we all live in our homeland,
we meet up with friends,
we communicate with each other
we work together,
we have creative ideas,
we are critical

and our states form our future:

Our future is interesting

We develop the 10 commandments in the global village.

We consider the 10 recommendations for everyone on climate protection.

We work with the new drone technology.

We critically consider the opportunities and risks of artificial intelligence.

We take responsibility.

We are Europeans.






Mit dem Projekt "generation 4C - communicate, critical, creativ and collaborate, ", (IP&IE) wird in der beruflichen Bildung einerseits auf den stetigen technischen Wandel eingegangen. Andererseits wird, vor dem Hintergrund des Klimawandels, des Migrationsdrucks, des Facharbeitermangels und der digitalen Transformation, die Notwendigkeit sich als Bürger in der europäischen Wertegemeinschaft zu engagieren, aufgezeigt. Gut ausgebildete, kompetente Facharbeiter und verantwortungsbewusste Persönlichkeiten garantieren durch eine sinnstiftende Teilhabe am wirtschaftlichen Erfolg eine stabile Europäische Union. Diese Qualifikationen schützen vor populistischen und nationalistischen Tendenzen. Die Bereitschaft miteinander, kritisch, kreativ und kommunikativ zusammen zu arbeiten und sich politisch zu engagieren, sichert Europas Zukunft in Frieden und Freiheit. Die Jugendlichen erfahren auch, dass jeder mit seinen Ideen und Kompetenzen wertgeschätzt wird. (Drohnentechnik und Datenschutz, smarte und klimafreundliche Fertigungsmethoden, ethische Grundregeln, Stärkung der sprachlichen Kompetenzen, interkulturelle Kompetenz). Fachliche und personale Kompetenzen erzeugen somit einen Kommunikationsraum, in dem sich jeder angenommen, geachtet und wertgeschätzt fühlt. Zusätzlich müssen immer stärker die klimatischen Folgen der eigenen beruflichen Tätigkeit berücksichtigt werden. Ressourcenschonende Fertigungsmethoden sind stets neu zu berücksichtigen (z. B. additive Fertigungsmethoden) und die Bereitschaft neue Wege zu gehen sind zu fördern (z. B. Mobilität durch Drohnentechnik). Dadurch wird auch die Bereitschaft zum lebenslangen Lernen gefördert.

Partnerländer: Tschechien, Slowakei, Slowenien, Kroatien, Italien

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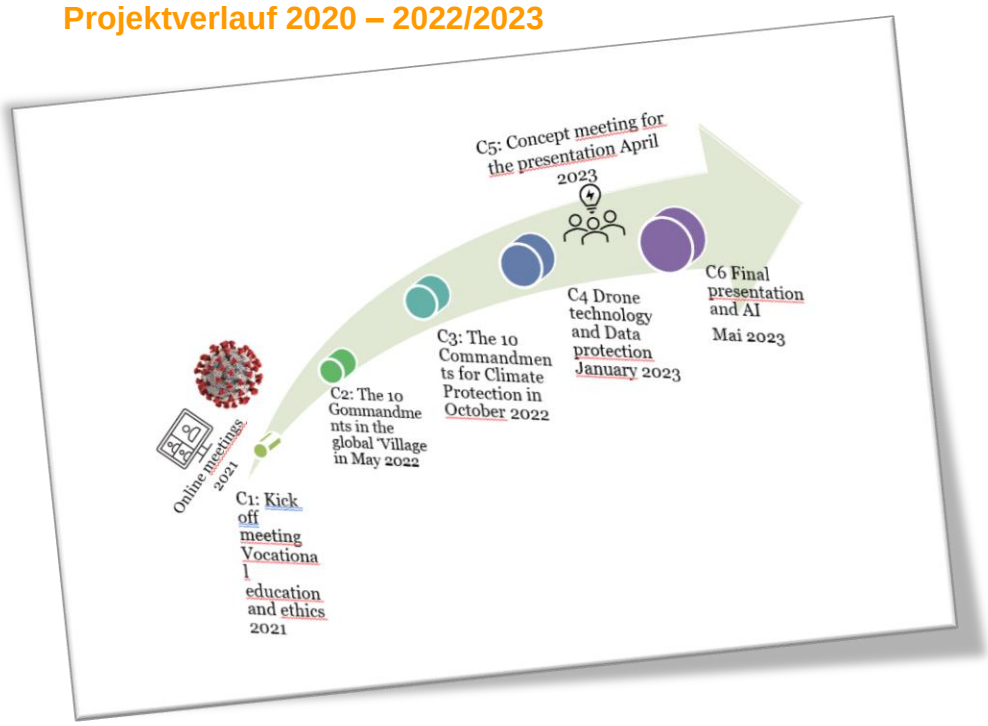
Projektverlauf 2020 – 2022/2023



Online meetings Oktober/Dezember 2021

Bedingt durch die Pandemie musste der Projektstart um 1 Jahr verschoben werden.
Trotzdem wurden „online“ alle Vorbereitungen durchgeführt, um das Projekt erfolgreich durchführen zu können.
Das Projektende wurde um 1 Jahr auf das Jahr 2023 verlängert.

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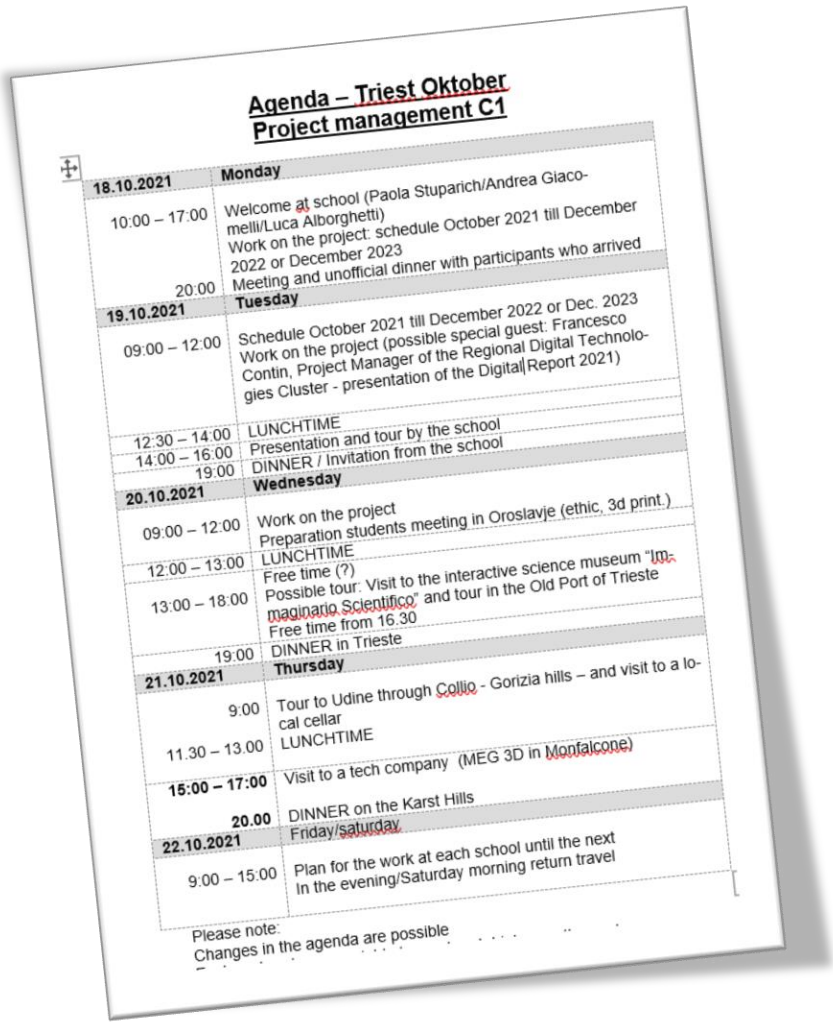
C1: Projektmanagment - Kick off meeting 2021- Triest



Agenda – Triest Oktober
Project management C1

18.10.2021	**Monday**
10:00 – 17:00	Welcome at school (Paola Stuparich/Andrea Giacomelli/Luca Alborghetti) Work on the project: schedule October 2021 till December 2022 or December 2023
20:00	Meeting and unofficial dinner with participants who arrived
19.10.2021	**Tuesday**
09:00 – 12:00	Schedule October 2021 till December 2022 or Dec. 2023 Work on the project (possible special guest: Francesco Contin, Project Manager of the Regional Digital Technologies Cluster - presentation of the Digital Report 2021)
12:30 – 14:00	LUNCHTIME
14:00 – 16:00	Presentation and tour by the school
19:00	DINNER / Invitation from the school
20.10.2021	**Wednesday**
09:00 – 12:00	Work on the project Preparation students meeting in Oroslavje (ethic, 3d print.)
12:00 – 13:00	LUNCHTIME
13:00 – 18:00	Free time (?) Possible tour: Visit to the interactive science museum "Immaginario Scientifico" and tour in the Old Port of Trieste Free time from 16.30
19:00	DINNER in Trieste
21.10.2021	**Thursday**
9:00	Tour to Udine through Collio - Gorizia hills – and visit to a local cellar
11.30 – 13.00	LUNCHTIME
15:00 – 17:00	Visit to a tech company (MEG 3D in Monfalcone)
20.00	DINNER on the Karst Hills
22.10.2021	Friday/saturday
9:00 – 15:00	Plan for the work at each school until the next In the evening/Saturday morning return travel

Please note:
Changes in the agenda are possible

- Vorbereitung Schüleraustausch
- Neuer Terminplan für die Projektlaufzeit bis 2023
- Agenda Triest
- Verteilung der Aufgaben an die einzelnen Partnereinrichtungen
- Vorschläge zu den Inhalten und Gestaltung der Unterlagen

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C2: Oroslavje – Kroatien
The 10 commandments for the global village

Agenda

Agenda – Oroslavje

8/05/2022 Sunday
19.00 Travelling Day
Meeting and dinner (Hotel Zagi)

9/05/2022 Monday
until 08.00 Breakfast (Hotel Zagi)
09.00 – 10.00 Welcome at school
10.15 – 10.45 Presentations of partner schools
11.00 – 13.00 Work on the project
13.50 – 14.30 Lunchtime (Hotel Zagi)
15.30 – 16.45 Sightseeing tour of Oroslavje on foot
17.00 – 18.00 Visit to Science Park (45kn per person)
19.00 Dinner (Hotel Zagi)

10/05/2022 Tuesday
until 08.00 Breakfast (Hotel Zagi)
8.30 – 11.15 Work on the project
11.45 – 12.30 Bus trip to the town of Krapina
12.40 – 13.40 Visit to Krapina Neanderthal Museum (40kn per person)
13.45 – 14.10 Bus trip to the town of Krapinske Toplice
14.15 – 18.00 Aquae Vivae (Thermal spa) (50kn per person)
14.15 Lunchtime (Agueae Vivae restaurant - 60kn per person)
15.30 Diving pool (100kn per person)
18.15 – 18.45 Return by bus to Oroslavje
19.30 Dinner (Hotel Zagi)
Bus transport for the whole day (cca 60 kn per person)

11/05/2022 Wednesday
until 09.00 Breakfast (Hotel Zagi)
9.30 – 10.15 Bus trip to the town of Zagreb
10.30 – 12.00 WorldSkills Croatia 2022 Competition (free entrance)
12.50 – 14.50 Avenue Mall shopping and Food Palace (free choice)
15.00 – 16.55 Sightseeing of Zagreb accompanied by a tour guide (in English) (cca 3€ per person)
17.00 – 18.00 Museum of Broken Relationships (4
18.00 – 19.00 Free time
19.15 – 20.00 Return to Oroslavje by bus
20.30 Dinner (Hotel Zagi)
Bus transport for the whole day (cca

12/05/2022 Thursday
until 8.00 Breakfast (Hotel Zagi)
08.30 Explore Zagorje
9.15 – 11.15 Veliki Tabor castle (20kn per per
12.00 – 13.45 Old Village Museum Kumrovec (20
14.00 – 16.00 Guesthouse Villa Zelenjak Ventek (
17.00 Return by bus to Oroslavje
Free time
19.00 Dinner (Hotel Zagi)
from 20.00 Free time at Java Bar Oroslavje
Bus transport for the whole day (cca

13/05/2022 Friday
until 08.30 Breakfast (Hotel Zagi)
9.00 – 12.45 Work on the project/presentation/evaluation
Preparing printed version of students work/Outlook for the next project meeting
13.00 – 14.00 Lunchtime (Hotel Zagi)
14.00 – 17.00 Free time of choice
Sport: Oroslavje Tennis Center, (free entrance)
town sports field (football, basketball ...)
possible to visit the Pišković family products tasting room
from 18.00 Dinner (for teachers) – at Klet Pišković (curtesy of High School Oroslavje and the Pišković family)
19.00 Dinner (for students) at Hotel Zagi
from 20.00 Free time at Java Bar Oroslavje

14/05/2022 Saturday
9.00 Breakfast
Departue

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Germany
Czech Republic
Croatia
Slovenia
Via dell'Istria, 57, 34137 Trieste TS
Italia

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Arbeitsblätter

Gruppeneinteilung

Teamclassification — Rozdelenie do skupín - Rozdělení do skupin - Radne skupine – Grupowanie - Podjela u timove – Razdelitev v skupine - Podział na grupy - Classifica a squadre

Es sind 6 Arbeitsgruppen zu bilden. Die Gruppeneinteilung erfolgt per Los.

There will be 6 teams formed. The teams will be decided by drawing lots.

Vytvorí sa pracovných skupín. Rozdelenie do skupín bude pomocou žrebovania.

Radne skupine će se oblikovati neposrednim izvlačenjem.

Na osnovi žrebanja se oblikuje skupin

Bude vytvořeno 6 pracovních skupin. Rozdělení se provede losováním.

Si devono formare 6 gruppi di lavoro. I gruppi sono divisi per sorteggio.

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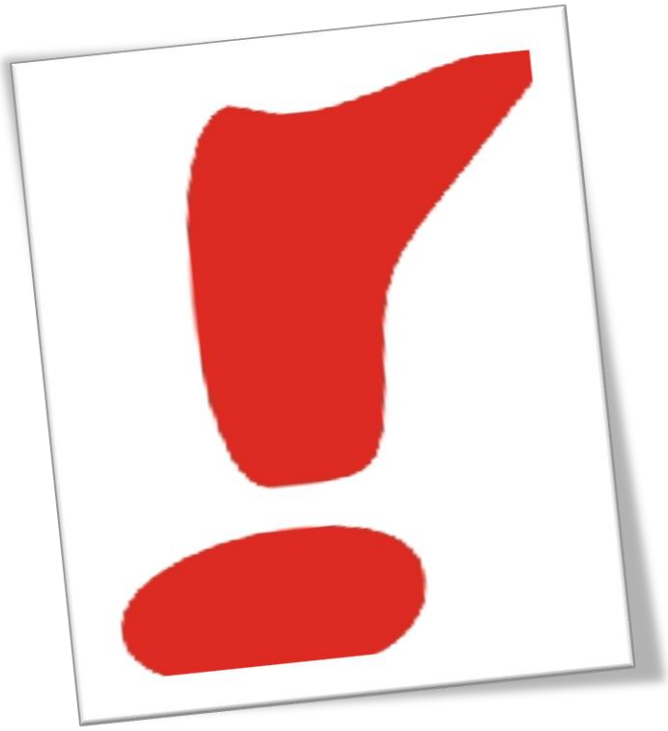
Important –Važno – Pomembno – Důležité – Dôležité – Importante - Wichtig

Wichtig:
Die Arbeiten sind innerhalb der Gruppe so zu verteilen, dass das Projekt zügig abgeschlossen werden kann und die Arbeiten gleichmäßig verteilt sind.

Important
The jobs must be shared in the group so that every member has something to do. Work should be efficient and finished at the time of the project.



Važno:
Zadaci unutar grupe su podjednako podijeljeni za svakog člana. Rješavanje zadataka treba biti svrhovito i na vrijeme .

Pomembno!
Naloge si razdelite tako, da bo vsak član tima imel svoje delo.

Důležité:
Práci uvnitř skupiny je třeba rozdělit tak, aby projekt mohl být plynule ukončen a aby se práce rovnoměrně rozdělila.

Dôležité!
Prácu je potrebné rozdeliť v skupine tak, aby sa projekt mohol ukončiť plynule a aby bola práca rozdelená rovnomerne.

Importante:
Il lavoro deve essere distribuito all'interno del gruppo in modo efficente e che ogni membro abbia qualcosa da fare. Deve essere terminato per tempo.

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Aufgaben und Problembeschreibung

Problem and formulation of the problem
Problem i formulacija problema
Problém a formulácia problému
Zadania i opis problemu Zadání a popis úloh
Formulace problému – Problem in formulacija problema
Il problema e la formulazione del problema.

E:	Development of the 10 commandments for the global village
D:	Entwicklung der 10 Gebote für das globale Dorf
CZ:	Vytvoření deseti přikázání pro globální vesnici
SK:	Vývoj 10 prikázaní pre globálnu dedinu
HR:	Kreiranje deset pravila uspješnog suživota ljudi globalnog sela
SL:	Razvoj desetih zapovedi za globalno vas
IT:	Stesura dei 10 comandamenti per un villaggio globale

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E:
In the digital transformation of our coexistence, rules must also apply so that peace, freedom, respect and tolerance remain quaranteed

D:
In der digitalen Transformation unseres Zusammenlebens müssen auch Regeln gelten, damit Frieden, Freitheit, Respekt und Toleranz gesichert bleiben.

CZ:
V digitální přeměně našeho soužití je nutné zachovat taková pravidla, aby byly zajištěny mír, svoboda, respekt a tolerance.

HR:
U digitalnoj transformaciji suživota ljudi globalnog sela ne smijemo zaboraviti na opće vrijednosti kao što su: osobna sloboda, tolerancija i poštovanje, mir među ljudima i narodima

SK:
Pri digitálnej transformácii nášho spolužitia musia platiť aj pravidlá, aby mier, sloboda, rešpekt a tolerancia zostali zaručené.

SL:
V digitalni preobrazbi našega sobivanja morajo veljati tudi pravila, da ohranimo mir, svobodo, spoštovanje in strpnost.

IT:
Nel processo di trasformazione digitale della nostra coesistenza le regole devono essere applicate i modo che la pace, la libertà, il rispetto e la tolleranza siano garantite.

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E:

Create a Powerpoint presentation with the following content:

• Introduction of the group members
• Answer the following questions:
Group 1: Question 1, 7, 13, 14
Group 2: Question 2, 8, 13, 14
Group 3: Question 3, 9, 13, 14
Group 4: Question 4, 10, 13, 14
Group 5: Question 5, 11, 13, 14
Group 6: Question 6, 12, 13, 14

- **presentation of results**

All groups:
After the presentation, work on question 15 together

SK:

Vytvorte prezentáciu v Powerpointe s nasledujúcim obsahom:

• Predstavenie členov skupiny
• Odpovedajte na nasledujúce otázky:

Skupina 1: Otázka 1, 7, 13, 14
Skupina 2: Otázka 2, 8, 13, 14
Skupina 3: Otázka 3, 9, 13, 14
Skupina 4: Otázka 4, 10, 13, 14
Skupina 5: Otázka 5, 11, 13, 14
Skupina 6: Otázka 6, 12, 13, 14

• prezentácia výsledkov
Všetky skupiny:
Po prezentácii spoločne pracujte na otázke 15Po prezentácii spoločne pracujte na otázke 15

D:

Erstelle eine Powerpoint Präsentation mit folgendem Inhalt:

- Vorstellung der Gruppe
- Beantworte folgende Fragen:

Gruppe 1: Fragen 1, 7, 13, 14
Gruppe 2: Fragen 2, 8, 13, 14
Gruppe 3: Fragen 3, 9, 13, 14
Gruppe 4: Fragen 4, 10, 13, 14
Gruppe 5: Fragen 5, 11, 13, 14
Gruppe 6: Fragen 6, 12, 13, 14

- **presentation of results**

Alle Gruppen:
Nach der Präsenttion gemeinsam Frage 15 bearbeiten.

CZ:

Vytvořte prezentaci v programu Powerpoint s následujícím obsahem

- představení skupiny
- zodpovězení následujících otázek:

Skupina 1: otázky 1, 7.,13, 14
Skupina 2: otázky 2, 8, 13, 14
Skupina 3: otázky 3, 9, 13, 14
Skupina 4: otázky 4, 10, 13, 14
Skupina 5: otázky 5, 11, 13, 14
Skupina 6: otázky 6, 12, 13, 14

- **prezentace výsledků**

Všechny skupiny:
Po prezentaci pracujte společně na otázce 15

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SL:

Ustvarite Powerpoint predstavitev z naslednjo vsebino:

• Predstavitev članov skupine
• Odgovorite na naslednja vprašanja.

Skupina 1: vprašanje 1, 7, 13,14
skupina 2: vprašanje 2, 8, 13, 14
skupina 3: vprašanje 3, 9, 13, 14
skupina 4: vprašanje 4, 10, 13, 14
skupina 5: vprašanje 5, 11, 13, 14
skupina 6: vprašanje 6, 12, 13, 14

• predstavitev rezultatov

Vse skupine:
Po predstavitvi skupaj odgovorite na vprašanje 15

HR:

Napravite Powerpoint prezentaciju sa sljedećim sadržajem:

• Predstavljanje članova grupe
• Odgovorite na sljedeća pitanja:

Grupa 1: Pitanje 1, 7, 13, 14
Grupa 2: Pitanje 2, 8, 13, 14
Grupa 3: Pitanje 3, 9, 13, 14
Grupa 4: Pitanje 4, 10, 13, 14
Grupa 5: Pitanje 5, 11, 13, 14
Grupa 6: Pitanje 6, 12, 13, 14

• prezentacija rezultata

Sve grupe:
Nakon prezentacije, zajedno radite na pitanju 15

IT:
Crea una presentazione PowerPoint con il seguente contenuto:

• Presentazione dei membri del gruppo
• Rispondi alle seguenti domande:

Gruppo 1: Domande 1, 7, 13, 14
Gruppo 2: Domande 2, 8, 13, 14
Gruppo 3: Domande 3, 9, 13, 14
Gruppo 4: Domande 4, 10, 13, 14
Gruppo 5: Domande 5, 11, 13, 14
Gruppo 6: Domande 6, 12, 13, 14

• Presentazione dei risultati

Tutti i gruppi:
Dopo la presentazione, lavorate insieme sulla domanda 15

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1.

E:
Explain the term „global village".

D:
Erkläre den Begriff „Globales Dorf".

SK:
Vysvetlite pojem „globálna dedina".

CZ:
Vysvětli pojem „globální vesnice".

HR:
Objasnite pojam „globalno selo"

SL:
Razložite izraz „digitalna vas".

IT:
Spiega il termine „villaggio globale"

2.

E:
Explain the term digital responsibility.

D: Erkläre den Begriff digitale Verantwortung

CZ:
Vysvětli pojem digitální odpovědnost.

SK:
Vysvetlite pojem digitálna zodpovednosť.

HR:
Objasnite pojam digitalne odgovornosti.

SL:
Razložite izraz digitalna odgovornost.

IT:
Spiega il termine "responsabilità digitale"

3.

E:
Explain the term BigData.

D:
Erkläre den Begriff BigData.

SK:
Vysvetlite pojem BigData.

CZ:
Vysvětli pojem BigData.

HR:
Objasnite pojam „BigData"

SL:
Razložite izraz BigData.

IT:
Spiega il termine „Big Data"

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4.

E: What is hate speech and how do you recognize it?

D: Was ist hate speech und woran erkennt man diese?

SK:
Čo je to „hate speech" (nenávistný prejav) a podľa čoho ho spoznáme?

CZ:
Co znamená „hate speech" (projev nenávisti) a podle čeho se pozná?

HR:
Što je govor mržnje na internetu i društvenim mrežama i kako ga prepoznati?

SL:
Kaj je sovražni govor in kako ga prepoznate?

IT:
Cosa si intende per hate speech e come lo riconoscete?

5.

E:
Give examples of hate speech.

D:
Nenne Beispiele von hate speech.

SK:
Uveďte príklady na nenávistné prejavy.

CZ:
Uveď příklady „hate speech".

HR:
Navedite primjere govora mržnje.

SL:
Navedite primere sovražnega govora

IT:
Fate alcuni esempi di „hate speech".

6.

E:
Hate and hate speech online always affects certain groups.
Who are the target groups?

D:
Hass und Hetze im Netz betrifft immer bestimmte Gruppen.
Wer sind die Zielgruppen?

SK:
Nenávisť a nenávistné prejavy online vždy ovplyvňujú určité skupiny. Kto patrí k týmto cieľovým skupinám?

CZ:
Projevy nenávisti a „štvaní" po internetu se týkají určitých skupin. Kdo patří k těmto cílovým skupinám?

HR:
Mržnja i govor mržnje na internetu uvijek utječu na određene skupine. Tko su ciljne skupine?

SL:
Sovraštvo in sovražni govor na spletu vedno prizadanejo določene skupine? Kdo so ciljne skupine?

IT:
L'odio e l'incitazione all'odio colpisce sempre alcuni gruppi. Chi sono questi gruppi target?

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7.

E:
What is fake news and how do you recognize fake news?

D:
Was sind fake news und woran erkennt man fake news?

SK:
Čo sú fake news a ako ich spoznáte?

CZ:
Co jsou „fake news" a jak je poznáte?

HR:
Što je lažna vijest i kako istu prepoznati?

SL:
Kaj so lažne novice in kako jih prepoznamo?

IT: Che cosa si intende per „fake news" e come le riconoscete?

8.

E:
What can I do against hate speech?

D:
Was kann ich gegen hate speech tun?

SK:
Čo môžem spraviť proti nenávistným prejavom?

CZ:
Co můžu dělat proti projevům nenávisti?

HR:
Što možemo učiniti kao osoba i društvo protiv govora mržnje ?

SL:
Kaj lahko storim proti sovražnemu govoru?

IT:
Cosa posso fare contro l'incitamento all'odio?

9.

E:
How can I protect myself from online hate speech?

D:
Wie kann man sich im Netz vor Hass schützen?

SK:
Ako sa ja sám môžem chrániť pred nenávistnými prejavmi na internete?

CZ:
Jak se můžu chránit před projevy nenávisti po internetu?

HR:
Kako se mogu zaštititi od govora mržnje na internetu i društvenim mrežama?

SL:
Kako se lahko zaščitite pred sovraštvom na spletu?

IT:
Come posso proteggermi dall'incitamento all'odio?

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10.

E:
What is cyberbullying?

D:
Was ist cybermobbing?

SK:
Čo je kybešikana?

CZ:
Co je kyberšikana?

HR:
Što je virtualno (elektroničko) nasilje?

SL:
Kaj je spletno ustrahovanje?

IT:
Che cos'è il cyberbullismo?

11.

E:
What are bots and algorithms?

D:
Was sind bots und Algorythmen?

SK:
Čo sú boty a algoritmy?

CZ:
Co jsou bots a algoritmy?

HR:
Što su botovi i algoritmi?

SL:
Kaj so roboti in algoritmi?

IT:
Cosa sono i bots e gli algoritmi?

12.

E:
Christianity, Islam, Judaism, Hinduism and Buddhism are among the major world religions. They all have one rule in common. Because it is seen as so valuable, it is also called the "Golden Rule".

D:
Das Christentum, der Islam, das Judentum, der Hinduismus und der Buddhismus gehören zu den großen Weltreligionen. Sie alle haben eine gemeinsame Regel. Weil sie als so wertvoll gesehen wird, nennt man sie auch "Goldene Regel".

What is the "Golden Rule" called?

Wie heißt die „Goldene Regel?

SK:
E: Kresťanstvo, islam, judaizmus, hinduizmus a budhizmus patria medzi hlavné svetové náboženstvá. Všetky majú jedno spoločné pravidlo, ktoré sa veľmi cení a preto sa nazýva sa aj „zlatým pravidlom“.
Ako sa nazýva „zlaté pravidlo“?

CZ:
Křesťanství, islám, judaismus, hinduismus a budhismus patří ke světovým náboženstvím. Všechna mají jedno společné pravidlo, které je velmi ceněno, proto se také nazývá zlatým pravidlem. Které to je?

HR:
Kršćanstvo, islam, judaizam, hinduizam i budizam su među glavnim svjetskim religijama. Svima im je zajedničko jedno pravilo.

SL:
Krščanstvo, islam, judovstvo, hinduizem in budizem so med glavnimi svetovnimi religijami. Vsem je skupno eno pravilo. Ker velja za tako dragoceno, se imenuje tudi "zlato pravilo".

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Budući da se smatra tako vrijednim, naziva se i "zlatnim pravilom".

IT: Cristianesimo, Islam, Ebraismo, Induismo e Buddismo sono tra le maggiori religioni del mondo. Hanno tutti una regola in comune. Poiché è considerata così tanto di valore, viene anche chiamata la "Regola d'oro".

Cosa si intende per "Regola d'Oro"?

13.

E:
What is meant by the term "ethics"?

D:
Was verseht man unter dem Begriff „Ethik"?

SK:
Čo rozumieme pod pojmom etika?

CZ:
Co rozumíme pod pojmem etika?

HR:
Što se podrazumijeva pod pojmom "etika"?

SL:
Kaj pomeni pojem etika?

IT: Cosa significa il termine „etica"?

14.

E:
Based on the golden rule, create the 10 commandments for digital ethics. You can also use the 10 commandments of Christianity for help.

D:
Erstelle auf der Basis der goldenen Regel die 10 Gebote für die digitale Ethik. Du kannst auch die 10 Gebote des Christentums zur Hilfe nehmen.

SK:
Na základe zlatého pravidla vytvorte 10 prikázaní pre digitálnu etiku. Na pomoc môžete použiť aj 10 Božích prikázaní.

CZ:
Na základě „Golden rule" (zlatého pravidla) vytvořte 10 přikázání pro digitální etiku. Jako pomůcku můžete použít 10 božích přikázání.

HR:
Na temelju zlatnog pravila kreirajte 10 pravila digitalne etike. Prilikom izrade možete korisitit i 10 Božjih zapovijedi kršćana

SL:
Na podlagi zlatega pravila ustvarite 10 zapovedi digitalne etike. Za pomoč lahko uporabite tudi 10 krščanskih zapovedi.

IT: Basandovi sulla regola d'oro, create i 10 comandamenti per un'etica digitale. Potete anche usare i 10 comandamenti del Cristianesimo come aiuto.

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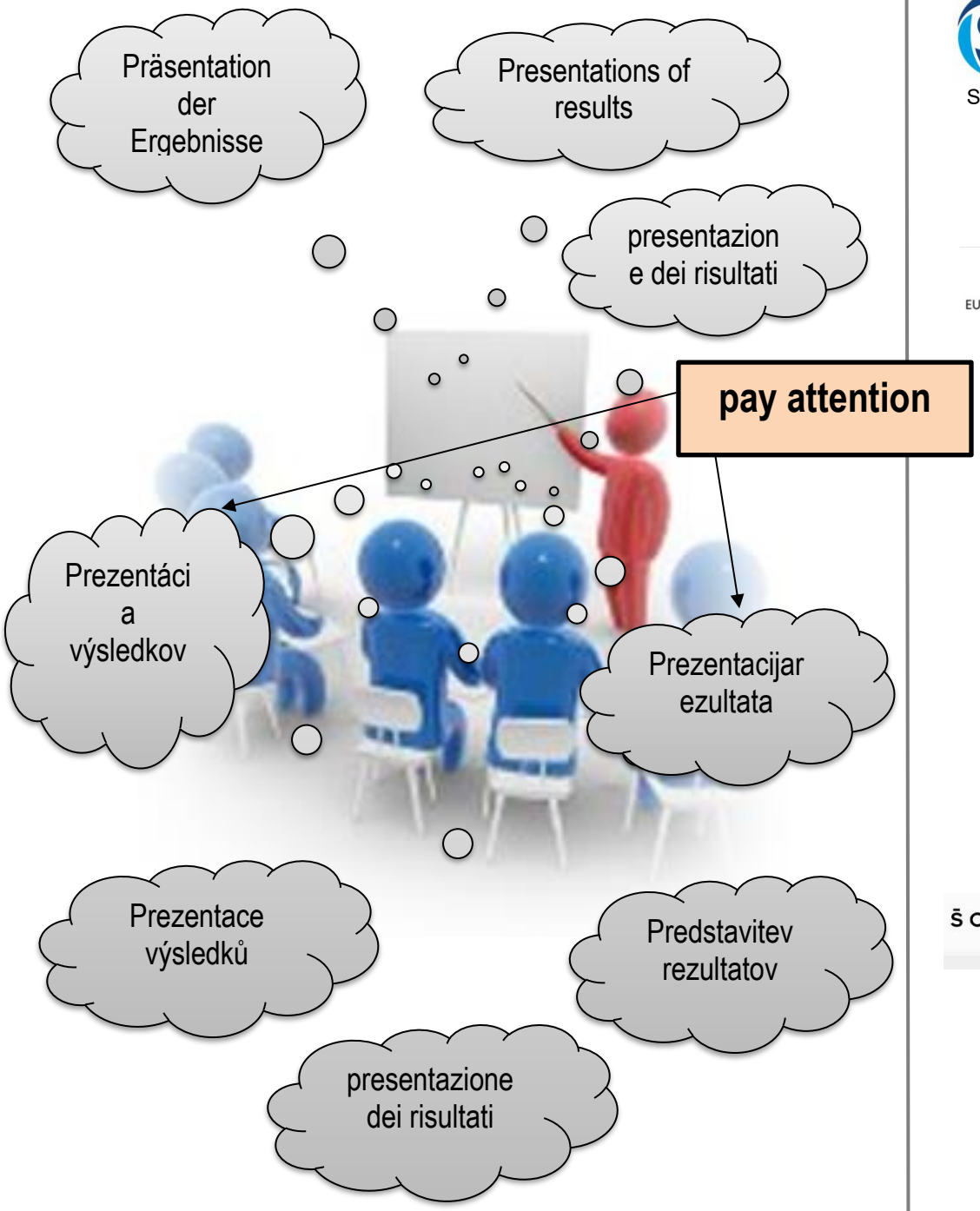
Presentations of results



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15.

E:
All groups together create the 10 commandments in the global village/digital ethics.

- Create the 10 commandments Rollup.
- Create a layout/design for the Rollup
- Calculate the production for the Rollups for every school.
- Present the 10 Commandments Rollup

D:
Alle Gruppen zusammen erstellen gemeinsam die 10 Gebote im globalen Dorf/der digitalen Ethik.

- Erstelle das 10-Gebote-Rollup.
- Entwerfe ein Layout/Design
- Kalkuliere die Kosten für die Produktion eines Rollups für jede Schule
- Präsentiere das 10-Gebote-Rollup
-

SK:
Všetky skupiny spoločne vytvárajú 10 prikázaní v globálnej dedine/digitálnej etike.

- Vytvorte súhrn 10 prikázaní.
- Vytvorte rozloženie/dizajn
- Vypočítajte náklady na výrobu jedného súhrnu pre každú školu
- Predstavte súhrn 10 prikázaní

CZ:
Všechny skupiny sestaví společně 10 přikázání digitální etiky pro globální vesnici.

- Vytvoř rollup s deseti přikázáními
- Navrhni jeho rozvržení/design
- Udělej kalkulaci na výrobu jednoho rollupu pro každou školu
- Prezentuj rollup s deseti přikázáními

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HR:

- Zajedno, grupe stvaraju 10 pravila života u globalnom selu / etiku u digitalnom okruženju.
- • Napravite 10 prikupljenih pravila.
- • Izradite roll-up dizajn.
- • Izračunajte proizvodnju svitka za svaku školu.
- • Predstavite zbirku od 10 pravila.

SL:
Vse skupine skupaj ustvarijo 10 pravil življenje v globalni vasi / etika v digitalnem okolju.
• Ustvarite 10 zbranih pravil.
• Ustvarite zasnovo za „roll-up" – zvitek.
• Izračunajte izdelavo zvitka za vsako šolo.
• Predstavite zbirko 10 pravil.

IT:

- Tutti i gruppi lavorano insieme per creare i 10 comandamenti nel villaggio globale/etica digitale.
- Create una serie di dieci comandamenti da dieci dadi.
- Etichettate il dado su un lato nella tua lingua madre e su un lato in inglese.
- Presentate il muro di cubi con i Dieci Comandamenti.

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Ergebnisse
Rollups with the 10 commandments in the global village

- ⇨ Die Layoutentwürfe wurden in der Projektwoche erstellt.
- ⇨ Die Mediengestalter an der Partnerschule in Spisska Nova Ves haben die Laoutentwürfe überarbeitet und einen Vorschlag allen Partnern zugesandt.
- ⇨ Das finale Layout wurde bis zum nächsten Projekttreffen fertiggestellt und produziert.
- ⇨ Die „10 Gebote" sind an allen Schulen zweisprachig vorhanden, in der jeweiligen Landessprache und in der englischen Sprache.
- ⇨ Die Arbeitsergebnisse wurden präsentiert.
- ⇨ Ein Projektvideo wurde erstellt.

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C3: Tabor – Tschechien
The 10 recommendations for the global village

Agenda

be critical

KA2 strategic partnership

Erasmus+

Agenda – Tábor

16/10/2022	**Sunday**	
	Travelling Day	
19.00	Meeting at students accommodation	
17/10/2022	**Monday**	
until 08.45	Breakfast (at accommodation)	
09.00 – 10.00	Welcome at our school	
10.15 – 10.45	Presentations of partner schools	
11.00 – 12.00	Work on the project + group sorting	
12.00 – 13.00	Lunchtime (at school canteen)	
13.00 – 16.00	Sightseeing tour of school (by groups)	
	VR Reality (by groups)	
	Engraving (by groups	
17.30 – 18.30	Dinner (at accommodation)	
18/10/2022	**Tuesday**	
until 08.45	Breakfast (at accommodation)	
09.00 – 10.15	Work on the project – Energy Mix	
10.30 – 12.00	Work on the project – Consumption measurement	
12.00 – 13.00	Lunchtime (at school canteen)	
13.00 – 16.00	Sightseeing tour of Tábor by foot + visit the Kotnov Tower	
17.30 – 18.30	Dinner (at accommodation)	
19/10/2022	**Wednesday**	
until 09.00	Breakfast (at accommodation)	
09.00 – 12.00	Walking around the river – the task the old water mills	
12.00 – 13.00	Lunchtime (Restaurant Pintovka)	
13.00 – 17.00	Visit the Temelín Nuclear Power Plant and a small water power plant by a bus	
17.30 – 18.30	Dinner (at accommodation)	
20/10/2022	**Thursday**	
until 08.45	Breakfast (at accommodation)	
09.00 – 10.30	Work on the project – Recommendations for reducing consumption	
10:45 – 12.00	Work on the project – Finishing tasks	
12.00 – 13.00	Lunchtime (at school canteen)	
13.00 – 14.00	Work on the project – Making story	
14.00 – 16.00	Preparing of presentation	
16.00 – 17.00	Project meeting	
17.30 – 18.30	Dinner for students (at accommodation)	
from 19:00	Dinner for teachers (invitation by school)	
21/10/2022	**Friday**	
until 8.30	Breakfast (at accommodation)	
08.30 – 09.30	Preparing presentations	
09.45 – 11.30	Presentation of the project for school students	
12.00 – 13.00	Lunchtime (at school canteen)	
13.00 – 17.00	Possibility to visit the Chýnov Cave by a bus	
17.30 – 18.30	Dinner (at accommodation)	
	Departure	
22/10/2022	**Saturday**	
9.00	Breakfast (at accommodation)	
	Departue	

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Arbeitsblätter

Hinweis:

Die folgenden Unterrichtsunterlagen/Arbeitsblätter wurden nicht mehr in die einzelnen Landessprachen übersetzt.
Das Projektteam will damit die Sprachkompetenz der Jugendlichen in der englischen Sprache stärker unterstützen.

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Meeting C3 Tábor

Worksheet 1 – Getting to know the teams

Introduction:

Work together.

You have been divided into 6 international teams in which you will perform the assigned tasks.

The topic of our whole meeting is ENERGY. Its acquisition, consumption and responsible behavior when dealing with it.

The outcome of the whole project week will be a joint presentation of your conclusions, which you will present to our students on Friday 21.10.2022. Therefore, keep your work, documents, take pictures.

Each team will then prepare a part of the collective presentation. The presentation will have these parts, always on about 3-6 pages.

1. Introduction of participating cities.
2. Introduction of participating schools.
3. Introduction of teams.
4. Tasks solved in the project.
5. Ten Energy Saving Recommendations – Project Output
6. Leisure activities, trips

Agree with other groups who will take care of what area.

You are team number: ☐ and you take care about part: ☐

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Your companion will be a lottery dice for each of you, which is so far described only on three sides. At the end of the week, it will be full whole.

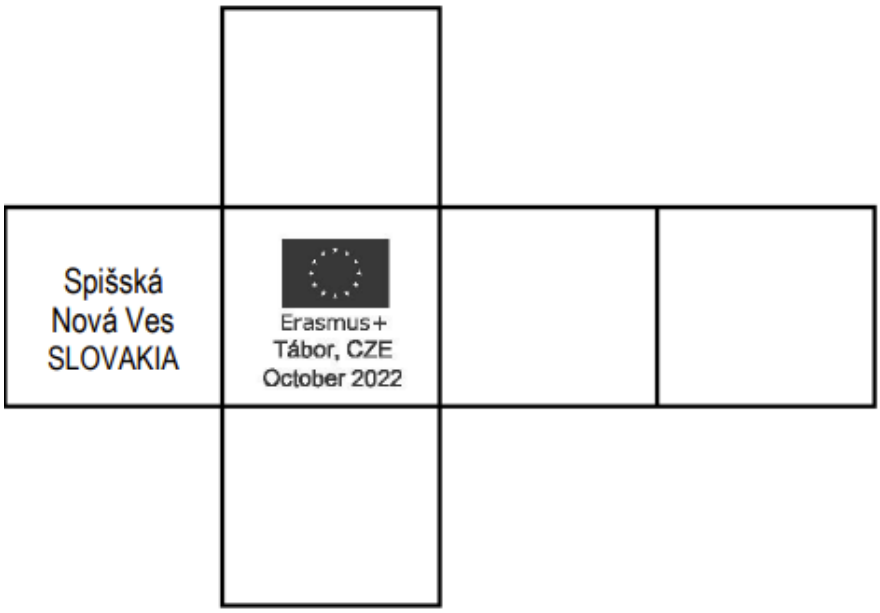
Now, introduce each other within your group, say something about yourself. Add your names to the third side of the dice **in your worsheet.**

Use the fourth side of the dice to write your best good quality and your favorite hobby (make two line).

Do not write it directly on the dice, only here on the paper.

How many members have your team:

Member no.1



All members (1 -7) has to do the same

Thank you for completing the task. Keep the worksheet. Bring the worksheet and dices to the engraving activity which starts after lunch

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Meeting C3 Tábor

Worksheet 2 – Present sources of energy

Introduction:

Work together.

Use school computers to search for required information. The computers are in Czech language, but Google Chrome is simple, as is the Microsoft Office suite. Alternatively, a Czech or Slovak colleague will help you.

Login: skoleni
Password: jsmenaprumyslovce

In general, you can use a network disk to exchange data between the teams T:\Skoleni\!ERASMUS+ KA2 C3

This worksheet is also saved there in PDF format for study.

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What is energy? A simple question with a difficult answer.

Most often you will learn that it is the ability of mass to do work. Scientists assume that the energy in the universe exists in the same quantity since the Big Bang, only changing its form.

We know mechanical, magnetic, thermal, nuclear, and electrical and many others.

For our life it is very important only the electric.

With electricity shining our light work of home appliances, there is internet, flowing water, car rides, etc. Where, however, takes electricity? In the drawer?

Electrical energy is transformed into another type of energy using generators. Most often converts mechanical energy that rotates a generator.

Mechanical energy used by people even in times past, for example in water or wind mills, today the wind energy and transforming the water in hydro and wind power plants just to power.

Since the steam engine, where we can utilize the power of the steam to move, we can use this power as well as the production of electricity in thermal and nuclear power plants.

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Sources of electricity:

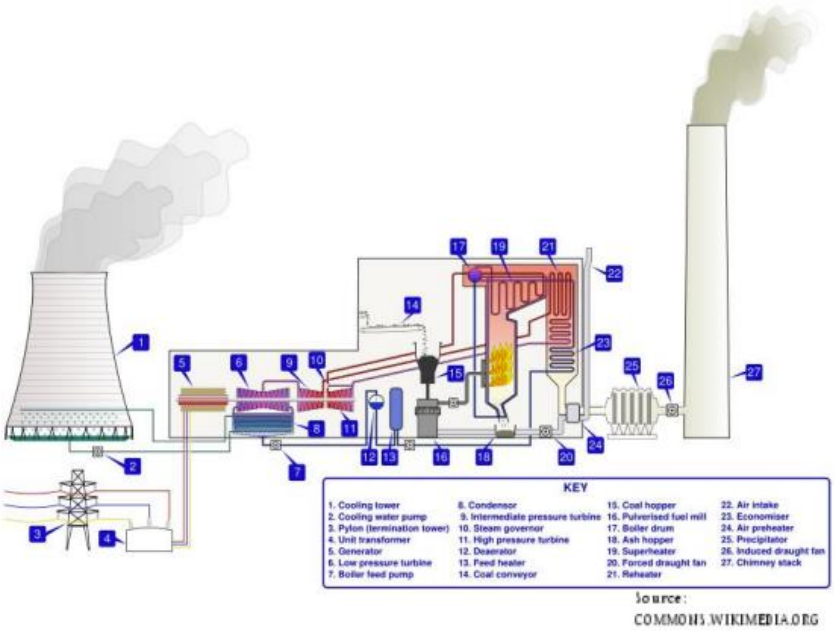
Thermal

Thermal power plants use to shake, power generator steam. To produce water steam, it is necessary to supply heat to the water.

As a source of heat power plants using fossil fuels such as coal and natural gas, or biomass.

After heating the resulting steam flows through the turbine and rotates the generator that generates electricity. It is the most common type of power peak production.

Due to the limited amount of fossil fuels is their future uncertain.



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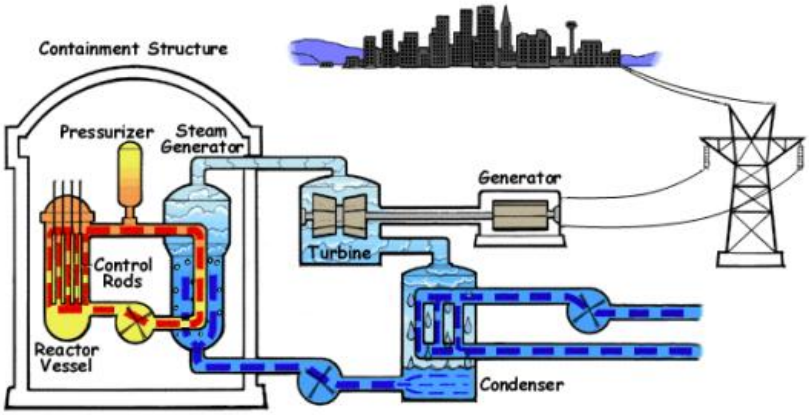
Nuclear

Nuclear power plant works on the same principle as heat, water heating are, however, uses a controlled fission reaction, which occurs when the necessary heat.

This power supply is better for environment and even with a smaller number of nuclear power plants, the share of nuclear energy quite high.

Uranus but we have a limited amount so in the future, this source is uncertain.



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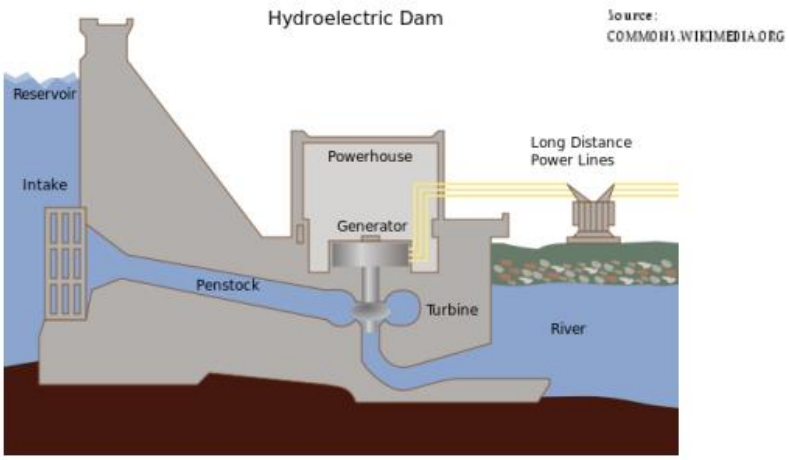
Aquatic

Hydroelectric power plants use the energy of flowing liquid that is fed to the turbines, which spins and spins the generators. Hydroelectric power plants are dependent on water resources, but they are very environmentally friendly.



We can build large dams with powerful power plants or more environmentally friendly small hydroelectric power plants with minimal impact on the river surroundings.

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Wind

Wind power generator rotor is spinning flowing air similarly as in the case of windmills. This power supply is also very environmentally friendly, but it still depends on the weather.

Convenient location of wind power plants are offshore waters of the seas, or areas with a windy climate (coastal areas, mountains).

Source: COMMONS.WIKIMEDIA.ORG

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Photovoltaic

Solar panels use the energy of solar radiation and the photoelectric effect. They are the only plants that do not use a generator convert's mechanical energy into electrical energy.

The disadvantage of these plants is that they produce only during the day and depend on the intensity of solar radiation.

Another disadvantage is the rather large area of the panels needed to achieve reasonable performance.

Energy Future

People are using more and more electrical devices and growing demands for energy in industry. Therefore, researchers are beginning to examine what power source will be able to meet the needs of humanity. One tract is thermo-nuclear fusion. If you have time, you can check information about it.

- The basic principle of fusion
- Tokamak
- Nuclear fusion in Europe
- ITER

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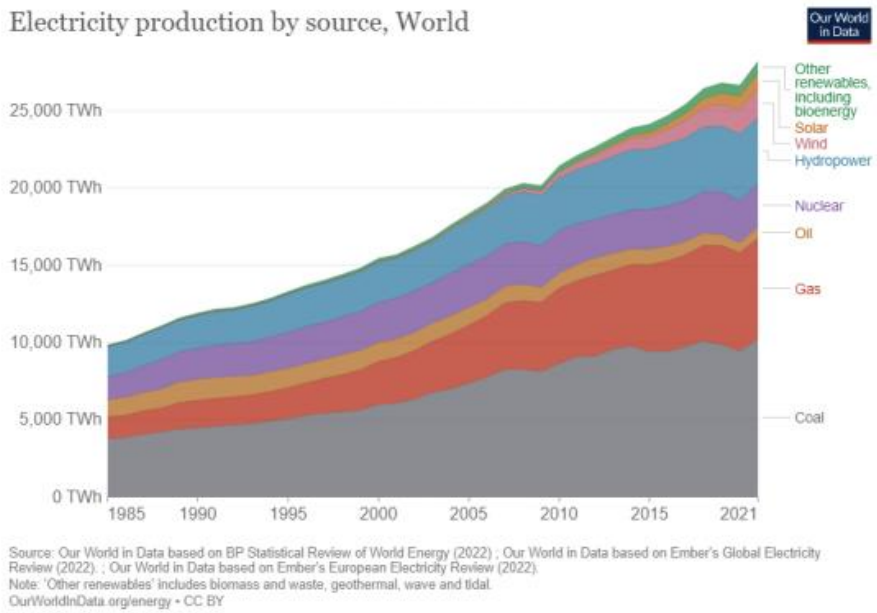
We can also encounter other sources of energy (mostly thermal), such as geothermal sources, tidal power plants…
There are always various systems trying to store energy (battery fields, pumped storage plants, etc.).

And how powerful are these power plants?



And in history?

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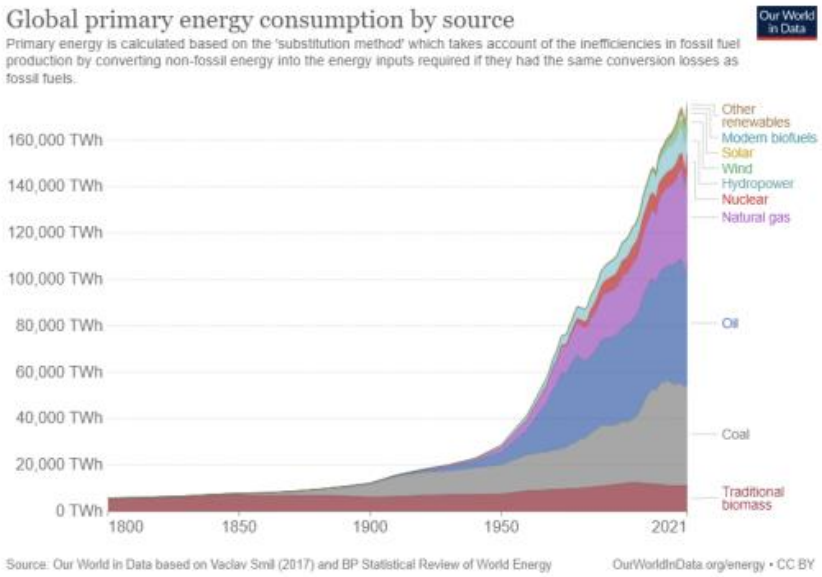
Since the Industrial Revolution, energy consumption of all kinds has increased sharply. We have become accustomed to the fact that energy is available without restrictions and at a low price.



We are dependent on energy. We cannot live without energies.

The answer to this question is completely up to you.

In the first part of the task, search on the internet how big is the production of electricity in the country allocated to your group and how it contributes to whole different sources.

Total production in _____ (fill the allocated country)

Annual production of electricity in this country is:

_____ (.....Wh)

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On the production is involved:

Power source	Share [%]
Thermal power stations	
Nuclear power stations	
Hydroelectric power stations	
Wind power stations	
Photovoltaic power stations	

If this country was replaced with thermal and nuclear power plants, wind or solar, how much would they be needed?

The overall performance of nuclear and thermal power plants:

_____ .....Wh

Power of solar panel is 5 kW

Power of wind power is 3000 kW

	The number of required power
Wind power stations	
Photovoltaic power stations	

Is it real?

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All of you choose one image below for your dice. Choose a different one of each other, taking into account how the type of energy or behaviour is suitable for you.

Type the name of the picture in the free field next to your dice.

Also, please write your name again on the marked field.

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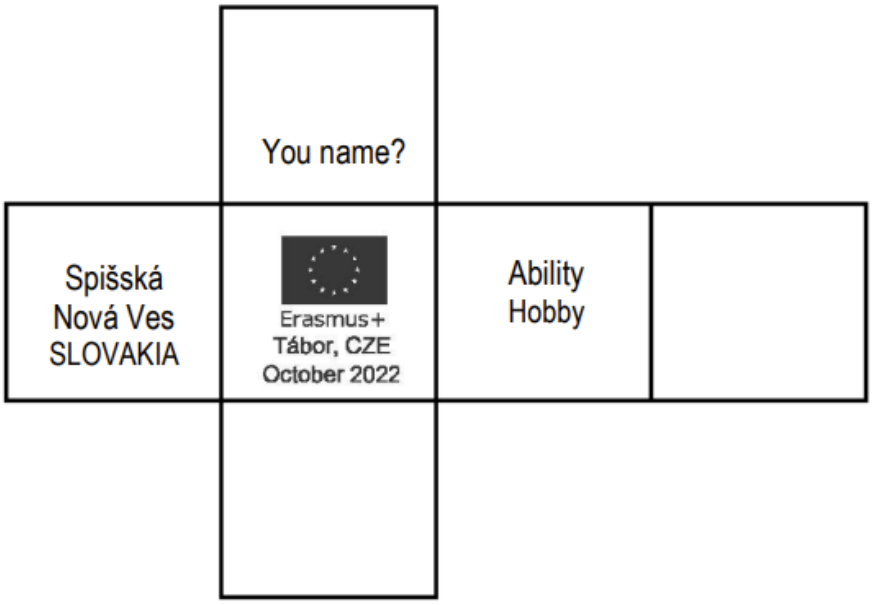
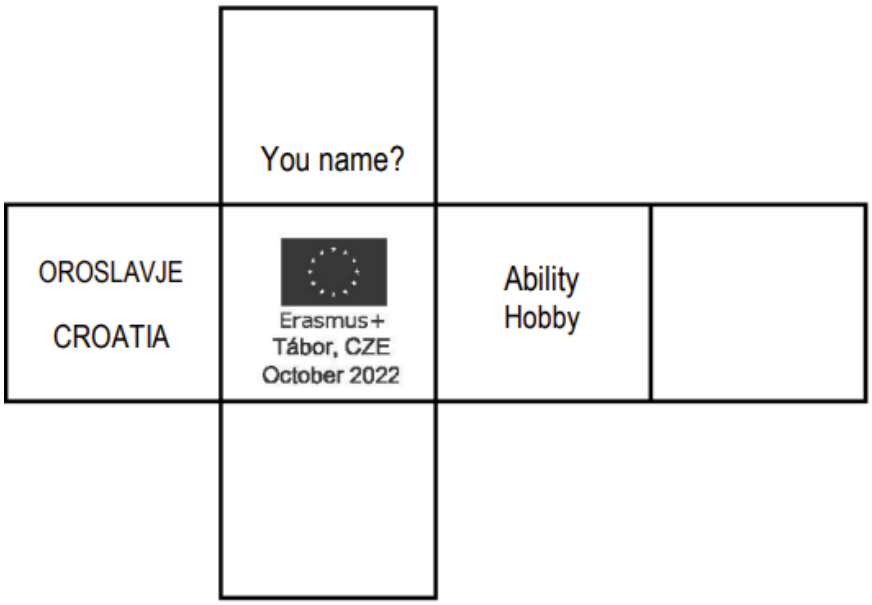
Member no.1



Member no.2



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Worksheet 3 – Consumption measurement

Introduction:

Work together.

Use school computers to search for required information. The computers are in Czech language, but Google Chrome is simple, as is the Microsoft Office suite. Alternatively, a Czech or Slovak colleague will help you.

Login: skoleni
Password: jsmenaprumyslovce

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For this task you will use Geti GPM01 consumption meter of electric energy

Use the button ENERGY to set display ENERGY to show actual spend in W units in up

Use the button COST to set display TOTAL ENERGY in kWh units in middle field

Each team has two meters at its disposal.

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1 first measurement

Use one meter. Use a toaster and prepare a toast for everyone in this room during the activity. With jam will be even better.

After preparing all the toasts - Write down the values:

Peak of W?		W
STARTING VALUE TOTAL ENERGY		kWh
FINAL VAUE TOTAL ENERGY		kWh
CONSUMPTION		kWh /toasts
PRICE		€ / toasts

To calculate the price, use the average price per kWh in the Czech Republic in 2022 0,35 €

Just for the record, in 2021 the average price of kWh in the Czech Republic was 0.15 €

Be careful, the toaster is hot.

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2 second measurements

Did you notice the monitors were swith on after entering the room?

Measure what is their consumption?

Peak of W?		W
CONSUMPTION (estimate)		kWh / hour
PRICE		€ / hour

Is there a possibility of savings?

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3 third measurements

Use your phone chargers and measure their consumption. Sort them from high to lowest.

Name	Measurment Peak of W	
		W
		W
		W
		W
		W
		W
		W

Is it that simple?

- Do all phones charge at the same time?
- Do they have the same amount of battery life?
- Do the hours of operation vary depending on how you use the phone?

Discuss with others in your group.

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4 Fourth measurement

Use your laptops.

Measure their consumption after switching on without using applications.
Then start your favorite game, and measure the consumption again.

What are the results?

Name of the game	Measurment Peak of W After start laptop	Measurment Peak of W After start a game	Difference in W

What do you think about it, are the differences big? Discuss with others.

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5 Fifth measurement

If you have time.

You can measure the power consumption of a desktop computer after startup and compare it with the consumption of a laptop after startup.

What are the results?

Computer	Measurment Peak of W	
Desktop		W
Averages of your laptops (you can use a data from fourth part)		W

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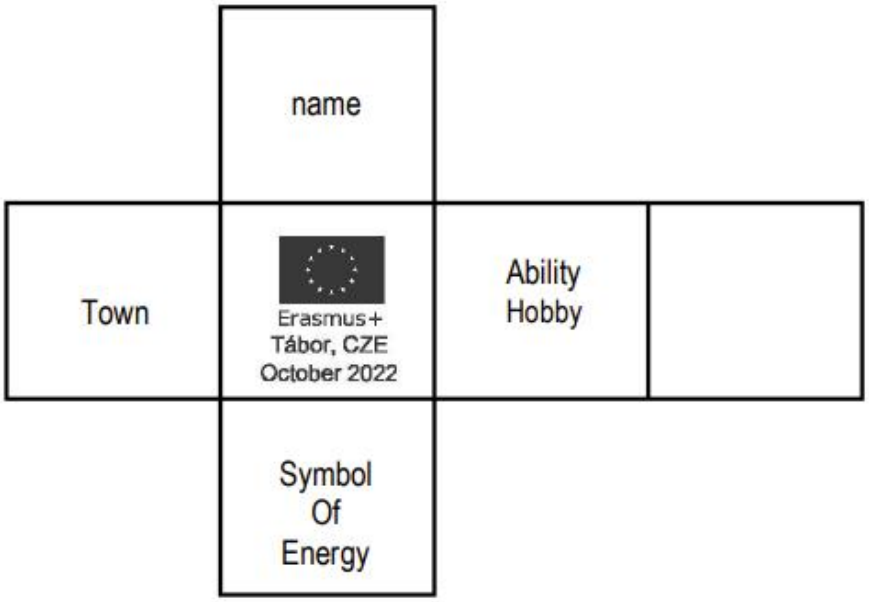
Here is the last page of your dice:

Write down the measurement value that surprised or entertained you the most. The values will be the same for the whole team:

All Members of the team must agree on one value!

All of member:



Thank you for completing the task.

Submit the worksheet.

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Worksheet 4 – Source of energy before and now

Introduction:

Work together.

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Password: jsmenaprumyslovce

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In the first part you need to find some information and then after a short break to go on the trip .....

Today we will speak and visit two modern energy sources and walk around the places where energy was obtained in the past.

Past will be first.

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In the past, mainly hydropower and wind energy were used. Today we will focus on the water one.

Have you ever wondered why cities are often built in past on rivers?

Because the river provided water for supply, energy for mills, and was often the most feasible route for travel.

Note that the town of Tábor was founded in 1420 and compare it further with the first mentions of mills on the Luznice River.

First, find some information about the Lužnice River:

Where is its source: .....

How long is it? .....

What river does
it flow into?.....

What is the largest city
located on the river Luznice?.....

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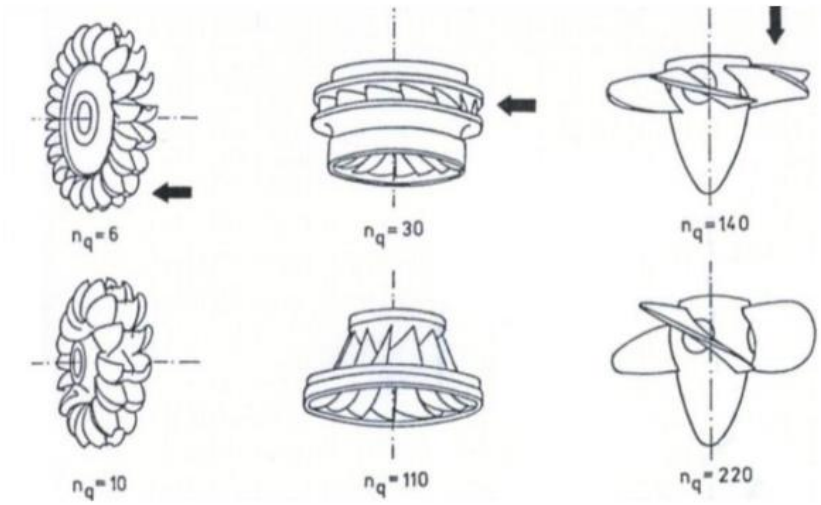
And now we will be speaking about water mills.

Select the Francis turbine in the picture. What is its principle?



What is the main difference between a hammer and a mill?

.....

.....

What are the so-called FLUME?

.....

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And these days?

What are old mills used for today if not for grinding grain and still exist.

……

Today we will visit the most powerful Czech power plant Temelín.

What is the principle of its operation?

……

How many blocks does it have?

……

What is its combined power output?

……

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After a break, use the map and walk around the river Luznice and observe the the old Křižík power plant and the old mills in Tábor. Stop on market places and check the data.

Be safe on the way and use sidewalks.

If you don't have data in your mobile phone fill the worksheet right now.

Use the QR code and enter the web sites with information about the places.
www.pamatkovykatalog.cz
www.vodnimlyny.cz

Take picture of your group the visited places!

Unfortunately, they are only in the Czech language, so use a team member from the Czech Republic or Slovakia who is able to catch the information.

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Stopover no.: 1

Name of object	
Exist? (Y/N/Ruin)	
Found (year)	
Author's name?	
Have you heard of him this week? Where?	
Type of engine?	
Usage for?	
Have you made a picture of you?	

QR code for Number 1

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Stopover no.: 2

Name of object	
Exist? (Y/N/Ruin)	
Found (year)	
Name of the first miller	
Convert to power plant? (Y/N)	
Type of turbine	
Output (kW)	
Have you made a picture of you?	

QR code for Number 2

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Stopover no.: 3

Name of object	
Exist? (Y/N/Ruin)	
Found (year)	
Name of the first miller	
Convert to power plant? (Y/N)	
Type of turbine	
Output (kW)	
Have you made a picture of you?	

QR code for number 3

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Stopover no.: 4

Name of object	
Exist? (Y/N/Ruin)	
Found (year)	
Name of the first miller	
Convert to power plant? (Y/N)	
Type of turbine	
Output (kW)	
Have you made a picture of you?	

QR code for number 4

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Stopover no.: 5

This point of interest is a little different, yet it is very interesting.
The Tábor was an important mining town in the past.
It has been mined here for more than 650 years.
Miners mined ..... **(find what).**
The mills were not used only for grinding grain, or later for generating electricity.
The mined ore was processed in ore mills on the Lužnice River.

QR code for number 5

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Stopover no.: 6

Name of object	
Exist? (Y/N/Ruin)	
Found (year)	
Name of the first miller	
Convert to power plant? (Y/N)	
Type of turbine	
Output (kW)	
Have you made a picture of you?	

QR code for number 6

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There is no task for you dice.

We will meet at 11:45 in front of the Pintovka restaurant **point no.7 in your map**, where we will have lunch and then go to visit the Temelín nuclear power plant and the small hydroelectric power plant Hluboká.

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Worksheet 5 – playing dice

Introduction:

Work together.

Use school computers to search for required information. The computers are in Czech language, but Google Chrome is simple, as is the Microsoft Office suite. Alternatively, a Czech or Slovak colleague will help you.

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Do you remember you dice?

Now is time to play dice in your group.

Roll the dice and repeat the roll of the dice, where the same pictures will fall.

As a result, you will have 6 or 7 different pictures on top.

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Write the name of pictures in the list below:

1)

2)

3)

4)

5)

6)

7)

Now…. Make the story using the pictures/words from your list, it will be good if the topic will be energy.

……

……

……

……

……

……

……

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Thank you for your work.

Submit your worksheet.

You can keep the dice it is a souvenir for our project week.

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Worksheet 6 – TEN recommendations for reducing consumption

Introduction:

Work together.

Use school computers to search for required information. The computers are in Czech language, but Google Chrome is simple, as is the Microsoft Office suite. Alternatively, a Czech or Slovak colleague will help you.

Login: skoleni
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Depending on what you've already experienced this week....

What kinds of energy do you know? (use electricity only once)

1) .....

2) .....

3) .....

4) .....

Is it easy to produce energy?

- .....

Is it possible to store electrical energy in bulk?

- .....

Did our ancestors use any type of energy?

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In your group, discuss, think about where you consume energy in your life, study, work and whether this energy could be saved.

Try to agree on 8 different activities in your group, regardless of whether you can save or not.

What kind of activities do you use energy for?	What type of energy do you use?	In your opinion, it is possible to save energy during this activity.	And how?

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When all the groups in **your classroom** are done, connect with them, discuss with them, and select 12 activities from your worksheets.

The tables are on two pages.

What kind of activities do you use energy for?	What type of energy do you use?	In your opinion, it is possible to save energy during this activity.	And how?

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What kind of activities do you use energy for?	What type of energy do you use?	In your opinion, it is possible to save energy during this activity.	And how?

When you're done, connect with a big group from the other classroom and choose and agree with them on the final 10 recommendations on how to save energy, you can use only one worksheet to fill recommendations.

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Ten recommendations how to save energy

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

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There is no more task for you dice.

Thank you for your work.

Please remember it, and try to some recommendation to follow.

Submit the worksheets mainly the final one.

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Worksheet 7 – Final presentation

Introduction:

Work together. **Small repetition.**

You are working in 6 international teams in which you have made the assigned tasks.

The topic of our whole meeting have been ENERGY. Its acquisition, consumption and responsible behavior when dealing with it.

The outcome of the whole project week will be a collective presentation of your conclusions, which you will present to our students tomorrow from 10:45. I hope, you keeped your work, documents, take pictures.

Each team will prepare a part of the collective presentation. The presentation will have these parts, always on about 3-6 pages.

1. Introduction of participating cities.
2. Introduction of participating schools.
3. Introduction of teams.
4. Tasks solved in the project.
5. Ten Energy Saving Recommendations – Project Output
6. Leisure activities, trips

Your agreement have been that according to the number of your group you will be in charge of the topic of part of the presentation.

Agree on cooperation, who will create the design? Who will present tomorrow, and how? You can use my basic presentation design, stored on a shared drive. Or you can create your own.

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Thank you for completing the task, this one is the one of the most important. Because you have to sell your work, and motivate other students to participate in similar projects.

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Ergebnisse
The 10 recommendations for climate protection

- ⇨ Die “10 Empfehlungen zum Klimaschutz” werden online präsentiert.
- ⇨ Die Ergebnisse aus den Arbeitsaufträgen werden von den multinationalen Arbeitsgruppen jeweils als PP vorgetragen und diskutiert
- ⇨

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C4: Skofja Loka – Slowenien
Drohnentechnik

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Agenda

generation 4C – be communicate, be collaborate, be creative, be critical

Erasmus+
KA2 strategic partnership

Agenda - draft
ŠC Škofja Loka, 23.1. – 27. 1. 2023

22/01/2023 Sunday	
18.00	Travelling Day Meeting and dinner (school canteen - not yet confirmed)
23/01/2023 Monday	
until 08.30	Breakfast (at your accommodation)
09.00 – 09.30	Welcome at school
09.30 – 10.30	Presentations of partner schools
10.30 – 10.45	Group formation (a draw - done by "drone pilots")
11.00 – 13.00	Work on the project: Drones - lecture, presentation and demonstration by Mr Robert Šipec, an aviation expert
13.00 – 14.30	Lunchtime (school canteen)
15.00 – 17.00	Škofja Loka - Sightseeing tour on foot (guided in groups by our students)
18.30	Dinner (school canteen)
24/01/2023 Tuesday	
until 08.30	Breakfast (at your accommodation)
9.00 – 11.00	Work on the project: Drones: check list, instructions, regulations, done by drone pilots Landing platform designed by groups
11.00 – 12.00	School tour (guided by students and teachers)
12.00 – 13.00	Lunchtime (school canteen)
13.00 – 14.30	Work on the project: Drone flying instructed by drone pilots Landing platform designed by groups
15.00– 17.00	Visit to the Škofja Loka castle
18.30	Dinner (school canteen)
25/01/2023 Wednesday	
until 08.00	Breakfast (at your accommodation)
8.30 – 11.00	Visit to Adria Tehnika (Ljubljana Airport) by bus
12.00 – 13.30	Visit to Ljubljana (guided tour in English)
14.00 – 18.00	BTC Food Court, Shopping or Aqua Park (free choice)
18.00 – 19.00	Return to Škofja Loka by bus
19.00	Dinner (school canteen) Bus transport for the whole day
26/01/2023 Thursday	
until 8.30	Breakfast (at your accommodation)
09.00 – 13.00	Work on the project: Drone flying - regulations, licenses ...
13.00 – 14.30	Lunchtime (school canteen)
15.00 – 16.30	Challenge: Drones flying
16.30 – 19.00	Free time
18.30	Dinner (school canteen - students)
19.00	Dinner – teachers: Starman, gostinstvo in turizem Stara Loka 22, 4220 Škofja Loka (curtesy of SC Škofja loka)
19.00 – 22.00	Free time for students
27/01/2023 Friday	
until 08.30	Breakfast (at your accommodation)
09.00 – 13.00	Work on the project: presentation ppt / drone presentation, evaluation, preparing printed version of students work, outlook for the next project meeting
13:00 – 14.00	Lunchtime (school canteen)
15.00 – 18.00	Free time of choice: Ski museum, Bled
18.30	Dinner (school canteen)
28/01/2023 Saturday	
8.00	Breakfast (at your accommodation) Departure

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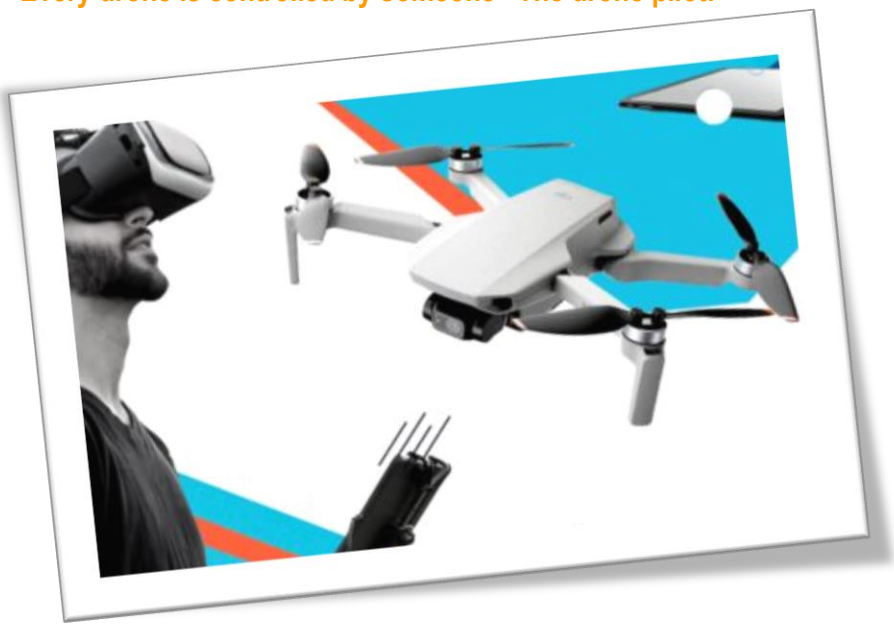
Arbeitsblätter

Every drone is controlled by someone - The drone pilot!



What does a drone pilot need to know?

Knowledge ….

What must a drone pilot be able to do?

Practical competence…

What does a drone pilot have to consider?

EU laws ….,
flight rights ….,
data protection ….,
human rights, ……

What does a drone pilot have to do before he takes off?

Checklist like an airplane pilot…..

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Team classification

There will be 6 teams formed.

Drone pilot expert team

- ⇨ From everys school one student is a drone expert. All drone experts from everey school work together in this team (prepare the protocol).

Task for the expert team:

- ⇨ Create a checklist for the take off.
- ⇨ Create a test paper for drone pilots.
- ⇨ Create a practical test for flying drones
- ⇨ Create a certificate paper for the successful test
- ⇨ Create a licence plate for your drone

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Task for all groups

Drones provide valuable services in many economic sectors. Annual turnover with commercial drones was estimated at 333 million euros in 2019. In 2017, sales of just 163 million euros were achieved. The drone market is a growth market.

Develop a PowerPoint and illustrate the answers to the following questions with pictures:

1. Find examples where drones are used.
2. What should be considered when buying a drone?
3. Do I have to register the drone?
4. Which drone can I fly over my property?
5. What are the regulations of flying a drone over your own property
6. What do I have to consider if I want to fly a drone with a camera over my own property?
7. What do I have to consider if I want to fly my drone over my own property?

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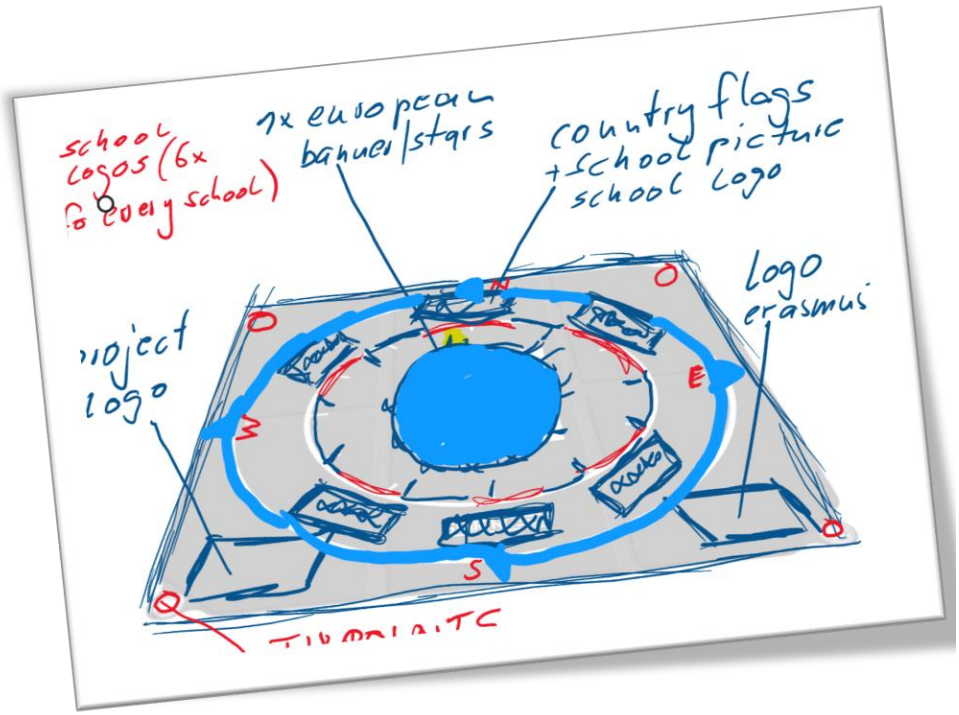
8. Create landing platforms for the drones.

⇨ 1x with european flag/stars in the centre

⇨ 6x with each school logo/flag in the centre



The design of the platforms should include:

⇨ European flag/stars

⇨ Flag from every country

⇨ Name/logo from every school

⇨ Erasmus+ logo

⇨ Generation 4C project logo

Print out two copies from each platforms.

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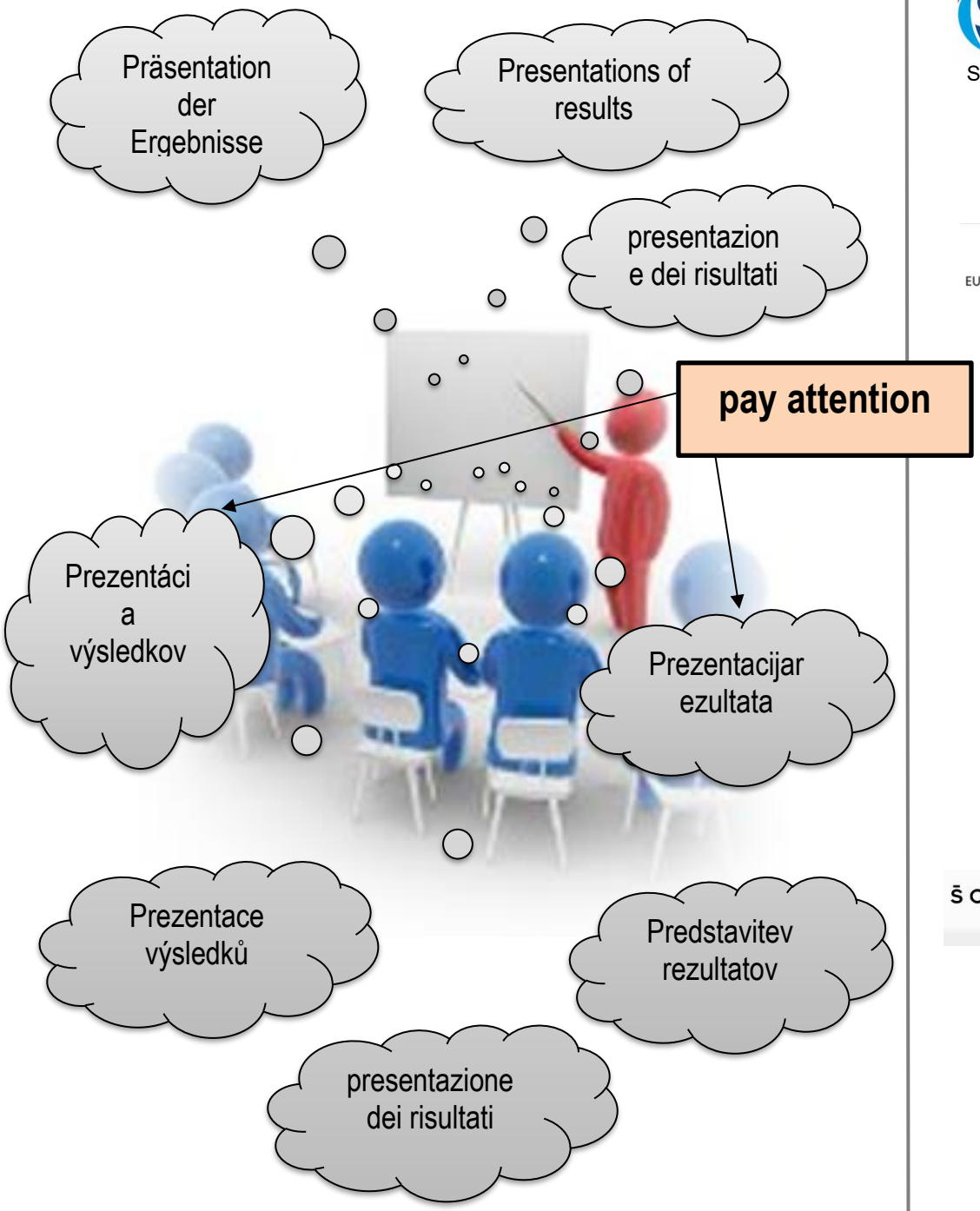
Presentations of results



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The 10 Commandments for using drones.

- ⇨ All groups together create 10 Commandments for using drones.

Theoretical and practical challenge

- ⇨ The drone expert team organize a theoretical and practical test / instruction.

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Construction and 3D-Printing

- ⇨ Create a utility to pick up the flags with the drone

Attention:

- ⇨ The weight of the drone must not
- ⇨ exceed 249 grams
- ⇨ The sensors must not be impaired

Project video / picture gallery

- ⇨ The drone expert team organize a video production / picture gallery on how to operate drones (theoretical work, practical test, student groups, teachers.....).

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Ergebnisse:
Checkliste Drohnenbenutzung

PILOTS DRAFT – DAY 3

FLIGHT PROTOCOL

BEFORE

- ☐ CHECK YOUR PHYSICAL CONDITION
- ☐ CHECK FLIGHT CODITIONS
- ☐ ASSEMBLE THE DRONE
- ☐ CLICK IN THE BATTERY
- ☐ CHECK IF YOU HAVE THE RIGHT CABLE (iphone, android)
- ☐ ASSEMBLE THE REMOTE
- ☐ CLEAR LANDING SENSORS
- ☐ REMOVE GIMBAL COVER
- ☐ TURN ON EVERYTHING
- ☐ CHECK FOR FIRMWARE UPDATES
- ☐ TEST GIMBAL
- ☐ CHECK GPS SIGNAL
- ☐ SET RTH ALTITUDE (Return To Home)

READY TO FLY

AFTER

- ☐ TURN OFF
- ☐ GIMBAL COVER
- ☐ RECHARGE BATTERIES
- ☐ CHECK YOU HAVEN'T LOST ANYTHING
- ☐ IF CRASH LANDING HAPPENS CHECK FOR ANY DAMAGE

PILOTS DRAFT – DAY 3

ACTIVITY PLAN

- ☐ EXPLAIN THE CONTROLLER INPUTS
- ☐ SHOW THE MOST USEFUL FUNCTIONS OF THE APP
- ☐ TAKE OFF AND LANDING
- ☐ PITCH FORWARD AND BACKWARDS
- ☐ ROLL LEFT AND RIGHT
- ☐ YAW LEFT, RIGHT
- ☐ COMBINE ALL MOTIONS
- ☐ CAMERA CONTROL
- ☐ PHOTO, VIDEOS
- ☐ FLYING THE FULL COURSE

Date, place ____ Pilot: ____ Trainee: ____

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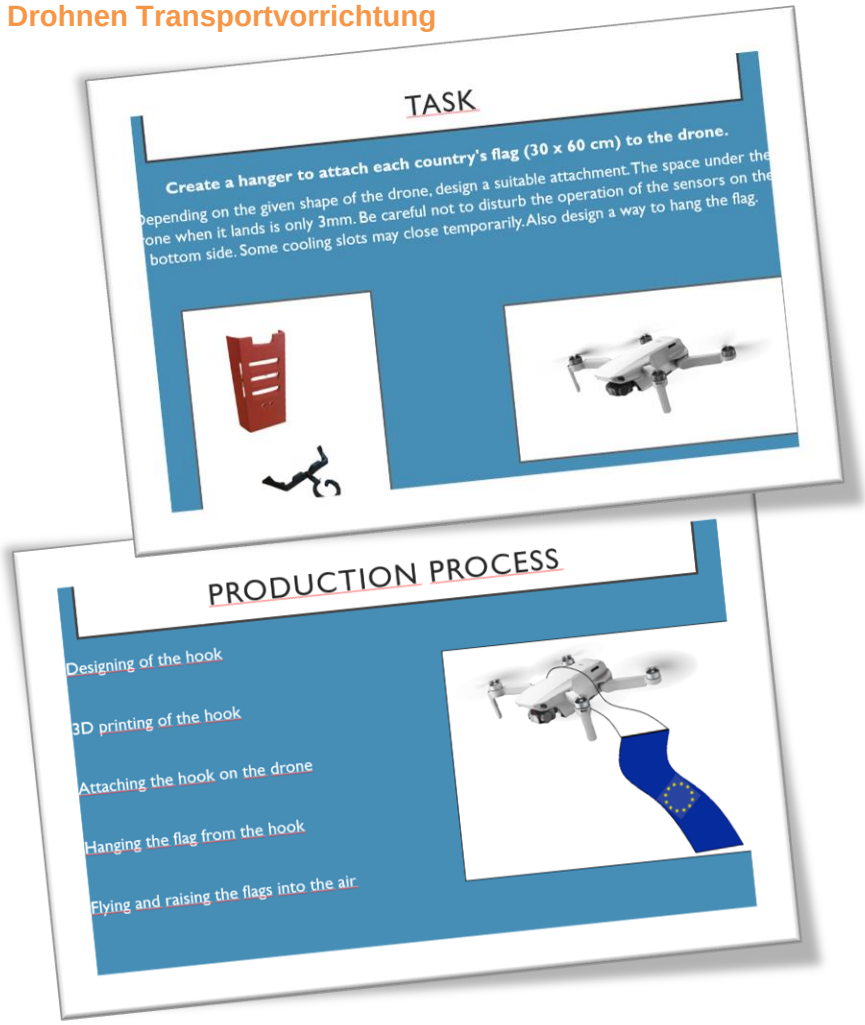
Drohnen Start-/Landeplattform

Drohnen Transportvorrichtung



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Praxistest

Videoproduktion

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C5: Spisska Nova Ves – Slowakische Republik
Lehrerfortbildung smart factory – künstliche Intelligenz

- ⇨ Konzepterstellung für die Abschlusspräsentation und Aufgabenverteilung
- ⇨ Fortbildung der Lehrkräfte „smart factory“
- ⇨ Fortbildung „Künstliche Intelligenz”
- ⇨ Festlegung des fachlichen Inhaltes für die kommenden Projektmeetings
- ⇨ Ausarbeitung der handlungsorientierten Unterlagen für den Unterricht in multinationalen Gruppen.
- ⇨ Bis Juni 2023 Integration der Projektaufgabe in den jeweiligen fachlichen Unterricht der Partnerschulen, Herstellung der Teile, Dokumentation der Lösung
- ⇨ Die regelmäßige Kommunikation und der Austausch der Unterlagen findet über email und der Cloud statt.

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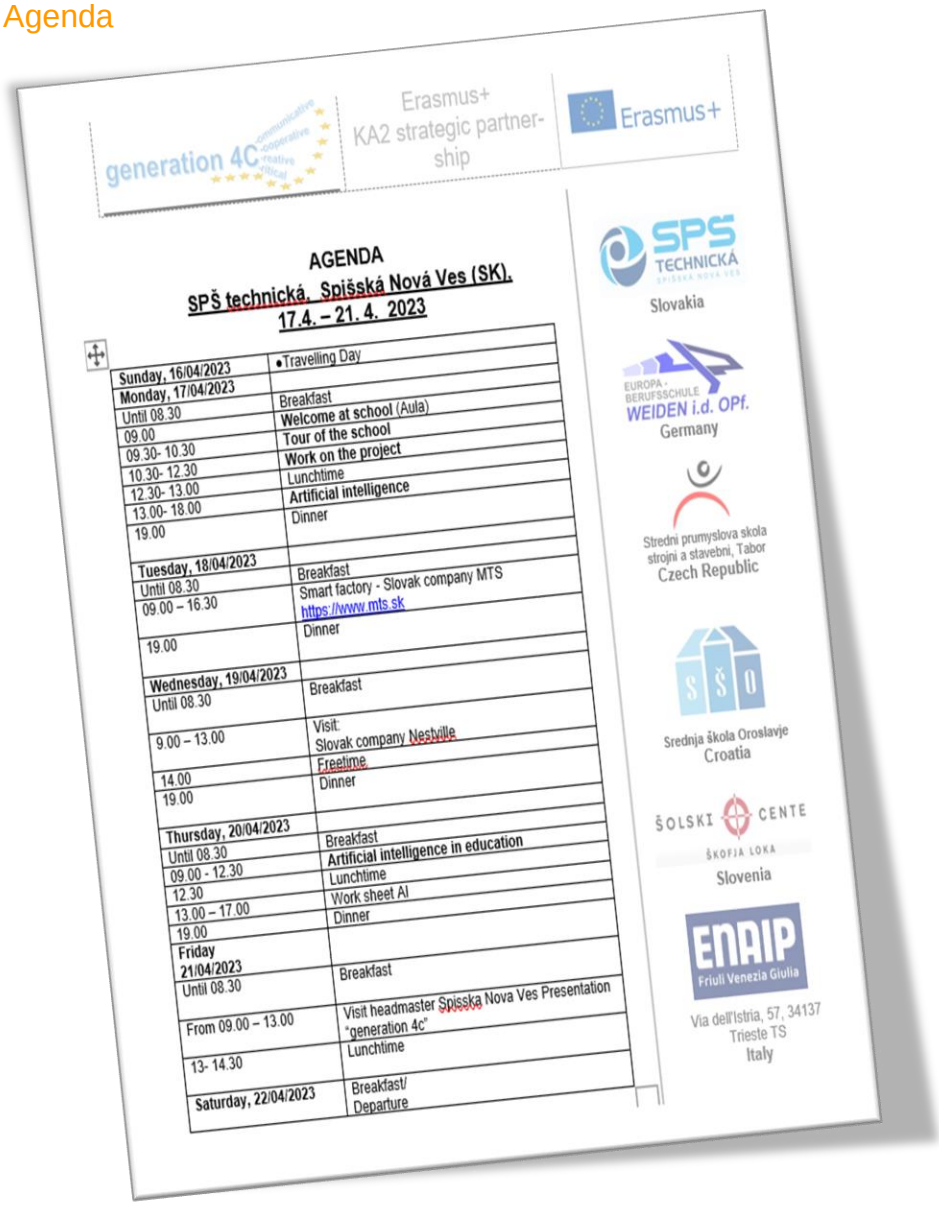
Agenda



generation 4C

Erasmus+
KA2 strategic partnership

Erasmus+

AGENDA

SPŠ technická, Spišská Nová Ves (SK).
17.4. – 21. 4. 2023

Sunday, 16/04/2023	•Travelling Day
Monday, 17/04/2023	
Until 08.30	Breakfast
09.00	**Welcome at school** (Aula)
09.30- 10.30	**Tour of the school**
10.30- 12.30	**Work on the project**
12.30- 13.00	Lunchtime
13.00- 18.00	**Artificial intelligence**
19.00	Dinner
Tuesday, 18/04/2023	
Until 08.30	Breakfast
09.00 – 16.30	Smart factory - Slovak company MTS https://www.mts.sk
19.00	Dinner
Wednesday, 19/04/2023	
Until 08.30	Breakfast
9.00 – 13.00	Visit: Slovak company Nesbille
14.00	Freetime
19.00	Dinner
Thursday, 20/04/2023	
Until 08.30	Breakfast
09.00 - 12.30	**Artificial intelligence in education**
12.30	Lunchtime
13.00 – 17.00	Work sheet AI
19.00	Dinner
Friday 21/04/2023	
Until 08.30	Breakfast
From 09.00 – 13.00	Visit headmaster Spisska Nova Ves Presentation "generation 4c"
13- 14.30	Lunchtime
Saturday, 22/04/2023	Breakfast/ Departure

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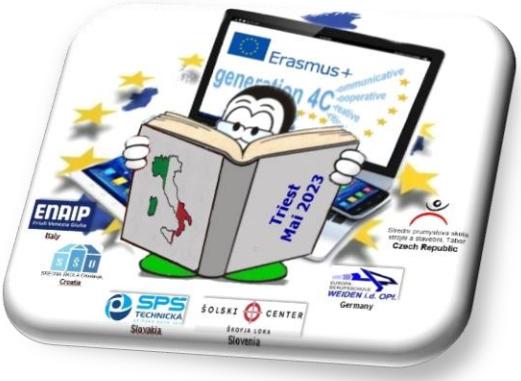
C6: Triest – Italien
Abschlusspräsentation – Künstliche Intelligenz im Unterricht



Agenda

Agenda - draft
Friuli Venezia Giulia, 07/05. – 13/05 2023

07/05/2023	Sunday Travelling Day
08/05/2023	Monday Breakfast (at your accommodation) Welcome coffee in Trieste Presentations of partner schools and formation of students groups Critical thinking: a mean to raise awareness towards Artificial Intelligence Lunchtime (catering at school) Visit to Miramare Castle and the Historical Park Free time
09/05/2023	Tuesday Arrival in ENAIP Pasian di Prato, Udine Welcome coffee break Work on the pr AI affects ever change both in Lunchtime (at s School tour (gu Work on the pr Walk in Udine Dinner at the B Udine
10/05/2023	Wednesday Working time i commitment to and the role of Lunch in schoo Visit at Eurotec www.eurotech system: FVG c mation Dinner at "AI p
11/05/2023	Thursday Visit to the Area Science Park of Trieste Elettra Sincrotrone – a international research center Lunchtime (Area science park) canteen Visit to High Educational Technical Institute specialised in biotechnology – IT'S A. VOLTA Introduction to Artificial Intelligence: state-of-the-art and its use on the field of sciences of life Return to Trieste and free time
12/05/2023	Friday For teachers: Visit to lilly coffee company For students: final questionnaires regarding the meeting topic Lunchtime Final presentation to Regional Official Authority Mr. Fabris: VET system in FVG Region Ms Segati: European Social Fund Projects in FVG Region Video of the project
13/05/2023	Saturday Breakfast (at your accommodation) Departure

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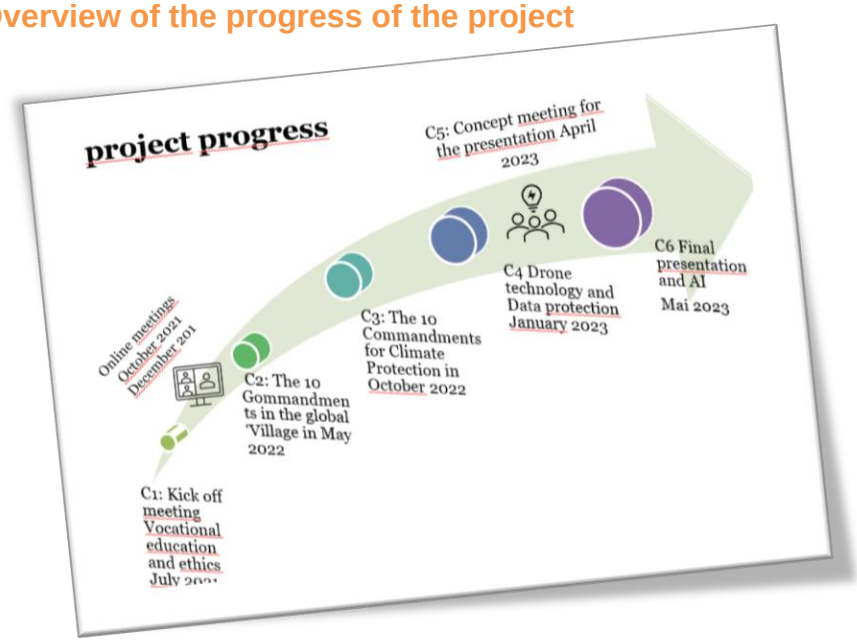
Arbeitsblätter Triest Mai 2023 Final meeting

Overview of the progress of the project



We wanted to start in 2020 til 2022
We had a break til 2021
We decided to start in 2021 till 2023
We had online metting in 2021

- ⇨ All documents about the project meetings are here:
- ⇨ https://www.dropbox.com/scl/fo/1fqhfwxnm4dqibr5n4yiv/h?dl=0&rlkey=z3a8d8fgq8vgsay01095kwsct

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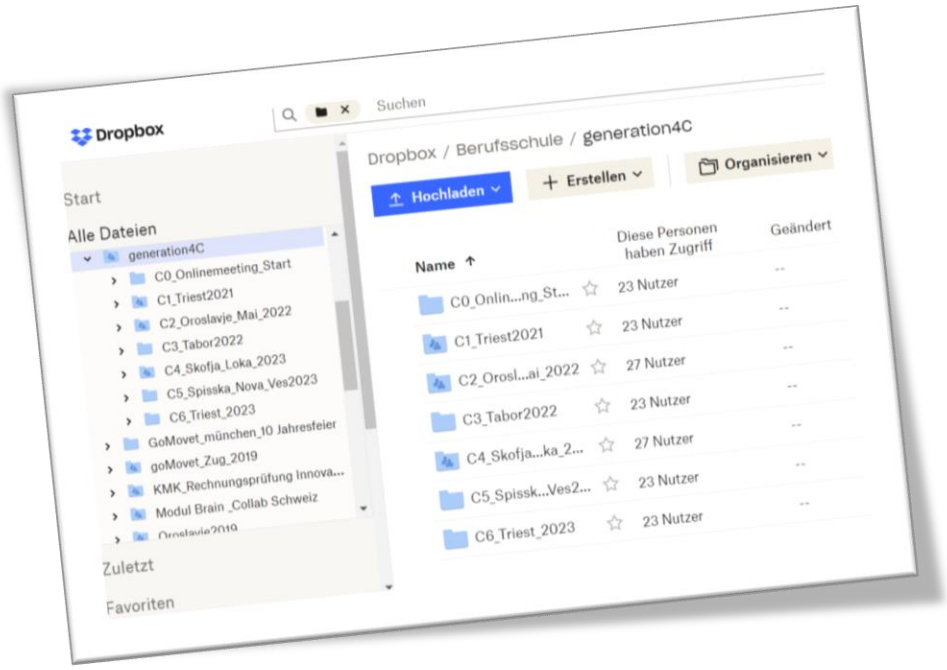
- ⇨ You have to look in your folder. The folders are organized like the teams (see next pages)
- ⇨ The ***worksheet*** is in the folder ***„C6_Triest_2023***



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Euopean-Team classification

- ⇨ We are working in 6 teams.
- ⇨ There will be 6 teams formed.

Task for the teams:

This week, the results of the "generation 4c" project will be presented and questions about artificial intelligence will be answered.

- ⇨ The individual groups presents the results with examples.
- ⇨ At the end of the presentations, the moderator team gives a brief reference to the new challenge in the future: artificial intelligence
- ⇨ Each group presents their answers.

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Group 1 -Banana- „Moderation team"

- ⇨ The project idea and the project goals are briefly presented.
- ⇨ A brief introduction (location, task, etc...) must be presented for each project phase.
- ⇨ All information about the project are available here.
- ⇨

- ⇨ At the end of the presentations, the moderator team gives a brief reference to the new challenge in the future: artificial intelligence
- ⇨ Each group presents their answers.

- ⇨ **The moderation team the team of moderators carry out the evaluations and present the results.**

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Group 2 - Papaya - (Folder C2..) “The 10 Commandments in the global ‘Village”

- ⇨ Present the project section and finds examples for each commandment.
- ⇨ All information are available here.

- ⇨ Create a picture galery from the project week
- ⇨ Create a PP with examples

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Group 3 - Apple - (Folder C3) "The 10 Commandments for Climate Protection"

- ⇨ Present the project section and find examples of each with calculation of energy savings.
- ⇨ Create a picture galery from the project week
- ⇨ Create a PP with examples
- ⇨ All information are available here.

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Group 4 - STRAWBERRY - „Energy saving questions"

- ⇨ Present a test with Kahoot".

Examples....

How much do you save when washing clothes in the washing machine at 30° instead of 60°?

If you turn on the washing machine twice a week. How high are the savings per year at a kilowatt price of 0.25 – 0,37 € per kilowatt?

In your room, the lamp has an output of 60 watts. The light in the room is on 3 times a week, although you are in the kitchen having dinner. How much do you save if you switch off the light (electricity price 0.25 euros per KW).

- ⇨ All information are available here.

Tip: You can use the examples in the folder

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Group 5 - AVOCADO - (Folder C4) "Drone technology"

- ⇨ Present the project section
- ⇨ How the students works in the project week and finds examples of using drones.
- ⇨ All information about the project are available here.

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ŠOLSKI CENTER ŠKOFJA LOKA
Slovenia

Group 6 – ANANAS - Website and documentation team

- ⇨ creates a website/documentation (Word, video, PP, ...) for the generation 4c project
- ⇨ With films, pictures, etc. is the project-work to show.
- ⇨ All information about the project are available here.
- ⇨

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Pitanja Questions Otázky
Fragen Opýtať sa
Chiedere Vprašanja

Questions for all gruops about artificial intelligence (AI)

- ⇨ What is meant by artificial intelligence?
- ⇨ What is meant by an algorithm?
- ⇨ What is the difference between AI, ML and algorithms?
- ⇨ Where do you encounter AI in everyday life?
- ⇨ Show 3 examples of how AI is used in healthcare.
- ⇨ Show 3 examples of how AI is used in school/at work
- ⇨ In AI there are applications ChatGPT and Dall-E. Explain both programs with an example.
- ⇨ What opportunities and risks does AI have for us?

SPŠ TECHNICKÁ SPIŠSKÁ NOVÁ VES
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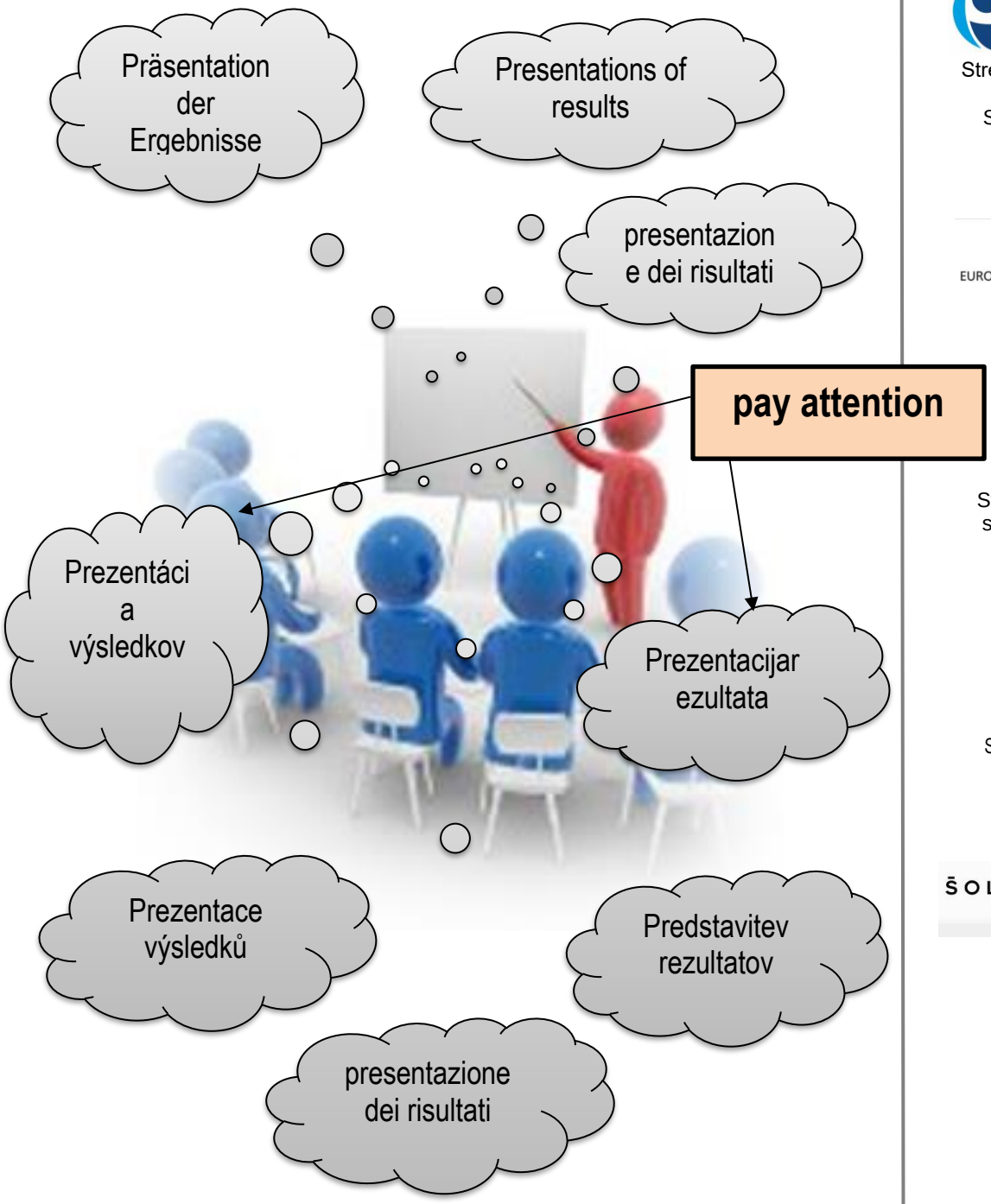
Presentations of results



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Ergebnisse

⇨ Video zu den 10 Geboten im globalen Dorf

⇨ Präsentation zu den Fragen zur Künstlichen Intelligenz

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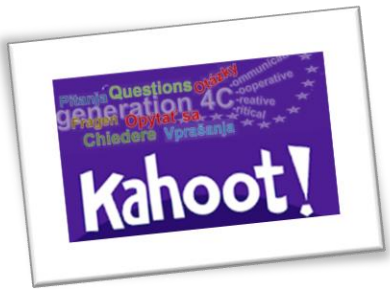
⇨ Video über die Partnerschulen und den Projektinhalt

https://youtu.be/Nd8zPSzuCME

⇨ Online-Fragebogen mit Kahoot und forms



⇨ Selbstorganisierte Abschlusspräsentation im Theater in Triest

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