



## 2. How to communicate with the school's infrastructure and colleagues?

Most teachers who participated in the test found communication with the school's infrastructure and colleagues to be easy and successful. In Cyprus, the teachers mentioned having asked their school's principal for permission to use a bigger classroom that would enable the participants to keep the necessary distances according to COVID-19 measures and also make sure to avoid any damages that could be done in their classrooms.

Communication with the school infrastructure can be especially useful if the teacher needs a room with specific requirements. This can be a requirement to have bare walls in order to be able to hang decorations and pictures easily, it could be to have access to water, to have or not have windows, to have big cabinets or specific upholstery, or very simply to be big enough for all students to be able to circulate easily. If the students are numerous, the space should allow them to separate into smaller groups to work on the puzzles in various places.



Some teachers collaborated with their colleagues to create cross-curricular ERs that would benefit several school subjects, which imply the necessity of coordinating the class materials covered in class in order to be done before the ER takes place. This collaboration between colleagues also allows to hold multiple ER sessions in separate rooms simultaneously in order to have more students experiencing it at the same time. In the same way, several teachers of the same subject may also collaborate together on creating the same ER. Either way, excellent communication between colleagues to determine the end-goal of the ER and the points of class



materials covered is of the essence. The end goal could be to use the ER as a test, as an introduction to new class materials, as an exercise or even as a revision session for example.

Additionally, communication with the infrastructure of the school to secure both rooms at the same time is important as well.

Participants in Belgium also pointed out that in some infrastructures, permission to hold the ER outside of usual class hours may be needed if the teachers decide to make the ER as a bonus activity.

If there is a collaboration with an external stakeholder possible, such as a Museum to host an ER for example, communication with the school to secure the use of the school bus to travel can be interesting to put into place.

