

A digital booklet in the project:

«Living and learning in natural and green environment»

2021-1-LV01-KA220-SCH-000024421

November 1 – September 30, 2023

(LATVIAN GROUP)



Co-funded by the
European Union



The main objective of the project

The main objective of the project is to raise a comprehension among students that living in an friendly and natural environment is an important question for their lives.

Our project motivation is based on school's programmes and we would like to share and learn experience on implementation of environmental protection topics and methods with other countries schools, to explore cultural, green and various traditions experience of other cultures.

The main objective has been achieved through various activities involving partner schools as well as by encouraging pupils and teachers to conduct local activities on the amount of recycling, waste, energy, water use at school towards making it more sustainable environment.

The main objective of digital booklet

Digital booklet is a students of each partner institution made material about the activities implemented during mobilities, where they have reflected gathered experiences on project topics, green course developments and current trends from all partnership schools.

The aim of creating a digital booklet was to make students the ambassadors of green ideas. By taking part in international week activities, students realized the importance of protecting the environment and helped students to understand how their decisions and actions affect and impact the natural world around us.

Environmental education is hands-on, interactive learning that sparks the imagination and unlocks creativity. When environmental education is integrated into the curriculum, students show more enthusiasm and engagement in learning, which raises students' achievement in core academic areas.

Implemented LTTA

C1 mobility « Flow learning about Icelandic nature, habitats and geology»

Grunnskoli Borgarfjardar, Iceland, March 14-18th, 2022

C2 mobility «A world full of Natural Wonders»

Scoala Gimnazia «Aurel Vlaicu» Arad, Romania, May 1st-7th,2022

C3 mobility «Nature Friendly Actions»

Agrupamento de Escolas Antonio Feijo,Ponte de Lima, Portugal, September 19th-23rd, 2022

C4 mobility «Achieving the 3R's of Sustainability: «Reduce,Reuse, Recycle»

IES,Las Marinas, Roquetas de Mar, Spain, November 21-25,2022

C6 mobility «Our Natural Environment»

Základní škola a mateřská škola Kamenický Šenov, Czech Republic, May 15-19, 2023

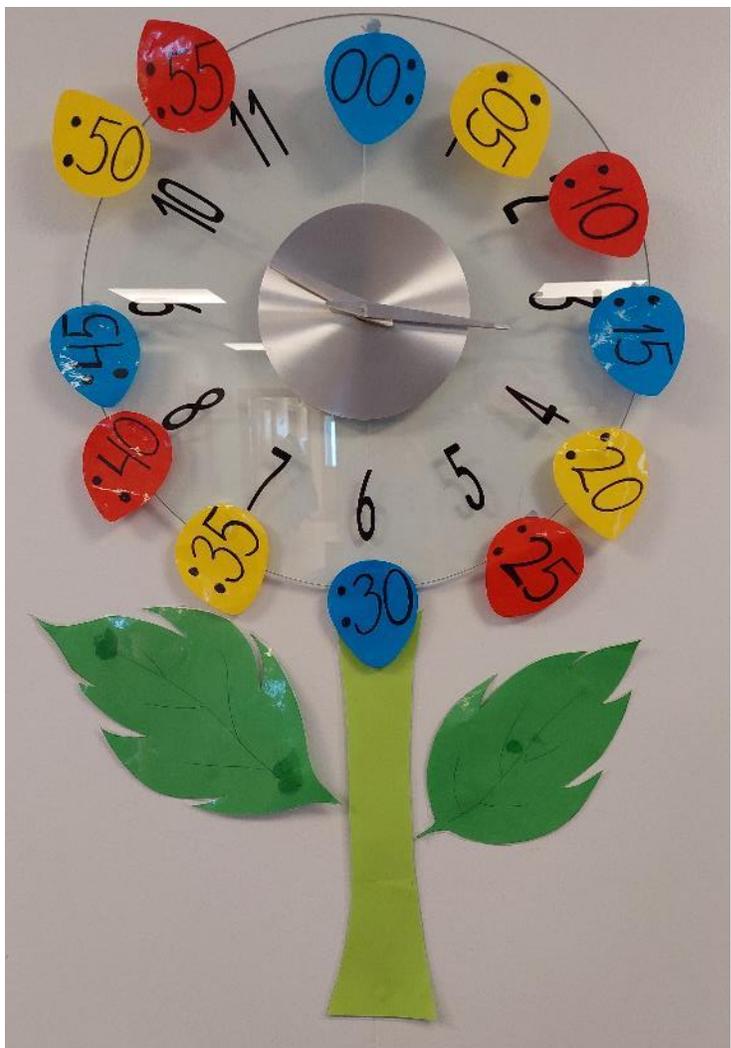
C1 mobility « Flow learning about Icelandic nature, habitats and geology»

Grunnskoli Borgarfjardar, Iceland, March 14-18th, 2022

The objectives for C1 mobility:

- 1) By doing activity/competition with rope students learned how to communicate, collaborate and solve difficulties working in groups.
- 2) By working in mixed groups students learned how to prepare rye bread and bake it (they learned how to use and mix ingredients, learned baking instructions developed communication and collaborative skills in mixed groups).
- 3) To learn that international games are usual in each country of participants, through the games students learn about culture, nature and country.
- 4) To raise awareness and respect other cultures, by exploring and studying lava tunnel geology.
- 5) To learn about animals in Iceland area, compare species of birds with other countries' bird species and their specificity.
- 6) The objectives were: to understand how volcanic land changes, geology.





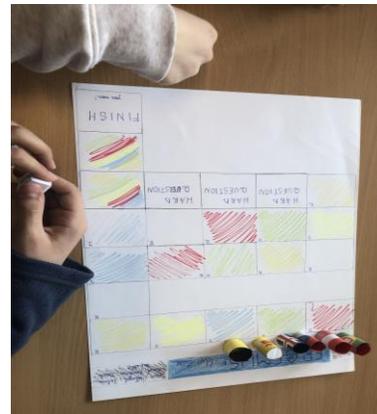
yellow	red	blue
Gulur	Raouf	Blau
Paula Eliza	Tade	Megija
Tadeáš	Marija	Toms
Noel	Roman	Vojtěch
Maria Carpine	Matěj	Tania
Raul	Rázvan	Natalia
Maria Silva	Gabriela	Lusia
Nuno	Maria Silva	Natalie
Alvaro	Marta	Francisco
Sandra	Alex	Andri
Aron	Axel	Astrún
Birna	Bjartur	Dagný
Elvar	Emir Daði	Flóvent
Guðmundur Bragi	Guðmundur Heiðar	Guðmundur Ingi
Haukur	Hermann	Hilmar
Hlynur	Ingólfur	Jón Hannes
Kristín Hildur	Kristín	Kristján
Ólöf	Simon	Skimir
Sólveig	Steinunn	Sveinn
Sædis	Tómas	Vigdís
Askur	Bergur	Emir
Guðmar	Hinrik	Isaac
Jóhanna	Jón Bjarni	Salka
Sigurður	Sigurjón	Eiza

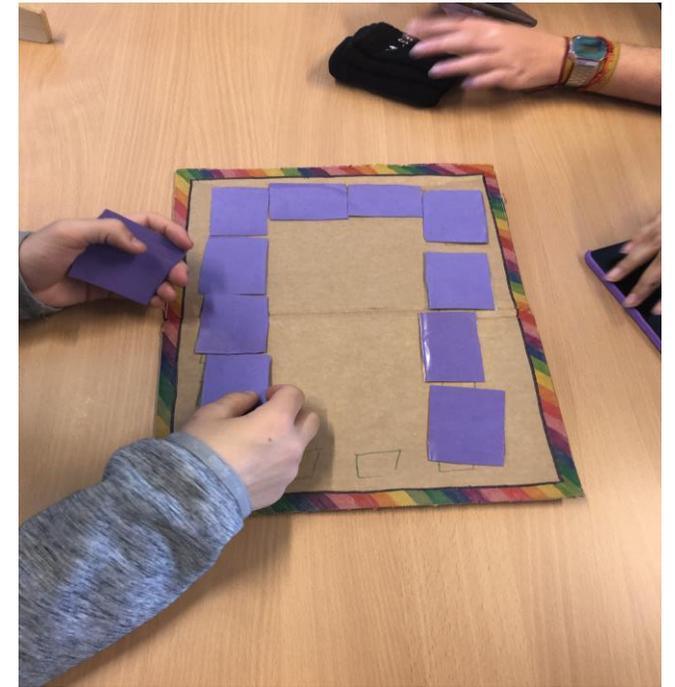
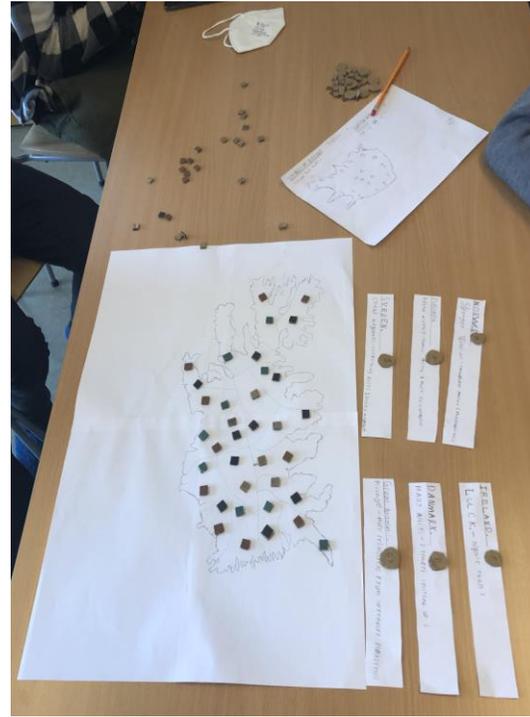


Day 1: Local Day: Students and teachers learning about Icelandic nature, biology, plants.

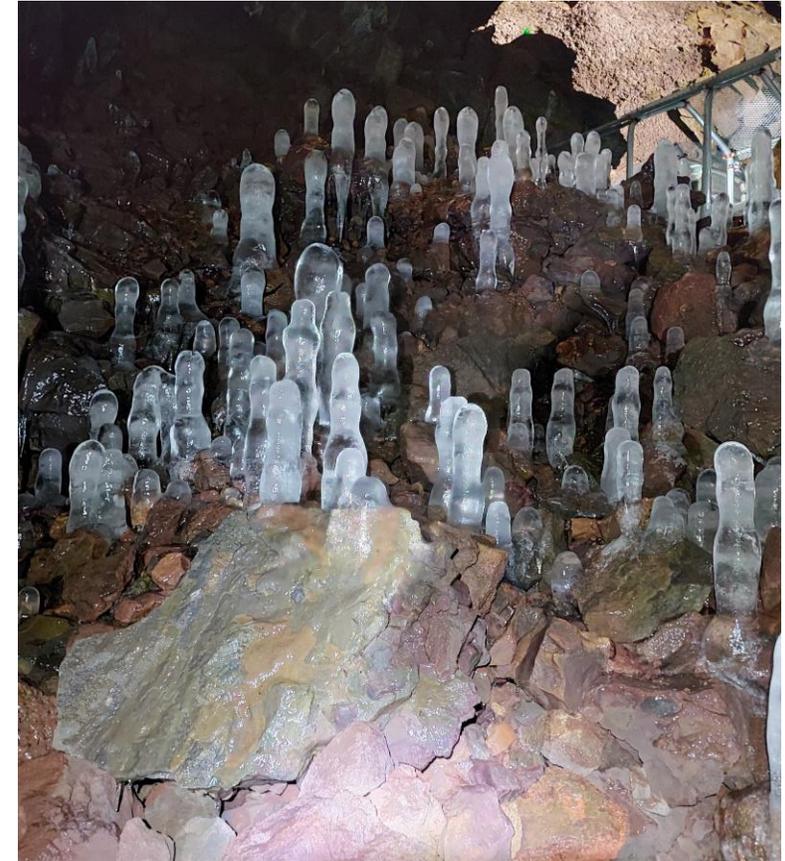


Day 2: Historical Day: Students visited school, observed Iceland educational system. Students were divided into groups and started their activities by creating table games about flags of countries, Iceland nature phenomena, and alphabet. Students from Portugal, Czech Republic and Romania had short presentations about their country.

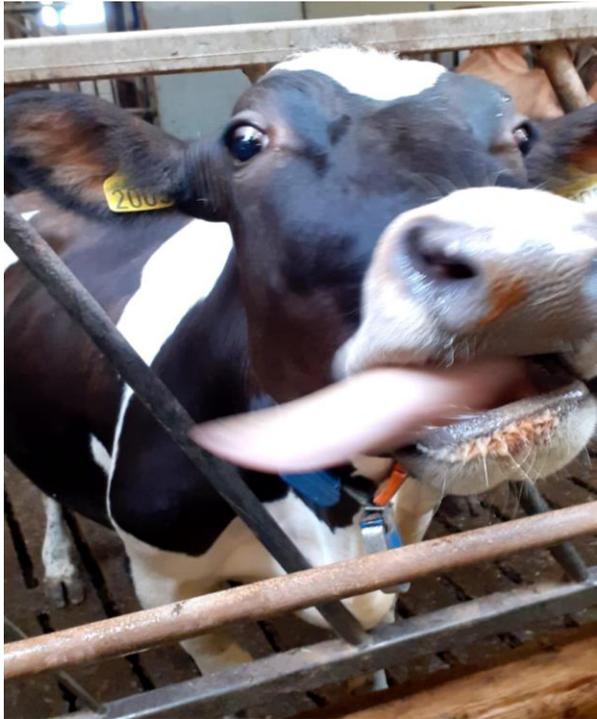




Day 3: Students and teachers explored impressive lava tunnel with volume 3km length and 900 m height. They learned about cave's history, explored different rocks, cliffs.



Day 4 : Animal and Birds Day: Students went to explore goat and horse farm <https://www.facebook.com/haafellgoatfarm/>. They compared different farms, learned about how to take care of domestic animals.



Day 5: Fresh Water and Geothermal water Day. All project participants visited Hraunfossar and Barnafoss waterfalls and learned how to see connection between school subjects and the real world by understanding nature.





BARNAFOSS



Upplýsingar

Barnafoss heit áður Bjarnafoss og lá steinbogi yfir ána, en í Hraunvignissögu segir: „Þá var brú á Bjarnafossi og lengi stóð“; nafnið Barnafoss og aðfríð steinboga skýrast af elfurandi sögu.

Einu sinni bjó efnuð ekkja í Hraunási, sem átti tvö börn. Eitt sinn fór konan með allt sitt fólk nema börnin til jólamessu á Giltakka. Þau áttu að vera ein heima. Þegar fólk kom heim voru börnin horfin, en spor þeirra lágu að steinboganum á áni og auglýst var, að þau höfðu fallið í ána og drukkað. Lát þá móðir þeirra hlýða sögunni með þeim ummælum að yfir Barnafoss skyldi engin maður komast lífs af um ádur og æv, en í minningu barnanna gaf hún Reykhótsakjú, Norðurneyki í Háskavell.

Historical Notes

The following story accounts for the name of Barnafoss (Children's waterfall) and for the disappearance of a stone arch that used to bridge the river. One Christmas day the household at Hraunási went to attend mass, with the exception of two children who were to stay at home. When the people returned, the children had vanished but their tracks led to the river. The children had fallen off the stone arch and drowned. Their mother then had the arch destroyed to prevent the recurrence of such a tragedy.

Historiske oplysninger

Om navnet Barnafoss (Barnefossen), og den naturlige bro der før i tiden lå hen over åen, findes følgende sagn: En gang drog folkene på gården Hraunási til julemesse og efterlod to børn alene på gården. Da man kom tilbage, var børnene forsvundet, men der var spor af dem hen til steinbuen over åen; de måtte være faldet i åen og være druknet. Børnernes mor sørgede for at steinbuen blev brudt ned, så flere børn ikke kom til skade.

Historische Daten

Die folgende Geschichte erklärt den Namen Barnafoss (Wasserfall der Kinder) und das Schicksal des Steinbogens, der früher über den Fluss lag. Die Leute vom Hof Hraunási fuhren einmal zur Heiligabendmesse, indem aber zwei Kinder zu Hause. Als sie zurückkehrten, waren die Kinder verschwunden aber ihre Spuren führten zu dem Steinbogen am Fluss, sie waren hingefallen und ertrunken. Ihre Mutter ließ diesen Steinbogen zerstören, damit andere nicht zu Schaden kämen.

Un peu d'histoire

L'histoire qui suit explique le nom de la cascade, Barnafoss (la Chute des Enfants). Le jour de Noël, toute la maisonnie de Hraunási s'était rendue à la messe, à l'exception de deux enfants, restés à la maison. Lorsque les gens revinrent de l'église, les enfants avaient disparu, mais leurs traces menaient à l'arche de pierre qui enjambait la rivière. Ils en étaient tombés et s'étaient noyés. La mère des enfants fit alors abattre ce pont naturel pour empêcher que d'autres ne connaissent le même sort.



This is our project logo:

Partners of Czech Republic organised project logo contest among all six partner schools: Logo competition and project logo winner is from the Czech Republic.



The achieved results

Through classes, field trips, explorations, experiments, excursions, group works, creative workshops participants of the project and project schools achieved their stated aims. Teaching methods shared knowledge and interaction of participants during mobility are the important elements that gives knowledge about natural and green future for them, their families and teachers to use the methods at school. All above mentioned activities have contributed to reaching the project's objectives. Students researched Icelandic geology, geothermal resources, native animals, forestry and vegetation along with what is different.



Latvian students share the experience

Maria Selecka: My experience to Iceland was great, we explored lot of places. By communicating with students from other countries helped me to become more sociable. Everyone was very nice and welcoming.

Toms Sēja: I enjoyed Iceland because of the beautiful scenery and a weather. Iceland has many things, for example, volcanos, caves, waterfalls. Also the school where we did various activities was very cozy.

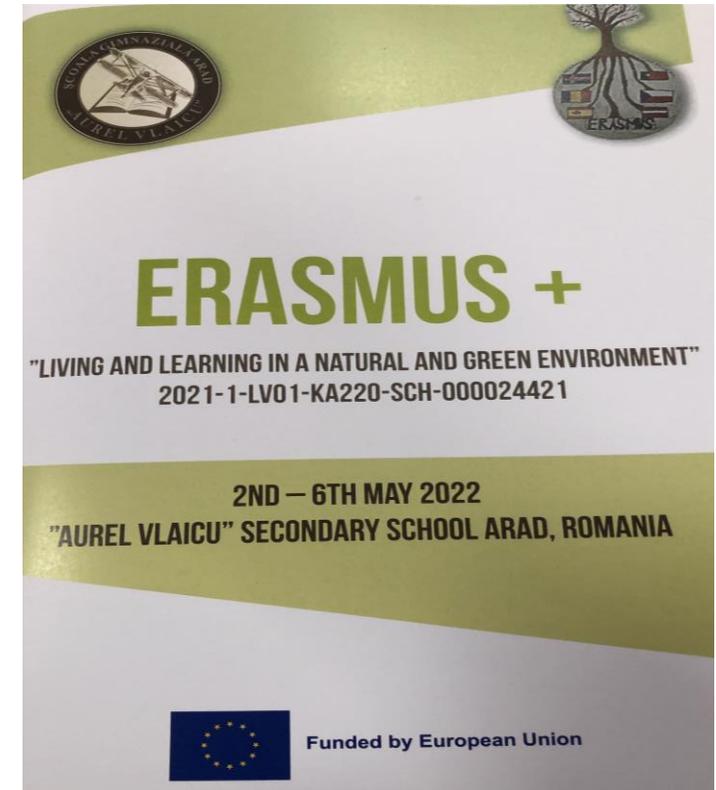
Paula Lange: I had an amazing time and met so many great friends. I miss it all so much. Iceland was so fun and exciting. The people were very friendly and I found lots of great friends.

C2 mobility «A world full of Natural Wonders» Scoala Gimnazia «Aurel Vlaicu» Arad, Romania May 1st-7th,2022



The objectives:

- 1) Activities involved recycling paper, visiting cultural landmarks in Romania were interacting with people from other cultures. Activities included identifying different plant and tree species that made the world's plant species diversity known to all students and promoted the need to preserve biodiversity
- 2)To develop and raise positive and responsible attitude to old things and to develop group work skills, collaboration and language skills competences.
- 3)To develop cultural skills by visiting cultural and historical landmarks such as Salina Turda, exploring and learning about its history.
- 4)To explore the surrounding environment and understand the importance of protecting it. The activity taught them how to be more responsible for all living creatures on the Earth.
- 5)To develop ecological awareness, to understand the importance of protecting the environment and to develop individual qualities such as respect, responsibility, communication and teamwork.
- 6)To widen horizon about other country's history and to share the information with peers after returning home.
- 7)To represent and to be aware of the information that is closely related to environment where we all are in and to underline the importance to take care of it.



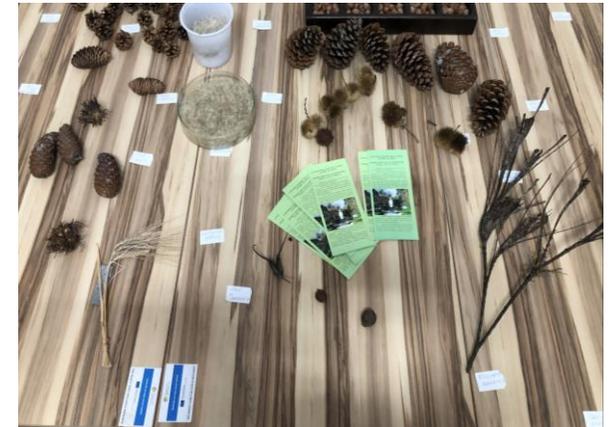
Day 1: An introductory activity: “ All about me”, where students worked in mixed groups, discussed about their interests. They participated in various educational workshops: made clothes, headpieces from recycled material, newspaper, plastic in activity: “ New things made from the old ones”.In workshops students renewed old flower pots, decorated light bulbs, planted flowers in and school’s garden and in flower pots.



In the afternoon students went on excursion to Arad city, explored history and architecture of the city: The objective was to develop cultural skills by visiting cultural and historical landmarks.



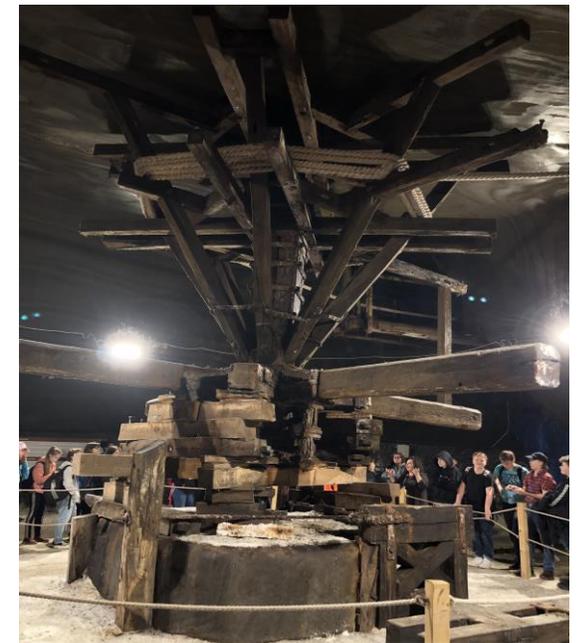
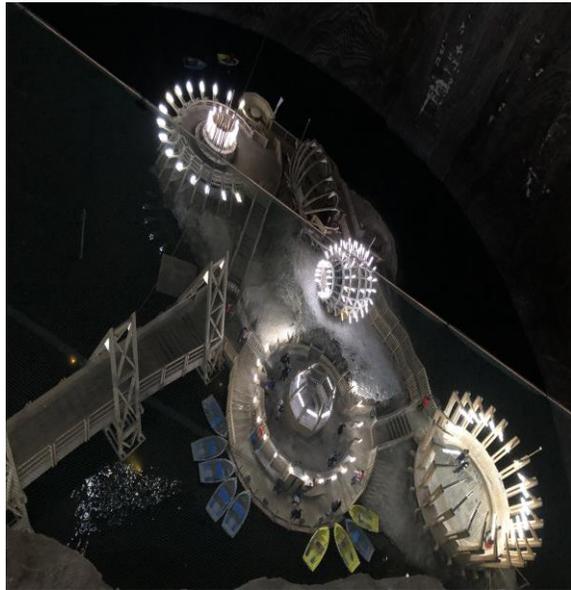
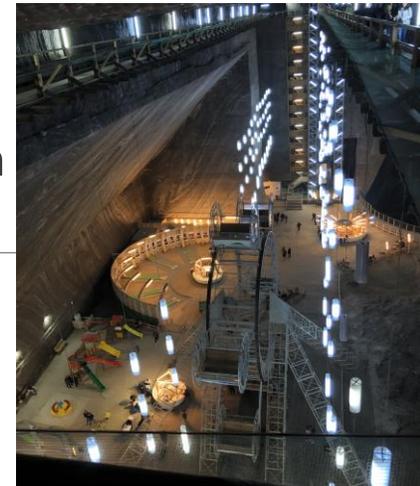
Day 2: Students visited the Botanical/ Dendrological Garden in Macea, Cernovich Castle. Students were involved in an activity during which they explored the rich variety of plants and tree species, about 3830 of them. The activity taught them how to be more responsible for all living creatures on the Earth.



Day 3: Lunce Mures National Park Day 3 - visiting and exploring Lunca Mures National Park where there is a rich ecosystem. There were outdoor activities that involved ink production, recycling paper, trekking on thematic routes, exploring birds' species (around 200 species), listening to the sound of birds, exploring insects' species. All these activities were completed by students' group work.



Day 4: Students participated in activity by visiting Salina Turda (one of the oldest salt mines in Europe), learned about its history, explored it and visited a museum.



Day 5: students' presentation day "Nature full of wonders". All partner schools students presented their the nature phenomena of their countries. In the evening students had farewell party at school.



The achieved results

Activities involved recycling paper, visiting cultural landmarks in Romania were interacting with people from other cultures. Activities included identifying different plant and tree species that made the world's plant species diversity known to all students and promoted the need to preserve biodiversity.

All activities had a significant and positive impact on the participants. By taking part in international week activities students realised the importance of protecting environment, and through discovering new cultures and people students became more tolerant and more responsible.

The results of activities that were held are: students experienced what means to recycle paper, interacted and developed communicative and social skills, developed ecological attitudes and increased tolerance between individuals. All activities were described and organised and completed according to plan.

Latvian students share experience

Artūrs Zariņš: I really liked going to Romania. It was very beautiful and there are many mountains. I enjoyed going by bus with students from other countries

Endžija Šukevica: I was in Romania, I enjoyed to stay at the Momo where were the sweetest people I've met and I wanted to stay longer. Every experience I'd had in Romania amazing, all the activities and people were so fun. I loved the salt cave there was a lot of free time where I could play tennis and other games. Bike riding was fun too, when we went to the lake where we splashed each other with water because there was very hot. I made friends with nice, communicative people. Talking in English has made me more confident.

Beāte Koško: In Romania were interesting classes. The salt cave was interesting because you couldn't really predict what would it look like. I thought that salt caves look completely different. Romanian people are very kind and friendly.

Endijs Strēlis: When I came to Romania, I was a little scared at first, but then I made a little contact with the family. I gained many English skills, and enjoyed excursions. I also really liked the family BMW with subwoofer.

Dženija Senkāne: In Romania we had fun and it was cool to stay in other houses and see the difference between our school and the other school. I liked the city itself and I liked when we went to a different places.



C3 mobility «Nature Friendly Actions»

Agrupamento de Escolas Antonio Feijo, Ponte de Lima, Portugal,
September 19th-23rd, 2022

The objectives:

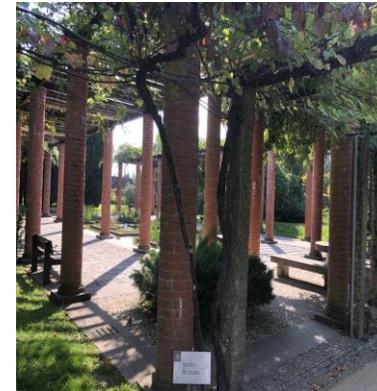
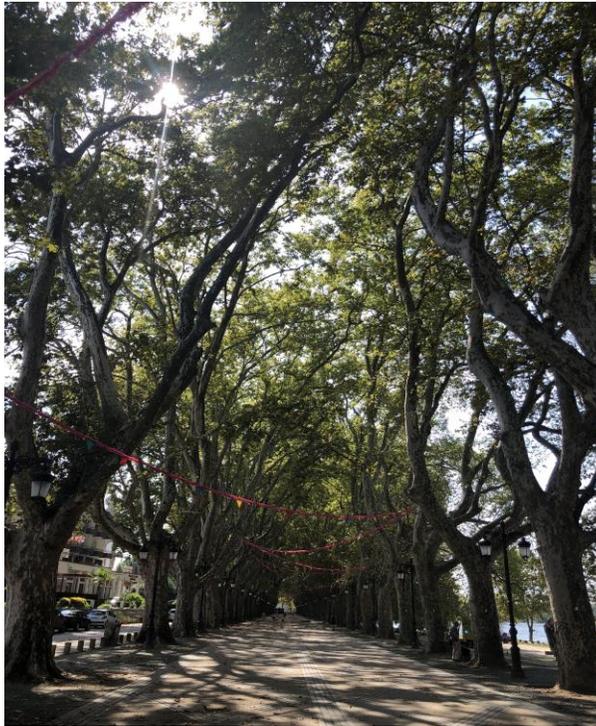
- 1) To get to know rich history of the city where students stayed and to get to know each other through various 1st day activities.
- 2) To work in groups, to explore and find out an information about planets.
- 3) To explore animal species their lifecycle, to develop creative skills by making picture of different nature things.
- 4) To fill a questionnaire what students had observed and to choose the best garden award.
- 5) To observe existing microscopic beings and check the state of water, whether it was good quality or not.



Day 1: Brief presentation ceremony of the different school bodies. There was an excellent music concert, after was a presentation of videos from the previous mobilities, there was guided tour of the school. In the afternoon student had guided tour of Ponte de Lima town.



In the afternoon students had guided tour around Ponte de Lima town

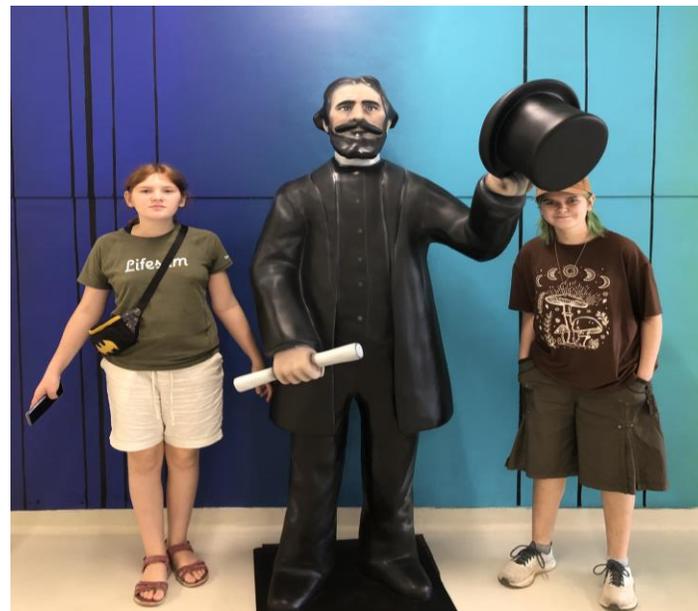


Day 2: Students visited Mayor of Ponte de Lima, introduced with the Mayor of the city and after participated in activity: “ Printing Nature”, where working individually students made bags with printing picture from nature (leaves, pine cones, flowers). In the afternoon students and teachers visit biological farm “Areas de Paisagem Protegida das Lagoas” where they observed wild animals: horses, pigs, rabbits, rats. There were many plants, different species of trees. In the late night students had to chance observe stars through telescope with astrologer Hugo Palma who gave basic knowledge about stars and planets.





Day 4 : Students and teachers visited Nature park and Biosphere reserve. “ Porta Do Mezo” “ Geres Cires Transboundhary”. and in the afternoon the museum”Manuel Antonio Gomez”who was inventor and physician. There were interesting workshops involving construct innovative way of concentrating solar radiation and reflecting mirrors to concentrate sunlight towards a common point in order to melt materials. There were interesting games with animal and birds’ sounds,recognizing animal by touching fur. In the evening students and teachers visited “International Garden Festival in Ponte de Lima”. The task for students was to find the garden which they like the most and evaluated it. Students visited gardens made by different world authors, who included in their gardens creativity of different plants, tree, orchards and flower species.



Day 5: Visiting Toy museum and after canoeing. The objective wereto observe the surrounding fauna and flora, to make a legend of the Lima River. In the afternoon students participate in a workshop how to make natural fertiliser and its application on trees and plants existing in the school grounds. Students analysed the water collected in the river Lima during the tour previous day. During the activities students identified plant species existing on school grounds and surroundings and species of live fossil plant – ginkgo biloba.



The achieved results

C3 mobility activities gave the knowledge of the methodology of education in Portugal, the organisation of different inclusive practical lessons, such as:

All above described activities contributed to reaching project's objectives because all activities are closely related to project topic and the main idea -to show how we can live and learn in surrounding environment and take care of it. In conclusion it is important to say that C3 mobility activities gave the knowledge of the methodology of education in Portugal, the organisation of different inclusive practical lessons, such as: nature science, physics, geography, biology, English.

In conclusion it is important to say that students know better flora and local fauna, its habitats, know history of local region and use the knowledge in playful activities. Students know nature tracks through practising nautical equestrian sport, they know how to reuse the inorganic residues for natural fertiliser production, exemplification by the reuse of splodges of the coffee and finally to listen to folk music of region.

Through activities, workshops, questionnaires, reports of workshops students achieve the main aim - knowledge and experience to live and learn in natural and green environment completing it in international week.

Latvian students share experience

Ieva Upmane: I really liked Erasmus week in Portugal. Most of all I liked the Botanical gardens, the canoe boats, the tour of the Ponte de Lima, the school and the students. The family where I stayed was lovely and nice. The people in Portugal are so nice and lovely. The mountains are so pretty, but it can be difficult to walk on hill streets. But most of all I liked the zoo there and watching through the telescope. I absolutely loved Portugal and Erasmus. I would love to go to Erasmus.

Diāna Mediņa: Going on the Erasmus project was really unforgettable and amazing experience. I feel like I got so much out of this, for example: better communication skills, how to make more eco friendly and useful stuff, great memories and much more. And I can't forget to mention how amazing the people were.

Agnese Rutkovska: I liked being in Portugal. It was beautiful and the food was very delicious. The week that I spent in Portugal was one of the best in my life. The people were really nice, and it was very far from my home. It was also the first time I saw the ocean.



C4 mobility «Achieving the 3R's of Sustainability: «Reduce, Reuse, Recycle» IES, Las Marinas, Roquetas de Mar, Spain November 21-25, 2022

The objectives: To raise awareness on environmental and sustainability by making the best use of local surroundings as the school is located next to the Coastal Natural Park «Punta Entinas-El Sabinar». To develop activities and make important for eco schools premises and making important reference in the learning process of students.

Through the international cooperation with other schools to develop possibility of sharing good practices on environmental aspects.

To experience a guided route in Kayak to understand the area and the species living in it. To learn how to differentiate sea waste, its impact and how to act against it.

By visiting museum to understand fostering a sustainable development of the sea. Through recycling workshop with reused materials at school to teach students to raise awareness towards environment.

To know local plants of Cabo de Gata nature park.

To know how to plant local species of trees in the surrounding mountains.

Through visiting workshop in a sustainable greenhouse to enable students to make connections and apply their learning in the real world that helps students to see inner aspects of social, ecological, economic, cultural and political issues.

Through decision-making environmental education helps students to understand how their decisions and actions affect and impact the natural world around us.

Day 1: Excursion around the city, meeting Roquetas de Mar city mayor, in the afternoon students had activity: « making sandwich boxes » and students made lunch bags from recycled materials



Day 2: Students and teachers visited Plataforma Solar de Almeria. There they told us how Spain gets electricity etc. After that we went to a small town Lucainena de las Torres exploring eight mining kilns



Day 4: Students and teachers went to Cabo de Gata. Students had to do the activity « Photo challenge of Cabo de Gata ».



Day 5: On Friday, it was our last day there, in the morning we went to explore plants, birds and animals in Punta Endinas Sabinar Natural Park and in the afternoon students did activity: « Insects in school's garden ».



The achieved results

C4 mobility activities gave the knowledge of the methodology of education in Spain, the organisation of different inclusive practical lessons, such as:

All above described activities contributed to reaching project's objectives because all activities are closely related to project topic and the main idea. Learning and living in a natural environment education not only offer opportunities for experiential learning outside the classroom, it enables students to make connections and apply their learning in the real world. It helps students to see the inner aspects of social, ecological, economic, cultural and political issues.

Imagination and creativity: Environmental education is hands-on, interactive learning that sparks the imagination and unlocks creativity. When environmental education is integrated into the curriculum, students show more enthusiasm and engagement in learning, which raises students' achievement in core academic areas.

Decision-making: Environmental education helps students understand how their decisions and actions affect and impact the natural world around us. It builds knowledge and skills necessary to address complex environmental issues and ways to keep our environment healthy and sustainable for the coming future.

Social awareness: Environmental education promotes active learning, citizenship, and student leadership.

Tolerance: Environmental education fosters research in the field to understand the whole picture. It promotes common understanding of different points of view and different cultures.

Latvian students share experience

Toms Sēja: In my opinion Erasmus+ project in Spain was very good idea and I think it was the same as in Iceland. They were both very good places to travel to. The best part was the location where we lived, it was a hot place and the perfect temperature to go to live in. Thanks for letting me to know a lot about Spain and its culture.

Rodrigo Fišers: The first few days felt very weird being in other country and staying and someone else's house, but I got used to it with time. I liked that every single day had something different from the previous one. The most interesting was Friday and its magic show.

Beāte Šulca: I was really excited and a little scared at the same time. The activities were very fun and also entertaining. I learned new things about physics and chemistry. I liked group works that made our friendships stronger and also we could learn better. I really liked family I lived in. They were so nice and caring. Overall I liked all the activities especially the food and the beach, going to natural parks and exploring nature.

Keita Soloveiko: In my opinion this trip was amazing, it was real fun, and I liked exploring Spain and meeting new people. I was really lucky with my host family, they were the best, amazing and I was happy with them. I loved going hiking, to explore how spiders and fly legs look like under the microscope. It was great idea to make lunch boxes ourselves because they were really useful and they didn't produce any waste. All together I really loved trip to Spain and thanks ERASMUS+ for giving me an opportunity.

Sanija Keita Salgrāve: In the beginning I was a bit scary because I had never travelled without my family before. The first day I wasn't scary anymore because everyone was welcoming and I felt safe. My host family was amazing, they showed me a lot of beautiful places in Spain, and I am very grateful to be put in such an amazing and caring family. In conclusion I don't regret going on ERASMUS+ project and I can't wait till people will come to Latvia so we can show them how Latvia amazing is.

C6 mobility:»Our Natural Environment» The Czech Republic, May 15-19, 2023

The objectives:

- 1) To learn about town history, to develop different environment and nature worksheets, to make appropriate posters.
- 2) To learn about endemic animals and plants visiting Edmund's Gorge and Stille Gorge.
- 3) Learn from environmental mistakes (done by our ancestors) by visiting companies that ensure the elimination of ecological burdens after uranium mining.
- 4) By working together in different activities involving geological maps and geological games to learn about igneous and sedimentary rocks.
- 5) To explore history of glass and crystal chandeliers production and to learn about raw materials, technologies and processes.
- 6) With the help of bicycle saddle activity to get acquainted how the country protects nature environmental values and how to educate about nature and culture by visiting countryside.



Day 1: Welcome ceremony at school, students' homework presentations: « 10 facts – similarities about Czech republic and my country»

Excursion in Preciosa glass company

Questing game for students in town Kamenicky Šenov

Workshop for teachers in Glass Museum





Day 2: National Park of Bohemian Switzerland. Students and teachers explored animals and plants.
Jetrichovice – workshop in National Park
Workshop at Rubens Soap factory in Ružova



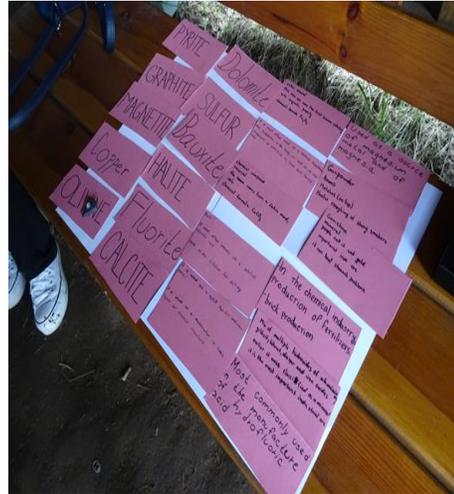
Jetrichovice – with partner colleagues in National Park of Bohemian Switzerland



Day 3: Geological Day. There was a workshop on upcycling. Students made bags from old cotton T-shirts and decorated used discs with plastic beads. In the afternoon students went to Panska scala and participated in various outdoor activities and played different games in groups.



At Panska Scala – geological workshop and outdoor activities in groups
Excursion for teachers: In the footsteps of glass.



Day 4: Ecological Day was spent at the nature museum and the uranium mine museum in Česká Lipa and then to the Diamo company in Straža p. Ralskem where all participants visited the former uranium mine. In the afternoon, various outdoor activities took place in Hamr n. on the coast of the lake.



Day 5: We are ECO – scooter, bicycle ride and walking to Novy Oldrichov and Volfartice.
Excursion to Fire museum in Novy Oldrichov.



Saying Goodbye



The achieved results

C6 mobility activities gave the knowledge of the methodology of education in Czech Republic, the organisation of different inclusive practical lessons. All above described activities contributed to reaching project's objectives because all activities are closely related to project topic and the main idea. Participants of the mobility got knowledge about several topics: protected nature, how the country protects nature and environmental values.

Through activities and workshops everyone developed a sense of responsibility and attitude to build motivation to protect environment and showed a way how to live in cultural environment.

Global environment – get a view about world's environment. Elaboration of project on various topics (climate change, greenhouse effect, natural disasters, ozone spheres, etc.).

Nature competition – students prepared competition about local animals, trees and flowers for younger students that develops to skills how to organize outdoor activities about nature and culture.

Art activities – participants visited forests, city parks, wrote a poetry and drew pictures inspired by the setting in language and arts lessons.

Chemistry – tested different chemicals in science lessons, visited and lectured with the people working in sanitation and water treatment.

Students working in international group activities strengthened skills in English and other foreign languages. Participation in workshops developed key competences and gave encouragement to be more self-confident in future. Everyone learned how to see the relationship between school subjects and real life. Involved teachers shared their experience with colleagues from other countries on teaching methods, thus expanding their professional skills.

Latvian students share experience

Amēlija Stone: The Czech Republic has a lot of mountains. People in the Czech Republic are very nice. And when travelling on Erasmus+, it is very nice to meet people from different countries, and even more so, it is an opportunity to travel. There are many recommendations, but the most important thing, in my opinion, is that when travelling to the Czech Republic, you should take several shoes because you have to walk a lot.

Loreta Bukovska: I liked going to the Czech Republic, because it was a good opportunity to see countries you haven't been to or don't have the opportunity to go to, but the best thing is that it's also a very good opportunity to talk to people in English and improve your knowledge.

Sāra Letinska: I really liked Thursday's party. I made a lot of new friends and I was closest with Elisa and Alicia from Romania. I would recommend others to participate in such projects, because it is a lot of fun and you can make new friends.

Sintija Hāne: My best memory was the farewell party, because then it was fun to dance and listen songs from other countries. I would recommend others to also participate in such projects, because you can learn a lot of new things and have fun. From this project, I realized how much we need to take care of nature and how different nature is in each country.

Emīlija Sofeičenko: The trip to the Czech Republic was very exciting and full of experience. When I arrived in the Czech Republic, I was welcomed by the nicest family! I am so thankful for the host family I was put in! All this week we have been waiting for some fun, engaging activity... This week I made a lot of friends and had lots of new experience, I would love to be in this project next time!

Stefānija Silīņa: My experience in the Erasmus+ exchange program in the Czech Republic was amazing. I saw how beautiful Czech was and I would go there again with my family. I met new people and Czech people were very nice. I really liked workshops and the scooter ride.

Krišjānis Prīsis: The most of all I liked to take part in all outdoor activities and several workshops especially several activities at Panska Scala and in a park of Bohemian Switzerland. The Czech Republic nature is amazing and spectacular.