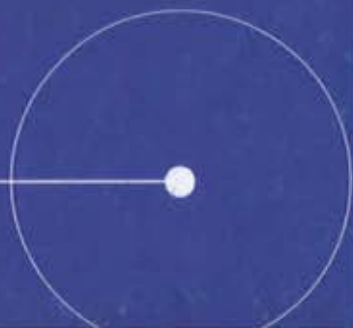




International Magazine



COMENIUS PROJECT
“PEOPLE AND SCIENCES”
2000-2003



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COMENIUS PROJECT

"PEOPLE AND SCIENCES" 2000 - 2003

How to build a united Europe, how to induce interest in young people for the sake of the European movement? Even in the early nineties the Dutch government tried to stimulate international education in their schools. In the Maastricht treaty (the Netherlands, 1993) the EU – memberstates officially agreed on the intended cooperative European school education, which resulted in the 1995 Socrates Action Programmes. The Comenius Project is part of this. From the very beginning the RSG **Steenwijk** was a coordinating school in one such project. From 2000 even a second term was launched with **Askim** (Norway), **Murcia** (Spain), **Iasi** (Romania), **Bratislava** (Slovakia), and **Padova** (Italy). The first two schools also participated in the first project which was from 1996 until 1999.



The 3-year cooperation has taught us that Brussels made an exemplary move at that time to enhance the international (European) integration through educational cooperation between schools. What this meant for our relatively small network of schools can't be better said than by Eva Stancikova, one of the project-teachers from Bratislava: "...I

have seen how the international cooperation can change people – we have made a good team and influenced each other – the people from cold north grew warmer, relaxed and more happy-go-lucky, the people from carefree south grew to be punctual and consistent, we from the middle have learnt very much about new methods of work, customs in many countries and have found many good friends among you ...".

The name Comenius originates from Jan Amos Komenski (lat.Comenius), who lived from 1592 – 1670. The Czech theologian, philosopher and pedagogue was convinced that **only education would allow people to fully develop themselves and to live together in a harmonious world.**

For three years dozens of our teachers and hundreds of young students have been acquainted through the Comenius project, and thus learned from each other's curriculums and cultures. Via reciprocal distance learning we covered subject themes from "People and Sciences" and those who did exchanges have experienced a different culture while abroad.

Commitment and friendship were certainly highlighted at the grand Murcia Festival, some weeks ago (29 March – 4 April 2003). It officially concluded the current Comenius Project. It was evident that **international education levels barriers** and that our nations have grown towards one another's understanding.

This International Magazine highlights some project activities of the past three years. It is a review on a project coming to its close. It makes us a little sad on one hand. **Hopefully it also means a new start for a third European network**, enabling young people from various countries to practically experience what international Europe involves. How important it is for them to realize that it is they who must shape the future United Europe.

Jan de Jager

The six schools involved in this Comenius Project would like to thank Jan de Jager for his invaluable work as coordinator

COMENIUS INTERNATIONAL WEEK

I.E.S. LICENCIADO FRANCISCO CASCALES, MURCIA 31ST MARCH – 4TH APRIL, 2003

To end up the present project, a final conference of teachers and students was arranged in Murcia. Two exchanges, from Askim and Steenwijk, were carried out at the same time. Together with this meeting, a music festival was held. There is no language more international than Music, and it is also the language for Peace and Harmony between people.

Therefore, during the week, work was developed in three paths:

■ Meetings of the final conference of teachers and students to analyse the development of the Comenius Project 2000/2003.



Some of the teachers participating in the Comenius International Week

In the *teachers conference*, a general review of the achievements of the three years of our common project was carried out, as well as an analysis of those aspects that should be improved for future projects. The presence of eleven teachers from the guest countries, together with the teachers of the Spanish organizing school has also been a step towards a future starting conference for a new project.

In the *students conference*, students from all the participating countries met to work on education systems, leisure time, social relationships and other topics which they compared in what turned out to be a greatly enriching experience. In fact, the main aim of

projects like ours is achieving that young people work together, cooperate, help each other, and learn how to learn from each other's cultures as a way for a better understanding in our common world.

■ The projects for the exchanges with Holland and Norway.

In the time prepared for working on the common projects, students and teachers have been dealing with these two topics: a **final performance** took place for the "Fairy tales" project, and some visits to compare **theory and practice** were carried out for the "Golden section" project.

■ Concerts of the orchestras of the participating countries:

Each orchestra or music group had a **performance at Cascales High School Auditorium**:

- Harps Orchestra from Istituto Vescovile Barbarigo (Padova, Italy),.
- RSG Steenwijk Orchestra (Steenwijk, Holland).
- Vocal Trio from Skola Knihovnickych a Informacnych studii, Bratislava (Slovakia).
- Cascales High School Choir, IES Licenciado Francisco Cascales, Murcia (Spain).
- Performances in some other places were also carried out in the framework of the Comenius Project, because we wanted to make our project well-known and allow some contacts with music groups in Murcia.
- Jazz-rock group of Askim Videregaende Skole, from Askim (Norway) in La Alberca (Murcia), invited by I.E.S. Alquibla High School, together with groups from Alquibla and Cascales High Schools.
- Harps Orchestra from Padova in Beniajan Auditorium, Beniajan (Murcia), invited by the Music Association of this city.
- RSG Orchestra from Steenwijk in Blanca Theatre, Blanca (Murcia), invited by the City Council.



The Romea Theatre became the ideal frame for a really moving performance.

Comenius International Concert, at Romea Theatre (Murcia), with performances of every group and orchestras and the attendance of more than one thousand students, teachers and parents from the hosting school and nine more schools who were invited to the event. Beethoven's "Hymn to Joy" was performed at the end by every musician and singer together. It was great to see so many young people from different countries playing together on the stage. The concert was recorded on a CD.

The roses given to each performer were just a symbol of the atmosphere we all could feel at the theatre.

The performance of the Cascales choir



■ Some other activities were:

The **official welcome** in the Assembly Hall of the school, being the chairman the Deputy General Manager of Education Programmes and Teacher Training, in Murcia.

In the evening of Thursday, 3rd, April, a **Farewell party** was held at school, for which the students prepared some performances and speeches about the projects and sang some songs together. The evening was closed with a dinner at school, prepared by the school and the parents, who also joined the party.

On Friday, we all went to the seaside, in **La Manga del Mar Menor** and enjoyed a sunny day. We also learned about this peculiar inner sea in Murcia, separated from the Mediterranean by some two hundred meters.

Besides, **other cultural and leisure activities** were developed, such as guided visits to the city centre, Salzillo Museum (a very important sculptor of the XVIIIth century in Murcia), Craftsmanship Centre, Museum of the City, Watermills Museum (don't forget the draught problems in our district), Archena Spa (dating back from Roman times), Primary School Cierva Peñafiel for some young harpists. Our school itself is worth a visit as a historical monument. Within the school, some students attended a Chemistry lesson where an experiment with our local fruit and symbol of the orchard of Murcia, the lemon, was made.

All in all, more than one hundred friends from **Norway, Holland, Italy, Slovakia, and Romania** working and enjoying themselves together with the Spanish teachers and students

during this week at Cascales High School, as the end of the present **Comenius Project**, which will hopefully continue in a new project that has already been applied for by all the schools involved. We hope, indeed, that this is a new step for many years of international cooperation to come, and, of course, would like to thank all our friends for making this unforgettable event possible.

RSG STEENWIJK

STEENWIJK (THE NETHERLANDS)



Our school is located in Steenwijk. This is a small town in the province of Overijssel in the north-west of The Netherlands. Steenwijk is situated halfway between Amsterdam and Groningen. Steenwijk is a municipality amidst "moors, pastures and lakes" and numbers just over 22,000 inhabitants.

The RSG schools welcomes about **1300 pupils** every day. It provides education for various streams among which are: the practical department, VMBO, HAVO, Atheneum and Grammar school. We have two buildings to accommodate all our departments.

The RSG Steenwijk is a **public school**. Public education means that all denominations are equally emancipatory. Pluriformity is considered valuable. By way of project lessons and through daily practice we teach our pupils to respect differences of opinions and beliefs. Another educational aim is to account for differences in capability. We try to allow for each pupil's ability.

Our pupils must be offered ample opportunity to learn and develop themselves at their own level and find an avenue to independent learning. This involves individual assignments and individual tutoring. The school's accommodation is laid out with individual study corners.

Internationalisation features prominently at the RSG. Preparing our pupils for our ever changing society, for a borderless Europe and for global developments our education demands particular requirements. Transfer of knowledge and educating for a diploma fall short of present and future developments. More is needed to prepare them for this. Besides a thorough knowledge of the **modern languages**, ICT and presentation skills present day pupils are required to develop themselves into independent personalities. They need to acquire a knowledge of cultural diversity and to gain an insight in international relations when they become the new European citizens building on a successful future. The new education programmes in Holland enable the schools to organise international cooperation. International education not only stimulates the regular courses, it also means to realise new educational aims.



ISTITUTO BARBARIGO

PADOVA (ITALY)



Collegio Vescovile Barbarigo is a **private school of Catholic inspiration**.

Situated in the centre of the town, the main building of Collegio Vescovile Barbarigo was built in the first years of XVI century for a noble family and restored in XVIII by the noble family who owned the palace at the time.

In 1914 the palace was bought by the Bishop of Padua to host the first boys' boarding school of the Diocese of Padua and by 1919 it was given the name of Collegio Vescovile "Barbarigo".

The Catholic inspiration of the school can be particularly seen in the **attention to the value of human life on the whole**: not only does the school take care of the cultural aspect, but also and first of all of the human and spiritual growth of each student.

The school is, therefore, deeply rooted in the christian and humanistic tradition, which is sought by giving particular emphasis to art, music and philosophy.

Barbarigo, however, is not a religious school: it is open to all those who share the same human values and principles; for this reason there are pupils who practice other religions or are not practicing Catholics.

Nowadays Collegio Barbarigo has about **460 students**. It includes four different schools: Scuola media, (lower secondary school for students aged 11-14) and three different upper secondary schools for students aged 14-19: Liceo for Classical Studies, Liceo for Scientific Studies, school for accountants.

Music is an important subject in our school. The

study of musical instruments is highly encouraged in Scuola Media. In particular the best students – musicians of Scuola Media play in a band and, last but not least, we have the biggest school of harp all over Italy with 14 harps and 22 students from 11 to 19 years of age.

The harpists of Barbarigo have successfully performed both in Italy and abroad, and some of them have won prizes in national competitions.

Over the last few years, Barbarigo has put a lot of energy into the teaching of **foreign languages**, especially English, with the objective of preparing its pupils for the challenges of Europe.

For this reason at the Scuola Media the number of lessons devoted to English have been doubled with the help of mother-tongue teachers and lecturers.

In this perspective the **international exchanges** are integrated into the project of renovation and modernization which was started six years ago by the Headmaster, prof. Giancarlo Battistuzzi.

You can find more information visiting our website on the internet: **www.barbarigo.edu**



ASKIM VIDEREGÅENDE SKOLE

ASKIM (NORWAY)



Askim videregående skole is situated in Askim, a small town 50 kilometers southeast of Oslo along the main road to Stockholm. The town itself has a population of 13.000 inhabitants. Askim is a district center in a rural area and there is also some industry within the borders of the community. Three large electricity power stations were built in Askim during the early 20th century and they are still functioning and important to the energy supply of our country. In the city coat of arms you can see these three power stations symbolized as three streams. As the town is quite near Oslo many people commute to our capital for their daily work. Living in Askim is much cheaper than Oslo.

Askim videregående skole is a combined school. It has some **750 pupils** and a little **over 100 teachers**. The pupils come from Askim and from the neighbouring communities. Every day students from these communities are transported to the school by buses. The school offers different **vocational streams** like health, technical building, mechanics, plumbing, transportation and electrical subjects. A little less than half of the pupils take a more **academic education**. Most of them choose studies which prepare for universities or academic colleges. This kind of education starts when the pupils are 16 and it lasts for three years. The first year most of the subjects are compulsory, but from the 2nd year on each student chooses a lot of subjects and to some extent composes his or her own time schedule. You can choose between for instance English, Mathematics, Physics, Law, Social science, Computers.

The school tries to emphasize international affairs. Before the students start here they are asked if they want to go in international classes. 2 of our classes on the first level and 2 on the second are international. These students are engaged in the Comenius-project. They work with the different projects, they travel abroad and they are the hosts when we get visits. The students from the 1st level have been to **Spain** and **Italy**, some of the others have participated in an exchange with Steenwijk, **Holland**. Between 15 and 20 teachers are involved in the Comenius-project. In addition to the classes mentioned above some groups also participate now and then. Students of physics have for instance worked with moon-observations and Galileo, students of politics with dictators.

In addition to the Socrates-project the school is involved in exchanges with Kiel in **Germany** and with a school in Kigomo, **Kenya**. Every second year 5 students and some teachers go to Africa and they get a return-visit later. Every year trips to **London** and **Berlin** are also arranged. These trips are offered to the students who choose English and German at the highest level. This year and the next our school is also involved in a project about the identity of our hometowns. The other partners are schools and communities in Finland, Sweden, Russia and the Baltic countries. So the conclusion must be: Askim videregående skole is an international school.

"MIHAI EMINESCU" HIGH SCHOOL IASI (ROMANIA)



A BRIEF HISTORY...

Somewhere around the middle of the 18th century, Alecu Mavrocordat, one of the high officials of the day, built himself a really big house on a piece of land he had purchased on the corner of Sararie Road and Muzelor Street. The house was to serve as a princely court twice during the next fifty years, it was to be the place where a peace treaty was signed, it was to host many important guests to the city.

Approximately one hundred years later, an association founded by a number of outstanding scientists bought the house with all its annexes in order to start a private boarding school. Shaken by earthquakes, used as a military hospital during World War I, as stables for the army horses, torn by bombs, their yard scarred by trenches during World War II, the old buildings still preserved their dignity and managed to "survive".

From 1866 to this day, the old houses of Alecu Mavrocordat have seen tens of thousands of children come to acquire a good education, and hundreds of teachers doing their best to offer it.

They have served as a school for nearly 140 years, and, we are proud to say, a school that has had many teachers and graduates who were to become quite famous. Great writers and scientists taught here, many doctors, lawyers, teachers, university professors, artists and journalists started from our school. It is a tradition that honours us. It is also a responsibility that compels us to maintain the same high academic standards.

THE PRESENT

At present, our school has **1200 students and 87 teachers**. About 80 students and 25 teachers are involved in various Socrates and Comenius projects, as well as in a newly initiated exchange with a school in France.



SCHOOL OF LIBRARIANSHIP AND INFORMATION STUDIES BRATISLAVA (SLOVAKIA)



In the school system of the Slovak Republic the School of Librarianship and Information Studies /SLIS/ belongs to the group of specialized high schools providing secondary education of information systems and services to basic school leavers from 15 to 19 years of age. The school was established in 1953 and in the course of 50 years not only its programme but the name as well have been changed several times due to the needs of society. For almost 40 years the school had been known as the Secondary School of Librarianship and ten years ago along with its substantial restructuring and introducing modern curriculum it adopted today's name.

Almost 7 000 graduates of different forms and stages of study have been working at various posts in libraries, firms, companies, banks, agencies, information, cultural and public administration institutions. At present the school recruits about 100 basic school leavers every year.

Altogether there are more than **400 students** at the school every year, and only about one quarter of them are boys. There are classes of around 30 pupils and they can be split in half taking lessons aimed at teaching practical skills mainly /languages, sciences, computer and specialized classes, typewriting, physical education.../. The teaching staff consist of 30 professionals, mostly women, teaching humanities and sciences on one hand and specialized classes on the other.

The study is completed by written and oral final exams and a school leaving certificate allows the best graduates to continue study at universities, and all of them to work in the fields we have already mentioned.

Thanks to the national project INFOVEK, the computer park has been enriched recently and the school has had **internet access for free** since then. The international **Comenius-Socrates project** has allowed SLIS to obtain some software and book items. **It is the greatest project of international character the school has ever had in its history** and thanks to it and its enthusiastic coordinator, the SLIS has become familiar at least to the participating schools from some European countries, and its students and teachers have benefited a lot from this cooperation.

There has always been a number of extramural activities organised by the teachers of the school aiming at supporting ethical feeling and creativity of pupils. Charity, literary and sports activities, reciting and foreign language competitions, entertaining shows for elderly and handicapped people, talks with personalities from various spheres of life, excursions and trips, and, last but not least, free access to internet and computers every workday after the lessons are just some to be listed.

The School of Librarianship and Information Studies in Bratislava, the capital of Slovakia, has always ranked among very attractive educational institutions for basic school leavers.

I.E.S. LICENCIADO FRANCISCO CASCALES

MURCIA (SPAIN)



I.E.S. Licenciado Francisco Cascales is a Secondary Education School in the very centre of Murcia, a city located in the South-East of Spain which has some 450.000 inhabitants, although the surroundings make it about one million. The city of Murcia was founded in the 9th century by the Muslims and all our county has also a very important Roman influence (Cartagena harbour was of an outmost importance in Carthaginian and Roman times).

Our building - national heritage - dates back to the 18th century; it belongs to the Baroque period, in which Murcia was an important centre of culture. For many, many years it has been used for education (in former times the University was placed here). It was the first Secondary School in Murcia. For some 20 years now it has been named after a humanist of the XVI century, Licenciado Francisco Cascales.

The students in Cascales High School are 800, boys and girls ranging from 14 up to 18 years old. We have both compulsory (the last two years in our education system) and non-compulsory education (two more years). In non-compulsory education, students may choose between four possibilities: Arts, Humanities, Natural Science, Health Science. Lessons start at 8:30 and finish at 14:30.

Most students in our school enter the University of Murcia or go to some other University to continue their studies, when they finish their four years here.

The teachers are 60. They are organized in Didactic Departments, each one led by a Headteacher of Department. All of them depend on the Headmaster of the school, who, in our case, has been managing the school for twelve years now. The Headmaster is elected every four years by a School Council, formed mainly by teachers, but also by parents and students. IES Cascales has an anthem and a badge which identify us. A magazine for the students is published every school year; we have a school choir and two important school feasts: one is on the 23rd of April and another one on the 28th of January. In the first one, different academic activities are held (lectures, exhibitions, literary and artistic contests,...); in the second one, it is more leisure activities (singing and fancy dress contests, sports competitions ...).

You can find more information coming to see us in Murcia or surfing on the internet

<http://centros5.pntic.mec.es/ies.licenciado.francisco.cascales>



Erathostenes' size of the Earth and Measuring the Distance to the Moon

Schoollife becomes definitely more interesting if there is an international touch to learning. Experiments like determining the size of the Earth or measuring the distance to the Moon need this international touch. Only if you have at least two locations far apart, say approximately 1000 km or more, you are able to make the discoveries like those of ancient or more recent scientists, and obtain values that make sense.

The goal of these partly hands-on, partly theoretical exercises is to confront pupils with the principal difference between mathematical solutions to physical problems and physical measurements. Mathematics is (in secondary schools) exact and precise, while physical experiments are always subject to experimental errors. These errors usually "destroy" your expectations you got from the mathematical analysis.

Both the Erathostenes' experiment and the Distance to the Moon need careful preparation to determine the exact times the height of the Sun or Moon should be measured. This requires some communication skills between two or more schools. Stress can be expected here.

The Erathostenes' experiment is similar to the one the Greek geographer used during the great Greek civilization. Instead of using a well in Syene and a pole in Alexandria, we use long poles in, at least, two locations in Europe. Pupils measure the length of the shadow of the pole which the Sun casts. After exchanging each others results, each student can determine the circumference (and thus the radius) of the Earth to a rather good approximation by using basic trigonometry.

Measuring the distance to the Moon with very simple instruments is very difficult, because the accuracy of the measurements is vital. We used a long pole that cast a shadow of the (near) full Moon. In another case we used a 3 m long copper pipe, which acted as a vizer, with a plumb line attached to the front end of the pipe. With such a set-up you can measure the altitude of the Moon (i.e., the height above the horizon) when it stands exactly towards the south. By using basic trigonometry, pupils obtain the altitude of the Moon. If one does this at two positions on Earth one obtains the angles in a triangle of which the distance to the Moon is one side.

Unfortunately, this experiment is bound to result in distances which are rather far off the real value. The difference of the angles measured at two distant locations, is very small (typically 0.5 degree). However, obtaining a deviation can also be very educational. It shows pupils that mathematical theory and physical practise are two separate worlds, both of which need to be treated with respect.

We would very much like to repeat these exercises to work towards more precise values by thinking about better equipment.

Gerrit Kiers
RSG Steenwijk
The Netherlands



International students festival 2002

The International Students Festival 2002 was from 4th of October 2002 to 11th of October 2002.

On Friday came the delegation from Slovakia at 00:20 h. The Saturday was for the host families of the Slovaks to show their guests something of the surroundings of Steenwijk. On Sunday came the delegations from Spain and Romania. They met their host families and they were requested to do what they want to do with their host.

On Monday was a reception at school for the Slovakian, Romanian and Spanish Students. They got a school tour. After the school tour the students got a Geography lesson. They got an introduction to the Geography of Holland. After the break, the Slovakian and Dutch Students got an introduction in the Anne Frank Project and they worked on it. At 16:15 h the delegations from Norway arrived in Steenwijk by train. The host families were also at the train station, to take their host to their house. In the evening the host family could spend some time with their guest. On Tuesday there was a reception at school for the Norwegian students and after that, they got a school tour from the Dutch students. After the school tour the Dutch and Norwegian students worked on their project 'Fairy Tales'. The Spanish and Slovakian students had a normal school programme that day. After the project 'Fairy Tales', the Dutch and Norwegian students had an EU Political Game. After their school programme the Spanish students had a rehearsal time. On Tuesday evening the Dutch and Norwegian students went to the Irish Pub and everyone enjoyed it. On Wednesday all students (except the Dutch) had a trip to Amsterdam. Only the Dutch students, who were involved in the Anne Frank project, also went to Amsterdam. The other Dutch students had to go to school. The Thursday was for the Romanian, Slovakian and Spanish students to record the CD 'Rising Stars'. The Dutch and Norwegian students had again an EU Political Game. After the EU Political Game the Norwegian and Dutch students had rehearsal time for the project 'Fairy Tales'. The Slovakian and Dutch students

had, after recording the CD 'Rising Stars', time to finish the 'Anne Frank Project'. The Spanish students had on that moment their presentation of the 'Galileo Project'. After the school day, some Dutch students prepared the 'Social Evening'. In that time the other students could do what they want. On Friday there was time for the Norwegian, Spanish and Romanian students for writing a report and making some illustrations. After that, they had a cycling Tour to Giethoorn. The Slovakian students had time to do some shopping for souvenirs, because they were going back to their country. On Friday evening the Dutch and Norwegian students went out in Steenwijk. Everyone enjoyed it. On Saturday the Norwegian students went back to their country and on Sunday the Spanish and Romanian students did the same.

I hope everyone enjoyed the week and now up to the next International weeks!

*Rianka v/d Vegt
The Netherlands, RSG Steenwijk*



Norway

The first thing I did when I got home was getting really stressed, probably because I was home and not in Norway.

I don't think I ever had so much fun on a vacation in my entire life. I know it was not a vacation but still...

I think I can also speak for most of the Dutch students and teachers that went along with us, that this trip won't be forgotten.

I think it is amazing to have experienced such a thing. I mean, come on, it is not like you go on trips like this every year, right?

The hospitality at the place I stayed in was wonderful. Arthur's father immediately told me I had to feel home and so I did.

I had a wonderful time in Norway and I hope I will go back there again.

The first time in a foreign family

We went from 30 March till 5 April with the project Golden Section to Spain. For us, it was the first time in a foreign family, so it was very exciting. When we arrived at the school, the families were waiting for us, and they welcomed us with a big smile. Everybody was happy. The whole week was great for everybody. We did a lot with the Spanish students and there were no troubles.

We really enjoyed our exchange in Murcia.

Rianka & Aldo



The entire staff of the Dutch group that writes for International Comenius Magazine. From left to right you can see: Tamara, Tom, Ninke, Jeroen, Rianka, Samantha and Aldo.

One week in the country of "La Dolce Vita"

School Trip to Padova (Italy), 24th April -1st May 2003

It was Thursday the 24th of April when our adventure to Italy began.

The next day the trip to **Villa Pisani** took place. A beautiful palace near the Brenta river, with gardens, labyrinths, statues and much history. We enjoyed a tour around the palace where Napoleon once was, we were in the labyrinth where kings and princes walked many years ago and we enjoyed the beautiful day and the nice weather, playing soccer or volleyball or just sitting on the grass talking and having a good time.

Saturday was the first day for our Powerpoint presentations. A good beginning for the Dutch students to show what we had done in the Netherlands related to the theme "Water". The next thing was a nice boat-trip along the canals of Padova: we learned about the history of the city in the Middle Ages and the importance of these canals since the 15th and 16th century.

Sunday was free for all of us, so we were invited to a four-star hotel owned by a host family to spend the day in the pool enjoying the great sun of southern Europe. In the night, going out for a pizza was delicious and later attending a concert in the main square of the city, **Prato della Valle**, was splendid too.

Monday was time for work again. The rest of our "Water" presentations and the turn for the Italians to show us what they had prepared on the status of the waters in Padova. We also had a presentation about the Euganean thermal waters and then a little tour over the big square of Padova called Prato delle Valle and their main church Sant'Antonio.

On Tuesday, **Venice** was the destination of the day, walking in its magical little streets, having a nice trip in a gondola, visiting St. Marc and feeding the pigeons on the main square, and just enjoying the magical essence that lives in this old city.

The next day thermal waters and the ruins left by the Romans in **Montegrotto Terme**, near Padova. In the afternoon a visit to the Baptistery

of the Cathedral and the center of Padova showed us the culture and history of this beautiful city. In the night an official dinner with good Italian food was the last act for the exchange program.

Thursday was the day for coming back, after saying goodbye to all the warm and nice people we met during our trip in Italy. We started our trip back to Holland, arriving with a mixture of feelings between happiness for all what we had enjoyed and learned and sadness for all the friends and memories we left behind. One week in Italy that changed our lives, **one week we will never forget.**

Juan Francisco Alvarado



An extraordinary experience

We threw ourselves into the adventure of the Comenius projects three years ago without knowing what was going to happen.

If they had told us that this experience would have thrown our school into a shock, we would have not believed it...

If they had told us that the international experiences would have forced our school to rethink about the teaching of English and to give it such unusual importance, we would have not believed it...

Now when we think back to the last three years, when we see again the dear faces of the colleagues and students we met, the large amount of projects, the trips and long journeys, the laughter and the experiences shared, we can but say **we are amazed and really happy**.

We also feel proud of what we have been able to do and of the results achieved.

After the last three years' experience we feel we benefited by:

- **friends and colleagues:** we have met so many valuable and open-minded teachers (it is true that those who work in the international projects have special qualities!)
- **stimulating experiences for our students:** most of them have confided to us that they learned more in two weeks of international exchange (if they are well prepared) than in months of ordinary study.
- **language competence:** it is out of doubt that many students began to study the language of Shakespeare in order to be able to speak to some blonde Norwegian or Dutch students!!
- **technological competence:** it is surprising to know the vast number of students who have been incredibly busy in using computers, in writing e-mails, in preparing Power point presentations etc..
- **in hope for a Europe built on people that meet, know and respect each other, instead of a Europe of prejudice and stereotypes.**



There has been a lot of work in these last three years, **but the results have been extremely positive and meaningful:**

- 250 (aprox.) students of Istituto Barbarigo have been abroad to realize the projects on which they had worked; many others have been involved even if they have not travelled abroad.
- 260 (aprox) foreign students and 35 foreign teachers have been welcome to our school.

Three years ago Barbarigo was a provincial school; now it is one of the few schools in the Veneto where you can feel an **international atmosphere** which opens up new horizons.

For this reason we are really grateful to the "People and sciences" Project and to those who, with devotion and competence, have contributed to make these years unforgettably special. Hoping this adventure may go on and on...



The magic of harp music in Spain

Murcia and Madrid 2003

The week from 31st of March to 5th of April 2003 will always be in the hearts of **17 harpists** (aged 11-19) and of the **7 players** (1 sax, 1 trumpet, 5 flutes), who experienced a fabulous tour in Murcia and Madrid. The young artists were accompanied by their music teachers: **Maria Chiara Bassi** (harp teacher) and **Davide Squarcina** (piano teacher), the Headmaster and prof. Margherita Coeli; they performed in theatres and schools and were highly praised. This unique tour was also made possible by the sponsorship of the **Salvi firm**, which is the biggest building firm of harps in the world, since they offered a special lorry to carry the fragile and precious instruments to Spain.

The young students left Padova as if they were going on a school outing, but as soon as they went up the stage, they surprisingly turned into serious professional musicians.

Each of them knew very well that the final result depended very much on their individual contribution, that is why they all gave themselves body and soul.

And **the effect was something really magical**: both the experts and the audience were taken aback by the outstanding quality of the performances.

High emotion could be perceived on part of the public who were transported by the notes of all the harps playing together.

Astonishment was visible in the eyes of the audience who could not believe that **such young girls were so good at playing their instruments**.

The "professional" satisfaction was very strong, both for the students and for the adults, especially for the harp teacher, prof. Maria Chiara Bassi, who started this experience in 1993 and has supported it with care and passion in these ten years. The Spanish success rewards a great deal of efforts and confirms that the artistic level of this group of harpists is quite remarkable.

The Spanish adventure has also been a precious lesson of life experience: our pupils realized that **you can obtain good results and satisfaction thanks to dedication and hard work**; besides, their horizons were widened and they had the chance to meet other young musicians coming from all over Europe. They will never forget it!



Lovely vikings

The first love cannot be forgotten...

What is true for one's life is also true for the Comenius projects: this is what happened to us Italians.

The very first Comenius exchange of our school was with the Norwegian school of Askim; it all started in September 2000 when a spark went off between Margherita and Anne Torill.

Since then, a **special relationship was born**: a relationship based on projects, exchange visits (for three years in succession), mutual esteem, and a great deal of empathy and enjoyment.

Those who have been lucky enough to take part in these exchanges, were enveloped in a relaxed and informal atmosphere, full of friendship and collaboration, amusement and a highly cultural and instructive activity.

Deep in our hearts we will remember the warmth and the high-spirits of the dinners among teachers: it was on those evenings that we got to know each other, to joke and laugh and....make plans for the future!



The most significant projects we have worked on with the students are:

- *The Strange Case of Dr. Jekyll and Mr. Hyde* on the first year;
- Several plays by Shakespeare (including an amazing performance by the Norwegian students) on the second year;
- *To kill a Mocking Bird* (with a much appreciated theatrical performance);
- Galileo project;
- Fairy Tales.

We can't forget to add to those activities, the ones organized to socialize and know each other better: dances, traditions, typical dishes, hobbies, sports, climate etc....

For the Italians the **adventures in the Norwegian wilderness** (in January at -15°C !!!) have become unforgettable and legendary by now, together with the visits to the Museum of the Viking ships, to the National Gallery (with the most renowned paintings of Munch)... we cannot leave out the parties among the students and the **football matches!**



We began this adventure with the idea that in the far North we would find cold and reserved people: we have found welcoming and generous colleagues and students, who have become dear friends. Who could have imagined that those Vikings had such big hearts?

● Projects and exchanges to grow together

It is really impossible to summarize in a few lines all the projects realised by Barbarigo over the last three years. We will just mention the most relevant ones, those which were involved with international exchanges.

As for the projects realized with the Norwegian school of Askim, we should refer back to the article especially devoted to them.

During the first year of the Comenius projects (2000-2001), one of the most interesting projects was that of "**Costal Areas**" which we carried out together with the Dutch school of Steenwijk.

The two schools decided to work on a project which could permit a comparison between two similar situations and we could not but choose **the sea**. Therefore, the Italians devoted their attention to the **lagoon of Venice** (its geomorphology and ecology, history and anthropology, economics, plant life and wild life, the tide problems, etc.), while our Dutch friends made their research on the well-known dams/dykes which allowed them to gain vast areas of land from the sea.

The other interesting project of that year was the one on "**Classical Culture**" in which more than two schools were involved: besides the Dutch and the Italians, also the Spanish and the Rumenian partners worked on a research about traces of the Ancient Romans in their areas.

In the second year (2001-2002), **The Galileo Project** gave great satisfaction and enthusiasm: for one week 40 students from four different european countries (Spain, Italy, Holland and Norway) met in Padova to share their results on the scientific experiments following the famous scientist, who worked in our town for several years. During that week the students carried out some experiments together; needless to say the Galileian week was highly didactic and interesting from a scientific point of view.

In the same year we had the pleasure to host **two Dutch bands** in Padova, and to complete the Galileo project with a **trip to Spain** (by eight of our students).

In this last year (2002-2003) it is worthwhile mentioning the "**Fairy Tales**" project which involved the secondary school students together with their English teachers: Ambra Baessato, Luca Fortin and Elisabetta Malesani. The students read tales coming from different countries and tried to find similarities and differences.

Last but not least, the "**Water**" project which involved the Italian and the Dutch schools from 24th April and 1st May 2003. During the stay of the Dutch students in Padova, the following themes were taken into consideration: the quality of water in Padova, Padova and its waterways, the Euganean thermal waters. That week together was fantastic and our students look forward to meeting their Dutch friends again next September....



ASKIM VIDEREGÅENDE SKOLE

NORWAY

Summing up 2000 - 2003

As a teacher of English at Askim upper secondary school I have worked with the listed projects on English literature, which have been agreed on at the opening conferences.

2000/2001 PROJECTS:

"Dad-da" and **"Moonface"**. We studied the two short stories in class, audiotaped the final discussion of them and exchanged tapes with Germany, Romania, the Netherlands and Italy. Much work, but quite interesting.

"People and Sciences". A suitable novel under this heading was **"Dr. Jekyll and Mr. Hyde"** by R.L. Stevenson. Close study in class during autumn with e-mail contacts between exchange partners. Then groupwork during the exchange with Norwegian and Italian students. In addition a lesson on the novel given by prof. Falinski, Padova University.

2001/2002 PROJECT:

"Shakespeare". We read extracts, watched films and rehearsed extracts of **"Macbeth"**, **"Romeo and Juliet"**, **"Richard III"** and other plays. Performances during the exchanges. This served as part of the ordinary curriculum at both schools (Askim/Barbarigo).

2002/2003 PROJECT:

"To Kill a Mockingbird" - American novel that contributes to a general understanding and respect between different peoples and cultures. During the exchange: Dramatization of the novel, informal plot quiz and poetry/drawing workshop, inspired by **"To Kill a Mockingbird"**.

Cooperation between teachers from partner schools has given me a lot of inspiration and motivation in my daily work at school. To work closely with colleagues that often share your interests, pleasures and frustrations in their respective teaching jobs provides valuable supplementary training and education that is hard to get elsewhere.

At times there has been quite a lot of extra work involved, but the bonus is of course the close contact and good friendships that often follow in the wake of shared project work and student/teacher exchanges.

Anne-Torill Huseby



Anne-Torill and Margherita

Some thoughts from the students who worked in 2000/2001

When I first started at Askim Upper Secondary School, the adjectives which could describe me best were: shy, reticent and quiet. **After working with the Comenius-project for two years, I have changed radically.** Today I look upon myself as outgoing, not afraid of talking in front of people and generally social. It is no doubt that it is the work with the project and the student-exchanges which have lead to this. Worth to mention is also that **my class has developed a great spirit** – this first of all because **we have worked as a team** in this project, we have travelled together and have lived close to another for three years as a consequence of our participation in the Comenius-project.

Thanks to the Comenius-project I have also met **new friends**: I still have contact with them via e-mail and during last summer I met some of them.

I have never regretted participating in this project!

Stian Andre Ebbesvik Eisenträger

My class took part in the Comenius Project the last two years. Two years ago we worked with the short-stories "Dad-da", "Moon-face" and Robert Louis Stevenson's novel "Dr. Jekyll and Mr. Hyde". We made a tape recording of our results and conclusions, and sent them to the other students taking part in the project. Listening to the tapes which we received from them was great fun.

Going to Padova was also a part of the programme. We worked together with the students there, and we learnt very much about co-operating with people in other countries. The world is getting smaller, and in my opinion **meeting people from other countries is very important.** Therefore taking part in the Comenius Project and having student exchanges is a great experience.

Geir Magne Flø

When I first attended my class at Askim upper secondary school, I thought of this international class just as an opportunity to travel and see other cultures. However, it soon became evident that this project was much more.

Before we went to Padova in Italy, we worked a lot with different literary works: Moonface, Dad-da and Dr. Jekyll and Mr. Hyde.

I remember that I wrote two poems: one about Dad-da and another about Moonface. It may not sound so exciting, but to sit there and read something you had written on your own on a tape, which later would be sent to a class in Padova, was really informative!

When we went to Padova, we sat in groups with Italian and Norwegian students to exchange experiences and comprehensions about what we had read. And this gave me a feeling of fellowship, because we had read the same short stories and the same novel. We also had a presentation about the Norwegian culture, which included famous Norwegian fairy tales, dances, music and other types of entertainment.

I have also kept contact with many of the students from Padova and, now and then, I get one singular "pip" on my phone, which means that one of my Italian friends is thinking of me.

Frida Madland Hansen



● From the Projects carried out in 2001 - 2003

Romeo & Juliet

We preformed this Shakespearean play for the Italians, when they visited us in Norway in January 2002. We worked a lot on this play, but the performance turned out great. We had costumes and other props that made the play look more real and learnt our lines by heart. We were all satisfied with the result, and it was a fun experience that I wouldn't mind doing again.

The fairytale project.

This fairy tale project has been very interesting. I think it's very nice to get to know fairy tales from other countries. The whole week has been great, and I think it's been a good opportunity to learn more about the English language. We had to talk English all the time and I know I've learned a few new words in both English and Dutch. I know it's very important to learn about other people's culture and to get to know people from other countries, because then we get to know how it is outside Norway. I loved it.

Stine

Exchange with I.E.S. "Licenciado Francisco Cascales" in Murcia in Spain.

Our projects for the year have been:

Fairy tales/legends

During our visit to Murcia our students gave a presentation of Norwegian fairy tales. Together the Spanish and Norwegian students dramatized an old Spanish legend from the 8th century, when the Vikings invaded Spain. The essence of this is to show how people can live peacefully together in spite of cultural differences.

Food and energy project

The students recorded their diet during a typical day, and then calculated the content of energy, nutrients, vitamins and minerals. Furthermore, they compared the recommended amount of different substances with their actual figures, and drew conclusions about their own diet.

The Golden section

Practical construction of the golden section and golden rectangle. A movie about the golden section in art, architecture and nature. Practical measurement of buildings and different objects from daily life.

Student exchange

Hetherlands/Romania/Norway 29.3 - 4.4

The fairy-tale project

We took part in a student exchange here in Askim, with students and teachers coming from Romania and Holland. Main topic: fairy tales! During the exchange the students were divided into groups and each group got a Norwegian fairy-tale in Norwegian. First, the Norwegian students had to explain what the fairy-tales were about for the others. The next step was to dramatize the fairy-tale. In order to do this, the pupils had to work rather closely together, which we also considered an important part of the project. Three groups chose to videotape the result and the last group performed it "live". All considered, we were satisfied with the results.

Our friends from The Netherlands had made an amusing and interesting presentation of a Dutch fairy-tale by means of datatechnique. The Romanian student had a presentation where he compared Romanian and Norwegian fairy-tales. In addition it was important for us to give our guests an insight in everyday school life in Askim. We arranged a hike in the nearby forest, a bus-trip in the county of Østfold and a sightseeing in Oslo. The last evening we had a farewell-party for both students and teachers. It was nice to meet old and new friends during this week.



● "Birds on the boards"

For the Socrates project my class worked with a dramatised version of the famous novel "To Kill a Mockingbird". It was a very rewarding experience both to read the book and to work with it afterwards. I think the best part of the work was participating in a play that some of the students in my class put on for the Italians and Spaniards. We also had an informal quiz and workshops on poetry and drawings in connection to "To Kill a Mockingbird". All this work was very interesting because it gave us the opportunity to cooperate with young people from other countries to reach one common goal.

In the framework of this project our Italian friends visited us here in Norway in January 2003: we had a marvellous time, also because every day there was a different programme, including a day "out in the wilderness", two field trips to Oslo, one day in our school, and one "sports day". My favourite part of the programme was the very important football match between the Norwegians and the Italians on "Sports day" that the Norwegians won 5-2. We went to Italy in March 2003 and spent a splendid week in Padova. We went on field trips to both Venice and Verona, visited different kinds of attractions and of course faced the Italians in a football match that the Italians won 3-0.

Finally I would like to say that **participating in the comenius project has been a fantastic experience**. We got to work with youth from other countries on a common project, something that was very learning and interesting. I made many new friends, experienced how life is in a culture rather different from the Norwegian one, and made many other experiences that I will keep with me for the rest of my life.

Martin Riseng



"Most people are nice when you really see them". This is an extract from the novel "To Kill a Mocking Bird" which the students from Spain, Italy and Norway read together. This sentence reveals one of the main issues of the novel: it is necessary to overcome prejudice and to accept people for what they are.

This is also an important factor when you are participating in an exchange project with different types of cultures: whether we were working in pair over a quiz or painting carnival masks at the workshop **it was always important to show respect for different ways of thinking and working**.

Magnus



"MIHAI EMINESCU" HIGH SCHOOL

ROMANIA

● *An optimistic survey*

The "Mihai Eminescu" Highschool in Iasi (Romania) is one of the lucky participants in the project "People and Sciences" coordinated by the "Regionale Scholengemeenschap" Stenwijk (the Netherlands). I say we have been "lucky" because our cooperation with the partner schools from Italy, the Netherlands, Norway, Slovakia and Spain has proved to be rewarding for all of us. As a result of this cooperation, we have managed to enrich our curricula, especially with optional classes and extra-curriculum activities, as well as to raise our students' awareness in terms of the cultural differences and similarities between our countries. In doing this, we have made a great contribution to preparing both teachers and students from our schools, as well as members of the local communities (parents, enlarged families, friends etc) for a smoother integration in the European Community. This process will be facilitated by a better understanding of the elements of culture and civilization specific to each of the geographical areas partner schools come from.

On the one hand, while working for the project, the students developed their skills in using modern means of communication, such as the e-mail and the Internet and, on the other hand, they also learned to work in teams and thus, to help one another, to develop the "team" spirit.

However, the most important benefit of the project is that it has facilitated contacts among the students from different countries. Both through their direct contacts, during which they debated problems specific to their age, or worked together within some sub-projects, and by e-mail correspondence and the Internet, they proved that they are concerned with the major problems Europe is confronted with. They also proved that they can speak the same language – that of mutual understanding, respect and tolerance.

We do hope that our schools will continue to cooperate in the coming future and, in this way, will strengthen the links between them, which will help both students and teachers develop their new European identity.

Constantin Paidos - Project coordinator



Part of the Romanian Team

● Trip to Norway

Well, here I am, back in my country, after participating in a student exchange. I was provided with the opportunity to go to this marvelous country because I had been involved in the Comenius programme.

I arrived at Oslo Airport late at night but I was welcomed by Mr. Trond Vågmo and his wife and I was surprised by their kindness and hospitality. Later I found out that this characteristic was common to all Norwegians, when I met the members of my host family.

During the next few days I witnessed a lot of different things in the way in which the people behaved, and in the way in which everything was going on there.

I had the chance to visit the school in Askim and at first I was surprised by its sheer size. This thing impressed all the foreign students. It had many buildings and a full-sized football pitch all of these spread out over a great surface. I also came in contact with the school system there in Norway and I can tell you, it is totally different from the one in Romania. The students don't have to learn all kinds of complicated subjects, and the schedule is much more free.

All in all I think that Norway is a great country with great people in which life follows its natural course without being influenced by any kind of unexpected events. I certainly enjoyed it, but... I have to snap back to reality since I have a lot of homework at Maths for tomorrow...

*Stefan Cristian Stanel
Iasi - Romania*



The Spanish fiesta

We got to Murcia on Monday, 31st March, at 1.30 a.m. We were anxious to see it and were not disappointed.

During the first two days we participated in the Students' Conference, which was a chance to make new friends and also to practise our English (and Spanish!) We discussed a lot of interesting things and had the opportunity to see how many things we have in common, how similar our ideas, tastes and interests are.

However, the most important part of the Spanish experience was the music Festival in which we had the chance to admire the Italians playing their harps and flutes, the Dutch orchestra that had a great performance, the Norwegians who showed their talent in a concert in La Alberca, not far from Murcia, and the charming harmony of the Spanish choir.

The guided tours around Murcia, the visits to the museums, the concerts, the trip to the beach of La Manga, always in the company of our warm, friendly hosts under the hot Spanish sun make up a mosaic of unforgettable memories. We hope we will have the opportunity to meet our new friends again. Till then, we will write messages and continue our common projects.

Oana Timofte, Iasi - Romania

Dictators

It was a remarkable experience for our students who took part, in a great number, in this project. They were extremely interested in the topic (*20th Century Dictators*) and the thirty participants worked on projects about Ceausescu, Lenin, Stalin, Antonescu, Mussolini. They worked in teams and, in this way they got to know one another better. The more they worked on the project, the more challenging it became for them. We wished the direct contacts with our partners from the other countries had been more numerous, although the exchange of our final products was fruitful.



We hope that this project will be continued and it would be great if the students could meet and achieve the necessary cultural exchange. We are certain that history can help us become part of the same Europe.



Acting in English... They are very pretty, aren't they?

Fairy Tales Project with a lot of fun

One of the projects which saw a lot of action going on in the past two years is the Fairy Tales project, run by two teachers from our school, Constantin Paidos, and Rodica Vulcanescu, and involving students from class 8B, at present classes 9A and 9E.

Last year the students collected fairy tales and translated some of them into English, during the English classes, to send them to their partners. They also received fairy tales from other countries and we organized debates during the English Club meetings to compare fairy tales from different areas of Europe, identifying common cores and themes, the students' conclusions being also sent for publication in the International Students' Magazine together with a video recording of part of the debates.

During this school year, other fairy tales were collected and the students made a mini collection of Romanian fairy-tales illustrated by themselves, which was presented by one of the students during the April meeting in Norway, and which was also sent to the coordinating school in Holland. In December we organized a festival of the bilingual classes, and on this occasion we also presented a dramatization of a Romanian fairy tale, while the other partners were all doing the same type of activities in their schools.



Men of science

As part of the project "People and sciences", the Chemistry group – students and teachers – from our highschool organised presentations on the topic "Let's know our ancestors better", a great opportunity for our students to find out more about the life and activity of some important personalities from Iasi – professors and researchers in the field of chemistry. The students also paid visits to memorial houses and museums in Iasi in order to gather the necessary information related to the theme and they made a collection of portraits of the chemists to be included in the final project. Another subproject our students are still involved in is the project on "Water" – a daring project meant to investigate the resources of water in our area and possible hazards as well as means of preventing them. There will be exchanges on this topic with students from the partner schools and we hope to have practical applications for our work.



Living a dream

I got down from the clouds in Holland on a Sunday afternoon. I felt like I was dreaming and I didn't want to wake up at all. It wasn't hard to get used to the Dutch kind of life, because my host family made me feel like I was home, like I was part of the family.

On the first day, just like any teenager, I had to go to school with my friend and host, Ellen. All students gathered for the first time at the geography lesson, when each one of us presented his/her country. After that, the teacher introduced us to the geography of Holland by talking to us and letting us watch a video about it.

The *International Students Festival in Steenwijk 2002* was the first festival I had participated in, so the **excitement** and **thrill** were overwhelming. The excitement made me want to tell my friends and family about what had happened so far and soon this happened. While the Dutch and Norwegian students were working on the *Anne Frank* project, Alvaro – the Spanish student – and I were taken to the computer room where we could write messages to our friends and families.

Time passed quite quickly after that. The Dutch and the Norwegians worked on *Fairy Tales*, Alvaro presented the *Galileo* project, we had rehearsals together, preparing for the studio recordings we were to make on Thursday. It was a good opportunity to get to know one another better, even to make friends.

The visit to Amsterdam, to the **Van Gogh Museum**, the **boat trip** along the canals of the city were like a dream. Amsterdam is an unforgettable city and the hospitality of its people make it really go straight to your heart, to stay there forever.

However, the most important part of my stay in Holland was, for me, the day of the recordings when **I received the most flattering appreciation of my performance as a singer**. I couldn't believe my eyes and my ears when I saw the article in the next day's newspaper and heard its translation from my new friends.

There were many more interesting things during my one-week stay in Steenwijk, but what will always remain in my heart are the friends I made there. We look forward to seeing each other in the future and we will always keep in touch one way or another.

Ingrid Iarcuczewicz

● *Comenius - Connecting people*

Three years with Comenius have changed our lives completely, influenced our minds and changed our view of teaching. How did we start?

1ST YEAR 2000/2001

"Early childhood" - students of the 2nd stage

With great expectation the headmaster Janka and teacher Eva entered the Starting conference in Steenwijk in September 2000. They met new colleagues from 6 countries, some of them seemed to be already friends. Our school was the smallest one, having only one teacher who wanted to work seriously on international projects - without any methodical materials, without any experiences and without having seen any projects before. But we got very good partners, who were ready to help us anytime. The visit of Steenwijk was really a good start to our international cooperation. Sleeping in an old farmers' house, working hard at school, speaking about projects and plans for future cooperation, seeking for suitable partners, everything was a new experience for us.

We decided to take part in the project proposed by Germany, which was quite similar to ours, "Students' life", but focused on the "Early childhood". We exchanged the tapes with our view of early childhood in Germany, Holland and Slovakia.

The visit of three Dutch girls to Bratislava was the nice dot of the first year of Comenius life. We tried to show the girls our nice town, beautiful surroundings, a ballet performance in Slovak National Theatre, we prepared for them the presentation of "Early childhood" and a dancing programme presented by our students. We hope, they had fun and nice impressions.



SCHOOL OF LIBRARIANSHIP AND INFORMATION STUDIES

BRATISLAVA

2ND YEAR 2001/2002

"Fairy tales" - students of the 3rd stage

"Picture Dictionary" - students of the 1st and 2nd stage

"Students life" - students of the 2nd stage

Our Comenius team grew up - a new colleague tried to work on international projects, we were now two teachers.

The "International Students Festival" in Steenwijk was a very nice start to the second year of our cooperation. Three students and two teachers visited Steenwijk, met old and new friends, working on projects and visiting the beautiful country. The Dutch students mastered their organisation job very well, showed the students the town, were good companions, prepared the whole programme very carefully. We saw the old and modern Holland, the old and modern mills, historical towns and seaside. The festival ended with farewell party, at which the results of projects and each delegation were presented. All participants had very good impressions.

After the Festival the normal working life started. We were working on three projects and had much fun and many experiences during this time. We had found out new methods of using internet, tried to send the pictures on the project-net in Holland, read new foreign fairy tales and painted and drew many nice pictures.

And in the end of this schoolyear the teachers started to travel : our headmaster visited Norway and we hosted teachers from Romania (Rodica) and Holland (Jan). We tried to show them our nice town and our life.

This second year of the Comenius cooperation was easier and full of fun.



SCHOOL OF LIBRARIANSHIP AND INFORMATION STUDIES

BRATISLAVA

3RD YEAR 2002/2003

Anne Frank - students of the 2nd stage

Water - mineral waters - students of the 2nd stage

Rising Stars - students from the whole school

One day trip - students of the 2nd stage

Our Comenius team is larger again, two other colleagues worked with us, we were now four people.

The work on project started with the **Starting conference in Steenwijk, Holland**. It was connected with the International Students Festival. We sent there 5 students and 2 teachers. The visit was very successful. Students took part in two projects (Anne Frank and Rising Stars) and were busy working the whole time. We visited the Anne Frank Museum in Amsterdam, played some songs to international CD. I hope our hosts were satisfied with us. The visit left a deep impact on our students.



After coming home we started to work on projects again. Some students were investigating the importance of water and mapping the mineral waters in Slovakia. The others were working on World War second and finding the people who were saving the lives of persecuted people. The others were organising the trip for the visitors from Holland. We wanted to work on Fairy Tales and Picture Dictionary, but the teacher was disappointed by the cooperation and made another school project with the students.



After working hard we all met in Murcia at the Final conference and Spring Festival. We lived in a nice hostel near Murcia, spent all time together. Students were singing, laughing and making fun. The teachers were satisfied with the three years cooperation and everyone was very sad that the time is over and the chance to get the Comenius grant is small. But we all hope to stay in contact and try to let our Comenius-school-net live for a long time.

SCHOOL OF LIBRARIANSHIP AND INFORMATION STUDIES

BRATISLAVA

It is true, Comenius projects connect people from different parts of Europe, allow them to work together and through work make friends and know each other, know foreign countries and customs in foreign countries. While visiting and working together people influence each other, take many good attributes over. And after three years of cooperation we have changed into real, new Europeans, joined all best attributes from all of us: we can work punctual like people from the North, make fun and feel carefree like people from the South, be hearty like people from the Middle.

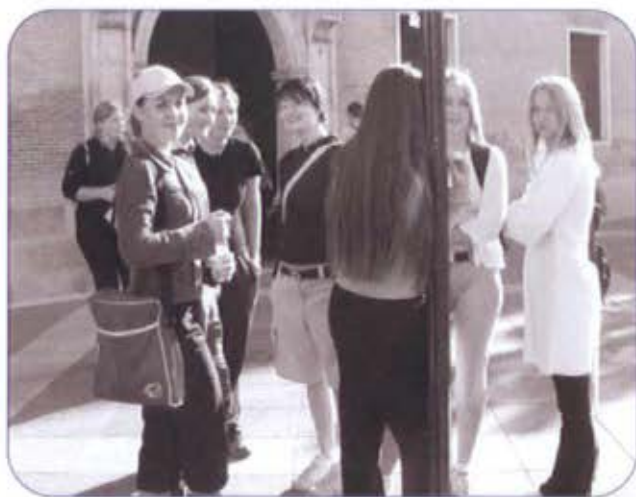
Eva Stancikova



I.E.S. LICENCIADO FRANCISCO CASCALES MURCIA (SPAIN)

● Comenius in Licenciado Cascales High School. 2000 / 2003

During the second stage – 2000/2003 – of the Comenius Project in *Licenciado Francisco Cascales High School, in Murcia*, different projects have been dealt with, v.g. "EARTH-MOON DISTANCE", "SHAKESPEARE", "TO KILL A MOCKING BIRD", "GALILEO GALILEI", "GOLDEN SECTION", "FAIRY TALES". Several exchanges have also been carried out with Askim, Padova and Steenwijk in relation to these projects. The coordinators have travelled to Iasi for the starting conference in September, 2002. One teacher – new for the project in 2002-03 – and one student – the one in charge of arranging a students-steering-group – have travelled to Steenwijk in October, 2002.



The day is about to start at Cascales school

As for the projects, it is, on the one hand and without any doubt, important to work on the different topics as subjects of study by themselves, but, on the other hand, it is also very important to use these topics as links between the students and teachers from the different countries.



Norwegian and Spanish students dance traditional songs together in Askim

The connection by post, e-mail, etc. to check how the projects are progressing is what keeps motivation going on, and achievement of a final product (a CD recording for "Shakespeare Project", a Power Point presentation for "Galileo Galilei Project" which we took to Padova) makes the students feel willing to get in touch with the students of the countries involved in the different projects.

In fact, via exchanges the students can show their work and also compare with what their mates have done somewhere else in Europe. Then, some other activities can be held in common, such as performances ("Fairy Tales Project") or practices "in situ" (measurements for "Earth-Moon Distance Project", comparing theory and practice in "Golden Section Project"). This work is done in cooperation with students from other countries; they can compare the way the work is done and how it fits within the curriculum. This leads them to establish comparisons between different school systems, and... everything starts, internationalization grows, and we are sowing the seeds of a better, more understanding Europe.

PROJECT FAIRY TALES

ASKIM - MURCIA, 2002 / 2003

One sunny afternoon, two shepherds were taking care of the flock when they saw far in the horizon the frightening sails of fifty viking ships.

They ran scared, through the forests, down the valley. The silence could be heard, as if expecting something terrible to happen. The birds didn't sing anymore, and the little animals in the forest were hidden in their dens. The neighbours in all the villages nearby lit fires to warn about the danger and the livestock was taken to safer places.



The Count of Laredo got his little army ready for the defence of the place. But, then, something really unexpected happened. The vikings were not carrying any weapons and their landing was peaceful. One of the viking soldiers could speak the language of the neighbours and he spoke to them:

"We are tired of sailing and fighting endlessly. We are tired of the wind blowing against our sails and the waves crashing against our ships every night. May Thor help us ! We shall come back to this place and prepare this beautiful valley as a base for our fleet. And we shall help sailors in their way towards the Mediterranean Sea."

The Count agreed to establish a viking colony in this place, called Liendo, but with the only condition that foreign people would not be allowed to use any kind of weapons, nor stand

for any public post, and they should be respectful to Catholic religion. They were allowed to take women from the valley as their wives. During this time, everybody lived in peace and proud of themselves. And it lasted for many, many years.

Based on this legend, we did some drama work during the international comenius week in Murcia. By means of role-play cards and some drama physical warm-ups, an improvised performance was achieved and later presented to the audience on the farewell party.

It was quite challenging to gather everybody and work together towards a same aim. Fortunately, there were quite a few good actors and actresses among the students and they worked hard to cooperate with the final outcome of the exchange. There were seven main teams performing: A family, the Count and his Knights, some friends, a group of dancers and musicians, two shepherds, the narrators and the peaceful invaders: The Vikings. The conclusion that came out after improvising a peaceful invasion was summed up in the wish of everybody for peace in the world and some really beautiful words produced by the students themselves about nowadays war in Irak. Fairytales usually have a happy ending and this one could not be less, there were a few weddings among the population of Liendo and the invaders (always counting on the permission oh His Highness Count Laredo) and then some really good dancing cheered everyone to join on this party time. It would be nice sometimes if real life could have a little bit of magic from fairy tales, especially when there's a real war going on... Cheers and good luck to young generations for this world's future belongs to them.



Some students at Cascales cloister, preparing the performance

PROJECT GOLDEN SECTION
STEENWIJK – MURCIA,
2001 / 2002 AND 2002 / 2003

The Golden Section, also called the Golden Ratio, the Golden Mean, the Divine Proportion, or the **Fibonacci Ratio**, is simultaneously one of the most deep and one of the most overdone topics in historical mathematics. In the guise of the Fibonacci Sequence, **the Golden Section is far-reaching and pervasive in the fields of math, art, architecture, biology, and music.**

The Golden Section could be described in many ways. It is the smallest number greater than one whose decimal part is the same as its reciprocal, the number that is exactly one less than its square, the limit of successive terms of the Fibonacci Sequence, the continued fraction $1+(1, 1, 1, 1, 1, \dots)$, or the number 1.618033988... . It is easy to show that all of these are equivalent.

Aside from the number of intrinsic mathematical relationships concerning this rather simply derived number, the Golden Section seems to have at least a little significance in many different disciplines, many of them decidedly nonmathematical. It is believed that rectangles whose width -to- height ratio are Phi or $1/\text{Phi}$ are the most aesthetically pleasing to view, and that the ratio has been designed, either consciously or unconsciously, into a number of great works of art and architecture. In addition, timing of a musical piece can be considered ideal when in this proportion.

Though these are extremely subjective claims, difficult to substantiate and almost impossible to prove, other claims are not so. A search algorithm to place an object correctly in an ordered sequence, or to find the minimum or maximum value of a function on a given interval, can be shown to be optimal if it uses the Golden Section to partition its search interval. Furthermore, the ratio, in the form of Fibonacci numbers, turns up frequently in nature, in the distribution of seeds or leaves in plants, or in certain patterns of growth, most notably, that of the shell of the chambered nautilus, *Nautilus pompilius*, accounting for its frequent appearance on the cover of textbooks of mathematics. Perhaps most astonishing is the relation of the Golden Section to the exponential constant 'e' through the logarithmic spiral.



The cloister of the I.E.S. Licenciado Francisco Cascales

Euclid demonstrated how to construct the Golden Section in Proposition II-11, "To cut a given straight line so that the rectangle contained by the whole and one of the segments is equal to the square on the remaining segment." Later on, in proposition VI-30, he refers to an analogous construction as cutting a straight line into an "Extreme and mean ratio". Essentially, Euclid divided a line into two parts so that the ratio of the whole to the first part equals the ratio of the first to the second part.

Anyone can find this Proportion in many usual objects as credit cards, several boxes, advertising boards, and so on. A very easy way to find this Proportion in buildings or architectonic structures is by trying to fix the shape of a credit card with these structures. This is what we carried out in Murcia to find the golden section in some outstanding buildings.

Semana Internacional "COMENIUS"

Murcia 2003

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