

Language in Motion

Language-related extracurricular activities
at Škofijska gimnazija Vipava
and Lycee Pierre Termier



Language in Motion

Language-related extracurricular activities at Škofijska gimnazija Vipava and Lycee Pierre Termier

Slovenian articles written by Katarina Bittner Gerželj, Tatjana Božič, Simon Cigoj, Alojz Grahor, Emilija Grahor, Bojana Pižent Kompara, Nataša Sever.

French articles written by Françoise Martin-Borret, Geneviève Paret, Andre Pedron.

Translated from Slovene to English by Jure Kompara, Klemen Podbersič, Nataša Sever and Sonja Zupančič.

Translated from French to English by Andre Pedron.

Edited by Sonja Matelič, Martina Podbersič Smrdel.

Proofread by Sonja Matelič, Andre Pedron.

Design: Urška Tosolini

Vipava, September 2017

Škofijska gimnazija Vipava, Goriška cesta 29, 5271 Vipava, Slovenija

<http://www.sgv.si/>

Lycee Pierre Termier, 5 bis Rue Fourier, Grenoble, France

<http://www.lycee-pierretermier.org/>

Kataložni zapis o publikaciji (CIP) pripravili v Narodni in univerzitetni knjižnici v Ljubljani
COBISS.SI-ID=292328192
ISBN 978-961-285-927-5 (pdf)



This booklet is the result of the European Erasmus programme + KA2 (Cooperation for innovation and the exchange of good practices) project titled *Language in Motion* (abbreviation LIM). The two-year project ran between September 2015 and September 2017. The applicant school was Škofijska gimnazija Vipava, Slovenia, and the partner school of the project was Lycee Pierre Termier School from Grenoble, France. Both the schools have been cooperating since 2010, when seven European schools conjointly applied for a mathematical project, then in the context of the Comenius programme. With the application for Erasmus + we wanted to recreate the good experience from the previously mentioned Comenius programme, but at a smaller scale – both the schools are similar in their way of trying to keep the extracurricular activities as an additional offer for the students, where the majority of these activities consist of clubs and events which are connected with linguistic creation. Teachers from both the schools that are in any way connected with the before mentioned linguistic creativity have taken part in the project. As is evident from the booklet this means a wide array of teachers, since different activities are led by mentors of various profiles.

The booklet therefore provides a detailed description of the activities such as: a journalism club, debate club, rhetoric, drama club, etc. We do not dare to presume that this booklet is something completely revolutionary. We are well acquainted with the fact that numerous high schools in Europe and worldwide offer similar activities, but we do think that it is a novelty that teachers in charge of these activities have tried to write about them in such a publication. The described extracurricular activities of linguistic nature always require a considerable measure of improvisation, which generally does not pose a problem to the teachers, but it is not always easy to present them in the written form.

A part of the Language in Motion project also consisted of the four students exchanges in which both the schools participated. Each time 14 students and 2 teachers took part. During the period of the exchange the students mainly engaged in the field of journalism and rhetoric, where the key tool of communication and group creativity was English.

Everyone who took part in the project and participated by means of writing the articles hopes that the teachers or mentors who are involved in the management of similar extracurricular activities will find the publication useful.

**Martina Podbersič Smrdel and Andre Pedron, project coordinators
Vipava and Grenoble, September 2017**

Table of contents:

1. JOURNALISM CLUB (Škofijska gimnazija Vipava)	4
2. BISKOT, THE STUDENTS' MAGAZINE (Lycee Pierre Termier)	17
3. EVROŠOLA – A SIMULATION OF THE WORK IN THE EUROPEAN PARLIAMENT (Škofijska gimnazija Vipava)	24
4. MODEL UNITED NATIONS (MUN (Lycee Pierre Termier)	33
5. SCHOOL CULTURAL EVENTS (Škofijska gimnazija Vipava)	41
6. ELOQUENCE CONTEST (Lycee Pierre Termier)	50
7. DRAMA CLUB (Škofijska gimnazija Vipava)	57
8. FILM CLUB (Škofijska gimnazija Vipava)	64





The journalism club reports on the school activities and events in the students' hall of residence as well as on extracurricular activities attended by our students. The students who actively participate in the journalism club write and design articles for the school newspaper *Iskre* and the school website.

- Regular weekly meetings serve to review current activities with the students. Some of the activities (for instance, the topics discussed at teachers' meetings) are proposed by me, while others are proposed by the students and together they decide what to discuss.
- We agree on the writer of a particular article for the school newspaper (or the website), choosing from the club members. Sometimes we ask a non-club member to write the article and one of the present students takes on the responsibility to obtain the article.
- The student in the role of the editor-in-chief takes notes of all the agreements. He/she plans the course of work, decides on the topics of articles and their authors and supervises the creative process.
- When discussing a particular event, the students evaluate its importance, analyse it and aim to express its gist through the structure of the text. The appropriate genre for a particular event is chosen already at the meeting so that the forms of articles do not repeat and are more attractive to the readers.
- When more important events take place, the students collect the participants' statements, thus providing different viewpoints on the event.
- The unwritten rule says that the writer also chooses the photographs and writes appropriate captions.
- The students make the newspaper more interesting by adding fun pages – crosswords, puzzles, school life anecdotes, literary contributions, etc.

- When preparing each issue of the newspaper, the students select the topic of interest and research it (for example, by conducting a survey among the students), analyse the questionnaire results and provide comments. In this way, they write a longer article about a current topic regarding our institution. Usually, this is a combined work of two or more club members.
- In each issue, the students wish to publish at least one opinion commentary on a thought-provoking topic, such as social media and time-management. Each year, interviews with new teachers and educational staff are published.
- The student dealing with the graphic design of the newspaper works on the final layout of the articles and sends them to the mentor to be proof-read.
- Before the newspaper is published, meetings take place for the final corrections to be made and to discuss the layout, the linguistic and graphic elements of the articles (the suitability of the titles, the layout and the size of the photographs, fonts, colours, mistakes and missing information, etc.). The three students in the editorial board pay more attention to these matters.
- After the publication of *Iskre*, we organize another meeting, where every member of the editorial board receives their issue of the newspaper. The meeting is also a chance for comments and feedback about the quality of the issue.

We publish two regular issues per year (issue nr. 1 in January/February, issue nr. 2 in June), while thematic issues (about study exchanges or anniversaries) are published on special occasions.

School literary contest

The students in the newspaper club wish to enrich the school newspaper by including literary contributions of their peers and sometimes their teachers. Usually, the contest is connected to a special school or national event.

- One of the club members designs a poster inviting students to participate in the contest. Together we agree on the symbolic prizes for the best contributions.

- Since the organizers of the contest are aware of the effect of the direct vocal call to action, they invite participants via the school radio and by issuing personal invitations.
- The number of contributors varies. By all means, it is more than welcome if teachers, especially the teachers of the Slovenian language, encourage students to express their literary creativity by dedicating a part of their lesson to writing short passages, thus granting all the students the opportunity to demonstrate their literary ability.

In the school years 2015/16 and 2016/17, the following contests took place:

- A writing contest (a poem, short fiction or a one-act play) in autumn 2015. The winning contributions and their authors were presented at the school ceremony in honour of the Slovenian Culture Holiday in February 2016. The texts were published in *Iskre*, among them also a poem by one of the teachers.
- The literary-artistic contest in honour of the 25th anniversary of the independence of Slovenia in spring 2016. The contributions were presented at the school final ceremony, when the Statehood Day was celebrated, while they were published in the second issue of *Iskre*.
- A literary-photo-artistic contest in autumn 2016 in honour of the 25th anniversary of our school. The chosen contributions were published in the special anniversary issue of *Iskre*.
- A Letter to Preseren contest in January 2017. The contributions were presented at the school ceremony in honour of the Slovenian Culture Holiday, with each class performing their original creations. The best contribution was also published in *Iskre*.

Cooperation with the Ognjišče radio during a live radio broadcast

Each year, the Ognjišče radio devotes one day in March to Slovenian Catholic schools. We participate by contributing short presentations of our institution. Every fourth year, we host the Ognjišče team, which visits our school and reports live from the school during the whole day. The students in the journalism club prepare contributions for such live reports, consisting mainly of the interviews with students about their accomplishments,

their experience as volunteers and as participants in the school exchange programmes, etc.

- In order to prepare for the radio broadcast, we hold meetings to discuss the main theme and the club members' contributions.
- We select or offer an array of subtopics suggested by individual club members and together we find suitable interviewees among the peer students.
- Members are selected whose task is to connect individual parts within a certain topic (coordinators) and to be a link between the Ognjišče radio reporters, the club mentor and the students participating in the radio reports.
- We give special attention to standard pronunciation and articulation. Therefore, all the participants gather at least once before the live broadcast day to explain our aims and topics of the contributions as well as the manner of cooperation. We emphasise the time-bound frame of the performance and encourage students to prepare their talking points in advance, since most of the students have not participated in a live radio broadcast before and are thus influenced by stage fright.
- Before on-air reports, we revise the students' talking points together and try to make the contributing students feel as relaxed as possible so that they are able to express their thoughts more eloquently.
- Teachers (student exchange mentors and mentors of various activities) also participate.

The last time we hosted a radio report was on March 3rd, 2016. The main theme of the report was the students' involvement in volunteering. About a third of all our students participated in the broadcast, which is important because of the experience itself and the enthusiastic response to the event from the part of other students.

Cooperation with *Ognjišče*, the Catholic magazine for the youth

In the recent years, we have been invited two or three times per year to produce a two-page article in the monthly issue of *Ognjišče*, which cooperates also with other Slovenian Catholic schools. Initially, each article presented one of our school teachers; recently, however, topics appealing to the youth have been discussed.

- At the meeting, club members make suggestions for the topics (or suggest the names of the school teachers who they believed would be willing to participate). After discussing the options and results, they choose one of the proposed topics.
- On a more or less voluntary basis, two or three students form a team to present the topic.
- The team then agrees on individual points and the strategies of execution by finding additional contributors, forming questionnaires, etc. Each time, they cooperate with one of the teachers, who presents their view on the theme that they are related to.
- The students find the corresponding visual materials and together with all the parts of the presentation send them to the editor of the “Life in Grammar School” section. The articles are usually a collage of different viewpoints and text forms.
- The editor sends the finished pages in the pdf form for review. We comment upon the form and submit the corrections – should there be any.

To date, we have written three articles about our teachers and five thematic articles (about the use of mobile data, the experience of resitting exams, the student exchanges, art as a form of relaxation, the students’ voluntary work in Bosnia). The student writers gain valuable experience writing complex articles as well as having them published in a widespread magazine.

The activities that help the students gain knowledge and skills in the field of journalism

Each generation of students participating in the journalism club gets first-hand experience from a guest journalist, who shares his or her knowledge in writing and designing articles. There is great interest in organising a writing workshop.

For example, the journalist Tino Mamić carried out a workshop with the club members and student exchange participants (*Erasmus +, Language in Motion*) in March 2017. First, the participants listened to a short lecture on how to design titles, magazine and newspaper headings, with the special emphasis on the genre of report. Then, the students wrote about the events

in their individual reports and thus applied their newly obtained knowledge to practice. The guest journalist commented upon their contributions by e-mail, giving the real-life experience to the participants in the workshop.



Searching for ideas and writers for the anniversary issue of the school newspaper Iskre

At the end of the school year we usually organise an excursion trip for the club members: we visit a publishing house, a radio or TV house, sometimes two different institutions on the same day. In this manner, we meet people who are creating public programmes, newspapers, magazines and we see the background stage of these occupations. When possible, we attend the recording of one of the TV shows, we visit the radio studios and attend on-air broadcasting, and we take a look at the various phases of making a magazine or a newspaper in a publishing house and see the diversity of co-workers. For instance, we visited the Slovenian national TV Televizija Slovenija and had a closer look at their activities. This was a reward for the club members, who worked diligently throughout the year, and a prize for the winners of the literary contest. The students presented the visit in the second issue of *Iskre*, sharing the most interesting facts with their peers.

Most of the participants in the journalism club encountered various media practices also as part of the project *Erasmus +, Language in Motion*, since they spent the whole morning in a particular media institution and took part in creating the programme or individual contributions.

Goals, activities and competences gained by the students

- While writing various texts, the students learn to consider the addressee and the rules of particular journalist genres such as the correlation between questions and answers in interviews, subjectivity and objectivity of the discussion, etc.
- They gain social skills since they have to agree on covering the events and find interviewees, text writers, photographers, etc. The skills of maintaining and building relationships in a respectful manner and with tolerance to their peers and to adults who function or think differently are especially important.
- The editor-in-chief must be tolerant, patient and have good intentions, since he or she takes care of carrying out the planned activities. The same values must be present in all the members since they form the team spirit, consequently resulting in the number of members participating. Excessive criticism and remarks deter the club members from participating.
- While executing an assignment in a small group, the students learn to delegate tasks, coordinate work and deliver on a deadline.
- The students often have to communicate with a teacher (or another person of authority) in an informal way. Thus, they learn to overcome prejudices and gain independence in more demanding relationships, sometimes with the help of the mentor's suggestions.
- They develop critical thinking and learn to expose themselves and their opinions, while at the same time accept the responses of others.
- They learn the influence of the media (including their own pieces of writing) on shaping public opinion and they get to know the functioning principles of the media.
- Through the corrections of their work and responses to their writing, they learn grammar and style, which are important aspects of writing articles.
- They practice accuracy, clarity and vividness of expression.

- When it comes to radical changes in the text while proof-reading it, we usually obtain the author's permission or reach a compromise on the alterations, which shows the autonomy of the author and the respect for them.
- While analysing individual magazines, visiting media houses, collaborating in international exchanges such as *Erasmus +, Language in Motion*, hosting journalists and participating in journalism workshops, the students develop skills necessary to do the newspaper's layout, provide emphases within the text and achieve the efficiency of the overall message.
- The literary contest participants realise and try out their literary competences, while they also learn to publicly display their more or less personal or intimate ruminations.
- While creating contributions for the Ognjišče radio, the students are exposed to on-air broadcast, which is a new and demanding experience for most of them. They realise how very important it is to be thoroughly prepared in order to be concise presenting the contribution.
- A similarly demanding task is to speak the standard Slovenian language, which is still a challenge when working with students in the classroom or in extracurricular activities.
- While visiting media houses, the students observe and comment upon the work necessary to create a TV show or publish a newspaper issue. They also pay attention to the language used, which is not always standardized even in the national media.

Conditions needed to carry out the activity

- Time for the club members to hold as regular and stress-free meetings as possible, following up on the activities in process. The time for each of the participants to finish their assignments. Currently, the meetings are scheduled during the Friday break.
- Travel expenses need to be covered.
- Payment for the print version of the *Iskre* newspaper.
- Expenses of hosting lecturers and workshop leaders need to be covered.

Possible issues in planning or executing the activities

- Coordinating all the club activities with school assignments and obligations. Usually, the students who actively participate in the journalism club also have ambitious goals regarding their academic performance.
- This often results in the delays when handing in their articles and when publishing the newspaper. Moreover, the number of the mistakes overlooked in the articles increases, especially in the June issue because of the time pressure (the issue is published at the end of the school year).
- Due to the same reasons it is difficult to obtain contributions for the school website which would report up-to-date on the current activities at our school.

Mentor, mentors and other participating teachers

For the last five years, I, Tatjana Božič, the Slovenian language teacher, have been the mentor of the journalism club that publishes *Iskre*. Before, I was the mentor of the radio journalism club, which collaborated with a local radio during the period of its existence. Due to practical reasons, the mentors of the club have always been the Slovenian language teachers, though this might change in the future. However, each activity demands collaboration among the teachers and other school staff members. Tolerance is also needed; especially in cases when the students work on their articles and tasks during the school lessons as the deadline is approaching (this is often before the publication of the newspaper when a particular article has to be handed in).

Gained competences for the mentor

- Planning yearly and individual activities, responding to the opportunities occurring during the school year.
- Experience in organizing and coordinating the activities, collaboration between the students, colleagues and the head office.

- o Constantly raising self-awareness of the need to offer students as many opportunities as possible for independent work in all the phases of performing the individual tasks. Only thus can the students achieve personal growth and obtain various competences.
- o Getting to know the students in less formal circumstances.
- o Helping the students recognize and develop their strengths.
- o The students like to discuss school life and relationships at meetings... Thus, I get acquainted with their opinions and points of view. Sometimes I include my own points of view in the discussion to present my opinion or to broaden the views on a certain topic.

The number of meetings per school year

38



Inspiration, information searches, a collection of data, verbalisation, voluntary work and cooperation; all of these things are necessary in order to write a good article.

The number of hours used for the activity

- 20 – 40 or more for the students, depending on their roles in the editorial board, the number and the extent of their articles. The designer and the editor-in-chief have a lot more work;
- around 50 for the students in the roles of the editor-in-chief, the designer and for the mentor and proof-reader of the *Iskre* newspaper.

The number of the students visiting or actually participating during the school year

8 – 12 students regularly participate in the journalism club.

Ways of contact with the newspaper club for people outside the school

The public comes in contact with the club through the school newspaper *Iskre*. The printed version of the paper is given primarily to the families of our students, while an electronic version is also available on the school website. The members of the club occasionally write an article for the local newspaper *Latnik*, where the school publishes news about important events. On special occasions or events, our students' articles are present in the religious newspaper *Družina*, which has a wide readership across Slovenia, similarly to the Catholic magazine *Ognjišče* and the *Ognjišče* radio, which is one of the most listened-to radios in Slovenia.

Self-evaluation of the activities and the students' impressions

Very good.

»When I hold the freshly printed issues of *Iskre* in my hands after long and hard-working months, and I open the first page, I feel really proud as I am named as “loyal co-worker” in the introductory address. The moment I joined this enthusiastic, fun and dedicated club of students, I felt that I made the right choice. Our meetings are always full of laughter. I find it amazing that we can convey important information in only a few sentences. Everyone will read it and I feel like I have made a great change. Not bad, right?« **Tinkara**

»Participation in the journalism club definitely brightens up the school year. It gives you a better insight into the school and public happening; it “makes” you react to it by attending one of the events that you would not otherwise; you get to know a new teacher at school when holding interviews... I think that the best skill that I have obtained in the journalism club is ingenuity and, of course, the practicalities of journalism: writing, twisting the words, interviewing, writing under time pressure. We were practising the latter in a special workshop led by a journalist. There is a friendly atmosphere in the club; therefore, the delegation of work is pretty simple. We like to collaborate and cover some of the articles in twos or threes. I would also like to mention the visit of the TV studios, the radio and the editorial office of a newspaper, which were interesting experiences. The journalism club thus links pleasure with usefulness. « **Karmen**

»I have been the editor-in-chief of the school newspaper for the past two years. During this time, several regular and occasional issues have been published. The work is sometimes, especially in the last days before the publication, strenuous, since all the articles need final polishing, proof-reading and the final corrections. Nevertheless, the best feeling is when I can hold the freshly printed newspaper in my hands. Sometimes the journalists need a little push even during the school year to hand in their assigned articles on time, but usually, the articles are worth the wait. I am proud that we can together with the participant journalists, the mentor, the photographers and all the students who contribute their writings, create such a combination of articles that, hopefully, everyone finds something for themselves. The members of the newspaper club are becoming real co-workers, who love meeting and discussing even themes irrelevant to our work. This year we even took a trip to Kras together. I hope that the journalism club gets new members among the future first years and that the newspaper will develop further on.« **Aleks**

»The participation in the journalism club and writing for the school newspaper enables me to free my journalist and artistic me from time to time. I have learnt to summarize and to write article that appeal to the readers. At the same time, the activity brings great responsibility since you have to write, edit and hand in an article in a set period of time, which calls for diligence, reliance and accuracy. When Iskre is finally published, it gives

me great pleasure to turn the pages and read the chosen articles.« **Maja**

»A powerful need for aesthetics has been present in me since birth as I always strive to create beauty. I was really glad when I got the chance to design the thematic “project” issue of *Iskre* because I had always wanted to gain experience in graphic design. I was really impatient. Even though I am not fully satisfied with the final product, the pure work of placing the photos, the texts, searching for new forms and thinking about the right composition brought a sense of freedom and filled me with positivity right from the start. It took me a lot of time since I designed until late into the night but it was not hard work. I wanted to create something different, something new, something to produce the “wow” effect. I think that I did not reach my goal (partly because this was my first-ever design work) but I believe that above all, what truly matters is how much you grow from working experience. Thus, the success of the final work can be judged by the latter criterion.«

Neža

The special issues of the school paper *Iskre* were created in cooperation with French students during the project meetings.

They can be read on the following links:

<http://www.sgv.si/files/2016/11/ISKRE-ERASMUS.pdf>

http://www.sgv.si/files/2015/11/iskre_skupaj.pdf

The school newspaper *Iskre* can be read on ŠGV's internet page, <http://www.sgv.si/obsolske-dejavnosti>, under the paragraph “šolsko glasilo *Iskre*”.

Tatjana Božič

Producing a school magazine is quite a long job, though captivating. We start with a general meeting with all the participants to choose the themes of the issue and identify events to write about. In the first week or so, the provisional model is made.

The topics vary. There are always articles about what is going on in the school: contests, sporting events, special achievements, exhibitions, etc. This covers on average two or three pages. The rest depends on the team whether they want to produce texts about history, local events, fashion, music, cinema. There usually is a three or four-page dossier in the middle. Among the themes chosen, here are a few : vegetarianism, recycling, fright, addictions, students' literary talents, our students in Africa installing solar panels in a village.

The young journalists proceed to some work of investigation through the interviews with people, personalities and research on the Internet, in the press. As said before, many articles focus on events, activities or people from our school and on what is going on in the world around.

Adults centralize information and help about but the magazine is meant to be run and produced by the students.

Items and illustrations (drawings, photos) often take several weeks to produce. Every year, some young journalists show a propensity to procrastinate. It takes a lot of energy to urge them to go on with their writing. Articles are usually written in French, and in English, Spanish, Italian or German, on occasion.

The last leg is what takes the longest, that is to say making sure that everything is all right, that nothing nor anyone has been forgotten, re-reading the whole issue several times over in order to remove the possible errors or misspellings. Once all this has been completed, a PDF version of the magazine is sent to a professional printer. It generally is ready for distribution in a matter of ten days.

Goals of the activity

- The primary objective of the activity is to become a little familiar with the job of a journalist (investigating, writing, arguing, defending points of view).
- It improves the writing skill: the students, for example, learn to get rid of unnecessary elements to the benefit of brevity, and to write in a rather formal language.
- It develops communicating skills (through direct contacts with people, or on the telephone or via email or letters).
- The students are led to carrying some advertising for the promotion of the magazine (through attractive posters displayed in the school, for example).
- It helps develop the concept of efficiency at work: deadlines must be met, which sometimes requires working in emergency the week prior to publication.
- It teaches students to remain reliable and dispassionate in one's research and writing about issues and events.



Gained language and other competences for the students

Students often gain confidence in their ability to meet people and interview them.

Their writing skills also improve as they must learn to structure their articles so that they be concise and get the reader interested. This requires rigor and especially writing in a fluid, easy to understand and attractive language.

It develops interest in current issues : students react to events occurring in the world, thus developing their critical mind and learning how to get their analysis or opinion across to their readers.

Conditions needed to carry out the activity

The activity requires the use of computers with publishing software. Meetings take place in the computer room of the school. We use Microsoft Publisher, for want of better equipment. It works rather well, though. We also use video and photo cameras and a recorder, and, of course, a lot is done using the ubiquitous smartphone.

The team has a special e-mail address, but the journalists most of the time use their phones or facebook.

Possible issues in planning or executing the activities

Publishing a magazine is each time a new challenge given that, to be read, it must propose articles that are likely to catch attention.

When the first Biskot issues came out, some fifteen years ago, most items usually focused on school events.

After a few years' experience, we began to expand our field of interest, addressing topical issues or reflection, interviewing local personalities such as the town mayor (he was the first 'green' mayor to be elected in a big city) or the local MP, artists of all kinds who live in the area.

Incidentally, this raises the question of the admissibility of the items. Indeed, this is the school magazine and as such it must, logically, have the endorsement of the Head on everything to be found inside. For example, if the student interview a local politician, some parents might disapprove of it. Luckily, only on rare occasions has this posed any problem.

The main concern actually is time. Students work on the magazine during their free time and however busy they might be with their studies. We try to meet at lunch time every Friday, and this can be very demanding. Still, since the young journalists tend to get hooked and really want to get the job done, it has always worked rather well.

Mentor, mentors and other participants

We are two teachers supervising this activity. Mrs. Dondey who works as a librarian in our school and myself, Mr Pedron, an English teacher. We both work in high school Pierre Termier. Mrs Dondey is more in charge of drawing out the layout of the issues, with the help of pupils, she also reads articles before they are published, suggests changes if needed. Actually, since she works in the library, pupils can come and see her virtually anytime. I'm more viewed as 'boss', the link between the head of school and the team. Most of the time Mrs Dondey part and mine overlap. I usually write the editorial.

As regards the potential participation of other teachers, we can't say it is very common. French teachers regularly encourage their pupils to write a little something or help with organising some poetry or short story contest, with the best texts getting published in the magazine. On occasion, history teachers give a hand, too, when the special dossier has to do with historical events.

In fact, when teachers participate, it is more through interviews conducted by our young journalists about, for example, childhood anecdotes, sports activities or music tastes. Whenever teachers agree to reveal a little bit of their private lives, readers love it. The best example of the type is when, a few years ago, Biskot published pictures of teachers when they were kids. A good thirty of them played the game. Readers had to guess who was who.

This was a great success in the school.

Gained competences for the mentor

The first thing I personally learnt was the specific vocabulary of the press as well as the way to structure an article and a magazine. An article, for instance has first a title, followed by the chapeau. Both must be somewhat catchy as they are meant to encourage the reader to go further. Then only is the article itself, divided into sub-paragraphs. We also had to learn about the rules of printing, which we did thanks to the professional printer we work with.

Another interesting aspect was running a non-academic group activity. It is a bit of a change from teaching in class. One lets the students go on with the making of the magazine and mostly sticks to the role of a benevolent adviser or reference by interfering as little as possible and relying on the skills, talents and ideas of the participants. Needless to say that, when transferred to a class, it is amazing to see how well it can work in some activities.

The number of meetings per school year

We meet on average once a week, on Fridays, from 12:00 to 1:00 p.m. . This means about 35 meetings a year.

The number of hours used for the activity

Two issues come out each year, from 16 to 20 pages. It is difficult to assess the exact time spent on each, weekly meetings, preparatory work and monitoring the production of the newspaper. For each adult, it comes to a good one hundred hours per issue. True, it is not all actual work, a lot of it is accompanying.

As for the students, it is difficult to figure out exactly. Including weekly meetings, 70 hours a year for each student would be a fair guess. Those who run the team or are in charge of the final layout before the magazine is sent for printing far exceed that number.

The number of the students attending or actually participating during the school year

It differs from one year to the next, or even from one issue to the other. There are on average a dozen students involved regularly. We must add those who occasionally participate through one or more articles, cartoons, photos, stories, or help with the distribution, etc. These more than double the number of participants. About 25 students took part one way or another in each of the two issues published this year.

Ways of contact with the Biskot magazine for people outside the school

Each student receives a copy of the school magazine and they are expected to transmit it to their family, too.

The Head presents the magazine to the visitors to the school (representatives of other schools, school inspectors, parents of potential future students, etc.)

This is an important element in the high school showcase, but its distribution remains limited, mostly to the school itself.

Self evaluation of the activity

On the whole, it is a very satisfactory achievement as participants, for the most part stay on for two or three years (high school is three years). We've even seen alumni tell us that their best experience at school was their participation in the newspaper.

Students' impressions

»I learnt to write in a different way from the one we use in class, and word my thoughts more freely. Actually, what I like most is to be able to communicate my feelings through the texts I write, which I never really did before. And, as I am more or less in charge of the editorial team, I just find it great to achieve something with them, which I know the readers are going to enjoy.« **Gohar**

»Participating in Biskot's designing, drafting and publishing gave me the opportunity to carry out long-term projects, and thus learn to take on responsibilities and get things organised.« **Frédéric**



A special issue of Biskot was published also on the occasion of Erasmus + Language in Motion meeting in Grenoble in March 2016. It was written by French and Slovene students and printed out during the students' exchange. You can see it here:

http://www.sgv.si/files/2015/11/TRUEBiskot_mars_2016.pdf

Issues of Biskot can be found on the school website

<http://www.lycee-pierretermier.org/>, section La vie du lycée.

André Pédrón

Evrošola – a simulation of the work in the European Parliament



Evrošola is a competition for students aged between 16 and 18 years old organised by the European Parliament Information Office in Slovenia. The competition gives students an opportunity to familiarize themselves with the European Union. The best groups from Slovenia are invited to a session in Strasbourg, where they meet groups from other Member States. The official name of the competition is Euroscola.

The competition Evrošola usually consists of three levels. Students participate in school, regional and national competitions of a simulation of the work in the European Parliament. The school competition is designed as an initial training of the groups of students who applied for Evrošola at their school. Each group is made of up to 24 students. 4 groups of maximum 24 students participate in a regional competition and have to show their knowledge about the same topic which has been extended with their own proposals and their own study of the selected topic. The best group of students who have achieved the highest number of points in accordance with the set assessment rules is invited to a Euroscola session in Strasbourg.

The second best group has to participate in the national competition in order to achieve a possibility of a visit to the European Parliament. The national competition usually takes place in the National Assembly of the Republic of Slovenia.

The regional competition is essential because it consists of several activities and stimulates the healthy measure of competitiveness among the students. The teachers are sent detailed instructions by the organisers. The instructions change slightly from year to year in order to make the competition as attractive as possible for the students. The regional competition usually consists of the following activities:

- o **The presentation of the topics.** Students are divided into smaller groups. Each group has to make a two-minute presentation about a set topic. The topics can be very diverse but they are very often connected to the current EU issues which are regarded as essential at the time and consequently students find them more familiar (e. g. genetically modified food, testing on animals, immigration of the young workforce, nuclear energy, Brexit, etc.). After the groups have presented their views of the topics, students are invited to reply to them. It is very important that the students listen carefully and actively in order to be able to present their points of view clearly and argument based. Communication skills are essential. The students have to express themselves fluently and concisely. They have to observe grammatical rules when speaking and use the appropriate vocabulary based on extensive knowledge. All activities are carried out in accordance with the set rules.



A student making a reply speech. For an adequate and efficient reply speech it is essential to listen to the speaker first.

- **Quiz on the European Union and the Member States.** This activity covers several topics but very often the questions are about the history of the European Union, general knowledge on the EU Member States and the fundamental expressions connected with the European Union.
- **Students make and present a film.** One possible topic is, for example, »What does the EU mean to me?«. The film can last maximum 5 minutes. The detailed instructions about how to make a film are provided by the European Parliament Information Office.

Teachers have to prepare students for the regional competition. This preparation takes place in classroom. Teachers can prepare the students with the help of the materials themselves but they can also work with external facilitators who cooperate with the European Parliament Information Office.

The teacher mentor usually chooses two topics. The chosen topics should not be the same as the topics discussed at the regional competition. Each of these two topics is then divided into two or three subtopics. Then several activities are performed. The descriptions of some possible activities:

Activity 1: Students are divided into two groups. Each group is then consequently divided into microgroups in accordance with the number of subtopics. Each microgroup (consisting of maximum 5 students) has to work on the given subtopic using the materials given and the information and materials on the Internet. Each microgroup has to make a poster and a short presentation. The group work, the presentation and the poster are assessed according to the following criteria: a clear and manageable poster, adequate contents and argumentation, the participation of all microgroup members and the appropriate presentation. Student are given one school lesson (45 minutes) for preparation. The materials are given to them in advance. The following 45 minutes are dedicated to the presentations of microgroups and the assessment. The presentation time is limited (maximum 5 minutes). Students are informed about their time limit one minute before they have to end their presentation. When they finish the presentation, the teacher gives a short assessment in accordance with the assessment criteria.

Activity 2: The procedure is the same as in activity 1, but the presentation of the microgroups has to be done in English. A teacher of English is invited to participate in the assessment of this activity. With this activity the students prepare themselves better and more effectively for the potential participation in the Euroscola session in Strasbourg.

Activity 3: Students are divided into two groups. Each group has to choose one speaker. The task of the speaker is to present the points of view of all the group members on a given topic. The speaker has 5 minutes time to make the presentation. The presentation is then assessed by the members of the other group. The students are given the following criteria for assessment : adequate contents, clear and fluent communication, clear argumentation and free direct and open expression (free speech). The students provide assessment and suggest improvement.

Activity 4: Activity 3 performed in the English language.



Quizzes about the EU make the Evrošola competition more interesting.

Activity 5: Debate. Students are divided into two groups. Each group has to support a resolution connected to the current EU issues and oppose the resolution of the other group. Each group chooses a speaker first. The speaker then presents the point of view of the group. The role of the teacher is to facilitate and conduct the debate. The timing is not very important because the aim of this activity is to learn and practise debating. The teacher should pay attention to the emotional reaction of the students in case of stage fright. If the student who is the speaker of the group shows fear to perform in front of an audience, the teacher should talk to him/her after the activity and suggest another role for the regional competition.

Goals of the activity

Students:

- o develop the awareness that young people can shape the future of the EU,
- o learn how the EU institutions work,
- o get the possibility to express their opinions and points of view in an appropriate way,
- o acquire and strengthen their competence of public speaking ,
- o meet young people from other countries, discuss and argument their opinions,
- o strengthen their competence of communication in the mother tongue and a foreign language.

Gained language and other competences for the students

The students gain following competences and skills:

- o self-confident public speaking,
- o clear expression and argumentation ,
- o communication in foreign languages,
- o ability to make a short film,
- o appropriate communication in different situations,
- o development of critical thinking,
- o active participation in society,
- o empathy for thoughts and emotions of people with opposing views
- o ability to negotiate an agreement through debate.

Beside the above mentioned competences and skills the students also enrich their knowledge about the European Union and the EU Institutions. In addition, the students strengthen their self-initiative, intercultural competences, active citizenship and develop their social skills as they have to work together as a group or class.

Conditions needed to carry out the activity

In order to carry out the activities effectively we need enough time, pedagogical materials (partly provided by the European Parliament Information Office), an adequate place to carry out the activities and good organisation skills.

Possible issues in planning or executing the activities

Time and time management represent the main obstacle when performing the Evrošola project. A lot of coordination is required to meet the current obligations of the students. The deadlines are set by the organisers and there is not much time to prepare. The reading and study materials for the students are usually very extensive.

Mentors and other participating teachers

The Evrošola competition is very popular at our school and so far we have had a lot of positive and very useful experience with it. Several groups of students have already participated in the final session of the competition in Strasbourg. Usually the whole classes apply and they then form a participating group. Consequently, class teachers and deputy class teachers take over the mentoring role. The teachers of English cooperate with mentors and take part in the preparation for the Euroscola session in Strasbourg.

Gained competences for the mentor

By mentoring the project and its activities, the teachers can gain the following competences:

- o organisation,

- o facilitating of different activities,
- o planning the activities,
- o ability to encourage an open and honest discussion - the mentor has to be the facilitator of a discussion not trying to impose his/her opinion or points of view.

If the group wins the trip to the Euroscola session in Strasbourg, the mentors have to organise transport and accommodation for their group. A subsidy for the costs of transport and accommodation is provided for each member of the group (maximum for 24 students and 2 teachers). By organising transport and accommodation the mentor gains organisation skills.



Group work. The students study different EU issues and prepare themselves for a plenary discussion.

The number of meetings per school year

In order to prepare the students the mentors organise six meetings before each competition level. The students themselves organise ten meetings.

The number of the students attending or actually participating during the school year

Two teachers and the whole class of 24 students. Often two classes of students of the same generation participate in the competition.

Ways of contact with the activity for people outside the school

The competition is presented to the public on the European Parliament Information Office in Slovenia webpage and on social networks, such as Facebook and Twitter. Regional competitions are carried out at one of the participating schools, the national competitions take place in the National Assembly of the Republic of Slovenia

Students' impressions

»Evrošola has been a great experience for me. I have learned how to speak in public in front of a big group of people. I even had the opportunity to speak in the European Parliament in Strasbourg. Apart from that I had the possibility to talk with young people from other European countries and I practised my foreign languages. I made and exchanged new experience and made new friends. I still keep in touch with them. Beside that I had the chance to get to know how the European Union works and even the opportunity to become a member of the European Parliament for one day.«

Matej

»Our class won the trip to Strasbourg, but for me the preparation for the competition was much more important. During the preparatory work we got more connected as a class, we learned together how to work on a project and much more... I cannot say that I was not enthusiastic about Strasbourg. The city itself and especially the European Parliament made me thrilled. The most important for me was the fact that I realised that the European Union is a union of people with different ways of thinking and diverse culture.« **Martin**

»During our visit to the European Parliament I got the impression that every voice counts. I especially liked the visit to a conference room where we

could share our opinions, which indirectly also influenced some key issues connected to students in Europe. I met students from other countries and they had a completely different view on Europe and the European Union than we do. Understanding these different views has been an unforgettable experience for me.« **Luka**

Euroscola on the Internet (the description of the competition, Slovene)
<http://www.europarl.europa.eu/visiting/sl/strasbourg/euroscola>

Euroscola on the Internet (impressions from the event in Strasbourg, English)
<http://www.europarl.europa.eu/euroscola/view/sl/home.html>

The regional competition is organised at a different school each time . Here are the impressions from the regional competition in Ljubljana.
<https://www.youtube.com/watch?v=QpfxalGgxvI>

The students are very enthusiastic about the Evrošola competition. They learn a lot, they are proud when they are able to express their opinion effectively in front of other participants. They are also very satisfied after making a good film.

Alojz Grahor
Emilija Grahor
Nataša Sever

Teenage is the time when one dreams of changing the world. What better means could students be given than Model United Nations (MUN) ? This kind of gigantic roleplay allows them to don the costumes of UN diplomats and debate about issues of all kinds, the same way as UN representatives actually do in real life. Human rights, social problems, economy, ecology, international justice are as many fields that are dealt with during three-day conferences that gather at least three hundred participants each time, in various places in Europe.

Nearly fifty students of our school are involved in this activity, and for most of them, once they've tried it they get the virus. It is, indeed, so fulfilling that they stay on until they leave school to go to college.

An MUN conference is a reduced-size UN meeting with students playing the part of actual UN delegates, finding themselves in the shoes of their full-fledged counterparts, as it were. It is a kind of a huge role-play game. A conference brings together up to 300 students, coming from many different countries. The dress code is very strict, and is in keeping with the image one has of a diplomat.

Each student is a representative of a given country (which can't be their own). Say a delegate represents India, he or she must get to know everything about this country, from its foreign and home policy to its religions, traditions, cooking, social problems, what have you. In a word, a delegate must feel and act Indian 100%.

As a rule, a conference lasts three days, each in a different place or country (for our students it will be The Netherlands, Turkey, Spain, France, for example). Depending on conferences, debates and exchanges of views are conducted in French, in English (or both as in Geneva), or even sometimes in Spanish.

It usually rotates around a given issue such as “Climate change – threat or opportunity?”, “United against terrorism – reaching global consensus” or “Seas and oceans - between promises and threats”, to mention a few. The participants are formed in various committees of about thirty delegates each. Each committee is headed by a president and a vice president (they are referred to as the Chair). Those groups have a specific task and deal with different aspects of the general issue. It will be the economic approach for one committee, another one will focus on human rights, a third on peace and security etc. The same as they do in real life at the UN, in a word.

Issues can be exactly the same as those addressed by the United Nations themselves. MUN delegates must do their best to have the approach of the country they represent and do their best to be taken into account by other states. This is no easy task sometimes, as they may have to defend points of view they personally disapprove of. If delegates don the costume of, say, a Japanese, Russian or Senegalese representative, they then actually become respectively Japanese, Russian or Senegalese and therefore think and react accordingly in discussion held in their committee.



Before resolutions are debated upon, delegates try to find support among representatives of other countries who they expect to vote the same way as them. This is called lobbying.

Throughout the conference students deliver speeches, write resolutions, argue, debate upon clauses, suggest amendments, manoeuvre to find supporters among the other delegates (this process is called lobbying), have resolution voted, etc. A delegate's job consists of all those tasks. And these are performed 100% in the language the conference is held in.

Goals of the activity

The goals are many.

Of course, it allows, first and foremost, an opening on the world. Through this activity, students will learn a lot about international relations, political and economic life in general, they will also get a better knowledge in some aspect of global history.

Language is clearly a key element too. Indeed, conferences are a great opportunity to develop one's practice of a (usually foreign) language, but there is more to it. It is not only having conversations in every day English, French or Spanish, it is mainly arguing, debating, defending points of view in a rather formal language while respecting the protocol demanded in UN meetings.

And of course, this activity will be the opportunity to initiate friendly and lasting relations with citizens of other countries. Delegates tend to meet in several conferences and in the end really get to know each other or even actually become friends.

Gained language and other competences for the students

Students acquire a better command of their own language, or another one, as delegates are expected to express themselves in good-standard French, English or Spanish while complying with the rules of formal debates.

From conference to conference, students gain confidence and are seen to express themselves more and more freely in public. After some experience, that is a few conferences, shy people have been seen to hold long speeches to the general assembly. Each time it is very impressive.

And of course, for many students it has an impact on their choice of a future job as they get more and more interested in global issues.



The logo of FERMUN which is the conference held in Ferney Voltaire near Geneva once a year. The event is held in two languages, English and French simultaneously, with bilingual delegates translating and it takes place in the very building of the UN in Geneva.

Conditions needed to carry out the activity

The first condition is time. Next comes the equipment. The activity requires a room with computers to carry out research on the countries that each student is to represent.

The cost remains the main issue. As conferences take place in various countries, they imply a trip by coach, train or plane depending on the destination. Although the Local Authorities sometimes grant subsidies, families have to bear the brunt of the fare and very often the cost of accommodation. Even though conferences are really worth a try, it is clear that not every student can afford it. It is safe to say that on account of this, most participants will attend only one conference each year, two at the utmost (including the local one), even though they would willingly go to more.

Possible issues in planning or executing the activities

As hinted before, the main problem is financial. Even with subsidies, the activity is not really open to all, for obvious reasons, on account of the price of the trip and accommodation. A conference abroad costs a fair amount of money to each delegate. A few years ago, it used to be between three and four hundred euros. Today six hundred is not so uncommon.

It is hard to find a solution to this. Most of the students who participate are quite aware of how lucky they are to have the opportunity to go to conferences.



Writing a resolution is not so easy a task.

Mentor, mentors and other teachers who help

In our school, Pierre Termier, it started with three teachers getting actively involved in the project (two English teachers and a history teacher). Given that two adults are required for each conference, another few teachers, on occasion, agreed to accompany students. The team has grown lately, and today ten teachers regularly participate. They are in charge of one specific conference in pairs, which allows us to take pupils to more conferences, either French or English-speaking ones.

Gained competences for the mentor

This is an extra-curricular activity that allows teachers to set higher goals in their classes. Indeed, it shows what students are capable of when working in total autonomy. The skills they can develop, if allowed to try, are really impressive.

It helps get a new approach of group work and get more trustful in the ability students can develop. Along with this, the teacher learns to be less directive, to the benefits of students' initiatives.

Besides, this often provides teachers with new ideas about what to debate upon in classes.

And incidentally, it also makes one get acquainted with how to organize trips abroad with a group of students while keeping to keep the cost as low as possible (financing, applying for subsidies, dealing with safety and insurances, meeting deadlines, etc.). This is not the easy part of the job, really.

The number of meetings per school year

Teachers and pupils meet once a week, sometimes more when a conference requires more preparing. A good thirty meetings would be a fair estimate, plus six three-day conferences in places such as Grenoble, Geneva, Istanbul, Madrid, The Hague and Haarlem.

True, not all the members of the workshop attend each meeting. At the beginning of the year, all members are requested to come to each meeting. After a month or so, though, workshops focus mostly on the next conference(s) to come, and only those who will actually participate in it (or them) are requested to be present. This leaves time for the other students to concentrate on their own conference(s) due later in the year.

The number of hours used for the activity

A student will spend some fifteen hours getting ready for a conference, on average. This implies a lot of research on the net and writing resolutions. The delegates who have been selected to be members of the staff will have much more to do. Presidents will spend a good thirty hours, the more so as

they have to write a long report about the topics to be debated upon in their committees. This report is meant to be the very basis every delegate in the committee is going to build their resolutions on. Needless to say that it has to be well-documented, not to say flawless.

As regards teachers, preparing each conference, which means collecting documents, booking tickets and hotel rooms, meeting with the parents, etc. requires a lot of time. It's hard to state clearly how many hours have to be devoted to each event. All included, thirty hours for each conference is a minimum.

The number of students attending or actually participating during the school year

The MUN workshop, that is to say the group of delegates-to-be and their teachers, meet once a week to work. It welcomes between forty and fifty students. The average number of participants in each conference is fifteen delegates. There is one exception, though, which is the local conference held in Lycée Notre-Dame in Grenoble. For this conference every single member of the workshop is expected to take part.

This is all the more important as each student will accommodate at least one delegate from another school, mostly from a foreign school. Most of the time, unless the said foreign delegate speaks fluent French, the language used will be English.

Ways of contact with the MUN activity for people outside school

It is an asset to the school. Some students actually choose to come to our school with a view to participating in those conferences, which implies that they've been informed one way or another about what this MUN workshop offers.

The workshop is mentioned in most documents of the school, there is a special page in the school magazine, and it appears on the website. Every student family in the school has heard of the activity be it by word of mouth or through various publications.

Besides, as the conference which is held locally once a year brings together several high schools of this area, and as the town-hall each time sends a spokesperson to deliver one of the opening speeches, there is always some kind of coverage through the press, the radio and even the local TV.

Student's impression

»MUN is one of the greatest experiments of my high-school years. First I gained confidence in my ability to write and deliver speeches, and more generally to speak to a public, but what I appreciated most was travelling across Europe and meeting new people with other ways of life and culture. As I am contemplating a job in politics, more specifically diplomacy, it was the best way I could ever imagine to get acquainted with this field.« **Frédéric**

Interview with Pierre Termier's student about MUN:
https://www.youtube.com/watch?v=pGw_o3oEMYM

Geneviève Paret



Since Škofijska gimnazija Vipava was founded 25 years ago, two events have continuously taken place – the Slovenian Culture Day celebration and the commemoration of the Statehood Day, which coincides with the end of the school year. In the last few years we have also thoroughly planned Doors Open Day. The first two events differ fundamentally from the last. Especially the Slovenian Culture Day celebration has a culturally-artistic theme, is planned by the students and is intended only for the students and teachers; cultural acts are also a big part of the commemoration of the Statehood Day and the school's most successful students are recognised for their achievements – the audience mostly consists of students, their parents and the school staff. The intention of Doors Open Day is to present the school and its activities to the public, with most of the visitors being students that wish to enrol and their parents.

All the three events are designed as an intertwinement of musical acts and text. The mentor arranges the meetings, which means he coordinates available terms, so that as many students as possible can take part. Students then, mostly on their own, contribute ideas, prepare the script, appear as hosts at the event and prepare the set.

An important characteristic of all the three events is that the students actively participate in the preparation of the events' script and its performance. Particularly the Culture Day celebration stands out as every class of our school has to prepare an artistic act and the teachers frequently prepare an act as well.

All the three events have a very important artistic aspect. Students themselves always participate in the preparation and performance: choirs (mixed, boys' and girls'), individual performers of classical and of course

popular music, which is particularly appreciated by the students. For this reason, every year a band is formed and it consists of students of various grades, which connects the students even further.

The students themselves also choose acts with a culturally-artistic aspect, with the Culture Day celebration acts having to be the work of Slovenian authors. When organizing other events, students are not restricted in any way, since they know what is appropriate for events of this kind – in layman’s terms, they have an extraordinary sense of self-censorship.

The students also present the events. At the Culture Day celebration and at the commemoration of the Statehood Day there are usually two hosts (most of the time a boy and a girl student), however on Doors Open Day the presentation is split into two parts, therefore there are two pairs of hosts which show the visitors around. The hosts also write their text themselves, which is then checked by the mentor – not just because it may have to be censored, but also because of the mentor’s overall view of the event. It is the mentor who often draws attention to the details which crucially affect the quality of the event.

In the continuation I will present the preparation phases ahead of the Culture Day celebration in more detail.

The preparation phases ahead of the culture day celebration

- Determining the date of the event: usually the event is organized for the last school lessons of the 7th February or the last school day before Culture Day. The date is chosen by the teachers at the end of August conference.
- Deciding who the mentor of the event is going to be: the headmaster at the said conference decides who the mentor is going to be and takes into account that every year the mentor is someone else. The headmaster often suggests a teacher of Slovene to be the mentor. The mentor then invites another teacher to be the co-mentor. Experience has shown that for any larger event to be well organized it is necessary that the mentor cooperates with other teachers, since it is difficult for a single teacher to have oversight of all preparation activities.

- Renting the sound system: because the event is intended for the whole school, it takes place in the gym, which due to its size requires a better sound system, which we rent from local providers. It is recommended that the rental is provided as soon as the date and hour of the event are known, so as to avoid unwanted and unpleasant problems due to the possible unavailability of the provider.
- The preparation meeting of the mentor with co-mentors: at the first meeting, which usually takes place in late autumn, the mentor in cooperation with co-mentors prepares the action plan, which in initial stages of the preparation follows the following steps: the meeting of the class presidents, inviting students over the school sound system to take part in preparing the set at the event, designing the outline of the event, writing the script and hosting the event. We then also appoint the mentor for the scenic preparation of the gym.
- The meeting of the class presidents (November, no later than the beginning of December): the concept of the Slovenian Culture Holiday commemoration is presented to class culture representatives: each class prepares an artistic act, which can be a recitation, a declamation, a drama performance, a music or dance number. Together we determine the deadline for the classes to choose how they will contribute to the programme.
- In the following days – we do not wait too long – we invite the students over the school sound system to sign up for preparing the gym, designing the outline of the event, writing the script and hosting the event. We determine the time and the representative of the preparation team, with whom students can sign up.
- If we do not get enough volunteers until the listed date, we invite them ourselves on the basis of past experiences. Young people usually like to express their creativity and with appropriate encouragement they always agree to help.
- On the agreed date class culture representatives are then again invited to report the title and the kind of act they are going to participate with

to the mentor. Should the class acts be too similar or even the same, the mentor encourages classes to come to an agreement about possible replacement acts.

- The student scriptwriters now gain insight into the acts, which they organize appropriately. We give them as much free rein as possible. The mentor only makes sure that they do the work as quickly as possible.
- When the outline is finished, two other students prepare the script. The mentor and the co-mentors advise them by meeting with them several times to provide guidelines but more in terms of style and less in terms of content as they are given complete freedom.
- When the script is ready we hand it over to the two event presenters, so they can study it and suggest possible changes.
- At the beginning of January, we encourage the classes to rehearse their acts. The students usually rehearse during the 50-minute break and after school.
- The team that prepares the set in the gym has a separate meeting in the middle of January; it is led by one of the co-mentors who was assigned the task at the preparation meeting.
- On the day of the event school lessons are, understandably, a bit interrupted, but we believe that we teach also by using informal contents. The team for the scenic preparation along with the school caretaker and the volunteers prepare the gym.
- After that, or at least three hours before the event starts, the sound engineer prepares the sound system.
- So that the school lessons are not too disturbed, instead of a real dress rehearsal, there is a »sectional« dress rehearsal: a specific time for a rehearsal is allocated to everyone performing, after which they can return to class. They are informed about their turn with regard to the order of the acts at the event itself. Experience has shown that this piece

of information does not need to be given sooner.

- o Half an hour before the beginning of the event, everyone performing has to be in the gym, ready to perform.

At the event the mentor and co-mentors stand by and help out in case of possible complications.

Goals of the activity

The goal of such school events is to encourage creativity, originality and independent creation amongst students. We are very much aware that we cannot expect students to voluntarily help if we do not give them the opportunity to be creative on their own. The students have many different qualities, which are then developed and shown. Furthermore, what the students create themselves is often much more appealing for other students, because of the manner in which it is presented.



Slovenian Holiday celebration 2016. School events always include a lot of music acts.

By preparing these kinds of events the students are also taught a lot about responsibility, since they are much more motivated for the activities which they have prepared themselves to succeed. Students also learn how to organize such events – coordination, connecting the acts, timing and the preparation of the gymnasium are of crucial importance for a successful execution of the event.

Gained language and other competences for the students

Whilst talking and writing in Slovenian our students develop many abilities: they learn to form convincing, clear and concise sentences. In spoken expression there is an emphasis on rhetorical legalities – knowing when to emphasize, which intonation to speak in, to choose the suitable register. They also develop their abilities of speaking, listening, reading and writing various texts. It is also extremely important that they learn to tolerantly accept other people's opinions and to express and explain their own opinions as well. While writing the script the students form effective, clear, appropriate and linguistically correct spoken and written texts. They can judge which linguistic type is suitable for the given communicative circumstances. While creating texts they also further their capacity to aesthetically experience the world.

Conditions needed to carry out the activity

Computer equipment is fairly necessary, obligatory use of the sound system.

Possible issues in planning or executing the activities

We mostly have very positive experiences, the students only need a mentor to observe, direct and correct them, otherwise they want to work independently if given that option.

Mentor, mentors and other participating professors

The mentors of the Slovenian Holiday celebration are generally teachers of the Slovenian language, while the other two events also have other teachers as mentors.

Gained competences for the mentor

Along with the occasional refreshment of knowledge of rhetorical legalities with the students who write texts the most important mentor's competence has to do with coordination, guidance, encouragement, tolerance, patience and trust.

The number of meetings per school year

For each activity there are approximately seven meetings, roughly two months before the activity.

The number of hours used for the activity

Meetings, preparations, independent work, set preparation, etc. take up approximately 20 hours for each event. However, we usually adapt at a moment's notice and add the hours of work needed. This does not include the hours of practice of individual classes, since the acts are so diverse and each demands its own approach.



Presenters at the End of the School Year event 2016

The number of the students attending or actually participating during the school year

At the commemoration of the Statehood Day the number of students participating, including the members of the choir, is around 40 students. At the Slovenian Holiday celebration, the number of students participating depends on how many students participate per class. It regularly occurs that the whole class participates – e.g. at the Slovenian Holiday celebration in 2015 one class participated with a singing number (overview of Slovenian film music): they formed a choir and a band.

Ways of contact with the activities for people outside the school

Doors Open Day is intended for external visitors; therefore the general public is always informed about it. The Statehood Day commemoration event is also intended for the students' relatives, while only students and teachers are present at the Slovenian Holiday celebration.

Students' impressions

»This year I wrote the script for the celebration of the school's 25th anniversary. I put a lot of time and effort into this task to find the right words, comparisons, quotations. For a time I was a bit skeptical about how the text will function – will everything be correctly understood, is the text for such an event clear enough and at the same time sophisticated? But the event's execution and its wonderful intertwinement with music acts and declamations, truth be told, made my eyes water a bit. Participating in the preparation and execution of the event is definitely a positive experience, since it enables you to be culturally creative, share your talents and because of the rehearsals (those right before the beginning of the event or regular choir rehearsals) and the coordination while writing the programme, the ability to organize, be creative and be responsible is boosted. The best feeling is definitely when something you helped create draws a loud applause and a roar of approval.« **Aleks**

»I remember my first "bigger" role as a presenter at an event back in primary school and I can say that since then a lot has changed as I have

gained more experience. I get a lot less stage fright, I trust myself more, I am better at concealing mistakes. Last year, when I was, as a junior student, entrusted to be the presenter at the Statehood Day commemoration, I felt very responsible and I had more stage fright than usually. But after just a few minutes on stage I felt “at ease” and was silently hoping that this would not be the last chance I would get. Luckily, I have never been so frightened that I would have frozen on the spot, since I am a person who likes attention. On the other hand, it is true that a great deal depends on the person you are presenting the event with if you are not doing it by yourself. It is important that you connect with the person you are working with, as you can help each other and look and work as one. When I am presenting by myself, it takes a little more focus and undoubtedly more self-confidence. Events at ŠGV, when compared to those in primary school, are “bigger”, more festive and therefore as a presenter I carry more responsibility.« **Tinkara**

Internet links:

Baba Yetu; the academy at ŠGV's 25th anniversary
https://www.youtube.com/watch?v=aA9F31_xiPs

In the painting there's growth; the academy at ŠGV's 25th anniversary
<https://www.youtube.com/watch?v=wsGUIXRzebE>

Oh, Triglav, my home; the academy at ŠGV's 25th anniversary
<https://www.youtube.com/watch?v=Z1H2CMLU4N0>

In all the projects carried out so far we have never been displeased with the work the students put in and with the results it yielded – they always did what we agreed that they do and it was often more original than it would have been if a teacher had directed them, which, in addition, attracted more attention from the part of the students in the audience.

Bojana Pižent Kompara

We all have images of lawyers or politicians mesmerising the attendance and getting people to change their minds. Well, this mostly belongs to fiction. Not everyone is a gifted orator anyway, but why not have a go at the game?

This is what the workshop preparing for the yearly regional and national eloquence contest intends to offer students at our school. It is not about making flamboyant gestures or wallowing in histrionics for or against some dull issue, but it surely is about being convincing and captivating an audience. It can be hard work at times and implies pushing oneself beyond unexpected limits, but not a single student who has given it a try has ever regretted.

This Eloquence Contest is an opportunity for students to give an oratory performance before an attendance and a jury. This proves very helpful in exams for them and, most importantly, when they start college.

This event is organized by the local agency of Lions Club in Grenoble. Similar events occur across the country. It is conducted in French and gathers students from the area. Schools in Grenoble and its surroundings organize training sessions for the participants during the year. Our school started a few years ago only. This was initiated by a French teacher, Martin Borret, who had some experience in the matter. She had been through this sort of contest before and wished to renew the experiment given that some of her students regularly showed some skills to be developed. She started with a group of five, it has almost tripled since.

The first jury, on the local level, consists of three members. When students reach the regional or national level, the jury has five members. It includes a lawyer, a journalist, an actor and a university teacher(s).

Each candidate's performance lasts eight to ten minutes, during which eloquence (literary devices), the originality of the ideas and the skills of the candidates are evaluated. There are no strict rules about the structure of the speech. The only real requirement is to be lively, pleasant and, above all, convincing.



**LIONS CLUBS
INTERNATIONAL**

Concours d'Eloquence 2017

Thème : « On ne peut aller bien loin dans la vie, si l'on ne commence pas par faire quelque chose pour quelqu'un d'autre »

Melvin JONES

The quotation for 2017 was »You can't travel far in life unless you start doing something for someone else.«

Gained language and other competences for the students

However gifted the participants might be when it comes to defending opinions, this competition allows them to improve their ability to argue even further. What's more, it has repercussions in debates in class afterwards, in which they often become key actors.

Besides, it helps them realize, if needed, that there can be some other point in writing than purely academic, it doesn't exclusively have to be done as part of a course or training for an exam, and can be a source of great enjoyment.

Another important aspect is that it develops skills such as how to behave in front of an audience, how to hide one's nervousness and look confident when delivering a speech, how to bounce back when caught unawares – tenseness can cause memory lapses, for example.

Students approach this training and final contest as some kind of challenge to be met, something to help them outdo themselves. What matters most is actually participating and training with the support of a team. Winning remains the icing on the cake, as it were.

Conditions needed to carry out the activity

The conditions are not many and fairly easy to meet.

The first one is obviously to be able to use a good standard of French and speak so as to be understood. It may sound obvious, but it is not so straightforward. Among other things, one must speak slowly enough but not too much, pronounce words clearly and distinctly, pitch one's voice to perfection for people to keep listening, look at the jury.

The second one is time. It can be a time-consuming activity for some. A ten-minute speech requires a lot of training to be perfect: the more students practise, the more efficient they are. Rehearsing over and over makes the difference.

Possible issues in planning or executing the activities

As hinted before, there is the question of stage fright. The speech being delivered before an attendance, this implies acquiring a certain degree of confidence, which does not necessarily come at the first try. Some students, though, do not seem to go through any period of nervousness, but they are few and far between.

The best thing to do is obviously always to encourage and urge the students to rehearse in front a public as often as possible in order to abate their apprehension.

Mentor, mentors and other teachers who help

Mrs Martin-Borret is the one in touch with Lions Clubs France that has organized a national eloquence contest each year for nearly two decades. As said above, she teaches French at our school.

Each year, Lions Clubs gives a quote to be used as a prompt by the candidates for their speeches. For example, in 2016 a quotation by Georges Clemenceau, a French statesman of the early twentieth century : “You must first know what you want, then have the courage to say it, and next have the energy required to achieve it.” In 2017 it was a quote by Melvin Jones, one of the founders of Lions Club: “You can’t travel far in life unless you start doing something for someone else.”

Each applicant writes a speech to be delivered, in which they elaborate on the topic. Following this, selections are organized (first on the local level, then regional, then national).

Lions Club is in charge of the whole event, that is welcoming the candidates, appointing juries, distributing prizes to the winners. The winner on the national level gets a sum of 1,200 Euro, regionally the first, second and third prizes are respectively 500,300 and 200 Euros. Candidates who are nominated locally get a few hundred Euros. This is in no way to be scorned, but motivation is bound to be elsewhere. Clearly, the student who get hooked won’t let go.

Gained competences for the mentor

This preparing for the competition helps emphasize the specificity of an oral test, much more efficiently than can ever be done in a class with 35 students at a time. It gives the opportunity to test new approaches to be used with a bigger group, such as organising a mock eloquence contest with a class. These have so far been limited to one class at a time. There’s never been a sort of model Eloquence Contest for the whole school, though, in which willing students of all levels would be welcome to participate.

The number of meetings per school year

Between the time the quote is given and the date of the first oral delivery, the candidates work on their speech, alter passages, rewriting others many times over. Needless to say that the final version is always miles away from the first sketch.

Candidates meet once a week to write, re-write and rehearse under their tutor's critical scrutiny. The contest takes place in March, this means an average of 12 to 15 weeks' work to be ready.

The number of hours used for the activity

This training takes place when both the teacher and students are free. It never occurs during classes, but usually on Wednesday afternoons, which are off in French schools. Excluding the time students may spend rehearsing at home, especially as the deadline approaches, both the student and their teacher spend the same time working, as underlined before.



Those who were nominated and will go to the regional contest are being greeted by the public.



Some of our students posing for a photo. The girl on the right-hand side was among the nominated.

The number of the students attending or actually participating during the school year

The contest is open to high-school students as well as to first and second-year college students.

Participation is done through the process of co-opting. The teacher has her say of course, too. It varies a lot from one year to another. In our school, about a dozen students or more are interested in having a go at it. Many more will attend the contest, each participant takes along their supporters – and friends and relatives.

Ways of contact with the activity for people outside the school

The school magazine reports on the results of the competition each year. For example, 2 years ago, the winner was a student of our school, and a particularly long article was devoted to her and her fellow candidates' achievements, as well as to the activity itself. The same was done last year for the four nominated candidates even though they did not fare so well in the next steps.

The event is also reported in the local newspapers each time, thanks to Lyons Club.

Self-evaluation of the activity

The training is done with all the candidates attending and giving their opinion about the performances. Those benevolent criticisms, however hard to take they might be at first sometimes, always prove very fruitful in the end, for every participant and the public too.

This activity is excellent in every respect, and it is no exaggeration to say that the candidates come out different after the contest.

Françoise Martin-Borret
André Pédrón



The drama club enables the students to express their numerous talents. Young people, teenagers and students are on their course of growing up, which is accompanied by exploration of themselves and their strengths. Since theatrical plays are greatly connected with cultural expression, this expression is based on sophisticated speech, of course in our case in Slovenian. As the drama club mentor I strive for the theatre productions to be in greater portion the students' endeavour, mainly because I want them to experience the satisfaction and fulfilment that come as the fruit of their labour.

The members of the drama club together decide which play they are going to re-enact. They present the plays they have read and found interesting to each other. That is why an abundance of exploratory spirit is welcome, so the students thoroughly search the libraries for plays, read them and present them to other club members.

Before they choose a certain play, the students first determine the genre of the play they want to perform that year. Because of that the selection of a single play that will be performed is already a step forward. A lot of emphasis is placed on the play's storyline, but other factors are also taken into consideration. For example, it is important that the students recognise the aesthetics of the language, which makes the text readable (at first) and performable (later). Older plays generally do not appeal to the young, since the "language of the time" in which the play was written usually contradicts their linguistic expression or is too alien to them. As a consequence, such language does not allow the students to identify with the play.

After the play is selected, each member of the group reads it closely, so they get well acquainted with the plot and the characters. This way they can decide more easily which role to choose and later re-enact. A group

meeting is then held at which roles are distributed. Sometimes it occurs that a group member chooses a role that does not suit them well and other group members (objectively) help them find a better one.

A series of read-throughs follows, where a lot of attention is given to proper pronunciation. It is also important that the play is presented with a suitable vocabulary, since that allows the audience to experience the play in an entirely different way. It is obviously important for the members of the drama club to have good reading capabilities at the very least.

When performing a comedy, the students like to add dialect language and slang expressions spontaneously. In such cases my task as the mentor is to assess the appropriateness of these additions and at the same time try to harmonize them with the script.

The next step is the play rehearsals. Throughout the play a student's ability to identify with the designated character is extremely noticeable. The bodily gestures and facial expressions are important during this part, but the linguistic aspect of the play must not be neglected. At this stage I usually give the students feedback on what they should "do" with their body or comment on their speech and execution of the play. When gestures in a certain situation are not convincing enough I suggest more appropriate ones, so the students can adapt their movements in a manner that makes the play more convincing. The same goes for the speech or rather the linguistic side of the play. More rehearsals follow where theatrical play and appropriate linguistic expressions are honed.

It is at the premiere where the students show all the hard work, talents and virtues and at the same time strengthen their self-confidence. As a consequence, they develop their personalities with the help of culture and (artistic) language.

Goals of the activity

In the process of rehearsing and acting the drama club allows its members to uncover and explore their talents, which are necessary for a well performed theatrical play. Another goal of the drama club is to enrich the students' vocabulary, discover new plays and pay special attention to the aesthetic

language, since the language itself is a tool that enables a good performance. The students that join the drama club also get to know different roles such as: the producer, the actor, the scriptwriter, the cameraman, the editor, etc. And in the end they connect as a group and develop friendships with one another.



The comedy VIDEO KLUB, staged in the school year of 2014/15

Gained language and other competences for the students

While reading a play the students can improve their vocabulary immensely. At the same time, they discover that the Slovenian language is capable of describing numerous human states and that the language is a tool that through dialogue allows communication as well as an artistic presentation, one of which is a theatrical play. Artistic presentation is also closely connected with the competence of interpreting a script.

Relating to a role and understanding it allows an individual to strengthen and nurture their tolerance towards others. This can already be seen during

rehearsals. Without tolerance and understanding of others there is no team spirit, which is essential for a successful performance. A strong team spirit can aid towards encouraging other members, since they often want to experience different roles such as: producers, scriptwriters, set designers, editors and cameramen.

If the group chooses to record short films, the students also gain competences with regard to operating a camera and get to know the art of movie editing. They also get to discover the difference between the theatrical play and movie acting. The biggest difference is that the premiere of a play does not allow for corrections, while the movie offers just that – if a scene is not acted out convincingly or correctly, it can always be reshot.

Conditions needed to carry out the activity

The first prerequisite is the script, which is selected by all club members based on the previously chosen genre. Since the text is always chosen together by the mentor and the students, the motivation of the students for the play and the hard work is immense as a consequence.

It is important that the location where rehearsals take place is pleasant and has a homely feel. It is also important for the students to support one another should a problem occur during the rehearsals, and to thus build the atmosphere of security and acceptance.

It often happens that because of school or other responsibilities the students run out of free time. A sufficient amount of free time is crucial for the drama club, since only then can they learn their part by heart and gradually identify with their allotted character.

Possible issues in planning or executing the activities

Each year the students want to perform a different genre and they like comedies the most, but they often do not realise that it is other genres that enable them to assimilate more advanced plays. But regardless of the genre, together with my students I discover again and again that for their adolescent period only a few texts in the Slovenian language are appropriate

and appealing. Most plays are comedies that are meant for an older audience and whose language is slightly obsolete. It has also occurred that the students had to write their own play due to the shortage of appropriate texts.

When performing a comedy it often happens that the students add a lot of slang and dialect phrases. They assume that by doing so they as actors as well as the audience can better and more easily identify with the roles and plots. I am aware of the fact that thus the text tends to lose its meaning and that is why I as a mentor judge the appropriateness of such additions to the play. I follow the following criterion: when such linguistic additions contribute to the comical effect and the play's meaning does not suffer, I gladly allow them.

About the mentor

Simon Cigoj has been the mentor of the drama club since its very beginning.

Gained competences for the mentor

It is because the success of the drama club depends on the team spirit that I can easily say that aside for the students the mentor also develops certain competences. The first benefit is getting a closer look at the adolescent problematics, since it often occurs that during the club meetings the members spontaneously converse about their lives and current issues. As a mentor I repeatedly learn how to help a teenager to grow fond of the Slovenian language and discover different plays and talents, which are crucial for successful work in the drama club.

The number of meetings per school year

35

The number of hours used for the activity

55

The number of the students attending or actually participating during the school year

From 4 to 10 students attend the activity every school year.

Ways of contact with the drama club for people outside the school

In today's world the World Wide Web allows us to upload the videos we make to our school's web page. That way anyone can watch our drama and film work. Of course the premieres and rehearsals are still the basis. The premiere is always held in our students' hall of residence and then another performance is given at school. If there is a special request, we also sometimes perform in a group member's hometown.

Students' impressions

»I attended the drama club during all the four years of schooling. Each year we carried out one or two projects and there were film and theatrical performances. I participated as an actor, which improved my public performance skills, as well as a director, which strengthened my social skills and enabled me to gain valuable knowledge of how to run a project. All the time we were discovering new linguistic forms, from slang to standard Slovene language, but we also created a project where silence was dominant – a silent film.« **Erik**

»In my three year period in the drama club I have learned a lot about patience and everything that goes with the art of a written performance. Only when you are more seriously faced with the role of the director you realise the importance of nonverbal communication – an utterance can have a completely different meaning if it is accompanied by a different body movement, hand gesture etc. The way something is said is also important. To combine the movements of the body and the way we speak is truly an art form and in this field I have advanced immensely. The relaxed atmosphere during the rehearsals has contributed towards good team ties and cooperation in every segment of the final performance.« **Klara**

»Acting has always been my passion. I have been acting since kindergarten and now I actively attend the school's drama club for the fourth year. My greatest success for me personally is the one-person show whose premiere was this year in February. I wrote it myself. It means a lot to me that I performed it in my own Karstic accent. During the play clear pronunciation and a loving relation with the language, which is prerequisite for a

successfully conducted play, are of great importance. My admiration for my native language has only increased with the play. Acting and art in general mean to me a personal fulfilment and sharing my talent and happiness with others.« **Zala**



Mono-comedy: JE RATALA ENA (Z)MEŠANA!?
Staged in the school year of 2016/17

As the students say, the drama club allows them to spend their free time in a meaningful way. They learn to use different skills and tricks, especially in the field of directing. The students gain various linguistic, physical and other competences connected with acting. In short, they gain acting abilities, which will surely be important later in their lives if they ever form their own drama groups. They also get an abundance of beautiful memories. They are happy and proud that through the drama club they could contribute to the school community and all the people who attend their performances or follow them via the World Wide Web.

Links of performance videos:

- 1.) VIDEO KLUB: <http://89.212.90.66/video/video-klub.avi>
- 2.) JE RATALA ENA (Z)MEŠANA!? <https://youtu.be/OZlgaMwK6RE>

Simon Cigoj



I have been managing the film club for six years. How we watch a film has been greatly impacted by the changes in the film industry, media and technology. As a consequence there have been many changes in the way we examine, evaluate and analyse films. Nowadays they are far easier to access and students wish to watch newer and more recent films and series. The students that are the most interested in them are usually film buffs, since they often already watch them at home – most of them watch them via a computer but the way they acquire them varies. The first step I take as the mentor of the film club is watch and analyse the selected film. I prepare work sheets or computer presentations for the debate, which is sometimes conducted during a film but usually after it, while occasionally just a simple discussion is held.

Watching films is still a very popular way of spending one's free time. It is either done in a cinema or at home behind a TV or a computer screen. We as viewers indulge ourselves in a film's plot and the different genres, places, cultures and languages allow us to better experience the fictive environment and escape our daily lives for a short period of time. I am very pleased that some students are great film fans, some even exceptional experts when it comes to certain genres, but their critical judgement gives me even greater delight. The language of the film and its message are crucial for teenagers, since they are in the period of finding their purpose in life and experimenting with values and criteria that are given to them. It is for that reason as well as because of the growing attention the media are given that I find it important for young people to evolve and nurture a critical sense when watching and evaluating a film.

I often pick films by my own judgement, but I definitely keep in mind well-argued and appropriate wishes and propositions from the students,

although sometimes we simply watch a film that is connected with current affairs or special occasions. For example, on the International Holocaust Remembrance Day we watched *Schindler's List*, as well as the film *Life Is Beautiful (La vita e bella)*. As requested by the students we also had a film marathon – we watched the film trilogy *The Lord of the Rings*. As a history and sociology teacher I often reach for historically themed movies and series as well as sociological films, in short I try to pick a film that makes an impact on the students and at the same time satisfies their thirst for action and to explore something different and new. I am satisfied with the feedback and the conversation about the film that we have recently watched – *Gran Torino*. We debated about the cultural and linguistic differences (Americans and Asians), the ethnocentric view of other cultures, multiculturalism, subcultures, deviation, age and ethnic inequality, etc. Through the film we also experience the differences in languages, especially when it comes to how the body language or language characteristics can lead to the understanding or misunderstanding of cultures.

The film that caught the students' attention was a film about the illegal practice of trading human beings titled *Human Trafficking*. Students are mostly ill-informed on this global problem and I personally hope that we managed to highlight the problem when we held the discussion.

When evaluating a film we tend to focus on a film's message, its depiction of the main characters, characterizations, we emphasize the main values of the film and rate the film's dynamic, plot twists, etc.

In the school year of 2015/2016 I was delighted when the students proposed that we watch shorter historical series and documentaries. Of course the debating sometimes starts during the film itself and I find the use of language in these moments especially interesting. More and more often, students watch films with English subtitles - of course these films are British or American in general. By doing so the students get better acquainted with the language and the majority of them experience no difficulties when it comes to understanding and even those who do have trouble with the language say that watching the films and listening to the language helps immensely.

A film that I would like to pinpoint for its exemplary benefits for language use, language exploration and culture exploration is an Indian film *3 Idiots*, which explains the situation of students in India at an exceptional level. What did I notice? Students that I work with and watch an abundance of films are greatly skilled when it comes to language and have an ear for all languages. Learning a language through a film contributes immensely to a student's knowledge and use of the language. English prevails when it comes to the choice of the films we watch, but we also come in contact with the German, Italian and also Slavic languages.

Different methods are applied while carrying out the activity: the method of audio-video demonstration, graphic or verbal demonstration, debate, explanation, discussion, active participation and the method of repetition and language use. The methods are intertwined and sometimes we watch a film without subtitles to enhance our understanding of a language, hear the language and feel closer to it, since our concentration level is higher.



Relaxed atmosphere while watching a comedy accompanied by funny comments.

Goals of the activity

The goals are focused on the wishes and will for intellectual work, acquiring linguistic knowledge (especially use and understanding of a language), the development of the students' critical thinking and their ability to analyse, judge, evaluate and perform in public or present their view in a group. The aim of the activity is also cooperation and as a consequence socialising among the students.

Gained language and other competences for the students

I am time and again delighted and surprised by the fact that students are immensely critical in their adolescent age. They can argue their views and listen to one another, even when their opinions are contradictory. I also find delight in their ability "to hear a language" and our activity is somewhat responsible for enhancing their vocabulary. It is in these activities that I get to better discover their personalities.

Conditions needed to carry out the activity

The activity takes place in a special room where we have a computer and a projector. When I converse with the students I also use books and magazines, in other words, I use visual content. In most cases these are historical magazines. The students also use work sheets from time to time.

Possible issues in planning or executing the activities

The biggest problem that we come across in our group is the time limit. Most films last for at least two hours and because of that we often have to watch a film in two parts, which does not appeal to the students or to me. Sometimes we run out of time to conduct a debate, which is most productive right after the film is seen. This is easier with shorter historical series. Of course the problem also lies in the students' motivation. They sometimes have up to three exams per week and have no free time to watch films. It is hard to harmonize all the wishes of those who want to watch a certain film, since other students also have different extracurricular activities after the regular classes (volunteering, recreation and other activities).

About the mentor

The mentor of the film club is from the very beginning six years ago Katarina Bittner Gerželj.

Gained competences for the mentor

The mentor enriches their vocabulary themselves when watching a film without subtitles, hearing the spoken language and linguistic phrases. Through the debate I get to know the students better, their way of thinking, their ability to communicate and their knowledge of a certain language.

The number of meetings per school year

We meet with the students once per week, but of course there are exceptions, especially in the exam period. In such situations we delay our activities and meet when there are fewer exams per week, sometimes more than once. There are also some special occasions: project days, doors open days, days before holidays, birthday celebrations, educational lessons, etc. On such occasions the students can manage their free time better and more students join the club.

The number of hours used for the activity

During the school year about 60 hours of this extracurricular activity take place.

The number of students attending or actually participating during the school year

On a regular basis the club is attended by 10 to 15 students. There is generally more interest for shorter series among boys, but there are recommendations from girls too. With each school year several changes are introduced. For example, in the school year of 2015/2016 there was a higher level of interest among second and fourth year students, but in the current year there is a large number of first year students, especially girls that regularly and gladly work with the suggestions or rather choices regarding films.

Ways of contact with the activity for people outside the school

The film club is an activity carried out only within our institution.

Students' impressions

»One of the most relaxing and interesting activities, with a growing number of members. The genre of films is usually recommended by us and the final choice of a film is in the end made by our mentor. The themes of the films are often historical, psychological or sociological. One of the main goals of the film fan activity is to improve the students' knowledge of the languages, which are easier and more interesting to learn through films. We adore films and debates about them and we are happy to attend such an activity – for the soul. It is an opportunity to forget about school and other obligations and focus on something that you like and enjoy doing in a good company. Priceless.« **Rebeka in Lea**

»The film club is a lot of fun, since it is a place to watch films with friends and hang out at the same time. The films are thematically different and everyone is able to find something they will like. I hope that we will be able to continue our activity next year and watch many new films.« **Julija**

The film club extracurricular activity allows the young to spend their free time productively. In the future I would like to implement some changes: first and foremost better scheduled film watching, more advertising to attract more students, organizing more film events on special occasions and most importantly, dedicate more time to analysing and debating.

Katarina Bittner Gerželj

This project was funded with the support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





