

# Participation in Society through Classroom Activities and Cooperation



## Student's E-book PaCo



Erasmus+

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## Erasmus+ students' e-book



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## Preface

This book was published as a part of international ERASMUS project - *Participation in Society through Classroom Activity and Cooperation* (2018-2021). The project was coordinated by Arppe school (Kitee, Finland) including five partner schools from Estonia, Hungary, Czech Republic, Slovenia and Spain.

The objective of the project was to promote students' active participation and citizenship. This was done e.g. by developing associational activities (with NGOs, decision makers and local expertise) of the schools. Simultaneously, we improved multicultural preparation of teachers - we gave experiences for teachers to work with multicultural student groups. The students, in turn learned civics (responsibilities, duties and rights) and principles of democracy (decision making systems) and they gained real experiences on working with different organizations through school activities. Thus, the project created a pathway for motivating and supporting students' participation in school, local community and society.

One of the aims was to develop students' basic skills such as literacy and language as well as to educate students to be active citizens. We also raised awareness of each one's responsibilities, duties and rights in Europe. Thus, this e-book includes students' stories and illustrations about participation, citizenship and their experiences on the associational activities. The stories were published both in native languages and in English. I hope, that you enjoy reading the students' room.

Behalf of the project

Project Coordinator Jouni Ahlholm, Arppe school, Kitee, Finland



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# Chapter 1: Human rights

## Estonia

### Human rights in Estonia

Human rights are the cornerstone of society. Without these rights a society could not just function properly. They guarantee the safety of the people and the freedom to act according to one's wishes. Human rights are rights inherent to all human beings and must not be taken away from anyone or violated by anyone. In this essay, I am going to write about the human rights situation in Estonia.

In Estonia people began to pay attention to human rights only after the Second World War. Actually, human rights among the Estonians already existed before this war, but they were not given much attention. Nowadays, human rights are very important in society. Therefore, their violation is taken very seriously. One of the most important rights for me is everyone's right to a good life. Also, no one shall be tortured or killed, nor should anyone be imprisoned if it is not in accordance with the Constitution.

If a person thinks that their rights have been violated, they can get protection and have assistance from the country. You can also take your problem to the administrative court. If you have already been to all the courts in the Republic of Estonia, but you have not got your desired result, it is possible to refer the matter to the European Court of Human Rights.

In general, human rights are respected in Estonia, but I am going to bring out some observations that could and should be improved. Firstly, I would bring out gender discrimination. There is constant discrimination against women in Estonia, as men earn a lot more than women. It is very unfair, because women work as hard as men, perhaps even harder. It should not be hard to pay the same amount of money to two equivalent employees, especially when our society wants all of us to be equal.

Secondly, everyone has the right to good living standards. We do not have huge numbers of homeless people, but enough for a country to pay more attention to. I think we could create more shelters and care homes for people who have nowhere else to go but still need and want help.

To conclude, I would say that human rights in Estonia are respected and the situation is quite good, but there is always room for improvement. I hope Estonia will be on its way towards a better society and even better living conditions.

Pirke Tiisk 9.a

## “Human Rights” posters by the students of 6.a and 6.b



Meriliis, Elisabeth, Astrid, Liisi 6.b



Kevin, Katarina, Arabella 6.a





Anette, Bianca, Carmen 6.b



### Ben's new life

*A true story based on an interview made by Zsolt Gugg and Gergő Kiss from Nyiracsád, Hungary*

Ben comes from a big family. He has got a lot of brothers and sisters as in other families in his country. His grandparents also live with them, he loves his granddad very much, because they spent lots of time together and his granddad told many stories about their country and the people there. From these stories Ben has known the history of Eritrea too. „Eritrea is situated in the horn of Africa”- he always started the tales with it. His grandfather taught him, because he just sometimes could go to school. He had to help a lot at home.

His father keeps animals -sheep, goats- and he was away from his home most of the time. In the neighbouring families there were also a lot of children. Ben played a lot with them. Sometimes he repaired things and got food and rarely money for it. He saved that money, because he wanted to go to university.

Unfortunately, tribe war broke out in the country and they had to escape. They prayed to survive. They are Christians and on Sundays they always prayed for a peaceful life. In that time more and more boys had to be soldiers, and the older boys were taken away from the family. During that time, they had less money and income of the family. Ben decided to start a better life and leave his country. He didn't talk about his plan to anyone, except for his grandfather. It was hard to leave his home and family but one morning he set off his journey. His grandpa's words lead on him „Those who work and live honestly, will find their place in the world”.

Luckily, they lived in a small village on the shore where he could travel to Italy by ship on the Mediterranean Sea. He lived here in a refugee camp for a year. He repaired things here, saved some money and he could buy an air ticket. He was thinking about the destination, when he saw a magazine with a photo of snowy landscape. As he has never seen snow before, suddenly he decided to go that place. It was Finland.

He arrived in Finland, where he got lots of help to learn the language and find a job. He saved enough money to buy a house, got married and live with his wife and children happily.



## Spain

### **A Tale on Human Rights and Feudalism, by Elena Gómez Flores, Arancha Florencio Soares, Lucía Bohígas Romero, 2nd E.S.O.**

Strip 1: The boy wanted to get married and the girl said yes, but they had to ask for permission.

Strip 2: The boy tells the feudal Lord they wanted to get married, and he asks who their parents are. The boy says that his father is a shoemaker and the Lord says he has to think about it, since they are not free.

Strip 3: The boy tells the girl they are going to escape and the girl replies that they can't because the Lord is in love with her.

Strip 4: at night, they escaped.

Strip 5: The Feudal Lord went to look for them: "They can't go far, they only have a horse"

Strip 6: the boy said to the girl: "We are going to hide in the forest, they will not find us."

Strip 7: The boy said to leave the horse. "Follow me to reach the sea"

Strip 8. the feudal Lord said: "Let them go, they have crossed the limit of my property"

### **Un Cuento sobre Feudalismo y Derechos Humanos, por Elena Gómez Flores, Arancha Florencio Soares y Lucía Bohígas Romero 2º E.S.O.**

Viñeta 1: El chico quería casarse, y la chica dijo que sí, pero tenían que pedir permiso.

Viñeta 2: El chico le dice al Señor Feudal que ellos se querían casar, y éste le pregunta quiénes son sus padres. El chico dice que su padre es zapatero, y el Señor dice que tiene que pensarlo, porque no son libres.

Viñeta 3: El chico le dice a la chica que se van a escapar, y la chica contesta que no pueden, porque el Señor está enamorado de ella.

Viñeta 4: por la noche, se escaparon.

Viñeta 5: El Señor Feudal salió en su búsqueda. "No irán lejos, sólo tienen un caballo"

Viñeta 8: El señor feudal dijo: " ¡Que se vayan, ya han cruzado el límite de mi propiedad!"





### **A Tale on Human Rights, by Carmen Regalado Díaz and Lucía Hermosa Zamora, 2nd E.S.O.**

#### **RYAN HRELIJAC**

One morning, when he was six years old, his teacher explained to the class how many children in Africa had to walk for miles to get water. He then counted the steps he had to take from the classroom to the nearest fountain, and they were only ten.

That moved him. He learned that a Canadian Association was building wells in Africa, and decided that he would raise enough money to build one.

Ryan founded an NGO that has helped build more than 700 wells and estimates that it has facilitated access to drinking water for some 736,000 people in some 30 countries in Asia, Africa and Central America.

Now, Ryan is studying at the University of Halifax, and continues his work with the NGO, giving lectures all over the world about the lack of access to water in the poor world.

### **Un cuento sobre Derechos Humanos, por Carmen Regalado Díaz y Lucía Hermosa Zamora, 2º E.S.O.**

#### **RYAN HRELIJAC**

Una mañana, cuando tenía seis años, su profesora le explicó a la clase cuántos niños de África tenían que caminar kilómetros para conseguir agua. Él contó los pasos que tenía que dar desde la clase al pozo más cercano, y comprobó que sólo eran diez.

Este hecho le impresionó. Se enteró de que una asociación Canadiense estaba construyendo pozos en África, y decidió que recaudaría suficiente dinero para construir un pozo.

Ryan fundó una ONG que ha ayudado a construir más de 700 pozos, y estima que ha facilitado el acceso al agua potable a más de 736.000 personas en unos 30 países de África, Asia y Centroamérica.

Actualmente, Ryan está estudiando en la Universidad de Hálifax, y continúa con su labor con la ONG, dando conferencias por todo el mundo sobre la falta de acceso al agua en los países del Tercer Mundo.

## **The Czech Republic**

### **Human rights**

This story is about Erika and Kamila. These girls have homosexual orientation. They live in the Czech Republic. Both of the girls are 28 years old and they have been living together for 10 years. Right now they are more interested in their human rights, because they want to establish a family. But there is a big problem for them. Neither of them can get pregnant because of health problems. They have decided to adopt a child. But the rights of homosexuals and registered marriages do not allow adoption for both of them. That means that only one person of the homosexual couple can be the legal guardian of the child. If anything happened to the legal mommy, the other mommy would not have any rights even though the child was being raised by them. Legally it would be a completely foreign person. For this reason, they have decided to fight for their rights. For example, to establish a petition and to promote this issue on the Internet. They do not want people to play this issue down. They want to change this situation as soon as possible.

Příběh vypráví o Erice a Kamile. Tyto dívky mají homosexuální orientaci. Žijí v České republice. Oběma je 28 let a žijí spolu 10 let. Právě nyní se zajímají o lidská práva, protože chtějí založit rodinu. Mají velký problém. Ani jedna nemůže otěhotnět kvůli zdravotním problémům. Rozhodly se adoptovat dítě. Ale práva homosexuálů a registrovaného partnerství neumožňují adopci pro obě. To znamená, že jenom jedna osoba z homosexuálního páru může být legálním opatrovníkem dítěte. Kdyby se cokoliv stalo jedné mamce, druhá by neměla žádná práva, i když obě vychovávaly dítě. Legálně by byla úplně cizí osobou. Z tohoto důvodu se rozhodly bojovat za svá práva. Například založit petici a řešit problém na internetu. Nechtějí, aby lidé tento problém přehlíželi. Chtějí tuto situaci změnit co nejdříve.

### **Loskotová Radka 2.A**



### **Secret love**

This story is not based on a real event, but I'm sure similar events may have happened.



The story is about two young women- Eva and Anna from Czechoslovakia living during the WW II. They had known each other since their childhood. Later they realised that they did not love each other just as friends. At the time of the Second World War, this was something unimaginable. They knew that they could not tell anyone. They kept it secret all year round. One day when they were chatting about it, Anna's German neighbour heard them. Unfortunately he was from a secret police called "gestapo". The girls did not notice it. So it was a big problem for this couple. At this time the others were happy because it seemed that the war would be soon over. One day early in the morning, the gestapo invaded girls' families and they took Anna and Eve somewhere. They did not know where they were going. They got on the train which went to Auschwitz. They were terribly afraid. In Auschwitz they were divided. They did not see each other for half a year - until January 27 1945, when Auschwitz was liberated by the red army. Eva did not know anything about Anna and Anna did not know anything about Eva. They were trying to find each other. Fortunately, both of them survived and they were together again. They lived together for their lifetime but they were not allowed to reveal their love because people did not want to understand and accept their relationship.

I hope a similar thing will never happen. And people will be able to live their lives with a different sexual orientation or religion.

## **Jakub Vondrouš 2.A**

### **Slovenia**

Človekove pravice, so pravice vseh ljudi, stopnja uresničevanja le teh pa je v različnih državah različna. Nekateri ljudje živijo v boljših pogojih, kar jim omogoča več možnosti in izbire, spet drugim pa te možnosti niso dane in v življenju nimajo možnosti sprejemanja lastnih odločitev.

Human rights are rights of all people and the realisation level of them is very different in the countries of our world. Some people live in better conditions and they have more choices, but a lot of them don't have such possibilities in their lives. They can't simply make decisions on their own, since they don't have such opportunities.

V projektu Erasmus+, sva se s sošolko Nastjo udeležili mobilnosti na Finskem. V okviru programa, sva imeli možnost spoznati in se pogovarjati s tujcem (migrantom), posneli smo tudi intervju.

In the Erasmus+ Project, me and my schoolmate Nastja participated at the mobility in Finland. During the mobility we had the opportunity to meet a foreigner, a migrant, and we even made an interview with him.

Sajad je ime fantu, ki se je pri 16 letih odpravil na dolgo pot iz Iraka do Finske. V kraju, kjer je bival Sajad, so se pojavili večji nemiri. Z očetom in mlajšim bratom so čim prej pobegnili, da bi se izognili nelagodnemu življenju. Pot je bila dolga in naporna. Veliko denarja so vložili v letalske karte, vozovnice za vlak in avtobus, ter za hrano in topla oblačila. Kljub temu, da so se nemirnemu kraju pravočasno izognili in da so prispeli varno in brez težav do želene destinacije, je bilo slovo od doma najhujše. Sajad je moral za seboj moral pustiti domači kraj, sorodnike, prijatelje in način življenja, ki ga je imel pred nemiri. V razgovoru je bilo razbrati, da se na Finskem sicer počuti vredno, vendar kljub temu ostaja tujec.

Sajad is the name of the boy, who took on a long journey from Iraq to Finland when he was only 16. In the place, where he lived, there were a lot of battles. He fled with his father and his younger brother. The way was long and exhausting. They spend a lot of money for their way, they travelled with the bus and with train, they spend a lot of money for warm clothes and food. Although they avoided the battles in their home country and arrived safe and sound at the desired location, they had to say goodbye to their home and this was the worst experience. Not only had Sajad to leave his home place behind, but also his family, friends and his entire life that he lived before. During our conversation, we noticed that he is feeling good in Finland, but he remains a foreigner.

Hvaležen je za vse pravice in možnosti, ki jih ima na Finskem (izobraževanje, učenje tujih jezikov in finščine). V domačem kraju mu je bila namreč odvzeta pravica do šolanja. Sajad je bil prijeten sogovorec, zaupal nam je, da zvesto trenira nogomet, njegov najljubši nogometni klub pa je Barcelona. V prostem času se rad sprošča ob glasbi in se družijo s prijatelji, ki jih je spoznal na Finskem.

He is grateful for the rights and opportunities that he received in Finland (the opportunity for education, learning of foreign languages and even Finnish language). In his home town, he didn't have the right to educate himself. He was a very nice discussion partner, he talked with us also about everyday stuff, like that he's playing soccer and that his favourite club is Barcelona. In his free time, he likes to hang out with his friends he met in Finland and enjoys listening to music.

Sajad pa ni edini, ki so mu bile kršene pravice v domači državi. Podoben primer so pripadniki narodne manjšine, ki so izgubili pripadnost matični državi, ko so se med vojnami spreminjale državne meje.

But Sajad isn't the only one whose rights were violated. The same example are members of a national minority who lost their rights when they were separated from their metropolitan countries, since borders changed in the aftermath of wars.

Kljub temu, da je Slovenija zelo majhna država, med nami živijo tudi pripadniki narodnostne manjšine, Italijani in Madžari, ki imajo enake pravice kot mi. Žal pa položaj zamejskih Slovencev v Avstriji ni takšen, kar po mojem mnenju ni prav.

Even though Slovenia is a small country, there are national minorities living among us. These are Italians, Hungarians and they have the same level of rights as we do. But I think that the position of Slovenian minority in Austria isn't the same, which I think is not right.

Pomembne pa se mi zdijo še pravice otrok. Moram priznati, da sem kot otrok s svojimi pravicami zadovoljna in jih ne bi spreminjala. Mnogo otrok si želi sprememb, a jih ne more doseči. Ko se je sestra po enem mesecu vrnila iz Gambije, majhne države v Afriki, me je kar zmrazilo, ko mi je razlagala, na kakšnem položaju so tam otroci. Ker je otrok zelo veliko (običajno 5-7 na družino), nimajo dovolj finančnih sredstev, zato se jih večina ne šola. Brez izobrazbe pa danes ne moreš priti nikamor. Zato moramo ceniti, da imamo pri nas možnost izobrazbe, po mojem mnenju bi zato morali v šolo prihajati dobre volje in z nasmehom na obrazu.

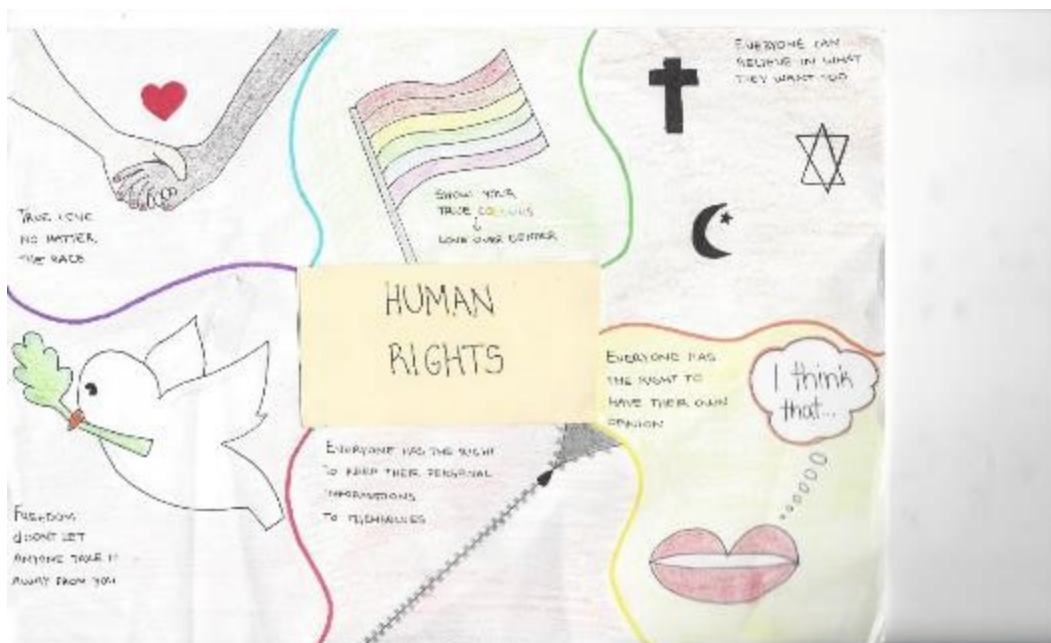
I think also that children's rights are very important. I must admit that I'm satisfied with my right as a child and I wouldn't change them. Many children want to have more rights, but they don't have them. My sister was in Gambia, a small country in Africa, and when she returned, she told me how bad the position of children is there. Since the families there are large (5-7 children in a family), they don't have enough money, so they're not going to school. And without a proper education your chances of a good life are very small. This is why we should appreciate the right to have an education, and we should visit the school with smiles on our faces.

Žalostno je, da otroci v razvitejših državah, kjer je šolanje obvezno, šolo čedalje bolj zanemarjajo, se nad njo pritožujejo in si izmišljujejo vedno nove in nove izgovore, da jim ne bi bilo treba v šolo. Medtem pa po nekod po svetu otroci sanjajo, da bi se nekoč kljub slabim razmeram lahko obiskovali šolo.

I think it's sad that children in countries which are good developed and where going to school is compulsory, ignore schools and the fact that they can learn there and try to find every time new excuses of how to avoid the school. Since there are a lot of children in this world who dream about visiting the school, but don't have the opportunity and it's a good question when they even will.

Neja Filip





Nastja Jakšič

## Finland

### Don't let it get to you

It's a nice spring day when I'm in my apartment, trying to figure out what to wear. My name is Jake, and I'm preparing to go out with my brother, Jack, and one of his friends, Chris. Usually it doesn't take me this long to get ready, but today is somewhat a special occasion. I'm going to go with Jack to a nearby restaurant where we'll get some dinner and meet up with Chris. Afterwards we are going to go to a pride parade held in the city center.

I stand in front of my mirror and smooth some wrinkles off my shirt. I'm wearing a large black t-shirt with the text "PRIDE" on the front tucked into my pastel green skirt. I take a closer look at my face to make sure my makeup has stayed in place. I give my cheeks a couple of paps. I don't look like a model, but I like my face, me and my brother always looked quite androgynous. I go sit on my bed and put on some white over the knee socks and black Vans. Lastly I mess around with the longish hair at the top of my head before running my hands over my shaved sides. Yesterday I gave myself an undercut with the help of Jack and colored it to look like the agender flag.

I have started identifying as agender, because I never really cared about my gender, but a lot of people seem to be really fixated on it. At some point I found parades and protests for things like this pointless, but now I know better. I still remember when I was in elementary school and people started saying some nasty things about me, when I wanted to look pretty like my mom and wore a skirt and some makeup to school. "What kind of a boy would dress like that!" they'd say, but thankfully my brother was having none of that and stood by my side.

"Come on! Let's get going!" I hear Jack yell. I don't bother answer and pick up my backpack before entering the hallway where he is waiting. Usually Jack prefers dressing in darker colors, but today even he chose to wear something more colorful. "Alright," I say, "let's go then." He shoves his phone into his pocket and grabs a pride flag from the hat shelf where he had put it beforehand as I open the door. I make sure to lock the door and then we are on our way.

The walk is around ten minutes before we arrive at the café where we are meeting Chris and having “breakfast”. It’s actually already noon, but we kind of slept in as it’s the weekend. “Hey! Over here!” We look over and see Chris sitting in a booth next to the window. He has also dressed up and it honestly looks like a rainbow threw up on him. We get ourselves some coffee and pastries before going to sit with him. “Hi, how has your morning been?” I ask Chris. “Pretty good!” He responds, “how about yours?” “Nothing has really happened yet”, Jack says, “I have been up for like an hour, and half of that hour was spent waiting for Jake.” I give him a playful punch on the shoulder before we continue to just chat it away of nothing that important.

At some point another group had entered the café and were sitting a couple of tables away from us. They looked somewhat older than us and they were probably talking about us, if the fact that they kept glancing at us was anything to go by. Needless to say we were getting quite uncomfortable. We had already finished our food so we decided to leave and just drink the rest of our coffee on our way to the place where they were starting the parade. Unfortunately, the other group seemed to start leaving as well so we just hoped that they wouldn’t follow us.

“Hey!” I hear someone shout behind us. Of course luck wasn’t on our side. We try to ignore it and continue walking away from the café, hoping that they would leave us alone. “Hey! We are talking to you!” someone else shouts. I groan before turning around to face them. Maybe, just maybe, they had something to say that was actually worth our time. “Where are you going?” one of them asks. Jack responds before I could “sorry, I don’t think where we are going has anything to do with you”, he sneers at them. “Hey, what’s your problem? I’m just trying to be nice”, he retorts. He turns to look at me. “Hey, smile a little”, he says with a smirk and a wink. My face turns to one of disgust. I want to say something to him, but to my annoyance I can’t find the words to say anything back. Chris seems to be having the same problem as he awkwardly moves to stand slightly closer to me.

“Oh my god, what are you trying to achieve?” Jack questions, frustration very obvious in his voice, “you are clearly unwanted here.” “Whatever”, the boy says as he turns to his friends, “I bet she was gay anyway.” “Excuse me?” I say without thinking. “You heard me, faggot” he spits out. “What? But-” I stammer out. I don’t even know what I’m trying to say.

“Okay, let’s go!” Chris says trying to defuse the situation and starts pulling me away. “Come on Jack!” I look over to Jack and he looks like he’s going to explode any minute now, before grudgingly turning away. As we walk away we hear them talking about us, but Chris encourages us to ignore them and pushes us along.

“People like that don’t deserve to exist”, Jack grumbles. “I can’t say I don’t agree”, I mutter before Chris chimes in, “Hey, I think that’s a bit too harsh. Like I’m sure they’ll learn. Probably. Maybe. Hopefully?” he tries. “I know that what they did was like really, really bad, but let’s not let it ruin our whole day yeah?”.

Jack sighs and drapes the flag he had been carrying over my shoulders, “they’d better learn,” he says, “but I guess you’re right, we can’t mope over this the whole day, can we?”. “No, I guess we can’t.” I respond. “Well let’s go then! I’m sure there are other people who are early too!”. Chris says grinning while picking up his pace. “His cheerfulness is awful”, Jack sighs. I just smirk at him before going to jog too, “Wait up, Chris!” I yell after him. I hear Jamie grumbling something under his breath before running after, too.

It doesn't take long until we are walking again but this time our conversations have a much lighter tone. We made it to the park where the parade was going to start and already see a bunch of other people preparing for it. We find a bench to sit on and I hear Jack complaining about how the running almost made him spill his drink. As I'm taking in all the things going on at the park and giggling at Jack's and Chris' antics, I'm sure this day will turn out great even though it had a rough start.

### **Älä anna sen saada sinua!**

On kaunis kevätpäivä, kun olen asunnossani ja yritän päättää, mitä pukisin ylleni. Nimeni on Jake, ja valmistaudun menemään ulos veljeni Jackin ja yhden hänen ystävänsä, Chrisin kanssa. Minulla ei yleensä mene näin kauan valmistautumiseen, mutta tänään on melko erityinen tapahtuma. Aion mennä Jackin kanssa läheiseen ravintolaan, jossa syömme lounaan ja tapaamme Chrisin. Sen jälkeen aiomme osallistua Pride-kulkueeseen, joka pidetään kaupungin keskustassa.

Seison peilin edessä ja silottelen muutamia ryppyjä paidassani. Päälläni on suurikokoinen musta t-paita, jonka etupuolella lukee "PRIDE". Paidan helma on laskostettu pastellinvihreän hameeni vyötärön sisään. Katson kasvojeni tarkemmin varmistaakseni, ettei meikkini ole levinnyt. Lisään poskilleni hieman poskipunaa. En näytä mallilta, mutta pidän kasvoistani. Olemme veljeni kanssa näyttäneet aina joltain muulta, kuin vain mieheltä tai naiselta - androgyyneiltä. Käyn istumaan sängylleni ja puen jalkaani valkoiset polvisukat ja mustat Vansit. Viimeisenä asettelen pitkähäkijä hiuksiani päälle, ennen kuin kuljetan käsiäni kampaukseni ajelluilla puolilla. Ajelin hiukseni eilen Jackin avustamana, ja värjäsin kampaukseni näyttämään muunsukupuolisten lipulta.

Olen alkanut identifioida itseni muunsukupuoliseksi, koska en ole koskaan sen tarkemmin välittänyt sukupuolestani. Kuitenkin moni ihminen näyttää olevan todella keskittynyt siihen. Jossain vaiheessa ajattelin kulkueiden ja protestien olevien yhtä merkityksettömiä, mutta nyt olen paremmin perillä asioista. Muistan yhä, kun olin peruskoulussa ja ihmiset alkoivat sanomaan ilkeitä asioita minusta. Halusin näyttää näiltä niin kuin äitini, pitää hametta koulussa ja meikata jonkin verran. "Millainen poika pukeutuisi tuolla tavoin!" he sanoivat, mutta onneksi veljeni oli minun puolellani, eikä hänelle sanottu mitään samanlaista.

"Vauhtia, lähdetään!" kuulen Jackin huutavan. En vaivaudu vastaamaan, vaan nappaan reppuni mukaani, ennen kuin ilmestyn eteiseen, missä hän on odottamassa. Normaalisti Jack pukeutuu mieluiten tummempisiin väreihin, mutta tänään hän on jopa valinnut ylleen jotain värikkäämpää. "Selvä", minä sanon, "mennään sitten." Hän työntää puhelimen taskuunsa ja nappaa etukäteen hattuhyllylle pistämänsä Pride-lipun mukaansa samalla, kun minä avaan oven. Varmistan ulko-oven olevan lukossa, ja sitten olemmekin jo matkalla.

Kävelyyn menee noin kymmenen minuuttia, ennen kuin me saavumme siihen kahvilaan, missä tapaamme Chrisin ja syömme "aamupalan". Oikeasti on jo keskipäivä, mutta me nukuimme normaalia pidempään, niin kuin olisi viikonloppu. "Hei! Täällä näin!" Me katsomme äänen suuntaan ja näemme Chrisin istuvan ikkunan viereisessä loosissa. Myös hän oli laittautunut, ja rehellisesti sanottuna Chris näyttää siltä, kuin sateenkaari on oksentanut hänen päälleen. Haemme itsellemme kahvia ja leivonnaiset ennen kuin menemme istumaan samaan pöytään hänen kanssaan. "Hei, millainen sinun aamusi on ollut?" kysyn Chrisiltä. "Aika hyvä!" hän vastaa ja kysyy: "Entäs teidän?" "Mitään ei ole oikeastaan tapahtunut vielä", Jack sanoo. "Olen ollut hereillä yli tunnin, ja puolet tuosta tunnista olen

viettänyt odottamalla Jakea.” Tuuppaan häntä leikkisästi olkapäähän, ennen kuin jatkamme jutustelua kaikenlaisesta merkityksettömyydestä.

Jossain vaiheessa kahvilaan oli saapunut toinen porukka, joka oli asettunut istumaan muutaman pöydän päähän meistä. He vaikuttivat jonkin verran vanhemmilta kuin me, ja he puhuivat kaiketi meistä sen perusteella, että he vilkuilivat meitä jatkuvasti. Tarpeetonta sanoa, että me aloimme tuntemaan olomme melko epämukavaksi. Olimme jo syöneet ja siten valmiita, joten päätimme lähteä ja juoda kahvimme loput matkalla paikkaan, josta kulkue aloitettaisiin. Valitettavasti myös toinen porukka näytti tekevän lähtöä, minkä takia me vain toivoimme, etteivät he alkaisi seuraamaan meitä.

“Hei!” kuulen jonkun huutavan takaamme. Onni ei tietenkään ollut meidän puolellamme. Yritämme olla huomioimatta huudahdusta ja jatkaa matkaamme pois kahvilasta toivoen, että he jättäisivät meidät rauhaan. “Hei! Me puhumme teille!” joku toinen huutaa. Minä huokaisen, ennen kuin käännyn ympäri kohdatakseni heidät. Ehkä, ihan vain ehkä, heillä oli jotain sellaista sanottavaa, mikä olisi oikeasti meidän aikamme arvoista. “Minne te olette menossa?” yksi heistä kysyy. Jack vastaa ennen minua. “Anteeksi, en usko että sillä, minne me olemme menossa, on mitään tekemistä teidän kanssanne”, hän hymähtää ivallisesti. “Hei, mikä ongelma sinulla on? Yritän vain olla mukava”, mies tiuskaisee ja siirtää katseensa minuun. “Hei, hymyile vähän”, hän sanoo virneen kera ja iskee silmänsä. Ilmeeni muuttuu inhoavaksi. Hyi. Haluan sanoa hänelle jotakin, mutta harmikseni en löydä sopivia sanoja vastatakseni takaisin. Chris näyttää siltä, että hänellä on sama ongelma kuin minulla, kun hän liikahtaa kiusaantuneena hieman lähemmäs minua.

“Voi luoja, mitä sinä yrität saavuttaa?” Jack kysyy selkeästi kuultava turhautuneisuus äänessään. “Olet selvästi ei-toivottu täällä”, Jack jatkaa. “Ihan sama”, tuntematon poika sanoo. “Lyön vetoa, että hän oli homo joka tapauksessa”, poika toteaa vielä kääntyessään kavereidensa puoleen. “Anteeksi kuinka?” sanon ajattelematta. “Kuulit kyllä, hintti”, hän sylkäisee suustaan. “Mitä? Mutta --”, minä änkytän. En edes tiedä, mitä yritän sanoa.

“Okei, lähdetään!” Chris sanoo yrittäen purkaa tilanteen jännittyneisyyden, ja hän alkaa vetämään minua pois päin. “Tule nyt, Jack!” Katson Jackia, ja hän näyttää siltä kuin hän olisi räjähtämässä hetkenä minä hyvänsä, ennen kuin hän kääntyy vastahakoisesti pois toisen ryhmän luota. Kävellessämme pois kuulemme heidän puhuvan meistä, mutta Chris kannustaa meitä olemaan välittämättä heistä ja työntää meitä eteenpäin.

“Heidän kaltaisensa ihmiset eivät ansaitse olla olemassa”, Jack jupisee. “En voi sanoa olevani samaa mieltä”, mutisen, ennen kuin Chris vastaa: “Hei, minun mielestäni tuo oli vähän liian raakaa. Niin kuin, olen varma että he oppivat. Todennäköisesti. Ehkä. Toivottavasti?” hän yrittää. “Tiedän että se, mitä he tekivät, oli tosi, tosi ilkeää, mutta ei anneta sen pilata koko päivää, eihän?”

Jack huokaisee ja kietoo kantamansa Pride-lipun olkapäideni yli. “Parempi oppia”, hän sanoo, “mutta luulen että olet oikeassa, emme voi murjottaa tämän takia koko päivää. Vai voimmeko?” “Ei, luulen ettemme voi”, minä vastaan. “No, mennään sitten! Olen varma, että on muitakin, jotka ovat tulleet ajoissa!” Chris sanoo virnistäen samalla, kun hän nopeuttaa vauhtiaan. “Hänen iloisuutensa on kuvottavaa”, Jack huokaisee. Minä vain virnistän Jackille, ennen kuin lähdän hölkkäämään. “Odota Chris!” huudan hänen jälkeensä. Kuulen Jackin nurisevan jotain, ennen kuin myös hän lähtee juoksemaan perässäamme.

Ei mene kauaa siihen, kun kävelemme taas. Kuitenkin tällä kertaa keskustelullamme on kevyempi sävy. Löydämme tiemme puistoon, mistä kulkue aiotaan aloittaa, ja näemme joukon muita ihmisiä valmistautumassa sitä varten. Löydämme penkin jolle istua, ja minä kuulen Jackin valittavan siitä, kuinka juokseminen sai hänen juomansa melkein läikkymään. Seuraan puistossa tapahtuvia asioita ja kikattelen Jackin ja Chrisin pelleilylle. Olen varma, että tämä päivä kääntyy mahtavaksi siitä huolimatta, että sillä oli vaikea alku.

Jasmina Sonné



## Chapter 2: Democracy

### Slovenia

Democracy is a form of government, in which all the people lead the country through the elected president and the parliament. Word democracy comes from Greek language and it is compound from two words, which are the definition of democracy. Word democracy is compound of the word *demos*- people and *kratos*-rule, so democracy can be thought of as a power of people. In democracy all the people, that are older than 18, have the right of electing the president and the government. Democracy usually divides into three branches. First is legislative authority, which has a right to make laws. The second branch is executive authority, which executes the laws. The third and the last branch of democracy is judicial authority, which has a right to judge on the base of the laws. One of the most important idea of democracy is a freedom of speech and being a part of a political life of the country..

The first idea of democracy appeared in Greece. Cleisthenes, who is named as a father of Athenian democracy, led democracy in Greece.

Through the years, number of countries that are in democracy was changing. At the end of the first World War, many democracies were created, but later most of them became autocratic. After the second World War, the number of democracies started to rise again.

Like Abraham Lincoln once said: *of the people, by the people, for the people*, I think democracy is made of the people, ruled by the people and it is for the people.

Tjaša Kustec, 9.r.

VIRI:

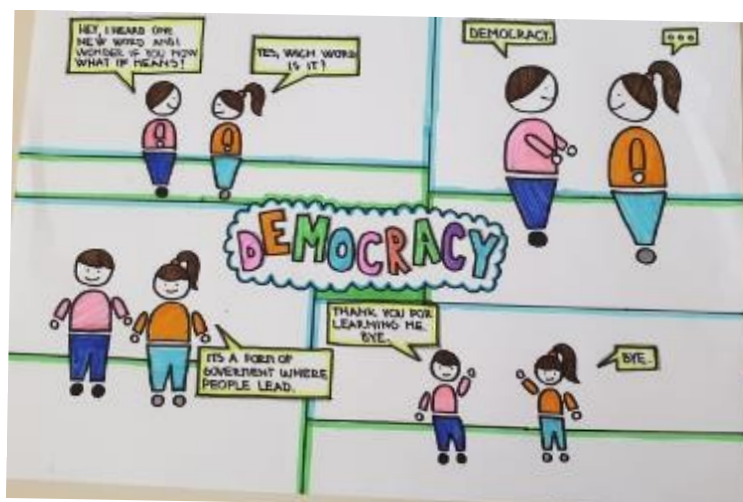
<https://www.coe.int/en/web/compass/democracy>

<https://ourworldindata.org/democracy>

<https://en.wikipedia.org/wiki/Democracy#History>

<https://sl.wikipedia.org/wiki/Demokracija>

<https://www.britannica.com/topic/democracy>



## INTERVIEW

Last year, when I was in 8<sup>th</sup> grade, we had subject called journalism. We were preparing some questions for our secretary and we did an interview with her.

### 1. What is your rule in the trade union?

From the year 2017, I am a president of education and educational exploratory activity, named as trade union Vir. All together, there are 22 trade unions in this union.

### 2. How many trade unions are there in Slovenia?

All together, there are 22 trade unions from public sector, private sector and service sector. There is also confederation Pergam and some smaller trade unions from police and medical area.

### 3. How about the trade unions in the other countries?

Trade unions around other countries are mostly influenced by democracy and capitalism and differ according to different social systems.

### 4. Which are current premises with which you are dealing in the trade union?

Right now, we are manly dealing with professions with the lowest incomes, which are mostly exploited. The second thing we are dealing with are private businesses. We are also dealing with improving incomes.

### 5. When can you join the trade union?

You can join the trade union, when you get the status of an employee or trade union for young people. When joining trade union for young people you learn about your rights and duties.

### 6. What is a collective contract?

It is a legal act between two social partners.

## Estonia

### Comic strip "Democracy"

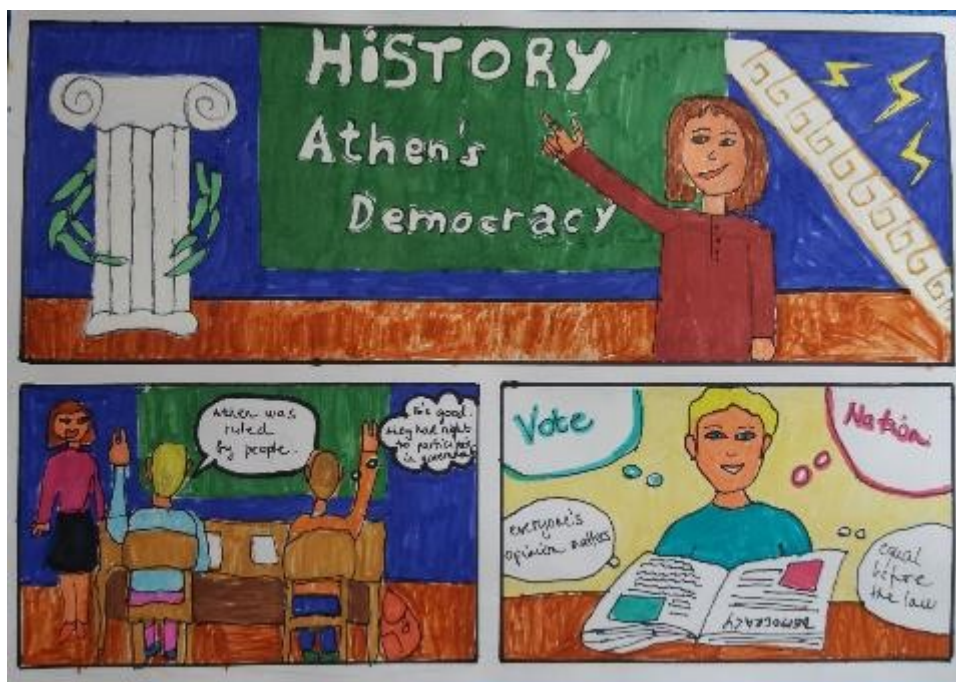


### Mona Eliis Ints 7.a



### Iris Schmidt 7.a







# SCHOOL RULES









### **DECISION-MAKING AND POLITICAL DIMENSION I. A CARTOON by Mabel López Ramírez**

- (thinking to herself as she sees her home burnt after a fire) What do I do now?

A passer-by approaches her and she asks him:

-Can you help me?

-Yes, what do you need?

-It has burned my house and I don't know what to do...

-You can go to the Town Hall and ask there.

-Thanks.

(I have already arrived). She thinks to herself as she sees the Town Hall front. She goes to the Information desk.

-Hi, how can I help you?

-I had an accident and my house was burned.

-You have to go to the Social Services Room.

-Okay, thanks.

She enters the Social Services Office.

-There has been a fire and I don't have a house. What should I do?

-You have to fill out an application and when we find a place for you to stay, we will call you.

-Okay.

A week later, the girl receives a call.

-Hello, who are you?

-Hi, I'm the Social Services guy. They have accepted the application and they have granted you a house. If you want, we'll meet at five o'clock and I'll show you your new home.

-Okay, thank you very much.

-This is your new home.I hope you like it and that you never have problems.

**TOMA DE DECISIONES Y DIMENSIÓN POLÍTICA. UN COMIC por Mabel López Rodríguez, 4º E.S.O.**

**( Habla para sí misma mientras contempla su casa quemada tras un incendio)**Un caminante se aproxima a ella y ella le pregunta:

-¿Puede usted ayudarme?

-Sí, ¿qué necesita?

- Se me ha quemado la casa y no sé qué hacer.

-Se puede usted dirigir al Ayuntamiento y preguntar allí.

-Gracias.

(Ya he llegado) Se dice a sí misma al contemplar la entrada del Ayuntamiento.Se dirige al mostrador de Información.

-Hola, ¿en qué puedo ayudarle?

-He sufrido un accidente y mi casa se ha quemado.

-Tiene usted que ir al despacho de Asuntos Sociales.

-De acuerdo, gracias.

Entra en la oficina de Asuntos Sociales.

-Hola, ha habido un incendio y ya no tengo casa.¿Qué puedo hacer?

-Tiene usted que rellenar una solicitud, y cuando encontremos un lugar para usted, le llamaremos.

-De acuerdo.

Una semana más tarde, la chica recibe una llamada.

-Hola, ¿quién es?

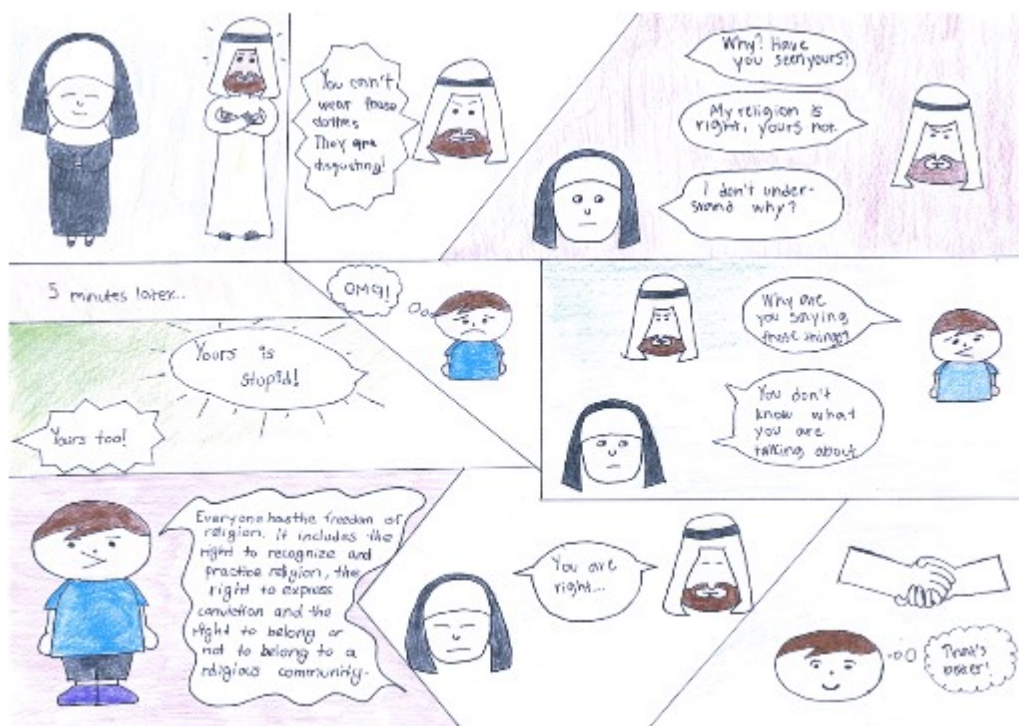
-Hola, soy de Asuntos Sociales. Se ha aceptado su solicitud, y se le ha concedido una casa. Si quiere, quedamos mañana a las 5, y le muestro su nuevo hogar.

-Vale, muchas gracias.

-Éste es su nuevo hogar. Espero que le guste y que ya no tenga más problemas.

**Finland**





## The Czech Republic

### Media as a part of democracy– questionnaire evaluation-

– questions were responded by students aged 15 – 16.

Nowadays there are a lot of types of social media and therefore we sometimes become overloaded by a lot of pieces of information. Sometimes it is difficult to distinguish what is important and reveal true news. All the people reading newspaper, watching TV, following the Internet have to be careful and have to be able to orient themselves. Critical thinking is very important and has to be introduced, supported, trained both in young people and adults.

#### 1. Do you know in which countries there is censorship?

There are countries where censorship is conducted by government – for example: China, North Korea, Cuba, India, Iran, Belarus, Ethiopia.

#### 2. Should media be censored and why?

Information should be censored especially when the information is not appropriate because of age. The politeness, ethics should be considered. When information, thoughts are limited, hidden – it has nothing to do with freedom.

#### 3. Are there any groups of people discriminated by media?

Discrimination exists because people have different beliefs, religion, race, age, health, sex, abilities to work.

#### 4. Where is formed the opinion of young people?

Teenagers are usually influenced by a strong personality. Many of them hesitate to express their view not to be noticeable. Each person should be self-confident. If other people can achieve some goals, why not me?

**1.G class students**

**VEDENI**

- OCENJEVANJE
  - znanje, veštine
  - znanje, veštine
  - znanje, veštine
- PROJEKTI
  - znanje, veštine
  - znanje, veštine

**IZRIZOVATEL**

- SPREJETA NA ZBORNICI
  - znanje, veštine
- PROJEKTI
  - znanje, veštine
  - znanje, veštine

**STUDENTI**

- POSREDOVANJE
  - znanje, veštine
  - znanje, veštine
- POSREDOVANJE
  - znanje, veštine
  - znanje, veštine

**SKOLI**

- POSREDOVANJE
  - znanje, veštine
  - znanje, veštine
- POSREDOVANJE
  - znanje, veštine
  - znanje, veštine

**POSREDOVANJE**

- POSREDOVANJE
  - znanje, veštine
  - znanje, veštine
- POSREDOVANJE
  - znanje, veštine
  - znanje, veštine

## Estonia

Estonia is a small country that neighbours Russia. It has a population of 1.3 million and an area of 45 227 km<sup>2</sup>. Since Estonia is such a small country, it has been under foreign rule for long periods during its history. One of the countries to govern Estonia has been Russia. There have been two significant periods of Russian rule in recent history: Imperial Russian rule (1710-1918) and the occupation and annexation of Estonia by the Soviet Union (1940-1991, except for 1941-1944 while Estonia was occupied by Nazi Germany). Due to geographical and many historical reasons, Estonia has a large Russian minority. There are about 330 000 Russians in Estonia, making up roughly 25% of the population.

25



The Estonians and the Russians have had a long and complicated history together. There have been many hardships, but they've been overcome. Hopefully, the Estonians and the Russians have a bright future ahead of them where they can live together harmoniously.

**Helena Laving, 9.a**



Helena Laving 9.a

## Hungary

## Gipsy story from Nyíracsad





## Gypsies in Hungary

*Written by Mónika Gugg and students from Nyíracská, Hungary*

Gypsies immigrated to Europe from India in the 15th century. The gypsy term can be traced back to the Greek word Asiagos, which means "contrary to the law", "outsider", and "untouchable" - referring to their origin.

Gypsy is basically a different culture to ours. In India they were marginalized and overnight it was only important for them to have a roof over their heads. They have migrated for centuries, and this practice is still difficult to remove.

Most of them were engaged in occasional work, such as weeding, latrine removal, cleaning of metal tools, or making various wooden objects at wells. The Olax gypsies dealt with trading, but they did not deter themselves from stealing.

The most honourable craft was the musician. Music has played an extremely important role in the lives of gypsies for centuries. For many families, it was a source of livelihood and a main occupation even in their native country. A true gypsy can't do without the song, the music, the dance.

Many people are wondering why integration was a problem for gypsy people. This is mostly due to their very strong identity.

We are working to grow up a generation of gypsy who see a pattern from their parents that they need to work. Nowadays more and more people pursue their profession, study in higher education institutions.

There are gypsy families in Nyíraczád who have been able to break through, thus having a positive impact on their environment, their families and their children. Young adults from the musician family, some of whom are also talented in the arts. Many people live from music, such as Zoltán Tordai and his band, and some have shown outstanding talent in painting.

Róbert Milák the painter from Nyíraczád, awarded with László Holló Prize. He learned his talent at elementary school, then learned the basics of drawing and aquarelle technique from a painter living and working in the village. He learned the basics of fine arts at the drawing section of the Medgyessy Ferenc High School. Róbert admits to being a realist painter, mainly loving landscapes, but he also likes to paint about the gypsy tradition and the Bible.

As a musician, he plans to paint gypsy musicians, since gypsy music is a Hungaricum anyway. He has already had many foreign and domestic exhibitions.

The painter considers education to be the most decisive factor in a person's life, and the way parents start their child. He comes from a family of musicians, and his parents considered it important to learn a profession, including a room painter and a master of paving. The encouragement, support, and attention that he received in his schools also helped him develop his talents and realize his plans. He works hard during the day and likes to paint in his spare time.

The examples mentioned above demonstrate that they can be recognized and respected members of society. Here are some pictures of his exhibition.



**A TALE ON EQUALITY, by Alexia González Soto and Marta García Fernández, 2nd E.S.O.**

**"GUYS ARE ALSO ABLE TO SWEEP"**

Esteban saw that his room was filthy. He tidied up the room, but he didn't see that the room was clean. He called his mum to help him clean and she said: "Try to clean it yourself and then I will go to see it".

Esteban thought that sweeping was for girls and his mum told him that they would go meet boys who cleaned the floor and so on, in their jobs.

Finally, he saw that he could also do it without thinking it was girls' work. He did it, and the result wasn't as he expected, but his mum said: "The important thing is that you have tried it"

**UN CUENTO SOBRE IGUALDAD, por Alexia González Soto and Marta García Fernández, 2º E.S.O.**

**"LOS CHICOS TAMBIÉN PUEDEN BARRER"**

Esteban vio que su habitación estaba hecha un asco. Él la ordenó, pero aún así no le pareció que la habitación hubiese quedado muy limpia. Él llamó a su madre para que le ayudase, y ella le dijo: "Trata de limpiarla por ti mismo, y luego me paso yo para verlo"

Esteban pensaba que barrer era tarea de chicas, y su madre le dijo que irían a conocer otros chicos que también barrían el suelo y hacían otras cosas en sus respectivos trabajos.

Finalmente, Esteban comprobó que también era capaz de hacerlo y dejar de pensar que era tarea para chicas. Él lo hizo al final, y el resultado no fue tal y como lo esperaba, pero su madre le dijo: "Lo importante es que, al menos, lo has intentado."

**A TALE ON EQUALITY II, by Ana Prieto Rato, 2nd E.S.O.**

Once upon a time, there was a girl who came back to school.

She was different, because she had pink skin, short blond hair and shaved by the nape of her neck.

This girl was called Marta. When she arrived, everyone looked at her weird, recess came and everyone started mocking her, especially a girl named Olivia, but there was an exception.

A girl who, from the very first moment, came to her and welcomed her, because she had a big heart and defended her in a big way, because she always remembered that somebody explained to her that even if she doesn't have the same customs or religion, WE ARE ALL THE SAME and ended up telling her that DIFFERENT PEOPLE WERE THE BEST AND THAT BEING WEIRD IS NOT BAD.

**UN CUENTO SOBRE IGUALDAD II, por Ana Prieto Rato, 2º E.S.O.**

Érase una vez una chica que volvió al colegio.

Era diferente porque tenía la piel rosada, el pelo corto y rubio, y rapado a la altura del cuello.

La chica se llamaba Marta. Cuando llegó, todo el mundo le miró de un modo extraño. Llegó el recreo y todo el mundo comenzó a burlarse de ella, especialmente una chica que se llamaba Olivia. Sin embargo, hubo una excepción.

Una chica que, desde el primer momento, se acercó a ella, le dio la bienvenida, porque tenía un gran corazón, la defendió de un modo extraordinario, porque siempre recordaba que alguien le había explicado que, incluso si no se tienen las mismas costumbres o religión, TODOS SOMOS IGUALES, y concluyó diciéndole que LO DIFERENTE ES LO MEJOR Y QUE SER EXTRAÑO NO ES MALO.

## Slovenia

### MINORITIES IN SLOVENIA

There are two minorities in Slovenia. The first one is the Italian minority. The Italian minority is on the southwest of Slovenia. The cities that are in it are Koper, Izola, Piran and Ankaran. Around 15% of Slovenians speak Italian as their second language. Cities around Italy usually have two names, one Slovenian and one Italian. In schools, students have to learn two languages, Italian and Slovenian language. The second minority is the Hungarian minority. It's on the northeast of Slovenia. The cities that are in the minority are Hodoš, Dobrovnik and Lendava. They also have schools where students have to learn two languages and cities also have two names.

<https://edu.glogster.com/glog/equality/35wr130wu7e>

### Roma people visited us

On 27<sup>th</sup> September, Roma people visited us. They were students from Primary school Črenšovci. They showed us some dances and they taught us how to count in Roma language. We were also dancing the dances they showed us. Many people think that Roma people are rude, but they are not, they are very kind people. We were glad, that they responded to our invitation.

Neža Gabor

On 6<sup>th</sup> September, Roma people visited us. The teacher came with them. They showed us their way of life in their villages and their homes. They also showed us their dances. Then we could try to dance their dances. We could also ask them questions. Roma people were wearing their national clothes. They had skirts with blue and red flowers all over them. In the end, we ate cookies and drank juice. Then they said goodbye and went back to their school.

Alina Bohnec, 5<sup>th</sup> class



## The Czech Republic

### A true story

Hi, I wanna to tell you something about what it's like to live in the Czech Republic as an immigrant. Both of my parents are Vietnamese, they moved here about 30 years ago. At first when they moved here it was really tough for them. First of all they came here and didn't know any Czech words. They had to work very hard on market. Than my older sister came to word. About year after that I was born. My parents were really happy about us but also worried. They didn't have much time to spend with us because they had to work. But still, every other day our dad gave us a little present like a doll or something like that. And at the night they always made some time for

us. For me growing up here as a Vietnamese wasn't as different as a Czech person. I just had to work with my sister a little harder to help our parents.

When I was in the first grade I had an important subject which was Czech language. My parents were always learning with me. At school I had a few friends. Of course growing up here as a person with different eye shape, nose, skin and hair colour, there usually were a "funny" or "racist" comments.

But now I think Czech people don't really care if you are yellow or black, maybe cause they are more used to it.

I would also like to add that even from the begging it was very hard, now both of my parents are very successful and they are very happy that they made a big decision to move here.

All of my family members are satisfied living here .We've met lots of very good people.

## **Van anh Dinh 2.A**



## **My journey from a yurt to the other side of the world**

My story starts in 2002, the year when I was born. First years of my life me and my mum used to live in the capital city of Mongolia, but as the time was passing by, I started to see my mother less and less. She was mostly in Russia, because of her work. As a child of a single mother, I had nobody to take care of me so I moved to my grandmother's place. She lived near the mountains about 8 km from the capital city. I can say that most of my childhood I spent with my grandma. I'll never forget the beautiful nature that was surrounding us and also my grandmother's yurt, where we were living.

When I turned four, my mum's company that she was building up for years, developed to the stage, when my mum was ready to move to Europe. It was one of her goals. She wanted to make her, my and our family's life better than we could have in Mongolia. My mum gave the company to her six siblings. At the end of August, she went to a completely another world, where she knew no one, to find a better life. I couldn't go with her, I had to stay in Mongolia.

After a year, when I had my mother on the other side of the world, I finally got a chance to be with her again. Me, my aunt, uncle and my cousin got on train. We travelled for a week until we reached our final destination. During the first year, when my mum was in Europe, she found a new job, bought a new house and helped other people to make their dreams come true.

One day I want to make my mum proud of me as much as I am proud of her. For me she is the strongest, the most hard-working and the most ambitious woman I have ever met and will ever meet. I love you mum and thank you so much for all the things you've done for me and our family. You'll be forever in my heart.



Your daughter

Khulan



### **Moje cesta z jurty na druhý konec světa**

Můj příběh začíná v roce 2002, v roce mého narození. První roky mého života jsem s mamkou bydlela v hlavním městě Mongolska, ale jak plynul čas, viděla jsem svou maminku méně a méně. Většinou byla pracovně v Rusku. Jako dítě samoživitelky jsem neměla nikoho, kdo by se o mě staral, tak jsem se přestěhovala k babičce. Žila blízko hor, vzdáleného osm kilometrů od hlavního města. Mohu říci, že jsem většinu dětství strávila u babičky. Nikdy nezapomenu na krásnou přírodu, která nás obklopovala a také na babiččinu jurtu, kde jsme žily

Když mi byly čtyři, mamčiná společnost, kterou budovala roky se dostala do fáze, kdy mamka byla připravena přestěhovat se do Evropy. To byl její cíl. Chtěla, abychom měly já, ona a naše rodina lepší život, než bychom měly v Mongolsku. Předala svou firmu svým šesti sourozencům. Na konci srpna se vydala do úplně jiného světa, kde nikoho neznala, aby našla lepší život. Nemohla jsem jet s ní, musela jsem zůstat v Mongolsku.

Po roce, kdy jsem měla mamku na druhém konci světa, se naskytla šance být opět s ní. Já, teta, strejda a jejich dítě jsme nastoupili do vlaku. Týden trvalo, než jsme dorazili do našeho cíle. Během prvního roku v Evropě si mamka našla novou práci, koupila nový dům a pomohla ostatním lidem uskutečnit jejich sny.

Chci, aby na mě mamka byla jednou tak pyšná, jako jsem já na ni. Je pro mě nejsilnější, nejpilnější, nejodhodlanější žena, jakou jsem kdy potkala a potkám. Miluji tě, mami, a děkuji za všechno, co pro mě a naši rodinu děláš. Vždy Tě budu mít ve svém srdci.

Tvoje dcera

Khulan

**Khulan Erdenechimeg 2.E**



## **Finland – The Sámi in Finland**

**The Sámi are indigenous people in Finland.**

The Sámi territories are located in Fennoscandia, including northern parts of Finland, Sweden, Norway and an area in North-West Russia. In the end of last ice age, the Sámi tribes migrated from Russia to Nordic countries. Their genetics differs from other nations because they lived apart from other tribes.

Nowadays, there are about 10 000 Samish in Finland. Totally they are about 75 000-10000 in the Nordic countries.

Nowadays the majority of the Samish people are Christians. However, they still also have beliefs from an ancient religion and the relationship to Christianity is a little bit distant.

The nature plays a big role in their religion and in mental landscape. There are a lot of myths and beliefs about different animal species. Sami people believe that they can get information on the future by observing nature. In



traditional beliefs, certain animal such as bear and reindeer, are thought to be signs or omens of the future or upcoming events. In hunting culture, which has been playing a really important role in the Samish culture, certain rituals are kept up for good relationships with deities (Gods).

The traditional holy places are usually top of hills, like Ukonsaari – an island in Lake Inari.

Traditional livelihoods such as reindeers, fishing and hunting have an importance also today. The reindeer herding is several hundreds year old livelihood which is inherited from generations to new generations. Reindeer herding has a big role in Samish identity. However, in many cases, the life of Samish people doesn't differ from the other Finnish people: they live in modern houses and have modern professions.

The Sámi people have been the subject of discrimination by the dominant cultures claiming possession of their lands, even nowadays. In Finland, the Finnish Sámi Parliament was established in 1970's. Finland recognized the Sámi as a "people" in 1995 and language rights were established in 1992. Thus, Sámi children have a right to learn in their mother language.

There are three Sámi languages spoken in Finland: North Sámi, Skolt Sámi and Inari Sámi. Of these languages, Inari Sámi, which is spoken by about 350 speakers, is the only one that is used entirely within the borders of Finland, mainly in the municipality of Inari.

Sámi people have not played a role in Finnish national politics. In fact, Janne Seurujärvi was elected to the Finnish parliament as a first representative of Sámi people.

### **Saamelaiset Suomessa**

Saamelaiset ovat Suomessa alkuperäiskansa.

Saamelaisalueet sijaitsevat Fennoskandiassa, mukaan lukien Suomen pohjoisosissa, Ruotsissa, Norjassa ja alueella luoteis Venäjällä. Viime jääkauden lopussa Saamelaisheimot muuttivat Venäjältä pohjoismaihin. Heidän perimä eroaa muista maista, koska he elivät erillään muista heimoista.

Nykyään Saamelaisia on Suomessa noin 10 000. Pohjoismaissa heitä on yhteensä noin 75 000-100 000.

Nykyisin suurin osa Saamelaisista on kristittyjä. Kuitenkin heillä on silti uskoja muinaisesta uskonnosta ja yhteys kristinuskoon on vähän kaukainen. Luonnolla on suuri rooli heidän uskonnossaan ja henkisessä maisemassa. On paljon myyttejä ja uskoja eri eläinlajeista. Saamelaiset uskovat, että he voivat saada tietoa tulevaisuudesta tarkkailemalla luontoa. Perinnöllisissä uskoissa jotkin eläimet, kuten karhun ja poron uskotaan olevan merkkejä tai ennusteita tulevaisuudesta tai tulevista tapahtumista. Metsästyskulttuurissa, jolla on ollut todella tärkeä rooli Saamelaisessa kulttuurissa jotkut rituaalit pidetään yllä hyvien välien säilyttämiseksi jumalien kanssa.

Perinteiset pyhät paikat ovat yleensä kukkuloiden huipulla, kuten Ukonsaari – saari Inarijärvellä.

Perinteiset elinkeinot, kuten porot, kalastus ja metsästys ovat tärkeitä tänä päivänäkin. Poronhoito on monta sataa vuotta vanha elinkeino, joka on periytynyt sukupolvilta uusille sukupolville. Poronhoidolla on suuri merkitys Saamelaisten identiteetissä. Kuitenkin useissa tapauksissa Saamelaisten elämä ei eroa muista suomalaisista: he elävät nykyaikaisissa taloissa ja heillä on nykyaikaiset ammatit.

Saamelaisia ovat syrjineet hallitsevat kulttuurit jotka ottavat heidän maitansa jopa nykyäänkin. Suomessa suomensaamelaisten parlamentti perustettiin 1970-luvulla. Suomi tunnusti saamelaiset "ihmisiksi" 1995 ja kielioikeudet myönnettiin 1992. Niinpä saamelaisilla lapsilla on oikeus opiskella äidinkielellään.

Saamelaisilla ei ole ollut vaikutusta Suomen kansallispolitiikkaan. Itse asiassa Janne Seurujärvi valittiin Suomen eduskuntaan ensimmäisenä saamelaisten edustajana.



## Chapter 4: Environmental protection

### Estonia

#### Environmental problems surrounding us

One of the biggest problems with our planet at the moment is pollution. Everyone can change something about their everyday habits and in this essay, I am going to talk about some of the things that you can change.

There are different kinds of pollution. Probably, the worst kind of pollution is plastic pollution. A study made by Eurostat (2015) shows that the Estonians produce 46 kilograms of plastic per person. That is the 3rd worst country in Europe. Only Ireland and Luxembourg are worse. The saddest part about plastic pollution is that most single use plastic ends up in the ocean and seas all over the world. Some studies say that about 8 million kilograms of plastic ends up in our oceans every year. But we can change everything. The European parliament has voted to ban single-use plastic cutlery, cotton buds, straws, and stirrers as part of a sweeping law against plastic waste that despoils beaches and pollutes oceans. Additionally, many countries including Canada, Australia, Norway and even the US are going through drastic changes to help the environment. That is amazing, but we need all the countries to come together and reduce our plastic use. So, what can we do to help stop plastic pollution? First of all, you should always carry a fabric bag when going shopping. Buying a plastic bag is one of the key things to avoid when you want to save the environment. Also, do not use straws and if you like using straw, then buy one made from bamboo or metal and carry it around with you. You should also avoid buying water bottles from stores, it's way better for the wildlife if you carry a bottle with you and refill it whenever you need to. Also, try to ditch other single use plastics such as plastic cups, forks, knives and other similar products. Carry a spoon or something with you if you want to eat out somewhere in the nature for example. Then you don't have to buy a plastic spoon. Finally, recycle as much as you can. I have heard people saying that recycling is a waste of time and money. That is stupid. Recycling is the best way to help the environment. So, everyone should do it.

There is also water pollution. We can only use 3% of the water that is on our planet today and we are quickly polluting that 3% as well. For example, it is estimated that about 70% of surface water in India is unfit for consumption and lack of water, sanitation and hygiene results in the loss of 400,000 lives per year. Also, globally 1.5 million children under 5 die due to the same reasons.

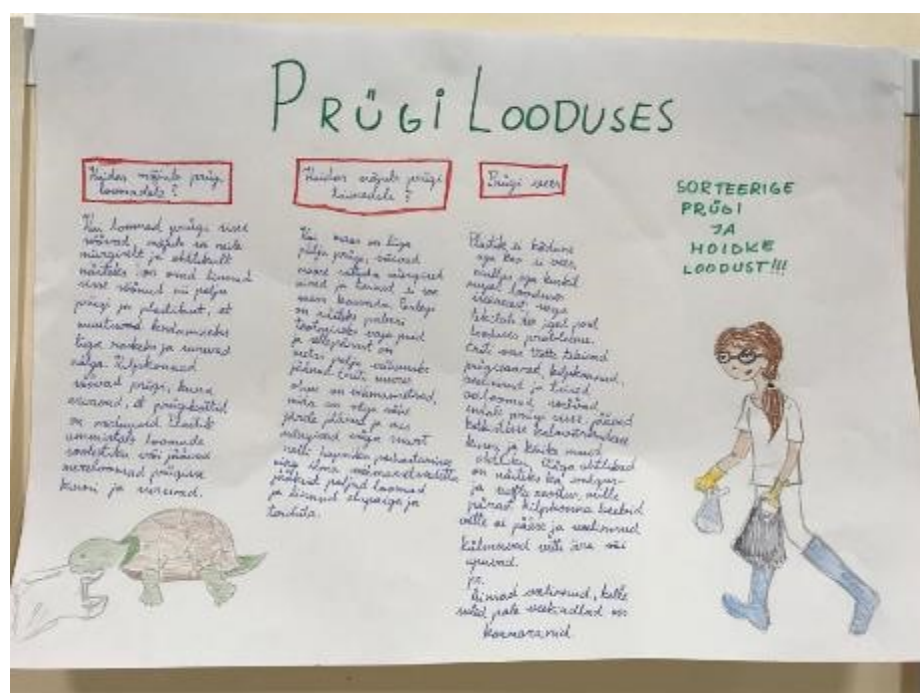
Then there is air pollution. Air pollution occurs when harmful or excessive quantities of substances including gases such as carbon dioxide, carbon monoxide and others are released into the Earth's atmosphere. It may cause diseases, allergies and even death to humans. It may also cause harm to other living organisms such as animals and plants, and it may damage their natural or built environment. Both, human activity and natural processes, can generate air pollution. According to the 2014 World Health Organization report, air pollution in 2012 caused the deaths of around 7 million people worldwide. To reduce air pollution, we can run dishwashers and clothes washers only when full, choose environmentally friendly cleaners, turn off lights, computers, and electrical appliances when not in use, limit car driving and increase biking or the use of public transport and just walk instead.

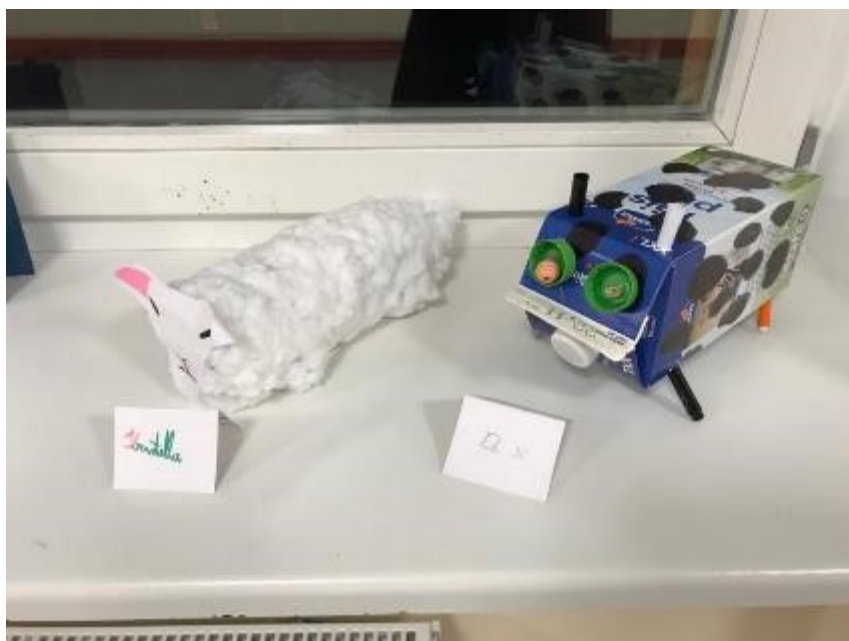
The last thing I would like to talk about is global warming. Global warming is the long-term rise in the average temperature of the Earth's climate system. It is a major aspect of climate change. Many scientists have agreed that human influence has been the dominant cause of global warming. The largest human influence has been the emission of greenhouse gases such as carbon dioxide. The effects of global warming include rising sea levels, more frequently extreme weather phenomena, such as heat waves, the expansion of deserts and others. That sounds horrible. Some scientists have said that we only have 12 years to turn this around. Otherwise, we are pretty much doomed.

Everyone should try to change, even a little bit. If we can change and adapt then I think we can turn our environmental crisis around.

Toomas Haak 8.c

### Posters and installations “Waste reduction and recycling” grades 1-6









## Hungary

Environment protection in Nyíraczád, Hungary

*Written by Petra Krekk and Benedek Kerti from Nyíraczád, Hungary*

We interviewed some students to tell us their opinion about this hot issue. Here are some of the answers:

Lots of people in Nyíraczád don't collect the rubbish selectively. They only throw away the trash, because they don't know how long it takes to degrade.

Degradation time: paper: 2-3 months, cotton clothing: 1-5 years, milk cartoons: 5 years, nylon: 10-100 years, diaper: 50-100 years, tin: 50-100 years, beer can: 450 years, green bottle: 1 million years.

Maybe if everybody pays attention to their rubbish, the Earth will be cleaner and people will be healthier. So stop throwing away the rubbish, because one day our Earth will be a big midden.

In Nyíraczád people a few years ago started to collect rubbish selectively. In village some places have a garbage man. There a person selects rubbish of paper, metal, glass and plastic. People accept this. In the end we recycle materials. It is a very good thing when we want to protect environment. A lot of famous people say environment protection is very important. Do something for this!

Throwing the rubbish to the ground is very bad for the environment. The chemicals pollute the air and the Earth, too. In Nyíraczád streets aren't full of rubbish. I think it's a good thing, because in other places in big cities we can see lots of rubbish. In Nyíraczád most of the people throw their rubbish to selective dustbins, not to the ground. You can find the selective dustbins almost in front of the school. There are different kind of rubbish here. You can throw paper table blue one, you can put white bottle to the white, you can put colour bottle to the green, and plastic to the yellow, metal to the grey. There is a garbage truck in Nyíraczád that takes rubbish to the rubbish dump. In my street this car



comes every Tuesday. In the school we also have big dustbins, but yet we don't separate different garbage. There are things that you can't throw to the dustbins. The batteries are bad for the environment, so you can take them to the school. There is a big box where you can put them. You can't throw out your medicines, because these pollute the air and the water you must take them back to the chemist's in our village.

Many houses are equipped with solar panels in Nyírácsád. The supermarket also uses the solar panels.

I think the biggest problem in Nyírácsád is the pollution. Lot of people drop the rubbish in Nyírácsád. It's a big problem, because the rubbish pollutes the air and the ground-water. In Nyírácsád there are a lot of selective trashes. And I think it is a good thing, because people will collect the rubbish in these trashes and won't pollute our environment. And this rubbish will be recycled. In my school students usually collect rubbish. In this year we can collect the battery, too. In Nyírácsád there are four kinds of selective trashes. Two yellow, a green and a blue. In the yellow trash plastic will be collected. In the green trash coloured glasses will be collected. And in the blue trash paper will be collected.

Our students took part in environmental art competition. Here are two works:

"Over and here of ocean garbage"



"I am choosy"



Some students made drawings:





Every year we take part in a program: 72 hours without compromise. We clean the forest, collect garbage help old people, plant bushes and flowers.



## Spain

### ENVIRONMENTAL PROBLEMS

We think that there are more environmental problems than we can imagine, so here there are several ones that we've found interesting.

The most common on the Earth right now is the quantity of plastic in our oceans. The problem is so severe that we named a island made of plastic, toxic island. Slat is a boy that has invented a kind of barrier that collect the plastic in a passive way, using the sea currents. Some governments also have invented another solution that consist in place an elastic web in the pipelines that connects with big lakes or the sea. The problem of that is that this solutions are not very known, if we use that things the problem would be almost non-existent, or at least, it will be less dangerous.

Then, there is another problem that everyone has talked about it at school, which is, the greenhouse effect. This is one of the problems that our planet currently suffers. It is due to the great pollution of factories and people. This problem is making a large hole in the ozone layer that causes a massive entry of solar rays, which then, cannot escape from our atmosphere, raising the planet's temperature and destroying ecosystems. The solution to this would be to reduce our chemical wastes, stop expelling gases into the atmosphere, using electric cars, recycling to avoid the massive burning of garbage and a lot of things that we all can do from our houses.

Another problem that almost nobody knows about it, are the illegal dumps. For every citizen of the European Union, approximately one ton of debris is generated per year. In Spain it is even more, according to public documents of the Government: construction and demolition waste represents 40% of all waste, between 10 and 15 points more than the European average. This economic and environmental tragedy is avoidable, because the main remains of work -concrete, ceramic materials and asphalt agglomerate - are some of the few wastes that can be recycled infinitely. Part of the problem is that in Spain "there is no culture" to separate waste on the site or make selective demolitions. The easiest and most economical alternative, pouring mixed waste, is illegal but generally goes unpunished. The current reality is that only a quarter of construction and demolition waste in Spain ends up in the hands of an authorized manager. These rubble are recycled very efficiently, reaching around 90% to manufacture new building materials. But the remaining three quarters of garbage that do not reach the recycling plant end up filling old mining holes, or in illegal dumps that pollute mountains, valleys and coasts of the peninsula.

One of the weirdest problems for almost everyone, is how eating meat is related to the climate change. We usually forget about the effect that eating meat cause in the environment. It is one of the main causes of the global warming. The livestock sector produces the 14.5% of greenhouse gases. And the 70% of consumed water comes from it. It also cause the 80% of deforestation. And these are only a few facts about the effects of eating meat. So, what can we do to help the environment? An easy way to do it is reducing the amount of meat that we eat or becoming vegetarian.

One thing that almost anyone take care about it although it is so harmful for the world and for the society, is the power of the big industries, for example, big supermarkets, expensive clothes brands, big companies that sell things online...And why is this so important? All of these examples, are only interested in earning money to becomes bigger and bigger, and they don't care if they are hurting the Earth or not. Because of that, in that kind of companies, things are in plastic packages, the food is ultra processed, and if the products are from another country, bringing them here is polluting with the transport. If we continue giving money to these type of industries, the problem will be worse than now. The solution to this problem, is buying what we need in small local shops, because usually, there are natural local products and they use less plastic. Also, the money will stay in the city, but with the big companies it will be for them and for another countries.

Sound pollution is also an important but unknown type of pollution. It can have an harmful impact on animal life and even human life, it is normally caused by machines, transports or even people (either shouting, talking loud or having loud music). The WHO recommends an average of 50 dB on residential areas, but most of the cities exceed this



levels. This can contribute to cardiovascular diseases in humans; in animals it can increase the risk of death, interfere with reproduction, navigation and contribute to permanent hearing loss. Improving urban planning or growing more plants can be a possible solution to this problem.

Cigarette-butts also have a great impact on the environment because they are highly contaminant, furthermore they are considered to be potentially dangerous for potable waters and rivers because of their high chemical levels. On the other hand, they take a long time to be degraded and directly affect wildlife.

This issue is especially important in a city like ours, because fires are both intentionally and accidentally caused by those cigarette-butts we have previously mentioned. These fires are usually encountered by firemen in open spaces, dumpsters in downtown and the Alcazaba surroundings.

Light pollution is a type of pollution that people believe is not important and even becomes unknown. It comes with the emission of artificial light, mostly in cities, which is not used or is simply very unhelpful and it has as a consequence the not-clear visibility of the sky, mainly at night, annoys people sensitive to the emission of light (albinos), the animal biome around the city is affected and the animals get scared... Something we could do from Badajoz, the city that uses more light power in Extremadura, is reducing the hours of lights use in the streets (Badajoz keeps the lights on the street until 4 in the morning and come back on at 6) and especially in bright commercials, those which are illuminated all the night unnecessarily.

Our conclusion is, that we can't change the whole world because we are just teenagers in a high school, but, if everyone does something to create a better world, it will change.

## **PROBLEMAS MEDIOAMBIENTALES**

Pensamos que hay más problemas medioambientales de los que podemos imaginar, así que aquí hay muchos que nos han parecido interesantes.

El más común en la Tierra ahora mismo, es la cantidad de plástico en nuestros océanos. El problema es tan grande que se le ha puesto nombre a una isla compuesta por plástico, es llamada isla tóxica. Slat es un chico que ha inventado una barrera que recoge los plásticos de manera pasiva utilizando las corrientes marinas. Algunos gobiernos han inventado otra solución que consiste en utilizar una red elástica en las tuberías de grandes ciudades, que dan a aguas que conectan con el mar. Esta red acumularía todo el plástico, con quitarla, vaciarla y volverla a poner. El problema de estas soluciones es que no son muy conocidas, si las usáramos, el problema sería casi inexistente, o al menos, menos peligroso.

También existe otro problema del que cualquier persona ha hablado en el colegio, el efecto invernadero. Este es uno de los problemas que nuestro planeta está sufriendo ahora mismo. Este es debido a la gran contaminación producida por las fábricas y las personas. Esto está formando un gran agujero en la capa de ozono que deja entrar mucha radiación solar que después no puede salir de nuestra atmósfera, elevando así la temperatura de nuestro planeta y destruyendo ecosistemas enteros. La solución para este problema sería reducir los desechos químicos, parar de emitir gases a la atmósfera, usar coches eléctricos, reciclar para evitar la gran acumulación de basura y muchas otras cosas que podemos hacer desde nuestras casas.

Otro problema del que casi nadie sabe nada, son los vertederos ilegales. Por cada ciudadano de la Unión Europea, se genera aproximadamente una tonelada de escombros al año. En España es aún más, según documentos públicos del Gobierno: los residuos de obra y demolición suponen un 40% de todos los desechos, entre 10 y 15 puntos más que la media europea. Esta tragedia económica y medioambiental es evitable, porque los principales restos de obra —hormigón, materiales cerámicos y aglomerado asfáltico— son “de los pocos residuos que se pueden reciclar infinitamente.. Parte del problema es que en España “no hay cultura” de separar los residuos en la obra o de realizar demoliciones selectivas. La alternativa más fácil y más barata, verter desechos mezclados, es ilegal pero suele salir impune. La realidad hoy es que tan solo una cuarta parte de los residuos de construcción y demolición en España

acaban en manos de un gestor autorizado”. Esos escombros se reciclan muy eficientemente, llegando a aprovecharse en torno al 90% para fabricar nuevos materiales de construcción. Pero las tres cuartas partes restantes de basura que no llegan a la planta de reciclaje acaban llenando antiguos huecos mineros, o en vertederos ilegales que contaminan montes, valles y costas de la Península.

Otro de los problemas más raros para casi cualquier persona, es cómo el consumo de carne está relacionado con el medioambiente. Normalmente olvidamos el efecto que tiene el consumo de carne en el medio ambiente. Esta es una de las principales causas del calentamiento global. El sector ganadero produce un 14'5% de los gases de efecto invernadero. Además, provoca un 70% del agua consumida y un 80% de la deforestación. Estos son solo unos cuantos datos sobre los efectos de comer carne. Así que, ¿qué podemos hacer para ayudar al medio ambiente? Una forma fácil de hacerlo es reducir el consumo de carne o empezando una dieta vegetariana.

Una de las cosas de las que casi nadie se preocupa aunque sea dañina para el mundo y la sociedad, es el poder de las grandes industrias, por ejemplo, grandes supermercados, marcas de ropa caras, grandes empresas que venden por internet...¿Y por qué es esto tan importante? Todos estos ejemplos solo están interesados en ganar dinero y ser más y más grandes, y no les importa si están o no dañando la Tierra. Por ello, en este tipo de compañías, las cosas están en paquetes de plástico, la comida es ultra procesada, y si los productos vienen del extranjero, contaminan con su transporte, porque les sale más barato a ellos. Si continuamos dándole dinero a estas industrias, los problemas serán peores que ahora. La solución a este problema, es comprar lo que necesitamos en pequeños comercios locales, porque normalmente, hay productos naturales locales y usan menos plásticos. Además, el dinero se quedará en la ciudad, pero en las grandes empresas, el dinero va para ellas y a otros países.

La contaminación acústica también es un tipo importante de contaminación. Puede tener un impacto dañino en la vida animal o incluso en humanos. La contaminación acústica es causada normalmente por maquinaria, transporte o incluso por personas (bien sea gritando, hablando alto o teniendo la música alta). La OMS recomienda una media de 50 dB en áreas residenciales, pero la mayoría de ciudades sobrepasan estos niveles. Esto puede contribuir a enfermedades cardiovasculares o, más frecuentemente dolores de cabeza en humanos; en animales puede aumentar el riesgo de muerte, interferir en la reproducción, interferir en la navegación y contribuir a la pérdida de audición permanente. Mejorar la distribución urbana o plantar plantas puede ser una posible solución a este problema.

Las colillas de cigarrillos también tienen un gran impacto en el medio ambiente porque además son altamente contaminantes. Se consideran potencialmente peligrosos para aguas potables y ríos debido a su alto contenido químico. Por otro lado, tardan mucho en degradarse y afectan directamente a la vida silvestre. Este problema es especialmente importante en una ciudad como la nuestra, porque los incendios son causados intencional y accidentalmente por esas colillas que hemos mencionado anteriormente. Estos incendios generalmente los encuentran los bomberos en espacios abiertos, contenedores de basura en el centro y los alrededores de la Alcazaba.

La contaminación lumínica es un tipo de polución que la gente cree no importante e incluso llega a no ser conocida. Se debe a la emisión de luz artificial, mayormente en las ciudades, que no es usada o simplemente es muy poco útil y tiene como consecuencias la no visibilidad clara del cielo, fundamentalmente por la noche, molestia a las personas sensibles a la emisión de luz (albinos), espanto del bioma animal alrededor de la ciudad... Algo que podríamos hacer desde Badajoz, la ciudad que más potencia lumínica utiliza en Extremadura, es reducir las horas de luz en las calles (Badajoz mantiene las luces en la calle hasta las 4 de la madrugada y vuelven a encenderse a las 6) y sobre todo en anuncios publicitarios luminosos, aquellos que se iluminan toda la noche con luz, cosa que es innecesaria.

Nuestra conclusión es, que nosotras no podemos cambiar todo el mundo, porque somos adolescentes en un instituto, pero si todo el mundo hiciese algo para crear un mundo mejor, este cambiaría.



## **The Czech Republic**

### **Let's make the environment nicer - More drinking water sources in the city- project**

#### **The aim**

To add more drinking water to busy city parts

To prevent collapse caused by loss of liquid and high temperatures

It is healthy to drink as much as necessary wherever you are

#### **Why do we need water?**

Scientists from Loughborough warn us that a dehydrated driver is as dangerous as a drunken one. The lack of water affects our brain and it makes as many mistakes as when we drink alcohol.

Women should drink ideally 1.6 litres of water per day, men 2 litres, small children 1-1.3 litres per day.

Human body after birth contains 80% of water, in adult males 60% and in females about 55% of water

Human body loses water by breathing, sweating, urination

When you are thirsty, you are dehydrated. It is necessary to drink continuously

You can survive without water no more than 5 days

75% Americans are chronically dehydrated

#### **Symptoms of dehydration**

Dry mouth, sticky lips, drowsiness, feeling thirsty, smaller amount of urine, not many tears or tear absence when crying, headache, dizziness, excessive thirst, excessive tiredness, feeling upset, confused, absence of sweating, sunken eyes, low blood pressure, fever, leg cramps

#### **How to get money**

Fundraising, donation of useless things and then selling them, collecting deposit bottles

Students suggested places in Hradec Králové, where the drinking water sources could be provided

Water is very important for our organism. We have to provide drinking regimen for everybody to prevent health problems which may sometimes result in death.



**Klára Vitoušová, Kateřina Voňková 2. C**

### **Clean up the Czech Republic**

V České republice se konala 27. 3.- 28. 3. 2021 akce dobrovolníků Uklidme Česko. Lidé vyšli na procházku do přírody. Avšak nebyla to ledajaká procházka. Lidé si brali s sebou pytel na odpadky, rukavice a snažili se pomoci planetě, tím, že sbírali odpadky. Tohoto dne jsem se účastnila také. Bylo to velmi vzrušující a zajímavé. Měla jsem z toho dobrý pocit. Nejdříve jsem si myslela, že budu jediná, kdo se téhle akce účastní, ale spletla jsem se. Potkala jsem spousty lidí, kteří sbírali odpadky s semnou. Podle mého názoru to byla skvělá zkušenost, která pomůže naší planetě.

Clean up the Czech Republic Day took place during 24<sup>th</sup> - 28<sup>th</sup> March 2021. During these days people went out for a walk. It was not a common walk. All the volunteers took garbage bags, gloves and tried to help the planet by collecting garbage. I took part, too. It was very exciting and interesting. I had a good feeling about it. At first, I thought I would be the only one involved in this event, but I was wrong. I met people, who picked up garbage with me. In my opinion, it was great experience, which will help our planet.



**Petra Pavlišová 4.E**

## Finland

We organized a multidisciplinary project related to environmental issues for students in spring 2019. As part of this project students went out to feeding place of winter birds. The trip was guided and planned in cooperation with local nature preservation association.

### Preserving the nature – helping endangered bird species to survive

The short story below was written by students who participated in these activities. In the spring of 2019, we visited a woodpecker's feeding place with our biology teacher Jouni Ahlholm and with the local nature protection society's, central Karelia's nature chairman Kari Antikainen. The meaning was to get familiar with the white-backed woodpecker's winter feeding – white-backed woodpecker (*Dendrocopos leucotos*) almost went extinct in the 80s, but it got saved because of protective measures. Winter feeding was one of the tricks to help the endangered species.

The feeding place has been in use for many years. The weather was cloudy, and it wasn't very cold. We walked there from school until the asphalt ended to snow, some of us got to walk on the snow blanket with snowshoes and rest of us walked on a trail to the feeding place. The snow blanket carried us well, although there were some holes next to the trail. When we arrived at the feeding place Kari played the white-backed woodpecker's sounds from a recorder and we hoped that it would arrive to the feeding place. Sadly, the woodpeckers didn't come to the place, although we saw other bird species like Eurasian blue tit and great tit. We pointed out that flying squirrels enjoy the area, because we found flying squirrel's droppings nearby.

On our way back to school we took snow examples from the forest and next to the road. The meaning was to figure out nature's chemical purity. At school we melted them, and we examined them. In our exams we used an energy drink and tap water for reference values. From the liquids we analyzed their pH-value, ammonium nitrogen (NH<sub>4</sub>), nitrate (NO<sub>3</sub>), and phosphate content (PO<sub>4</sub>). Only significant difference from the examples was their nitrate content. The example from next to the road had a higher acidity.

### Luonnon suojelua – autetaan uhanalaista lajia selvitymään

Keväällä 2019 kävimme tikkaruokinnalla nykyisen biologianopettajan Jouni Ahlholmin ja paikallisen luonnonsuojeluyhdistyksen, Keski-Karjalan luonnon puheenjohtajan Kari Antikaisen kanssa. Tarkoituksena oli tutustua uhanalaisen valkoselkätikan talviruokintaan - valkoselkätikka (*Dendrocopos leucotos*) kuoli melkein sukupuuttoon 80-luvulla mutta se on saatiin pelastettua suojelutoimenpiteiden ansiosta. Talviruokinnat ovat olleet yksi keino auttaa sukupuuton partaalla olevaa lajia.

Ruokintapaikka on ollut ruokintakäytössä jo useita vuosia. Sää oli pilvinen ja pakkasta oli melko vähän. Paikalle kävelimme koululta ja kun asfaltti päättyi lumeen, jotkut pääsivät kävelemään hangella lumikengillä ja muut kävelivät polkua pitkin ruokintapaikalle. Hanki kantoi hyvin, vaikkakin polun varrella oli jokunen kuoppa. Ruokintapaikalle saavuttuamme Kari soitti nauhoittimesta valkoselkätikan ääniä ja toivoimme sen saapuvan ruokintapaikalle. Tikat eivät harmiksemme kuitenkaan tulleet paikalle, vaikkakin havaitsimme paikalla muita lintulajeja muun muassa sinitiaisia ja talitinttejä. Totesimme myös liito-oravien viihtyvän alueella, sillä lähistöltä löytyi liito-oravan jätöksiä.

Takaisintulomatkalla otimme metsästä, sekä tien vierestä luminäytteet. Tarkoituksena oli selvittää ympäristön kemiallista puhtautta. Koululla sulatimme ne, sekä tutkimme niitä. Tutkinnoissa käytimme vertailuarvoina myös energiajuomaa ja vesijohtovettä. Nesteistä analysoitiin niiden pH-arvo, ammoniumtyppi (NH<sub>4</sub>), nitraatti (NO<sub>3</sub>), sekä fosfaattipitoisuus (PO<sub>4</sub>). Ainut merkittävä ero lumesta otetuilla näytteillä oli niiden nitraattipitoisuus. Tien varresta otetulla lumella oli korkeampi happamuuspitoisuus.



Snow shoeing to the feeding place



Flying squirrels' droppings

We also let students to express their opinion on environmental issues and we let them write about what they see important. This is one of those stories.

### **Electric car doesn't save us**

Electric car has been offered to save us from climate change, but I don't think so, because they need a lot of resources. For one car we need 12kg of cobalt, 7kg of lithium and 36kg of nickel.

60% of cobalt comes from Kongo. There people have very bad working conditions and child labor is used. Making of an electric car takes one third more energy than making one normal car. Electric car's batteries must be changed in certain time. It takes again more energy. Charging and fixings those batteries is also wasting of energy. Electric cars also cost pretty much and many people can't afford them.

I think the world would be saved most if people started to walk and ride a bike. They don't make any pollutions. Other better options to electric car are a hybrid car and a biogas car. The hybrid car charges itself and biogas cars' gas is 100% from renewable energy sources. In Finland biogas is made for example from inedible foods from shops.

The government of Finland sponsors electric cars even they should support Biogas cars. Biogas cars have high taxes, and that's why people don't want to buy them. If they had lower taxes, they would be bought more. Only the parliament of Finland can help this problem.

### **Sähköauto ei pelasta**

Vaikka sähköautoa on tarjottu ilmastonmuutoksen pelastajaksi, olen eri mieltä, koska ne tarvitsevat paljon raaka-aineita. Yhteen autoon menee 12 kg kobolttia, 7 kg litiumia ja 36 kg nikkeliä.

Kuusikymmentä prosenttia koboltista tulee Kongosta. Siellä on hyvin huonot työolosuhteet ja käytetään lapsityövoimaa. Sähköauton teko vie kolmanneksen enemmän energiaa kuin normiauton teko. Akut täytyy vaihtaa aina tietyn ajan välein. Se vie taas lisää energiaa. Hukkaa on myös akkujen lataus ja korjaus. Sähköautot maksavat myös aika paljon eikä kaikilla ole varaa niihin.

Minusta maailma pelastuisi parhaiten, jos ihmiset alkaisivat kävellä tai ajaisivat polkupyörällä. Ne eivät saastuta. Muita sähköautoja parempia vaihtoehtoja ovat hybridauto ja biokaasuauto. Hybridi latautuu itsestään ja biokaasuautojen kaasu on sataprosenttisesti uusiutuvia energialähteitä. Biokaasua tuotetaan Suomessa esim. kaupan syömäkelpottomista ruuista.

Suomen valtio rahoittaa sähköautoja, vaikka oikeasti kaasuautoilua pitäisi tukea. Kaasuautoissa on hirveän isot verot, joten ihmiset eivät halua siksi ostaa niitä. Jos kaasuautojen verot pienenisivät, niitä hankittaisi enemmän. Tähän ohgelmaan voi auttaa vain eduskunta.

Niko Kokko



## Slovenia

### ENVIROMENTAL PROBLEMS – WASTE OF FOOD, A RESEARCH FROM OUR SCHOOL

On Wednesday, the 6th November 2019, we had a lesson with Mrs. Ana Marija Žnidarič about throwing away food. She told us about this phenomena, how much food we humans throw away, how it impacts the environment and how to prevent it. After the lesson our teacher gave us instructions on observing and measuring thrown away quantities of food in the duration of one week. Students divided into groups and we shared the necessary instructions. We divided into small groups and pairs. Every day, we measured food waste and we collected the data in tables. Every day, after the measuring we processed the data and created graphs in Excel and published the measured values on the notice board. All students followed the activity with big interest and this woke some kind of competition among students. The least food waste occurred in the 8th grade, in the whole week only 124 g. The biggest waste food occurred in the 9th grade, it came to 4,2 kg.

All together the amount of food waste came to 20 kg. We found out, that we throw away quite some food. In this week we carried out the activity, we were more aware about the meaning of food waste and that we throw to much of it away. We found out, that we are quite spoiled when it comes to food, then we want to eat only that what we like. In this week, we ate also food we don't like so much. We decided that we will repeat this activity in the spring time, so we can compare results. Let's hope we'll know better next time and throw away less or no food.



## OPIS AKCIJE

V sredo, 6.11.2019 smo imeli predavanje g. Ane Marrije Žnidarič o odpadni hrani. Povedala nam je kaj sploh je odpadna hrana, koliko je zavržemo, kakšne vplive ima na okolje, kako vpliva na družbo in kaj lahko mi prispevamo k temu, da bo čim manj zavržene hrane. Po predavanju nam je učiteljica razložila, da bomo na šoli en teden spremljali količino zavržene hrane. Učenci smo se razdelili v skupine in učiteljica nam je povedala kako konkretno bomo izvajali akcijo. o akciji in smo se razdelili v pare in skupine. Vsak dan smo pri malici in kosilu zbirali odpadno hrano in jo tehtali. Vsak razred je imel svojo posodo v katero so metali odpadno hrano. Posodo z odpadno hrano smo stehtali in podatke zapisovali v tabelo. Po vsakem dnevu smo podatke obdelali v programu EXEL, naredili grafe in jih izobesili na oglasni deski. Učenci so z zanimanjem spremljali rezultate in v njih se je vzbudila tekmovalnost po čim manj zavrženi hrani. Najmanj hrane je zavrzel 8. razred, v celem tednu le 124 g. Največ hrane pa je zavrzel 9. r 4,2 kg.

Vse skupaj smo v enem tednu zavrgli približno 20kg hrane. Ugotovili smo, da na šoli zavržemo kar veliko hrane. V tem tednu smo se učenci malo bolj zavedali, kaj pomenijo zavržki hrane in koliko hrane gre po nepotrebem med odpad. Ugotovili smo, da smo glede prehranjevanja zelo razvajeni, saj bi jedli le tisto kar nam je okusno. V tem tednu smo se trudili jesti tudi hrano, ki nam ni najbolj okusna. Odločili smo se, da bomo v spomladanskem času izvedli zopet to akcijo, da bomo lahko primerjali rezultate. Upamo, da bomo zavrgli čim manj hrane.

Masa zavržkov hrane v g v enem tednu				
MESTO	RAZRED	MALICA	KOSILO	SKUPAJ
1.	8. r	6	118	124



2.	4. r	0	609	609
3.	7. r	145	621	766
4.	5. r	12	915	927
5.	6. r	70	2678	2748
6.	1. r	491	2567	3058
7.	3. r	71	3534	3605
8.	2. r	180	3812	3992
9.	9. r	772	3475	4247

<https://edu.glogster.com/glog/ekologija/2vo8e6elf3g/>

<https://edu.glogster.com/glog/blank-horizontal-glog/34a7k3eh6t8/>

<https://edu.glogster.com/glog/2/3auqqelgoh0/>

## TEHNICAL DAY – COOPERATION WITH NGO IN OUR SCHOOL

The school we attend is called elementary school Prezihov Voranc Bistrica, we are in the ninth grade, and will describe the technical day that we spent at the school, It was ment for charity.

Our first activity was listening to a presentation, presented to us by members of the Rdeči križ/Red cross charity. They talked about what the Rdeči križ/Red cross stands for and they talked about members, where it is located, how we can help other people and etc.

There were further lectures by different organizations for each class, a certain organization prepared a presentation about it. In our class, we first had a presentation on a Hep society that fights and advocates for hepatitis patients. Then we spent another hour with a librarian at our school who taught us how to search for books in the library and online library.

The last activity was a charity run for children in need of help – for NGO Karitas. The goal was to make as much steps as we could.

On this day, students were also asked how they would help the world. There was a lot of answers such as, not to use plastic for food packaging, not to pollute the environment, to plant as many trees as we can, becuae they give us oxygen, it also is important to recycle and help the environment even if it means that insted of a car we use bicycles or walk on foot, and if everyone helps just a little, things can get better.

Ivana Krampač

## Chapter 5: Cultural heritage

### Estonia

#### Estonian food

Estonian food doesn't contain exotic spices. Some would even say it's bland and boring. But to many people, it brings back the memories of home.

But let's go back in time. When the Estonians were poor peasants, their main food was porridge and rye bread, also called black bread. The Estonians didn't have wheat or potatoes, the main food sources, which is why they were starving.



A lot of foods originating from Germany, Russia, Latvia, Lithuania and Scandinavia are also considered Estonian because they are widely popular here. Every country has a different kind of bread. We have rye bread, whole wheat bread or sepik, and karask. Even though rye bread is definitely not discovered by the Estonians, we still say it is our national food. Sepik and karask, on the other hand, are completely ours. Sepik is made with rye, and barley flour and is drier than karask, which can also be sweet.

One food that is pretty unique though, and is very old, is Mulgi's porridge or Mulgipuder. It is like mashed potatoes but with groats and meat. This food was traditionally made in Mulgimaa in Estonia and it was a pig food.

Kama is also unique. We could say that we are the only ones to have it. Kama is a dessert-drink that is made from barley, oat, rye and pea flour. It is mixed with yogurt or kefir and optionally sugar. People jokingly say that kama is basically all the leftover crumbs from the pantry mixed together.



When we are already talking about sweets and desserts, let's also mention the biggest chocolate factory: Kalev. It dates back to 1806, so more than two hundred years ago, and is now the most popular chocolate and candy factory in Estonia.

In the 1950s, kohuke, a kind of curd cheese covered in a glaze, became popular in Latvia, Lithuania, and Estonia. And it is popular to this day as an easy after-school snack.



A really strange kind of dessert is bread soup made by boiling rye bread until it is soft. Usually, people add apples, orange peels, raisins or cinnamon.

But what do Estonians drink when the sepik is too dry? Well, sepik fits well with kefir, a sort of fermented milk drink similar to thin yogurt. Everyone here has a memory of the white mustaches from drinking kefir too enthusiastically.

But what do Estonians drink at festivals? They usually drink kvass or kali. Kvass is a dark fermented beverage, made from black bread. It is often sold in the city centre during summer in huge yellow barrels.

And also, what do we drink while visiting grandma in the countryside in the early summer? We drink birch sap, quite literally of wood juice. It is harvested by drilling a hole in the birch tree and setting up a container for the birch sap to flow into. When the container is full, you can enjoy the sweet drink.

And when that grandma, who is still a bit stuck in the Soviet era, has a birthday party, on the food table you'll probably see rosolje, a salad based on potatoes, beetroot, and herring; potato salad, a salad based on potatoes and mayonnaise; sprat sandwiches; head cheese or meat jelly; kringle, a big pastry usually with filling; and finally, mors, a sweet drink. Most of these dishes are from Russia.

At Christmas, we eat sauerkraut and black pudding with roast potatoes and roast pork.



We also have our own way of cooking pasta. Al dente for an Estonian person means uncooked. The Estonian way of cooking pasta is cooking it to the point where it's so soft it melts in your mouth.

The Estonians have always been hard-working and haven't had time for such pleasures as making and eating good food. That is why our cuisine is not very versatile but still, we have some interesting and strange foods that surely many have not even heard of.

Liisi Liias 7.b

## Slovenia

Our school's name is Primary school Prežihovega Vrance Bistrica. The school is located in Srednja Bistrica. We have around 150 students.

We have some cultural heritage in our town. We have Pozvačin. Pozvačin is a name for a human, who is dressed in flowers and bands that are made of crep paper. We also have a mill. Our mill is located in Srednja Bistrica and they produce different kinds of flour. We also have Ferdo Godina. Ferdo Godina was a writer and politician. Then there is Jožef Klekl. Jožef Klekl was a writer, who wrote news called Kleklove novine. Our cultural heritage is also folklore. Folklore is a folk dance tradition. Dancers are dressed in national Slovenian gown. In Gornja Bistrica, which is a village next to Srednja Bistrica, we also have Brod. Brod is a kind of ship, which takes passengers across the river Mura.

Our first activity was dancing our folk traditional dance Folklore. Younger students and their relatives gathered in our gym and learned how to dance folklore.

For our second activity, younger students visited mill in Srednja Bistrica. The owner showed them how they produce flour.

For our third activity we were practising handwriting. We wrote different Slovenian poems in English. We displayed them on school board.

For our next activity we went on a hike around our community. We saw some of our monuments and learned a lot about our history.

For our fifth activity younger students invited their grandmothers to teach them how to make flowers out of crepe paper.

After our younger student saw all our natural heritage, they tried to draw it. They did a pretty good work.

On 13<sup>th</sup> December we were visited by Saint Lucia. Saint Lucia was a women which was tortured to death by a man, who she didn't love. He tortured her and pulled her eyes out. That's why every year on 13<sup>th</sup> December a women dressed in Saint Lucia comes to our school with fake eyes and tells the students what happened to her.

In our class we also learned about cultural heritage. We did some poster about it and after that we had a quiz to see how much we learned.

Knowing cultural heritage of your hometown is important, because you can learn a lot about your history.



## The Czech Republic



### 12 wonders on the UNESCO HERITAGE list:

**The Historical Centre of Prague** is the top Czech destination with monuments such as Prague Castle, St. Vitus Cathedral and Charles Bridge. Prague was the centre of the country thanks to its enchanting beauty, it has many poetic epithets- the mother of all towns, or Prague the city of a hundred spires.

**The Historical Centre of Český Krumlov** is popular tourist attraction. Český Krumlov played an important role in Czech history. Architecture history and nature overlap in the mystical ways. We can admire houses built in Renaissance style in cobblestone streets.

**The Historical Centre of Telč** – the town's square offers a unique combination of Renaissance and Baroque houses. Telč was example of harmony between architecture and nature.

**The Church of Jan Nepomuk in Zelená Hora** was built by Santini in a baroque Gothic style.

**Kutná Hora** is famous for its historical centre and the Church of St. Barbora

**Lednice – Valtice Cultural landscape** is an important example of English Romantic landscape design.

**Holašovice** is the village in south Bohemia. It is a picturesque 13th century village.

**Kroměříž Castle and Gardens** is the building of a beautiful baroque palace and gardens.

**Litomyšl Castle** is one of the most important examples of Renaissance architecture in our country.

**Holy Trinity Column in Olomouc** – the town of Olomouc is an important town and a university centre.

**Villa Tugendhat, Brno** – Brno is the second largest city in the Czech Republic. There are also castle Špilberk and the gothic St. Peter and Paul's cathedral. The villa in Brno built in 1929 inspired the principles of modern living all over the world.

**Třebíč** – the symbol of religious tolerance is in Třebíč. The ensemble of the Jewish Quarter, the old Jewish cemetery and the Basilica of St Procopius in Třebíč remind us of the co-existence of Jewish and Christian cultures.





Radka Loskotová 3. A

## Finland

### Sauna

The sauna is an essential part of Finnish culture. The sauna has always been an essential place for washing and cleansing. In the sauna, the sick have also been born and cared for in the past.

The origin of the sauna is in the countryside. The first city saunas were built outside the houses, and then inside the detached houses and apartment buildings. When people came to Finland after the last ice age, they started building up some kind of sauna. However, it is not known exactly how it became such a significant part of Finnish culture. There are nowadays about 3.2 million saunas in Finland. With a population of 5.5 million people, it is a world record. Finnish sauna was inscribed on the list of UNESCO intangible cultural heritage of humanity 2020. Thus, its value as part of human cultural history is parallelized with e.g. Argentine tango.

Sauna is a basic feature in swimming pools, sports centers, hotels and camping centers. It is common for Finnish families to have a sauna cottage by the lake or sea. However, there are many types of saunas. **Smoke saunas** were the first Finnish saunas. Smoke saunas do not have a chimney, but the smoke stays inside the sauna, from where it is led out of small "vents" during heating it up. The stove is a large pile of stones or tiles keeping the warmth for a long time after heating period.

**In a wood-heated sauna**, smoke is led out through a chimney. There are many different types of stoves in wood-heated saunas, so the heating methods also vary a lot. For example, there are stoves that are completely covered with stones, while some have only one row of stones and a water tank.

**Modern saunas** include e.g. electric saunas and infrared saunas. An electric sauna resembles a normal sauna, but its stove is heated by electricity. In the infrared sauna, on the other hand, they are heated by infrared lamps, which



produce a feeling of warmth in a relatively low temperatures after a short time.

## Sauna

Sauna kuuluu olennaisesti suomalaiseen kulttuuriin. Sauna on ollut kautta aikojen olennainen peseytymis - ja puhdistautumispaikka. Saunassa on myös ennen vanhaan synnitetty ja hoidettu sairaita.

Saunan alkuperä on maaseudulla. Ensimmäiset kaupunkisaunat rakennettiin talojen ulkopuolelle, ja sitten omakotitalojen ja kerrostalojen sisään. Kun ihmiset jääkauden jälkeen tulivat Suomeen, he alkoivat rakentaa jonkinlaisia saunoja, muuta tarkkaan ei tiedetä kuinka siitä tuli niin merkityksellinen osa suomalaista kulttuuria.

Suomessa on 3.2 miljoonaa saunaa. Tämä on maailmanennätys suhteutettuna 5.5 miljooniseen väestöön. Tämän lisäksi suomalainen sauna kirjattiin vuonna 2020 UNESCON aineettomien perintökohteiden listalle. Näin se rinnastettiin kulttuurihistorialliselta arvoltaan esimerkiksi argentiinalaisen tangon kanssa.

Sauna on perusominaisuus uimahalleissa, urheilukeskuksissa, hotelleissa ja leirikeskuksissa. Suomalaisilla perheillä on usein oma saunamökki järven- tai meren rannalla, jossa vietetään vapaa-aikaa etenkin kesäisin.

Saunoja on monelaisia. **Savusaunat** olivat ensimmäisiä saunoja. Näissä ei ole savupiippua, vaan savu jää saunan sisään, josta se johdetaan ulos "räppänöistä". Savusaunojen kiuas on suurikokoinen kivistä ja/tai tiilistä ladottu uuni, joka lämmityksen jälkeen pitää pitkään lämpönsä. **Puulämmitteisessä** saunassa erona savusaunaan on se, että savu poistuu savupiipun kautta ulos. Puulämmitteisen saunan kiukaita on paljon erilaisia, joten lämmitystavatkin vaihtelevat paljon. On esimerkiksi kiukaita, jotka on päällystetty kokonaan kivillä, kun taas osassa on vain yksi rivi kiviä ja vesisäiliö.

Edellä mainittujen saunojen lisäksi on olemassa erilaisia **moderneja saunoja**, kuten esimerkiksi sähkölämmitteisiä saunoja ja infrapunasaunoja. Sähkösauna muistuttaa normaalia saunaa, mutta sen kiuas lämpenee sähköllä. Infrapunasaunassa puolestaan saunaa lämmittävät infrapunalamput, jotka tuottavat lämmön tunteen jo lyhyen ajan kuluttua.



## Hungary

### Cultural life of Nyíracsd, Hungary

*Written by Borbála Kerti, Máté Kiss*

Nyíracsd is in the Eastern part of Hungary. There are about 4000 inhabitants. Though it's a small village, we have a 1000 year history and rich cultural heritage.

Here are some nice and interesting traditions and information about the village.

#### History and sights:

It is a Hungarian village from the age of the Hungarian settlement, a sandy table-land with groves and forests. The first written record mentioning the village is from 1338 but the church from the Arpadian Age (in Hungarian history: 897-

1301) standing on the main square of the village proves the former past. The church is the only historic monument from the Arpadian Age functioning at the moment in this region. In the central point of the village, both the Greek Catholic and the Roman Catholic church offer an awe-inspiring sight. It is worth mentioning the iconostas of the Greek Catholic church. We have a 'Székely Gate'. It's a special kind of Hungarian gate from Transylvania.

The monument of the 1st and the 2nd World War and the 'Praying Statue' is in the main square. We have a mosaic emblem of Nyírac nád. The Gúth Forest is closely linked to the village, which is famous for its hunting possibilities. In the outskirts of the village, leisure facilities were built both for tourists and local people.

### **In Nyírac nád, the popular traditions are preserved.**

The world-famous Hungarian folk music is popular in Nyírac nád too. There is a great folk dance group. Their dance is very attractive. There is a folk song choir. They have golden qualification of singing. The choir always take part in commemorations and events that are held in the village. Some students are also the member of this choir.

Students have a chance to learn about the unique Hungarian folk music. We have got a choir and a zither group at school. We have lessons in the afternoons during the week. Sometimes the choir and the zither group play together. It's really amazing to see and hear them.



### **Christmas and Easter are the main feasts.**

Before Christmas we light advent candles every week waiting for the birth of Jesus. On 24 December children have a nativity play that is performed by the students. It's nice, because parents, grandparents, the people of the village come to watch it, so the whole village prepare together for Christmas.

Before Easter we have 40- day lent. On the Holy Week there are ceremonies in the churches. Special soldiers of boys guard Christ's grave in the Greek Catholic Church. There is a passion play on Good Friday in the Roman Catholic Church. On Easter Sunday there are resurrection processions and the priests sanctify the very special Hungarian Easter food, the 'pászka'.

In our school there are also several kinds of cultural programs. For example: the Hungarian Word Day, story-teller and art competitions, in February we have lots of programs and sport events during the Saint Piroska week, our school got its name from her. During the year to feel the weight of Hungarian historical events students with the help of the teachers play performances to commemorate. So, we can feel that we are the members and parts of our community, village and country.

## **Chapter 6: Activities with associations**

### **Hungary**

#### **Activity with an association**

#### **Commemoration of the Revolution 1848**

Activity with an association in Nyíracrásd, Hungary

*Written by: Gergely Kiss, Máté Kiss*

One of our public holidays is the day of Hungarian revolution and war of independence in 1848-49. In this period of history revolutions swept through all Europe. Hungarians wanted to get independence from the rule of Habsburg dynasty. The revolution started at Pest on the morning of March 15, 1848, where the young intellectuals marched around the city of Pest, reading Sándor Petőfi's National Song and the 12 points (the twelve demands of theirs) to the crowd. The bloodless mass demonstrations in Pest and Buda forced the Imperial governor to accept all twelve of their demands such as freedom of the press, ministries in Buda and Pest, civil and religious equality before the law.

On this day we commemorate about the heroes of the age with a play, performed by the students of the school. Everybody wears cockade, a circular national tricolour ribbon with small straps, which was a symbol of citizens who wanted to have national independence.

After the performance the children of the local kindergarten place the small flags the members of the Deczki Equestrian Association join to the people on the main square, where they place the memorial wreath together with the children on the statue of Sándor Petőfi. As you can see in the pictures they wear the costume of the hussar's- the traditional uniform of the age- and line up next to the statue.



The commemoration together with the association was initiated years ago by the Koleszár family to preserve ancient Hungarian tradition.

During the commemoration the pastors of the different denominations of the village say blessings and commemorate the heroes in a prayer. We celebrate together with the people of the village on this day.

## The Czech Republic

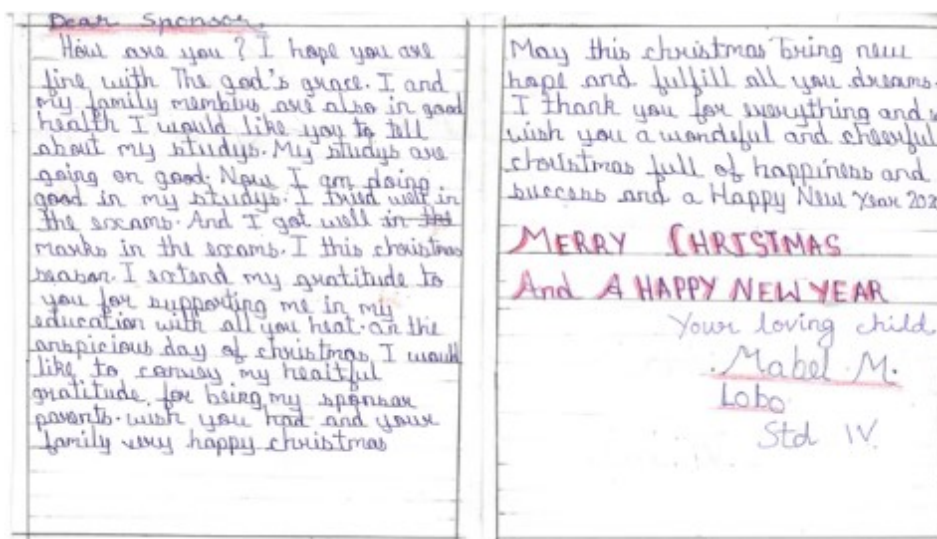
### Participation of our school in activities with organizations

Our school is the biggest school in the Hradec Králové Region.

Every year in November we have talks with eyewitnesses of historical events to remind students of important and tragic periods of our history. Students meet people who were repressed under Communist rule. These talks take place within the project **Injustice stories** organised by non-profit organisation Human in distress.

All of our students participate in various activities and cooperate with organizations helping and supporting people who need it.

We have adopted an **Indian girl**. Every year when we celebrate Students' day on the 17th November, we organize special event at our school when students compete and collect money to support this girl. The money is sent via Charity in Hradec Králové and the girl is educated in India. She has then a better chance to become an educated, independent member of society and help to develop the region and life at the place where she lives. We send her every year several letter and receive her letters and every year a school report.



Students who stay in **dormitory** during the week work in clubs and cooperate with a lot of organizations.

Every year we prepare presents for older citizens and visit several times per year Old people's home in Chlumec nad Cidlinou and spend time with old people singing and reciting.

At Christmas time we play a fairy tale for children at Paediatrics in Faculty Hospital in Hradec Králové, in Lentilka kindergarden – there are children with visual defects.

We cooperate with Charity in Hradec Králové painting stones, which are sold at an auction in June during Klicpera's theatre festival. This money is usually given to children or adults who need it.



Our school has taken part in European Union project **UBUNTU** – school of democratic citizenship. We cooperate with SEVER Horní Maršov – Centre of ecological education and with programme Variations of Human in distress. In this project the competences for democratic culture of both students and teachers are developed. The aim of the project is to develop values of human dignity, human rights, democracy, civic attitudes, development of cooperation skills, problem solving, critical thinking.

### Volunteering

I had an opportunity to work as a volunteer in health and social services. It was very interesting and inspiring for me. I had never realised before how important it could be for a client to be able to discuss ordinary problems for twenty minutes with me. Some clients are very emotional and grateful for each detail. It is very sad to see the destructive results of alcoholism. This job is definitely not suitable for everybody and each person working in social services has to be full of empathy, willingness and strength. I am grateful for this experience. I am sure health care is the branch where I would like to work one day and help people who will need it.

Měla jsem možnost pracovat jako dobrovolník v sociálních službách. Bylo to pro mě velmi obohacující a zajímavé. Nikdy by mě nenapadlo, jak cenné může pro klienta být, když mu věnuji 20 minut času, aby si se mnou mohl



obvyčejně povídat. Někteří klienti jsou velmi citliví a vděční za každou maličkost. Je smutné vidět, co vše může alkohol způsobit a jak se na člověku může podepsat. Rozhodně to není práce pro každého a člověk pracující v této oblasti musí být vybavený hromadou empatie, ochoty a síly. Jsem velmi vděčná za tuto zkušenost, ujistila jsem se, že právě zdravotnictví je obor, ve kterém bych chtěla jednou pracovat a pomáhat lidem, kteří to budou potřebovat.

Special uniform we had to wear during COVID - 19 period



Petra Mašatová 4. E

#### **Where would I be without scouting?**

Scouting is an unpaid activity where older people try to raise kids and for me, it is a place, where I can feel really myself.

When I came to scout, I was just a little kid, who didn't know what scouting is. I made friends and they are my second family. We support each other no matter what we do. We help each other and that's, what scout is about. In scout I learned how to survive in nature, how to be a good person and even how to learn other members. Nowadays I can't imagine my life without scouting. We spend time together and we work around our base. Most often, we try to do something for society.

In this hard time, we buy food for old people, help in social services and we do other activities. We make a funny and educating path in nature. On the path, there are exercises in which families can beat each other. We arrange online sessions. They are good because kids can see themselves and they can speak with us about their problems. They are good for their psycho hygiene. We also introduce sport challenges.

For leaders and members older than 15 years there are not regular meetings- Rangers and Rovers (RR) - work around our base, prepare our paths. Sometimes we just go for a walk and sleep in a forest.

I think that scouting is very important for my life. All I need I learned there. If I have a problem, I can go and ask someone for advice. I think that scouting makes people better and all the activities we do, join us.

Sometimes I hear that it is weird that I spend time with older people than me, but it isn't true. For me it is a refreshing time. We all respect each other. We don't dispraise person because he/she is different. All of us are different, but we learn how to live next to each other. The differences join us. We respect people and we take care of everybody who needs it. We are a bunch of people who are able to help you anytime, who are always ready and most of the time they are happy and they know how to make you happy too, when you are sad.

This is scouting and the way I see it.



Klára Dudášková, 4. A

## Estonia

### Activity with an association

The local district society *Supilinna Selts* is a very active local association and we have expanded our cooperation during the last two or even three years through local district days and school community days. So, in 2019 we volunteered to help to organize local community day on the 27 April.

First, we asked them what we could do. They said they needed some huge trash cans to sort the trash. So, with our woodwork teacher and other students we made some cans. It took us only a few days to make them and take them there.



Then with we also decided to carry out one recycling workshop to use old things to make new things out of them. We asked other students and our teachers to bring their old T-shirts and wall paper to make shopping bags and key rings



out of old T-shirts and gift bags out of wall paper. The workshop turned out to be very popular and we were happy to organize it.



Then some of us just had to give out the programs and help the organizers of the community day by selling their logo products and helping people find the right stage or place. It was actually fun to be there. We all liked the fact that we could help and be useful and at the same time we could take part in this wonderful event.



After the community day we helped the organizers to clean up the local area because the community is a organized on different grounds and covers quite a huge area, also our school house area.



We must say that all this was a good experience and we would definitely do that again.

## Slovenia

Our school also cooperates with NGOs, since we started the Erasmus+ project "Participation in Society through Classroom Activity and Cooperation" in the year 2018/19. During the project, we carried out several activities related to active citizenship, domestic education, with the objective to prepare students for a life in a heterogeneous, multicultural society and active citizenship development. We learned about human rights, opportunities provided by the European Union, developed social skills of students and encourages active usage of English language as the lingua franca. We learned also about cultural heritage and ecology, we connected with the local community, the majority of content was covered in cooperation with various NGOs. Actually, the cooperation with NGOs was and is the value added of the project, since we were able to enrich various activities that take place at our school. Activities were part of regular lessons, grade lessons, activities' days, extended-day care and part of extra-curricular activities. We covered different areas; following is only a short list of implemented activities:

- Workshop and lecture in all grades at grade lessons (Animal protection association DZZŽ Pomurje and HEP – association for healthy life-style), during regular lessons
- Workshop "Happy Snout" in all extended-day-care groups (DZZŽ Pomurje) – workshops with dogs, teaching about correct relationship towards animals, during class lessons and regular lessons
- Cooperation with DZZŽ Pomurje – art exhibition by students.
- Creating toys for kittens – extended-day-care group for DZZŽ Pomurje
- Collection of food for animals in cooperation with the School students' community, collection of food for people in need in cooperation with the humanitarian association Up-ornik Maribor
- Visiting the head of the humanitarian association Up-ornik, getting to know the association
- Learning about cultural heritage in activities day form – grades 1 to 5 (workshops in association Društvo DUO Veržej)
- Cooperation with MKC Maribor – living library, visit from a migrant from Liberia at our school, workshops in MKC headquarters
- Cooperation with association Društvo kmečkih žena (making flowers of paper) and cultural association Bistrica, during extended-day-care
- Cooperation with association GardenSpot Črenšovci – lecture and research about food, that is being throwed away
- Cooperation at workshops with folk dance association Črenšovci, dance workshops for parents and teachers in extended-day-care
- Learning about humanitarian organisations Red Cross and Karitas for all students of the school, presentation and participation at a competition (all students), and discussing the content during regular hours
- Cooperation with NGO HEP and ELPA; workshops with students, creating posters

Both, students and teachers, evaluate cooperation of the school with NGOs as good practice example. Students gain a lot with a new and different approach. Our experience confirms research findings and results from international projects, as for instance our Erasmus+ project, where we see that cooperation with NGOs contributes to an enriched school curriculum and brings other positive impacts. With innovative approaches, we contribute to facing educational issues of the modern society, especially with content that schools consider as important for a comprehensive development of a students' personality.



Posters – cooperation with ELPA

Workshop – making toys for cats (NGO for animal rights)



## Spain

HUMAN RIGHTS SCHOOL GROUP IES BARBARA DE BRAGANZA.

In the academic year 2018/2019, a new educational project began in our Institute (Secondary School) with the creation of the human rights school group. This project was sponsored by Amnesty International and as such the school group ended up joining the network of schools of AI Spain.

Since that year, different works related to human rights have been carried out with the support and advice of AI, in particular its section in Extremadura.

The school group is made up of students in the second cycle of Compulsory Secondary Education and Bachillerato (Post-compulsory secondary education) and its composition, open to volunteers, has varied over the years. Some students have left us when they finished their studies at our school, but fortunately new members have been joining us and the number of participants has fluctuated between 10 and 15 members, although this year, due to the circumstances arising from the pandemic, both the number and the meetings and work have been reduced. For the

next academic year, we are already planning to increase the number of members and work, if the situation does not allow it.

In relation to the students who joined the group, they will have to be committed and available, because both the different meetings that have been held and the elaboration of projects or works have had to be carried out in their free time, and it is well known the important academic load that the students already have, especially those of baccalaureate. It is, therefore, very gratifying and satisfying to see such a positive response. Obviously, as coordinator of this project, we have always tried not to overload their work, always looking for flexibility and convenience agreed by the students in the times and topics to be covered.

Our fundamental objective is, first and foremost, to train these students in human rights. We start from the Universal Declaration of Human Rights, approved by the UN, and based on it and with the collaboration of AI, a series of projects have been developed.

But, in addition to deepening the knowledge of human rights among the members of the school group, another objective pursued is for them to become trainers or disseminators of these rights, so that this project is not only limited to the school group, but also reaches the rest of the educational community of the Institute and, finally, their particular environments.

In these courses, projects have been developed that have dealt with different contents and problems, some of which have been the following:

- 1) exhibition of works by artists on the articles of the Universal Declaration of Human Rights, after preparatory sessions, the school group was responsible for explaining this collection to different groups in the school.
- 2) Participation in informative talks on human rights by representatives of Amnesty International and international human rights defenders.
- 3) Development of material for the exhibition dedicated to the celebration of International Women's Day on 8 March.
- 4) Creation of a graphic novel? on bullying and xenophobia.
- 5) Recording of programmes on our educational radio "Radio Barbaridades", on topics related to human rights. For example, last year we dedicated it to presenting women who were historically significant in the struggle for equality. This year we are presenting women who suffer or have suffered the terrible problem of trafficking.
- 6) Collaboration in different Amnesty International campaigns such as collecting signatures and sending letters to specific people who suffer persecution, imprisonment or threats for defending human rights in some countries.



ESCRIBE  
POR LOS  
DERECHOS

AMNISTÍA  
INTERNACIONAL

Hi Nassima AL-sada,  
I'm Alba, from Spain. In my school we  
have a human rights club and my teacher  
told me about your story.

I send you this letter to show you my support  
and my admiration. It is so sad that nowadays  
people like you have to go through this kind  
of situations. I think you are doing something  
huge and because of people like you the  
world will become a better place.

♥ I wish you the best of luck,  
Alba.

