2025/2026
VOLUNTEERING
PROJECT



MINI PROJECT

EUROPEAN SOLIDARITY CORPS

Spolufinancováno Evropskou unií

WHAT IS A MINI PROJECT?

A mini project can be seen has an extra assignment that we as volunteers develop separately or in tandem with our daily tasks in the organization/s that we work at.

A mini project can be anything, it depends on each of our goals and interests. A mini project can take the form of: a workshop; a presentation; an initiative; an event; a competition or a contest; language lessons / cooking lessons / dance lessons / sport lessons; a cultural event; communication outputs and much more.

THE VOLUNTEERS



We came all the way from:
Portugal
Spain
France
Germany
Denmark

Mini-Project: Apfelküchle

1. Preparation



I decided to do my mini-Project with my 8th grade German class. I did all my preparations a week before my actual mini-Project. My first task was to find a suitable recipe that was simple enough for the students to execute but still fun. After finding a good option, I tested the recipe to make sure that the steps were doable and the results delicious.



Once the recipe was finalized, it was written down clearly on a big piece of cardboard so it could be easily explained to the students. Because the students are still early in their German-learning journey, I spent some extra time discussing and translating the instructions with them.

Together with the students we created a shopping list for me, each student gave me 20cz for all the groceries.

2. Process

For the actual project, the students were divided into two groups to make the workflow quicker and to give everyone a clear role.



- **Group 1 (girls):** They were responsible for washing, peeling, and cutting the apples



- **Group 2 (boys):** Their task was to prepare the dough and mix the cinnamon and sugar in a separate plate

Once both groups completed their tasks, the class moved on to the frying stage. Each student took a piece of apple, dipped it into the dough, and placed it into the frying pan. The apple pieces were fried until golden brown, then removed and immediately coated in the cinnamon-sugar mixture.



By the end, the students had successfully created delicious apple fritters (Apfelküchle).

3. Reflection

It went very well, and the two groups worked perfectly together. Unfortunately, the time was a bit short. I only had 45 minutes, so I had to stay in the kitchen during the next lesson to finish the cleaning and the remaining dough.

Next time, I should divide them into two groups beforehand so I can save time. It was also challenging to speak German with them, since they are only in their second year of learning, so I ended up speaking English most of the time.

I had a reflection session with the students afterward, and they all gave very positive feedback. They really enjoyed the activity and asked me to do something like this with them again. I am happy with the outcome, and I would love to try this again with everything I've learned.







Topics
Theatre-Feelings-Language

Déčko Project

Sharing my love for theatre

by Anna

Introduction

For my Déčko Project, I thought about things that are important to me. I quickly decided to share my love for theatre with a class at TGM that is excited to work with me and really wants to speak English. One point about it is that I attended Waldorf School for 13 years and enjoyed it a lot, not only learning with my head but also with my body. In my opinion, it is a great opportunity for the students to learn more about their emotions, as well as the signals our body gives us and others. Also I can imagine it as a great chance for them to practise and improve their english skills without feeling like they are actually learning but more like something that they can enjoy. Besides I want them to learn to be more confident presenting something infront of others, so I plan working with them on small dialogues and they have to present it to the class afterwards.

Planning the Project

I started talking to my coordinator and to the responsible teacher about my idea. Luckily, both of them were fine with the project, and the teacher offered me one of her hours in the 7th grade.
So I started a more detailed preparation on my own. I tried to remember all the warm-up tasks I did in my theatre clubs and in school in the last years. I wrote down my ideas and tried them out, if possible, to know how long they will take. For worm up tasks I couldn't try alone I made some research. I wrote down much more warm-up tasks then I could use in 15 minutes and prioritized some but still prepared all of them in case I will feel in the workshop that another exercise would fit the students better in this moment.
Afterwards, I prepared some topics, roles and situations for the students to already have a direction for their self designed dialogues. I thought about situations in which the actors can show emotions, for example, a discussion between a mother and a child. At the end, I asked the teacher for some of the school tablets so the pupils could use the translator for writing their dialogues.

Implementation

My Déčko Project took place on the 26th of March in the 7A. It started at 8 o'clock and lasted for one school hour. They were fewer students than usual, which made it much easier because only 8 students were present. We started with the warm-up, including some tasks to wake up the body. We did a repetition and an emotion circle for concentration and ended the warm-up with another counting activity for team building.

Afterwards, I explained the main activity to them, and they could pick one situation for a roleplay from different situations I had prepared. The chose it and tried to prepare their dialogue with the help of the translator on the iPad. After around fifteen minutes, they presented it at the end of the hour.

Conclusion

As a conclusion, I can say that it turned out well, and the students could enjoy it and learn something. For some students, it was more difficult than for others, so we told them to write it in Czech first, while others made the dialogues much longer. Next time, I would use some easier words for the situations they have to act out because they couldn't understand some words. Also, it might be good to have 10 more minutes to focus a little more on the emotions.
But the students and the teacher were really thankful.











Mini-Project: Preparing Students for a Korfball Tournament

Introduction



At first, I had no idea what I wanted to do for my mini-project. In February, I was talking to the trainer at Plhov Korfball Club, and she told me about her goal of preparing the youngest group of students, aged 7 to 12, for a big korfball tournament in June. It is the biggest outdoor korfball tournament in the Czech Republic. I asked if I could help with the preparation as my mini-project, and she agreed. I am really grateful that she trusted me and gave me this opportunity.

Planning and Preparation

The main goal was to teach the students how to pass the ball and immediately keep moving afterwards. At first, it was quite difficult to come up with exercises, but by March I had already prepared a few ideas and knew what I wanted to do.

I decided to prepare different exercises throughout the year and finish the project by leading one whole training session completely on my own.

To prepare for the training sessions, I used several websites with korfball exercises, talked to my former korfball coach, and looked through an old book about coaching korfball. All of these gave me ideas and helped me prepare better exercises.



Working with the Students

When I led my first exercise, I wanted everything to be perfect. However, I quickly realised I had forgotten one important thing. Because the students were only 7 to 12 years old, I forgot that many of them did not speak English well enough to understand my instructions. Luckily, the trainer was there, so I asked her to translate everything to make sure everyone understood what they had to do.

After that, I led more and more exercises, and with every training session I could see the students improving. Seeing their progress made me feel more confident and excited for the final training.

The Final Training Session



For the final training, I wanted the students to have fun but also show everything they had learned. I had to prepare a two-hour training session, but the trainer told me she would only be there for the last 30 minutes. Because of the language barrier, I asked one of my teammates to help me translate, and he was happy to help.

I started the training with 20 minutes of the students' favourite game as a warm-up because I wanted everyone to be in a good mood. After that, we did two 15-minute exercises that required a lot of concentration. Between each activity, we had a short drink break because it was a very warm day and the children needed to stay hydrated. This filled about the first hour of the training.

Next, I organised a small competition because the children always enjoy competing and it gives them more energy. However, this part took a little longer than I had planned, so I had to change my schedule and improvise.



Because of that, we did not have enough time for the last two exercises before the trainer arrived. Instead, I decided to organise a friendly match so the students could show her what they had learned. The match went really well, and you could clearly see how much the students had improved. The trainer was also very happy with their performance at the tournament.

Reflection

Overall, I think the project went really well, although there are a few things I would change.

First, during the final training I would include one completely new exercise. I think it would make the students think more and show how they could use the skills they had learned in a new situation.

Second, I should have remembered from the beginning that such young children would not all understand English. If I had planned for translation before the first training, everything would have gone more smoothly.

Finally, during the final training I should have checked my schedule more often. That way I probably would have had enough time to complete all the activities I had planned.



Even though there are a few things I would change, I am really happy with how the project turned out. It taught me how to prepare training sessions, work with younger children, and adapt when things do not go exactly as planned.

Finally, I would like to thank the trainer for trusting me and giving me the chance to lead the training sessions by myself. I would also like to thank my former coach for sharing training exercises with me and my mother for sending me pictures of the old coaching book, which gave me many useful ideas.



Volunteer Project Report:
Cooking Spanish Tortilla with the Erasmáci

1. The Idea

The main idea of this mini project was to organize a cooking workshop for teens focused on preparing a traditional Spanish tortilla (Spanish omelette). The project aimed to introduce the group to a simple and authentic dish from Spanish cuisine while providing them with a practical and enjoyable learning experience.

Beyond teaching basic cooking skills, the activity served as a cultural exchange opportunity. As a volunteer, I wanted to share an important aspect of Spanish culture through gastronomy and encourage the teens to learn about traditions from another country in an interactive way. The project also sought to promote intercultural understanding by connecting Spanish and Czech cultural elements.

Additionally, the activity was used to promote our newly created Instagram account and increase its visibility among participants and the local community.

2. Preparation

The preparation phase involved several steps. Firstly, I chose to do my project with the Erasmáci kids, which is a cultural youth club from Děčko, the organization I volunteer for. This decision came after meeting the teens and developing a good connection with them. I asked them if they would be happy helping me with my project, and I promised them to teach them how to cook something in exchange for everything they taught me about the Czech culture. Secondly, I selected Spanish tortilla because it is one of the most representative foods of Spanish cuisine and can be prepared with simple ingredients. The recipe did not need to be adapted to make it easier because it already is.

Materials and ingredients were prepared and bought in advance by me, and the different stages of the activity were planned to ensure that all participants could actively take part. Consideration was also given to food safety, organization of the workspace, and the division of tasks among the participants.

To increase the project's visibility, I planned a social media strategy around the activity. During and after the workshop, photos and videos were collected to create promotional content. I later edited a TikTok video documenting the experience. To reflect the

international nature of the project, the video incorporated both English and Czech words, highlighting the collaboration between cultures and making the content accessible to a wider audience.

3. The Project

The cooking workshop was carried out with a group three participants. In order to make it interesting, I decided to let the three of them cook one tortilla each, and make it a sort of competition to see who would be best. Throughout the activity, they learned about the ingredients, the cooking process, and the cultural significance of the dish in Spain.

The teens were actively involved in the different stages of the recipe, which encouraged teamwork, communication, and practical learning. The workshop created a positive and engaging environment where participants could develop basic cooking skills while discovering a new cultural tradition.

Following the activity, I created and edited a TikTok video showcasing the workshop. The video combined English and Czech language elements to represent the cultural context in which the project took place. It highlighted both the cooking experience and the intercultural dimension of the activity. The content also served as a promotional tool for our new Instagram account, helping increase awareness of our activities and encouraging engagement on social media.

4. Conclusions and Learning Outcomes

The project successfully achieved its main objectives. The teens learned how to prepare a traditional Spanish tortilla while gaining insight into Spanish culture through a practical and engaging activity. By combining cooking, cultural exchange, and social media communication, the project created an enjoyable learning environment and encouraged intercultural understanding.

From a personal perspective, this experience allowed me to develop and strengthen several important skills. Planning and organizing the workshop improved my project management abilities, as I had to coordinate materials, prepare the activity, and ensure that all participants could take part safely and effectively.

Leading the cooking session enhanced my communication and teaching skills. Explaining the recipe and guiding the teens through the different stages of preparation

required patience, adaptability, and the ability to communicate instructions clearly to a young audience.

The intercultural aspect of the project strengthened my cultural awareness and my ability to present my own cultural heritage in an accessible and engaging way. At the same time, incorporating Czech and English elements into the activity helped me appreciate the importance of adapting communication to a multicultural environment.

Creating and editing the TikTok video allowed me to develop digital competences, particularly in content creation, video editing, and social media promotion. Through this process, I learned how to produce engaging content that not only documents an activity but also helps reach a wider audience and promote organizational initiatives, such as our new Instagram account.

At times, the participants chose to help each other with the cutting or frying of the potatoes, which showed that the workshop encouraged teamwork, problems-solving and initiative. Furthermore, they also had the freedom to use their own creativity in their dish as they could, for example, choose to add onions or cut the potatoes in different ways.

Overall, this project demonstrated how cultural activities can combine education, community engagement, and digital communication. It provided participants with a memorable experience while allowing me to further develop organizational, intercultural, educational, and digital skills that will be valuable in future academic, professional, and volunteer contexts.

5. Photos and video

https://www.instagram.com/reel/DYy11MdiVML/?igsh=ZG4wMDNnNnA2amxl












Decko Project: *Lucas Geng*

My project was a part of a one night Christmas event in Domino named: *Noční jízda* were I decided to join, and over multiple meetings during the previous months I imagined and prepared activities that would allow the children to discover a little bit of my French Christmas traditions in a fun and immersive way.

To this end, I prepared three different activities:

- A *game of Hangman*, as an icebreaker and to briefly make them discover a wider range of French Christmas traditions.
- A *Cooking class*, where in groups, I would lead them through baking a tradition French Christmas cake that they later ate.
- And lastly, a game, where they would have to use lanterns they crafted earlier to light up their way and find numbers in shoes while I guided them, dressed as “Papa Noël”, the French Santa Claus.

For the first game I chose to do a hangman as a way to make learning french words and Christmas traditions more interactive for the kids and add a small team-based element of competitiveness to help them build bonds together all while allowing them to immersed into the universe of Christmas and our event. Allowing them see a glimpse of the traditions I would have them discover later also helped to build excitement for the other activities.

After a this and a little break, I animated a cooking, with the help of Czech friend that helped me with translation when my broken Czech and gestures weren’t enough. During this classes we guided children through the steps of cooking a *Pompe à Huile,* a traditional Southern French Christmas cake with olive oil and orange peels. Although for them, the recipe was adjusted with more orange and less olive oil to make it more palatable for them. The cake made served as collation later, so they did eat the produce of their work! Getting to share a part of my local culture to kids for which it was completely different and help them through all steps of baking it was a really amazing experience for me and the children seemed all very eager and excited to have a cooking session led by me and discover a bit of France.

This was part of a first round of activities, after which we had a diner break then a more free time for the children to relax while we prepared the second round of activities.

For the next round of activities, I decided to make kids discover a little funny tradition we have in France, where we put either chocolate or small gifts in people's shoes. For that, I prepared a room with rows of clean shoes where "Papa Noël"(Me disguised) would be after traveling to Czechia to challenge to kids to find a "gift" hidden inside one of the shoes. The "gift" being a paper with a number written on it with and invisible, reflective ink for which the kids had to use a lantern crafted in another activity to be able to see. I got to roleplay as Santa Claus to guide each of them to find a number. Despite most of them clearly identifying me as being under the costume, they were all very excited to see Santa Claus for real and it did help me build relationships with a few of them, despite the language barrier.

We all got the sleep in the building of Domino and the next morning, after a breakfast the children got to use the numbers they found during all our activities to unlock "Santa's bag" and all got a small bag of candies. After such, we had some time to reflect of this event, ask the kids what they liked and have their feedbacks before picking up their things and going home after their parents picked them up.

It was an awesome experience for me, as I got to be part of an event from even before it's conception and have near full creative freedom to conceive and animate my activities by myself. We had a lot of fun, despite the work after hours with my colleagues and friends while planning and see the fruit of our efforts be rewarded by happy, cheerful kids that got to know me a little better than through my usual/shorter-term work.

I've been very excited to be able to take part in events in which I could freely decide what form it would take and get the chance to create, not just games, but a whole atmosphere/universe in which children could be immersed and have fun, and while a little tiring, this experience was greatly rewarding for me and only makes me want to do more of these kinds of things in the future.













Queralt Camprubí Capdevila

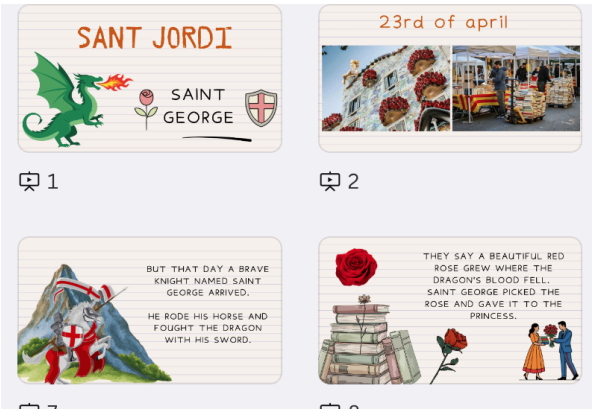
Mini-project: La llegenda de Sant jordi

1- INTRODUCTION:



I chose to do my mini project about Sant Jordi with the kids of the 7th grade from my school. Sant Jordi is a very famous legend in Catalonia and also a very important festivity. For Catalan people this day would be equivalent to Valentine's Day, and personally it's one of my favorite parts of the year. So since I like this day so much, I decided to share it with the kids, explaining the legend and then playing some game with questions about the story.

2-PREPARATION:



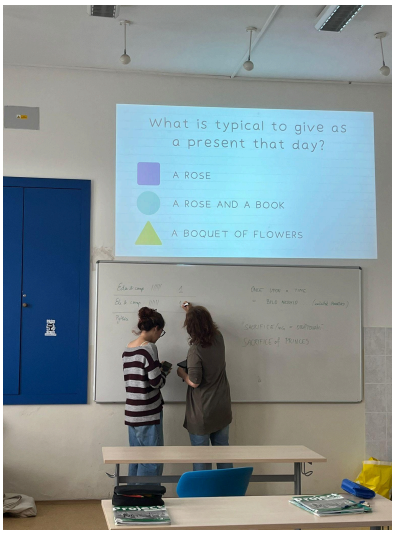
In the beginning I was a little bit lost, and I didn't know what to do, but after asking my family and friends I arrived at the conclusion that a presentation and a game would be the perfect option. So first of all, I talked with my coordinator to ask if it would be possible to do it with her class, and after she said yes, I started to create. To start with the project, I started first by translating the story from Catalan to English, and then I put all the text in the presentation. After that I decorated it with some pictures and drawings so the kids that maybe are not that good in English could understand, and I tried to use easy and understanding words to help with that too.

For the game, I decided to include some questions about the story so the kids would interiorize more the story, and also it was in teams so they would compete with each other to make it more fun and motivate them. I made 3 cards that I would give to each group with shapes, to answer the question, they have to lift the shape that corresponds to the answer. I tried to not make a lot of questions because they were easy and I didn't want them to be bored. After that there was another game that consisted of each group



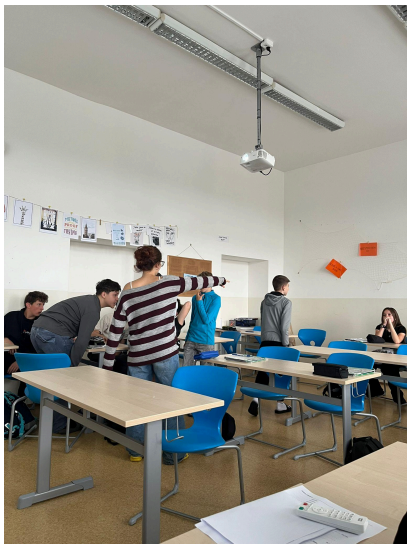
imagining and writing what they thought would have happened if the knight had never arrived in town. I decided on this game because I wanted to include a little bit of creativity to have more fun.

2- PROCESS:



For the process, I arrived at the classroom and put the presentation on the computer and projected it. The class had a test first, so the first 15 minutes they did it. After that I presented myself and explained what I would do, first the presentation and then the 2 games, and then I started explaining the story. I tried to talk clearly and not quickly so everyone could understand, also during the presentation, I kept asking if everyone was understanding, if they didn't, I would ask for help from the teacher to translate. When I finished the tale and I made sure everyone had understood, I started the game. First I divided them into three groups and gave them the cards, then we started with the questions, which I read out loud together with the answers. In total there were 7 questions and they did them all correctly, so everyone was really happy.

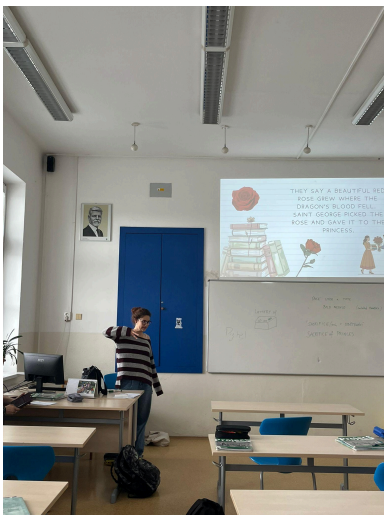
After that I wanted to do the next game, but because of the test we didn't have time for it, so we decided to put a video about the story, and the teacher wanted them to write the vocabulary and the title in their copybooks.







3- REFLECTION:



I think the project went good, but not as much as it could have been. I was really nervous, so in the beginning I talked maybe too fast and forgot to ask if they were understanding, but of course nerves are a normal reaction, and I was able to calm down and kept getting more confident. Another thing is that maybe I could have prepared the activities with more anticipation and, for example give some type of winning prize to the winning group so the kids would enjoy it even more. Also for me it was difficult to create the project because of the differences in levels of English in the class, so I decided to make the presentation and the games in a lower level of English, and I think that caused some students to find it too easy and even a little bit boring.

But apart from that there were good things too, the kids asked questions about the presentation and about the festivities. They got interested in Catalonia and its language, and answering the questions was fun and interesting. Also, I had the help of my friend Amelie and my coordinator Kat, who helped me a lot, so I really have to thank them and also my family, who helped me by giving me ideas.





Introduction

As part of my ESC volunteering program, I planned and carried out an independent cultural project in Dobrá dědina.

The goal of the project was to introduce the children to German culture in a fun, interactive, and practical way.

I decided to prepare a traditional German dish called Flammkuchen together with the children. Since cooking activities are already familiar within the group, I saw this as a good opportunity to combine cultural exchange, teamwork, and hands-on learning. The activity also included small language-learning elements and encouraged active participation.

Planning and Preparation

The idea for the project came from myself, and I selected Flammkuchen as the final concept after considering different options. I wrote down the ingredients and planned the basic structure of the activity in advance.

The kindergarten management supported the project by purchasing all required ingredients. There was no fixed budget for the activity. In the morning before the session, I prepared all materials by pre-cutting ingredients where necessary and organizing them into small bowls so the children could easily access them.

I also set up the cooking stations in advance. One table was prepared with cutting boards for around eight children who worked on the toppings, while another table was arranged with bowls and a large mixing bowl for preparing the dough.

The ingredients for the dough were divided into eight small bowls to create an interactive activity where the children could identify and bring ingredients themselves. The children with allergies were also considered, and one portion of the Flammkuchen was adapted by removing dairy products.

Flammkuchen was chosen because it is a simple, flexible dish that allows children to participate in almost all preparation steps while also being suitable as a shared lunch meal. The timing of the activity matched the kindergarten routine, as there is usually a longer outdoor period before lunch.

Teachers supported the project by assisting with ingredient purchases, providing supervision, and documenting the process.

Project Procedure

The activity took place with 17 children between the ages of 2.5 and 6. The project was carried out in the morning, starting around 10:00, with lunch at approximately 12:10.

At the beginning, I introduced Flammkuchen as a traditional German dish and explained the ingredients.

Afterwards I split the group into two equally big groups.

The first group was at one table with the cutting boards and knives and had bowls with the pre-cut toppings in front of them. Their task was to cut the toppings smaller.

The second group joined me on the second table with the ingredients for dough preparation.

For that group, I named ingredients in English, and the children had to identify the correct bowl and bring it to me. Together, we mixed and kneaded the dough.

Afterwards, the children worked in smaller groups of four.

Each group rolled out their dough, spread crème fraîche, and added toppings.

Before heading out to enjoy some games, the children put all of the used dishes and utensils together so that they can be cleaned. The teachers also spoke with them about the activity a little bit while outside.

I prepared additional Flammkuchen in the kitchen afterward to ensure there was enough food for everyone to enjoy their lunch.

There was a longer waiting period between preparation and eating since the children spent some time outside.

After the soup was eaten and the dish was being served there was some more brief waiting periods, because each Flammkuchen needed around 15 minutes or more in the oven, and only two could be baked at the same time.

During this time, some children became slightly impatient, although they remained overall engaged, and conversing.

Finally, the Flammkuchen was served for lunch, and the children enjoyed eating what they had prepared themselves.

Analysis and Reflection

Overall, the project was very successful. The children worked well together, shared tasks, and showed respectful behavior throughout the activity. They were able to follow instructions, identify ingredients, and actively participate in the cooking process.

The level of engagement was higher than expected, and the children showed patience and enthusiasm during preparation. They also demonstrated good teamwork skills and were able to take turns without conflict.

From an educational perspective, the children learned about German culture through food and were exposed to basic English vocabulary through the naming of ingredients. The activity also encouraged cooperation and practical life skills.

Personally, I learned that children are highly motivated by hands-on and food-based activities, which makes them very effective for informal learning.

One challenge during the project was the baking process. Because only two Flammkuchen could be baked at the same time, there was a longer waiting period before eating, which required constant coordination during lunch service and created some stress.

For future projects, I would improve the baking schedule by preparing more Flammkuchen in advance so that more portions are ready before the children begin eating. This would make the transition into lunch smoother and reduce waiting time.

Below you will find an assmebly of pictures.

https://drive.google.com/drive/folders/19AnCGRAABdYF6NeUUbckn6AnZ4JqCHRg

Mini Project Report [Tony]

Creating Cardboard Houses for a Children's Theatre Performance

Introduction

During my ESC volunteering, I organized a creative activity with a group of children in the kindergarten. The goal of the project was to build and decorate small cardboard houses that would later be used as props for the children's theatre performance in June, in front of their parents.

I chose this activity because it is creative, hands-on, easy to organize, and can be carried out outdoors. I wanted the children to enjoy making something with their own hands while working together on a project that would become part of their final performance.

Planning and Preparation

Before the activity, I discussed the project with the teachers to understand what kind of cardboard houses were needed for the theatre performance. I prepared the materials, including cardboard, paint, brushes, and other decorating supplies. I also planned the different stages of the activity and thought about how to divide the tasks so that every child would have a role.

As Czech is not my native language, I knew that communication could sometimes be difficult. Fortunately, the teachers were available to help explain the instructions whenever necessary.

Implementation

The activity consisted of building small cardboard houses and then painting and decorating them. Around 13 children participated in the project.

My role was to organize the activity, assign tasks to each child, supervise the different groups, and make sure everyone was involved. Some children focused on assembling the houses, while others painted and decorated them. The activity took place outdoors, which created a pleasant and relaxed atmosphere.

Results

The project was completed successfully, and the cardboard houses were used during the children's theatre performance in June. The children were proud to see their creations on stage in front of their parents.

They really enjoyed the activity and were enthusiastic from beginning to end. It was rewarding to see them working together and expressing their creativity.

Challenges

The main challenge was the language barrier. Since I do not speak Czech fluently, communication was sometimes difficult. However, the teachers were always available to translate when needed, and the Czech I have learned during my volunteering also helped me communicate with the children.

Personal Learning

This project helped me improve several important skills. I developed my organizational abilities by planning the activity and distributing tasks among the children. I also improved my leadership skills by guiding the group and making sure everyone stayed involved and listened to the instructions.

In addition, I learned how to adapt my communication in an international environment and how to work effectively despite the language barrier.

What Would I Do Differently Next Time?

Overall, I am very satisfied with how the project went. If I were to organize this activity again, I would prepare a few visual examples of the finished houses before we started. This would make the instructions even easier to understand and give the children more inspiration for decorating their own houses.

Conclusion

This mini project was a very positive experience. It combined creativity, teamwork, and practical learning while contributing to the children's theatre performance. Seeing the children proud of their work and enjoying the activity made the project especially rewarding, and it helped me develop valuable organizational, leadership, and communication skills.

Pictures





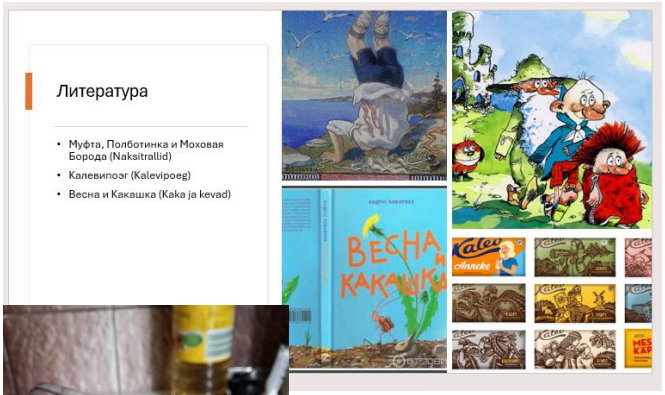



AWESOME



Mini project by Veera Robakova: Estonian culture and cuisine

Introduction: The mini project was done in Zvonenka school on May 18th, and Gymnasium, 19th of May 2026. The project was split into three parts, depending on the age group of children's class: Zvonenka has two classes I volunteer in, first and fifth grades, and Gymnasium has older children. I planned presentation for older children in Zvonenka and Gymnasium about Estonia and history, and a traditional dessert for all three classes called Mannavaht (Pink Mousse).







Preparation: For preparation, I talked to the teachers to understand what would be the most interesting to children. Next, I did research, prepared the presentation and chose music to play for kids. For the dessert I chose the most traditional thing we have in Estonia that we eat on a regular basis in kindergartens and schools, I bought necessary ingredients and cooked one batch for Gymnasium, because there would be no time to cook together at that school.





Process: I presented my slides in Gymnasium using projector and school's computer, while for Zvonenka I presented by using my laptop. The presentation sections were as follows: what students know about Estonia, Estonian literature, Estonian culture, Estonian history, Digital Estonia, Estonian landscapes, my experience studying. After the presentation, we either ate or cooked dessert.



Reflection: Students were interested in the presentation and trying the dessert. They were asking questions, wanting to know more about Estonia. One thing I enjoyed the most is that students were motivated to find out more about topics unrelated to what was presented. I also liked the reception of the dessert, because the reaction was the same as in Estonia: people either love it or hate it, so each class was divided to groups that either wanted to eat more or didn't finish it. I think it is a good representation of Estonian cuisine, because usually this dessert is impossible to find outside the country. Personally, I enjoyed doing this project, because I was able to share my culture and experience.