

1. The day began well and followed the work plan.
2. The Warm up exercise [Karen + Éamon] was a simple 'mirroring' one. The objectives were
 - Fun way to begin day
 - Raise awareness as to how it feels to be restrained in movement by another person [mirror] and how it feels to have 'power' over the other person's ability to move. [person]

The students worked in pairs [some restrictions on choice of partner]

2. Blogs [Lillian]

The students followed the instructions and when ready formed a chain. [variation of the 'Pass the Parcel']. Whoever has the parcel speaks. Point of note was the way the general body supported any student where language was a challenge.

The item was well organised and the students participated willingly.

3. Student presentations [Lillian]

The presentations were as per the work plan. Time was given for questions and the audience had to give feedback in writing. Those giving feedback worked in pairs and changed pairs after each presentation. The presentations were limited to 15 min. each [including questions] The written submissions of the pairs were collected and given to the relevant teams.

Some points to note. The presenters focused on the product [understandable!] but some members did not always address remarks to the audience. Focus was on the presentation of the 'facts' but not on the 'performance'.

That said, the interplay between the team members was very good. They supported each other and gave the impression that they knew what they were doing. One of the teams, in particular was very

innovative in getting their message to the audience [even though it did involve a little practical joke on one of the team].

The students were very competent in answering questions from the audience and the audience reacted very positively.

Pairs, for feedback were chosen of a variety of fun criteria and appears to have worked very well. Overall one could rank the exercise as very professional in terms of organisation [both teacher and student], product, participation, showing evidence of innovation and, in particular, commitment.

There was an interruption to proceedings mid way through and the matter was handled very competently and the time plan was adapted to cover the loss of time.

4. Presentation [Lillian]

Because of the interruption mentioned above, the presentation on innovation and entrepreneurship in education was given after lunch. The time was restricted but the students responded very well and appeared to appreciate the input.

5. Games, games, games [Erica]

This presentation was very interactive and the students actively engaged in the games. Some of the games mentioned are meant for schools and are designed to enable teachers to guide/direct children in mastering the intricacies of reading as well as other subjects. Other games are devised to encourage team work, bonding, self development, social exploration, racialism, class, feminism and discrimination.

Despite the fact that this was the last day and the last class on Friday the atmosphere/climate was very intense yet very professional. They attacked each task with vigour, they were very supportive of and very kind to each other. They appeared to enjoy the challenge and, no matter how tired they were prepared to give of their best.

6. Final 'house keeping' [Sabine]

Sabin outlined, again, the requirements that need to be forwarded to her in order to get payment for expenses. Claims can be made via email, or other electronic methods but the original 'hard copy' need to be sent to her . It is a EU requirement that such material need to be kept for 5 years!

7. The presentation of certificates to the students brought the formal part of the programme to a close. Certificates were presented by Baruk.