

Interim Report of the Comenius Project „Stay or get away“ - School Year 2001/2002

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What do partners wish to change?

New Starting Situation due to Change of Partner

The Vienna School of Foreign Languages leaves the project

In January 2002 Max, the project partner of the Vienna elementary school of foreign languages, asked for permission to leave the project. He regretted this leaving, as the activities in it did not lead to any results so far.

According to his evaluation it would be too difficult for his students to master the various project steps within the time given. Also the prospect to go to Germany or Poland for a few days did not seem realistic to him for reasons of organisation and security, nor would parents hardly agree. In addition, there have been drug problems at the school for some weeks. Working with the project was put too much to the background. The problems of the students were more important.

Leaving the project was also justified by Max because of disagreement about the way the working groups were guided. Rodolfo's shock therapy, the way he treated the students in rehearsals, was too hard for him. Also Til's moderation of the conversations of the multipliers and the conceptional outlook did not agree with Max's expectations.

In February there were two telephone conversations with the headmaster, Ms Fürst, and with Max. They did not show any hope to cancel this decision.

The new partner school comes from Odense, Denmark

The school has 680 students, who mostly come from middle class families. It is a primary and a secondary school, from the first to the tenth class. In each class there are one or two students from other countries, from Palestine, Turkey, Somalia, Russia, Pakistan, Kosovo, former Yugoslavia, Vietnam.

Normally, there is one project every year. Already from the 1st class projects were carried out. In the last school years the students are able to work independently, the teacher only gives advice. Every month there are two or three days when the teacher remains in class the whole day. Various things are done, e.g. drama. Recently, large size pictures were painted by the students on wooden slabs that are now hanging on the walls of the school. An artist made the concept. The school finances such project costs, which are, however, not very high. Parents are not meant to take part in project costs. A Danish father went to court as far as Brussels and won. Since then finances for school activities cannot any more be acquired by parents.

The school is very open and positive to the Comenius project. Also the parents of the students participating are very much interested.

Action report of project partner September 2001 to April 2002

Secondary School Wittenberg

August to October 2001

Presentation of the project among the teaching staff as well as presentation at the institution IB (Institution of social school work in Wittenberg)

Single talks with totally 20 students were held. At the same time the project was presented in the English lessons of five classes, from which students came to single talks. Then there was a general talk with all students interested, twelve students totally. Regular working meetings were agreed to, every Friday from 13 to 15 hours.

It was partly difficult and there was resistance from colleagues, in order to make special plans for the participants interested to take them out of the normal schedule for those and further working hours.

Working meeting at Secondary School Wittenberg on 17 and 18 October 2001

Frank came for 8 hours on 2 days each. The subject was talked about and they practised to formulate a questionnaire. Frank was able to help considerably, the students learnt to make up a questionnaire.

October to December 2001

After the date with Frank there was a group talk about the evaluation of the working meeting.

The questionnaire was put up, a time plan was agreed to, regular meetings took place on Friday afternoons.

Parallel to the meetings contact to interview partners was established and preliminary talks and meetings were agreed to (time and room).

The students learnt to handle the technique of recording equipment. The sound recorders were rented, but they did not work correctly. Then we received the digital recorder from Interkunst, and then it worked.

In between telephone contact with Ursula from Interkunst about technique and with Frank about questionnaire and with Elfi from Halle about agreements of organization.

Two interviews were carried out. They were sent, transcribed, to Ursula, Interkunst, where they were translated into English. Then a scene from the material was developed and rehearsed.

Working Meeting on 17 December 2001 in the Secondary School Wittenberg

Participants: Max (Vienna), Margitta (Halle), Angela and Britta (Wittenberg), Frank (Dresden), Rodolfo, Arek, Ursula, Til (Interkunst) and the student group from the school.

The two interviews were analysed, guided by Frank. The students showed a scene. Then followed a discussion amongst the multipliers, if not also wrongdoers should take part, or should be interviewed. There were different opinions about this.

The working groups separated. Rodolfo worked on alone with the students, while the multipliers went on discussing in an adjoining room. Max from Vienna explained he did not want to interview wrongdoers in order not to get his students in danger. So far, his students had made interviews with him at school. It was too early to send students outside to men they do not know. Therefore no interview partners have been looked for yet and no questionnaires have been made up. Til replied that different interview partners were useful for the drama, victims, aggressors, natives and foreigners.

Finally all came together and looked at the scenic results which Rodolfo had worked out with the students. There was great applause and respect for the students. They were totally in it. Nevertheless the students were somewhat disconcerted because of the initial dispute among the adults.

January and February 2002

After that regular meetings took place on Fridays from 13-15, mainly new scenes were rehearsed, new interview partners looked for, a list of questions to wrongdoers put up. From the interview material new scenes were thought up and rehearsed and video-taped. Thomas Hermann from the theatre youth club helped us. Altogether we have rehearsed eight scenes since autumn, at five scenes of which was worked on.

We battled with the computer, the connection with the net did not function correctly. Only when the Yahoo search machine was installed the communication with the net worked better.

The students got into contact with Max from Vienna and wanted to induce him to stay with the project.

Arrangements with institution IB about documentation. Stress about invitation cards and documentary brochure.

Contact and exchange of information with Miteinander eV. Zerbst, who support the project in substance and financially, and with Silvia Ruge connecting social school work of the Land and the Ministry of Culture of Sachsen-Anhalt.

Working meeting on 21 February 2002 at the Secondary School of Wittenberg

Participants from Interkunst: Rodolfo, Arek, Til

Participants from Wittenberg: Angela and Britta (multipliers) and Marcus, Jens, Stephanie, Marina, Stephanie, Jessica, Ulrike (students)

Three interviews were analysed:

- Abdul, victim, from Togo, 36 years old
- Hans, aggressor, 19 years old, connections to the right scene
- Stephan, aggressor, 19 years old, connections to the right scene

The students showed a video with improvisations. Then new improvisations were developed.

At the same time the multipliers discussed the preparation of the April work camp with Arek and Til. There was an exchange of experience about the development of the project so far, about problems with the students, e.g. when Max left the project they felt left alone. They liked him and wanted to have him back. Also information was exchanged about the school itself and the staff, who is sometimes reluctant to be persuaded for new things.

The Yahoo website was opened, Arek showed a student how to do it.

At the end of the day there was a performance. The students showed two stories: the first about a victim, a Turkish girl, and the second about an aggressor, a youth with connections to the right scene. The scenes were put together from various sketches, connected with a narrator telling about these people's lives. The performance was also seen by the headmaster of the school.

Homework for the preparation of the April Work Camp

It was agreed to make new interviews with aggressors. Questions basing their answers on yes/no are to be avoided. While leading the conversation difficulties are to be overcome, one should try to make the aggressor speak. For the two play scenes with the Turkish girl and a youth from the right scene new situations are to be found. A script of the scenes is to be written.

February to April 2002

There were more rehearsals of the scenes, always with the video camera, they were looked at and changed again and again, properties were collected fitting the scenes.

Constant preliminary information to the service board of the school (once or twice a month on Mondays). Also the IB service board is informed (once a month on Tuesdays).

In the meantime students have left, therefore single talks with new students organized again and again, some of whom then joined the group.

Worked at the internet again and again, infos and appointment book recalled, sometimes looked how other schools present themselves. We ourselves put three pictures in the net during three hours.

Homework was given to the students to practise how to introduce themselves, in English, who you are, why you have joined.

Presentation of the project on the day of open house at the school on 16-3-2002. The video of the rehearsals was shown and Jens had informed the paper about the project previously.

Talks with parents at home or at the school about the participants of the April Work Camp. Five single talks with the father, the mother and the student. In advance, the students were given the homework to write down questions of the parents.

Agreements with the headmaster and with the coordination to put the hours in the timetable.

Group talk with the students about expectations of the April Work Camp.

Trotha Grammar School Halle

August to October 2001

The project was presented to the staff, some teachers were also actively included in the execution of the project (computer science, English).

The student speakers were presented the project (totally 16 speakers). It was agreed to look for project participants from the 10th and 11th classes.

In six of those classes the project was presented by Margitta as well as in the Theater AG (12 students).

Regular work meetings were held, with all those who wanted to work with the project. The meeting takes place every Wednesday from 13.45 – 14.30. The Comenius project was integrated into teaching, i.e. for some students the project is an optional-obligatory course, for which they also receive an assessment. It was quite some extra work for the head office to get this course into schedule. Some students had to be taken out of the normal timetable.

At the Wednesday meetings first the subject of violence was talked about, what kind of ways there are. The students were told to conceive situations where violence appears, furthermore role plays. Analysis of the role plays: how did you feel, what did you see.

We got into contact with the White Ring in Halle about possible interview partners. The talks led to finding two interview partners, dates agreed to. It concerned a girl that had been raped and a mother whose daughter died due to rape.

Regular telephone connections with Wittenberg and with Interkunst in order to prepare and organize dates or to get informed about materials needed.

Meeting on 15 and 16 October at the Trotha Grammar School

Participants: Frank (Dresden), Ursula (Interkunst), Elfi and Margitta from Halle as well as 17 students of the Comenius project group.

For two days questionnaires were worked out, discussions about how to lead interviews and then to evaluate them. This led to a discussion about violence and racism. The students and the multipliers from Halle were a little frustrated, because they had prepared different interview partners from what Frank wished. Questionnaires for foreigners exclusively should be developed, who are victims, too, to be able to compare the interviews among partner schools.

October to December 2001

Then we looked for new interview partners. On the one hand procured by Ms Sissi Sauermann, she leads a mobile advice group for victims. We were also looking around ourselves, e.g. in a home for foreigners. At the Wednesday meetings the questionnaires were put together and the interviews prepared.

Recording equipment was organized via the media institution, the school, the university and by Interkunst. Further technical equipment for recording such as video, photo was collected.

Rooms for the interviews were looked for. The interviews were supposed to take place outside the school.

Altogether seven interviews were carried out, six with foreigners and one with a wrongdoer. The interviews were accordingly transcribed at the computer, in German.

Meeting in the Trotha Grammar School on 18 December 2002

Participants: Frank, Rodolfo, Ursula, Arek, Til, the multipliers from Wittenberg, Braniewo and Vienna as well as 17 students from the Trotha Grammar School in Halle.

The interviews were read and analysed with Frank's help. Passages were underlined which seemed suitable for scenes to be developed from them.

After that the work groups separated. Rodolfo worked with students at various improvisations. It was not easy, because the necessary concentration with the students was not there, because they were altogether too quickly content with the development of the improvisations, because some students were not really interested in this project, but had preferred this optional-obligatory course to another one e.g. because of the hour or because it would not be so strenuous. Rodolfo did not hide his criticism of this attitude, some of the students did not hear this with pleasure, they thought this kind of work were much easier.

The multipliers continued their dialogue of the day before. Planning the next steps and the next dates were agreed to. A consensus regarding including different interview partners was found insofar as it was arranged that the Vienna partner is to adapt the speed of the working steps according to the possibilities of his students. It is not sure either whether a participation of his students at a work camp or a performance tour were possible. There were doubts from Vienna whether the foreign youths from Vienna could be safe from attacks in rightwing towns like Wittenberg.

January and February 2002

New questionnaires for wrongdoers were developed. They were difficult to make up, questions with yes/no answers as well as suggestive questions were not helpful. Work at new interviews.

Scene working: At first the scenes were described, the process of the scenes. Then the scenes were put into dialogues, first in German. Then the dialogues were translated into English as well as the questionnaires, whereat the students of the 11th and 12th classes were privileged, as they had already been in the USA in an exchange program. The scenes were rehearsed, partly in German, partly in English.

Every one or two months the service advice institution was informed about the project.

The computer site was installed, a colleague, mistress of computer science at the school, supported the project group as a kind of administrator. But mainly Julius was busy with the communication on the net. After the Yahoo site was installed communication functioned better.

Meeting at the Trotha Grammar School on 22 February 2002

Participants: Rodolfo, Arek, Til (Interkunst), Margitta, Elfi (multiplier) and the students Elisa, Robert, Friederike, Julius, Eva, Anna, Josephine, Sara, Friederike, Jakob, Paula, Juliane, Steffi, Dorene, Franziska

The new interviews in English were read and analysed. The new scenes were shown. A discussion ensued about other aspects of discrimination and violence. Also other nations have stereotype images about the Germans, West-Germans have stereotypes about East-Germans.

Then new improvisations were developed based on the subjects of this discussion. At the end of the day the students showed seven improvisations, while the headmaster, Mr. Strech, was present. The improvisations were all taped on video.

Homework to prepare the April Work Camp

The students are to look for aggressors as interview partners. For this reason a suitable questionnaire is to be developed, aiming at making the interview partner speak. An aggressor is not necessarily a skinhead.

The students are to develop new scenes, using talks with victims as a background. New scenes are to be developed based on non-verbal situations.

February to April 2002

A report by students until February 2002 and a students' minute of 22 February were made. An article in the MZ reported about the state of the project. The students watched the video about the working meeting in February with the new scenes and tried to improve them.

They also tried to improve their communication in the net. Julius was the intermediary, he put various points of information into the net (photos, personal descriptions) and began to communicate with Monika from Braniewo.

New interviews were carried out and scenes were worked at that were taped on video.

From Poland a video came by mail that shows results from February (performance during open house, exhibition, impressions of the school, video interviews in the street etc.)

The work camp was prepared, there was talk about expectations and tasks.

Lyceum Braniewo

September to November 2001

At the beginning of the school year in early September a meeting took place with the school directory, where information was given about the project. Present were responsible representatives of CEIK from Olsztyn and Gosia, the school pedagogue of the school in Braniewo.

Afterwards several informative meetings in various school classes took place, directed by members of CEIK, coordinated by Gosia.

Concept agreement between CEIK and Gosia with the decision to allow only one school class to take part, which makes organization easier. Then the idea of the project got around. Students from other classes wanted to take part and were admitted.

Meeting with the headmasters of the school and of CEIK to sign the cooperation agreement.

Preparation of talks with parents, information about the project during a regular parents' evening, which takes place every two months.

On Monday afternoons the project group meets regularly, twenty students on an average, altogether fifty got to know the project, guided by Marcin, Magda and Gosia from Olsztyn, coordinated by Gosia from Braniewo.

They were informed about the project, there were discussions about violence in Braniewo. Then about racism and violence, looking for a definition, what this is. Talks with other people, studies in the press about the subject. Everyone described the two words, a sort of essay, about violence in Braniewo, with an opinion and a statement of their own. The teachers corrected the essays, grammatically and stylistically. The results were integrated in the general evaluation.

All together made up the questionnaire. The questionnaire could not be used, because Frank changed the interview partner.

Ideas about the subject were written down, with the help of Polish teachers. The ideas were based on the interviews and on experience of one's own. This idea was given up, when Frank came, because he wanted them to stay with the interviews entirely.

Three groups were formed, which made interviews, in each group at least one member was responsible for interview, observation and recording.

CEIK had invited teachers from Belorussia to Braniewo with the topic how to appropriately combine free time and school for young people. The students of the project group had prepared their material and themselves for a talk. The poster was shown. The questionnaires were discussed and accepted with interest. The students presented their website. The project group had the specific task to prepare this meeting. Everyone had imagined and given reason why he/she took part in the project. Then a talk followed about violence in Braniewo and a comparison with Belorussia. Twelve teachers from Belorussia took part, the directory of the school in Braniewo, the responsible representatives of CEIK from Olsztyn and the students of the project group „Stay or get away“.

22 to 24 November 2001 – Meeting in Braniewo

Meeting with Frank in the Lyceum Braniewo, the students had shown Frank round Braniewo. The questions that had been found during the meeting were written down by the students in Polish, then the students translated them into English on their own, with the help of some girls, and the English teacher corrected the text. Then we were looking for persons who are both victims and foreigners, because Frank had said so.

November 2001 to February 2002

The showcase in the entrance hall was filled with texts and photos concerning the meeting, under glass, otherwise information sheets and photos would be destroyed. The showcase is locked.

The project group took part in the workshop of Gosia about interpersonal communication. The workshop lasted four weeks, two hours each week. Thirteen to fifteen people from the project group took part in it.

Then the interviews were carried out, five different ones with the same questionnaires. The interviews were translated by the girls and then corrected by the teacher.

Ten participants of the project group went to Olsztyn during the winter holidays in February. There they took part in a theatre workshop with Gosia and Monika from Braniewo, the editing of the flyer was carried out, the exhibition prepared and the following activities talked about.

The students of all four schools, of the technical lyceum etc. were motivated to make drawings about violence. The drawings were exhibited on 22 February. In the exhibition there was also a town map of Braniewo, where youths and adults were asked to mark the most dangerous places in their opinion, in different colours according to age.

Members of CEIK came to Braniewo for three days and worked on with the theatre scene, which was performed on the open house day on 21 February and taped on video. A newspaper article about the project appeared on 23 February.

The students held about fifteen interviews within and outside the school, with friends and strangers, young and old ones, and questioned them about the subject of violence in the town, whether and where it takes place, about the subject of security, how they feel when they are on the way at night.

Meeting on 25 and 26 February in the Lyceum Braniewo

Participants

Interkunst, Berlin: Rodolfo, Arek, Til

CEIK Olsztyn: Magda, Romek, Gosia, Monika, Marcin, Ryszard

Students, Braniewo: Monika, Ania, Sylvek, Joanna, Magda, Gosia, Kamil, Marek, Gosia, Alicia, Andrzej

Four interviews with victims and two with aggressors were prepared and read.

Fred, victim from Uganda, 39 years old

Luba, victim, Russian, about 50 years old

Zenia, victim, Russian, 24 years old

Jozefa, victim, Belorussian, 80 years old

Jazek, aggressor, 20 years old, violence at football

Andrzej, 20 years old, violence at football and alcohol

We agreed upon talking to each other in English during the two days. The discussion about the interviews: Never trust what a person says, but try to understand what is behind his or her social mask. Rotten families, alcohol and social aspects like unemploy-

ment, poverty are important with the question about violence. With racism there is not only the problem of black and white for instance, but also of rich and poor, good and bad dress, young and old, weak and strong.

The participants performed a theatre scene that had been worked out with Monika and Gosia from CEIK. Then the participants showed us round the school and how their work at school had developed so far, they showed us the showcase and an exhibition room with tools of committed violence. The exhibition room is opened and locked before and after each visit for safety reasons. They showed us the video room and the computer room.

The participants developed several improvisations, they rehearsed, put the scenic material together to a series of scenes, they decided all project steps democratically up to the decision to show the performance in English, at which the headmaster of the school, the vice-headmistress and the school pedagogue Gosia and all organizers of CEIK were present.

February to April 2002

New texts and photos about new information about the meeting in February and future plans were put into the showcase.

Increased use of the website, photos and interviews put in, attempt to contact the partners.

A video cassette was produced about the school event on 22 February with pictures of the theatre performance, the exhibition, the interviews etc. A copy was sent to Halle.

Independently new questionnaires were developed for aggressors, and two interviews were made with aggressors. After the transcription in Polish the interviews were translated into English.

Evaluation of previous working steps

Which subjects were neglected, which ones should be treated additionally?

Halle

There was not enough research in the problems of aggressors, also general violence should be talked about, violence in families, structural violence, violence in police forces. The historical background might be investigated more. And also the search for solutions could be increased, not only violence shown.

Looking back it might have been better to arrange more regular meetings among the multipliers, as done from December onwards. It would also have been good to invite two students from each partner school to the preparation date right at the beginning, so that they get to know each other earlier and therefore would be more motivated for net communication.

Olsztyn

The importance of the following grade should lie more on educational elements, more importance to the technique, to the internet, and less importance to the theatre. Reasons and roots of racism should be investigated, the research for the speciality of the history of the places in question should be underlined, how do people live there.

Very important is the improvement of the connection among each other by the internet. We also need more elements of pedagogical work, e.g. translation help.

Wittenberg

At the beginning we had not enough information. We did not know at all how difficult that was. We underestimated that the students did not really want to participate, that it was so difficult to motivate them. Also the cooperation with other partners was difficult at the beginning, because everything was new and I did not know many things in the project. Now, however, cooperation works well. It would be important for the project to hold regular meetings as it has happened from December 2001.

Which success has the project shown for the students?

Denmark

Rodolfo's way of working is great. The youths work hard, are wholly with it, have confidence. Students, who are perhaps not the greatest at school, feel far more important here. They learn to speak freely, in front of other people, also in English, they are very much motivated.

Germany

It is important that students also get to know others, that there are different types of school, that they mix here, do not become conceited or feel inferior. Stereotypes are excluded. It is good to speak about the subject, to get thinking impulses, to occupy oneself with violence and racism. That theatre work is hard is a great experience, students learn discipline and responsibility.

Poland

The students taking part in the project got more confidence and respect of teachers. Normally with us you receive a medal or a diploma, but this project has an immaterial value. This is new for us, teachers must learn this first. The students are now the „good heroes“, they are known in the school, because they are in this project. The project is also an example for other schools in Braniewo and surroundings. By the project the school has also been made known in the papers.

Was there lack of understanding about the way how the working groups were guided? Were there misunderstandings?

Wittenberg

Rodolfo provoked in the December meeting. After that we had a group meeting to discuss this thoroughly. After the Vienna partner left the project, the students tried to persuade Max to stay in the project, they were sad about his leaving, they liked him.

Halle

At the meeting in October Frank wanted only foreigners to be interviewed, that threw us over, we nearly wanted to stop. We had found two interview partners via the White Ring: a girl that had been raped and a mother whose daughter had been raped and murdered. For that we wanted to put up questionnaires with Frank, questionnaires for victims. The dates with our interview partners were then cancelled, because the questionnaires were to be changed. Frank declared you could only compare if everywhere the same questionnaires were used.

At both meetings in December and February Rodolfo provoked the students during the rehearsals. They were frustrated at first. The acceptance of criticism was hard: to show more discipline and concentration, to work harder while developing the scenes, not to be content too fast. At the following meetings we discussed this correspondingly.

Poland

We were informed that everybody was allowed to travel. Also those who do not take part actively as actors, meaning all who are in the project group.

After the participants for the work camp had been selected in February, the remaining members of the group were not informed what was going to happen afterwards. They are disconcerted. The Polish participants who are there now want to declare their solidarity and not go on the next tour if their friends are not allowed to take part.

We sent a list of technical equipment, which, however, we did not get.

We prepared questionnaires for aggressors before Frank came. He thought that would not work. Foreigners had to be interviewed. Poland has, however, hardly any foreigners. Frank reduced his field, he should have been more flexible. There was frust, the responsibilities were crossed like this. I got too general information, I had trouble to explain the project.

Was the purpose of each meeting clear?

With the method of working groups in the work camp all partners were very much content, the varying separation and connection of the working group students – multipliers is fertile. The purpose of this and of all previous meetings was clear.

Work camp in castle of Oppurg from 12 to 19 April 2002

30 participants, from 17 April 34 participants

3 from Interkunst Berlin: Rodolfo, Arek, Til

5 multipliers: Lisbeth (Odense), Britta and Angela (Wittenberg),
Margitta (Halle), Gosia (Braniewo)

22 students from four schools

4 persons from 17 April: Marcin and Magda(CEIK, Olsztyn), Thomas and Mendi
(light, sound and video technique, Leipzig)

Daily process:

07.30 breakfast

08.30 warm up for all, afterwards

- rehearsals of students with Rodolfo and Arek in the rokoko hall
- working talks of the multipliers in the seminary room

11.30 lunch

13.30 continuation of rehearsals and working talks

17.45 dinner

19.00 results of rehearsals are shown, feedback and discussion with the
multipliers about the play

21.00 / 22.00 end of work, feedback talks

Presentation of the play (27 minutes) in 2 schools

On 18 April at 09.30, in the dining hall of the regular school Oppurg, the first performance of the play „John’s Story“ took place, performed by 22 students from Halle, Wittenberg, Odense and Braniewo. Present were 70 students from Oppurg and surrounding villages, at the age of 14 to 16 years as well as 5 teachers. After that discussions in six groups took place. It was attempted to discuss in English about the play, what was liked and what might be changed. Then there were talks about how real the problems shown in the play are. Whether there are similar problems in Oppurg or in the villages where the students come from. The students felt the piece to be very real. Everything that was to be seen in the piece occurs also here: violence at football, alcohol problems, fathers who abuse their daughters.

Then each discussion group chose a speaker who talked about the results of the discussion to the general assembly in English. The ethic mistress was very much surprised of the presentation and the selection of subjects in the play. The pedagogical effect was overwhelming. The English mistress today only spoke in English with her colleagues and students and guests. She felt at home and was glad about her students, how they dared to speak English in front of many people.

On 19 April at 09.30 in the hall of the Gymnasium in Neustadt the second performance took place. Present were 85 students and 8 teachers. The students could understand and speak English better. For the following discussion groups the teachers of the school formed a group of their own. They were not any more mixed with the students as on the previous day. The discussion groups were led by the multipliers and the participants of the project. The students were very much impressed of the quality and of the statements in the play. The teachers suggested to make the piece end more positively.

A newspaper article about the performance appeared in the OTZ on 19-4-2002.

On video were taped the general rehearsal of 17 April, the performance in Oppurg on 18 April and the performance in Neustadt on 19 April. Furthermore, parts of the discussions were filmed. From the material a 7-minute video clip will be made for the partners. The three recordings also serve as a thought support for the coming performances, there was no written dialogue or scene book. This will now be made up by the students.

**Evaluation talk of the multipliers about the workcamp,
the play and the next steps**

Denmark, Lisbeth

I liked the working process in the workcamp, very important was the daily warm up. I liked the way how Rodolfo developed the play, daily something new was added, deeper and deeper. I have a question, who decided which actors played which parts, Asha e.g. has good power, who decided which part she plays?

Interkunst, Rodolfo

The students chose their parts themselves, by vote, it was a democratic choice. Also the scenes and ideas come entirely from the students.

Denmark, Lisbeth

I have learnt quite a lot, much of this I can apply in my work. Also last night's scandal has had a good effect.

Interkunst, Rodolfo

What are your suggestions for the performance in the future?

Denmark, Lisbeth

I am not even sure whether new scenes should be put in, the piece was very good and perfect. Only one scene had no connection: The scene before lessons, the scene of the teacher at her home, this scene was not understood by everybody. Perhaps we should say, „she is John's teacher" instead of „he meets her at school every day".

Some spectators found the hairdresser scene overdone.

Interkunst, Rodolfo

That is a real story of a racist hairdresser. When a foreign woman comes he does not like, especially as an employee, he reacts like this.

Interkunst, Arek

Yes, the story is real. A few years ago I was in Germany and went shopping with my friends, in the shop came the answer: „Get out, you Polish pigs."

Odense, Lisbeth

Once I worked in a youth hostel in Denmark, the boss made very bad comments in Danish about her German guests, she did not like any Germans. It was abominable and the words cannot be quoted.

The problem of the hairdresser scene is the oversized wig, the actors must play more, be very nice to the customer and different among each other.

Interkunst, Rodolfo

The scene is a sketch, well placed at the beginning of the play, a kind of Vaudeville, cabaret, queer and comical. The grotesque wig suits this very well. And then things grow more and more realistic in the play, the drunken father, there is a crescendo. The scene is well placed.

Wittenberg, Angela

An observation during the performance in the regular school Oppurg: at the left back right-minded skins were sitting, very inattentive. When in the play the term „Kana-ke" (=bloody foreigner) was heard, such a word on the stage was quite unusual and new, the right-minded skins listened very attentively from then on. The workcamp was very important. The most important thing was that the youngsters could meet, that they spoke English for the first time, that they know now how important it is to learn English, that they need it. The students have learnt that by hard work you may be successful, that hard work and discipline are „cool". The students also got self-assured, respected.

Halle, Margitta

Most important was that the students had to work together, to learn to be responsible, no one could act as an individualist, he had to get integrated. Then they learnt to accept criticism. At the beginning, in December, they still reacted offended, now they have understood that criticism may decisively contribute to good results. The students learnt social behaviour, foreign languages, interpretation in German, free speaking in front of many people. Everything we teach at school with difficulty was obtained here in one week, they learnt more than at school, some of them did not know at all before of what things they are capable. New capabilities could be discovered in this workcamp.

Braniewo, Gosia

It was difficult for me, on the one hand because of communication, on the other hand I prefer to be more active in my work. I was astonished how many emotions came up, the youngsters took work very personally, they saw themselves in the performance. They opened the emotional door, it was not always a pleasure, but very hard. The most impressive scene in the performance is to me the scene with the teacher, it treats different and subtle sources of violence.

Interkunst, Arek

I absolutely agree with the explanations of the teachers concerning the learning processes of the students. I have learnt a lot how it is to work with youngsters. The performance is full of the most varying emotions, most important is the emotion in the last scene.

Interkunst, Rodolfo

Now, with everybody, there is more confidence in the project, now we know the way of the performance, can look for suitable performance rooms, now comes the easier part of the project. That explosion of emotions, 2 to 3 from each group wept several times, an emotional chaos. At the beginning I was very worried.

The students were nervous, unsure, but when they saw the result was good their self-assurance returned. Now they have become a group.

CEIK; Magda

There were too many people in the audience, only 20 or 50 people at the maximum would be better. It was also the first time that I saw the play, I cannot say much about it. I was sitting at the back and did not see everything.

CEIK; Marcin

I did not see anything when the actions were on the floor, I saw only 70%. I had the feeling the play is like an accelerated video run, it was too fast.

The play is a very beautiful story about John and his family. About a man and his whole life, at home, in the classroom, he always meets new people a very good idea.

Interkunst, Til

The project is many-sided. It contains to get to know the problems of violence and racism in the towns taking part. Everyday, in the rehearsals, the amount of truth of the ideas collected was talked about. The project has an extensive educational effect on all participants, students as well as teachers, that is which we have already ascertained. The Comenius Project is a project made for teachers in order to develop better learning methods for students. Thus, it is concerned with students, their language and expression, how they learn to develop their capabilities, how they can put into it as much as possible independently, how they find a relation to „their subjects“. We multipliers are to learn to use methods causing a higher learning effect with students. This piece of theatre was developed by youngsters and not by teachers or the stage manager or the author. The fast speed of the play belongs to the language of youth. Even if we adults rather wished for a slower pace this wish has no priority. Priority has the effect of the play on a young audience, that must be won over. The teachers taking part shall make the experience how to stimulate learning processes.

Working Plan May 2002 to May 2003

Criteria for new participants

In the future new students should join the group as actors who also bring something new. What are the criteria how to invite new participants/students to cooperate in the project groups.

- Those that can manage well with the internet
- How far they are willing to enter into relations with others
- They should be willing to work hard
- Important is to hold the balance boys/girls
- Not to think who is to be exchanged with whom, but consider who should be new in the project group.

The decision about the final participation of five students each per school is made by Arek, Rodolfo or Til, about six weeks before the performance tours in the schools.

Odense tries to integrate a weekly hour of this project into the curriculum and to form a project group for this with students of various classes. One or two of the Danish group might join in again.

Braniewo is planning an open working group, independent of the learning achievements of the students.

Wittenberg does not want the new participants from the 10th class, because of exams (Ulrike and dark Stefanie are in the 10th class). Next year the participants are somewhat older, 15, 16 years. Also a little better in English. Jens is going to take over the technical coordination, website, communication.

Halle wants participants from the 10th and 11th classes, whom Margitta knows herself. The White Ring may help to find new interview partners.

May/June 2002

Homework for the 22 students of the April Workcamp

The students are to answer the same questions so that they can be compared:

- 1) What have you learnt from the project?
- 2) Which expectations have been fulfilled?
- 3) Which ones not?
- 4) What was unexpected?
- 5) Have you got any suggestions to improve the play, about the project?

The answers from all 22 students are to reach Interkunst by 15 May 2002.

The evaluation of the answers will be sent by Interkunst to the partners, respectively put into the net, in early June.

Production of T-Shirts, stickers with the logo „Stay or get away“, competition among the schools taking part, vote on the best logo in the internet.

Collection of texts and pictures for the subpage „Stay or get away“ of the Interkunst website, for publication for all people interested.

Transcription of the play from the video will be carried out by all four partner schools. Copies of the video cassettes will be dispatched in May.

A video cutting about the April workcamp (with pictures of rehearsals, performance, discussion) will be sent to the four partners in May for information for open houses at the school, for sponsors, for the press.

New interview partners are to be looked for, without restriction to aggressors, victims, foreigners. They are to correspond to the place, the play, the subject.

New questionnaires must be developed, Frank is to help/come.

August to November 2002

Support for new questionnaires by Frank

Either via the net and/or live in the partner schools Frank will help, with the aim to develop questionnaires for new interview partners. Furthermore, methods how to carry out interviews will be tried out, which put more stress on details and emotions.

Work meeting with Arek and/or Rodolfo and/or Til in each partner school

Program: Analysis of the questionnaires, watching the scenes worked at, rehearsals and improvisations at new scenes. Selection of participants for the next performance tour.

Rehearsals and preparation of new scenes based on the interviews and the rehearsals.

November 2002

Planned are five performances with discussion among the audience in Halle and Wittenberg, before this two days of rehearsals. The number of rehearsal days must be increased, in case more than one quarter of the participants will be exchanged.

Accommodation in culture house near Halle, with bed, board and rehearsal room for 30 persons (5 nights, arrival Monday, departure Saturday, perhaps earlier beginning).

Transport to the performance places by coach (3days). Journey to and fro by train.

All following plans should be carefully examined by each partner. E.g. Wittenberg does not know whether two performances are sufficient.

Monday: In the afternoon arrival, in the evening first work meeting

Tuesday: The whole day and at night rehearsals

Wednesday: The whole day and at night general rehearsal

Thursday: In the morning performance in Halle for students from Trotha, mixed with grammar school, secondary and vocational school, ca 150 spectators, afterwards discussion in eight to ten small groups.

In the afternoon: visiting city tour and walk in Halle.

At night performance for adults from Halle – Trotha: parents, supporters, teachers, neighbours from the living area, school supporting circle, citizens initiative healthy Trotha and students from Halle. Ca 150 spectators. Afterwards discussion in eight to ten small groups.

Rooms: Hall, heavy current in the kitchen (16A or 32A?), as well as classrooms for the discussion groups.

Friday: In the morning performance in Wittenberg for the students of the 8th to 10th classes (150 students) and some other students from the grammar school and the integrating secondary school. Afterwards discussion in eight to ten small groups.

In the afternoon visiting city tour and walk in Wittenberg.

At night performance for parents, administration, teachers from other schools, coaches and youngsters, youth welfare office, International Union (IB) and students from various schools of Wittenberg, afterwards discussion in eight to ten small groups.

Rooms: study stage (size three times rokokohall, central situation or pub room (heavy current?), site near school or gymnasium. Need of discussion rooms.

Saturday: In the morning performance in the JVA hall, in front of 50 prisoners. According to agreement with director Herr Schmidt there should also be invited the youth court welfare, probation officers, the social training course. Afterwards discussion. In the afternoon departure.

November 2002 to March 2003

Evaluation of the multipliers, the students and the spectator groups involved in Halle and Wittenberg (on the basis of questionnaires).

Evaluation of the video and photo material for the website and the documentary brochure.

Making up new questionnaires and holding new interviews. Translation into English and putting into the net.

Rehearsing and preparing new scenes based on the new interviews in all schools concerned.

Meeting in February with Arek and/or Rodolfo and/or Til for analysis of the questionnaires, rehearsals, selection of the participants for the performance tour in Denmark and Poland in March/April.

Rehearsing and preparing new scenes in all schools concerned.

Performance tour 28 March to 5 April 2003

Planned are six performances with public discussions, three of which in Denmark and three in Poland.

Accommodation in the youth hostel Odense (4 nights) and in the boarding school Braniewo (three nights), with bed, board and rehearsal room for 30 persons.

Transport by coach, the transport possibilities from Denmark to Poland will still be examined.

Friday: In the afternoon arrival in Odense, at night first work meeting

Saturday: The whole day and at night rehearsals

Sunday: The whole day rehearsals and at night general rehearsal

Monday: In the morning performance in Odense for students of the 7th to 9th classes (54+63+63=180) and teachers, afterwards discussion in ten work groups.

In the afternoon city tour

At night performance for adults and other students, administration, afterwards discussion in work groups

Room: Gymnasium and classrooms for discussion groups

Tuesday: In the morning performance in Copenhagen in a private school in the hall (or state school or international school)

Or performance in a town 23 km west of Odense in an After School „Aaby“, a boarding school for 16/17 year old students (last year of secondary school)

Room: Large room available, suitable for performances, spectators sit sidewise, is also used as gymnasium.

Tuesday to Wednesday: Journey from Denmark to Braniewo

Thursday: In the morning performance for the students of the first class of secondary school (8th classes, 14 years old), 120 students.

In the evening at 16 or 17 hours performance with free invitation, everyone may come, from other schools, maybe adults.

Room: Gymnasium or in the entrance hall and classrooms for the discussion

Friday: Performance in Olsztyn with Trawta and CEIK. In the hall we know. In the afternoon.

Or in the prison of Braniewo. Gosia asks whether enough young prisoners are in it, two of them are from the school.

Saturday: Departure

April/May 2003

Evaluation of the latest tour and of the total project with all multipliers, all students actively involved and the spectator groups concerned in Denmark and Poland. Based on questionnaires. Translation of all answers into English. Returning of answers to Interkunst by 30 April 2003.

Evaluation of the text, video and photo material for the website and to put up a documentary brochure. Printing of the documentation and writing a final report.

What do partners wish to change?