**ZAKLJUČNO POROČILO O PROJEKTU - POVZETEK**

Osrednja tema našega projekta so bile lažne novice in propaganda nekoč in danes. Osrednje vodilo projekta je bilo zavedanje o pomenu razvijanja kritične presoje. Projekt je naslavljal dve glavni prednostni nalogi: socialno vključevanje in podpora posameznikom pri pridobivanju in razvoju osnovnih znanj in kompetenc; poleg kulturne, državljanske in jezikovne kompetence smo razvijali tudi samoiniciativnost in podjetnost.

Namen in cilj projekta so bili razvijanje kritičnega mišljenja ob proučevanju in primerjanju dogodkov pred in med 2. svetovno vojno na Poljskem in v Sloveniji, spoznavanje razlogov za širjenje lažnih novic v sodobni družbi. Dijaki so spoznali in primerjali zgodovino 2. svetovne vojne v obeh državah, razloge za širjenje lažnih novic in propagande v tridesetih in štiridesetih letih prejšnjega stoletja in danes, naučili so se uporabljati strategije in orodja za prepoznavanje lažnih novic; spoznali in primerjali so elemente propagande in manipulacije v novicah in na plakatih nekoč in danes; naučili so se argumentirati stališča ob obravnavi aktualnih tem; samoiniciativnost in podjetnost pa so izkazali in razvijali pri iskanju virov, načinih urejanja podatkov in predstavitvi rezultatov.

Pred ali po delu na terenu - obisku radijske postaje v Gliwica, taborišča in muzeja Auschwitz, , Schindlerjeve tovarne na Poljskem so dijaki z lastnim raziskovanjem in s pomočjo interaktivnih aktivnosti v delavnicah spoznali nove vsebine, ki so jih nato v skupinah oblikovali v rezultat, ki je izražal pridobljeno znanje in spretnosti. Druga mobilnost na Poljskem je bila namenjena obravnavi aktualnih dogodkov, manipulaciji z vizualnimi sporočili, oblikovanju družbeno angažiranih in reklamnih plakatov. Proučevali smo kulturne in politične okoliščine in njihov pomen pri oblikovanju in širjenju lažnih novic.

V Sloveniji smo v delavnicah v Sinagogi Maribor, Muzeju NOB Maribor in Muzeju novejše zgodovine v Ljubljani spoznali in primerjali slovensko zgodovino v času pred in med 2. svetovno vojno, razvijali kritično presojo ob obravnavi družbene neenakosti, predsodkov, stereotipov. Ob obravnavi romana To noč sem jo videl so dijaki razvili spretnosti analize literarnega dela, na srečanju so v intervjuju pokazali sposobnost kritične presoje.

Zaradi covida-19 in omejitev v prvem letu in pol izvajanja projekta je bila izvedena dodatna virtualna aktivnost z namen ohranjanja kontinuitete kljub omejitvam zaradi prepovedi potovanj. Covid-19 nam je s teorijami zarote in lažnimi novicami, povezanimi z virusom in cepivi, omogočil, da smo projektne vsebine aktualizirali in jih v še večji meri osmislili.

Doseženi rezultati obsegajo učne materiale, učne liste, gradiva s teoretičnim delom in aktivnostmi za dijake, ki so jih oblikovali in izdelali sodelujoči učitelji in zunanji sodelavci. Dijaki so v delavnicah in pri skupnem delu na daljavo v mednarodnih skupinah izdelali gradiva, ki so jih uporabili pri predstavitvah v delavnicah in pri diseminaciji projekta in rezultatov. Izdelana gradiva obsegajo plakate, videoposnetke, avdio posnetke, letake, poročila, foto-eseje in spletne kvize.

Rezultati projekta so tudi pridobljene nove ali izboljšane spretnosti in izkušnje. Sodelujoči dijaki in učitelji so pridobili nova znanja s področja medijske pismenosti in obravnave literarnega dela ter jezikovne spretnosti skozi pripravo gradiv, ob iskanju in proučevanju virov in pri neposredni komunikaciji v tujem jeziku. Ob aktivnem spodbujanju k raziskovanju in kritični presoji medijskih vsebin in vsebin, ki so jih oblikovali sami, so razvili strategije kritičnega mišljenja in podjetnosti.

Pričakovani učinki projekta se nanašajo na dosežene rezultate. Na sodelujočih šolah zavest o potrebi po vključevanju aktivnosti kritičnega mišljenja in podjetnosti večja in bolj sistematično vključena pouk in druge aktivnosti. Sodelujoči dijaki so pridobili veščine, ki jim bodo pomagale pri vključevanju v aktivnosti in projekte: večja motiviranost in aktivnost, samozavest in sproščenost pri nastopanju, boljša zmožnost rabe tujega jezika, sposobnost kritične presoje, sposobnost prilagajanja v tujem okolju, sposobnost dela in sodelovanja v skupini. Pridobljene in izboljšane veščine 21. stoletja in bolj pozitiven odnos do evropskih vrednot so pričakovani učinki ne samo za dijake, ampak tudi za sodelujoče učiteljice in ostale udeležence. Z aktivnostmi in sodelovanjem smo pridobili nova znanja in veščine na področju vodenja projektov in premagovanja ovir pa tudi vztrajnost ter pomembne izkušnje na področju timskega dela.

Šole so s sodelovanjem v projektu pridobile večjo prepoznavnost v lokalnem okolju in širše, saj je bil projekt predstavljen na portalih v Sloveniji in na regionalnem srečanju Slovenije, Hrvaške in BiH.

Zelo opazen in presežen pa je učinek projekta na dijake s posebnimi potrebami, ki so pridobili potrditev, da se kljub tesnobi in fizičnim oviram lahko ne samo enakovredno vključijo v projekte, ampak jih tudi bogatijo.

**REPORT ON THE PROJECT**

The theme of the project was fake news and propaganda in the past and now. It addressed two horizontal priorities: Social inclusion and Supporting individuals in acquiring and developing basic skill and key competences. Besides cultural awareness, social and civic competences and communication in foreign languages, the project focused on sense of initiative and entrepreneurship.

 The project aimed at developing critical thinking skills by exploring events preceding WW II; studying current affairs and a literary text; using strategies to identify fake news; learning about the reasons behind the production of fake news and propaganda; developing visual literacy skills for spotting elements of propaganda and manipulation in posters and the news; developing the ability to argue by exploring topical issues; developing initiative and entrepreneurship in key stages of the project – finding sources, processing information and the presentation of project results.

All the planned LTT activities at were carried out. Due to Covid-19 and restrictions in travelling during the first year, an additional LTT activity was organized – virtual LTT activities. Workshops and field work activities were carried out as planned. The participating pupils studied the materials, learnt the subject matter in theoretical part of the workshops, which was invariably followed by outputs that reflected students` acquired knowledge and skills.

 The main project activities included surveys to assess the baseline situation and the final situation, and the achievement of objectives during the project. Workshops in Poland - exploring the available literature on WWII in Poland, the role of propaganda and populism before WWII and the events leading to it - were aimed at preparing students for on-site education – excursions to Gliwice Radio Station, Memorial and Museum Auschwitz - Birkenau, Schindler`s Factory. Students collected sources, which were used in workshops that promoted visual literacy and critical thinking. The second physical exchange in Poland explored resources to draw students` attention to current affairs, topical issues, fake news in the media. Cultural and political circumstances were studied to define their significance in creating and spreading fake news. They were debated; critical thinking was encouraged through various activities such as case study scenarios.

 On-site education in Slovenia took place at Maribor Synagogue and National Liberation Museum, where students` critical thinking was acquired by actively participating in workshops on the century of war, daily life during WWII, human rights and social inequality, the consequences of prejudice and negative cultural stereotypes. The novel I Saw Her That Night was read and discussed, students acquired skills that enabled them to prepare questions to interview the author. Students` initiative and entrepreneurship was promoted in all project stages – finding relevant literature, the exploration of the novel, organizing facts, the presentation of the project, and dissemination on schools` websites, by having conducted workshops for schoolmates, primary school pupils and parents attending open days.

 The outcomes produced include: approaches and topics that are relevant and that integrate good practices and new methods into regular activities. This led to increased ability to think critically when accessing news, information and propaganda, and greater understanding of the importance of being informed; a more positive attitude to European values; greater understanding of social and cultural diversity; increased sense of initiative and entrepreneurship; increased competence in foreign languages and social skills, as well as increased level of digital competence and literacy.