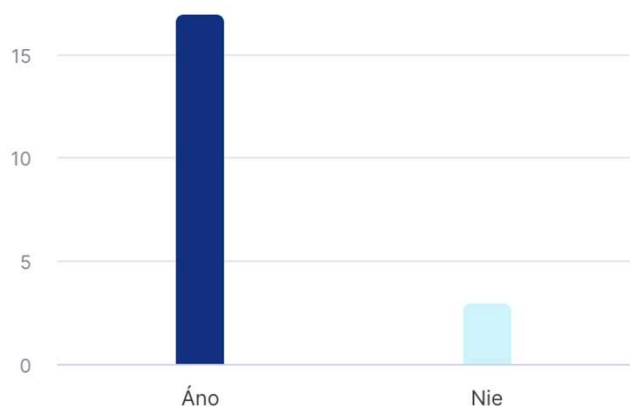
1. Triedite ako domácnosť odpad?



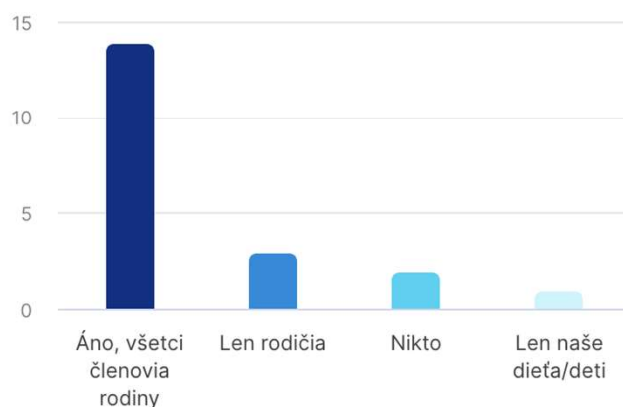
2. Opätovne využívate nejaký druh odpadu? (napr. kompost na hnojenie, sklenené nádoby, ..)



3. Snažíte sa odpad z vašej domácnosti čo najviac minimalizovať?

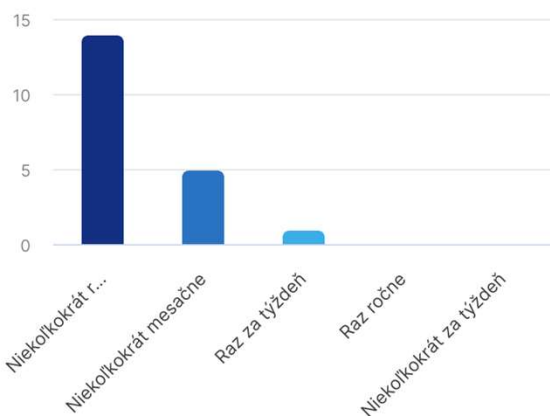


4. Snažíte sa ako rodina dodržiavať aspoň základné pravidlá zdravého životného štýlu? (zdravo sa stravujete, pravidelne športujete, máte dostatok...)

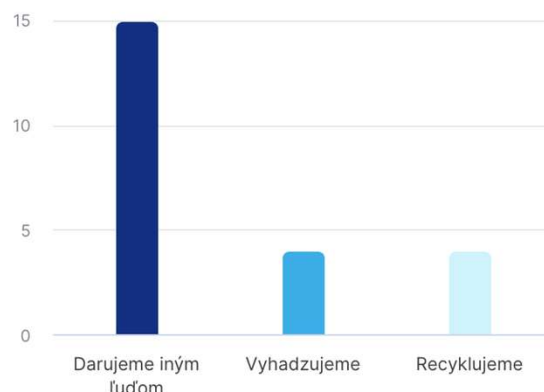


Historické eko-pomôcky v inkluzívnom vzdelávaní

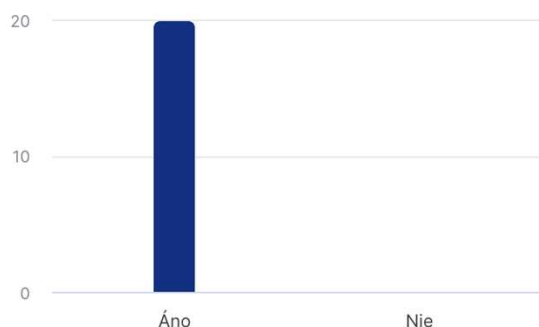
5. Ako často nakupujete oblečenie?



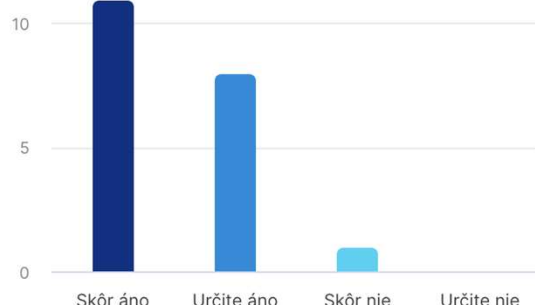
6. Ako nakladáte s obnoseným šatstvom?



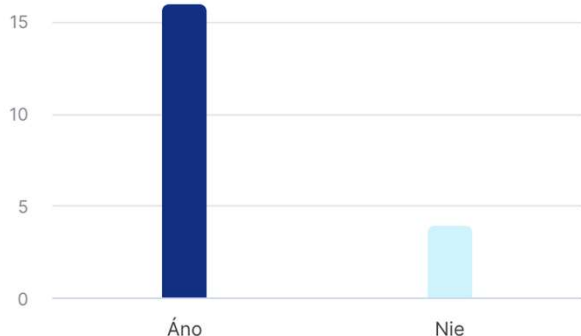
7. Uvedomujete si ciele a stratégie reklamného priemyslu, ktoré môžu viesť k manipulácii ľudského rozhodovania a neprimeranému...



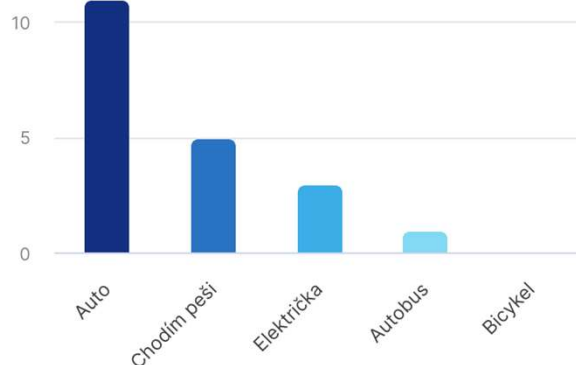
8. Myslíte si, že ako rodič ste pozitívnym vzorom v každodennom živote svojmu dieťaťu/deťom v oblasti environmentálnej etiky?



9. Využívate vo svojej domácnosti prírodné materiály napr. na výrobu rôznych dekorácií, ozdôb alebo inak?



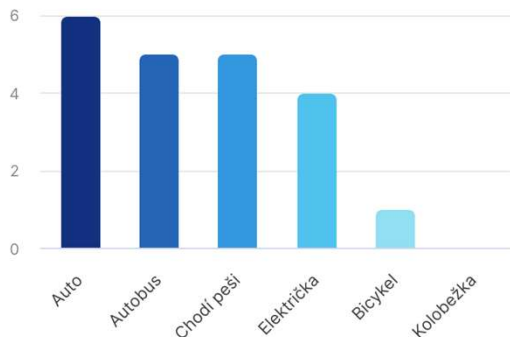
10. Aký druh dopravy využívate Vy ako rodič pri cestovaní do práce?





Historické eko-pomôcky v inkluzívnom vzdelávaní

11. Aký druh dopravy využíva Vaše dieťa/deti pri cestovaní do školy?



12. Uvedomujete si klimatické zmeny? Aké máte stratégie v súvislosti s adaptáciou na ne?



Questionnaire result:

Respondents stated that after returning from their international stay, they were more willing to make environmentally responsible decisions and changed their behavior in favor of the environment. The overall findings suggest that participation in the project has positively contributed to shaping ecological awareness not only among students but also among their families, which has the potential for long-term positive impact on environmental protection.

Questionnaire results approved:

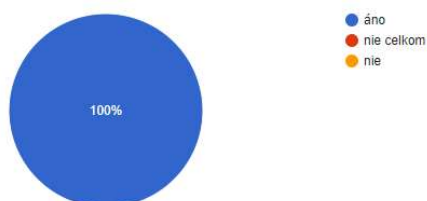
Mgr. Jana Šramková, math teacher, ZŠ Tatranská Lomnica

Historické eko-pomôcky v inkluzívnom vzdelávaní

At the end of the Erasmus+ project, a questionnaire survey was conducted to assess the perception of the social climate after completing all activities, focusing on tolerance, inclusive environments in schools, and the perception of diversity among students.

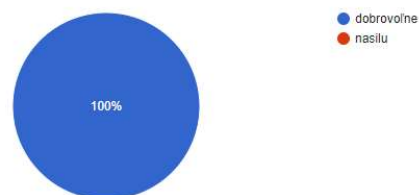
Vieš čo znamenajú pojmy inklúzia a tolerancia vo vyučovaní?

21 odpovedí



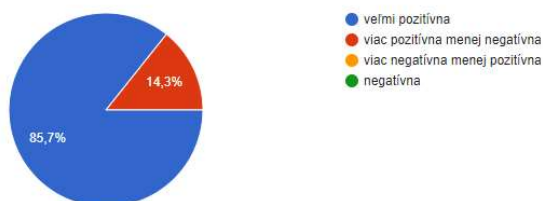
Do projektu zameraného na vytváranie inkluzívnych pomôcok vo vyučovaní som sa zapojil/a:

21 odpovedí



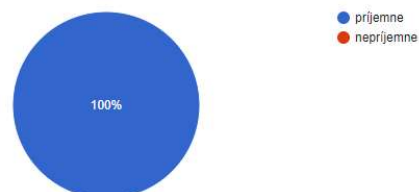
Tvoja skúsenosť s inklúziou v tvojej škole je:

21 odpovedí



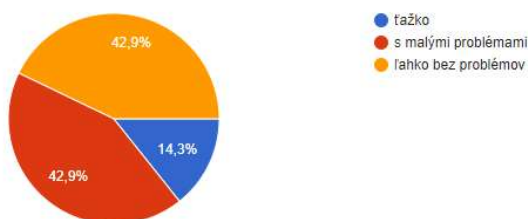
V prostredí chránených dielní počas projektových aktivít ERASMUS + si sa cítil/a:

21 odpovedí



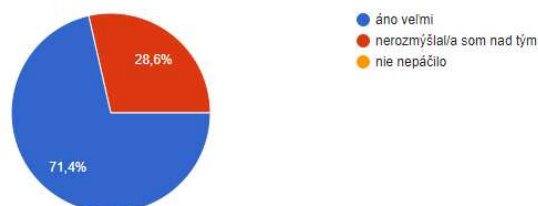
Ako sa ti darilo prekonávať jazykovú bariéru s deťmi hovoriacimi iným jazykom než slovenským:

21 odpovedí



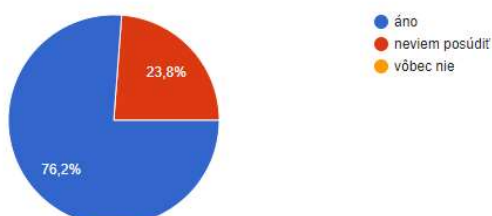
Páčilo by sa ti, ak by sa do vyučovania zahrnuli aktivity, ktoré si zažil/a v projekte ERASMUS+?

21 odpovedí



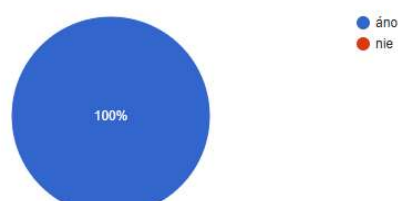
Sú podľa teba deti so špeciálnymi potrebami záťažou vo vyučovacom procese ?

21 odpovedí



Myslíš si, že inkluzívne pomôcky vyrobené z prírodných materiálov chránia životné prostredie?

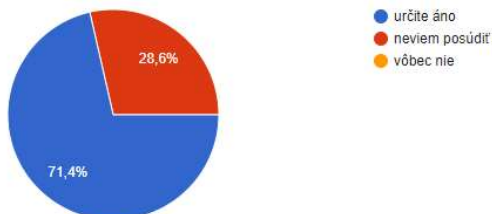
21 odpovedí



Historické eko-pomôcky v inkluzívnom vzdelávaní

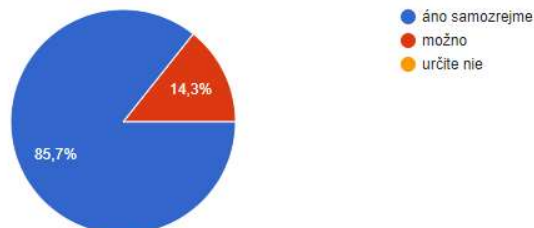
Myslíš si, že tieto pomôcky v značnej miere pomôžu žiakom so špeciálnymi potrebami vo vyučovaní?

21 odpovedí



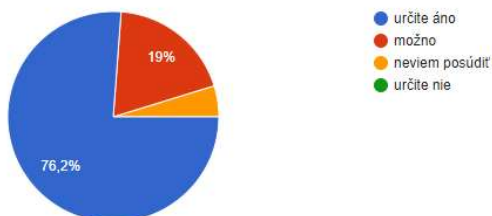
Podľa teba takéto projekty pozitívne rozvíjajú a upevňujú vzťahy v rámci krajín EÚ?

21 odpovedí



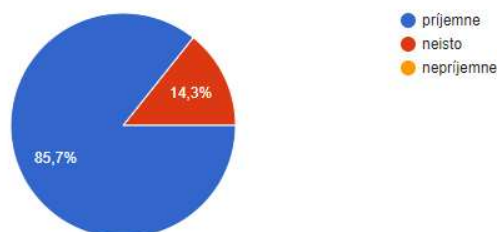
Dokázal/a by si navrhnúť vlastnú inkluzívnu pomôcku z ekologického prírodného materiálu, ktorá by pomohla žiakom pri osvojovaní si učiva a zvládání náročných situácií v škole?

21 odpovedí



V spoločnosti ľudí iných národností som sa cítil/a:

21 odpovedí



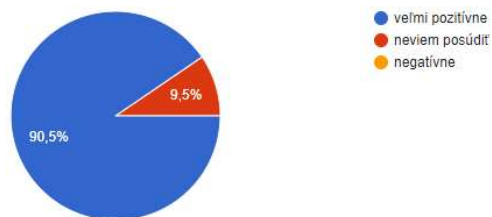
Ak by sa škola opäť zapojila do podobného projektu EÚ zameraného na inklúziu a toleranciu vo vyučovaní rozhodli by ste sa do projektu :

21 odpovedí



Ako hodnotíš tento projekt z hľadiska efektivity v inkluzívnom vzdelávaní.

21 odpovedí



Questionnaire result:

The survey revealed that students gained an even broader understanding of inclusion after completing the project. They better understood that their peers with various learning disabilities are not obstacles in the educational process, and thanks to the use of created eco-tools, education improved and became more enjoyable and engaging for them. Based on this, we can positively assess that the inclusive environment itself provides students with the opportunity to find friends among other children, thereby gaining social skills necessary for independent existence and functioning in society.

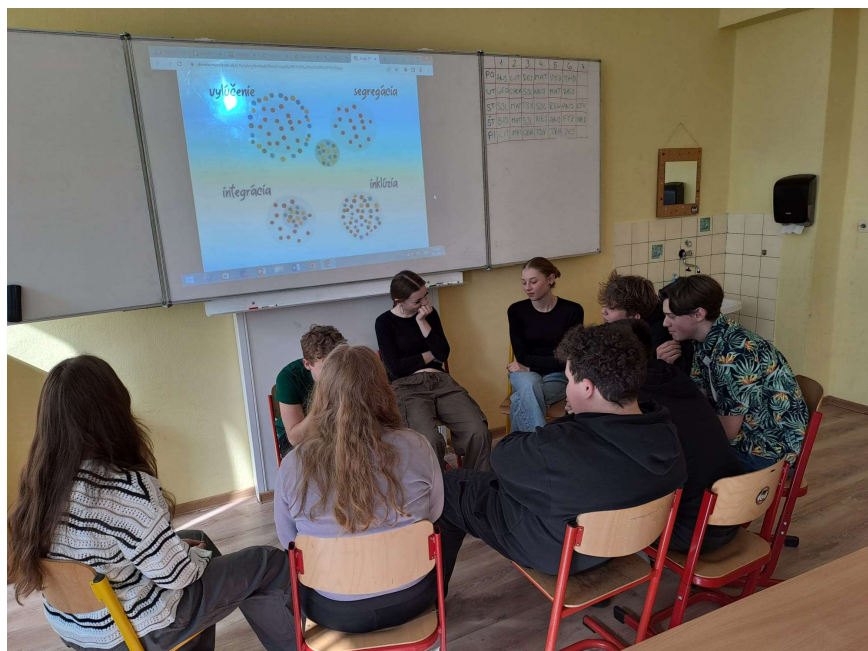
Questionnaire results approved:

Mgr. Jana Šramková, math teacher, ZŠ Tatranská Lomnica

Historické eko-pomôcky v inkluzívnom vzdelávaní

„Discussion with students on the topic of 'Inclusion and Diversity in the School Environment'”

The main goal of the discussion was to raise awareness among students about the importance of inclusion and diversity in the school environment, which would promote empathetic understanding among students towards their classmates. We wanted to emphasize the importance of recognizing and respecting diversity in order to help create an inclusive and stimulating environment for everyone.





Historické eko-pomôcky v inkluzívnom vzdelávaní

Summary

After completing the activities, we can conclude that the main goals of the project focused on inclusion and ecology were achieved. Throughout the project, we created a stimulating environment that encouraged the active involvement of all participants regardless of their nationality, cultural, social, and economic backgrounds. The activities carried out positively influenced the ecological awareness of young people – raising awareness of environmental protection, sustainable ecology, and practical utilization of historical sources. Inclusive environment and diversity were reinforced by the production of didactic aids and products from environmentally sustainable materials suitable not only for students with special educational needs.

The target group was students and teachers from the participating schools. The age category of students ranged from 11 to 15 years old, who could handle separation from their families and communicate appropriately in English. We supported equal opportunities and access by involving children from less stimulating environments and children from the Center for Children and Families. After completing each activity, the participating participants received official certificates.

Through the activities carried out, we strengthened empathy towards students with disabilities, the emotional intelligence of students, leading them to accept diversity. They increased their awareness of other European countries and cultures. They formed new friendships, communicated in English, and learned the language and culture of the visited countries. By using ecological and recyclable materials in creative activities, they realized the interdisciplinary connections between ecology and history. All activities promoted green motivation beyond just climate and environmental protection, instilling a message that needs to be lived in every moment.

The participating schools incorporated the project's goals into the curriculum of individual educational areas (Language and Communication, Mathematics and Information Literacy, Human and Society, Human and Nature, Human and Values, Human and the World of Work, Arts and Culture, and Health and Physical Education) and subsequently implemented them into the teaching process.



Historické eko-pomôcky v inkluzívnom vzdelávaní

During the project days, each school allocated its own space and time to implement a set of activities, which were also tried out by students and teachers who were not involved in the project.

In the premises of the ZŠ Tatranská Lomnica school, an outdoor classroom was built using ecological materials, which is used for inclusive education of all students in favorable weather conditions. Teaching in a natural environment has not only become more enjoyable but also helps children with special needs to better concentrate and perform better in the educational process. This method of teaching boosts their confidence and allows them to experience a sense of accomplishment.

We are convinced that the purpose of the Erasmus+ project "Historical Eco-Tools in Inclusive Education" has found its resonance and has received positive feedback not only from the students of the participating schools but also from the general public.





Historické eko-pomôcky v inkluzívnom vzdelávaní

List of media sources about project

We conducted dissemination activities at the local, regional, national, European, and international levels

- Common digital platfor Google drive
[https://drive.google.com/drive/folders/1-Sv7oGynZLmvFiQVCXHrxW_Mzvini78K?usp=drive link](https://drive.google.com/drive/folders/1-Sv7oGynZLmvFiQVCXHrxW_Mzvini78K?usp=drive_link)

Target audience: project participants

- Webpages of participating schools
<https://zstatrlomnica.edupage.org> (SK)
<http://www.zsjedovnice.cz> (CZ)
<https://szlovak-sujhely.edu.hu> (HU)

Target audience: pupils, parents, public, school partners

- School magazines of participants

Target audience: pupils, parents, public, school partners

- National magazine of Slovaks in hungary

<http://www.luno.hu/index.php/aktuality/aktuality-deti-a-mladez/30957-reporta-zo-koly-s-v-h-adom-na-lomnick-tit>

Target audience: pupils, parents, public, school partners



Historické eko-pomôcky v inkluzívnom vzdelávaní

- School TV

<https://youtube.com/@zstltv6353?si=eQCupf2uS4BGS1Q9>

Snowshoes – history and production

<https://www.youtube.com/watch?v=HCvu48ChTol>

Snowshoes - events

<https://www.youtube.com/watch?v=QNBm8y-F7zw>

Snowshoes – how to woven them

<https://www.youtube.com/watch?v=s61N9UjHfsw>

Woven fish traps

<https://www.youtube.com/watch?v=S4MGdfJxn0g>

Outdoor shelter

<https://www.youtube.com/watch?v=Wz5On4KnChg>

Target audience: pupils, parents, public, school partners

- Local news agencies:

Tatranský Dvojtyždenník (1/2023)

https://www.vysoketatry.sk/download_file_f.php?id=1815693

Tatranský Dvojtyždenník (13/2023)

https://www.vysoketatry.sk/download_file_f.php?id=1882669

Tatranský Dvojtyždenník (22/2023)

https://www.vysoketatry.sk/download_file_f.php?id=1950949

Jedovnický spravodaj (2023 /7+8)

https://jedovnice.cz/default/default/10585_jedovnický-zpravodaj

Jedovnický Videožurnál červen 2023 (od 04:33)

<https://youtu.be/N5hoq8LZxHg?si=op8NHN9k26LOb8MO>

Target audience: general public



Project n.o. 2021-2-SK01-KA210-SCH-000050884

Historické eko-pomôcky v inkluzívnom vzdelávaní



- Report on webpage of hungarian partner

<https://szlovak-sujhely.edu.hu/mobilita-3-satoraljaujhely-hu-25-29-09-2023/>

Local (Hungarian) TV report

<http://www.zemplentv.hu/kornyezeti-es-nepismereti-erasmus-program-a-szlovak-iskolaban/>

Article in „National magazine of Slovaks living in Hungary” *Ľudové noviny* no.46/2023

<http://www.luno.hu/index.php/aktuality/aktuality-deti-a-mladez/31676-novomestska-slovenska-kola-hostite-kou-kratkej-mobility-iakov-v-ramci-programu-erasmus>

Target audience: general public

- Social networks – Facebook, Instagram

Facebook ZŠ Tatranská Lomnica

<https://www.facebook.com/profile.php?id=100073411934686>

Instagram ZŠ Tatranská Lomnica

https://www.instagram.com/zs_tatranska_lomnica/

Written by: PaedDr. Lucia Baloghová, riaditeľka ZŠ Tatranská Lomnica

Mgr. Zuzana Kandírková

Mgr. Miroslava Zbellová

Mgr. Beáta Kloudová

Mgr. Róbert Sláviček

Mgr. Alena Barabášová

Mgr. Jana Šramková

Finished by 31.3.2024



Spolufinancované z
programu Európskej únie
Erasmus+