

Erasmus Newspaper

Year 1 Number 0 May 2018 - <http://pop.mediafactum.net/home.html>



Belarus
**Schule Nr 2
Kobrin / 2nd school**
Kobrin
Ul. Perwomajskaja 92
225306 Kobrin
Brestskaja obl.



Estonia
**J.V.Veski nim. Maarja
Põhikool
Maarja-Magdaleena
küla**
Tabivere vald 49102
Jõgevamaa



Germany
**Grundschule im Beer-
winkel
Berlin**
Im Spektefeld 31
13589 Berlin



Greece
**13th Highschool of
Kallithea "Socrates"**
Kallithea
Sokratous 167
17673 Kallithea



Italy
**Istituto Comprensivo
Cantù 1 Scuola
Primaria "Chiara e
Francesco d'Assisi"**
Cantù
Via Manzoni 9 - 22063 Cantù



DISCOVERING ERASMUS+ PROJECT

What is the Erasmus+ project?

Our topic "From Papyrus to Stonepaper and Beyond - the Questions Behind" was created during our last Erasmus+ Project, where we got to know stonepaper and a first impression of "Blue Economy" - a different, ecological and environmental view on economy. We thought it worth to explore that in a new project. To structure our vast ideas about it we formulated the "Five Pillars of Wisdom" - The History of Paper - Culture and Art - Ecology and Recycling - Economy and Stonepaper - Electronic Future.

This structure gives each school the opportunity to work on the project in their own place and as their system, their surrounding and resources allow them. But in the end, we have a lot of wonderful results we can share. One of the most important things in these Erasmus+ Projects are the mobilities. As we are a big group of nine schools unfortunately we had to share a hundred possible mobilities. In comparison to the last project we had to cut the numbers of workshops in different countries to meet other children and teachers for learning and teaching activities. We tried to make the best of it. Each country either hosts a workshop with children or a Transnational Meeting. Workshops are in Cantù/ Italy - Parla/ Spain - Izmir/ Turkey - Berlin/ Germany - Maarja

The Erasmus Programme (European Community Action Scheme for the Mobility of University Students) is a European Union (EU) student exchange programme established in 1987. Erasmus+, or Erasmus Plus, is the new programme combining all the EU's current schemes for education, training, youth and sport, which was started in January 2014.

The Erasmus Programme, together with a number of other independent programmes, was incorporated into the Socrates programme established by the European Commission in 1994. The Socrates programme ended on 31 Decem-

ber 1999 and was replaced with the Socrates II programme on 24 January 2000, which in turn was replaced by the Lifelong Learning Programme 2007-2013 on 1 January 2007.

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget provides opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad.

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations.

Erasmus+ is the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities. Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. It offers exciting opportunities for participants to study, work, volunteer, teach and train abroad.



Magdalena/ Estonia. Transnational Meetings are in Athens / Greece - Noordwijk / Holland - Edinburgh / Scotland - Barlinek / Poland.

There is a lot of work going on in each school besides the

meetings - small and big projects like the making of paper, a common activity concerning the boat people on the Mediterranean Sea, Art and Theatre and reflecting on modern electronic devices.

We publish the results on our website and invite you to comment on them.

Our main outcome is also a handbook with examples from all schools teaching a foreign language with the "Storyline" method and also the planning tool "Teaching by Design". We hope that this will improve our teaching and have an impact on our school development.

We have 5 workshops in different countries where the students explore topics on paper together. The workshops are planned to have publicly shown results like exhibitions.

On our website you will also find bigger projects of the schools which are special and extraordinary.

In this current project we are



Holland
De Noordwijkse School
Hoogwakersbosstraat 14
2202 SP Noordwijk



Poland
**Szkoła Podstawowa nr
1 im. T. Kościuszki**
w Barlinku ul.
Jeziorna 12
74-320 Barlinek



Scotland
**The Edinburgh
Academy Junior
School Edinburgh**
10 Arboretum Road
EH3 5PL Edinburgh



Spain
**Colegio Torre
Ballester Parla**
c/ Getafe s/n
28981 Parla



Turkey
**Reşat Turhan
Ortaokulu Izmir**
7058 sokak No:16
Pınarbaşı
35060 Izmir



nine European schools and, associated, one school in Belarus. We have known each other for some years now - some even since 1997. But that does not mean that we are a closed circle. The schools in Edinburgh and Noordwijk joined last year. We trust each other dearly and in the Transnational Meetings we discuss our progress, talk about difficulties and always have an indoor training session on relevant topics.



Erasmus + “From Papyrus to Stonepaper and Beyond the Questions Behind” reisirid

J. V. Veski nim Maarja-Magdaleena Põhikooli õpilased ja õpetajad osalesid 2016-2018 jooksul Erasmus + projektis. Projekti alateemaks on From Papyrus to Stonepaper - and Beyond the Questions Behind. Selle aja jooksul said projektireisidest osa 10 õpilast ja 6 õpetajat. Reisisi Itaaliasse, Hispaaniasse ja Saksamaale. Käimasoleva Erasmus+ projekti teemaks on paber: selle ajalugu, tulevik, taaskasutus jne.

Esimene reis viis tüdrukud Itaaliasse

Esimese selle projekti reisi tegid Elen Orma, Ramona-Keit Gusseinov, Liisa Oja ning õpetajad Egle Lellep ja Kertu Meldre 2016. aasta novembris Erasmus+ projekti raames Itaaliasse.

Õpetajad kirjeldavad Itaalia töötuba: „Värviseime pappkarpe ning puust esemeid mustadeks ja valgeteks. Need olid mõeldud kunstnik Gaeti taiese jaoks. Tema kunstitöö eesmärgiks oli vähendada iga-aastasest raiskamist ning kaunistada tänavu Cantu raekoda taaskasutuse abil. Sakslaste töötoa valmised mustast paberist ja fooliumpaberist jõululaternad.“

Elen ohkab: „Aeg läks nii kiiresti,

et ei saanud arugi, kui juba pidi koju lendama.“

Teine reis viis Maarja-Magdaleena poisid jalgpalli pealinna Madridi. 31. märtsil 2017. startisid Henn-Jaagup Rooba, Henri Raju ja Mati Mansbergi ning õpetaja Kertu Meldre ja sotsiaalpedagoog

plakatid Madridi raamatukokku. Tutvuti lähemalt paberi valmistusviisidega läbi aja. Saadi teada, et kuigi pidevalt luuakse paremaid ja kiiremaid masinaid, on paberi valmistamise tehnika jäänud aastatuhandete jooksul samaks. Kuues päev algas varakult Madri-

Berliini

Ken Kukkk, Evely Goldberg, Anely Goldberg, Kaisa Goldberg ja õpetajad Karin Joasaar ning Iris Solnik osalesid 11.-17. detsembril 2017. Berliinis toimunud Erasmus+ projekti partnerkoolide kohtumisel ning sealsel heategevuskul jõululaadal.

Berliinis Beerwinkeli kooli juures tehti esimesel päeval tutvumisring. Sel korral tutvuti saksa, poola, türgi ja hollandi kooliõpilastega. Seejärel volditi kivipaberist voldikuid, mis sisaldasid tuumarelvadevastast kampaaniat. Kui 500 voldikut olid volditud, kuulati lugu Sadako Sasakist ja seejärel näitas saksa õpetaja Sebastian sookurgede voltimist, mis sümboliseerivadki tuumarelvade keelustamist. Kolmapäeval ootas ees Berliiniga tutvumine. Neljapäeva möödus jällegi Beerwinkeli koolis. Õpilased jagati nelja gruppi. Igal grupil oli oma ülesanne, näiteks tehti paberi ajaloo postreid.

Pärast grupitööd õpetas õpetaja Sebastian kotka voltimist. Samuti harjutasid kõik lapsed saksa kooli muusikaõpetajaga laulu, mida esitati reedel kiriku juures koos kooli bändiga. Reede möödus tuu-



Liis-Marii Mandel Hispaania pealinna Madridi. Esimene päev kulus nagu ikka reisissele.

Seekordse projekti ülesandeks oli teha paberi ajalugu, valmistamist ja kasutusvõimalusi tutvustavad

di raamatukogus, kus räägiti paberi- ja trükikunsti ajaloo ning lapsed said endale märkmikud meisterdada. Käidi ka trükimuseumis.

Kolmanda reisiga jõulueelsesse

Paberivaba matkapäev “Paber”

Paberivaba matkapäev 8. septembris toimus meie koolis pabervaba sportlik matkapäev. Terve kooli õpilased võtsid klassi peale ühe telefoni ja ja liikusid selle abil kaardi järgi. Iga mõne aja tagant ilmusid ekraanile küsimused või lõbusad paberiteemalised ülesanded. Küsimusi oli kokku 16. Kui küsimus või ülesanne oli täidetud sai matka jätkata. Matk oli 6 km pikk.

Paper-free hiking day “Paper”

On September 8 there was a paper-free and active hiking day in our school. Students needed one smartphone per class and used its map to navigate. Every once in a while there was a fun paper-themed question or task, in all 16 of them. When the task was done, the group could continue the hike. The hike was 6 km long

Katse

Korraldasime eksperimendi, kus uurime erinevate paberite lagunemise kiirust ühe aasta jooksul.

Uurimisküsimus:

Mis liiki paber laguneb on lagunenud aasta jooksul kõige rohkem?

Õpilased matsid erinevad paberid kooli kõrvale mulla alla.

Paberi liigid:

- Kivipaber
- Ajaleht
- Ajakirja paber
- Koopiapaber

Hüpootees:

Õpilased said arvata, milline pa-

ber laguneb nende arvates kõige paremini. Õpilaste arvamuse kohaselt laguneb kõige paremini ajaleht, siis ajakirja paber, seejärel koopiapaber. Arvati, et kivipaber ei lagune üldse.

Järgmisel aastal samal ajal kaevatakse paberid välja ja vaadatakse, mis nendest on järgi jäänud.

Experiment

We organised an experiment of the disintegration of paper during the period of one year at our school.

Research question:

Which type of paper disintegrates the quickest in one year? The students buried the following different types of sheets of

paper next to the school house:

- stone paper
- newspaper
- glossy magazine paper
- copy paper

Hypothesis:

Our students made a guess that the newspaper will disintegrate the quickest, followed by the glossy magazine paper and the copy paper. They believe that the stone paper does not disintegrate at all.

After exactly one year we are going to dig up those different types of sheets of paper and find out what is left of them.

Taaskasutus

Meie väiksemad õpilased meisterdavad palju paberist. Väga tähtsal

kohal on taaskasutus. Üks näide taaskasutusest.

1. Vajad tühja vetsupaberi rulli.
2. Lõika väike tükk sellest kruusi sangaks.
3. Peale seda lõika nelis sisselõiget.
4. Murra need lõiked sissepoole ja liimi kinni.
5. Liibi kruusi sang.
6. Kaunist.

Autorid 3. klassi õpilased.

Recycling

Our Younger students make lot of art and craft from paper. Recycling is very important. One example:

1. You need an empty toilet pa-

marelvadevastasel üritusel kiriku juures, mille lähedal asub ka müürimuseum. Laupäeva veetsid paberiprojektis osalejad Berliini Spandau jõululaadal.

Üks toredamaid asju Erasmus+ projektide juures on reisirimine. Reisisida on väga tore - saab tutvuda uute inimestega ja praktiseerida võõrkeeli. Iga reis teeb reisija mitmete väärt kogemuste ja elamuste võrra rikkamaks.

Artikli autoriteks on reisidel osalenud õpilased ja õpetajad.

Erasmus + “From Papyrus to Stonepaper and Beyond the Questions Behind” travels

The students and teachers of J.V.Veski nim. Maarja Põhikool took part of the Erasmus+ project in 2016-2018. The subtheme of the project is From Papyrus to Stonepaper – and Beyond the Questions behind. The project brought us to Italy, Spain and Germany. The main theme of the project is paper: history, future, recycling, etc.

The first travel took girls to Italy in November

This is how the teachers describe the workshop in Italy, „We coloured cardboard boxes and wooden items into black and white colour. They were meant for a piece of art by an artist called Gaeti.

Elen sighs, „Time passed so fast that we had hard time realizing we had to fly home already.”

The second travel took our boys to Madrid, the capital of football.

This time the aim of the project was to make posters to introduce the history of paper, producing paper and the usage of paper and take the posters to the Library in Madrid.

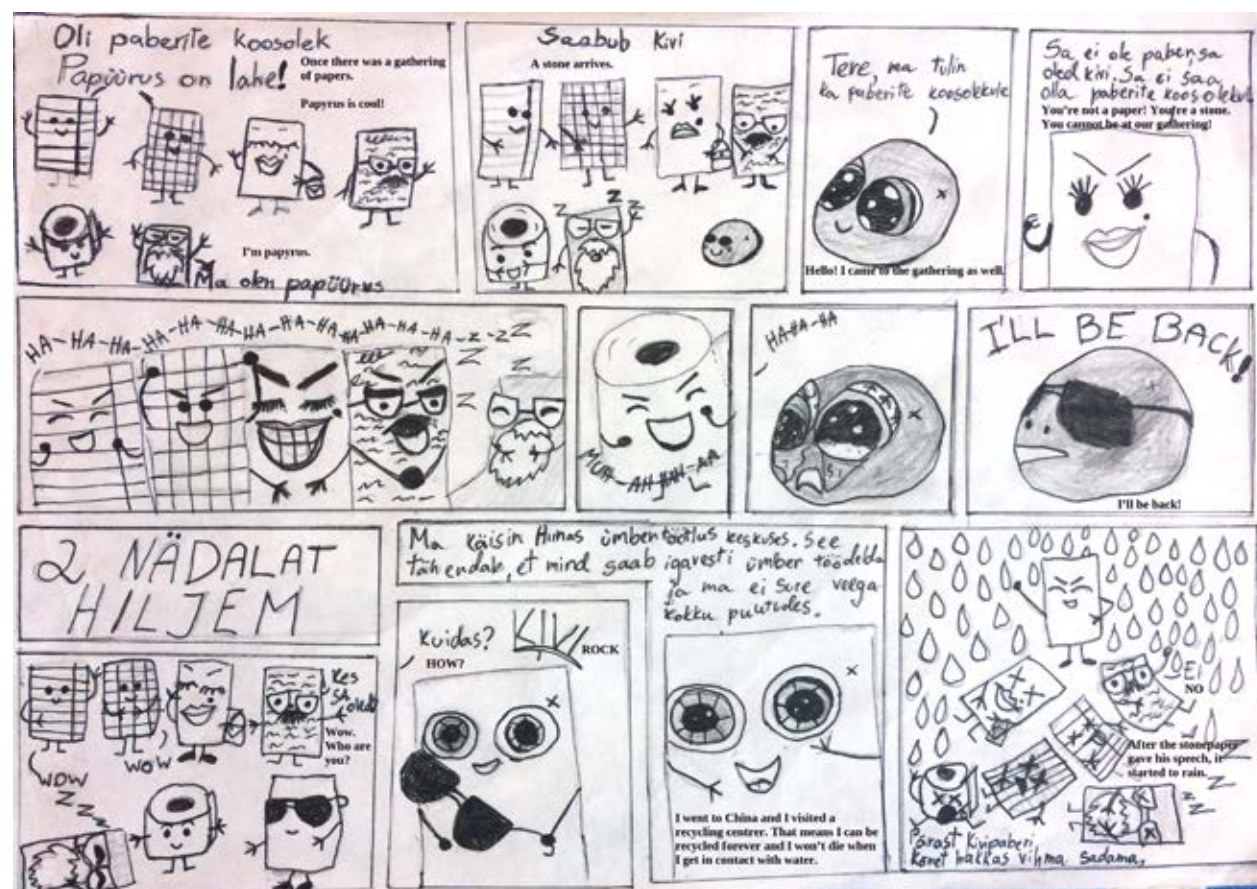
The participants of the project also visited the Print Museum.

The third trip took us to Christmas anticipating Berlin.

In Berlin all the partner schools came together to take part of the Christmas charity fair.

One of the nicest thing of the Erasmus+ projects is travelling. It's great to travel – you get to meet new people and practise foreign languages and every trip provides the traveller with a lot of new experiences.

The article was written by the students and teachers participating in the projects.



per roll.

2. Cut a small bit of it for the handle.
3. After that make four cuts.
4. Bend them and then glue them for the bottom of the cup.
5. Glue the handle.
6. Decorate.

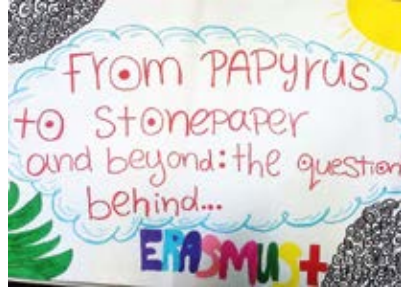
Made by 3rd grade.



Το παρόν αποτελεί προϊόν της Στρατηγικής Σύμπραξης αποκλειστικά μεταξύ σχολείων (KA2) Erasmus+ στην οποία συμμετέχει το 13ο Γυμνάσιο Καλλιθέας «Σωκράτης» με θέμα «From papyrus to Stonepaper and beyond, the questions behind» και η οποία υλοποιείται με την συγχρηματοδότηση της Ευρωπαϊκής Ένωσης. Η υποστήριξη της Ευρωπαϊκής Επιτροπής για την παραγωγή του παρόντος δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντανακλά τις απόψεις μόνον των δημιουργών, και η Ευρωπαϊκή Επιτροπή δεν φέρει ουδεμία ευθύνη για οποιαδήποτε χρήση των πληροφοριών που εμπεριέχονται σε αυτό.

This has been created in the framework of the Erasmus+ KA2 Strategic School Partnership «From papyrus to Stonepaper and beyond, the questions behind», in which the 13th Highschool of Kallithea «Socrates» participates, and which is co-funded by the European Union. The European Commission support for the production of this does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Λίγα λόγια για μας...



Το 13ο Γυμνάσιο Καλλιθέας «Σωκράτης» συνεχίζει τις ευρωπαϊκές του συνεργασίες στα πλαίσια του Erasmus+. Συνεργαζόμαστε με σχολεία από 8 χώρες (Ιταλία, Ισπανία, Τουρκία, Γερμανία, Εσθονία, Πολωνία, Ολλανδία, Ηνωμένο Βασίλειο) πάνω στο θέμα: «From Papyrus to Stonepaper and beyond, the questions behind». Οι μαθητές όλων των σχολείων έχουν την ευκαιρία να γνωριστούν, να επικοινωνήσουν, να συνεργαστούν, να δημιουργήσουν και να αποκτήσουν νέες γνώσεις και δεξιότητες μέσα από ένα διετές πρόγραμμα κοινών και παράλληλων δράσεων με θέμα το χαρτί. Οι δράσεις μας υλοποιούνται τόσο σε επίπεδο σχολείου (workshops, εκπαιδευτικές επισκέψεις), όσο και σε διεθνικό επίπεδο (ανταλλαγές μαθητών, δράσεις κατάρτισης/διδασκαλίας/μάθησης προσωπικού, συναντήσεις εκπαιδευτικών για τη διαχείριση του Προγράμματος). Μερικές από τις δράσεις μας σε επίπεδο σχολείου: Επίσκεψη στο Νομισματικό Μουσείο, στα

Γραφεία του Ευρωπαϊκού Κοινοβουλίου στην Αθήνα, συμμετοχή στο Μαθητικό Φεστιβάλ της Καλλιθέας, έκθεση φωτογραφίας για το μεταναστευτικό ζήτημα, Χριστουγεννιάτικο Bazaar σε συνεργασία με τον Σύλλογο Γονέων και Κηδεμόνων, συνάντηση με την κυρία Μυρτώ Δημητρίου, origami expert και κάτοχο ρεκόρ Guinness για το μεγαλύτερο μωσαϊκό origami, δημιουργία ηλεκτρονικής εφημερίδας (<http://schoolpress.sch.gr/erasmuspaper/>), διδασκα-



λία της αγγλικής γλώσσας με τη μέθοδο Storyline, workshops origami, κοσμημάτων και σελιδοδεκτών. Σε διεθνικό επίπεδο συμμετείχαμε σε project meetings, ανταλλαγές μαθητών και δράσεις κατάρτισης προσωπικού. Οι κυριότερες διεθνικές δράσεις μας παρουσιάζονται παρακάτω!

About us...

The 13th High School of Kallithea «Socrates» continues its European school

partnerships within the Erasmus+ framework. Our actions are implemented both at school and transnational level. Some of our local activities: visit to the Numismatic Museum and the European Parliament offices in Athens, participation in the student Festival of Kallithea, photography exhibition on the migration issue, Christmas Bazaar, meeting with Mrs M. Demetriou, origami expert and record holder Guinness for the largest origami

Έκθεση φωτογραφίας: Από το χαρτί σε ένα μήνυμα συμπαράστασης στους μετανάστες

Με σκοπό την ευαισθητοποίηση στο θέμα της μετανάστευσης οργανώσαμε έκθεση φωτογραφίας στο σχολείο μας για το προσφυγικό δράμα. Η έκθεση ήταν ανοιχτή στο κοινό για 3 μέρες και περιελάμβανε είκοσι εικόνες του φωτορεπόρτερ Μάριου Λώλου από το νησί της Λέσβου, τον οποίο θα θέλαμε να ευχαριστήσουμε θερμά για την παραχώρηση του υλικού. Η έκθεση φωτογραφίας παρουσιάστηκε και στο workshop της Μαδρίτης.

Photo Exhibition: From Paper to a Message of Sympathy for Immigrants

In October 2016 our school held the kick-off meeting and welcomed 24 teachers from the 8 partner schools. The meeting included the project action planning, but also the acquaintance with our school, pupils, our city and the Greek culture. During the visit the students had the opportunity to become acquainted with our guests. Moreover, the local authorities honoured the meeting with their presence.



TRANSNATIONAL ACTIVITIES - ΔΙΕΘΝΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ



Καλλιθέα 2016: Kick-off Project Meeting

Τον Οκτώβριο του 2016 το σχολείο μας φιλοξένησε το kick-off meeting του Προγράμματος και υποδέχτηκε 24 εκπαιδευτικούς από τα 8 εταιρικά σχολεία της Σύμπραξης. Σκοπός της συνάντησης των εκπαιδευτικών ήταν ο σχεδιασμός του κοινού σχεδίου δράσης των σχολείων, θέματα αξιολόγησης και μεθοδολογίας, αλλά και η γνωριμία με το σχολείο, την πόλη μας και τον ελληνικό πολιτισμό. Οι μαθητές κατά τη διάρκεια της επίσκεψης είχαν την ευκαιρία να γνωρίσουν από κοντά τους καλεσμένους μας, να μάθουν για τον τόπο τους και να συζητήσουν μαζί τους στην τάξη θέματα κοινού ενδιαφέροντος. Τη δράση μας τίμησε με την παρουσία του ο κος Κ. Κόκοιλος, Δημοτικός Σύμβουλος και Πρόεδρος της Σχολικής Επιτροπής Δευτεροβάθμιας Εκπαίδευσης, ο οποίος συνομίλησε με τις αποστολές και εξέφρασε τη διάθεση της Δημοτικής Αρχής να υποστηρίξει την προσπάθειά μας, τονίζοντας τη σημασία τέτοιων πρωτοβουλιών για τους μαθητές της πόλης μας.

Kallithea 2016: Kick-off Project Meeting

In October 2016 our school held the kick-off meeting for our paper project and welcomed 24 teachers from the 8 Erasmus+ partner schools. The meeting included the project action planning, evaluation issues, methodology issues but also the acquaintance with our school, our city and the Greek culture. During the visit the students had the opportunity to become acquainted with our guests, to learn about their place and discuss with them, in class, matters of common interest. Local authorities honoured the action with their presence, visited our school, chatted with the guests and expressed the willingness to support our efforts, stressing the importance of such initiatives for the pupils of our city

Workshop στο Βερολίνο

Στο workshop του Βερολίνου (Δεκέμβριος 2017) δύο εκπαιδευτικοί του σχολείου μας συνέβαλαν στα κοινά αποτελέσματα (εκδήλωση «1000 Cranes», Χριστουγεννιάτικο Παζάρι) και υλοποίησαν μία δράση ευαισθητοποίησης για τους μετανάστες με βάση το χαρτί. Οι έλληνες εκπαιδευτικοί μετέφεραν origami, σελιδοδείκτες και κοσμήματα

από χαρτί που είχαν φτιάξει οι έλληνες μαθητές, βοήθησαν τους μαθητές να φτιάξουν σελιδοδείκτες βασισμένους σε παραδοσιακά ελληνικά μοτίβα και οργάνωσαν τη δράση A boat for Hope: караβάκια με φιλειρηνικό μήνυμα μοιράστηκαν σε όσους επισκέφτηκαν τον πάγκο του Erasmus+ στην Χριστουγεννιάτικη Αγορά του Spandau.

Workshop in Berlin

At the Berlin workshop (December 2017) the two Greek teachers contributed to the joint results ("1000 Cranes" and the Christmas bazaar) and implemented a public awareness action for immigrants using paper. They carried to Berlin paper cranes and products made by the Greek pupils and helped other pupils create bookmarks based on traditional greek patterns. Moreover, they organised the initiative "A boat for Hope": paper boats with messages of solidarity were offered to those who visited the Erasmus+ stall in the Spandau Christmas Market.

Workshop στο Καντού, Ιταλία

Το Νοέμβριο του 2016 δύο καθηγητές του σχολείου μας επισκέφτηκαν το ιταλικό σχολείο και διεξήγαγαν καθημερινά workshops στα ιταλικά και στα



αγγλικά, με σκοπό να εξοικειώσουν τους μαθητές και τους άλλους εκπαιδευτικούς με την ελληνική λαϊκή τέχνη της ξυλογλυπτικής και τα μοτίβα της. Συμμετείχαν επίσης στα workshops των άλλων χωρών, αλλά και στην δημιουργία μίας μοντέρνας εικαστικής παρέμβασης από χαρτί και ξύλο, η οποία παρουσιάστηκε στο Δημαρχείο της πόλης.

Workshop in Cantù, Italy

In November 2016 two teachers of our school visited the Italian school and held daily workshops in Italian and English, in order to make students and other teachers more familiar with the Greek folk art of woodcarving and its patterns. They also participated in the workshops organised by the other schools and contributed to the making of a modern paper installation.



Workshop στη Μαδρίτη

Στα πλαίσια των μαθητικών ανταλλαγών 4 μαθητές και 3 καθηγητές μας συμμετείχαν στο workshop του ισπανικού σχολείου (Απρίλιος 2017). Μεταφέραμε την έκθεση φωτογραφίας που είχαμε διοργανώσει για το μεταναστευτικό στη Δημοτική Βιβλι-

οθήκη της Πάρλα και στο ισπανικό σχολείο, συμβάλλοντας στη διοργάνωση της δράσης «A boat for Hope». Οι μαθητές συμμετείχαν επίσης σε εκπαιδευτικό Πρόγραμμα της Εθνικής Βιβλιοθήκης της Μαδρίτης για τη γραφή και το χαρτί, σε δράσεις με θέμα την τυπογραφία και την παραγωγή χαρτιού, σε εκπαιδευτική επίσκεψη στο Νομισματικό Μουσείο. Στον ελεύθερο χρόνο τους οι μαθητές όλων των σχολείων είχαν την ευκαιρία να επικοινωνήσουν περισσότερο μεταξύ τους και γνωρίσουν τη Μαδρίτη και τον πολιτισμό της.

Workshop in Madrid

In April 2017 4 pupils and 3 teachers of our school visited the Spanish partner school in the framework of the pupils' exchanges. We took with us material from the photography exhibition we had organized in our school about the migration and contributed to the initiative "A Boat for Hope", which was presented in the public library of Parla and in the Spanish school. The students also participated in the educational programme of the National Library of Madrid about writing and paper. They learned more about typography and paper production and had an educational visit to the Numismatic Museum. In their spare time the pupils of all schools had the opportunity to communicate more with each other and got to know Madrid and its culture.

La nostra scuola

Il plesso di primaria "Chiara e Francesco d'Assisi" da molti anni coinvolto nei progetti europei



La scuola primaria "Chiara e Francesco d'Assisi" di Cantù fa parte dell'Istituto Comprensivo Cantù 1.

Da molti anni, circa un ventennio, è coinvolta in progetti europei finanziati dalla Comunità Europea. La scuola ha iniziato a cooperare in un gruppo di sole tre nazioni, Italia compresa, per arrivare a partecipare al progetto in atto di cui fanno parte ben nove nazioni. Il nostro plesso, con le sue dieci classi, cerca di partecipare alle diverse attività, anche se in forme e modi diversi, e vive esperienze di contatto diretto con studenti di altre scuole europee con i quali provare a praticare attivamente la lingua veicolare del progetto, cioè l'inglese.

Negli ultimi anni il progetto Erasmus viene svolto in interazione con il progetto di plesso e ciò ha consentito un maggior confronto con le scuole partner e la realizzazione di prodotti, spettacoli teatrali, attività da condividere con le scuole degli altri paesi.

Accanto a questi due grandi progetti, la scuola offre poi altri progetti minori, sportivi, psicomotori, finanziati da Enti Locali o dai genitori.

Il sito dell'Istituto Comprensivo Cantù 1 è: <http://www.comprensivocantù.gov.it/>

The "Chiara e Francesco d'Assisi" primary school in Cantù has been involved in European projects, financed by the European Community, for many years. The school started to cooperate in a group of only three nations, including Italy, and now works in the ongoing project with nine participating nations. Our school with its ten classes is involved in the different activities in different forms and ways. We are experiencing direct contact with students from other European schools and use the opportunity to speak, work and play in English, our common language. In recent years the Erasmus+ project has been carried out in interaction with the school project and this has allowed a greater comparison with partner schools and the creation of products, theatrical performances, activities to be shared with schools in other countries.



Workshop in Cantù

Working with an artist

Insegnanti e studenti di sei nazioni europee ospiti alla scuola primaria "Chiara e Francesco d'Assisi"

Nel novembre 2016 la scuola primaria canturina "Chiara e Francesco d'Assisi" ha ospitato un workshop sull'argomento "Paper" per il progetto Erasmus.

Ha collaborato con gli insegnanti e gli studenti l'artista di Cantù, Valerio Gaeti.

Dopo aver spiegato all'artista il progetto e il suo contenuto, l'artista ha pensato ad una installazione da creare a più mani con i bambini della primaria di Cantù e gli studenti delle scuole partner della Germania, Spagna, Grecia, Turchia, Polonia ed Estonia.

L'artista ha proposto l'utilizzo di carta e cartoncino, in particolare le scatole delle scarpe, e di legno, materiale molto usato a Cantù, nota per i suoi mobilifici.

I bambini e gli studenti europei hanno portato a scuola vari oggetti in legno e scatole di scarpe.

Il tutto è stato dipinto di bianco e di nero e composto in modo creativo, così da realizzare una installazione "Black and white" da esporre in una vetrina di "Villa Calvi", nel centro di Cantù.

Tutti hanno lavorato, dipingendo, sporcandosi le mani, e dando sfogo alla propria creatività.



In November 2016 we had a workshop in Cantù with students from Germany, Spain, Greece, Turkey, Poland and Estonia. The artist from Cantù, Mr Valerio Gaeti, worked with us and we created an art work.

He chose wood and paper, like boxes and little wooden figures, as material. The students painted all the material in black and white and put together everything in a creative way.

The art work was shown in a window of "Villa Calvi" in the town centre.

La scuola è la solidarietà Mercatino natalizio Costruire, divertirsi ed aiutare

Usanza del plesso di primaria "Chiara e Francesco d'Assisi" organizzare un mercatino natalizio per beneficenza.

Sono i genitori della scuola a dedicare questo momento dell'anno nell'organizzazione del mercatino, dell'allestimento e della vendita di manufatti. Il ricavato viene poi donato in beneficenza per



diverse associazioni a rotazione. Ogni anno genitori e bambini realizzano piccoli manufatti da esporre sul banco vendita.

Nel dicembre 2016 si è deciso di allargare il mercatino all'esperienza Erasmus, visto che nello stesso periodo erano ospiti gli studenti di alcune scuole partner. Il mercatino quindi è stato spostato in una via pedonale del centro di Cantù, in prossimità di "Villa Calvi" dove era esposta l'opera d'arte creata dai ragazzi stranieri e studenti della primaria durante la settimana di workshop con l'ar-



tista Valerio Gaeti.

Sul banco del mercatino erano esposti oggetti in carta provenienti dai diversi paesi europei del nostro progetto Erasmus e manufatti procurati dai genitori. L'afflusso è stato notevole e parte del ricavato è stato donato alla scuola della Bielorussia, partner associato nel progetto Erasmus+.



Christmas market

In December 2016 we had our Christmas market in the pedestrian zone in the town centre, close to "Villa Calvi" where the art work of Mr. Valerio Gaeti and students from the European countries was shown. We sold handicrafts coming from the European partners. The parents of our school organized the market and they decided to give some money for charity to the school in Belarus, the associated partner of our project.



Una bellissima gita

A beautiful school trip

Lunedì 10 aprile 2017, tutti noi, alunni della Scuola Primaria Chiara e Francesco d'Assisi, siamo andati a Mele in provincia di Genova con il pullman.

Abbiamo visitato "Il Museo della Carta", una vecchia casa con una grande ruota vicino a un torrente.

La guida ci ha detto che nel passato un uomo, chiamato "stracciao", andava nei paesi a raccogliere vecchi abiti e stoffe usate.

Nella cartiera essi erano macinati e mischiati con l'acqua.

Alla fine diventavano larghi rotoli di carta.

È stato molto interessante scoprire questo antico metodo di produrre carta senza tagliare gli alberi.

In questo modo è possibile riciclare e rispettare la Natura!

<http://www.museocartamele.it/>



In April 2017, all pupils of "Chiara e Francesco d'Assisi" Primary School, went to Mele, a little town close to Genoa.

We visited "The Museum of Paper", an old house with a big wheel near a little river.

The guide told us that in the past a man, called "stracciao", used to go into the villages and

collected old clothes and used fabrics.

In the paper mill the material was ground and mixed with water. At the end they became large rolls of paper.

It was very interesting to discover this ancient method to make paper without cutting trees.

In this way it's possible to recycle and respect Nature!

Due grandi spettacoli / Two big shows

Sono molti anni che la nostra scuola propone uno spettacolo teatrale al termine di ogni anno scolastico. In questi ultimi due anni abbiamo lavorato sull'argomento "carta".

Lo scorso anno abbiamo rappresentato "Paper", uno spettacolo in

cui abbiamo ripercorso la storia della carta. Siamo partiti dagli uomini primitivi e dal loro bisogno di scrivere e di comunicare per arrivare ai cinesi ed agli egizi. La carta è ancora oggi il materiale maggiormente usato per comunicare, ma anche per costruire molti oggetti di uso quotidiano. Una società attenta all'ambiente dovrebbe riflettere meglio su come riciclare la carta e sostituirla laddove possibile con materiale alternativo.

Quest'anno abbiamo rappresentato "Newspaper". Ogni classe ha scoperto le usanze, le tradizioni e le curiosità di ognuno dei paesi partners del progetto Erasmus. Abbiamo viaggiato attraverso la storia, la geografia, l'arte, la danza, la scienza e la letteratura per avvicinarci ai nostri amici dei diversi paesi europei. Siamo tutti cittadini d'Europa con tradizioni, usi e costumi che non dobbiamo dimenticare.

Questi spettacoli ci hanno insegnato ad essere attori e a metterci nei panni degli altri per capirli più a fondo e sentirci più uniti.

For many years our school offers a theatre show at the end of each school year. In the last two years we have worked on the topic "Paper".

Last year we presented "Paper", a show in which we reflected on the history of paper.

We started from primitive men and their need to write and communicate, to get to the Chinese and the Ancient Egyptians. Paper is still

today the most used material to communicate, but also to make many objects of daily use. We should all reflect better on how to recycle paper and replace it where possible with alternative materials.

This year we presented a show about "Newspaper". Each class had to discover the customs, traditions and curiosities of each of the partner countries of the Erasmus project.

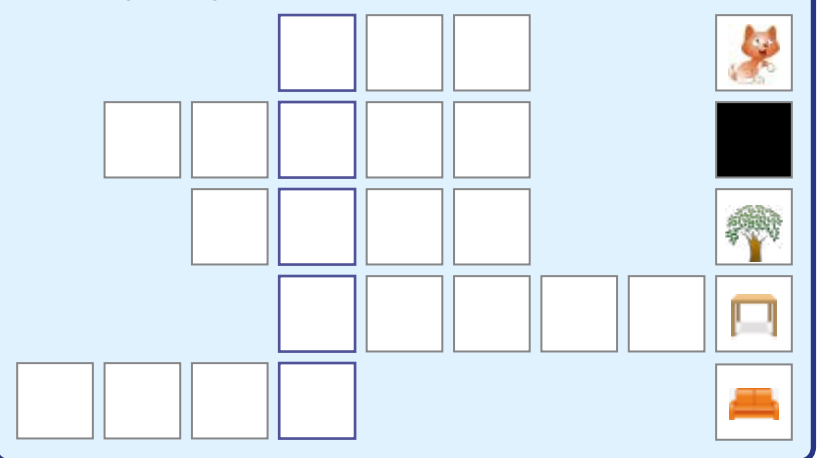
We travelled through History, Geography, Art, Dance, Science and Literature to bring us closer to our friends from different European countries. We are all citizens of Europe with traditions and customs that we should not forget.

These shows have taught us to be actors and put ourselves in the "shoes of the others" to understand them more deeply and feel more united.



CROSSWORD

How do you say "paper" in Italian?





CHILDREN BOOKWEEK

An interesting interview

Written by Hjördis Frijns, group 8, De Noordwijkse School

On Wednesday 11 October, 2017, a group of actors visited De Noordwijkse School. All children watched the show. The play was about a man, Ludvico. His brain was completely filled with stories, ideas and dreams.

He tried everything to clear his brain, but nothing worked. One day he got a good idea: write a book! And this was the subject of the show.

At the end of the show we gave them a nice drawing decorated with origami animals. Also we gave them a very nice jar with self-made paper flowers in lots of colours.

After the show we asked them a few questions:

1. How long did you work in a circus?

We don't have a circus, but we work in several groups with actors.

2. How many people are active in this show?

We two are the only people in this show, but in the group and in other shows we are more.

3. How did you get this idea?

We wanted to do something about books. At this moment it is Childrens Book Week in The Netherlands.

4. How long did you train for this show?

For the acts a few years and for juggling about 10 years. And for this show itself, a few months.

5. Do you go to more schools?

Yes, yesterday we went to Amsterdam and we will go to more



places.

All children liked this show very much. We also laughed many times. At the end we gave them a big applause.

Op Woensdag 11 oktober 2017 kwam een groep acteurs naar De Noordwijkse School. Alle leerlingen van de school bekeken de show.

De show ging over een man Ludovico. Zijn hoofd zat vol verhalen, ideeën en dromen. Hij probeerde van alles om zijn hoofd leeg te maken maar niets werkte. Op een dag kreeg hij een goed idee; een boek schrijven en daarover ging de show.

Aan het einde gaven we hun een mooie tekening met een origami dier erop en een vaas met papieren bloemen in heel veel kleuren.

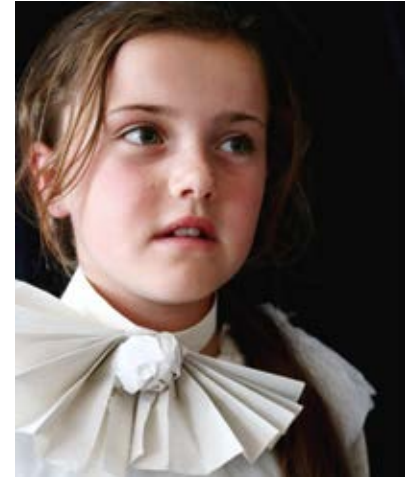
Kunstproject

Tijdens het Kunst thema kozen een aantal leerlingen voor de workshop kleding maken van papier. Met veel papier en scharen werkten zij aan de kleding en in 4 weken maakten ze mooie kostuums. Juf nina maakte aan het einde mooie foto's van hen voor de Tentoonstelling.



ART - project

During the ART project some pupils chose to follow a workshop on making paper clothes. With lots of paper and scissors they worked on the topic for 4 afternoons and at the end Miss Nina took beautiful pictures of them for the exhibition



Kids in Bizz 2017

Kids in Bizz is een project waarbij leerlingen een eigen bedrijfje opzetten. Je moet met je groepje beslissen wat voor soort bedrijf het wordt. Dan moet je de taken verdelen zoals marketing / financiën / communicatie/ verkoop en algemeen directeur. We zochten op het internet voor ideeën voor wat we wilden gaan verkopen. We besloten een tafel voor jongens en een voor meisjes te gaan doen en noemden ons daarom "Boys and Girls". We zochten naar spulletjes die speciaal voor jongens of meisjes zijn. We leenden 55 euro van onze directeur van school en 10 euro daarvan was reserve geld. We hebben 85 euro winst gemaakt en met alle bedrijven samen 224 euro. We hebben veel

Kids in Bizz 2018

Wij kozen ervoor om spelletjes te verkopen. Onze naam was Family 2play. In de eerste les hadden we een brainstorm over wat we gingen doen en wat we daarvoor nodig zouden hebben. In de 3e les gingen we naar de directeur om geld te vragen. Hij zei dan of hij het een goed of een slecht idee vond. Hij vond ons idee goed en leende ons geld om in de winkel te gaan kopen. In de lessen daarna maakten we posters en bedachten we wat we wilden doen met het geld. In de 7e les kochten we alles wat we nodig hadden en checkte we alles. Op 29 maart 2018 hadden we de verkoop en probeerden we winst te maken. Wij maakten 50 euro winst.

We chose to sell games. And our name was Family 2 Play. In the first lessons we brainstormed about what we were going to do and what you need to do it. In the third lesson we went to our director to ask for money. The director then said if he found it a good or bad idea. If he found it a good idea he borrows you some money so you can buy the things you want in your shop. In the lessons after that we made posters and made a budget what we all want to buy. In the seventh lesson we bought everything that we needed and in the last lesson we did all the checks. On the 29th of march we sold everything to get a profit. We had 50 euros profit.



geleerd over de waarde van geld Kids in Bizz is a company set up by a group of children. You have to discuss with your group what kind of business you want. We have distributed the tasks like marketing, finance, communication, sales and a general manager. We went to look at the internet we wanted to sell. We did a store for girls and boys. One table for girls and one table for boys. Our company has names Boys and Girls". We sell stuff like typical girly and boy things. We borrowed 55 € and 10 of the 55 was spare change. Our company has earned 85€ and all together 224€! We learned a lot of the value of money.

Dutch tongue twister

De kat krabt de krullen van de trap

Liesje leerde Lotje lopen langs de lange lindenlaan, maar Lotje wou niet leren lopen dus liet Liesje Lotje staan.

De knecht van de knappe kapper knipt en kapt veel knapper dan de knappe kapper kappen kan.

Visit Unicef, The Netherlands - January 2017

Written by Zoe, Felice and Nadine, group 8, De Noordwijkse School

Een mevrouw van Unicef kwam naar onze school en gaf alle leerlingen van groep 5/6/7 en 8 een les over vluchtelingen. Ze vertelde een verhaal over een kind dat was ontsnapt van uit zijn land en we waren erg onder de indruk.

Ze vertelde ons ook over de rechten van kinderen want Unicef doet veel werk om te zorgen dat de rechten van kinderen worden beschermd. Kinderen verdienen water, gezondheidszorg, onderwijs rechten en ontspanning. Unicef helpt kinderen om naar een goede school te gaan maar nog veel meer. Wist u dat als Unicef naar een arm land gaat dat ze een school in a box pakket geven. Dat is een doos met daarin alles wat een klas van 40 leerlingen en een leerkracht nodig hebben.

Om te zorgen dat iedereen wist van de vluchtelingen maakten we papieren bootjes met de hele school. Op de bootjes schreven een boodschap om te laten zien dat we ze willen helpen.



Someone from Unicef came to our school and gave all the children from group 5,6,7 and 8 a lesson about people how escaped their country with a boat (refugees) She told us a story about a child that escaped from his land, we were all very impressed. She also told us about the rights of children because Unicef wants all the children to have equal rights. What all children actually need is water, health care, school, rights and relaxing & sport. Unicef tries to get children in a good school and a lot more... one thing you might want to know, when Unicef goes to a poor country they give a 'school in a box' kit. That is a box with all the school supplies you need for a school class of 40 kids and 1 teacher.

To let everyone know we care about the refugees we made paperboats with the whole school. We put a message on the boats to show that we want to help them.

Hoe maak je papier?

Written by Corine Buskop, De Noordwijkse School

1 Maak van gebruikt papier snippers en laat dat een nacht weken in water, niet te nat, niet te droog.

Of gebruik wc papier en maak dat nat, dat mengsel kan je dezelfde dag gebruiken.

Kranten wordt grijs papier. Met de mixer maak je er pulp van.

2 Vul platte bakken met water en gooi daar de pulp in.

3 Schep met een scheppraam de pulp zo gelijkmatig mogelijk op het raam.

Laat het water er uit druipen. 4 Leg dik wolvlit of een doekje neer.

Keer het raam op het doekje zodat de natte pulp op het doekje terecht komt.

Als de pulp niet meteen loslaat ga met je hand over het gaas zodat het los komt.

5 Nu persen we het overtollige water eruit door middel van een pers of je legt een plank erop en duwt er hard op of je gaat er op staan.

6 Hang nu het doekje op een waslijn en de volgende dag is het papier droog.

Je het kan nu voorzichtig het papier van het doekje afrekenen.

Making paper

Let's make experiment

Step 1

Make parings/ shreds of used paper, let this rest in a little water for one night. You can also use clean, wet toilet paper if you want to use it the same day. If you use newspapers, your new paper will be grey.

Step 2

Make pulp of the wet paper with a mixer

Step 3

Fill flat basins with water and put the pulp in

Step 4

Use the mould to scoop up all pulp as evenly as possible and let the water drop out of it

Step 5

Put a thick woolen cloth or a yellow cleaning cloth on the table

Turn the mould upside down and let the wet pulp on to the cloth. If it doesn't fall by itself, help a bit with your hand

Step 6

Press all the water out of the pulp with a deckle, press or use a wooden board. Push or stand on the wooden board to get the water out of your pulp

Step 7

Hang your cloth on the clothes line for a day and the next day your new paper will be dry. Carefully remove it from your cloth.

Now you can start decorating your paper.



Witajcie ! / Welcome!

Iesteśmy z Polski z pięknego miasta zwanego Barlinek – Europejskiej Stolicy Nordic Walking. Nasza grupa liczy nieco ponad 20 osób. Chodzimy do Szkoły Podstawowej nr 1 i wzięliśmy udział w projekcie Erasmus Plus „Od papirusa do papieru z kamienia i nie tylko...”. Bardzo nam się to podobało, ponieważ dowiedzieliśmy się mnóstwo rzeczy o papierze. Poznaliśmy jego historię, rodzaje (np. papirus i papier z kamienia), przeznaczenie, skąd się bierze papier, po co jest i czym można go zastąpić. Odwiedziliśmy stary Młyn Papiernia w Barlinku, gdzie własnoręcznie czerpaliliśmy papier. Było to wspaniałe doświadczenie, które pozwoliło nam przenieść się do przeszłości. Zobaczyliśmy wtedy, że produkcja papieru nie jest taka prosta jak nam się wydawało.

Przy pomocy papieru uczciliśmy nasze święta narodowe: święto odzyskania przez Polskę Niepodległości i Święto Konstytucji. Wykonaliśmy wtedy – całą szkołą, godła narodowe z papieru i łańcuchy w barwach biało – czerwonych jako symbole jedności i bezpieczeństwa. Cieszyliśmy się, że cała nasza społeczność wzięła udział w zajęciach papierniczych. Podejmowaliśmy też ważne te-

do najbliższych. Przed Świętami Wielkanocnymi wzięliśmy udział konkursie w Mostkowie na najciekawsze dekoracje wielkanocne, w którym to zajęliśmy pierwsze miejsce za naszą Marzannę. Braliśmy również udział w warsztatach robienia Palmy Wielkanocnej. Wspólnie zrobiliśmy świąteczne drzewko, które przystroiliśmy bibułowymi wstążkami i kwiatami z papieru. Ta wspólna praca z dziećmi z innej szkoły bardzo nam się podobała.

Współpracujemy z nadleśnictwem Barlinek i z ogromną radością wzięliśmy udział w prelekcji zatytułowanej „Kolej życia lasu”. Po specjalnym przeszkoleniu przez pracowników leśnictwa mogliśmy sadzić dwuletnie dęby bezszypułkowe w ramach ogólnopolskiej wiosennej akcji: „Sadzimy 1000 drzew na minutę”. Była to doskonała lekcja przyrody w terenie. Uświadomiło to nam, jak ważny jest las i dowiedzieliśmy się wiele na temat tego, czy drzewa są potrzebne do produkcji papieru.

W drugim roku trwania projektu Erasmus+ w naszej szkole, na-

Wiosną uczciliśmy Dzień Teatru rozmawiając o teatrze greckim i robiliśmy własnoręcznie maki teatralne z masy papierowej. Świetnie się przy tym bawiliśmy i przy okazji poznaliśmy historię teatru. W marcu przygotowaliśmy wystawę naszych własnych zielników.

Nie lubimy siedzieć tylko w szko-

to know its history, kinds of it (for instance papyrus and stonepaper), intended use, where it comes from, what it is for and what it can be replaced with. We visited an old paper mill “Młyn Papiernia” in Barlinek where each of us produced a few sheets of our own and unique paper. It turned out then that the produc-



le, więc udało nam się wziąć udział w ogólnopolskiej „Nocy sów”, gdzie w lesie z panem leśniczym szukaliśmy tych ptaków. Następnie wykonaliśmy z papieru wszystko to co kojarzyło nam się z sowami. Powstały piękne maski i broszki a nawet sowie przebranie.

Cały czas dobrze się bawiliśmy tworząc przeróżne historyjki metodą Storyline. Zbieraliśmy makulaturę i nakrętki – około 5 ton! Wiemy, że papier jest potrzebny i powinniśmy go oszczędzać, aby dbać o środowisko, dlatego chcieliśmy znaleźć alternatywę dla książki papierowej. Powstał więc audiobook o historii z Młyna Papierni.

Przygotowaliśmy inscenizację dotyczącą historii powstania naszego miasta. Wykorzystaliśmy kartony jako element instalacji ekologicznych murów obronnych.

Wielkim przeżyciem dla nas wszystkich były warsztaty międzynarodowe we Włoszech w Cantù, w Hiszpanii w Parlii i w Estonii, a także spotkania nauczycieli w Atenach w Grecji, w Noordwijk w Holandii i w Edynburgu w Szkocji.

Szkoda, że nasz projekt się skończył, będziemy tęsknić za wszystkimi poznanymi osobami. Cieszymy się, że mogliśmy z Wami się spotkać. Do zobaczenia kiedyś tam!

What do you call a deer with no eye?
No idear!

Why can't you explain puns to kleptomaniacs?
They always take things literally.

What do you call a prankster on Halloween?
Prankenstein.

We are from Poland, from a beautiful town called Barlinek – the European Capital of Nordic Walking. Our group consists of more than 20 people. We go to Primary School Number 1 and we took part in the Erasmus Plus project “From Papyrus to Stonepaper and Beyond... The Questions Behind”. We enjoyed it very much because we learned about many things about the paper. We got

special training done by the forestry workers the students were able to plant two-year-old durmast oaks themselves within the nation-wide spring campaign “Planting 1000 trees a minute”. It was an excellent science lesson in the field. It made us aware of the importance of the forest. We found out a lot about the use of trees in the production of paper. In the second year of Erasmus+ project in our school, we linked up with Inneko company in Gorzów Wielkopolski that invited us to classes called “What to do next with all this paper?”. We visited a modern rubbish sorting office where we were able to see what happens with the paper waste and how it is reused or recycled. We also participated in paper workshops on the company premises.

The campaign “1000 cranes for Sadako Susaki” against the nuclear war received a great deal of vivid attention. All the students created a great number of origami cranes and then engaged in the international campaign in Berlin.

In spring, we celebrated Theatre Day with a discussion about Greek theatre and making masks from paper pulp. We both learned about the history of theatre and had fun then. In March, we also displayed an exhibition of our own herbariums. We do not like spending time at school only, so we managed to take part in the nation-wide “The night of the owls” in which we searched for these birds in the forest with a forestry worker. After that, we made things that we associated with owls – all of paper. We created beautiful masks, brooches and even an owl cos-



maty jakim jest problem imigracji na świecie. Wykonaliśmy więc symboliczne papierowe łódki z hasłami nawiązującymi do tolerancji i niesienia pomocy. Ta tablica była chętnie odwiedzana i oglądana przez wszystkich naszych uczniów.

Przez cały czas trwania projektu pamiętaliśmy o naszych tradycjach takich jak: Dzień Matki i Dzień Babci i Dziadka. Wykonaliśmy wtedy piękne, tekturowe pudełeczka na różności dla naszych mam i dziadków oraz cudne tulipany techniką origami. Przed każdymi świętami robiliśmy różnymi technikami kartki świąteczne, ozdabialiśmy je samodzielnie i wysyłaliśmy

więzaliśmy kontakt z firmą Inneko z Gorzowa Wielkopolskiego, gdzie zostaliśmy zaproszeni na zajęcia zatytułowane: „Co z tym papierem dalej...?” Zwiedziliśmy wtedy nowoczesną sortownię śmieci, mieliśmy okazję zobaczyć, gdzie trafia zużyty przez nas papier i jak jest dalej wykorzystywany. Następnie wzięliśmy udział w warsztatach papierniczych na terenie firmy.

Ogromnym zainteresowaniem cieszyła się akcja „1000 żurawi dla Sadako Susaki”, przeciwko wojnie nuklearnej. Całą szkołą składaliśmy żurawie techniką origami, a następnie włączyliśmy się w akcję międzynarodową w Berlinie.



ly read and looked at by all our students.

During the project, we remembered about our other traditions, for example Mother's Day and Grandparents' Day. For that occasion, we made beautiful cardboard boxes for small items and lovely origami tulips for our mothers and grandparents. Before all the occasions, we used different techniques to create cards which we decorated and sent to our relatives. Just before Easter, we took part in the contest for the most interesting Easter decorations in Mostkowo in which we won first place for our effigy of Marzanna. We also participated in Easter Palm making workshops. Together, we made a festival tree which we decorated with ribbons made of tissue paper and paper flowers. We really enjoyed this collaborative work with students from a different school.

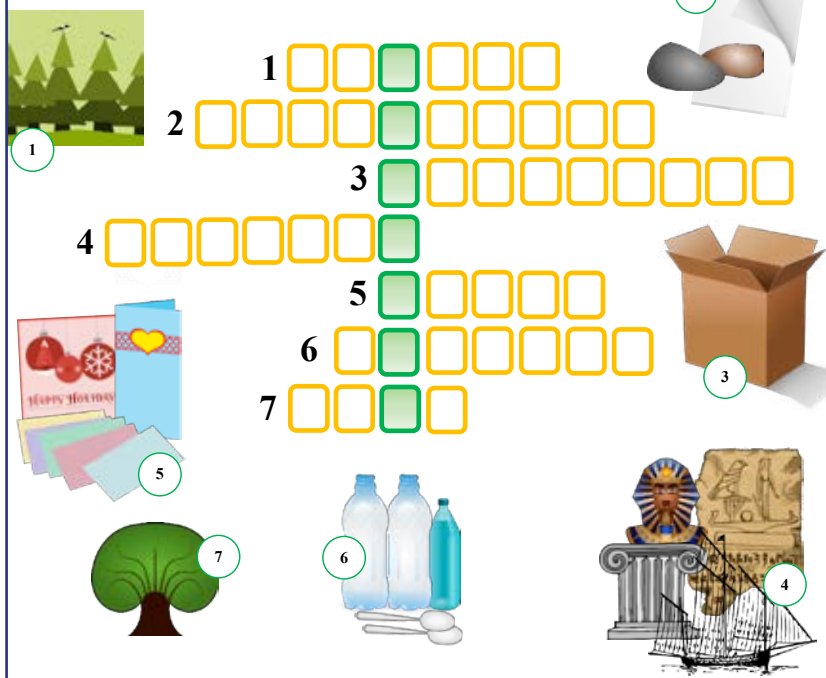
We cooperate with a forest inspectorate in Barlinek and we joyously took part in a lecture titled “Forest life cycle”. After

time. During the project, we had fun with the Storyline method and made up many amazing stories. We collected waste paper and bottle lids – approximately 5 tons of these! We know that paper is necessary, and we should save it to protect the environment that is why we wanted to find an alternative to a paper book. Thus, the audiobook about the history from the paper mill in Barlinek “Młyn Papiernia” was created by us.

We prepared a drama about the history of our town. We readily used cardboard boxes as a part of the eco-friendly fortified walls. All of us greatly enjoyed the international workshops in Italy (Cantù), Spain (Parla) and Estonia as well as teacher meetings in Greece (Athens), Holland (Noordwijk) and Scotland (Edinburgh).

It is a pity that our project has finished. We will miss all the people we have met. We are glad we could meet you. See you some-when!

CROSSWORD





More than Paper

Written by the Primary 5 Pupils of the Edinburgh Academy



We all agree that paper is an important part of our learning. We love walking in to the Library, ready to choose a new book to read. We know that it is important to practise our written maths and handwriting skills for possible future jobs or hobbies. But we also agree that becoming more eco-friendly and relying less on paper and more on digital, is important for our future. We use technology every day at school; internet searching replaces out of date textbooks, combining voice, written and artistic techniques to create a more interesting and interactive presentations. Above all, we find that our iPads let us share informa-

tion and ideas easily and quickly, even with people who may be far away.

After learning all about our city, Edinburgh, we then began researching and gathering information about the other cities and countries involved in the Erasmus+ project. We have been able to compare and contrast between many cities, sharing and presenting our findings on our iPads, using an app called Book Creator.

Please use any QR code app to scan and learn all about Edinburgh. We hope you enjoy learning about our city, as much as we have loved learning about yours!



Enterprise Project

The Primary 6 children undertook an Enterprise project, where they had to form a company and design and make a product to sell at a local market. As part of this, they investigated the role of paper in packaging during Art lessons, and experimented with different forms of potential packaging. They then designed a wrap style cover to go around each bar of soap, designed to re-

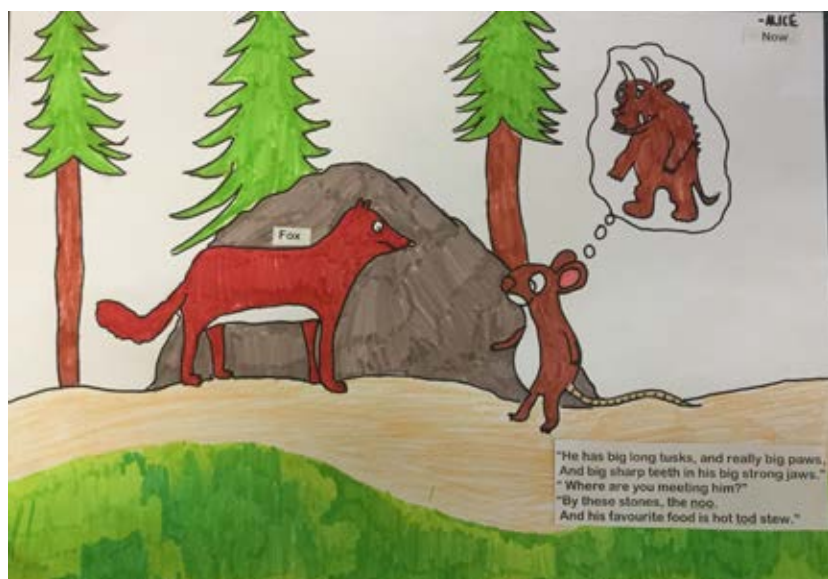
flect the fragrance. Each bar of soap was then individually wrapped and personalised, with each member of the year-group having their work as part of the eventual product sold to the public. The profits from this enterprise were then donated to charities chosen by the children, helping embed the idea of calculating costs, profit, and responsible and sustainable resourcing for businesses.

Scots Language and Digital Learning

The Primary 6 children all took part in a project as part of our celebration of Scots language to design and produce both a digital and physical interactive book for their Primary 1 buddy class. This was introduced by a Primary 5 class assembly acting out stories in Scots. The children were then given a copy of one of Julia Donaldson's iconic books, *The Gruffalo*, *Room on the Broom* or *What the Ladybird Heard*, in Scots. From this starting point, each child had an individual page to translate back into English for their buddy to understand. They then chose key words that they felt would be interesting for their buddy to learn in Scots, to include in the interactive aspect of the books.

In Art, the children designed and produced a page to il-

lustrate their part of the story, thinking carefully about where they would place the text on the page. They used a range of media to great effect and then typed out their words to add. The focus Scots words were left in that language, with the English translation hidden amongst the illustration for the younger children to find. The pages were then laminated and bound, with each class then reading aloud the story to their buddy class and leaving it with them as a gift. Each page was photographed and added to a Book Creator document to then create a digital copy of the book. Each child recorded their page in both Scots and English for their buddies to listen to, with a small flag icon denoting the language for the children to choose from.



Digital Learning

In October 2017, the Edinburgh Academy was proud to host the third transnational meeting. The theme of the meeting was to investigate the use of technology in the curriculum and whether we could move towards a paperless classroom. Our Primary 6 Digital Leaders showed the visiting teachers a number of apps that they use every day in school to enhance their learning. Using our Green Screen seemed to everyone's favourite!

We interviewed our digital Learners to see what they thought of the day. Here is what they said:

What is the best part about being a Digital Leader? The best part of being a digital leader is you get to learn more about technology.

What did you enjoy the most when we had our Erasmus+ visitors with us? The best thing about having the Erasmus visitors was getting to know new people and presenting in front of people.

Which app do think is the best app that we use in school?

Why?

The best app we use in school is swift playgrounds, well it's more for the digital leaders but it is so fun because you can learn to code, but an app more people use is book creator where you can create books and it especially helps for revision.

What is the one thing that you would like our visitors to remember from their workshops? The one thing I would like the Erasmus visitors to remember is to remember how to code on real life objects and digitally.

We also talked about whether we wanted to move towards having a 'paperless' classroom

Sadako and the 1000 Paper Cranes

The aim of this part of the project was for every child in Primary 5 and 6 to all made at least one crane, but, in reality, it ended up with the children becoming so enthusiastic, the final total was 1,130 cranes!

The project began an assembly which explained the story of Sadako and the thousand paper cranes and then each class was given a lesson on how to make a crane. The children loved it.

"I loved making the cranes because I had so much fun with my friends and it has become a hobby which I still love to do!" Milli.

We left a box outside the classroom where the children could leave extra cranes that they made in their own time and it filled up so quickly that we had to keep emptying it! By the end, we had six boxes sitting in the classroom bursting with colourful cranes.

"I thought that it was such an incredible opportunity. How many people can say that they have made a thousand cranes! And to say that they had travelled such a long distance!" Douglas

We had the final count and all the children met to hear the final total. The screams of excitement when we revealed that we had made 1,130 was an incredible sound. The children were so proud of themselves and there was a real feeling of joy and teamwork. The final challenge was getting the cranes from Edinburgh to Berlin for the workshop!

"I found it really quite exhilarating and when we found out that we had made 1,130 it felt just AMAZING!" Jenna

"We made over a thousand cranes! I couldn't believe it! I loved it and guess what I got for Christmas! Loads of origami books! Now I can make all sorts of things!" Isabella

It was a wonderful project which brought a real sense of togetherness throughout the school. The children were so enthusiastic and their determination and hard work was incredible.

in the future and we decided that a balance between paper and technology was the best way forward. Some tasks are better on paper and some activities work far better through the use of technology. Making sure that our pupils are well prepared for their future is undoubtedly the most important factor.



VIAJANDO A TIMEPOS PREHISTORICOS TRAVELLING TO PREHISTORIC TIMES

Una aproximación a la metodología Storyline / *Aproaching to a Storyline methodology*

Nuestros alumnos más pequeños han viajado a la prehistoria! Aprovechando que tenemos una máquina del tiempo en el colegio los alumnos de Infantil han viajado a tiempos prehistóricos. Allí han aprendido multitud de cosas nuevas: cómo vivían en cuevas y cómo y con qué colores pintaban sus paredes; que comían y como se vestían; que herramientas utilizaban; y que animales habitaban en esa época.

Esta actividad ha sido llevada a cabo buscando

conseguir uno de los objetivos de nuestro proyecto Erasmus+ "FROM POPYRUS TO STONE PAPER AND BEYOND - THE QUESTION BEHIND" (Del papiro al papel de piedra y más - la pregunta detrás), en el cual pretendíamos incluir en el aula la metodología basada en el Storyline. Dicha metodología se basa en la creación de una situación de aprendizaje donde los alumnos se creen sus propios personajes y se cree un contexto donde los alumnos puedan aprender los contenidos y conseguir los objetivos propuestos por el profesor. En nuestro

caso, dentro de la asignatura de inglés, hemos querido trabajar el vocabulario relacionado con los colores, herramientas y animales. Con alumnos más mayores, en una situación simi-

lainted their walls; what they ate and how they dressed; what tools they used; and what animals lived in that time.

This activity has been carried out seeking to achieve one of the objectives of our Erasmus + project "FROM POPYRUS TO STONE PAPER AND BEYOND - THE QUESTION BEHIND" (From papyrus to stone paper and more - the question behind), in which we tried to include in the classroom the methodology based on the Storyline. This methodology is based on the cre-

ation of a learning situation where students create their own characters and create a context where students can learn the contents and achieve the objectives proposed by the teacher. In our case, within the subject of English, we wanted to work on the vocabulary related to colors, tools and animals. With older students, in a similar situation one could take advantage of the grammatical structures of the past. This methodology has a great motivational character for the student and this is the protagonist of his own learning.

lar se podría aprovechar para trabajar por ejemplo las estructuras gramaticales del pasado. Esta metodología presenta una gran carácter motivacional para el alumno y este es el protagonista de su propio aprendizaje.

Our youngest students have traveled to prehistory!!! Taking advantage of the fact that we have a time machine at school, the children of Pre-primary have traveled to prehistoric times. There they have learned many new things: how people lived in caves and how and with what colors they



NUESTRO COLEGIO ACOGE UN TALLER ERASMUS / OUR SCHOOL HOSTS AN ERASMUS WORKSHOP

En nuestro afán por mejorar la calidad de la educación que reciben nuestros alumnos, nuestro centro lleva años participando en distintos proyectos europeos. Actualmente estamos llevando a cabo el proyecto Erasmus+ "FROM POPYRUS TO STONE PAPER AND BEYOND - THE QUESTION BEHIND" (Del papiro al papel de piedra y más - la pregunta detrás) junto a colegios de nuestros países socios: Alemania, Estonia, Polonia, Turquía, Escocia, Holanda y Grecia. En este proyecto nuestro objetivo es estudiar, trabajar y cooperar juntos para reflexionar sobre nuestro futuro partiendo del conocimiento de la historia, cultura y ecología de nuestro pasado europeo. Nuestra visión para el futuro, especialmente en estos tiempos de cambio e incertidumbre, es una en la que ser un ciudadano europeo activo está en el corazón de nuestras culturas y la vida de las personas en nuestras comunidades escolares. Todo esto se trabaja, como el título del proyecto indica, a través de un tema central que es la historia y evolución del papel.



Como parte de este proyecto, del 1 al 7 de Abril de 2017 recibimos la visita de nuestros socios Griegos, Estonios y Polacos para

trabajar junto con sus alumnos sobre la historia del papel y los usos del papel incluyendo el arte con papel. Como colofón final a este trabajo se organizó una exposición con los resultados del trabajo realizado en la Biblioteca Municipal Gloria Fuertes del 6 al 17 de Abril de 2017. La exposición contó con fotografías, collages, documentación,... de los distintos aspectos trabajados. Dicha exposición contó con la visita de numerosos ciudadanos incluyendo el alcalde y distintas autoridades locales.

In our eagerness to improve the quality of education that our students receive, our center has been participating in different European projects for years. We are currently carrying out the Erasmus + project "FROM POPYRUS TO STONE PAPER AND BEYOND - THE QUESTION BEHIND" together with schools from our partner countries: Ger-

many, Estonia, Poland, Turkey, Scotland, Holland and Greece.

In this project our goal is to study, work and cooperate together to reflect on our future based on knowledge of the history, culture and ecology of our European past. Our vision for the future, especially in these times of change and uncertainty, is one in which being an active European citizen is at the heart of our cultures and the lives of people in our school communities. All this is worked, as the title of the project indicates, through a central theme that is the history and evolution of the paper.

As a part of this project, from April 1 to 7, 2017 we received the visit of our Greek, Estonian and Polish partners to work together with their students on the history of paper and the uses of paper including paper art. As a final culmination to this work, an exhibition was organized with the results of the work carried out in the Gloria Fuertes Municipal Library from April 6 to 17, 2017. The exhibition featured photographs, collages, documentation, ... of the different aspects worked on. The exhibition was visited by numerous citizens including the mayor and various local authorities.

TALLERES CON ALUMNOS / WORKSHOPS WITH STUDENTS

Como parte de nuestro Proyecto Erasmus + "FROM POPYRUS TO STONE PAPER AND BEYOND - THE QUESTION BEHIND" (Del papiro al papel de piedra y más - la pregunta detrás), y entre otras muchas actividades nuestros alumnos han visitado las ciudades de Cantú y Berlín para realizar talleres en los colegios tanto italiano como alemán junto a los que trabajamos en el proyecto.

En Cantú fuimos acogidos la escuela centro "Istituto Comprensivo Cantú 1" y realizamos las siguientes actividades:

- Realizamos distintos talleres de creatividad con madera y papel y se realizaron obras artísticas con estos materiales, además se contrató un artista italiano para, junto con los alumnos, realizar una obra de arte que se expuso en el ayuntamiento de Cantú.
- Además visitamos Cantú; el lago Como y sus alrededores; y Milán.

En Berlín fuimos acogidos por la escuela "Grundschule im Beerwinkel" y realizamos las siguientes actividades:

- Trabajamos sobre la historia de Sadako Sasaki y realizamos grullas de origami. Enlazamos esta historia con la abolición de las armas nucleares. Y junto con las grullas realizadas organizamos un acto en un lugar representati-



As part of our Erasmus + Project "FROM POPYRUS TO STONE PAPER AND BEYOND - THE QUESTION BEHIND", and among many other activities, our students have visited the cities of Cantu and Berlin to hold workshops in both, the Italian school and the German school.

In Cantú we were hosted by the school "Istituto Comprensivo Cantú 1" and carried out the following activities:

- We carried out different creativity workshops with wood and paper and artistic works were made with these materials, in addition an Italian artist was hired to, together with the students, make a work of art that was exhibited in the town hall of Cantú.
- We also visited Cantú; Como Lake and its surroundings; and Milan.

In Berlin we were hosted by the school "Grundschule im Beerwinkel" and we carried out the following activities:

- We work on the history of Sadako Sasaki and we make origami cranes. We contacted with ICAN to link this story with the abolition of nuclear weapons. And with the cranes we folded, we organized an event in a representative place of Berlin to inform the citizens about the history of Sadako.
- Before the workshop, we made paper crafts that we later sold at a Christmas market in Berlin. The money collected was used for charitable purposes.

- We also visit Berlin.



ve de Berlín para dar a conocer a los ciudadanos la historia de Sadako.

- Antes del taller, realizamos manualidades de papel que luego vendimos en un mercadillo navideño en Berlín. El dinero recaudado se utilizó para fines benéficos.
- Además visitamos Berlín.

Spanish Tongue twister:

Pepe Pecas pica papas con un pico, con un pico pica papas Pepe Pecas.

SOPA DE LETRAS / WORDSEARCH PUZZLE

S	P	A	I	N	A	Y	A	P	N	A	J	I	P	N	H	P	E	A	H
H	W	Z	C	H	S	E	G	R	E	C	I	A	J	O	U	S	O	L	L
Z	W	C	H	T	G	T	A	P	O	B	H	L	H	H	C	L	H	E	J
O	E	U	O	U	F	G	Z	T	H	G	J	F	P	O	N	P	E	M	U
H	D	O	H	R	D	T	U	R	Q	U	I	A	C	L	H	E	R	A	R
E	C	O	O	K	O	Y	O	O	Ñ	O	Y	I	N	O	J	S	J	N	J
B	R	U	V	E	B	V	Z	H	V	E	A	L	U	S	V	P	R	I	U
C	I	T	H	Y	U	L	A	O	S	Ñ	A	J	C	H	A	O	A	R	
Z	U	E	M	P	S	U	Y	L	L	T	J	I	K	O	N	Ñ	P	J	P
P	F	T	L	D	U	X	P	L	Y	O	K	A	P	T	J	A	K	P	U
R	O	X	M	O	B	Y	L	A	Q	N	O	R	O	L	B	P	R	O	A
E	J	L	E	P	R	J	M	N	A	I	J	A	U	A	H	G	H	L	P
E	X	Ñ	A	G	I	R	P	D	E	A	B	G	V	N	V	N	A	O	H
C	E	T	E	N	C	V	U	C	H	O	L	A	N	D	A	P	Ñ	N	H
Z	V	R	H	P	D	U	M	S	P	Ñ	E	H	O	I	H	I	M	I	D
E	E	F	G	O	Z	Y	Ñ	M	I	P	M	P	K	P	M	T	K	A	A
O	P	G	H	G	V	P	B	E	L	A	R	U	S	M	J	A	R	O	C
X	G	E	R	M	A	N	Y	H	G	I	H	I	Z	I	Z	L	W	J	A
S	Y	Q	W	I	Y	Y	R	I	H	T	I	J	F	G	K	I	Q	O	A
G	R	E	E	C	E	I	I	T	A	L	Y	K	H	O	F	A	K	N	B

Encuentra los diez países participantes en nuestro proyecto. Find the ten countries involved in the Project.

ALEMANIA - GERMANY / ESCOCIA - SCOTLAND / POLONIA - POLAND / ESTONIA / GRECIA - GREECE / ITALIA - ITALY / ESPAÑA - SPAIN / BIELORRUSIA - BELARUS / TURQUÍA - TURKEY / HOLANDA - HOLLAND



Plastik Poşetlere Hayır!

Birçok Avrupa ülkesinin aksine ülkemizde plastik poşetler hala ücretsiz olarak veriliyor ve bu inanılmaz bir atık oluşturuyor. Buna çözüm getirmek isteyen öğrencilerimiz atık kumaşlar veya eski tişörtlerini kullanarak bez çantalar diktiler ve bu şekilde beraber alışverişe çıktılar. Bundan sonra alışveriş hep kendi çantalarıyla çıkıp çevreyi daha çok korumaya karar verdiler. Şu an okulumuzda bütün 5. ve 6. sınıf öğrencilerinin bez çantaları var ve şimdiden binlerce plastik poşetten tasarruf etmiş olduk. Konuyla ilgili yaptığımız video için: <https://www.youtube.com/watch?v=Kg7kdQJYbpg>

No Plastic Bags!

Unlike many European countries, plastic bags are still given for free in our country and this creates a huge waste. Our students who wanted to solve this problem sewed cloth bags using waste fabrics or old T-shirts and they went shopping together. After that, they decided to go shopping with their own bags all the time to protect the environment. Now, all 5th and 6th grade students in our school have their own cloth bags and we have already saved thousands of plastic bags. For the video about this topic check <https://www.youtube.com/watch?v=Kg7kdQJYbpg>



Bergama Parşömen Kağıdı Yapımı Atölyesi Parşömen Nedir?

Parşömen, üzerine yazı yazmak veya resim yapmak için kullanılan özel hazırlanmış hayvan derisidir. Papirüsten sonra çok popüler olmuştur ve parşömen ismi İzmir'in ilçesi Bergama'dan gelmektedir. Öğrencilerimizle birlikte dünyanın bilinen en eski ikinci kağıdı olan parşömeni anavatanı Bergama'da yapmak için yola çıktık. Büyük uğraşlarla ulaştığımız ve şu an ülkemizde geleneksel yöntemlerle parşömen kağıdı yapan tek insan olan İsmail Araç'la birlikte atölye çalışması yaptık. Kaybolmaya yüz tutmakta olan ve bizim kültürümüzün bir parçası olan bu zanaatla tanışmak, öğrenci ve öğretmenlerimiz için tarif edilemeyecek kadar heyecan verici ve eşsiz bir deneyim oldu.

lar and the name of parchment comes from Pergamon, a town in İzmir. With our students we headed to make parchment, the second oldest known paper in the world, in its homeland. After great effort, we reached İsmail Araç, the only person in our country who makes parchment using traditional methods and we made a workshop with him. Meeting this craft which is at risk of dying out, has been such an exciting and unique experience that can not be described.

Pergamon Parchment Making Workshop What is Parchment?

Parchment is a specially prepared animal skin that is used for writing on or painting. After Papyrus, it became very popu-

lar and the name of parchment comes from Pergamon, a town in İzmir. With our students we headed to make parchment, the second oldest known paper in the world, in its homeland. After great effort, we reached İsmail Araç, the only person in our country who makes parchment using traditional methods and we made a workshop with him. Meeting this craft which is at risk of dying out, has been such an exciting and unique experience that can not be described.

Sanal Gerçeklik (VR) ve Artırılmış Gerçeklik (AR) Çalışmalarımız

Sanal gerçeklik ve Artırılmış Gerçeklik teknolojilerinin gelecekte eğitimin bir parçası olacağı öngörülmektedir. Kağıt, kitap ve bazı okul gereçlerinin ve hatta öğretmenlerin yerine geçebilecek bu teknolojiyi öğrencilerimize tanıttık. Bazı öğrenciler evdeki malzemelerle ev yapımı sanal gerçeklik gözlükleri ürettiler. Öğrencilerimizin büyük ilgisi ile geçen dersler sonunda eğitimin geleceği ve uzaktan eğitim tartışıldı.

Virtual Reality and Augmented reality works

It is foreseen that virtual reality (VR) and Augmented Reality (AR) technologies will be a part of future education. We introduced this technology -which can replace paper, books, some school equipment, and even teachers- to our students. Some students produced home-made virtual reality glasses with household items. At the end of the lessons which pas-



sed with great enthusiasm of the students, we discussed the future of education and online education.

Sokak Hayvanları için Yuva Yapımı

İzmir'de soğuk kış gününde sokaklarda sahipsiz gezen hayvanlar için sığınacak bir yuva yapmaya karar verdik. Öğrenciler, evlerindeki malzemelerle ahşap, atık karton, kağıtlar ve yalıtım sağlaması için straför kullanarak birer yuva oluşturdular. Toplamda 36 tane ev yapıldı ve okulun çevresindeki parklara yerleştirildi, mama ve su da bırakıldı. Çocuklar hayvanların rahatı için yuvalara havlular da yerleştirdiler. Bu etkinlik, atık malzemelerini yararlı hale getirilmesini ve çocukların hayvanlara karşı daha duyarlı ve bilinçli olmasını sağladı.



Making Shelters for Stray Animals

On a cold day in İzmir, we have decided to make shelters for stray animals. Students made shelters using the materials at their homes such as wood, waste cartons, papers and styrofoam for isolation. In total, 36 shelters were made and placed in the nearby parks with food and water in them. The children put towels in the shelters for the comfort of the animals, too. This activity has made the waste materials useful and made children more sensitive and conscious about animals.

Zeytin Toplama ve E-kitaplar: Zeytin Bahçesinde Harika bir Gün

Öğrencilerimiz, velilerimiz ve öğretmenimiz zeytin toplamak, zeytin yapmak ve doğada kitap okumanın keyfini çıkarmak için İzmir'de bir köyü ziyaret ettiler. Herkes el birliğiyle ilaç kullanılmayan organik bir bahçede zeytin toplarken, dinlenme zamanlarında da bol bol kitap okudular. Gün sonunda toplanan çuvallarca zeytinin bir kısmı soğuk sıkım zeytinyağı için, bir kısmı da kahvaltılık zeytin için ayrıldı.

Daha sonra yine bir araya gelindi ve hep beraber zeytin yapıldı.

Collecting Olives and eBooks: A Great Day in the Olive Garden

Our students, parents and teachers visited a village in İzmir to collect olives, make olives and enjoy reading books in the countryside. Everyone collected olives in an organic garden on which no pesticides were used and read books during the time for resting. At the end of the day, plenty of olives were gathered. While some of them were set aside for making cold-press olive oil, the others were chosen to make breakfast olives. Then we met again and made olives together.



Kostüm Partisi

Okulumuzda çok çeşitli kağıt ve kartonlar kullanarak tasarlanan kostüm partisi yaptık. Bazı kostümler %100 geri

Costume party

In our school we made a costume



dönüşümlü kağıttan yapıldığı gibi %100 geri dönüştürülmesi zor olan malzemelerden yapılmış kostümler de vardı. Kuralımız kostümlerde en az %50 kağıt kullanılmaktı ve bu şekilde birbirinden eğlenceli ve yaratıcı kostümler tasarlandı. Bu etkinlik, öğrencilerin kağıt ve okulumuzda yıllardır süren geri dönüşüm farkındalığını arttırdı ve her parti gibi eğlenceli bitti.

party using a wide variety of paper and cardboard. Some of the costumes were made from 100% recycled paper, as well as costumes with 100% upcycle. Our rule was using 50% paper at least and very interesting and creative costumes were designed in the end. This event has raised students' awareness of paper and recycling (that has been going on for many years in our school) and it ended with fun just like all the parties.

Storyline French Cafe

To round off the year's Primary 6 French lessons, we used 'Storyline' approach to create a 6 week block of lessons culminating in P6 pupils running their own French cafe. As our students already speak English, we decided to use the Storyline method in the context of their French lessons, and for them to plan and run a French Café for guests.

Firstly, pupils picked a character (customer, waiter, chef etc.) and developed their character's identity using descriptive language we had learned throughout the year.

Next, we learned the names of food and ordering language and made up role-plays which we performed and filmed in front of a 'Green Screen' to bring them to life. Finally, each class hosted and attended a French cafe. It was up to the children to design menus and signage, bring in food, drinks and props. They also used euros to pay for their purchases. The café itself was a success, with pupils and staff entering into the spirit of the occasion to try and use key phrases and stay in character!

The pupils thoroughly enjoyed the series of lessons and loved speaking French in a real life situation. It was great to see pupils working together and using their French in a meaningful way. We will definitely use this approach again, spending a few more lessons on developing the characters, role-plays and language. We are also keen to develop the 'Storyline' approach further and introduce a Spanish tapas cafe as this approach could work well with any language.

Edinburgh Academy
Scotland



The Storyline Approach

A successful way to teach and learn a foreign language.

Some years ago we decided as an Erasmus+ group to introduce the Storyline Approach as a good method to learn English and German (and lately French as well) as a foreign language in a very inclusive and fun way.

With this method we wanted to enable all our children in schools from sometimes 11 countries to learn especially English as our means of communication in our projects.

Developed by Steve Bell in Glasgow, Scotland, Storyline was taken up worldwide. In our school in Berlin we developed several settings and explored how the pupils reacted and learned. It turned out to be very successful - nearly all children were very good at English in Secondary School and further on.

The main aim of the method is to develop speaking, listening, writing and reading skills in a holistic way - that also means inclusive for all kinds of learners, boys and girls and all kinds of abilities.

The main idea for the method is: We, teachers and pupils, use our fantasy and our knowledge of life so far to invent a totally new

person (New Identity) inclusive a new family and surrounding. The setting of the scene is in a closed and interesting environment - like a ship, a street, and - in our running Erasmus+ project - a Time Machine.

You might see the advantages:

- Children who have know each other from the neighbourhood for years are not interested in telling their names to each other - but as a new person with a new name, job, age.. ?

- Scenes in a school book have to be generalized - but in our setting in a Time Machine you will use the same words in a much more interesting way - and you will use and learn more special words and expressions - how do you call a window in a Time Machine - porthole, scuttle?

- You avoid touchy situations when for instance talking about your room or the breakfast you have every morning - in a Time Machine it does not have to be the truth - which is often boring or embarrassing - but can be totally invented and full of fantasy. Nobody will laugh at you because everyone is inventing it!

- Grammar, spelling and other exercises can be imbedded in different tasks which include the knowledge and training of the previous but do not refer only to these topics: a presentation of your wonderfully invented room to the class (or other persons) requests a good language - and we often experienced that the children were asking for the right grammar, spelling and pronunciation to have it right and shine with it. That does not exclude lessons of grammar - but the pupils then understand, why they should learn it and accept it more willingly.

- There are a lot of opportunities to shine for all pupils of all abilities. Group work makes sense, helping each other is essential, speaking to each other (mostly in the foreign language) is absolutely necessary - and modern utensils like mobile phones, computer, tablets can be used - and controlled!

There is more to say but no space. Please have a look at: Storyline Scotland and/or pop.mediafactum.net

Ulla Ondratschek

Grundschule im Beerwinkel, Berlin-Spandau



Story line project group 5

De leerlingen van groep 5 hebben na de zomervakantie een project gedaan genaamd storyline.

Ze maakten de eerste les hun eigen karakter en verzonden een nieuwe naam.

Daarna herhaalden ze iedere week de vocabulaire en grammatica over de verschillende onderwerpen en pasten deze toe op hun karakter.

Aan het einde van het project presenteerden ze hun karakter in een korte film die we toonden aan elkaar en alle ouders. Geschreven door juf Debby, De Noordwijkse School

The pupils in group 5 worked on a storyline project for 10 weeks. They started after the summer holiday to revise their English vocabulary and grammar skills. They started with creating their chosen character and worked on topics such as family/ housing / favourites/ pets / hobbies and clothes.

At the end of the project they presented their character in a short filmclip to each other and the parents.

Written by Miss Debby,
De Noordwijkse School

Italian Storyline Experience

Durante il mese di Marzo abbiamo lavorato con un nuovo metodo: lo storyline.

E' stato molto divertente, perché abbiamo dovuto usare tanta fantasia. Abbiamo lavorato con la maestra Ulla, una docente tedesca che è venuta appositamente ad aiutarci. Anche le nostre maestre non avevano mai lavorato con questo nuovo metodo.

Il laboratorio è durato una settimana e siamo riusciti a costruirci una nuova identità.

Potevamo pensare di essere chiunque noi volessimo, avere un aspetto diverso, un nome nuovo, una cittadinanza estera e un lavoro interessante. In questo modo abbiamo imparato tante parole nuove, perché ovviamente il tutto l'abbiamo fatto usando la lingua inglese. Abbiamo poi costruito un passaporto con tutti i nuovi dati e questo documento sarà importantissimo per poter viaggiare nel tempo.

Certo, si viaggia nel tempo per scoprire nuovi mondi del passato, presente o futuro ed imparare molte parole inglesi in modo divertente e curioso.

Ulla ci ha lasciato il compito di continuare questo laboratorio costruendo la nostra macchina del

tempo per poter iniziare a viaggiare.

Avremmo voluto più tempo per lavorare con lei perché anche se parlava solo inglese abbiamo capito molto bene cosa fare! Grazie Ulla.

Italian Storyline Experience

During the month of March we worked with a new method: the Storyline.

It was a lot of fun, because we had to use a lot of imagination.

We worked with the teacher Ulla, a German teacher who came specially to help us.

Even our teachers had never worked with this method.

The workshop lasted a week and we were able to build a new identity.

We could think of being whoever we wanted, have a different look, a new name, a foreign citizenship and an interesting job.

In this way we have learned many new words, because of course we have all done it using the English language.

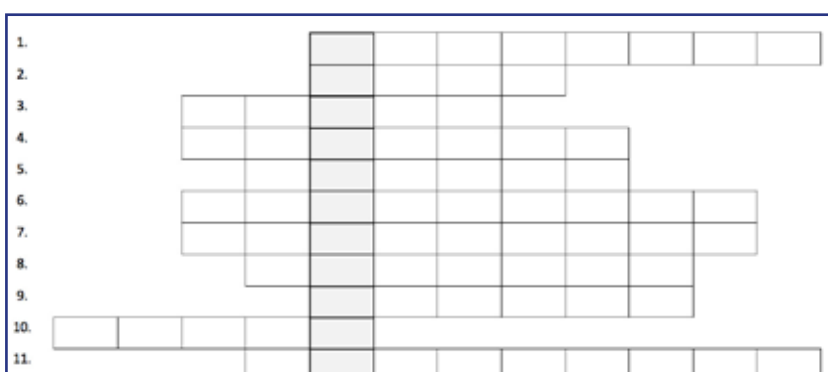
We then built a passport with all the new data and this doc-

ument will be very important to travel in time. Of course, you travel in time to discover new worlds of the past, present or future and learn many English words in a fun and curious way. Ulla left us the task of continuing this workshop by building our time machine to start travelling.

We would have wanted more time to work with her because even if she spoke only English we understood very well what to do! Thanks Ulla

In how many languages can you recognize "PAPER"?
Try to match them!

Hungarian	Carta
Azerbaijani	紙
Japanese	Papier
German	Papper
Italian	Paber
Vietnamese	χαρτί
Chinese	Papel
French	хартія
Estonian	Papir
Bulgarian	Kağız
Greek	Giấy
Danish	Papir
Spanish	紙
Swedish	Papier



Darker cells: Composite material usually consisting of pieces of paper. Derives from a French word which literally means "chewed paper"

1. Ancient Greek city in Anatolia which was famous for its library - the name of the parchment is derived from the name of the city.
2. A car manufacturer that has designed a car model which shares its name with the most common paper format.
3. An invention, which is commonly attributed to Chinese Han dynasty politician/inventor Cai Lun.
4. Japanese paper-folding technique.
5. The highest quality parchment, which is made from calf skin.
6. The name of the explorer who introduced the concept of paper currency to Europe after his travels in Asia.

7. A common name for the main component of stone paper (CaCO₃)
8. The fibre of this plant genus (Gossypium) is used to produce high-quality and durable paper, which is often used to print important documents.
9. The name of the plant which has given its name to paper.
10. A tree, which bark was often used for making manuscripts (f.e. in Russia and Ireland) before the wider adoption of paper.
11. Organic compound (C₆H₁₀O₅)_n which is a structural component of primary cell wall of green plants and main raw ingredient of traditional paper-making process.