



Third Language Camp

6-17 March 2017

Camping Hacienda Barriche, Spain

Website:www.haciendabarriche.com

e-mail:info@haciendabarriche.com

Address: Hacienda Barriche , Alcala de los Gazules, Cadiz, CP 11180, Spain

Tel: +34 956 114 014

Head: Pedro Sanchez de Alba



A. The Spanish Educational system

The structure of the Spanish education system

The Spanish education system is divided into four stages, two of which are compulsory:

- Nursery and preschool (*educación infantil*) – optional
- Primary (*educación or escuela primaria*) – compulsory
- Compulsory secondary education (*educación secundaria obligatoria*)
- Upper secondary education (*bachillerato*) – optional

Kindergarten	(0 – 3 yrs)
Pre-Scholar/Infantil	(3 – 6 yrs)
Primary	(6 – 12 yrs) Compulsory
E.S.O.	(12 – 16 yrs) Compulsory
Bachillerato/ Ciclos Formativos de Grado Medio	(16 – 18 yrs)
University (Diplomatura 3 yrs) CiclosFormativos de Grado Superior	(18 – 21 + yrs)
University (Licenciatura 2 yrs) University Post Degree (2 yrs)	(18 – 22 + yrs)

Nursery/preschool in Spain (*educación infantil*)

The first six years of education in Spain is known as *educación infantil* or infant education. It is divided into two stages.

The first stage is nursery school (*guardería*), which takes children from around three months up to three years old, but it is not covered by the state. *Guardería* may be private or state-run but both charge fees (if you're a working mother you may be eligible for help with these).

The second stage is preschool (*escuela infantil*) which take children from three to six years old. Preschools are often attached to state primary schools and are free. Most children attend the three years of preschool education and develop their physical and mental skills. From the age of four they learn to read and write and by the time they complete their *Educación Infantil* they will know the alphabet. Emphasis is placed on learning about various aspects of different cultures, the environment and road awareness skills

Nurseries and preschools are an excellent and easy way to introduce foreign children to the Spanish language and culture.

Spanish primary school (*educación/escuela primaria*)

Primary schools are known as *escuelas* or *colegios* (although the latter term is sometimes used to refer to semi-private and private schools). It is compulsory for children to attend primary school in the calendar year in which they turn six, and usually lasts until age 12. There are three, two-year stages or cycles, making a total of six academic years:

- *Primer ciclo* – age 6–8 years
- *Segundo ciclo* – 8–10 years
- *Tercer ciclo* – 10–12 years

Children study Spanish language and literature (and the language and literature of the autonomous region if applicable), mathematics, natural and social science (such as history, geography and biology), arts, a foreign language (and sometimes a second foreign language in the *tercer ciclo*) and physical education. All pupils have daily reading time. In the third cycle, they study *Educación para la Ciudadanía*, which is moral/social studies. You can chose whether or not you want your child to take religious (Catholic) education lessons when you join the school.

There is no streaming in Spanish primary education; classes are all mixed ability, and parents can see teachers if they need to discuss their child's progress and problems. Homework can be given from the first year onwards, and examinations can start from around the third year of primary school.

Children are regularly assessed and graded. Grades are:

- *insuficiente* (IN) – insufficient
- *suficiente* (SU) – sufficient
- *bien* (BI) – good
- *notable* (NT) – very good
- *sobresaliente* (SB) – outstanding

If pupils have not attained a satisfactory level of education at the end of the first or third cycles they may have to repeat a year before moving onto the next stage. It is common for pupils to attend classes during the school holidays to catch up.

Spanish compulsory secondary education (*Educación Secundaria Obligatoria*)

After primary, students go onto compulsory secondary education or *Educación Secundaria Obligatoria* (ESO) between the ages of 12 and 16 years old, at an *Instituto de Educación Secundaria*, *Colegio Privado* or *Colegio Concertado*.

The secondary school system in Spain has seen major changes in the past decade. It has moved away from the traditional rote-learning model and is now more akin to the British comprehensive system. The ethos is now more geared towards project work and continuous assessment than the old-style fact learning. Spanish schools have a relaxed atmosphere with less discipline than British schools, for example, and the family is expected to help the child with their studies.

Secondary education is divided into two cycles: from 12 to 14 years and from 14 to 16. In both cycles, there are core compulsory subjects and optional subjects. The core curriculum is usually Spanish language and literature (and the language and literature of the autonomous region if applicable), mathematics, geography, history, a foreign language and physical education. Optional subjects include music, technology, a second foreign language and social/moral studies. At the end of the two years, the curriculum has similar core subjects and students have to choose some optional courses which include: natural and social sciences, music, technology, plastic and visual arts. Religious education is optional.

Students are assessed regularly and may have to repeat a year if they don't reach the expected level of attainment. Secondary students cannot repeat a year more than twice.

If students complete the four years and passes (*aprobado*) the expected standards they will be awarded a Graduate of Secondary Education Certificate or *Graduado en Educación Secundaria*. They can then move onto the next level of higher secondary education to do their *bachillerato*, which will allow them to apply to a university. Less academic students may be awarded a school certificate (*certificado de escolaridad/escolarización*).

Compulsory education ends at the end of ESO. At 16, students can choose to study for the *bachillerato*, undertake intermediate vocational training (*formación profesional*, or *Ciclos Formativos*), which will be geared towards a specific job, or leave education completely. Some students combine lessons in school with workplace training in order to earn a *Certificado de Técnico* which can lead to a job, further training or onto *Bachillerato* studies.

Spanish upper secondary education

Although not compulsory, students can continue their education by studying for university entrance or entering vocational studies.

Bachillerato

At 16, students who wish to continue their education can study for a further two years to earn the *Bachillerato* certificate. It is roughly equivalent to UK 'A' Levels. This is the certificate needed to go to university although students will also have to sit an entrance exam (*Prueba de Acceso a la Universidad* or the '*Selectividad*').

All students take a number of core subjects including Spanish, a foreign language and history but they also have to specialise in one area: natural and health sciences, sciences and engineering, social sciences, the humanities or the arts. Some nine subjects are studied with the yearly exam results of each subject aggregated to provide an overall mark up to 10.

A pass at *Bachillerato* will allow a student to take university entrance examinations (*Selectivo*).

To undertake the state-supervised *Selectivo*, the student will take 7–8 examinations over three days that mimic their *Bachillerato* examinations. Then they will be provided with an aggregate score up to 10 (like the *Bachillerato* system). This will be combined with their *Bachillerato* score to provide the overall university grade – although the *Bachillerato* exam results will account for 60 percent of their final aggregate mark and their *Selectivo* 40 percent. The final grade will define what they can study at university.

Ciclos Formativos

The vocational courses provided by the *institutos* are intended to provide practical training for a working skill such as plumbing, electrical work, hairdressing etc. The vocational courses last four years and result in qualifications universally recognised across Spain. There are two parts to the *Ciclos Formativos*:

- *Grado Medio* – this lasts two years and provides a basic level of training.
- *Grado Superior* – this lasts a further two years and can only be started when a student is 18 years old. If a student passes his *Grado Superior* he obtains access to the university system. *Grado Superior* is open also to direct entry from students who have passed their *Bachillerato*.

State universities and polytechnic universities

Those who have passed the *Bachillerato* with acceptable marks and who want to go on to university take an entrance exam in June. There are state universities throughout Spain that provide ‘degrees’ (*diplomaturas*) and professional qualifications (*licenciaturas*) and post degree education.

The daily timetable varies depending on the school and region. Generally, most children go to primary schools from 9am to noon, with a long lunch break of up to three hours before going back to school from 3pm to 5pm. Both private and state primary schools normally look after a child from the beginning to the end of the school day (9am–5pm). School lunch may be available, although some children bring a packed lunch or children return home. Lunch is considered the main meal of the Spanish day, and if your children eat the school lunch they will be encouraged to eat the substantial meal alongside other children.

In cities, the school day can end at 2pm, with only a short lunch break or no break at all. Some schools may also opt to open half days in September and June. Schools in large cities may have school activities before and after school.

Secondary school hours tend to be longer, with some schools starting around 8–8.30am and finishing around 5.30pm. In some cases, secondary schools might not provide supervision during the lunch break, and your child will either need to return home, or you will need to collect them. Older pupils can expect homework most nights.

Homework also plays a big role in children's education in Spain. Studies show one in five children in Spain spend two-and-a-half hours per day on homework, which led parents to threaten a '[homework strike](#)' in 2016 against schools that set weekend homework. This exceeds guidelines in Madrid, however, which advise that five year olds (year one) should receive 10 minutes of homework per day, increased by 10 minutes each year thereafter.

School holidays in Spain

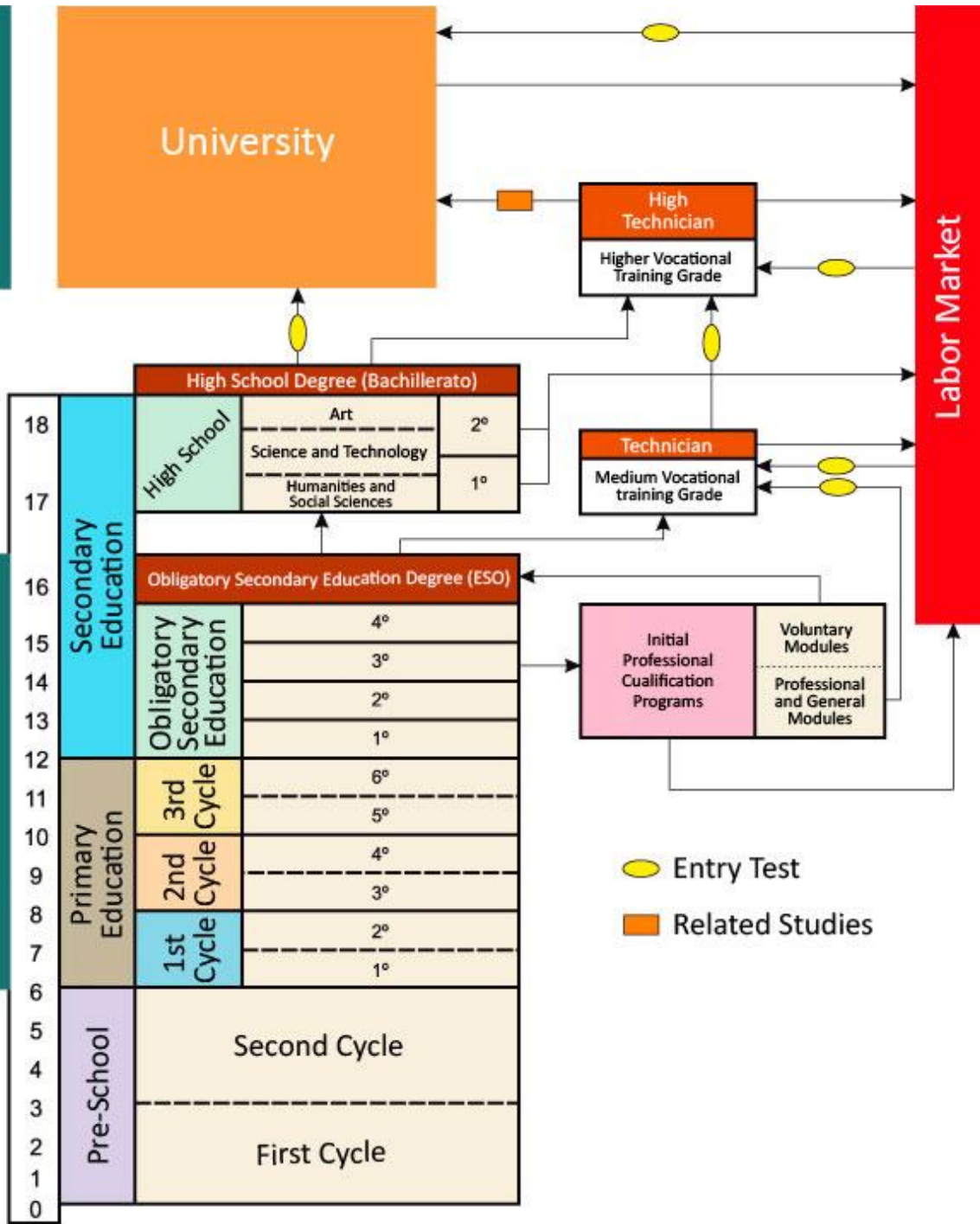
The school year will vary from one region to another and will also be affected by what a child is studying, their level and their particular school. In Spain the school year generally starts in mid-September and runs through to mid-June. There are three terms of roughly 11 weeks.

Spain has among the longest school holidays of anywhere in Europe. Half terms do not really exist, though compensation is in the numerous local festival days and non-teaching days that give children and teachers more breaks in the school year.

There are usually two weeks of holiday over Christmas, two weeks over Easter and a long summer holiday of around 10–11 weeks. Children moving up from primary to secondary school will sometimes get an extra week or two of summer holiday, which may even include an end-of-school trip abroad.

Higer Education

Basic Education



Some information about the Host school

Escuela San José was built in the middle of the XVIII century as a hospital for travellers who fell ill on their way to Cádiz: at that time, Cádiz was the main European port in its trade with the Indies, so a lot of people used to travel there to make Money either in Cádiz or by travelling to América. In the middle of the 20th century, it became an old-people's home and finally, in 1989, a group of teachers joined and they founded "La Escuela San José".

Teaching staff: 24 teachers : 11 female and 13 male teachers.

1 psychologist.

Non-teaching staff: 2

Number of students: 324, divided into the secondary school (from 7th to 10th grade), Initial Vocational Qualification Program (1st and 2nd) and A-levels (1st and 2nd).

They attend classes every day from 8:00 to 14:30, 30 lessons a week.

There are 14 classrooms, a computer room, a gymnasium and a small library. All the teachers have laptops or tablets, and they can use the digital White boards which are installed in some classes.

Organization: The school year has got 3 trimesters: 1st. September 10th-December 18th, 2nd. January 8th to March 28th, 3rd. March 29th to June 18th. There are Christmas holidays for two weeks and Easter holidays for one week, together with three bank holidays.

School Council: It consists of 3 parents, 3 teachers, 2 students, the principal, the head teacher, the school secretary and a member of the town hall. They are responsible for the initiatives to unite school community in order to collaborate and contribute to the school objectives. They discuss about school matters, care about the quality of education, learning and teaching process at school and provide any help to the school members.

Afternoon activities: Music school, sport activities, teachers' and Erasmus + meetings.

Traditional school events during the school year:

- Nativity scene performance
- Science week
- Art & Literature week
- Erasmus + week
- Literary contest

At the moment the school is involved in two projects of innovative pedagogy, one in science and another one in literature. In addition, there is a group of teachers developing a quality plan, so far the school has got the Quality seal EFQM 400+.

B. Language camp

Programme



TUESDAY, MARCH 7th

- 7:45 Wake-up time
- 8:00-8.15 Energiser
- 8:30-9:30 Breakfast
- 10:00-10:30 Introduction (camp rules, daily routine , international groups at the camp)
- 11:00-12:00 Lesson 1-Breaking ice
- 12:30-13.30 Lesson 2- Drama
- 13:30-14:30 Lunch
- 15:30-16:30 Rehearsal of Erasmus song
- 17:00-19:30 T-shirt design workshop
- 19:30-20:00 Shower time
- 20:00-21:00 Dinner
- 21:30-10:00 Work on booklets/Teachers' meeting
- 11:00 Bedtime



WEDNESDAY, MARCH 8th

- 7:45 Wake-up time
- 8:00-8.15 Energiser
- 8:30-9:30 Breakfast
- 10:00-10:45 Preparation of the Art lesson (picking-up of stuff from nature)

11:00-13:00 Lesson 3- Art: Action painting (each team will paint one poster following different musical rhythms- let your imagination fly, and enjoy!!)

13.30-14:30 Lunch

15:30-16:30 Rehearsal of Erasmus song

17:00-19:00 Photo competition

19.00-20:00 Shower time

20:00-22:00 International cuisine

22:30-23:00 Working on booklets/Teachers' meeting

23:00 Bedtime



THURSDAY, MARCH 9th

7:15 Wake-up time

7:30-8:30 Breakfast

9:00 Buses to San Fernando



10:15-12:00 Welcome to San José School

- Welcoming of all delegations
- Cultural performances of our students (wind orchestra, theatre, magic, Flamenco dancing and singing)

12:30-13:30 Reception by the Major at San Romualdo Castle

14:00 Bus to Cádiz

14:30 Lunch

15:30 Walking tour around Cádiz



www.cadizturismo.com/destinos/provincias/cadiz/municipios/cadiz/

19:00 Bus to the camp

20:00-20:30 Shower time

20:30-21:30 Dinner

21:30-11:00 Cinema

11:00 Bedtime

FRIDAY, MARCH 10th

7:00 Wake-up time

7:15-7:45 Breakfast

8:00 Buses to Seville

10:00 Arrival in Seville



We will visit Plaza de España, the Cathedral

www.catedraldesevilla.es/

and the Royal Alcázar (where some of the scenes of Games of Thrones were recorded)

www.alcazarsevilla.org/

We will tour around the city center and you will have free time for shopping.

19:00 Bus to the camp

20:30-21:30 Dinner

21:30-22:00 Working on booklets/Teachers' meeting

21:30-23:00 Free time

23:00 Bedtime

SATURDAY, MARCH 11th

7:45 Wake-up time

8:00-8:15 Energizer 8:30-9:30 Breakfast

10:00-11:00 Lesson 4-Languages 1: Sign Language, Spanish, French and Greek culture

11:30-12:30 Lesson 5: Drama



13:00-13:30 Rehearsal of Erasmus Song

13:30-19:00 **ERASMUS DAY AT THE CAMP**

The parents' association of Escuela San José together with the 20 students who participated in the previous camps will visit us. We will have lunch and enjoy the afternoon with them.

After lunch participants will be divided into groups, and the Spanish students will teach them how to play traditional children games and flamenco dancing. Later on, local people will show them how to make "picón": a kind of Wood charcoal commonly used in this part of the country from ancient times to heat houses. People used to put it under their tables to keep themselves warm.

19:00-20:00 Shower time

20:00-21:00 Dinner

21:30-10:45 International Dances

11:00 Bedtime



SUNDAY, MARCH 12th

7:45 Wake-up time

8:00-8:45 Breakfast

9:00 Bus to Baelo Claudia Archaeological Site

www.andalucia.org/es/turismo-cultural/.../conjunto-arqueologico-de-baeloclaudia

10:30-12:30 Visit to the site

13:00-14:00 Lunch

14:30 Bus to Vejer de la Frontera

<https://www.vejerdelafrontera.es/>

15:30 Arrival in Vejer



16:00-17:30 Guided walking tour around this picturesque village twinned with the town of Chefchaouen in Morocco

18:30 Bus to the Camp

19:30-20:00 Shower time

20:00-21:00 Dinner

21:30-10:30 Got talent show: Show your secret abilities at the camp!

11:00 Bedtime

MONDAY, MARCH 13th

7:45 Wake-up time

8:00-8.15 Energiser

8:30-9:30 Breakfast

10:00-11:00 Lesson 6-Languages 2: Sign Language, Spanish, French and Greek culture

11:30-12:30 Lesson 7: Drama

13:00-13:30 Rehearsal of Erasmus Song

13:30-14:30 Lunch

15:30-18:30 Workshops: Reforestation, cork and making of cheese.

18:30-19:00 Lesson 8: Zumba by Spanish students.

19:00-19:45 Shower time

20:00-21:00 Dinner

21:30-22:45 Karaoke

11:00 Bedtime



8:00 Buses to Jerez de la Frontera

9:30-11:00 Visit to the "Palace of the time"

<http://www.borismicka.com/clock-museum-the-palace-of-time-jerez->

ESDAY, MARCH 14th

7:00 Wake-up time

7:15-8:15 Breakfast

[spain/](#)

12:00-13:30 Show "How the Andalusian horses dance"

<https://www.realescuela.org/en/exhibiciones.cfm>

14:00-15:00 Walking tour around Jerez de la Frontera

18:30 Bus to the camp

19:30-20:00 Shower time

20:00-21:00 Dinner

21:30-10:00 Working on booklets/Teachers' meeting

10:00-10:45 Free time

11:00 Bedtime



WEDNESDAY, MARCH 15th

7:45 Wake-up time

8:00-8.15 Energiser

8:30-9:30 Breakfast



DAY OF MULTI-ADVENTURE ACTIVITIES

10:00-13:00 The participants will be divided into different teams to try most of the activities at the camp: canoeing, climbing Wall, archery, zip line, Tibetan bridge and leather.

All the activities will be taught by instructors 13:30-14:30 Lunch

15:30-18:30 Instructors will continue with the participants

19:00-19:45 Shower time

20:00-21:00 Dinner

21:30-22:00 Working on booklets/Teachers' meeting

22:00-23:00 Free time

23:00 Bedtime



THURSDAY, MARCH 16th

7:45 Wake-up time

8:00-8.15 Energiser

8:30-9:30 Breakfast

10:00-11:00 Lesson 9: Rehearsal of plays

11:30-12:30 Lesson 10: Performances



13:30-14:30 Lunch: Barbecue

15:30-16:30 Recording of Erasmus song

17:30-19:15 Certificate ceremony/Awards

19:30-20:00 Shower time

20:00-21:00 Dinner

21:00-11:00 Farewell party/Disco

11:30 Bedtime





Most of the partners arrived in the camp on Monday the 6th of March 2017. The FYROM team arrived in the camp on the 7th. The camp houses were ready when all the participants arrived, with names of the students and flags of the countries on each house. Roommates were mixed from each country in order to achieve better communication in English among the students. They introduced themselves and made themselves comfortable in the accommodation that they shared for the next 10 days. Gradually, the students started communicating with each other.

On the first day of the language camp, the coordinator of the project, Mr Lahachmi Mechkouk, officially opened the camp and presented the national teams. There was an introduction of the camp rules, explanation of the daily routines. After that, the pupils were invited to join their transnational team which was established by the Spanish coordinator before the camp started. Five teams were established with the names of famous Spanish artists, such as Picasso, Gaudi, Dali, including again mixed nationalities of students and teachers. There was an ice breaking game at the beginning and after the game, each team was introduced to the drama activities. In the afternoon, the pupils rehearsed the Erasmus song, under the coordination of the Greek music teacher. After the rehearsal of the song, there was a workshop where each team designed a T-shirt. Every student brought a white T-shirt and markers from home and working within their team, made beautiful designs, using the logo of

the project and the Erasmus plus emblem. After dinner, the pupils worked on their booklets.

According to the program of the language camp, organized by the Spanish coordinator together with the French coordinator, 77 pupils took part in the following activities:

- A. Drama activities, rehearsals and a final performance
- B. Sign language/Spanish/French/Greek culture
- C. Competition: The best photo
- D. Creative workshops(Art lesson and Action painting) with drawing and painting, using materials from nature; practical workshop for making traditional Spanish wood charcoal and reforestation workshop as well as workshop which shows how to make cheese
- E. Multi-adventure sport activities
- F. Erasmus day at the camp
- G. Rehearsal and recording of the Erasmus song
- H. Intercultural evening(National cuisine and dances)
- I. Talent showand Karaoke
- J. Disco
- K. Farewell ceremony

Pupils also attended many excursions, did many cultural visits and visited the host Spanish school “San Jose” in San Fernando.

I.Drama activities

The main focus of the third language camp were the drama activities. Before the beginning of the camp, every coordinator suggested different drama activities which were downloaded on the site of the project, that would be interesting and motivating for the pupils according to their age. The final drama activities were chosen as a common work of the teachers and the coordinator of the project. All the teachers shared their work and ideas and got ready for the drama activities they are going to teach before the camp started. During the camp, students were divided into five



international groups and had rehearsals of the drama scenes in order to get prepared for the final performance in the camp, when all the teams showed what they have prepared 'on the stage'.

The objectives of the drama activities:

1. Language Skills: Students will listen and read for details, and improve comprehensibility in speaking and writing, for the purpose of communicating to an audience in English.

a. Objectives:i. Students will be able to:

1. read drama scripts in English
2. understand main ideas and details in different kinds of dramatic scripts

3. improve listening comprehension of different types of spoken texts – for main ideas, details and speakers' attitudes and emotions
4. speak on a given topic for an extended period of time in an improvisation
5. speak clearly enough (pronunciation, stress, intonation) to be understood by classmates and audience
6. write dramatic scripts for different purposes and audiences
7. formulate, express and defend individual ideas and opinions in an improvisation
8. develop and use language learning strategies for all language skills

2. Critical Thinking Skills: Students will learn how to think critically in order to successfully participate in dramatic impromptu improvisations.

- a. Students will be able to
 - i. acquire thinking skills to make critical and rational judgments
 - ii. interpret input and understand inferences in a dramatic script or improvisation

3. Affective Factors: Students will learn how to manage affective factors that can inhibit or enhance their English language proficiency.

- a. Students will be able to
 - i. cope effectively and efficiently with change, extended speaking tasks, and unplanned, impromptu speaking
 - ii. develop positive attitudes toward constructive ideas and values that are transmitted and dramatized in oral and/or written forms
 - iii. develop confidence in their ability to speak English spontaneously

4. Performance: Students will learn how to perform in English

- a. Students will be able to perform in front of an audience in a complex culminating task
- b. Students will be able to manipulate body movements and facial expressions to convey appropriate emotion and meaning in dramatizations

5. Communicative: Students will develop communicative skills in English

- a. Students will be able to

- i. formulate, express and defend individual ideas and opinions when working on dramatic productions
- ii. speak and perform on a given topic for an extended period of time
- iii. participate in pair and group dramatizations on a variety of topics
- iv. acquire good speaking and listening habits to understand, enjoy, and appreciate dramatic texts
- v. understand extended input (from reading and listening to dramatic scripts) and respond (in speaking) appropriately
- vi. communicate (through speech and writing) effectively, in both imaginary and everyday situations, to meet the demands of society
- vii. develop the ability to express themselves imaginatively and creatively.

By using the drama and role play activities, all the teachers came to the conclusion that the students took active part in their roles, engaging themselves completely in the new experience. By the end of the camp, they all made a great progress in terms of their communication skills and became more self confident about their spoken English skills.

The Turnip

Characters : the Turnip the Dog

Grandpa the Cat

Granny the Mouse

Granddaughter

/Grandpa sees a big turnip/

Grandpa : Oh, what a big turnip ! I must pull it out. One, two, three ! Oh, it's too big for me. Granny, come here, help me, please !

Granny : All right, Grandpa. I'm coming.

Grandpa and Granny /pulling together.Z: One, two, three. Oh, it's too big for us.

Granddaughter, come here!

Helpus, please !

Granddaughter: Allright, I'mcoming. .

Grandpa, Granny

and Granddaughter/*pullingtogether*/.One, two, three. Oh, it'stoo big forus !

' Dog, Dog, comehere, helpus, please !

Dog : Allright, I'mcoming .

Grandpa, Granny, Granddaughter

and Dog /*pullingtogether*/:One, two, three. Oh, it'stoo big forus ! Cat, Cat, come
here, helpus,please ! '

Cat: Allright, t'mcoming.

Grandpa, Granny, Granddaughter,

Dog, Cat/*pullingtogether*/.One, two, three. Oh, it'stoo big forus. Mouše,

Mouše, comehere, helpus, please ! .

Mouše : Allright, Tmcoming.

Grandpa, Granny, Granddaughter,

Dog, Cat, Mouše /*pullintogether*/: One, two, three i

One, two, three I

One, two,*three* !

Falldown./

Turnip : /*standing up*/ : Here I am !

All /*together*/ :What a big turnip we have !



Modification:

THE TURNIP - THE PROBLEM (THE UNUSUAL SITUATION)

TO PULL - TO SOLVE

FAMILY MEMBERS - STUDENTS FROM DIFFERENT COUNTRIES

MOTTO: „FRIEND IN NEED IS A FRIEND INDEED“

***.....TEAM WORK, COOPERATION, ABILITY TO SOLVE THE
PROBLEM TOGETHER***



The Little Prince and the fox

Based on the novel of Antoine de Saint-Exupéry

Fox: Please, tame me!

Prince: I want to, very much, but I have not much time. I have friends to discover, and a great many things to understand.

F: One only understands the things that one tames. Men have no more time to understand anything. They buy things all ready made at the shops. But there is no shop anywhere where one can buy friendship, and so men have no friends any more. If you want a friend, tame me.

P: What must I do, to tame you?

F: You must be very patient. First you will sit down at a little distance from me- like that- in the grass. I shall look at you out of the corner of my eye, and you will say nothing. Words are the source of misunderstandings. But you will sit a little closer to me, every day . . .

The next day the little prince came back.

F: It would have been better to come back at the same hour. If, for example, you come at four o'clock in the afternoon, then at three o'clock I shall begin to be happy. I shall feel happier and happier as the hour advances. At four o'clock, I shall already be worrying and jumping about. I shall show you how happy I am! But if you come at just any time, I shall never know at what hour my heart is to be ready to greet you . . . One must observe the proper rites . . .

P: What is a rite?

F: Those also are actions too often neglected. They are what make one day different from other days, one hour from other hours. There is a rite, for example, among my hunters. Every Thursday they dance with the village girls. So Thursday is a wonderful day for me! I can take a walk as far as the vineyards. But if the hunters danced at just any time, every day would be like every other day, and I should never have any vacation at all.

So the little prince tamed the fox. And when the hour of his departure drew near—

F: Ah, I shall cry.

P: It is your own fault, I never wished you any sort of harm; but you wanted me to tame you...

F: Yes, that is so.

P: But now you are going to cry!

F: Yes, that is so.

P: Then it has done you no good at all!

F: It has done me good, because of the color of the wheat fields. (pause) Go and look again at the roses. You will understand now that yours is unique in all the world. Then come back to say goodbye to me, and I will make you a present of a secret.

The little prince went away, to look again at the roses.

P: You are not at all like my rose. As yet you are nothing. No one has tamed you, and you have tamed no one. You are like my fox when I first knew him. He was

only a fox like a hundred thousand other foxes. But I have made him my friend, and now he is unique in all the world.

And the roses were very much embarrassed.

P: You are beautiful, but you are empty, he went on. One could not die for you. To be sure, an ordinary passerby would think that my rose looked just like you- the rose that belongs to me. But in herself alone she is more important than all the hundreds of you other roses: because it is she that I have watered; because it is she that I have put under the glass globe; because it is she that I have sheltered behind the screen; because it is for her that I have killed the caterpillars (except the two or three that we saved to become butterflies); because it is she that I have listened to, when she grumbled, or boasted, or ever sometimes when she said nothing. Because she is my rose.

And he went back to meet the fox.

P: "Goodbye,"

F: Goodbye. And now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye.

P: (repeating) "What is essential is invisible to the eye"...

F: It is the time you have wasted for your rose that makes your rose so important.

P: "It is the time I have wasted for my rose..."

F: Men have forgotten this truth, but you must not forget it. You become responsible, forever, for what you have tamed. You are responsible for your rose

P: "I am responsible for my rose..." (the little prince repeated, so that he would be sure to remember).





NO ONE EVER DESERVES TO BE BULLIED

SCENE 1

Mary, a sixteen-year-old girl, an immigrant who lives now in an European country, meets some colleagues in the hall of the school. They try to agress her and she wants to avoid them. They start to agress her using a mischievous tone.

Student 1 –a girl: “Look at her shoes! I think she has had them for ten years.”

Student 2- a girl: “She’s wearing old –fashioned clothes.”

Student 3-a boy: “Her glasses are strange.”

Student 4: “Her accent is awful.”

Student 5: “She looks like a witch.”

Mary wants to run. Someone pulls her, a boy pushes her. Mary starts crying.

Student 1- a boy: “Why are you crying my dear?” Are you a weepy girl?”

Mary succeeds to escape. She takes a bus and goes home.

SCENE 2

Mary is writing a message on FACEBOOK. She’s reading it out.

“I’ve lost myself,

Who am I?

I don’t know.

I can’t understand

Why my schoolmates build walls around me.

I am in prison,

I am alone.

They tease, push and hit me,

They make fun,

They make me feel bad,

I am fed up with them.

I feel safe nowhere,

I am harassed everywhere

Again and again.

I'm in danger,

I need your help all my on-line friends.

Come and meet me in front of my school tomorrow at 6 o'clock pm when I finish school.

SCENE 3

Seven students sitting on the chairs using their smart phones.

Storyteller speaking to the public: "Can you see these people? Now they are all connected great to Internet. They are reading on Facebook what Mary is writing. They are living the same experience, they are feeling the same emotions. They start chatting with Mary. They are reading out their messages.

Student 6: I'm sorry for you. I'll be there."

Student 7: "You're a nice girl. Nobody has the right to hurt you."

Student 8: "I'm your best friend. We are meeting tomorrow."

Student 9- "Mary, don't worry. It's not your fault. I am coming tomorrow."

Student 10: "Be brave! Don't give up and continue to fight!"

Student 11: "Keep dreaming my friend, I'm coming to put down the walls your colleagues build around you."

Student 12: "I have an advice. Look for friends who can make you feel happy and safe."

Student 13: "I'm afraid you are a victim of bullying. Please, go to an adult you trust and tell him/her what's going on!"

SCENE 4

It's six o'clock pm. All Mary's on-line friends are in front of her school. They are hugging her now.

Students in group

"We are here to show your colleagues you have a lot of friends. We are here to prove that friendship is much stronger than the violence can be."

SCENE 5

The students are making a circle around Mary. They turn on the lights of their mobile phones and they are crying: "Hold up! Hold up! We are here for you."

SCENE 6

Mary's colleagues are coming to the group. They are surprised seeing other teenagers hugging and encouraging Mary.

Students in two groups start a conversation.

Student 6: "Why are so cruel with Mary? Look at her beautiful face, her wonderful eyes."

Student 7: "She's brave."

Student 8: "She's helpful."

Student 9: "She's friendly."

Student 10: "She's gentle."

Student 11: "She can speak English very well."

Student 12: "Why don't you try to make her feel happy? Look at her! She's crying, she's sad all the time."

Student 13/: "Why don't you try to find out who she really is?"

Mary's on-line friends in group:

"We are her friends,

We find against bullying

Because no one ever deserves to be bullied."

SCENE 7

Seeing so many teenagers who appreciate Mary's strengths, her colleagues decide to apologize and they promise her not to harass anymore.

Student1: "Forgive me Mary. You're right, it's not fair to laugh at you all the time."

Student2: "I'm sorry Mary, I promise not to tease you anymore."

Student3: "I don't know why I've been so cruel with you. I want to become your friend."

Student 4: "Give me a new chance. I want to prove you I can be a good person."

Student 5: "I've been so stupid. There was no reason to hurt you."

SCENE 8

All the students are making a circle and crying: "We all are now friends. We want to fight together against bullying, because all the human beings have the right to be respected by others. Would you like to join us?"

They turn on the lights of their mobile phones and crying: "We fight for love, friendship, tolerance, respect, equality and liberty."

It would be nice to say these last words in the languages of all the countries involved in the project and also in Sign Languages.

Scene I

Narrator: In Bahrain there was a School named Beverly High School . In that school there was a girl named Zainab. She was really pretty and beautiful and this made her really proud. She had all the students hovering like bees around her.

Zanaib : Saima , get my notebook from my bag. And you Atif , Get some fries from me.

And Elina copy the notes for me.

Saima, Elina , Atif : Sure !! Why not! After all what are friends for?

Narrator: She was really smart and acted as a decent girl in front of teachers and so teachers thought of her as a good student. But they were widely mistaken.

Scene II

Narrator: One day Zainab comes to school and finds out that there is a new boy in her class.

His name was Saif. He was very handsome and friendly. Soon all the students started hovering around him, leaving Zainab alone. He became very popular in just a few days and this made Zainab jealous.

Saif : Do you need help doing the maths problems??

Zainab : Get lost! I am far better than you in maths and you know it! Don't just show off!

Saif (Thinking): I was just trying to help her..

Narrator: Soon Saif became the favourite of teachers also.

Teacher: Saif can you get the notebooks from my table?

Saif : Sure mam! I will be glad to.

Zainab: Hmmpp!! He is just buttering the teachers so that they stop liking me. What an awful boy!!

Elina : OH No ! Don't say soHe is nice.

Zainab : Keep quiet! Are you with him too??? I don't want friends who don't want me.

Elina : Butbut Zainab listen

Zainab : Keep quiet and get lost ! Never come again

Atif and saima (together): You are being mean to her. She is your friend.

Zainab : So you too?? Get lost! I don't need any friends! (crying and running out)

Scene III

Narrator: The teacher assigns all the students with a project. She says the best one will be rewarded. The next day ..

Atif: Hey Saif! What have you done for the project?

Saif: Important places of Bahrain .

Saima: Sounds Interesting!

Elina: I can't wait to see it!

Saif: Thanks guys for motivating me soo much!

Narrator: Hearing all these Zainab couldn't resist She was burning with anger. She finally decided that she has to be the one who will get the prize.

Zainab (thinking): I don't care what people tell I know mine is the best! I am going to win the prize anyhow. And I can do anything for it!

Narrator: So Zainab came up with a wicked plan to spoil Saif's project. She blotted saif's entire project with ink.

Zainab : (thinking) Now I am sure to be the one winning the prize.

Narrator : The teacher enters the class.

Teacher : Class take out your projects

Saima : I am sure saif's will be the best!

Elina and Atif : We agree.

Teacher : Saif , your project?

Saif : here it is mam..

Teacher : what pile of rubbish is this? Is this the way you submit a project. Get out from the class and I will make sure that you get a D for project.

Saif : But bbuutt. Mam I .. I.

Teacher : keep quite and follow my orders.

Saif : ok mam.. (sobbing)

Teacher : Zainab your project?

Zainab : here it is teacher.

Teacher : Very good! Very neat! Give a big hand for the winner.

Narrator : That day after school .

Elina , Atif , Saima (murmuring) : I am sure Zainab spoilt the project.

Zainab (passing by) : I love the way my hair bounces. Ah! My head is aching.

Elina , Atif , Saima : It serves her right.

Narrator : That day by the time Zainab reached home, she had high fever and by the evening she had Chickenpox.

Zainab : Yuck! I look gross!

Mother : Zainab , sleep and take rest. And no going to school for 2 weeks.

Zainab : (feeling sad) I am feeling soo lonely. No one is going to come and see me. I have no friends.

Mother : Zainab!! Some one has come to meet you.

Zainab : (feeling excited) : Who ? Who is it??

Saif : Its me Saif! I just came to know that u are unwell and so just thought of dropping in . I have got some flowers and the notes of science and english.

Zainab : Oh Saif! Thank you soo much! I never thought you would come to see me.

Saif : What are friends for?

Zainab : thanks. Actually I want to tell you something .

Saif : What?

Zainab : Actually I I was the one who blotted ink on your project and got you embarrassed in front of teacher. But I have realized my mistake and I am really sorry!

Saif : That's ok. I kind of knew it . But its good that you yourself confessed otherwise I would have felt really bad. So Friends??

Zainab : yeah (smiling) Friends.

Narrator : And since then Saif and Zainab became true friends and were never separated.

ERASMUS PLAY

ERASMUS: [He appears on the stage carrying a lot of packages]

MARY: Hello!! What's your name?

ERASMUS: My name is Erasmus. Who are you?

MARY: I'm Mary. [The packages fall down]. Can I help you?

ERASMUS: Oh, no. It's not necessary. I can do it by myself but ... Thanks, that would be very helpful. [Mary and Erasmus pick up the packages] Where are you from?

MARY: I'm from Spain. I've lived in Cadiz my whole life. I'm living in this flat at the top floor at the moment. And you? Where do you come from?

ERASMUS: I come from Rotterdam. I have arrived this morning. I'm looking for a house because I want to visit Cadiz and learn everything about its Carnival.

MARY: Why don't you live in my flat? I can prepare a room and you can stay here all the time you need.

ERASMUS: Are you sure?

MARY: Absolutely! It would be funny to share the flat with you!!

These are our plans for today: we are going to a costume party and I'm going to dress up as "flamenca". And you? What fancy dress are you going to wear?

ERASMUS: I would like to dress up as Erasmus of Rotterdam.[He is wearing a t-shirt with the name "Erasmus" in the front side and "Of Rotterdam" in the back side] Let's go!!

[They arrive at the costume party but it is a chaos because everybody is speaking a different language]

ERASMUS: What a shame!! People are trying to communicate but they don't come to understand one another! I would like to introduce myself.

Hi!! I'm Erasmus of Rotterdam and we should speak the same language to be able to communicate with each other. We can speak English!

ALL THE PEOPLE: Yes, of course!!

NAPOLEON: I am Napoleon. I come from France. I conquered Europe but now I would like to win over that girl who is wearing a red dress.

[Sherezade blushes]

SHEREZADE: I am Sherezade. I come from Turkey. You are very handsome, Napoleon. Do you want to walk with me to the garden?

NAPOLEON: Of course, my beautiful woman!!

ALEJANDRO MAGNO: My name is Alejandro. I come from FYROM. I would like to find a new friend.

FRANK KAFKA: I'm Frank. I'm looking for a friend too but I need a friend who likes reading books. Would you like to share my hobby?

ALEJANDRO: Yes, that would be great!! What type of books should I read?

FRANK KAFKA: I will lend you mine!

ALEJANDRO: Thank you!!

[Frank gives Alejandro two books. They sit down, chat and read]

DOMÉNIKOS: My name is Doménikos Theotokópoulos. I come from Crete. You play basketball really well. Could you teach me to play?

ARVYDAS SABONIS: Of course. I come from Lithuania and I am a basketball player. I will teach you!!

DOMÉNIKOS: I have also prepared different meals for the party. We have delicious vegetables: lettuce, cabbage, carrots, broccoli, spinach, etc.

[He tastes the food]

[Addressing himself to Dracula] Do you want to taste it?

DRACULA: Oh! What a delicious meal!!

[Addressing everybody in the party]: Let me invite you to my castle this summer!. I have a new swimming pool there and a room for everyone.

EVERYONE: Thanks! That's a good idea!!

PLATON: I would like to make a toast to Erasmus that brought us hospitality, friendship, culture and love.

THE END

Sign language/Spanish/French/Greek culture

During the third language camp, teachers from Romania, Spain, France and Greece gave Sign language, Spanish, French and Greek language classes. Each national group attended classes in Sign language, Spanish, French and Greek. Using different interesting activities, the teachers managed to increase the students' interest in the importance of learning foreign languages and their curiosity about other cultures. The students particularly found the Romanian lesson interesting as a new tool of non verbal communication that helps their hearing-impaired friends interact with each other, fostering the spirit of better understanding and love, despite the language barriers. This language is based on facial expressions and gestures and plays a very important role in the hearing-impaired students everyday life. The students were very happy that they found a way to communicate with their Romanian friends of Saint Marry Special Middle school in the camp, giving a hand of friendship to each other and overlapping the bridge of differences, making the Romanian pupils feel as a part of a big Erasmus family in the camp.



C.Competition: The best photo

The teams were divided into different transnational groups. The topic of the competition was Landscape. They all took photos in the beautiful nature surrounding the camp and came with the best photos. All the students, together with the teachers, voted for the best two representing each team that were projected on the big display in the common room and then for the best one. The Velazquez team was the winning group in the competition.



D.Creative workshops

a. T-shirt design workshop(7th of March): Students brought from home white T-shirts and markers and drew and colored their I-TALC camp T-shirts in their national teams using the logo of the project and the Erasmus plus symbol.



workshop (8th of March):

b. Art lesson and Action painting

Camper students spent a pleasant morning observing a demonstration for creating a piece of art (a painting) with materials from nature done by the Spanish Art teacher. Then, they went into the forest to collect different plants and other natural materials that they soaked in colors and each team painted beautiful Art pieces, following different musical rhythms. Using their imagination, they made beautiful posters.

c. Practical workshop for making traditional Spanish wood charcoal (11th of March): Students were taught how to make traditional Spanish wood charcoal, as the traditional fuel of a blacksmith's forge and other applications where an intense heat is required. It was explained that this was called 'picon' and was commonly used in this part of the country from ancient times to heat houses. People used to put it under their tables to keep themselves warm.

d. reforestation workshop and eco garden (13th of March):



Pupils planed broccoli in one part of the camp. This was a very important activity that helped raise their consciousness how important it is to cultivate the land and help the process of reforestation, by renewing the forest cover, remaining eco-friendly citizen.



e. Cork and making of cheeseworkshop (13th of March):

Students spent a very creative day participating in designing things from cork. Every student tried to make small objects in the shape of a horse, made from cork, under supervision of the



Spanish hosts. The same day, there was also another workshop, where students were shown cheese is made, by explaining the first steps to the final phases. Pupils were taught how to make cheese by using simple ingredients and very simple equipment which will allow even the most inexperienced cook to make their own delicious cheese at home in a very easy, informative and fun way.

All these workshops



enhanced student's creativity, helped them develop their imagination and Art techniques.

E. Multi-adventure sport activities (15th of March):

The participants were divided into different teams in order to try most of the multi-adventure sport activities that were part of the program in the camp. They all did a variety of activities, including the Climbing wall, Archery, Zip line, Tibetan bridge and leather. All the activities were taught under the supervision of different instructors from the camp. The activities were aimed to suit everyone, from experienced to complete novices. All equipment and training was provided from the camp, so no



previous experience was necessarily required, except willingness and a 'go-for-it' attitude. At the end of the day, pupils were tired but very excited from the experience, some of them experiencing talents that they never knew that existed.



camp (11th of March)

F. Erasmus day at the

The parents' association of Escuela San Jose, together with the twenty students who participated in the previous camps in FYROM and the Czech Republic, visited the camp. They showed them how to make the traditional famous Spanish national dish 'paella' in a very big pan and after the international cooking experience, they all had lunch together.





G. Rehearsal (7th,8th,11th,13th of March) and recording of the Erasmus song (16th of March)

One of the important activities that pupils did during the camp was the rehearsal and recording of the Erasmus song of I-TALC. Pupils rehearsed the lyrics of the song under the supervision and the enthusiastic work of the Greek music teacher. It seemed that all of the students enjoyed when singing together and as a result of the hard work, the outcome of the song which was recorded was great. This was not only a great musical experience for the students but also an excellent opportunity for everyone to socialize and interact.

CHOIR

THE ERASMUS SONG II

lyrics: M. Tsifetaki-music: D. Angelou
arranged by K. Bouziotopoulou/ edited by M. Chatzilamprou

Allegro

Am F G Dm C

An i - ma - gi - na - ry e - xpe - ri - ence an ad - ven - ture that you've ne - ver seen be -

Am Am F G Dm C Am

fore One trip like no - thing else yet a dream that now comes true

D G D A D

Let's go all to - ge - ther to the lan - gua - ge camp we are all

G D A Bm A

stu - dents and we want to be one to be o - o - o - o - o - o - ne to be

Bm A D F

Fine



After lunch, participants were divided into groups, and the Spanish students taught them how to play traditional Spanish children games and Flamenco dancing.



On the same night, children performed International dances. Every national team performed folk dances that represented their country. They were all so eager to represent the best rhythms of their countries that very soon, all the students became very interested to learn the other dances and get to know something more about other cultures, practicing new dances together, fostering their friendship bonds through the sounds of music even further.



Intercultural evening(National cuisine 8th of March)

All national teams brought and cooked some food that best represented their countries. Tables were set and decorated from every country and a great variety of different kinds of starters, main courses and sweets were set on the table. This was an interesting and unique way to taste other food, discover other cuisine and try new tastes and flavors.They all presented and explained their national dishes, cooperating among each other in a friendly spirit.

- H. Talent show and Karaoke : Pupils showed their secret abilities and talents in the camp which showed to be a fun and interesting experience.
- I. Dancing disco nights: Students also enjoyed having fun with their new friends during disco nights.
- J. Farewell ceremony (16th of May)

The last day at the camp was very emotional for every participant in the camp. Both students and teachers were given certificates for their successful attendance at the camp. Gifts were given to all national groups by the host country and also small gifts were exchanged among the students. They all shared good memories and long lasting friendships and promised to keep in touch, not only on the I-TALC page but also by many other means of communication.



Excursions-Cultural visits

- A visit to San Fernando , San Jose school and Cadiz (9th of May)

All delegations were warmly welcomed by the Headmaster, students, teachers, and all administrative staff in the host's San Jose school. The Headmaster welcomed the coordinator of the project and introduced each national group. After that, special cultural performances were presented by the host students, such as wind orchestra, theatre, magician show performed by one of the Spanish students as well as Flamenco dancing and singing.

At the end of the performance, teachers were given small gifts by the Headmaster.

After the ceremony in the school, the delegations had reception with the Major of San Fernando at San Romualdo castle. The Major gave a speech and also greeted the coordinator of the project and gave every coordinator the flag of the municipality as a present. After the ceremony with the Major, the participants had some free time and the chance to visit Cadiz.





Cádiz

Cádiz, the oldest continuously inhabited city in Spain and one of the oldest in western Europe is, in most respects, a typically Andalusian city with a wealth of attractive and well-preserved historical landmarks. The older part of Cádiz within the remnants of the city walls is commonly referred to as the Old Town. It is characterized by the antiquity of its various quarters, among them *El Pópulo*, *La Viña*, and *Santa María*, which present a marked contrast to the newer areas of town. While the Old City's street plan consists of narrow winding alleys connecting large plazas, newer areas of Cádiz typically have wide avenues and more modern buildings. In addition, the city is dotted with numerous parks where exotic plants flourish,

including giant trees supposedly brought to Spain by Columbus from the New World.



Full day trip to Seville (10th of May)



The group visited the capital of southern Spain's Andalusia region. The city of Seville is famous worldwide for its culture, monuments, traditions and artistic heritage. This is the birthplace of Flamenco and the city where the most amazing Easter processions take place. But Seville is also the neuralgic centre of the South of Spain, a city full of life and



possibilities. The group agreed that it is one of the most charming cities of Spain. Seville's rich history was felt everywhere. The participants visited Plaza de Espana first and then continued visiting the innumerable monuments like the awesome cathedral, the third largest in the world, the Giralda tower, the wonderful palace of the Reales Alcázares, the magical Barrio of Santa Cruz with its narrow streets, where the perfume of orange blossoms was felt on every corner. In the afternoon, the group had a walk round the city center and there was some free time left for shopping.



An excursion to Baelo Claudia
Archaeological Site and Vejer de la Frontera
(12th of March)

Another wonderful experience for the group was the visit to the famous archeological site Baelo Claudia. Students were introduced to this ancient Roman town situated on the Costa de la Luz, next to the beautiful beach. Its history lies in the trade routes serving Europe and North Africa - the town's strategic position on the coast near the Straits of Gibraltar made it a crucial stopping-off point between the two continents. The ruins of Baelo Claudia, with its impressive temple, forum and basilica, and especially the large fish-salting factory, show how important the town was. Deriving its wealth from the fishing industry, Baelo Claudia supplied the popular Roman delicacy, garum (fish paste) to the whole Roman Empire. It was thriving at the time of Emperor Claudius (41-45 AD), who gave the town his name.

By the second century the town was in decline and was nearly destroyed by an earthquake.

By the sixth century AD, Baelo Claudia was abandoned.



Baelo Claudia is stunningly located, with a backdrop of a golden sandy beach and the blue sea, and has an excellent visitor centre .

The town follows the classic urban planning model of Rome, with streets running from east to west, and north to south; you can still walk along remaining parts of these. Main attractions to be seen at the site include:

- Basilica
- Theatre
- Thermal Baths
- Temple of Isis
- Aqueducts
- Salting Factories





On the same day, the pupils also visited Vejer de la Frontera, where they had a guided walking tour around this picturesque village twinned with the town of Chefchaouen in Morocco. The students were very excited because they saw a fancy dress parade in the place which gave a special charm to the streets of this beautiful Spanish place. Vejer is a Moorish looking hilltop town (190 metres above sea level) and a place of white-washed houses and narrow winding streets. It is a picturesque town still retaining much of the wall around the old part of town which blends in well with the newer part. The main square is Plaza de España, with its beautiful fountain.

Many parts of the town have views to the sea and you can even see the Moroccan coast on a clear day.

Vejer is a town steeped in history, having been used as a fortress town by the Phoenicians, later by the Romans and then underwent five centuries of Moorish rule until it was captured by King Ferdinand of Castille in 1248. Vejer then became a border town against the Moors and hence "de la Frontera" was added to it's name. The king gave control of Vejer to Don Alonso Perez de Guzman, founder of the ducal house of Medina Sidonia. The famous battle of Trafalgar took place just off the coast near the town in 1805.



A trip to Jerez de la Frontera (14th of March)

The last excursion of the participants was the trip to Jerez de la Frontera. Jerez holds



worldwide acclaim for its sherry and brandy production. The word Jerez is derived from Arabic and has now become synonymous with the English word 'sherry'. The city is equally famous for its fine horses as well as Flamenco music and dance. The

town dates back to Moorish times and possesses a charming old town, *casco antiguo*, with beautiful palm lined squares. The 11th century Moorish fortress, or Alcazaba, has been partially restored. Of special interest is its church, originally built by the Arabs as a mosque. The Sacristy of the Cathedral del Salvador is home to a lovely painting by Zurbarán, La Virgen Niña. Today the city of Jerez has a remarkably aristocratic air with wide streets, squares and magnificent rows of jacaranda trees during spring. The group visited the Palace of the time first and then watched the famous show of how Andalusian horses dance.

The Palace of Time has over 300 clocks and watches from the 17th-19th centuries, in a range of different styles, and all in perfect working condition. The exhibit is presented in an original setting, in which colour, light and sound combine to create a magical atmosphere. Life-size holograms, Baroque music, and the ticking of the clocks in the background create a very special ambience in all ten of the rooms that can be toured.

The **Royal Andalusian School of Equestrian Art** (in Spanish, *Real Escuela Andaluza del Arte Ecuestre*) is an institution in Jerez de la Frontera Spain, devoted to conserving the ancestral



abilities of the Andalusian horse, maintaining the classical traditions of Spanish baroque horsemanship, preparing horses and riders for international dressage competitions, and providing education in all aspects of horsemanship, coachdriving, blacksmithing, the care and breeding of horses, saddler, and the manufacture and care of horse harness`.

This was an unforgettable experience that will always stay in their memories, full of excitement and positive vibes. Before going to the camp, they had a walking tour around this beautiful city.



Everyday life and routine in the camp

The participants participated in a various number of everyday activities in the camp.

Energisers:Every day, there were short warm-up activities at 8:00 every morning, coordinated by Mr Radek Hendrych, assisted by the other teachers. These energisers helped the participants wake up, stay fit, have fun and get to know each other.

8:30-9:30: BreakfastThe participants had a choice of different ingredients at a fixed time every day. Between the mornings and the afternoons, students were given snacks, which was usually a piece of fruit or vegetable and juices. Lunch was between 13:30-14:30 and dinner was served between 20:00-21:00. Before the start of the camp, the Spanish coordinator sent the menu for the complete stay in the camp, so that changes could be made according to the different diet of some of the participants. Every day, according to a fixed timetable, a different national team was in charge to help in the kitchen.

Booklets:Every day, participants spent one hour working within their National teams, to complete the booklets. The students discussed all the questions regarding their booklets with their teachers, filling all the required information about their travel, the transportation means, the route to get to Spain, the activities they did in the camp and their memories.

Free time:Participants played a variety of different games in their free time, such as basketball, badminton, chess and discovered many new team games.

Daily service:A different team of teachers was in charge every day to check not only the order in the dining room, but also to check the rooms of the children at night in order to assure their safety and be sure that the children are all in their beds before 23:30.

Exchange of good practice: Every night, after dinner, teachers coordinators had a meeting in the office room of the camp where they discussed the problems during the day and made plans and adjustment of the program, if needed, about the following day. This was the place to exchange many ideas, lesson plans , print worksheets and cooperate with the other teachers from different European countries. Two laptops, a stationary, cards, dictionaries, paper, pens and many other educational material was at the teachers' disposal all the time. The laptops in the office had an internet connection during the whole stay in the camp.

Internet connection:A satellite internet connection was provided to the students every day for half an hour.

Student's assessment:

A feedback questionnaires was sent from the coordinator to the other partners coordinators which should be answered by the students and teachers after the camp and submitted on line, so that they give their points of view on the language camp, such as the activities they liked the most, the food in the camp, their interaction with the other European students, and the level of improvements they made regarding their oral communication. Students will be also evaluated by their teachers with the European Assessment grid for spoken English. This grid will be used by teachers to evaluate student's ability to exchange everyday information, to introduce his culture and broaden the cultural horizons, show tolerance and respect for other traditions, interact with hearing-impaired students, get more interested in foreign languages, become more self-confident and respect each one's diversity.

After the submission on line, the coordinator of the project will make a synthesis of the results and and upload it on the project website.

Conclusion

All the partners agreed that the Third Language Camp in Spain was a big success. Pupils also agreed the same. They actively took part in all planned activities and were very enthusiastic about all the tasks going on in the camp. The drama activities proved to be a rewarding experience for everyone. They helped them establish social interaction with a new, enjoyable experience from the camp. Their oral competences were highly improved by being put into an international environment where they have to use their English language. The sign language lessons were another valuable experience which helped them a lot to communicate with their new hearing-impaired Romanian friends. All together, they narrated things, discussed every day matters, reacted to proposals, understood and produced oral messages, presented their opinions and lead a conversation with their new friends.

They learned to be part of a team and cooperate among each other in order to perform the drama scenario at the end. They became more tolerant to other cultures, respecting the differences of each other and gained the universal feeling of being a European citizen and

belonging to the same big family. They gained their self-esteem, becoming more aware about the personal qualities each individual possesses. They made new, long lasting friendships with their European friends.

They also improved their ecological awareness and became more responsible for the responsibility that we all have for our Planet. They lived in nature for ten days and learned to appreciate it more. They did many of the activities in nature and took many walks in the surroundings. The photo competition helped them discover new landscapes and observe the nature in a different way. Planting of the broccoli plants in the garden of the camp also helped them become more aware about the importance of the close connections with nature.

And finally, one of the most important results that was achieved from the camp was that they all became aware that we are more or less the same, although we come from different cultures with different traditions, customs and background. They learned to value the European values such as respect, tolerance, freedom and equality which will hopefully lead into the future towards intercultural tolerance and world peace, respecting and having in mind the positive Erasmus plus spirit of communication and cooperation.

All the photos, videos, documents, the results and synthesis of the evaluation from the camp are published on the website of the project <http://i-talc.eu/>

Milka Mrkeva

Coordinator of the project for the FYROM team