



Leonardo 4 Children Academy 2024-25

Project nr. 23PCE0003 – Erasmus+

National Report



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National Report: implementation of suggestions for policymakers

<u>Date</u>	<u>12-06-25</u>
<u>School</u>	<u>32nd Primary School of Piraeus</u>

The following document contains

I. Results of stakeholders feedback

Annex I contains the completed forms filled by stakeholders.

II. Recommendations including :

- 1) the results of the piloting period in the national contexts
- 2) opportunities to integrate the Model into national (local, regional)
- 3) opportunities at EU level

Annex II contains a transferable case study developed by the school.

I. Results of stakeholders' feedback

Location and date of the “Leonardo 4 Children” event / conference:

12-06-2025 32nd Primary School of Piraeus

Identification of the person providing feedback on the “Leonardo 4 Children Academy” model (L4CA)	
Last name / First name:	TRAGAZIKIS PANAGIOTIS
Your role:	Educational Consultant for Primary Schools Ministry of Education, Religious Affairs and Sport
Your institution:	Name Directorate of Primary Education Piraeus

Question	Answer
How effective do you think the L4CA model is in enhancing civic education activities in schools?	Rating: 1 (very little) – 5 (to a great extent) 4
How feasible do you think it is to use the L4CA model in your national/local context?	Rating: 1 (very little) – 5 (to a great extent) 4
How adaptable is the L4CA model to your education system ?	Rating: 1 (very little) – 5 (to a great extent) 4

What challenges or opportunities do you foresee in integrating the L4CA model into current educational policies?

1. Challenges:

Curriculum Adaptation: Primary schools curriculum has been transformed during the last three years in order to encompass a spectrum of educational content.

Integrating L4CA's project-based and interdisciplinary learning methods is challenging in the way different subjects could combine in a creative way and support multidisciplinary projects.

2. Teacher Training: There is a need for teachers training in order to adopt creative and collaborative learning approaches.

Furthermore L4CA's could support educator's skills and knowledge for the development of artistic & scientific skills of children.

3. Student Assessment: Current evaluation methods prioritize theoretical knowledge over creativity, empathy, collaboration, and critical thinking.

4. Opportunities:

Interdisciplinary Integration: L4CA provides an excellent opportunity to implement interdisciplinary learning, combining Art, Science, History, ICT, and Social Studies in real-world projects. This aligns well with emerging pedagogical trends and helps students connect

	knowledge across subjects. Alignment with Skills Workshops: The model aligns well with Greece’s Skills Workshop (Εργαστήριο Δεξιοτήτων) and Environmental Studies framework, which promotes social, environmental, and civic engagement—core L4CA themes. Critical Thinking and Creativity: The model encourages innovative problem-solving through the integration of art and science. Future-Ready Students: Emphasizing STEAM prepares students for modern technological and environmental challenges. Social Awareness and Volunteering: Promotes active citizenship and community engagement through projects on equality and sustainability.
What strategies would you suggest to ensure the sustainability and scalability of the L4CA model in the long term?	Organization of annual seminars and workshops for teacher training in the principles of L4CA (Art & Science, Project-Based Learning, STEAM). Dissemination of the project website to more schools through the Directorate of Primary Education in order to create a network of schools implementing the model

What key recommendations would you suggest for national and EU-level integration of L4CA?	Develop a national network of schools to integrate L4CA modules into "Skills Workshops" then, to gather sufficient data, of the program's implementation. Organization of certified training programs for teachers to adapt to project- based learning and STEAM approaches. Promote L4CA model as significant practice for sustainability and civic education in the EU.
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Identification of the person providing feedback on the “Leonardo 4 Children Academy” model (L4CA)	
Last name / First name:	<u>Natalia Tzizi</u>
Your role:	<u>Member of the Hellenic eTwinning NSO</u>
Your institution:	Ministry of Education and Religious Affairs
Question	Answer
How effective do you think the L4CA model is in enhancing civic education activities in schools?	Rating: 1 (very little) – 5 (to a great extent) 5
How feasible do you think it is to use the L4CA model in your national/local context?	Rating: 1 (very little) – 5 (to a great extent) 4

How adaptable is the L4CA model to your education system ?	Rating: 1 (very little) – 5 (to a great extent) 4
What challenges or opportunities do you foresee in integrating the L4CA model into current educational policies?	Challenges: Teachers will need support and training to integrate more creative pedagogical approaches. Adjusting evaluation practices to recognize creativity, empathy, and teamwork alongside academic knowledge. Opportunities: The model, through interdisciplinary learning, supports connections between art, science, civic education, and digital literacy. It fits well within the national program of Skills Workshops, promoting social and environmental awareness. It fits well within the planning and implementation of eTwinning projects which, by definition, promote communication, collaboration and creativity.
What strategies would you suggest to ensure the sustainability and scalability of the L4CA model in the long term?	Promote partnerships with universities and cultural institutions to strengthen art-science integration. Establish a mentoring network of teachers who have piloted the L4CA model to guide others in implementation. Expand the digital resource hub with scenario templates, project examples, and

	best practices to support schools adopting the model.
What key recommendations would you suggest for national and EU-level integration of L4CA?	Collaborate with the Ministry of Education to align the L4CA model with Skills Workshops, eTwinning and other interdisciplinary programs. Propose the model as a best practice for civic engagement, STEAM and creative project-based learning at EU level.

Identification of the person providing feedback on the “Leonardo 4 Children Academy” model (L4CA)	
Last name / First name:	<u>Melachroinoudis Michalis</u>
Your role:	<u>Principle</u>
Your institution:	<u>3rd Primary School of Chios</u>

Question	Answer
How effective do you think the L4CA model is in enhancing civic education activities in schools?	Rating: 1 (very little) – 5 (to a great extent) 5

How feasible do you think it is to use the L4CA model in your national/local context?	Rating: 1 (very little) – 5 (to a great extent) 4
How adaptable is the L4CA model to your education system ?	Rating: 1 (very little) – 5 (to a great extent) 4
What challenges or opportunities do you foresee in integrating the L4CA model into current educational policies?	Many times, teachers—especially in upper grades—feel anxious to complete the curriculum content, leaving them with little time to run a project in their classroom. However, the L4CA Model could serve as a valuable guide for them to integrate interdisciplinary learning and foster soft skills like creativity, empathy, and teamwork. It also provides a framework to connect learning with real-world challenges, such as climate change and equality. Additionally, the L4CA Model encourages teachers to rethink traditional teaching by blending artistic expression and scientific inquiry. It shows that learning can be meaningful and transformative, rather than just about memorizing facts. By connecting lessons to real-world issues and fostering creative problem-solving, the model can engage students in a way that goes beyond typical classroom experiences. This approach not only addresses curriculum goals but also helps prepare students for an increasingly complex and interconnected world.
What strategies would you suggest to ensure the sustainability and scalability of the L4CA model in the long term?	Create partnerships among schools to share practices, scenarios, and student work, forming a learning community.

	Celebrate and acknowledge student projects and teacher initiatives to motivate continued participation.
What key recommendations would you suggest for national and EU-level integration of L4CA?	Integrate L4CA in national curricula, especially within flexible areas like Skills Workshops, to support interdisciplinary learning. Adapt assessment frameworks to recognize creativity, empathy, and teamwork, making these competences visible and valued.

Please summarize the stakeholders feedback (max 1000 characters).

All stakeholders Natalia Tzizi, Panagiotis Tragazikis and Michalis Melachroinoudis recognize the L4CA model's strong potential for enhancing civic education through interdisciplinary, creative, and STEAM-based learning. They agree on the main challenges: the need for teacher training, curriculum adjustments, and shifting evaluation practices to value creativity and teamwork. Natalia highlights the opportunity for leveraging existing initiatives like eTwinning and Skills Workshops to promote social awareness and environmental sustainability. She suggests forming university and cultural institution partnerships, a mentoring network of experienced teachers, and expanding the digital resource hub. Panagiotis stresses similar challenges but suggests scaling up through national-level certified teacher training and networking to disseminate the L4CA approach widely. Both advocate for EU-level recognition of L4CA as a best practice in civic and creative education, underscoring its fit with current policy trends and the shift toward active citizenship and STEAM-oriented learning.

II. Recommendations

Section 1: Results of the piloting period in national contexts

1. What were the key lessons learnt during the piloting of the L4CA Model in your national context?

The piloting showed that integrating **Art and Science** through the L4CA model creates meaningful, inclusive, and impactful learning. Students responded deeply to real-world issues like migration and human rights, especially when introduced through **emotional triggers** such as artworks and personal stories. **Art enhanced emotional expression and empathy**, while **Science and Social Studies provided critical frameworks** for understanding complex global challenges. Teachers saw the value of **AI and digital tools** in promoting inclusion, especially for students with autism, ADHD, language difficulties, and learning needs. These tools helped differentiate instruction and made abstract topics accessible. The model also revealed that students are capable of **critical thinking, ethical reasoning, and civic engagement** when supported by project-based and interdisciplinary methods. The success of the project affirmed the model's adaptability to Greek classrooms and its potential for national application.

2. What challenges did you face when implementing the L4CA Model in your school/classroom, and how did you address them?

Time constraints and curriculum rigidity – Integrating project-based scenarios into a tightly packed curriculum was difficult. We addressed this by embedding activities within existing subjects (language, history, science) and using flexible hours from the Skills Workshops..

Engaging students with diverse learning needs – Working with students with autism, ADHD, and language difficulties required differentiated strategies. We used digital platforms to scaffold tasks, assigned roles based on student strengths, and emphasized teamwork and creative expression.

3. Have you discovered new unexpected features of your educational methods thanks to the piloting of the L4CA Model ? If so, please describe.

We realized the potential of student voice and agency—when given creative freedom, students took ownership of their learning in ways we hadn't anticipated, showing initiative in storytelling, peer teaching, and public presentations. Finally, we saw how AI tools could support differentiated instruction, making learning more accessible, dynamic, and inclusive.

Using art as an entry point into complex topics like migration allowed even students with learning difficulties to participate meaningfully. We discovered that combining emotional expression through art with scientific inquiry significantly deepened student understanding and engagement.

4. What are the outcomes and expected impact from using the L4CA Model with students?

Students developed a deeper understanding of global challenges through interdisciplinary, project-based learning. They enhanced key skills such as critical thinking, creativity, collaboration, empathy, and digital literacy. The use of art allowed for emotional expression and inclusivity, while scientific inquiry strengthened problem-solving and research skills. The expected long-term impact is the formation of active, responsible, and compassionate citizens who are equipped to engage with real-world issues and contribute meaningfully to their communities and the future.

5. What would be needed to make the use of the L4CA Model sustainable in the future?

To make the use of the L4CA Model sustainable in the future, we would need institutional support at national and local levels, including the integration of interdisciplinary, project-based learning into the official curriculum. Ongoing teacher training in STEAM methods and digital tools is essential, along with access to resources and flexible timetables. Finally, recognition of creative and civic competences in student assessment would reinforce the model's value and encourage wider adoption across schools.

Section 2: Opportunities to integrate the Model into national (local, regional) contexts

1. In your opinion, how could the L4CA Model contribute to the existing national or regional education policies?

The L4CA Model aligns closely with national priorities in Greece, especially the Skills Workshops framework, which promotes life skills, creativity, and civic education. Its interdisciplinary, project-based approach supports key educational goals such as inclusive learning, digital competence, and environmental and social awareness. By fostering creativity, empathy, and critical thinking, the model could strengthen curriculum areas related to citizenship, STEAM, and cultural education, while providing teachers with practical tools to implement policy in a meaningful and student-centered way.

2. What specific elements of your local or national educational curriculum could be enhanced by incorporating the L4CA Model?

The L4CA Model could enhance the Greek local and national educational curriculum by promoting interdisciplinary, project-based learning that connects academic content with real-world issues. It supports the development of 21st-century skills such as creativity, critical thinking, empathy, collaboration, and digital literacy—skills that are increasingly emphasized in Greek education reform. By integrating art, science, and civic education, the model makes learning more engaging and inclusive, while aligning with existing frameworks like the Skills Workshops. Its flexible structure allows teachers to adapt it to different subjects and student needs, making it a valuable tool for modernizing teaching practices and enriching curriculum content across levels.

3. What type of support (training, resources, time) would be needed to fully integrate the L4CA Model into the teaching practice on a broader scale?

To fully integrate the L4CA Model into broader teaching practice, there should be ongoing training in innovative pedagogical approaches, including project-based, interdisciplinary, and art-integrated learning. Teachers need the freedom and flexibility to design and implement projects based on real-world problems, allowing them to adapt the model to their students' needs and local context. Additionally, creating a national support network and digital platform for resources, collaboration, and recognition would strengthen the model's long-term sustainability and impact.

4. Can you identify any potential partnerships (local authorities, NGOs, universities) that could support the adoption of the Model?

Local Education Authorities and Regional Education Directorates could help integrate the model into official school programs and teacher training initiatives. Universities and Pedagogical Departments (e.g., University of Athens, University of Thessaloniki) could offer academic validation, training support, and research on the model's impact. Cultural institutions like the Museum of Greek Children's Art or Onassis Foundation could support the artistic dimension of the model through exhibitions and collaborative programs.

5. Please provide your recommendations to national/local policy makers.

We recommend integrating the L4CA Model into national education strategy as a framework for interdisciplinary, project-based learning that promotes creativity, empathy, and civic engagement. Provide ongoing training for teachers in innovative pedagogical approaches and ensure they have the freedom to design projects around real-world issues. Recognize creative and civic competences in assessment systems, and support implementation through curriculum flexibility, resource allocation, and partnerships with cultural and academic institutions. Finally, create a national platform to showcase student work, share scenarios, and foster teacher collaboration across Greece

Section 3: Opportunities at the EU level

1. How can the L4CA Model contribute to EU educational policies? More specifically, how can the L4CA Model contribute to EU - wide youth engagement on civic education topics such as climate and equality?

The L4CA Model can significantly contribute to EU educational policies by aligning with key priorities such as digital transformation, inclusive and quality education, and the development of civic and social competences. Its interdisciplinary, project-based approach fosters student engagement with real-world challenges—such as climate change and equality—through a combination of scientific inquiry and artistic expression.

At an EU-wide level, the model empowers youth to become active citizens by encouraging them to think critically, express themselves creatively, and collaborate on solutions to global issues. By integrating civic education into STEAM learning and promoting empathy, participation, and sustainability, the L4CA Model supports the EU's goals for social inclusion, democratic values, and the green and digital transition in education. It offers a transferable framework that can be adapted across Member States, strengthening a shared European identity rooted in creativity, diversity, and active citizenship.

2. How can the L4CA Model foster collaboration and knowledge exchange among educators/schools across different EU countries?

The L4CA Model can further strengthen collaboration and knowledge exchange across EU schools by introducing joint activities and shared evaluation practices. For example, organizing a European-wide student competition based on L4CA learning scenarios (e.g., climate action, peace, equality) would motivate creative engagement, showcase best practices, and foster a sense of shared purpose among young learners.

Additionally, implementing peer assessment mechanisms—where schools review and provide feedback on each other's projects—can support reflection, quality improvement, and professional learning among educators. Creating a common digital platform for scenario sharing, student showcases, and collaborative teacher communities would also enhance sustainability and foster long-term EU-wide cooperation. These actions would make the model a living network of civic and creative learning across Europe.

3. What kind of EU support (funding, training programs, networks) would encourage schools in your country to implement the Model?

A dedicated EU network or platform where schools can share scenarios, access resources, participate in joint projects or competitions, and engage in peer feedback. Recognition and certification mechanisms (e.g., “L4CA Ambassador Schools”) to motivate participation and highlight excellence in implementing the model. Support for national integration of the model into existing curricula through policy recommendations and EU-led dissemination actions.

4. Please provide your recommendations to EU policy makers.

We recommend that EU policymakers support the integration of interdisciplinary, project-based models like L4CA into national curricula by promoting flexibility, creativity, and civic engagement in education systems. Invest in cross-border teacher training, encourage the use of digital tools and AI for inclusive learning, and establish EU-wide platforms for collaboration. student showcases, and peer assessment. Finally, recognize schools that apply such models through EU certifications or awards, reinforcing the value of education that prepares students to be empathetic, informed, and active European citizens.



Annex II: Case study

Leonardo 4 Children Academy - example

Authors of the example

School: 32nd Primary School of Piraeus

Teachers: Margarita Dakoronia (primary school teacher), Chrysoula Georgakopoulou (ICT teacher)

Contact details: margaritad1006@gmail.com

Title

Title: Children are discussing with Art-refugees and immigrants

Target participants

Children: 22 students, and aged 11, engaged over two months for three hours per week (2 hours in main primary school subjects and 1 hour in ICT lab). We are working with 22 students, 9 of them are girls and 13 are boys. We want to noticed that 3 of our students are autistic, 2 with AHDED, 2 immigrants from Georgia with Greek language difficulties, 1 Roma and 2 with learning difficulties.

Discipline

Disciplines involved: History, Social Studies, Maths, Art, Reading and ICT and robotic activities.

Expected role of Art & Science: In this project, Art served as a powerful tool for emotional expression, cultural exploration, and storytelling. Students used visual art to process and communicate the complex realities of migration and refugee experiences. Through multimedia creations—such as posters, presentations, and a video titled “Discussing with Art”—they engaged with artworks that reflect migration themes, using them as prompts for discussion and critical thinking. Art enabled students to make personal and emotional connections with the subject, fostering empathy, awareness, and creativity. The project encouraged them to interpret human stories through a visual lens, making the topic more accessible and impactful, especially for those with diverse learning needs.

Science, in the context of History and Social Studies, was the academic foundation of the project. Students explored historical events, current global conflicts, and socio-political causes of migration, including war, persecution, and poverty. They investigated how human rights are challenged during migration and how societies respond. These disciplines guided their understanding of migration as both a historical and contemporary issue, helping them see it not just as a statistic or news headline, but as a lived human experience. Project-Based Learning and methods like the Six Thinking Hats and Socratic Seminar helped students analyze these topics from multiple viewpoints—factually, critically, and ethically—developing both their civic knowledge and their problem-solving abilities.

Together, Art and Science merged to support a holistic and interdisciplinary learning experience, empowering students to become empathetic, informed, and active young citizens.

Link with Peace and Equality topic

The project directly addressed the values of peace and equality by exploring the human stories behind migration and refugee experiences. Students examined the causes of forced migration—such as war, discrimination, and inequality—and how these issues disrupt peace and violate basic human rights. Through critical discussions and art-based reflections, they learned how conflict forces people to leave their homes and how unequal access to resources, education, and safety continues to impact marginalized populations.

By engaging in activities such as the Socratic Seminar and analyzing visual art related to migration, students reflected on the importance of building inclusive societies where everyone is treated with dignity and respect. The integration of human rights education, personal storytelling, and collaborative group work promoted the values of mutual understanding, tolerance, and solidarity.

Ultimately, the project encouraged students to see themselves as young peacebuilders and advocates for equality, capable of standing up for justice and creating more compassionate communities—locally and globally

Teaching resources-produced material

Information-resources

The following information sources and platforms were used to support research, content creation, and classroom discussions:

[Europeana](#) Migration Collection

Primary learning scenario resource and a rich source of historical material, stories, and multimedia related to migration in Europe.

UNHCR Greece [YouTube Channel](#)(immigrants) [You Tube Channel](#) (refugees)

Used to watch short documentaries and educational videos explaining the differences between refugees and migrants, and the real-life challenges they face.

UNICEF & UN [Migration Resources](#)

Provided context on children's rights, refugee protection, and global migration statistics.

[Demopaideia](#)

National Greek platform that promotes democratic citizenship and inclusion in education.

[Youth Europa](#) & European Parliament websites

Offered supplementary material on civic engagement, equality, and European values.

AI tools for education:

- ✓ [Diffit](#) – for simplifying texts and generating age-appropriate content.
- ✓ [Mizou](#) – to create a chatbot that guided students through research topics.
- ✓ [Gamma](#) – used by students to create multimedia presentations.
- ✓ [Canva](#) – for posters, infographics, and final presentation design.

Socratic Seminar Resources

Videos and reading guides to help students and teachers implement the method effectively.

Produced material

Throughout the two-month implementation period, a variety of materials were created by both students and teachers, using AI tools, collaborative platforms, and visual arts. All materials were developed bilingually—in Greek for classroom use and in English for dissemination.

Texts (created with Diffit):

Adapted reading materials for History, Language, and Social Studies subjects, covering:
Causes of wars and migration

The distinction between immigrants and refugees

Migration and refugee history in Greece

Introduction to Socrates seminar method

Chatbots (created with Mizou):

Interactive chatbots offering guidance on:

Human rights

Causes of wars

Definitions and personal stories of refugees and migrants

Presentations:

Teachers' presentations (Canva): Wars and Human Rights

Students' presentations (Gamma): Stories on Immigration, Refugee
Experiences, and Conflicts

Videos:

A student-led video documentary exploring the causes of migration and war

“Discussing with Art” – a multimedia video where students reflect on migration through artworks

Posters and Infographics (Canva):

Created by student groups to visually present their reflections on migration, peace, and human rights

Diagrams:

Developed collaboratively in the ICT lab and shared on Google Drive, illustrating migration patterns and refugee experiences

Students' Letters:

Creative writing activity where students wrote letters from the perspective of a migrant child

Tools

For videos-canvas,

Presentations-canvas, gamma

web.2.0 tools,

AI tools, diffit, mizou, magic

school

Time required

Preparation: About 24 hours

Execution: 2 months (3 hours per week)

Description of the activity

This interdisciplinary and inclusive activity, designed for 11-year-old students, was developed in alignment with the Leonardo 4 Children Academy model, which integrates Art and Science through project-based learning on the key themes of Equality and Peace.

The project focused on migration and refugee experiences, combining History, Social Studies, ICT, Art, and Language, while using AI tools and Design Thinking methodologies to foster empathy, creativity, and digital literacy.

Core Objectives

Promote empathy, tolerance, and peace through storytelling and visual art.

Engage students in interdisciplinary learning by merging scientific inquiry (migration, wars, human rights) with artistic expression.

Utilize project-based learning to develop collaboration, research, and presentation skills.

Empower students to become active citizens and peace advocates.

Structure & Methodology

1. Preparation

We selected migration as the central theme, integrating History, Art, Social Studies, ICT, and Literacy. AI tools (Diffit, Mizou, Gamma, Canva) were chosen to support inclusive learning. Materials were adapted for students with special needs and language difficulties. Teams and roles were pre-assigned.

What teachers did:

Identified a real-world topic (migration and refugees) with strong emotional and civic value.
Selected tools to make content inclusive and accessible: AI tools (Diffit, Mizou), digital tools (Canva, Gamma).

Adapted materials to diverse needs: bilingual texts, adjusted reading levels, and visual prompts for learners with autism, ADHD, and Greek language difficulties.

Designed interdisciplinary lessons incorporating Art, History, Social Studies, ICT, and Literacy.

Organized the learning space and roles (team assignments, ICT lab planning, etc.).

Why it's important: This step ensures accessibility, emotional safety, and readiness for exploration. Thoughtful prep allows for deep engagement later on.

Using the Leonardo 4 Children model, the project started by defining the issue:

What are the causes and consequences of forced migration? This was contextualized through modern-day and historical examples, enhanced by emotional discussions on **peace, conflict, and equality**.

2. Defining the Issue

Students explored the question: 'Why do people become refugees or immigrants?' using emotional discussions, videos, and artwork to examine themes of war, inequality, and forced migration.

How the issue was introduced:

Central question posed: "Why do people become refugees or immigrants?"

Trigger activities: Watching short videos from UNHCR/UNICEF, showing images/artworks of migrant journeys, discussing students' own family stories.

Key focus on empathy and understanding inequality, war, poverty, and discrimination.

Educational value:

Students begin to see the human side of social issues. This anchors the learning in real-life relevance, which is crucial for deep inquiry.

3. Explore the Issue and Existing Knowledge

Using platforms like Europeana and UNHCR, students conducted research, participated in Socratic Seminars, and developed chatbots to explain human rights and migration. Design Thinking methods enriched this phase.

Activities involved:

Research using Europeana, UNHCR, and other global education platforms.

Socratic Seminars and Design Thinking routines helped explore different perspectives.

Chatbots were built to guide peers through topics like "Human Rights" or "Who is a refugee?"

Students explored Greece's history with migration and examined present-day events.

Impact:

Students developed critical thinking, research skills, and learned to analyze data and stories from multiple points of view.

Multidisciplinary Learning

Students explored:

Science & Social Studies: Wars, global conflicts, and socio-political causes of migration (UNHCR, Europeana resources).

- Art: Expression through multimedia posters, paintings, and a video titled "Discussing with Art", which used visual prompts to reflect on human experiences.
Technology: Students used AI tools (Diffit, Mizou, Gamma, Canva) to generate content, design presentations, and build chatbots to support their inquiry.

Creativity Process (Inspired by the L4C Thinking Routine)

Embark & Clarify: What is migration? What does it mean to leave your home?

Find & Generate: Research using AI and Europeana.

Evaluate & Reflect: Socratic seminars and Design Thinking (Six Thinking Hats) to explore multiple perspectives.

Organize & Manage: Group tasks, role assignments (researcher, designer, speaker).

Communicate & Apply: Create digital presentations, videos, letters from a migrant child's perspective.

4. Taking Inspiration

Inspiration came from artworks, personal migration stories, and historical accounts. These sources sparked empathy, emotional responses, and deeper engagement with the theme.

Sources of inspiration:

Artworks (modern and historical) depicting migration.

Refugee children's stories (videos, texts, and real-life accounts).

Personal reflection on students' own or relatives' migration histories.

Emotional reactions during discussions about rights, family loss, or war.

Learning outcomes:

Inspiration adds an emotional and creative spark, encouraging empathy and driving purposeful learning. It helps connect heart and mind.

5. Investigate “The Solution”

Students explored how to express the realities of migration and advocate for peace. Possible tools included posters, chatbots, video storytelling, and creative letters.

What students explored:

What could we create that speaks out about migration and promotes peace and understanding?

How can we share our message with others—families, the community, other students?

Options included: Posters, chatbot guides, video interviews, digital letters, and visual campaigns.

Skills developed:

- Problem-solving
Ethical reasoning
Decision-making
Understanding social action and civic engagement

6. Discuss and Choose

Groups discussed solutions and assigned roles. After evaluating options, they chose to create multimedia projects combining storytelling and digital design.

Decision-making process:

Students worked in groups, discussed their ideas, and assigned roles: researchers, designers, writers, presenters.
They evaluated tools and formats they liked most (video, chatbot, poster, creative letter).
Groups presented proposals to each other and gave peer feedback.

Key competencies:

Democracy in action: choosing, negotiating, compromising.
Autonomy and ownership of learning.
Social-emotional learning through teamwork and dialogue.

7. Create the Project

Students collaboratively created two videos, designed infographics, developed chatbots, and wrote letters. AI tools enabled differentiated, inclusive engagement.

Creation stage included:

Writing and recording two videos: a documentary and a visual art reflection.
Designing posters/infographics via Canva.
Building chatbots with Mizou.
Writing letters from the perspective of a migrant child using Diffit to scaffold language.
Organizing everything on Google Drive for collaborative editing.

Learning power:

This is the maker stage—where ideas come to life, and students use their creativity, digital skills, and empathy to build real products.

8. Finalize the Message

Students refined their messages to highlight peace, dignity, and understanding. Visual clarity and emotional authenticity were ensured through peer review and teacher feedback.

Refining and testing:

Students peer-reviewed each other's products.
Teachers guided students in making the messages clear, emotional, and impactful.
Messages were centered on:

- Peace and understanding
Human dignity and equality
The power of young voices

Goal:

Ensure the message is authentic, well-structured, and powerful. Feedback and refinement are part of building communication and reflection.

9. Present and Support the Message

Students presented their work at school, prepared bilingual versions, and prepared materials for broader dissemination through social media and school networks.

Presentation included:

- Students showed their work to classmates and school visitors.
- Bilingual versions allowed broader sharing (local and international audiences).
- Plans were made to share online via social media and Erasmus dissemination platforms.

Confidence boost:

Speaking up, presenting, and hearing feedback allows students to own their voice. It builds agency and public speaking skills.

10. Assessment

Evaluation was based on knowledge, empathy, teamwork, communication, and creativity. Reflections and feedback supported metacognition and emotional learning.

Assessment focused on competences:

Competence	Description	Impact
Knowledge	Refugees, wars, human rights	High
Art-Science Skills	Storytelling through art, empathy through analysis	High
Communication Skills	Working in teams, presenting, writing	High
Social-Emotional Skills	Empathy, reflection, teamwork	High
Attitudes	Becoming active citizens	High

- Included **self-reflection**, teacher evaluation, and peer assessment.

11. Recognition and Promotion

Student work was celebrated through exhibitions, online sharing, and connection with European initiatives like Europeana, UNHCR, and Erasmus+. Future plans include tutorial videos and project replication.

Celebrating and sharing:

School organized exhibitions and shared videos/posters.

Teachers suggested producing a 1-minute tutorial or reel for social media.

Project linked to European initiatives: Europeana, UNHCR, Erasmus+, and SDGs.

Plans for further dissemination through newsletters and possible competitions.

Outcome:

Recognition helps students see the real-world value of their work and encourages long-term motivation and activism.

Final Product

Two videos:

"Discussing with Art": A reflection on migration using famous artworks.

A documentary explaining the causes of war and forced migration.

Posters(by students), presentations(by students), and diagrams illustrating human rights and global refugee trends.

A chatbot guiding users through migration facts.

Letters from the perspective of migrant children.

Art & Science Integration

- **Art** provided an emotional, creative medium for expression, making complex social issues more accessible.
- **Science and Social Studies** offered factual, analytical perspectives, grounding students' understanding in real-world data and historical context.
This mirrored Leonardo's approach: merging emotional insight with rational inquiry to imagine solutions and inspire change.

Impact

Students developed **empathy**, **critical thinking**, and **digital competence**, gaining the confidence to express their voice on global issues and collaborate respectfully in diverse teams.

Impact of the activity on the competences of participating students

Competence	Description of the expected impact	Expected impact (high- medium-low)
Knowledge:	Refugees Immigrants Wars in Earth	high
Art & Science skills:	Painters who had as topic the immigrants and the refugees	high
Social skills:	Communication, collaboration and empowering self confidence	high
Emotional skills:	Increasing the empathy about the social problems	high
Communication skills:	Working in groups and doing presentations, increased the communication skills of our students	high
Attitudes:	Be active citizens	high

Conclusions and recommendations for future application

Conclusions

The implementation of the activity “Children Are Discussing with Art – Refugees and Immigrants” served as a powerful example of how the Leonardo 4 Children Academy model can be adapted to a primary school setting with remarkable results. Rooted in the principles of Art-Science integration, project-based learning, and a strong commitment to equality, this educational experience created meaningful opportunities for 11-year-old students to grow academically, socially, and emotionally.

By aligning the activity with the dual pillars of the L4C model—Peace (Equality) and Art & Science—students were not only introduced to complex issues such as forced migration, discrimination, and human rights, but were also encouraged to engage with them critically and compassionately. Art became the gateway for personal connection, self-expression, and emotional processing, while Science and Social Studies provided the framework for inquiry, analysis, and civic understanding.

What made this activity especially impactful was the way it promoted inclusive education. Children with autism, ADHD, learning difficulties, and non-native language backgrounds all participated fully in the process, benefiting from differentiated instruction, digital tools, and collaborative structures that honored their unique abilities and perspectives. AI platforms like Diffit, Mizou, and Gamma allowed each student to work at their own pace, transforming potential barriers into opportunities for creative engagement and success.

Through collaborative storytelling, visual art, chatbot development, and multimedia production, students explored the lived experiences of refugees and migrants—ultimately discovering their own family histories of migration. This personal connection made the abstract topic tangible and ignited a deep sense of empathy and solidarity among classmates.

Beyond knowledge acquisition, this activity helped students develop essential 21st-century competences, including:

- Critical and creative thinking

- Digital and media literacy

- Teamwork and communication

- Emotional intelligence

- Democratic values and civic responsibility

For us as educators, the activity affirmed that young learners are more than capable of engaging with real-world issues when supported by an inclusive, well-structured, and creative pedagogical model. The L4C Academy approach gave us the flexibility to scaffold learning, integrate multiple disciplines, and provide authentic outlets for

student expression. It reminded us that children don’t just learn facts—they seek meaning, connection, and purpose in what they learn.

This project not only fostered student agency and empathy, but also highlighted the power of interdisciplinary education in nurturing compassionate, informed, and empowered citizens of the future. It stands as a testament to the success and adaptability of the Leonardo 4 Children Academy model and offers a replicable, scalable example for other educators who wish to merge arts, sciences, and human values in the classroom.

Recommendations

Use Inclusive Pedagogies from the Start: Ensure the activity is designed to be accessible for all learners, including students with special educational needs, language barriers, and neurodiverse profiles. Plan differentiated content, tasks, and flexible tools so every student can meaningfully contribute. Use visual aids, collaborative groupings, and AI tools to support personalized learning.

Start with Emotional Connection: Begin the activity by establishing an emotional connection to the topic through personal stories, family histories, or visual art. This makes complex issues like migration and equality more relatable and helps build empathy from the outset.

Integrate Art and Science Intentionally: Ensure that both the artistic and scientific dimensions are not treated as separate add-ons but are integrated throughout the process. For example, pair historical facts and human rights principles with storytelling, painting, theater, or digital creation to help students visualize and internalize their learning.

Empower Students through Technology: Use AI and digital tools to simplify content, inspire creativity, and amplify student voices. Tools like Diffit, Mizou, Gamma, and Canva can break down barriers for younger or less confident students while boosting their digital competence.

Promote Team Roles and Peer Support: Assign meaningful roles within teams (researcher, designer, speaker, fact-checker, etc.) based on student interests and strengths. This supports social interaction, leadership, and responsibility, and creates a culture of interdependence and support.

Dedicate Time to Reflection: Build in regular sessions for metacognition, where students reflect on what they've learned, how they felt, what challenges they faced, and how they solved them. Encourage journaling, video reflections, or simple feedback circles to cultivate self-awareness and emotional growth.

Share the Final Products Widely: Celebrate student achievements by sharing final projects with the broader school community, families, and external stakeholders. Organize exhibitions, online galleries, or mini conferences where students can present and receive feedback. This builds confidence, motivation, and a real sense of impact.

Connect with Broader Initiatives: Link the activity with European or global initiatives (e.g., Europeana, UNICEF, Erasmus+, SDGs) to contextualize learning and help students see their role as young global citizens.

Document the Process for Replication: Keep a digital record of your planning, student creations, and assessment tools. This allows other educators to replicate, adapt, or build on your work.

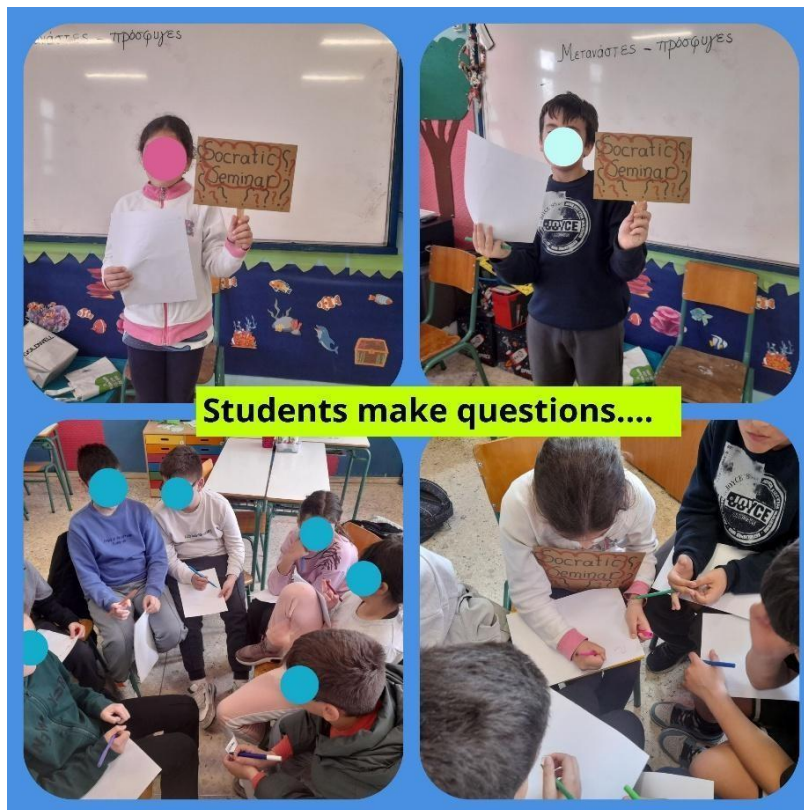
Consider producing a short video or teacher tutorial based on your experience.

Audio-visual material

Please develop audio-visual material and a 1'-5" tutorial to be shared on Internet and social media (eg YouTube videos, reels etc).

video1

Students express their questions about migration



Students write letters to an immigrant



Writing letters to Amir....

Students create Art



Students create Art....

Students present their work



Students present their work....

