

## **Report of the Attrappe meeting during our visit in Maribor (October 11 – 14, 2005)**

**Tuesday, 11 October 2005**

After having breakfast at the students' house Marco picked us up and brought us to the school. There we had a warm welcome by Carmen, Blanca and Marina.

The school offers education for food processing professions

Bakery, Confectionary, Butchery.

Next to that food technicians on a higher education level.

After the welcome we were invited to visit the school and see the students at work in those different areas.

Workshop, started up by Henk, to have a common view on how to do observations.

All schools worked on this the past year. For the next steps it is important that all schools agree on a common way of observing in order to be able to compare the results of the different schools.

Three groups of students and two groups of teachers were formed . During 20 minutes each group made a form through which an observation should be carried out. After that the results of the students were collected . This resulted in a rough form for observation. The teachers were asked to react. Only few adjustments were made.

Also all participants wrote down their expectations for the days to come. We will look into those again later this week

Be aware of your own efforts to make those expectations come through.

A delicious Slovenian lunch.

After lunch the form for observations was resented by the Belgian students. This form (added) will be the common observation form that all school will use for the observations to come

In former meetings there has been confusion about the meaning of “personal work” Different countries understand it differently. Ashley Kent, external expert in Epidorge, has suggested to use the word “private study”, which makes it clear that it has to do with schoolwork. And leave the word `personal work`.

Then Carmen gave an abstract of the work done in Maribor in the first year. This agrees with the work done in the other schools.

The next step is to come to a common space for all schools to implement some changes.

Changes that are result of the analysis of the observations and interviews done. Changes that enhance the use of tat space by the students.

It became clear that the library/CDI/study room is a space of common interest.

All schools will try to introduce a change (suitable for each school situation) in the space mentioned.

For each school the possibilities are different. We are not going to measure the amount of changes in every school. We will be aware of the effort each school puts in it.

Statement: Don't judge, share your experience with others so others can learn..

Reminders:

√ Personal work / private study  
daily report  
expectations  
EMPOWERMENT  
Sharing, no judging

Later that afternoon we all were brought to the confectioners part of the school.  
We were taught how to make one of Slovenians traditional confectioners products.  
A heart made of gingerbread and decorated with the Edelweiss flower.  
You may give the heart to the one who is very special for you.

The day ended with a guided tour around Maribor by Marco and Jure.

## **ATTRAPPE Maribor, 2005-10-12**

When we came into the meeting room the students took their initiative and they let open spaces between them for the teachers. So the teachers could not sit together but they have to mix with the students.

### **9.00-9.30 Slovene language course.**

- History
- Characteristics:
  - Belongs to the South Slavic languages
  - 25 characters , but with signs for other pronunciation
  - 6 cases, 3 gender ( one for dual)
- Copies with some survival phrases and conversation

### **9.30-12.10 Workshops**

Form of mixed groups (nationalities): 4 studentgroups (3x4, 1x3).and 2 groups of teachers.

12-10-2005

Maribor observations

### Observation 1

Group stud	place	what	time	materials	Group/private	atmosphere
1	Classroom 2.6	Preparing something, baking, cooking	09.50-10.10	Mixers, thermometers, moulds,	4 small groups (3-4)	<b>Relax</b> , talking, smiling
2	Computer room P2	lesson		computers	Individual (group of 21)	Noisy
3	Classroom 1.4	mathematics		Notebooks, pencils, books	group	Not noisy
4	Hall	Eating, drinking		Food, drinks	Big group	<b>boring</b>
Te 1	classroom	Slovenian language	10.10-10.35	Books, pencils	Group 23	Quiet, frontal lesson, jokes
Te2	Classroom 2.2	Slovenian literature: teacher read and students commented		copies	Group 28	lively

Comments.

**Remark: the red words are subjective (they express an opinion) and no observation.**

After adjustment, introducing the third observation: practice.

### Observation 3

Group stud	place	what	Time	materials	Group/private	atmosphere
1	confectionary	Modelling cookies and dipping them in chocolate	11.20-11.40	Chocolate, baking plates, oven, big pencils	Groups (2)	Talking, smiling
2	Id.	Making cookies		Sugar, flour and chocolate	Groups (3)	busy
3	Bakery 1	Cleaning dishes, tables, machinery and the floor		Brooms, towels, water	4 groups of 3 persons	Very noisy
4	confectionary	Making cookies		Knives, egg whites pencil,	Group (3p)	Laughing, noisy
Te 1	Bakery 2	Sweeping floor, tables, getting dough out of mixer, scraping from tables, vacuum-cleaning, mopping the floor		Vacuum cleaner, brooms, pans with hot water, wiper, spatula	Group (8p)	Every one knows what to do
Te 2	Confectionary	Making chocolates Different tasks		Baking paper, scissors, knives, baking trays, flour, pans, boards	Group (9p)	Lively, busy

#### Comment:

- Students did very well, they observed, didn't interfere
- Did you notice any personal work? No, they followed the lesson, did what the teacher asked them,

## Observation 2

Group stud	place	what	Time	materials	Group/private	atmosphere
1	playground	Eating, talking, smoking, laughing	10.10-10.35	Snacks, cigarettes, drinks	Group (5p)	relaxed
2	hall	Eating, talking, sitting		Food, bags and seats	Groups and individuals	Rather noisy
3	lunchroom	Waiting, eating, drinking		Food and drinks	idem	Much noise
4	park	Listening to music, smoking, laughing, playing with their mobile		Mobile, PM3, cigarettes	Group ( 3p)	Laughing, noisy
Te 1	Stairs between first floor and ground floor	Sitting on the stairs, talking, One girl telephone, Other girl with notebook asked questions, 2 boys did the same		Bags, notebook, mobile	Groups ( 5-7)	Quietly, standing
Te 2	hall	Walking, eating, nose picking, private study		Food and drinks	Groups (3,5)	noisy

At 12.10 we went by bus to the Pohorje mountain. We went up by cable cabin and visited a former old church, now an exhibition hall.

Later on we walked to the Pohorje pension where we enjoyed an traditional meal.

We went back by cable cabin, except George, Freddy and Ad, they walked back, escorted by the gym teacher of the college.

When we came back in the student hall (the place we sleep), we were welcomed by the headmaster and his staff, which presented the student hall by means of a PowerPoint presentation. They are very proud, because of the rewards they became for their activities as f.i. artistically and musical performances.

Afterwards we had dinner at the students hall.



**General observation form,**

<b><i>Place</i></b>	
<b><i>What they do</i></b>	
<b><i>Time From to</i></b>	
<b><i>Materials</i></b>	
<b><i>Group/private</i></b>	
<b><i>Atmosphere</i></b>	

**Note: At the end of the observation you may ask why they choose this place.**

## **Report Attrappe, Maribor, 13-10**

- Time table (on slide) of the day and some explanation
- Explanation of the notion “ private study”  
( slide)
- How to organize a meeting ( Georges and Helga)

### **How to organize a meeting.**

#### ➤ **Why do you have to learn it?**

- you will have to do it later
- a good preparation avoids problems and makes it efficient

#### ➤ **Why organizing a meeting?**

- to inform
- to make plans, to decide
- to form opinions

#### **! Be alert!**

To respect the time table

Everyone has to be involved, has to be part of the result

## **So, what is a meeting?**

**It is an organized event, conducted by someone who is in charge.**

**A good meeting has an agenda known by all members**

**All members have an active role in the meeting**

#### **Remember:**

- Only organize an informing meeting when it is necessary to bring all the people together. Otherwise, use a mail, a letter, ...
- In a forming opinion meeting, the chairman has already an opinion. Be aware to form your own opinion because otherwise it becomes a decision meeting when no one takes care of your opinion.
- It is VERY IMPORTANT that all members are well prepared before the meeting, get all the information and know which kind of meeting is so that everyone gets involved,

## Practice

4 groups

You have to organize a party and you organize a meeting to prepare it.

4 questions:

- Aim?
- Who will be invited?
- When?
- Make an agenda: what will you be talking about?

### Results:

<p>Aims:</p> <p>Gr1: informing meeting to explain the theme of Xmas party</p> <p>Gr2: forming opinion about organizing a ATTRAPPE goodbye party</p> <p>Gr3: plan/decisions about benefit concert for Pakistan</p> <p>Gr4: organizing new year party</p>	<p>Time:</p> <p>Gr1: 3 months before the party, 09-23 1Pm, amphitheatre</p> <p>Gr2: 02-2006, Rotterdam</p> <p>Gr3: 10-22, Pohorje, from 5PM to 04 AM (party)</p> <p>Gr4: 2 months before party, end October</p>
<p>Participants:</p> <p>Gr1: all students</p> <p>Gr2: one representative of each school</p> <p>Gr3: famous people, people of the city and others</p> <p>Gr4: students, teachers, headmaster</p>	<p>Subject</p> <p>Gr4: how invite students, inform, buy tickets, tell about rules</p> <p>Gr2: subjects, opinions</p> <p>Gr1: inform students, time event, invite to participate</p>

Comment:

Some misunderstandings: some were preparing an event, some prepared a meeting,

Comments group by group:

E.g.: Gr3: is rather difficult, you would have to invite more people

Gr 2 Who would you invite too? Students

Gr 1: when you invite all your students you have to prepare the information

Gr 4: After this meeting you have to organize another one with committees

### **Tips: use the big envelope method.**

- Everybody discusses a given subject
- They put their results, decisions in an envelope
- They hand in the envelope
- Someone reads all the envelopes and makes a report
- You discuss this report in the next meeting

10.15- 11

Students: communication game: werewolf

Teachers: charter

**Game werewolf:**

**Aim:** how to get as much as information (silence and body language can be significant), how to discuss, how to express yourself in a meeting and convince others.

**Game rules:**

There are some werewolves in the city and they kill innocent people. ( everyone receives a card with his role) .

There is an innocent girl, who knows what happens, a thief, a witch, a prophet and a hunter. The hunter can give his life to save the innocent girl.

During the night the werewolves kill someone. The day after, the people discuss to find out who is the werewolf and kill him. Therefore they have to agree, to reach the majority. The innocent girl can give very important information. The prophet knows more: between every game, “at night”, he can ask the presenter the identity of one of the citizens. Every night the werewolf makes a victim.

The game is over when all werewolves or all citizens are dead. In the first case the citizens are the winners, in the second, the werewolves.

**Renewal of the project:**

We all decided to communicate by MSN and web cam, so everybody has to have an MSN account and sent it to the other colleagues before the end of October.

We will have a try out on November 15 at 13.00 h. Afterwards we will decide when we will speak about the renewal form. (2006 – 2007)

**Charter:**

We choose 1 statement per college of the Mountbellew empowerment charter.

**Maribor:** school life:

Students will make proposals for the curricular and extra-curricular activities.

**Wintzenheim:** school life:

Involve the student organisation in residence, environmental and other activities

**Vilvoorde:** contact outside the school:

Partnership relations outside the school, especially enterprises.

**Deurne:** new technology:

Students can keep in touch with teachers by “live link”

**Rotterdam:** extra curricular activities:

Allow students a choice of e.g modules

## Cultural activity

We took the bus to Postojna where we visit the caves. First we all had a very nice pick nick lunch and then we started our guided tour through the caves. We took a little train to the centre of the cave where an Italian, a French, a German and an English guide waited. We walked through the very beautiful caves, experienced real darkness and saw a protheus.

At 4PM we left Postonja, direction Ljubljana. We visited Ljubljana with a very nice guide and were happy after a 2-hours visit to have a drink in a local bar.

Back again in the bus. On our way back we stopped to have a very rich dinner in a nice restaurant on the road. At 10 PM we reached Lizika Jančar.

## Friday report October 14:

We started this day explaining the time table and afterwards we started all together with the werewolf game.

Later on we divided the group in 4 sub groups, brainstorming about the workshops and cultural activities in Rotterdam.

Results of the Brainstorm for the workshops (and the cultural programme) in Rotterdam

Workshops	Cultural programme	Other ideas
Group 1: Erik		
Some interviews in the other schools to see what the differences they can make and see what the consequences are	Go on Spido through the Harbour	Start the organisation of the goodbye party
How to make proposals, who?	Go to Madurodam	
See what the problems in the school are, what can be done to change or improve the school	Go to the Zoo	
To interview the students to see if improvements or changes help	Tour of the city, with Market	
Do a brainstorm for the next meeting	See the Euromast	
Have a video conference	Sports activity, mountain bike	
Group 2: Edwin		
Interview		Tanja thinks we should mix students of different countries

		at night, but students said they want to be in their own group, so they can speak their own language
Ask students what they want to change		
Learn to speak for up for yourself		
More plays and games		
Role plays to learn to speak up for yourself so that people try to speak more		
Introduction at the beginning, esp. for the new students		
Start with new students at your own school, not during the Attrappe meeting		
MSN meeting of the students, with all students		
Group 3: Petra		
Solve problems/answer questions by means of a search through the school or surroundings	Learning Dutch	
Have a look at different places at the school and compare with other schools	Visit Amsterdam with a Canal Boat Tour	
See/ask if things have improved since the start of Attrappe	Visit the Rotterdam harbours	
Observe theory and practical lessons and natural learning	Visit Scheveningen and Madurodam	
How are the rules in Rotterdam compared to schools with boarding schools	Visit the Zaanse Schans	
Carry out assignments in the school		
Group 4: Lynette		
More social games	Spido	
Follow a lesson like animal care or other practical lesson	Euromast	
Observation in the city		
To know something about the school system		
Talk about private study		

## **Conclusion:**

We have the programme ready for Rotterdam!!!! Henk will make a proposal for things that have been written down and leave out the double items. He will send the proposal by mail to all the colleges.

## **Remarks of George:**

### ***“ A good start is half the work “***

The working methods and the proposals that Henk made at the start of the meeting, and he deserves all the credit for it, were very important for the rest of your meeting.

→ using a language that's a foreign language for every participant (= English ) has proved to be very effectively for the active participation of all Attrappe members.

→ giving all respective teams the opportunity to clarify between themselves on a regular interval the understanding of each item made sure that participants stayed focussed .

→ letting the students make an observation form, divide the groups .

→ comparing the students results of the observation work with the teachers results and concluding that the original didn't need any correction

→ giving students the opportunity and space to take own initiative, which they did eagerly.

### ***“ No lasting result without active participation”***

→ the items we discussed during the week

→ the happy satisfied faces after a long working day

→ the pace, speed of the workshops and the results

→ the daily reports already finished at the closure of the day

→ the final weekreport

→ the preparations for your next meeting in Rotterdam

... they all speak for themselves and prove that this meeting is a success because the results are those that could be expected from a group of people, who used the freedom of movement to accomplish a maturity and an empowerment that was asked for by the Rimini meeting.

### ***“ A warm welcome makes you feel at home and created an atmosphere of confidence that made all this possible “***

I believe I can speak for all of us when I say we were welcomed very warmly.

Karmen and her team gave us an interesting variety of activities. The visit had some high and some low points, but that is meant in a literal way : we stood on the highest point of Maribor (Pohorje), and descended into the deepest caves of Postonja.

In between Karmen made us start our diets all over again because of the copious meals .

So, from me , thanks to Erna in the Slovenian lesson, I would like to say :

*“ Kolegi in dijaki, radi bi se vam zahvalili za topel sprejem in prijetno bivanje v Mariboru “*

## **Epiloque:**

Henk thanked the Maribor team for their excellent organisation.