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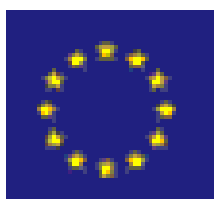
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**G.R.Y.B.B.**  
**Comenius 1.3**  
**School Development Project**

**2003 – 2004**

**Keeping Healthy and Sport**



**European Commission**

**Czech Republic – France – Holland – Hungary – Italy – Spain**

con il patrocinio Torino Organising Committee XX Olympic Winter Games

# SET OF RULES "OPEN YOUR MIND"



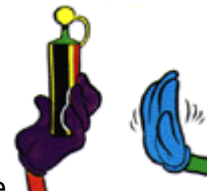
1- Playing and spreading a [fair sports activity](#) is the ideal means to strengthen your body and to develop your mind.

2- A constant and clever [training](#) helps you to be successful.

3- A true athlete is careful about [food](#). Eating properly, following your doctor's advice, is the starting point for future sports achievements.

4- [Food supplements](#) , when properly used , can be useful but they can't improve your results.

5- Try to be [fair](#) all the time: you can't feel proud if you have won through deception or, even worse, thanks to illegal aid.



6- Acknowledge your opponents' credits : getting rid of the suspicion culture helps to [improve sport](#).

7- [Hormones, stimulants and drugs](#) are dangerous and cause permanent damages to your health. Many athletes die because they use these substances improperly.



8- [Drugs](#) can only help us when we are sick , a healthy athlete does not need them. Many common medications contain substances athletes are not allowed to take: your doctor can suggest you legal products that are as much effective.

9- Do not trust anyone who proposes either illegal substances or miraculous drugs and remember that if you report these people you will preserve your [health](#) and your friends'.



10- Nobody can force you to take dangerous substances. Work hard to show that you can get [important results](#) only through your body's strength and your intelligence.

# Our schools, our projects

## CZECH REPUBLIC – ODRY

### The Czech educational system and our school

Most pupils in primary and secondary education attend public-sector schools. Since January 1, 2003 the Czech education system works on the basis of new regulations that the reform of public education administration sets. Sectoral administration has been abolished, and schools are administered in the frame of general administration. Education is distributed between the central government, regions (of which there are 14) and communities. Regions are provided a high degree of autonomy. The reform was implemented in several steps during a span of two years.

Henceforward, the Ministry of Education, Youth and Sports, above all:

- Decides on the conception, state and development of the education system,
- Publishes general educational programs,
- Lays down the compulsory (mandatory) content of education,
- Is responsible for teachers' salaries and teaching aids,
- Approves the appointment of directors of regional educational departments,
- Is in charge of the school register,
- Is an organizing body of pedagogical centers and detention homes for young people.

Regions are responsible for upper secondary and special schools, basic art schools, and out-of-school activities (extracurricular activities). (before 2001 all of this was the responsibility of the Ministry). The governor of the region appoints the director of the educational department who becomes the main decision-maker in education.

The communities are responsible for compulsory schooling. They establish and administer pre-school institutions and basic schools. The community usually fulfills this task via the Education Commission .

The funding of schools is drawn from two sources: capital and running costs are funded by the organizing body (i.e. region or community), while salaries and teaching aids are funded by the State via regional administration. School heads are appointed by the organizing body. School heads appointed by the community are confirmed by the region, those appointed by region are confirmed by the Ministry.

All schools have the status of legal entities since January 1, 2003. School heads have been given full responsibility for the quality of educational process, financial management of the school, appointing and dismissing teachers and relations with the community and the public. By law, the school organizing body may establish a school Council enabling parents, pupils, staff, and the public to participate in the administration of the school.

School attendance is compulsory for nine years, which is usually from the ages of 6 to 15. All pupils start in basic school .

### *Basic school*

first stage: 6-10 years of age,  
second stage: 11-15 years of age

### *Length of the school day / week/year*

The school year begins on the first of September and ends on the 31<sup>st</sup> of June of the next year. Lessons of 45 minutes are spread over five days a week. There are 22-25 lessons in the first stage, and 27-30 lessons in the second stage (gradually).

### *Class size /student grouping*

In 2002/03, the number of pupils per teacher was 14.9, the average class size was 21.5. The law defines the number of pupils per class to be a minimum of 17 to a maximum of 30. The co-educational classes are made up of pupils of the same age. At the first stage, all subjects are usually taught by the same teacher, while at the second stage, teachers are specialized, generally in two subjects.

### *Curricular control and content*

There are three national programmes. Each establishment is free to use teaching methods and textbooks from a list approved by the Ministry of Education, Youth and Sports.

### *Qualifications*

The university courses finish with a state examination. Medium type courses are awarded the title bakalář --Bc. (bachelor), bakalář umění – BcA. (Bachelor of Arts) in the field of arts, while long-type courses are awarded mostly the title magistr – Mgr. (Master).

We are a primary school with 464 pupils in attendance. We are a state public school with the educational programme „Primary school“. Our pupils are 6 to 16 years of age. We have got 20 classes all together. Ten classes at the first stage and 10 classes at the second stage. The first stage includes classes from 1 to 5 and the second stage includes classes from 6 to 9. In 2003/04, the number of students per teacher is 15,2 and the average class size is 23,1 students. The number of pupils per class is between the minimum of 17 and the maximum of 31. We have got both girls and boys. We have also got 25 gypsy students. In September 2004 twenty-five pupils with specific needs (from another special school which is going to be cancel this June) will be added to our student body. There are 30 teachers in our school. There are 20 classteachers, 8 non class teachers, 1 headmaster (principal) and 1 deputy of headmaster (viceprincipal). The Head of the school is 1 headmaster and his teaching duty is 6 lesson per week. The Deputy has 9 lessons per week and the carrier teacher (advisor, counselor) has 18 lesson per week. The rest of the teachers must head (teach) 22 lesson per week. The first stage primary teachers are generalists and the second stage teachers are specialists in two subjects from which they can graduate. For example we have a teacher with these combinations of subjects: Math-Physics, Physical education-Science, and Maths. Our students have compulsory subjects (in the first stage all are compulsory), electives and extracurricular subjects. The compulsory subjects are as follows: Czech language-4 lesson per week; Maths-4-6 lessons per week; History-2 lessons per week; Geography-2 lessons per week; English or German-3 lessons per week; Physics-2 lessons per week; Physical education-2 lessons per week; Science (Biology)-2 lessons per week; Civic education-1 lesson per week; Family education-1 lesson per week; Cooking or Craft-1 lesson per week; Music-1 lesson per week; and Art-1 lesson per week. Electives are taught to 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> classes. They include Ecology, Computer studies, Cooking Science practises, Practises from Czech and Maths. Extracurricular activities which are taught usually in

the afternoons include sports (volleyball, football, floorball and basketball); conversation in English and Russian; drama; choir; gymnastics; and art.

## **HOLLAND - HOORN**

### **Educational objectives - Oscar Romero**

Oscar Romero formulated its educational objectives in the so-called "school plan", a document that is required by the "Inspection of the Education". This inspection is part of the Ministry of Education.

We work with four main objectives as guidelines:

1. We want to prepare our students for their adult lives. Besides knowledge as such we consider it our task to educate them to become self-aware and conscious of their social responsibilities. Social skills are as important as knowledge. Students have to grow into responsible citizens, capable of supporting the constitutional democracy.
2. In our education we want to be innovative, to ensure that our students are prepared for study and work in the future. By presenting modern education we want to make sure that our students are prepared for vocational and academic studies and that they are successful in their studies.
3. We set out to organise our education in a challenging manner so that students reach out to new activities and possibilities, to enhance learning and the development of skills.
4. We ensure a safe and secure learning-environment. Each student has a responsibility to contribute to this environment.

These general guidelines (our school-mission) are worked out in learning plans for each academic subject by the teachers of that subject; mathematics, languages, history, sports,....etc.

Also the guidelines are being interpreted by the different department-teams. Each educational department (=learning stream in the school) is instructed to formulate its educational targets each year, complementary to the learning plans of the subjects. In this way we ensure that social and communicative skills are part of the curriculum next to specific academic subject-knowledge.

Within the framework of our four main objectives we offer a number of extra-curricular activities in addition to the regular program of the school. Several sports activities, as well as cultural projects, political debating, students-council, internationalisation, etc.

Finally, the school made a choice to hold on to the official catholic title. We are an open school community where students of all beliefs are welcome on the condition that they participate in our complete program, including lessons on religion. We consider it part of our task to teach about the Christian heritage without being dogmatic about it.

## HUNGARY - KOSZEG

### Short story of the school

Kőszeg has always been considered as a schooltown. Compared to the population of the town there have existed many kinds of schools. Among these, the Jurisich Miklós Secondary School possesses the greatest history. The legal predecessor, the former Jesuit secondary school was founded in 1677. After the suppressing of the Jesuit Order in 1774, undenominational cleric teachers guaranteed the continuity in the school until 1777. In the following years, it was run by the Piarists and later by the Benedictine order.

The recent Jurisich Secondary School is the legal predecessor of the former Jesuit, Piarist and Benedictine School. The recent building of the school was built in 1908. It was nationalized in 1948 and named after the famous captain of Kőszeg who defended the fortress and the town heroically against the overloaded Turkish army in 1532.

Many students, even from other counties are attracted by our popular courses. Most of these students live in the dormitory. Almost 50% of the 437 students live in dormitories, and about 20% commute from the neighbouring villages.

Students are educated by a faculty of 46 members. Teachers, dormitory teachers and a librarian all work hard to reach the aims of the school curriculum.

### Courses offered

<b>Program</b>	<b>Duration</b>
English bilingual class	preparatory year + four years
Arany János Program	preparatory year + four years
Honour Biology and Chemistry	four years
Honour Mathematics and Computer Science	four years
Advanced English and Computer Science	four years
Advanced German and Computer Science	four years
Tourism	four years

The requirements of the educational and instructive work are based on the National Core Curriculum. Each school has to work out its very own local curriculum on the base of the National Core Curriculum and the decision of faculty, parents, local government and students. However, these curricula have to meet the requirements of the school leaving exams (baccalaureate).

By law in the ninth and the tenth grades all the subjects are taught to provide the general education for every student. A few elective classes can also be chosen to satisfy the students' interest.

At our school these are the following: Honour Biology and Chemistry, Honour Mathematics and Computer Science, Advanced English, Advanced German and Tourism. Mathematics, computer science, foreign languages are taught in smaller groups; PE groups are organized separately for boys and girls.

Our school offers the students different extracurricular activities such as study circles, sport and art activities etc.

On the second level students are allowed to choose subjects according to their interests and their needs to be prepared for the entrance examinations of universities. Groups of 10-15 students are organised in different subjects. Students in these groups have more lessons of the chosen subjects a week than the others.

### *Bilingual Classes*

This educational program was introduced in the school year of 1999/2000. The first year is a preparatory year for learning English. Students have 18 English lessons a week. From the second year some subjects - geography, chemistry and physics and beginning with this year also mathematics - are taught in English. A native speaker teacher is employed in each year to make the students able to improve speaking skills. At the end of the fifth year, in case the student chooses so, students take final exams, where at least two of the subjects taught in English have to be taken in English.

### *"Arany János" Program*

This program was named after a famous Hungarian poet, Arany János. This was introduced for those talented students who live in small villages but in disadvantageous circumstances. The program lasts for 5 years. The main task during the preparatory year is to improve the students' talent and skills, self-knowledge and the best methods for learning. During the five-year program the aim is to learn a foreign language on midlevel, to get the ECDL certificate in computer science and to have a driving licence. Students taking part in this program live in the dormitory. Once a month they stay in the dormitory for the weekend, where cultural programs are organised.

### *Honour Biology and Chemistry*

This is a four-year program for those students who are interested in science and they need these two subjects later in different universities. Biology is taught for four years. During the first year students have 2 lessons a week, later five, four and four respectively. They have 3 chemistry classes in the first two years and 3 in their last two years. (Chemistry is usually taught in two classes a week for the first two years.)

### *Honour Mathematics and Computer Science*

This four-year-program is also chosen by those students who are interested in sciences and Mathematics. Being the students more motivated and having almost twice as many classes as other students, high level knowledge can be achieved.

### *Advanced English / German Group*

There is an opportunity for students to study foreign languages having at least five lessons a week. They have either five English or five German lessons a week with information technology being the other main subject.

## Tourism

This program has been run since 1997. The aims of the program are to help students choosing careers, to give an overview of the national and international branch of tourism, to make students possible to find a job connected to tourism if they do not enter tertiary education.

The program lasts for 3 years and it can be chosen to be part of the final exam. Teachers of the subject have to organise professional and technical programmes, find partners and sponsors for the programme and evaluate students' achievements.

## **School Traditions**

Traditions have always had an important role in school life. As a matter of fact national holidays are celebrated at school and students participate in the celebrations and organisations of the town as well. Students have to wear uniforms on formal occasions.

A remarkable event is the so called students' week during which lectures and musical programmes are organised, there is a competition between the classes and students elect their own "director".

Students with the best achievements either in sports, learning or arts are rewarded annually. Two days per year are provided for classes to go on trips.

Former students of the school tend to organise class reunions every five year. However, they often return to see their old school.

## **Relationships**

Our school has worked together with a lot of schools from the region like the primary schools of Kőszeg and the neighbouring villages to promote the school among eight graders. Cooperation with colleges and universities makes trainee teachers possible to absolve their teaching practice here with the help of qualified mentors. Partnership with the library, museums, national parks and civil organisations help our work.

Our most efficient external cooperation has been the one built up with the high school - Friedrich Abel Gymnasium - of our twin city, Vaihingen an der Enz.

## **Projects**

Project work was introduced by international cooperation. All of our projects, except the Chemistry project initiated by CEFIC and ICASE, was developed under the Comenius Program.

We have been participating in Socrates and Youth 2000-2006 Programs since 1999. These programs gave us the opportunity to learn more about our partners and also ourselves while working out different topics. The work during the project years was rich, project meetings, visits were useful, and the experience was delightful.

Between 1999 and 2003 the project "The city as the task and source of the education" was worked out with schools from Sardinia, Sicily and Minorca. About 50 students had the opportunity to visit our partners, while we had also about 50 visitors from Sardinia and Minorca.



In 2002 we worked together on an environmental project, "Hunorcacti" with a school in Ciutadella. As a part of this project 40 Spanish and 40 Hungarian students visited each other.

It was a great success the project "Incontrare l'altro" carried out with an Italian school in Oulx. During the two fortnights student exchanges 22 Italian and 27 Hungarian students visited each other. It will be unforgettable for all the participants.

In the school year of 2003/2004. our school takes part in two projects. One of them is a student exchange program in which we work together with students of a Portugal school in Lousado, near Porto. Besides this, we work in a three-year school development project dedicated to the Winter Olympic Games 2006 in Torino. Six schools work together in this project, titled "Rings for education". Besides two former partners (Oulx and Ciutadella) new friends from schools of the Czech Odry, Dutch Hoorn and Frenh Embrun share their ideas.

## **ITALY - OULX**

### **Des Ambrois explained to the outside world**

A school like many others in Italy, at a time when it's difficult to define a typical Italian school, on the edge of often confusing reform and counter-reform.

The Italian school no longer seems to be a place to meet and exchange ideas about teaching and education, but a place to experiment with new economic and financial theories. Should school be a service and a right, or a product to buy and sell to customers and clients.

For the moment, Des Ambrois is developing the image of a school as a right to study, a place of culture, with values linked to individuals who are learning and teaching come first.

The school stands by the following teaching and educational objectives:

- To raise the learning and scholastic level
- To assure success at the end of the period of study
- To maximise the potential of each individual and to prevent student drop-out
- To develop environmental, local and inter-cultural knowledge.
- To create the space and conditions for creativity, and to demonstrate the benefits of working together.

These objectives are common to all parts of the superior school: linguistic, classic, scientific and professional.

The structure has developed over the last ten years and has been shaped by common problems across all parts of the school, such as: administrative and financial cuts, the constant search for new spaces and difficulty of finding educational programmes to offer to students from a rural mountain area, logistical problems, and the lack of priority given to studying by the local community.

The current Des Ambrois is the result of constant and long lasting experimentation over the years. It has developed slowly, involving the contribution of teachers,

students, family and several false starts.

At Des Ambrois, students throughout their development from 15 to 19 years, are at the centre of all activities.

*The teaching aims to encourage*

- Using new technology as a means to motivate students to learn
- Focusing on the development of foreign languages
- A vocational focus to students studies and educational choices, including individual help for those who wish to swap schools. A focus on professionalism at the professional school.

Des Ambrois is situated in a mountain basin a few kilometres from the French border in a valley which changes continually in response to: history, the environment, road and rail links, and tourism, the main factors determining this area which is about to host the 2006 Winter Olympics.

On one hand, we work to increase knowledge and respect for the local area and its environment, and on the other we strive to develop an openness towards other international cultures, which has

led us to an involvement with the INTERREG project, twin projects with European schools and institutions from Scandinavia and the Mediterranean, outside Europe for example, Africa and South America. In particular we encourage exchange trips for individuals or groups to foreign schools for periods of time up to a full school year, to facilitate the learning of foreign languages and cultures as part of a drive towards European integration.

Des Ambrois students will be encouraged to become deeply involved in the preparations for the 2006 Olympics. Sport is seen not only as a physical activity but also as a cultural activity. It is this spirit of the sporting event which underlies the School/Sport project: teachers, students and families involved in flexible timetabling, participating in the European Cup, World Cup, and Para-Olympic Games, and training with C.O.N.I. and the Italian and French Ski Federations.

Des Ambrois has developed this project in the hope of meeting the requirements of student-athletes who want to have a good preparation to enter the world of work as well as wanting to fulfil their Olympic ambitions.

Particular care and attention is given to create the space and conditions for students' well being at school via health education - the promotion of information, whether to students themselves, or their families, or school workers, on themes such as individual or collective well being, and the prevention of different situations that can lead to student difficulties. Information courses have been set up dealing with the prevention of certain specific risks especially those resulting from drug and alcohol consumption.

For a number of years enormous time, space and effort have been invested in making the most of students' creativity, aptitudes, and individual potential by encouraging their participation in group activities such as theatre, music and other arts. A theatre workshop is the starting point for all sorts of activities which run throughout the year (film workshop, guitar lessons, and folk dancing). The musical group DESAMBAND has staged performances for a number of years here and abroad: in the USA and France, with twin-bands from foreign countries, and even produces CDs.

"*You don't learn anything unless you love it*", is the school motto and you can see this thread linking all the school's activities.

This undertaking (or challenge) results in the daily involvement of students, teachers, managers, school personnel and families. Nobody is left out. Everyone's contribution is valuable. This contribution is constantly renewed as new students and teachers come and go. The amount of work increases all the time. Maintaining an enthusiasm for new ideas and starting over with new teachers and pupils, is particularly difficult. Discouragement and disappointment are never far away, especially at a time when the indications for the Italian school system are anything but positive, clear and comforting.

For the moment, this is a snapshot of Des Ambrois, we hope that the views of others are similar to ours.

## **SPAIN – CIUTADELLA DE MENORCA**

### **Educational project. Physical education and education for health programmes.**

The educational project of the Josep Maria Quadrado Secondary School is a document which regulates the educational work in the centre. In the project can be found the main lines which the different departments are to follow in order to give the students a coherent education, among these we find:

- Reference to the language in which learning must be transmitted. The Catalan.
- The Methodological line:
  - Experimentation
  - Active participation of the students
  - Involvement of the parents in the educational process
  - Interdisciplinarity
  - Integration, relationship with the environment.
- Pedagogical line
  - importance of values and attitudes
  - development of transversal themes such as:
    1. Environmental education (preservation of nature, habits which protect it and human incidence on ecosystems)
    2. Education for Health (taking care of one's body, drug prevention, a balanced diet, habits and the consumer society)
    3. Co-educational and sexual education (sexual information and sexual prejudices)
    4. Sociolinguistic education
    5. Education for peace
    6. Teacher training and teacher further education
    7. Integration
    8. Parents' involvement
    9. Professional guidance

Among the general objectives for Secondary Education which show explicit references to Health can be found the following:

“Knowing and understanding the basic aspects of the functioning of the body. The importance of acts and of personal decisions on Health. Benefits of practising physical exercise with regularity and of following a balanced diet”

“It is the school aim that themes such as sexual education, education for consume and Health will be considered in the curriculum, especially in those of Physical Education and Natural Sciences and Health”

“During tutorial hours the students will be given information on themes concerned with Health and Sexuality by experts on those themes.”

Among the general objectives for further secondary education (Batxillerato) we find that:

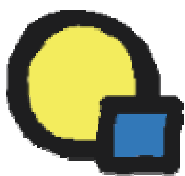
“Physical Education and Sport will be used to favour personal development”

Presently the students of Batxillerato are involved in the Comenius Project GRYBB (Rings for Education) and the topic to be developed during this academic year (2003-4) is Health.



G.R.Y.**B**.B. – The Blue Ring

# Keeping Healthy and Sport



IES Quadrado  
Menorca

LP Alpes et Durancée  
Embrun



LSS Des Ambrois  
Oulx

Jurisch Miklos  
Koszeg



Základní škola  
Odry

Hoorn



# Keeping Healthy

## CZECH REPUBLIC – ODRY

### Health and our school

Health is the most important thing for all of us. People have been used to only taking and not giving. This was happening even with health. We try to teach children to be responsible for themselves and for their health, too. Pupils have physical and mental loads and we have to help them overcome them and they should develop into non-stress children. We help them by educating them in the following areas:

1. Preventive activities
2. Leisure time activities – short term activities  
- long term activities
3. Healthy nutrition, daily programme, sport activities
4. Ecological { environmental } education
5. Integration of pupils with specific needs

#### 1. Preventive activities

There is a minimal preventive programme in our school. School is a place where pupils can spend their leisure time and prevent them from smoking, drinking alcohol, taking drugs and so on. Our school organizes a school academy which is a big, annual cultural performance for friends, teachers, and parents. Pupils usually express their own ideas through shows and programmes. We go to the theatre in Zlin with our children and also school hold a musical concert against taking drugs. Older pupils participate in compulsory lectures about sexual education as well. The rest of the activities are parts of science, civic, and family education lessons. These lessons are discussed in the following topics:

- Nutrition and health
- AIDS
- Sexual education
- Alcohol and other drugs

We have got a drama club, an art club, and a school choir. Sport meetings with the primary school in Bilovec and an art movement called „Caterpillar“ are very popular.

#### 2. Leisure time activities

- short term – olympic games both for first stage and second stage with main motto „Sport against drugs“

All classes got acquainted with hiking, cycling, orientation in nature, and survival in nature.

- long term –the first stage pupils spend one week in the mountains and we call this „School in the nature“. Teachers have regular lessons there and they play different outdoor games such as swimming and hiking.

- skiing course for 7th classes with practising cross-country skiing, downhill and slalom skiing and snowboarding

- outdoor sports course for the 6th classes

- trip to Italy for last years pupils which is not only a tourist trip but teachers also advise how to protect against the sun.

- swimming course for children ages 6 to 10.

### 3. Nutrition and life style

We have regular drinking breaks. Students can buy flavoured milk and cups of tea. Our school cafeteria cooks meatless food once a week. There are also drink machines and pupils can buy soft drinks or mineral water. During lessons of science{ biology}, civic education, and family education we often talk about nutrition. Children have one big break. It lasts 20 minutes and pupils can go out for a while or play tournaments in the gym. Some teachers provide short breaks during their lessons. We also have lessons of medical physical education. Our children have only two lessons of P.E. a week and there are sports clubs in the afternoons where pupils can play football, volleyball, basketball or practise gymnastics.

### 4. Ecological {environmental} education

We take part in movement Tereza where pupils are taught through interesting projects how to protect and love nature at the same time. Our school recycles most of its waste. The 19 th April is celebrated as Earth Day. On this day, pupils and teachers organize trips together where they can clean wells and streams. They can clean in the woods or plant small trees. They do everything to clean and save the environment.

### 5. Integration of pupils with specific needs

There is an integration of pupils with specific needs into the ordinary school process. Children with health { medical }, behaviour or development problems are in our school. We have 62 pupils with specific needs. They usually have individual education programmes and 35 children work in small groups with a specialized teacher during lessons or in the early afternoons.

## **FRANCE – EMBRUN**

### **Educational health and citizenship projects**

#### **OBJECTIVES :**

- ✓ « Auto pilot »: Educate and initiate the pupils in the search for solutions, with an aim to helping them reflect upon their personal responsibilities as citizens and become project leaders.
- ✓ To guide the pupils towards responsible choices, with respect to themselves and those around them.
- ✓ To improve the communication between the pupils and the adults working in and around the establishment

#### WELCOMING AND LIAISON TEAM

- ✓ Liaison with outside partners: psychologist, centre for assistance and prevention of alcohol and drug addiction, orthophonist, specialist educators, psychomotrician...
- ✓ Remarking and notification of pupils in difficulty (scholarly, social, or psychological problems, use of drugs, etc...).
- ✓ Assistance and handling of these pupils in the heart of the establishment.

## EVENTS AND PREVENTION TEAM

- ✓ Organisation and animation of events (theme evenings, cocktails, etc...).
- ✓ Elaboration and organisation of varied menus.

## OUR ACTIONS

### What do we do for prevention?

- « ça dérape » : evening discussion and reflective workshop organised by the school nurse and a teaching assistant in order to prevent the risks of addiction and uncivilised acts.
- Events in which the students are the initiators: interactive theatre, meetings with health and safety partners...
- Realisation of events and projects by previously informed students such as presentations, videos, radio emissions.

## DIFFERENT THEMES TREATED

- *Sex education*
- *Road safety*
- *Food hygiene education*
- *Sports hygiene*
- *Sleep*
- *Stress and fatigue control*
- Averting teenage weaknesses: consumption of addictive substances...

## **HOLLAND - HOORN**

### **Objectives and methods on health education and health care**

#### **Summarized.**

In our school health education and health care are part of the compulsory curriculum of a number of subjects. Besides that we organize several separate projects in this field.

#### **Health education**

Health education is a part of the curriculum of: Biology, Physical Education and Science (care).

This is the case for the junior high school program as well as the senior high school program, to which we add that these subjects are not compulsory in senior high school.

Main objective of health education is a change of attitude. Students learn to be aware of (their) bad attitudes and bad habits.

As far as the curriculum is concerned things can be summarized as follows:



## **Biology**

In biology there are aspects such as general hygiene and knowledge of bacteria and diseases. Also students learn about food quality and the effects of malnutrition on heart and lung diseases. In a special *Cancer-project* students educate each other. They have to find out what causes cancer, what the effects are in the body, how it can be cured and how one can avoid cancer. They present their knowledge to each by means of a poster.

## **Physical Education**

Of course the teachers of this subject make it very clear to the students that there is a direct connection between general health and a healthy lifestyle, including sports. In physical education the personal hygiene and the responsibility to behave hygienically is part of the program, recognizable, for instance, in the fact that students are obliged to shower after lessons.

## **Science (Care)**

In science (grade three) food and food-processing get attention; students learn how to cook a simple nutritious meal in a hygienic way, how to keep the kitchen clean and how to store food in a responsible way. The quality of the meal has to reach a certain standard i.e. it has to contain all necessary nutrients.

In projects special items are being educated. There's a project on drugs and drug-abuse as well as a project on STD (sexual transferable diseases). Also the students receive separate information on items such as smoking and alcohol, on which the school has very strict rules (published each new school year).

The goals of each of these subjects are complementary.

## **Health care.**

As a school we invest much time and money in health care. We can divide this into two fields: general and individual health care.

### **General health care**

In its financial planning the school has set out to invest steadily in health-items such as whiteboards (in stead of traditional chalk-boards) and climate-control.

The team of concierges (housemasters) is trained in first-aid techniques and some 20 personnel-members are trained helpers for emergency-situations.

Staff and students are obliged to participate in several emergency-exercises each year.

### **Individual health care**

We supply in a felt want of mental support of our students. For that reason we employ a **counsellor**. In our case it is a lady. She has two main tasks.

As a **remedial teacher** she helps students with reading and spelling problems, dyslectic students with language subjects and students who have problems with homework.

As a **skills trainer** she helps children to develop social skills. Two frequently occurring interaction problems are withdrawn children and children with an aggressive attitude. During a course we create a learning environment in which positive

experiences with other children enforce their self esteem and contribute to a social competent attitude (behaviour).

And as a skills trainer she gives courses in reducing examination stress. During the training students learn techniques how to relax before and during a test or examination.

### **External health care**

Our school participates in a project of the city of Hoorn in which all students of the second grade are being researched by a special school-doctors-service. This general check-up is free of charge for the parents.

Also the school works together with specialists in youth-care in the city of Hoorn. This "external care team" meets with coordinators of our school every month to talk about students who need some form of special care.

## **HUNGARY – KOSZEG**

### **Health education at Jurisich Miklós Secondary School**

The most often mentioned word in our language is health. The word "health" is the most important thing in our life, it is the base of the prosperousness and happiness. Before we eat and drink we say "to your health" and we wish good health when we give a toast or congratulate somebody a special occasion or anniversary.

**What is health?** The organism working properly in each function is said to be healthy. Insufficient life-functions cause illnesses. Our organs work together in harmony and one fault in any organ can cause disharmony in our life functions.

#### **I. The aims of health education**

We have to learn more and more about the healthy way of life and those that are damaging our health. Health means the harmony of the body, soul and social life. It is important to teach our students to live in a healthy way, to get them to know more about their body functions and how to prevent illnesses.

Knowing more about health they will be able to consider health as a treasure and avoid the damaging passions and addictions. They have to learn that physical and mental conditions strongly depend on each other.

Students have to recognise the importance of the proper habits, a regular day schedule and exercise and rules of the healthy nutrition.

#### **II. 1. Curricular studies based on syllabuses**

<b>Biology</b>	anatomy and physiology of human body
	biology and health
	the principal illnesses
	prevention and treatments

<b>Physical education</b>	muscles and their functions
	healthy way of training
<b>Advisor-advisee meeting</b>	healthy way of life
	prevention
	healthy damaging substances

## II. 2. Language and Science Project

<b>Health module (planned)</b>	health and illnesses in English
	anatomy and physiology in English
<b>Comenius project</b>	healthy life

## II. 3. Collaboration with

School doctor	lectures, surveys
Welfare nurses	lectures
Mental experts	Students and experts meetings
Parents	experts meet parents
Drug experts	lectures
Nutrition experts	lectures

## II. 4. Subjects connected with health education

Biology	anatomy and physiology
Chemistry	biochemical processes, enzymes,
Physical education	bones and muscles
Mathematics	statistics
Computer Science	work out results

## III. Tasks and activities in health education

- To improve the attitude towards sport activities
- To make the students acquainted with recreational sports
- During the mass sport classes we have to teach different motions and training
- Our school offers hygienic gymnastics and alleviate sports.
- We organise regular sport activities (mass sports, sport club sections, and swimming)
- We organise trips, jogging, funny games and sledging
- We work together with experts on mental hygienists. We teach the importance of the body and mental health.
- We collaborate with the school doctor, nurse and welfare worker
- In the curricula of the biology lessons we talk about the healthy way of life and prevention of illnesses.
- During the advisor-advisee meetings we talk about social and health problems and prevention.

- We talk about the sanitary and juristic consequences of using health damaging substances Students have to learn the healthy way of nutrition.
- We point out the environmental factors damaging our health.

## **ITALY – OULX**

### **Health education: experiences, itineraries, tools.**

Analysing the etymological meaning of the word “education” – from the latin *educo*, to pull out – and “health” –from the latin *salus* which means more salvation than health and therefore a process that builds day after day, a value worth cultivating throughout one’s whole life – our school wanted to consider afresh the innumerable experiences we have conducted over the years, but which were often a bit sector-based, suggested by individual teacher volunteers, but which still weren’t supported by an overall project. Therefore to check what learning backed these obligations and what the objectives were, has been the first steps on path which started two years ago and which as enabled us to channel the various forces at play in a more organic and efficient way.

The therefore are the guiding principals which lie behind our health education project:

- To enhance the body-mind relationship as a strong component in the promotion of a person’s well-being, meaning, the ability to give and receive health by appropriate behaviour and mature relationship?
- To regard health education as a cross-disciplinary bean which will require commitment from the whole Class Council in the teaching and educational planning.
- To make collaborating with the local Social Services more efficient and incisive. Providing a human resource where it is needed, Social Services help to meet common objectives such as prevention of relapses in cultural, social, economic and political fields.
- To constantly involve the family, either to inspect the quality of the activities suggested by the school to their children, or as allies, observing what happens attentively to understand why it happens and if it is good that it happens – either as an authentic litigant that feels the need to “learn further” or to start a discussion, to confront each other.

Teachers, parents, associations and specialised personnel find themselves therefore sharing the worry of answering the preoccupations of the young, always less submerged and suffocated, on the contrary always more pressing.

If education means helping the young to “pull out” what hey have inside, to confront themselves, to ask questions and seek answers, to not be afraid of reality, then all the teachers involved must be aware that the students are the main characters and they must be given everything they need to develop into mature and responsible adults.

So what?

#### 1. The joy of being listened to and understood

It’s an interesting exercise for us too, adults, teachers, because it helps us become believable speakers, that’s o ay welcoming, involved, no-judgemental, not labelling and able to transmit to hose before us all our empathy.

All this involves us daily, but considering the needs of the classes in our school, we realise that this is necessary to offer our students something more specific and individual: Psychologist at school service. This initiative has been deeply appreciated by our students since participants have had a space of their own and a dedicated listener able to sustain a helpful relationship. This opportunity is open also to teachers. It doesn't lead to a clinical diagnosis, but it's goal is to identify what constitutes well-being, difficulties, fears, in other words what we have inside and which we don't show the world.

A psychologist from Social Services in our school is at school once a week and can be seen by individuals by appointment. A great help comes from a meeting of teachers and the psychologist, (respecting student confidentiality) to discuss issues raised during consultations. This helps us to deal with these issues, adopt the appropriate approach. Up to last year this meeting occurred only once at the end of the school year, but it's importance and usefulness has led us to hold these meetings more frequently.

## 2. Information

One of the most important aspects of an educational programme in a school is to give students the knowledge they need thereby preventing them from seeking that knowledge from other, perhaps unfavourable, sources.

This task is usually undertaken by the science teachers because of the nature of the subjects, but it also involves, more and more, different class teachers.

- *First information level:* integrate subjects linked to health education seamlessly into the school curriculum (anatomy, human physiology, principal diseases and their prevention, biology...). Aware that students have some knowledge of these subjects, even if not always correct, we have distributed questionnaires to monitor students current understanding and misconceptions.
- *Second information level:* further development of particular themes studied as part of the curriculum and linked to classes specific needs or social problems, such as blood or organ donation. For example, in the ski class we have studied doping and cheating. At this level we often request outside assistance such as specialists and operational experts at conferences, debates and meetings. Topics include: smoking, alcohol and other dependencies, emotions and sexuality, blood, organ and bone marrow donation, eating disorders, sport and first aid. One of the objectives of these meetings is also to educate student about how Social Service work in their area.

## 3. Learning from experiences of difficult situations

This project was started last year and provided a positive experience on well-being called "Caste of Cards". The experience could involve any class and this year has been repeated with different focus in the second year classes.

Central to the project is research on well-being and its significance for students involved in the project. First of all, in class they talk about what well-being means for them, and secondly, students are accompanied on field study visits to gain a better understanding of what "being well" means. In other words to link a personal understanding of well-being to a more general one.

The project stages are as follows:

- Class brain-storming
- Visits to institutions for observation purposes and to discuss health issues with health professionals

- Assimilation of experience and production of project work/video.

Another path we would like to follow this year is "peer education" which has been suggested to us by Social Services as a different approach to deal with themes chosen by young people and discussed in a different way and in their own "language". The thinking behind this idea is to use the power of students natural ability to communicate and to learn without a handbook (or involve adults!).

The methodology is to "shut the gate before the horse bolts". Students from any class (but preferably of a similar age) form a group to research a particular topic, exchanging points of view, hypothesizing problems and imagining solutions, knowing that adult help is at hand not as teachers but as adults with experience.

The effectiveness of this technique is based on the following key criteria:

1. Students who wish to participate have a special interest in knowledge and peer communication
2. Students are granted complete freedom of expression
3. Quick grape-vine communication between peers should be allowed to flourish
4. All participants must consider themselves "equal" and respect the other participants and their ideas, even if there is a difference of age.

Reliable reference points:

#### *School*

To bring out individual or group needs, make them explicit, to read problems, and to identify the best approaches on being healthy, are all abilities which can not only be achieved by hardwork but also by being regularly updated in order to competently face problem situations in class and to benefit from well-being. To achieve this aim, volunteer teachers have been following the project "learning by listening" for two years already, and this year the project will become more focused and specific. The aim is to train some teachers to be "health advisers" so that they can support the psychologist regularly and be on hand to help both pupils and teachers.

#### *Family*

There is a growing need today for parents to meet at school to discuss and learn about health topics relevant to their children. It's not the worst thing in the world or parents to discover they don't know how to deal with very difficult situations. It's the first step to find out how to cope with them. Our school, in collaboration with Social Services, has organized meetings with experts and associations which can stand alongside parents in their search for the best ways to tackle many educational problems where often parents feel isolated. We would like to organise a course for parents which would help prevent many student problems before they develop.

#### *A project for the near future...*

##### *Focus on problems with sexuality*

We feel the need to put together a plan to face the complex aspects of sexuality, which believe cannot be left to chance with exception of some basic instruction of reproduction and contraception, but on the contrary, should be given more means, time and structure.

Dealing with topic such as: love, sexual relationship and responsible reproduction, requires a basis of understanding that surpasses current knowledge of one self, one's body, one's feeling, tolerance and acceptance of other people, knowledge that freedom comes with responsibility, and that sexuality is part of a person and like all other aspects must grow and mature with dignity. To develop such complex themes

will require the time, and involvement of many parties. This is what we are working towards. The plan will last between three to five years and will have different objectives to suit the different ages of the students, and useful for successive levels.

## **SPAIN – CIUTADELLA DE MENORCA**

### **Education for health programme**

It is part of the programme for tutorial hours in the different years. There is a session per week during which different themes are treated accordingly to age groups. The themes are treated by experts which are invited to school.

Among the themes are health, sexual education, nutrition, first aid...

This year the students of Batxillerato are working in the Comenius project GRYBB (Rings for education) the ring studied this year, the blue one, deals with health.



G.R.Y.**B**.B. – The Blue Ring

# Keeping Healthy and **Sport**





# Sport is my life !

## CZECH REPUBLIC – ODRY

### Our school and sport

We are a primary and low secondary school where our children are taught by the "Primary school" educational programme. We have classes with supplementary lessons of maths and science, but we also pay attention to physical culture. We have only 2 lessons of physical education a week because our present facilities are limited. That is why we need one more gym and then we could establish a 3rd lesson of P.E. every week for all of our pupils. We want to pay huge attention to sports. We teach mainly collective sports such as volleyball, basketball, football, and floorball in two compulsory lessons of P.E. With our students we also play baseball and handball. In the summer we practice athletics on the outdoor school sportfield. We also offer body-building and our pupils can play ice-hockey in the ice rink.

We organize most of our physical activities in the afternoons. There is a volleyball club in our school and girls have regular competitions in the North Moravian region. We take part in almost all competitions that are held by the pedagogical district centre in Nový Jičín. There are contests in volleyball, football, basketball, floorball, table tennis, handball, indoor soccer, gymnastics and athletics as well. We have had a lot of successes during the last years. We won first place in boys handball and also in the girls' handball competition. We were placed third in the boys basketball competition. The girls' basketball team won a district competition and was qualified into the regional finals. Our football team and boys' volleyball team played well in the district finals tournaments.

Competition for the first stage: We regularly take part in the Mc Donald cup soccer (football) competition. This competition is for both boys and girls in the 4th and 5th classes. Very popular is a special game we call „Vybíjená“ for teams composed of both girls and boys. The oldest boys play in an annual football tournament, the Coca-cola cup, where they can win interesting prizes. Our students are not very bad in cross-country races and gymnastic competitions. We organize a skiing course for pupils of the 7th class. It takes 6 or 7 days. We used to have to travel 70 km from Odry to ski in the Beskydy mountains, but since a new ski centre was built close our town ( 5 Km) we now ski in this beautiful centre. This is an advantage because now more of our pupils can afford to take part in this course. The course's components are crosscountry skiing, slalom and downhill skiing, and snowboarding. We organize skiing competitions at the end of the course as well. For children ages 12 or 13 we organize an outdoor sport course in which teachers acquaint students with canoeing, riding on mountainbikes and climbing.

An important part of our physical culture in our school is sport meetings with partner schools. One of them is with a primary school in Bílovec which is only 15 kilometres from Odry and the second is with another primary school in Kuznia Raciborska, a small town in Poland. We have these meetings twice a year.

School representatives travel to the Slovak republic to Spišská Nová Ves where an international tournament is held. The most popular events are matches between teachers and pupils.

The Olympic games are organized every year in September. They last four days. On the first day in the morning an opening ceremony is held with olympic fire and an

olympic vow. After that athletic races take place for only the first stage. The second day is for older pupils, and there are team sports such as football, volleyball and tennis. On the third day athletics are held for second stage pupils. Less common sports such as shooting with an air gun, roller-skate racing, and cycling are scheduled on the last day of the Olympid games. 600 medals are divided into 1200 pupils. You can see what a close relationship our school has with sports and how much attention we devote to sport culture in our school.

## **HOLLAND – HOORN**

### **Physical Education and Sport**

#### **Summarized**

In our school physical education is in the curriculum for all the students. They get PE lessons twice a week. Sport is possible after school time. Everybody can take part in tournaments, in free time sports like windsurfing, skating or other kinds of Sports.

We help top sports talents and we prepare junior teachers in PE or junior sport trainers.

We participate in two Comenius 1 projects with schools out of 8 different countries.

#### **Physical education**

Physical education: all students take two 50-minute-periods of physical education. Main objective of physical education is a change of attitude, if that is necessary.

#### **1.1.Targets of the Physical Education on Oscar Romero:**

1. Knowledge and information to prevent risks in doing Sports,
2. Practical experience with given information in doing Sports,
3. Awareness of what you do,
4. The pleasure you can have in doing Sports.

**1.2 Intended outcomes:** Reflection, experience and feelings leading to a healthy attitude.

**1.3 teaching levels:** We teach 3 levels of PE in our school:

#### **a. The junior high school program: a period of 3 years.**

In 3 years we teach them the basics of the plays : like soccer, hockey, basketball, volleyball, etc. Also athletics, dance, gymnastics, self-defence ( judo ), swimming are in the program.

**b. The senior high school program: Physical Education 1 : lessons for all the students in a variable period of 1 or 2 or 3 years.**

It depends on the sort of education the students are in: Mavo, Havo, VWO. Subjects are organising (tournaments , sport events), teaching parts of lessons (like a warming up), knowledge of the rules, their own bodies. They prolong the sport program, started in the junior high school.

### **c. The senior high school program: Physical Education 2 : 2 years.**

Students who choose to take exams in Physical Education. This is the highest grade !

#### **Sports**

a. after school time playing regular sports in school: on most Friday afternoons, students have the possibility to be in a tournament of a regular sport like basketball, volleyball, soccer, etc.

b. after school time playing regular sports outside of school: athletics competition in running between the schools in West-Friesland, Volleybal-tournament, Handball-team.

c. after school time doing other sports outside of the school : Windsurfing, Ice-Skating.

#### **Top-sport service:**

At Oscar Romero we help the top sportsmen/sportswomen in planning their studies, their examinations. We try not to stress them, just support them !

#### **Extra training group :**

We prepare, with extra lessons, all students who want to be a physical educator or sport trainer.

#### **International education projects:**

We participate ( coordinate ) in a Comenius 1 school project called :

##### **How to survive as a human being in the 21<sup>st</sup> Century ?**

(focused on children and teenagers)

This project investigates the balance between what we eat/drink and what we do ( work, sport, Pc-games, etc ).

We also participate in the Comenius 1 school development project called :

##### **G.R.Y.B.B.**

( Rings for education )

This fantastic project,with changing subjects (every Ring), we do with 6 countries and the Olympic Committee Torino 2006.

## **HUNGARY – KOSZEG**

### **The Sport Life of Jurisich Miklós Gimnázium**

Kőszeg lies next to the Austrian-Hungarian border. Our Scholl, the Jurisich Miklós Grammar School, celebrated its 325<sup>th</sup> anniversary in the school year of 2002-2003.

We introduce the sports life of the school, as well as the P.E. lessons in the morning, in free time recreational sports, and competitive sports.

437 students go to Jurisich Miklós Secondary Grammar School: 62% girls and 38% boys. Except those 12 students who are exempted, everyone takes part in some kind of P.E. lessons. Qualified teachers deal with them. There are 28 students who have health problems, there is no reason for them to take part in special P.E. lessons, and they take part in normal P.E. lessons. But we take their problems into consideration.

On normal lessons there aren't any coeducational groups (26 girl-groups, 12 boy-groups); the group contains 8-25 students of homogeneous age. The different sizes of the groups are the result of the timetable-limit. For our first year students and last year students there are three lessons, in the second and third year there are 2 P.E. lessons per week in the morning.

The P.E. team has three members. Apart from teaching P.E. all of them take part in the sport life of the town: in the arrangement of town organized sports competitions, in the leading of the sports club of the town. The sports reporter of the local newspaper is a member of the team as well. They undertake task in other school and social organizations: Írottkő Naturpark, Trade Union of Teachers, and Self-Government of Students.

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Our students can use the sports facilities of the school in the afternoons in a given time from Monday to Thursday. During this time a P.E. teacher ensures the professional help in sport. Students can do sport for pleasure but they have opportunity to attend remedial trainings, too. They can participate in championships organized by the school, moreover in coaching for handball, basketball, and women's football and gymnastics competitions.

Students can also use the swimming pool once a week. Students have free admission to the swimming pool on holidays.

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It has a tradition of local tournaments at the school. In 1998 the school newspaper of that time reorganized these championships. Since then, under the name „Gubanc-cup” (Gubanc=kink) (that was the name of the school paper), the classes have not completed with each other, but the students night organize teams freely.

The final result of the groundperiod forms out from the there and back matches in the autumn-spring system.

The final places are decided in the play-off by the participants.

The battles are fought in football by 6-8 teams, while in basketball by 4-6 teams.

By law each school has to have a school sports club, which operates in order to provide the students with an opportunity to exercise every day. The state provides a separate financial source which the school can spend on only the sport activities of the students.

The sport club is controlled by a board (management), the members of which include the P.E. teachers „ex officio”. Students are represented by one student for each year. The student president handles affairs with the teacher’s president’s help. The honorary president of the management is the actual headmaster of the school.

The activity of the sport club covers the complete span of out-of-lesson sports.

The most important competitions in our school are the student’s Olympics organized by the Hungarian Student sport Union. Our grammar school has belonged in the forefront of the country concerning athletics and gymnastics for decades. Our success is shown by many victories in the country as well as at national level.

The successes are much more significant and valuable in view of the fact that there is no association or club supporting the school like in bigger towns.

Many of our students do sports for a club outside the school, sometimes not even in Kőszeg but at their place of residence. However, on the competitions they represent the Miklós Jurisich Grammar School.

Some of our students took part in national and international competitions in sport like judo, karate, kick-box, rope swinging, tennis and triathlon.

Our secondary grammar school’s athletic records show that there are stale, old records. Those who achieved them have also achieved country successes. The male 100 meters record holder (Gyula Magyar) later became a runner capped for Hungary. The owner of the female 100 meters record (Emilia Stekovits) nowadays teaches sport to future P.E. teachers. The dates show that nowadays there are talents too, who can achieve success like the old champions.

## **ITALY – OULX**

### **Educational and sport project**

In the field of sport education, apart from the normal curricular activity of two hours of physical education in a gym per week per student, our school has developed a number of projects which originate from a teachers' review of the relationship between the school, area, and the need to respond to the particular requests of students involved in sport at a competitive level but who still want a professional role in the future.

#### 1. The School/Sport project

This project is sub-divided into a series of smaller projects all of which fit the above mentioned objectives.

##### a) Student skiers

This is a project which re-starts every year because it is of interest to all our students who are involved in sport at a competitive level, and consequently often miss school because of training or competitions. This year there are 70 students aged between 14

and 19. They come from all the different classes in the school and in particular, one class, 2 science, is completely made-up of skiers! Thanks to this project, individual educational programmes can be arranged to allow the student to practise their sport without neglecting their studies. This is made possible by providing additional support activities that enable students to maximise the time they spend at school, such as sitting tests at times that don't conflict with racing or training timetables; distance learning via the "Campus" section on the school website; and remedial classes in the late afternoon.

When all the students in the class are skiers, such as 2 science, the timetable is designed to be lighter during the racing calendar and the curricular physical education classes are grouped together to fill entire mornings, thereby enabling students to participate in other activities such as lire saving, snow trekking, and cross-county skiing.

The rules of the project, encapsulated in the "Charter of rights and responsibilities of student skiers", are as follows.

### **Teachers will**

- provide students with a syllabus for each subject so that they can personalise it according to their own specific requirements
- not test students the day following their return to school.
- personalise tests

### **Students will**

- inform teachers of their planned absences as soon as possible
- keep themselves up-to-date with the progress of the class in all subjects
- agree a personalised study plan with teachers and stick to it
- make as much use as possible of the remedial classes on offer

#### **b) Gate referees**

This project is characterised by the promotion of the occupational aspects of sport. It consists of a series of theory lessons followed by 10 days of work experience, over the course of which students learn the role of being a gate referee in all levels of competitions, and at the end of which they obtain a certificate which will enable them to work in this field.

This year 40 students from all classes in the school are participating in this project, guided and co-ordinated by a teacher alongside Ski Federation experts.

#### **c) Large sporting event organisers**

This is an international three year project supported by CONI-HAD at the end of which students will receive a professional qualification, 'Large Sporting Event Manager' recognised in both France and Italy since the management of the education is divided between the French and Italian partners. There are 25 Italian and 25 French students attending lessons and work experience placements in parts of Italy and France, staying abroad for three weeks of each year of the course, during which notable progress in proficiency in a foreign language can be made, in addition to professional competence. Students involved are aged between 16 and 19 years and come from many different classes within the school. Activities, managed by CONI in Italy and HAD in France are co-ordinated by a teacher.

#### d) Further studies

Part of the Physical Education curriculum includes modules for further study taught by external specialists or: rock climbing (for class 5,50 students), lire saving (class 2 science, 15 students), snow trekking (all the first year classes, 60 students), familiarisation lessons for downhill skiing and snowboarding (all classes, 35 students)

#### e) Competitions

Lead by the physical education teachers more talented students can take part in Italian and French student winter sport and cross-country running competitions.

#### f) Work experience placements

Voluntary work experience placements in collaboration with Sestrieres spa. Approximately 100 students from various classes participated in the World Cup Winter Sport Finals in March 2004.

All in all this project works thanks to various collaborative relationships between the school and local bodies:

- MIUR Direzione Regionale Piemonte, Regione Piemonte,
- CONI Regionale
- HAD (Haute Alpes Developement Economique)
- TOROC (Agenzia Torino 2006)
- SESTRIERES spa
- SUISM Scuola Universitaria Interfacoltà Scienze Motorie)
- Comunita Montana Alta Valle di Susa e Comuni dell'Alta Valle di Susa
- Sci club e Scuole di Sci delle Valle

## 2. ENVIRONMENT AL PROJECT

As part of a programme which we re-propose every year which combines scientific and naturalistic interests in the environment surrounding our village with sport: trekking, snow-trekking and skiing, this year we have dedicated ourselves to Cross border project INTERREG

*"Mountains born of the sea: Geology and environment between the Dora and the Durance"*.

This consists of the study and disclosure of information about the Massif de Chenaillet, a spectacular reminder of a paleogeographic environment now extinct but still appreciable as a result of its extraordinary naturalistic value as a landscape. The site is a fossilised sea bed which conserves rocks and unique morphological features in the whole alpine range: from underwater basalt lava flows to the pre-Alpine coral reef dating from approximately 200 million years ago.

An extraordinary environment to save and maximise in a series of various ways.

The promoters of the project are the Comuni di Cesana, Claviere and Montgenevre (France).

Des Ambrois, one of the partners in the project alongside the University of Turin's Natural Sciences department, will carry out/ fulfil/ achieve:

- a) The conception of a guided walk to the Monti della Luna, aimed at students from the superior schools and more generally at non-skiing tourists, so that they can discover the surprising natural features every season of the year.
- b) Production of a series of educational reports on botanical, zoological, geological,

and climatic themes such as, snow, ice, formation of avalanches, antropizzazione and history.

c) Production of an illustrative video and cd-rom to show in the superior schools.

The project is underway thanks also to a series of trips to the site with classes which undertake long excursions using snow shoes, and for some, downhill skiing.

## **SPAIN – CIUTADELLA DE MENORCA**

### **Programme of the physical education department**

Among the general objectives of this area there are two clearly related to health and the quality of living derived from physical activity and the practice of sport:

- It is important to know and value the profits, and also the risks, derived from the usual practice of sportive activities during the lifetime. The incidence of these practices on personal development, how they affect the quality of living and personal and collective health.
- It is important to know one's own body and its necessities in order to adopt a critical and rational attitude towards any activity aiming at the bettering of the general physical condition; each capacity has to be treated in a different way.

Among the objectives for the First and Second Cycles of ESO (Compulsory Secondary Education) the previous objective is reflected:

"It is important to be conscious of one's own body and its necessities and to adopt a critical attitude towards any activity which may have a negative effect on health – individual or collective- It is also important the respect of the environment and contribute to its preservation."

### **First cycle of ESO**

- Knowing the different organs and systems of the human body involved in movement –locomotive, breathing and blood circulating- and their functioning
- Knowing the body's response to effort –heart and breathing frequency-
- Acquiring habits of hygiene and valuing their positive effects on physical activity
- Knowing and respecting security rules and the preservation of nature.

### **Second cycle of ESO**

- Knowing the functioning of the human body and its response to physical activity.
- Knowing the negative effects of toxic habits on physical activity.
- Acquiring the right feeding habits in accordance with the practice of physical activity.
- Knowing the facts which increase the quality of life –individual or collective- and which help in maintaining a good health.
- Respecting the environment while practicing sportive activities outdoors.



- Being sure to respect the safety rules during the practice of physical activities.

There are also two objectives –among those for Batxillerato- which are related to health:

- Knowing the physiological mechanisms of adaptation to the practice of physical activities; valuing physical activity as a means to develop the personality and to improve the health and the quality of living.
- Adopting a critical attitude towards any activity which may have a negative effect on health –individual or collective- It is also important to respect the environment and to contribute to its preservation

These objectives are developed in the topic PHYSICAL CONDITION AND HEALTH: The mechanisms of adaptation with which the body responds to physical activities. Risk indicators. The importance on health of practicing physical activities

- The most common injuries in physical activities, prevention and how to act if they occur.
- Nutrition and physical activity. A balanced diet, energetic needs when practicing sports.



The Olympics is all about the universal language of **intense emotion**, linked to both sport and life.

