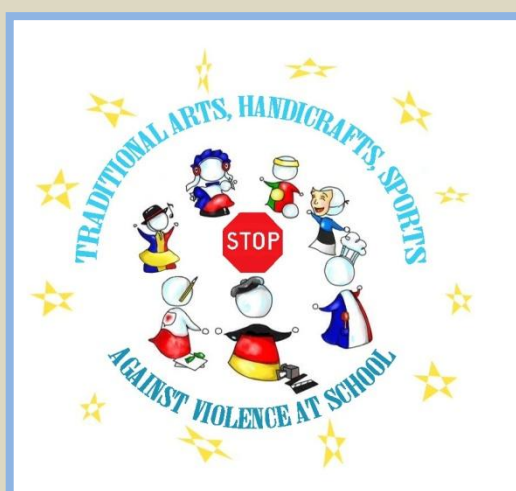


Traditional Arts, Handicrafts and Sports against Violence at School

2013-2015





1. Kurfürst-Balduin-Realschule plus Trier, Germany

It's a secondary school with app. 300 pupils located in Trier. Trier is a city in Germany on the banks of the Moselle river. Classes in this school are very heterogeneous, because as an integrative school they have a high percentage of pupils with mental or physical disabilities, pupils from educationally or socially disadvantaged families and pupils who live in residential care. Therefore all members of the staff are highly interested in developing concepts and methods that will reduce early school leaving or school failure.

Kurfürst-Balduin-Realschule plus holds two special classes for pupils who would not pass their exams under the conditions of ordinary classes. The number of pupils in those classes is restricted to twelve and the students spend two days each week in companies, where they can – supervised by a work educator and two social workers - collect working experience and gather a higher motivation for school.

Furthermore, the school concentrates on preventive concepts: There is a project especially for boys (who have greater problems at school

than girls), where they can expend physical energy under the guidance of a special trainer and learn to build up a positive self-concept.

Team-teaching takes place in every class in order to meet the different needs and every class is trained in active learning methods.

They are also engaged in lots of different art projects (music, theatre and visual arts) in cooperation with professional artists or other schools.

Moreover, they are “media school of the region”, because every class is trained to work with e-learning and they do video projects on a regular basis.

www.kubawest.de





2. Oskar Lutsu Palamuse Gümnaasium, Estonia

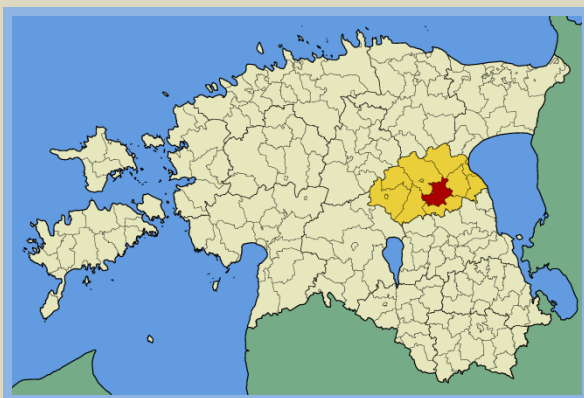
Oskar Lutsu Palamuse Gümnaasium is a secondary school in the eastern part of Estonia. The school is a typical country school and is situated in Palamuse rural parish. The students live mostly in the same parish. The place is surrounded by the beautiful landscape of Vooremaa and the region is well known for its longlasting cultural traditions. The nearest town is Jõgeva (15 km from Palamuse) and the nearest city is Tartu (40 km from Palamuse).

The surrounding landscape of Palamuse is very beautiful. There are several historical sights here. Palamuse church (1234) is one of the oldest stone churches in Estonia.

This is a small friendly school. Children study here in forms 1-12. There are 260 students and 27 teachers in our school. In Estonia a schoolyear starts on the 1st of September and ends at the beginning of June.

As the school is in the country and Bobby schools are far away, the students can practise several of their hobbies in the schoolhouse after lessons. They can do athletics and play ball, dance folk dances, play chess and checkers, and sing in choirs and bands.

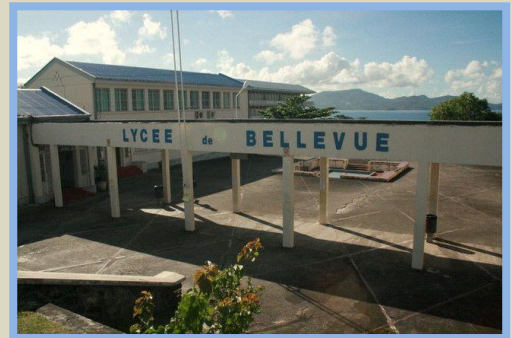
The school is very old. Its 326th anniversary is this year.



www.palamuse.edu.ee



3. Lycée de Bellevue, France Martinique www.lgtbellevue.com



The school is located in the capital of Martinique, Fort-de-France, and hosts more than 2000 students from all backgrounds from the most disadvantaged to the middle class. It is proud to be one of the best state schools on the island with excellent school results and first-rate preparation for competitive exams on the national level.

High school students can specialize in :

- Math and physics
- Math and biology
- Literature, foreign languages, art and music
- Management and economics

One of the priorities of the administration is to open the students to different ways of life from all over the world and to develop partnerships with foreign countries. This is a necessity for people who live on an island far away from Europe with a specific history and a unique culture. The students need to be reminded that they are part and parcel

of the European Community and that they belong there.

That's why the staff of the school make it a priority to improve students' understanding of foreign languages and cultures, to allow them to see the world from an optimistic perspective, to carry out collaborative projects that foster friendship and peaceful links between countries. The school hosted students from different European countries and the USA and have sent its students to foreign schools on exchange programmes for a limited period of time. For example, they have a partnership with Barrie School in Washington DC and students work on collaborative projects about creative writing with Lab School in Chicago. The school has an exchange programme with the Czech Republic also. Teachers from this school strongly believe that collaborative projects with sports and arts can contribute to sharing our different cultures and developing long-lasting links.





4. Scoala Gimnaziala “AVRAM IANCU”, Romania

Lower Secondary School “AVRAM IANCU” from Bucharest is a public school, where 1050 students are learning. The school was founded in 1968 and is named after the remarkable Transylvanian hero, AVRAM IANCU.

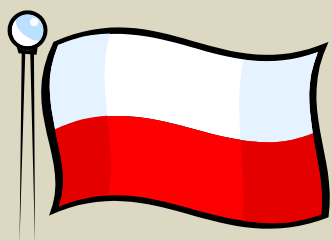
The teachers who work in this school are all qualified and direct their efforts for the benefit of the pupils who are taught by them. The pupils take part in various contests, extracurricular activities, make projects and are involved in partnership with the local community, N.G.O. s, the Red Cross and others. Our school is in Berceni district located in sector 4. The population of this district is low and has an average income. For this reason many pupils in our school come from families with limited financial possibilities, have problems with ADHD, or are orphans.

Our school has set up/organized different clubs, such as “The European Club”, “The Health and Exercise Club” intending to prevent infant obesity, and “The Music Club”. We have a school magazine “AVRAM IANCU NEWS”, where the achievements obtained by the pupils are presented in an attractive way.

Most of the pupils who graduated from our school have continued their education in famous high schools of Bucharest due to the high quality of knowledge they received in “AVRAM IANCU SCHOOL”.



www.scoala98.ro



5. Publiczne Gimnazjum
Katolickie
im. Św. Stanisława Kostki,
Poland



www.dobregimnazjum.pl

Catholic Lower Secondary school was founded in September 2007. It is a state school. Being a Catholic school doesn't mean that there are more religion lessons than in other schools. There are two lessons a week, like in all state schools in Poland. Catholic means for us that we want to be professional, we want to do our best - teachers to teach and students to learn! Pastoral work is based on Christian values.

The school building houses two schools: lower secondary and high school. There are about 340 pupils in the first one and about 120 in high school.

Our school is situated in the old part of the city of Poznań.

The school offers a variety of after school clubs and activities e.g. theatre club, choir and different sports.

We've done one international project so far, and we are very keen to develop new international links as a part of delivering the global dimension within the school curriculum. International projects help to broaden our pupils' knowledge and skills to work with students from other cultures.





6. Gymnazium Otrokovice , Czech Republic

www.gyotr.cz

We are a secondary grammar school in the Czech Republic with students ages of 11 – 19. The school is located in the small town Otrokovice, in the southeast of the republic. We provide general education on academic level and prepare students for university studies of any kind. Our school is attended by approximately 350 students which makes it rather small; on the other hand, it has very close “family-like” relationships. As our school is located in the crossroads of three regions, our students come from various social and cultural backgrounds. We are lucky to live in the area which is very rich in different cultures, festivals and religious feasts. Therefore our students can share their experience, traditions and customs.

Our teachers and management cooperate closely with students and their families, as well as other local institutions (e.g. senior house, town council, local press or the club for children and the youth). Our school offers a variety of after-school clubs and activities which many students take part in (e.g. drama club, school choir, sports courses etc.). Both of our art clubs – drama and choir – have especially long traditions of existence. They have been in existence since 1950s and they have achieved much success across the republic.

Our students are keen on getting to know foreign cultures and different ways of life. Moreover, they are aware of the importance of maintaining good international relationships and how so multicultural exchange can broaden their minds and enlarge their knowledge of language.





7. Escola Secundaria Henrique Medina, Portugal

Esposende is a small town with about 35,000 inhabitants, situated in the north coast of Portugal. It is very well served by road accessibility which provides easy access to Sá Carneiro Airport, in Porto, Braga, Viana do Castelo and Vigo (Spain).

The predominant economic activities of the population of Esposende are industry, services and agriculture. Levels of education and skills of the population are median and heterogeneous, but they have improved the last 20 years

In the family context, most parents have educational attainment to the end of the 3rd cycle (9th degree). Mothers have higher educational attainment but make the largest percentage of the unemployed. They mostly assume the role of parent.

In terms of cultural heritage, the region is rich in archaeology and monuments, especially churches. The Bridge of Fão is an excellent monument, representative of the architecture of iron.

The school is very well located, at the center of the city and facing the sea. Students' backgrounds are economically and socially heterogeneous: there are urbanite students and others from outlying locations with diverse socio-cultural matrices that help create a plural educational experience. Our school has always opened its doors to students of the region, thus maintaining a lively interaction with urban and rural communities geographically distinct, with a fruitful exchange of experiences. Issues of ethnicity, race and violence have no dimension. The biggest problem is the current economic crisis.



The school welcomes students from 7th to 12th grade. At the secondary level, there are students in regular courses who wish to pursue their studies at the university, and students of professional courses, more geared for entry into the labor market. The school also offers courses to the community of lifelong learning for adults.

The weather is very pleasant throughout the year and provides excellent conditions for water sports and the exploration of nature.

www.escolahenriquemedina.org



Germany – Trier

4th - 11th November 2013

“We have respect for others and we have respect for ourselves”

Teachers’ and students’ meeting from all partner countries.

Students presented their countries, regions and schools.



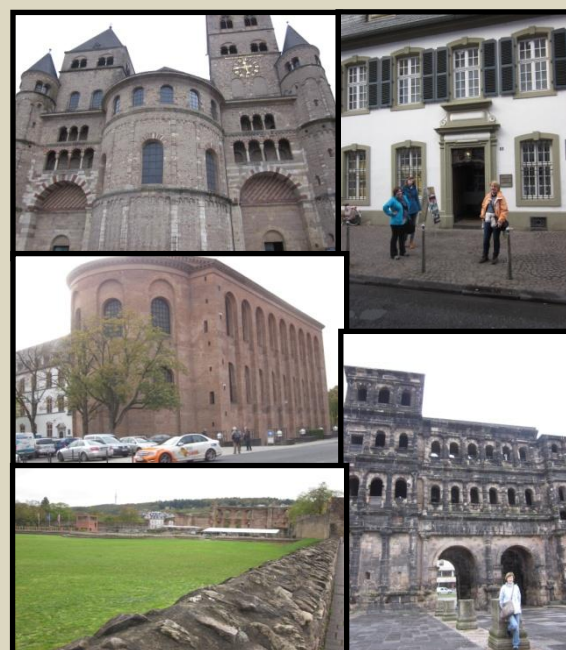
Students, divided into four international groups, read the scripts for the film from all countries, chose the best one and recorded a film. They had a lot of fun while recording it. Then, they edited the movie in the professional TV studio.



We took part in the lesson and could see how Maddie, the dog, helped the pupils to learn Maths



We also had an opportunity to visit a lot of famous places in Trier, the oldest city in Germany.



Martinique – Fort-de-France

12th - 19th February 2014

“Traditional recipes, local cuisine and eating habits”

Activities at school: presentations of the countries, regions and schools. Video films of traditional recipes from all countries were shown.

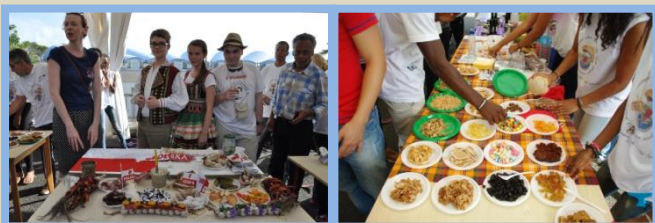


Contest “Master chef” – students in the international groups learnt how to lay the tables and prepared simple dishes. They were very tasty – the jury claimed. Some students even won the prizes!

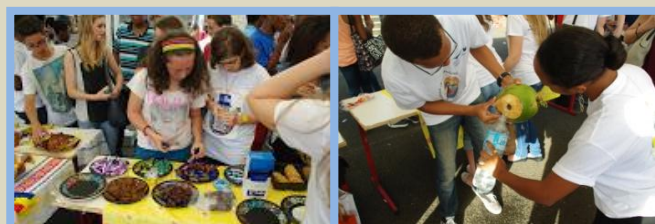


We also had a meeting with the mayor and the president of Martinique.

Food market at school: students and teachers learnt about traditional food and had an opportunity to taste different dishes brought from all partner countries.



We enjoyed the countryside, wonderful Caribbean sea, mild tropical maritime climate and tropical plants and fruit.





A visit to a natural park in the rainforest,
Domanie d’Emeraude, north of Martinique.



Yole boat day – relaxing time on the boats, picnic
on an island and swimming in the warm Caribbean
sea.



Visit to the Le Robert plantation with fruit tasting
and distillery.



Estonia – Palamuse

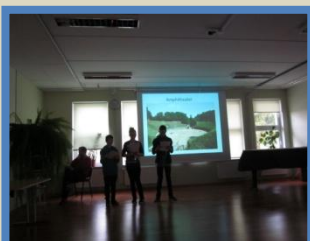
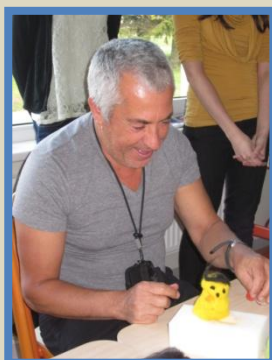
4th – 9th May 2014

“Supporting and promoting desirable behavior and attitudes among students”

Activities at school: presentations of the countries and schools, rehearsals for the theatre play, art workshops, traditional games and dances, recording of the multilingual dictionary – words connected with theatre, designing a project logo.



Visiting Palamuse, the biggest settlement and administrative centre for the parish, and its neighbourhood; an old school – museum, the church, Saare Lake, animal garden Elistvere, where wild animals like foxes, roe deer, bears, lynxes, elks, wild boars, and buffalos are settled in the conditions similar to those they experience in nature.



Theatre workshops in Tartu where students watched a short play which may have happened at school and then, they took part in discussions and in interactive exercises and tried to find a solution in the conflicting situation.



We also visited the local history museum where we learnt about national hero, Kalevi, and tried some climbing in the adventure trail.



The meeting ended with Estonian Night when we had an opportunity to see Estonian folk dances and costumes and taste traditional Estonian food.

We experienced a warm welcome from Estonian people who are said to be a little bit reserved. Apparently, the stereotypes don't apply to the Comenius projects and meetings.

Portugal – Esposende

5th – 10th October

“Sports and Nature”

Activities : presentations related to the topic „Regional sport and sportsmen”, recording of the multilingual dictionary – words connected with sport and nature, doing different games and sports.

Cricket



Golf



Horse riding



Surfing



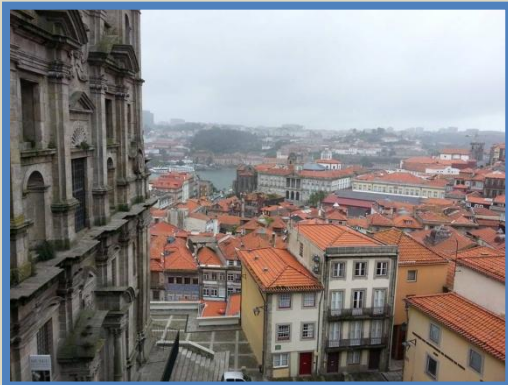
Canoeing



The students had a competition to build a prehistoric man using some plants and stones found in the forest. Then, they had to present their work to the group .



We also visited Esposende and its surroundings, the local municipal museum and rainy Porto. We went for a walk in the forest and climbed the mountain of S. Lourenco where we could admire prehistoric settlements and a panoramic view over the coastal area and the estuary of Cavado river. We also walked in the national park through the dunes and learned about all kinds of local plants and animals.



At the end of the meeting we took part in a Portuguese evening where we saw a professional folk group “Rancho of Apulia” wearing traditional folk costumes and dancing traditional Portuguese dances and singing Portuguese songs. We tasted local dishes and cakes prepared by the parents. We enjoyed the evening very much and were captivated by the hospitality and friendly atmosphere, as always at project meetings!



Czech Republic – Otrokovice

2nd – 7th December

“Traditional religious holidays and ceremonies”

Activities at school: presentations related to the topic, recording of the multilingual dictionary – words connected with Christmas and food, integrating games, making a brochure against violence, making Christmas wreaths, decorating ginger bread, doing masks and costumes for the parade, singing carols and playing floor ball.



In the Czech Republic there is a strong tradition of celebrating St. Nicholas Day, both at schools and in the cities. If you find yourself walking in the street on the 5th of December in the evening, you may run into a group of strange characters: Mikulas, angels who represent the Good and devils who represent the Evil. Also, our students dressed up in costumes and took part in the parade at school.

We also had an opportunity to see the St. Nicholas celebration in the village of Zultava on the first Friday of December. Some of the masks were really scary!



What we saw and visited:

Rožnov

We visited an open-air museum in Rožnov where we could see a typical Wallachian village with its wooden houses, mayor house, church, an old post office and beeyard.



Bata Shoe museum and Barum Continental Company

The Shoe Museum, located in Zlín in the building of the former Tomas Bata factory, presents over four thousand exhibits. We could see the history of shoes and shoemaker's craft from the beginning to present times. We also had a guided tour in Barum Tyre Company, which was created as a subsidiary of Bata Shoes.



Olomouc

Teachers had an opportunity to visit Olomouc, which has the second largest and oldest historic preservation zone in the Czech Republic. We could feel the Christmas atmosphere walking around market.



Pustevny

We went for a walk in the mountains, in the neighbourhood of Pustevny, the most popular ski resort in the Beskid mountains and also an attractive destination for hikers in summer time. We admired the beautiful views on the way.



Our students went to the ball.

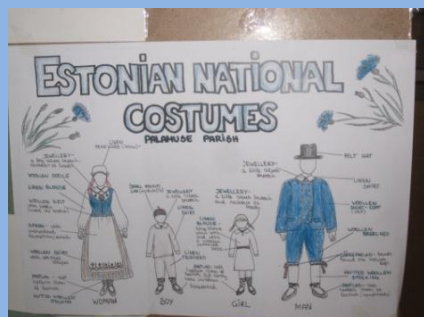


Romania – Bucharest

1st – 6th March

Art, Literature and Folk Dances and Costumes”

Activities at school: presentations about countries, regions and schools, presentations related to the topic – folk costumes and dances, art workshops-decorating pottery, writing an essay “Fair play in life”, recording of the multilingual dictionary – words connected with art and films, exhibition of paintings and drawings against violence, skating, playing badminton and tag rugby.



A warm welcome at school



We were welcomed at school traditionally: with a loaf of bread placed on an embroidered towel and some salt. The guest is supposed to take a small piece, dip into the salt and eat it. This tradition shows that the guests are important and respected.

We also learnt about the Martisor festival which Romanian people celebrate on the 1st March. This is the name for the red and white string from which a small decoration is tied and offered to people. Giving this talisman to people is an old custom, and it's believed that the one who wears it will be strong and healthy for the year to come. It is also a symbol of coming spring.



Nowadays people also give flowers and different handmade decorations. We were showered with flowers and presents made by children at school.

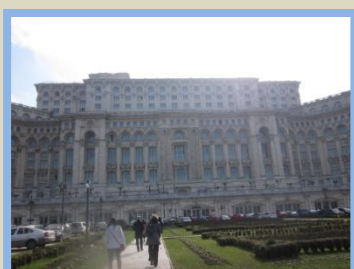


Students enjoyed playing badminton and tag rugby. They also went skating in the shopping centre.



What we saw:

The Palace of Parliament in Bucharest.



The Palace is the world's second largest, the heaviest and the most expensive administrative building.



The Museum of Romanian Peasant



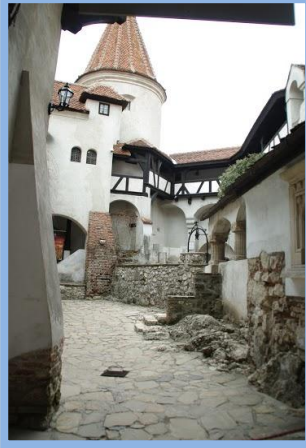
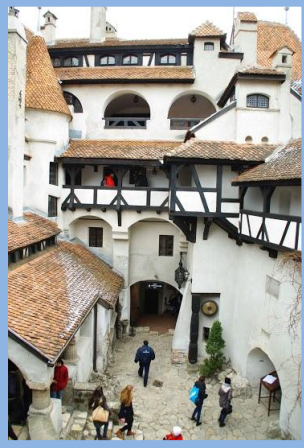
The Sport Museum

where we saw a collection of exhibits which showed a history of Romanian sport and achievements.

Our sport brochure from Portugal and an essay "Fair play in life", written at the meeting in Romania, were presented.

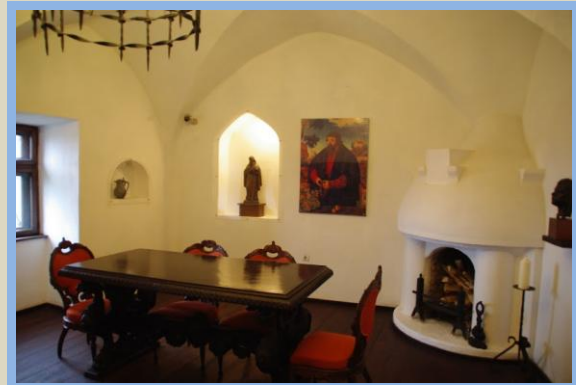


Dracula's Castle in Carpathians



Bram Stoker wrote Dracula, basing his vampire count on the real-life of the 15th-century Romanian nobleman Vlad Tepes (the Impaler), who was infamous for skewering his enemies on stakes. The Castel is called Dracula's Castle but it never belonged to Vlad.

The castle is now a museum displaying art and furniture, collected by queen Marie, granddaughter of queen Victoria and wife of Romania's king Ferdinand I, who lived there early in the 20th century.



Poland - Poznań

26th April - 1st May 2015.

“Respecting another person’s point of view – basis for communication”

Activities at school: presentations related to the topic - about a national composer and singer, theatre workshops, art workshops, concert against violence, recording of the multilingual dictionary – words connected with music, performance of folk dances group “Modraki”, learning a Polish national dance “Polonez”, final party.

Presentations about national composers and singers



Integration games



The games took about 45 minutes. Their aim was to let the group of young people cooperate with each other, to get to know the names, hobbies and to produce as many smiles as possible. It started with a little brain warm-up for everybody. The students worked in one group of about 50 and their task was to make some funny things, not to be ashamed to shout their names really loud, to produce some funny voices or to be not afraid of getting into contact, also physical, with their new friends. Then, after 10 minutes students from every country went in front of the rest, and the other students had to shout their names. After that, they were divided into 4 groups. In each of them, there were students from every country. They had 3 challenges – the first of them was to remember and write down as many things as possible. The things were placed on the floor and were shown only for 30 seconds. The next one was to write “We love Comenius” out of the letters which were thrown on the floor. The third task was to put a ball in a hole of “Klanza Sheet”. In the end of exercises, children from every country had an opportunity to check their memory. They were to write as many names of their colleagues, as they remembered. The time spent during those games was really great, the students were creative and wanted to cooperate with each other and with the teacher. The most important thing is that from the beginning of the Comenius meeting, all of participants knew who is who, no one stayed anonymous for the group.

Theatre workshops



Activities were concentrated on movements –“ a universal language” understandable for everybody. Students worked in pairs and created three “sculptures” which were developed into individual etude. These etudes were used as a language to communicate and to make a dialogue. Finally, the students created mini scenes accompanied by ancient song. During the workshops, the students were focused on the other person - they expressed their kindness and respect. Surely, it will help them in everyday school life and enable them to solve conflict situations.

Art Workshops



Students and teachers had also opportunity to learn how to make colourful paper cut-outs. They were shown and given different patterns.

A trip to Soplicowo

Soplicowo is a small place with scenery from Wajda film based on our national poem

“Sir Thaddeus, or the Last Lithuanian Foray” .



Teachers and students took part in the cooking and baking workshops. They learnt how to make “pierogi” and they baked croissants with plum jam filling and in this way they cooked lunch for everybody.



Afterwards there was a show of training the birds: ravens, hawks and falcons. Everybody could take a picture with a bird!



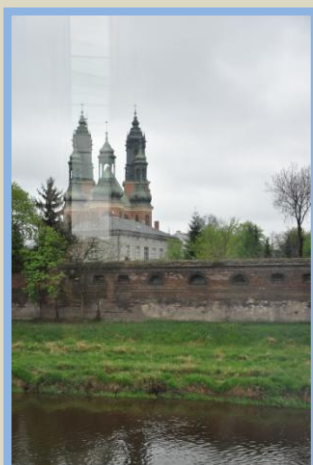
Malta lake



We had some fun on the roller coaster at Malta Lake

What we saw:

Cathedral - the place of burial of the first Polish king and the museum "Gate of Poznań"



Market Square with famous fighting goats in the City Hall tower at noon.



Students participated in a city game prepared by two Polish girls from second grade. They were divided into six international groups and were given a map of The Old Market Square. They had six points to visit and find out information about these places. Who was the first at the final point, was the winner.

Old Brewery shopping centre



Poznań's famous shopping center "the Old Brewery"- 1st prize winner for architecture in international contest for souvenir hunting.

Fortress VII



Fort VII, the Colomb fortress, is one of nine large fortifications in Poznań built by the Prussians in the XIX century. During the Second World War the fort was used as a penal transitory camp for political prisoners of different nations. Approximately 18000 people were held there and probably this is the number of those who were killed or died. But it's very probable that the number is around 40000. There are two gas chambers which were, for the first time in the IIWW, used in order to kill civilians. Four hundred insane people and psychiatric hospital staff were killed in the gas chambers.

Concert against violence



Each country prepared and performed one song about love, peace or friendship. The German team wrote even their own lyrics "We're building the bridges". All the participants were singing choruses of all songs together.



In the end, all the group, both teachers and students, sang "We are the world"

Final Party



First there was a short performance of a folk dance group "Modraki", then dancing workshops. Our guest had an opportunity to learn some Polish folk dances e.g. polonaise and taste some delicious food cooked and baked by host families. We were dancing, singing and having fun. It was hard to say good bye after two-year-cooperation. Although we had to go our separate ways, our memories and friendship will last for ever!

Summary of the project

Our project aimed to reduce violence and bullying in our schools by creating opportunities for social interaction and inter cultural dialogue among the young people from the partner countries. On account of all these, the students were engaged in researching and collecting material to be exchanged & analyzed. The assertion of our own cultural identity in respect of each, is extremely important, especially in an era where the phenomena of globalization is leading our younger generations to almost forget about their past origins and to level cultures. It is also very important to stress that the project activities were aimed at promoting and enhancing positive behaviors while preventing negative ones. This is an age in which bullying and violence are becoming an increasingly urgent problem to be solved, both at school and outside it. That's why, at the heart of the project, we had following fundamental points:

- the recovery of the cultural characteristics of each participant country through its traditional arts & the interference due to globalization

- The promotion of foreign language skills

- The idea of the school as a place of excellence in constructively learning & participating in civic life

- The desire to collaborate with local & regional institutions.

Both students and teachers worked together in different areas and topics and worked out the following outcomes and products:

COMMON PRODUCTS

1. Film - „We have respect for others, we have respect for ourselves” - **Germany**
2. Cookery book – e-book with video recordings and paper version – **Martinique/France**
3. Theatre play- „Promoting desirable behaviour and attitudes with students”- **Estonia**
4. Brochure about regional sports and sportsmen - **Portugal**
5. Brochure against Violence – **Czech Republic**
6. Exhibition of paintings against Violence – **Romania**
7. Folk Dances and Costumes - **Romania**
8. Essay „Fair play in life” written and presented by students in the international groups - **Romania**
9. Concert against Violence – „Respecting other's points of view, basis for Communications” - **Poland**
10. Multilingual dictionary – video recordings and paper version.
11. DVD film of all project meetings - **Poland**
12. Brochure of all project activities - **Poland**
13. Evaluation brochure - **Estonia**
14. Brochure about educational systems in partner countries.
15. Project common website – **Romania**
16. Food market - **event Martinique**
17. Mini concert of Christmas carols -**Czech Republic**.



NO VIOLENCE!!!

All our activities, films, reports, photos and presentations are available on the website:

www.tahsavslpcomenius.blogspot.com



Kurfürst-Balduin-Realschule plus Trier(D)

Oskar Lutsu Palamuse Gumnaasium (E)

Lycée de Bellevue (F)

Scoala Gimnaziala "AVRAM IANCU"(RO)

Publiczne Gimnazjum Katolickie

im. Św. Stanisława Kostki (PL)

Gymnazium Otrokovice (CZ)

Escola Secundaria Henrique Medina (PT)

The booklet was prepared by

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in Poznań, Poland