



VE PROJECT : *Tweet and Meet*

❖ PROJECT SUMMARY:

“*Tweet and Meet*” is an eight-month-long virtual exchange project going from autumn to spring that connects two groups of pre-primary learners aged 3–5 from different countries. Through a combination of asynchronous activities and live online meetings, the children explore the topic of birds while getting to know each other and their everyday lives. The children exchange photos of their world, create drawings, crafts and a small present to share with their partner class, and practise songs to sing together during the online meetings. The project supports language learning, creativity, social interaction, communication and intercultural learning.

❖ INVITED CRITERIA

Content:

The project uses an **appealing and age-appropriate topic**, exploring the topic of birds and sharing aspects of their everyday lives with the partner group. It **integrates cross-curricular content** through the topic and through language, music, art and geography by looking at the world map. **Intercultural practices** are included through sharing photos, songs, everyday experiences and traditions with the partner group.

Methodological approach:

The project uses songs, creative activities, drawing and craft work, with children preparing and choosing what they want to share with their partner group. Teachers guide the online meetings and support children as they show their drawings, objects and crafts, sing songs and respond to the other group. The meetings are planned in advance but allow flexibility to respond to children’s ideas and contributions.

Communication:

Children communicate with their partner class through synchronous and asynchronous communication by sharing photos, drawings, crafts and songs, and using the live meetings to show their work and objects and respond to the other group. English is used to communicate with each other, with the support of the teachers.

Use of technology:

Zoom is used to connect the two groups through online meetings. Digital photos are also used to share activities and aspects of everyday life between the classes.

Final outcomes:

The project results in a collection of children's drawings, crafts and photographs that are shared between the two classes, posters of the project displayed in the preschool, making it visible throughout its duration, and a parcel sent as a present to the partner class.

❖ **TARGET LEARNERS**

Pre-primary children aged 3–5. The project involves two groups of 16 and 14 children who attend an English-immersion preschool. Most of the children have a good understanding of English. The partner class consists of 19 children who have English lessons once a week, with English also integrated into their daily routines. The children are familiar with their teacher using English during the lessons and routines.

❖ **PARTNERS**

Two pre-primary classes from different countries. The teachers and children communicate together using English. The teachers are regularly in touch with each other, planning the online meetings and exchanging photos and children's work to share with their classes.

❖ **GOALS**

1. Explore the topic of birds through songs, stories, drawings, crafts and other activities
2. Become familiar with English related to birds and the project activities.
3. Experience using simple English to respond to and share with children from another preschool
4. Become familiar with the everyday life of children in the partner class, including their routines, interests, activities and surroundings
5. Develop interest in- and a sense of connection with the partner class through regular contact, shared activities and online meetings
6. Develop confidence in participating in online meetings with another group of children
7. Develop awareness that children in another preschool may have different experiences and routines while also sharing common interests and activities

❖ **CROSS-CURRICULAR AREAS**

EFL content: birds, bird names and sounds, and English related to the project activities. English was used throughout the project through songs, classroom activities and online meetings. During the meetings, the children listened to the teachers and the partner

class and responded in simple ways, spontaneously using familiar expressions, for example, *thank you*.

Science and nature: observing birds and their sounds, becoming familiar with birds found in the two countries, noticing seasonal changes in bird activity and talking about where birds live.

Art and crafts: bird drawings and crafts, self-portraits and drawings related to the project, decorative wrapping paper.

Music and movement: singing songs to each other and together during online meetings, playing instruments and doing movement games/activities.

Geography: learning that the partner class is in another country, becoming familiar with looking at a map and finding various countries on it.

ICT: using photographs to share activities and everyday life, and using Zoom for live meetings between the two classes.

Personal and social development: participating in group activities, preparing things to share with the partner class, listening to and responding to the other children, taking part in online meetings and becoming familiar with another group of children.

Intercultural learning: becoming familiar with aspects of the everyday life, routines and traditions of the partner class, and sharing aspects of their own preschool life with the other group.

❖ PRODUCTS

A collection of children's drawings, photographs and crafts shared between the two partner classes, posters displaying the project, and a parcel sent as a present to the partner class.

❖ TASKS

Getting started:

- Introduce the topic of birds through stories, books, songs and activities during circle time
- Introduce the partner class using photographs and simple information about the traditions the children follow, the children themselves, their preschool and their everyday routines
- Use a large map to find the various countries that the children in the group come from and find the country of the partner class
- Share photographs and drawings from the partner class regularly so that the children can become familiar with the other group before meeting them online.

- Include bird-related activities in everyday preschool routines, for example, setting up a bird feeder and checking it, singing songs, doing art activities and playing movement games

Preparing for the exchange:

- Explore birds found in the two countries through books, activities and conversations, and listen to different bird sounds
- Prepare drawings, crafts and self-portraits that the children can share with the partner class
- Practise introducing themselves
- Practise playing the bird instruments to share with the partner class
- Practise songs that the children want to sing to the partner class, as well as other chants and songs that both groups could sing together
- Reflect with the children on the last meeting and talk to them about what they would like to show or share during the next online meeting
- Prepare and send a parcel to the partner class containing children's drawings and a present

Online meetings (20 to 30 minutes):

- Children introduce themselves (those who want to)
- Children are given opportunities to show drawings, objects and crafts to the partner class
- Children play the bird instruments to the partner class
- Children sing songs to each other and together
- Teachers support the interaction by talking to the partner children and helping their children engage and respond to the other teacher and partner group
- Teachers help with understanding if necessary

Continuing the exchange:

- Continue exchanging photographs, drawings and other children's work between meetings, sharing aspects of everyday preschool life, including routines, activities and traditions
- Observe changes in bird activity from autumn to spring
- Make new posters of photos and drawings throughout the project and display them in the preschool so that the exchange remains visible and can be revisited throughout the project
- Reflect by looking at various aspects of the project digitally and inviting the children to draw whatever they would like from the project

Ask the children how they felt when they were singing and showing their pictures during the online meetings

❖ **ICT TOOLS**

- Computer with a large second screen for the online meetings and for showing photographs and other materials
- An app for the phone to identify bird songs
- Video-conferencing platform: Zoom
- Email and WhatsApp for communication and coordination between the teachers

❖ **MATERIALS / RESOURCES**

- Books and stories about birds
- Bird-related songs and music
- Bird sound recordings and an app for identifying bird songs
- Large map for locating countries and introducing the partner country
- Photographs shared between the two partner classes
- Paper, drawing and craft materials
- Materials for making and decorating crafts and the parcel
- Wooden bird used as a present for the partner class
- Computer and large second screen
- Internet connection and video-conferencing platform
- Materials for displaying children's drawings, photographs and other project materials in the preschool

❖ **REFERENCES/LINKS/MORE INFORMATION:**

Erasmus+ Invited project KA220-HED-000157119: Integrating Primary and Pre-school Virtual Exchange Projects into Language Teacher Education: <https://invited-project.eu/>

INVITED criteria for VE projects: <https://invited-project.eu/criteria-for-ve-projects-in-early-language-education/>