

# Erasmus+ Coudekerque Branche-France

**28<sup>th</sup> March -4 April 2019**



French students present their school

## Presentation of Partners: France, Spain and England

28/03/2019

After the excitement of travelling and reuniting with their exchange partners again, students were ready for their first experience at College Boris Vian.

Students and teachers assembled in College Boris Vians library and students gave comprehensive presentations on their schools. Presentations were made by the Spanish, English and then French.

Students were surprised at the subtle differences in areas of school life, such as the school day, curriculum offer, holidays and the inclusion of uniform.



Beautiful day for a tour

Students beside the Princess Elizabeth at Dunkirk marina



## City Tour of Dunkirk

29/03/19

Students took public transport from College Boris Vian into the city of Dunkirk and took part in a Heritage trail around Dunkirk. Students participated in a historical quiz which focused on Dunkirk's history from the importance of the role of Jean Bart to Operation Dynamo, linking the French and English history in a way that enabled students to understand the cultural connections between them.

Students were asked to complete the activities with their pen friend and the questions were in French and English, however many of the answers were in French so partners had to help the English and Spanish students to understand the answers. This promoted a real sense of team work and cooperation as the pairs worked closely together to complete the activity. Students were amused to find out that Dunkirk is the largest importer of bananas and not sugar or fish as was suggested. Also that many students take summer jobs testing the bananas for ripeness.

Students then returned via bus to College Boris Vian and took lunch with their partners.



*Sports activities at College Boris Vian*

## Basketball

29 March 2019

Students gathered together after lunch for a focused afternoon on the theme of health.. Students were divided into teams of four and given different colored bibs to participate in a mini sports tournament.

Students took part in warm up exercises with their teams in preparation for a basketball and handball competition. This activity was designed to enhance students health and well being. Students were instructed on the rules of the game and encouraged to speak to each other throughout the matches.

There was a real competitive spirit between both the teams and between the different countries. For the English cohort, handball was a completely new sport and the students really entered into the spirit of the game, with some excellent techniques shown to them by their French counterparts.

To enhance the competition and pressure of the game, If students shot at the net without touching the white board then the student had to participate in press ups. This activity encourage team building and bonding as students were pitched against each other in each game. Not only did students enhance their basketball skills but some students learnt a new skill altogether (handball)

Students were encouraged to listen to each other and use body language when their language skills faltered. This helped students to feel part of a team and built a great communitive spirit amongst the students and competition.



ERASMUS: Players from France, England and Spain come together to celebrate a fantastic afternoon of sport and fitness

## Handball



## USDK at Lycee Jean Bart

### *Interview of professional USDK players*

Students attended a conference at Lycee John Bart with 5 professional handball players from USDK. Players were from Cuba, Brazil, Lithuania, Spain and Portugal and each player was able to communicate in more than one language. The athletes were asked various questions regarding health and well-being including about how the athletes are able to mentally and physically prepare themselves to train at a top level. How they prepare for competition, how they keep fit, nutrition, training, how they deal with the pressure of being a professional athlete. How the 'spirit' of the team is created.

Each player took turns to discuss their motivation, how they were supported in pursuing their dreams and the importance of mental wellness as well as physical well-being. They also discussed how their ability to communicate in many languages has enabled them to progress further in competing at the higher level.

Students were then given the opportunity to talk personally to the athletes and recieved a momento poster and photographs with the players.

## Student thoughts

*Natalie Hogarth*

*'Today we did some sport activities which were basketball and handball. I enjoyed doing the basketball because we worked together to help the team win. Overall we came 2<sup>nd</sup> place and it really gave me the chance to get to know other people besides my exchange partner' ...*

*' Later on we went to Lycee Jean Bart to have an interview with professional handball players, it was good because they gave us the chance to ask them questions and see them answer them in all different languages as there were students from all different exchanges in the Erasmus project which was great to be a part of' .....*

## *Weekend of fun and carnival with Erasmus!*

30 March 2019

**Bowling**

Students met for a game of bowling. Students split into different groups of all nationalities, the students played alongside each other and it was an opportunity for students and staff to relax and get to know each other even better. Staff became very competitive with some teachers enlisting the help of students to ensure they didn't lose! Good fun was had by all.



**Sand Art**

Students were asked to focus on the themes of Health and well-being or Dunkirk. Students split into 5 groups with mixed nationalities and they had to create a 3-dimensional sand structure that represented either of the themes.

Students were very creative and many were knee deep in sand as they became more ambitious in their plans. Students made sand art of a human body with lots of muscles, a bunch of bananas for healthy eating and to represent Dunkirk as the largest exporter of them, a herring for the tradition of throwing herrings during Carnival and lastly a dolphin to represent Dunkirk being close to the sea.

**Dodgeball.**

Students had great fun playing a game of dodgeball on the beach. It was lovely to see the students competitive nature emerge, especially when attempting to target the teacher!



**Carnival and Family Time**  
*Friendship, Communication and fabulous facepaint!*

30 March 2019 and 31 March 2019

Students spent the weekend with their host families and completed an array of activities from attending the famous 'Carnival' to a language festival in Lille. Trips to Belgium to sample the chocolate and more bowling and time at the beach was also part of the fun. Some students were even able to investigate Dunkirk's history further and ventured along the beach at Malo-les-Bains to Leffrinckoucke to see the shipwrecks left after Operation Dynamo including the British Steam paddler the Crested Eagle. Staff too joined in the fun with their Erasmus counterparts and were suitably dressed for an afternoon at the Carnival in the village of Berge where a wonderful time full of colour, costumes and culture was had by all.



**Communication**

1 April 2019

**Dictionary-self esteem**

Today students were split into groups of 4 (1 English, 1 Spanish and 2 French) and were asked to convert key phrases into English, French and Spanish. This enabled students to work together to work out the translations together. Once they had done this, they practiced the key phrases and then played a card game with the key phrases. It was evident that the students were co-operating and helping each other by helping with their pronunciation. Students were then encouraged to think of positive adjectives that were based around compliments. Students used these to write a self-compliment and then a compliment about each of the member of the group which they then placed in envelopes. This meant that all students had something positive to read about themselves to boost their self-esteem. Students had to then interpret these compliments.

**Calligrams**

Students were asked to write a poem on the theme of well-being, using the influence of Apollinaire. Students worked collaboratively

**Wire Body/Tattoo**

Students created an athlete in motion with a piece of wire. Students were given inspiration from looking at work from artist Alexander Calder. The students were creative and engaged well producing some amazing pieces that comprised of athletes such as surfer, cyclist, roller blader, rugby player, dancer, gymnast, tennis player.

A brief history of tattooing was given showing different styles of tattoos and the personalization of tattoos. Students had to match different styles of tattoo and then design an abstract design of their own. Students were asked to create a tattoo that reflected their individuality.

**Actions**

Students were asked to imagine that they were filming a movie that required moving actions. Students had to think of a part of a body then

**Students working hard on translating every day phrases**



thinking about the message surrounding well being that they wanted to give in their poem and the shape that linked to their message. The calligrams ranged from a musical note depicted students use of music to promote a feeling of happiness and lifting of spirits to a heart with a joining of hands on it to display friendship and community . Students were asked to use all three languages and colours to enhance their Calligram further.

an action verb and then a sentence. The English student would read the sentence and the other students acted the action. This was filmed to be used to teach younger students action verbs



## Creation with Bateau Feu

2 -3 April 2019

### Workshops at Bateau Feu theater

Students took part in two workshops with professional actors who worked with the students on théâtre object. The activities included students using their imagination and creativity to personalise and bring to life their own object. Students built on their confidence through the use of improvisation exercises. Students were encouraged to use improvisation skills and work alongside each other without the use of language. This meant students could communicate only via body language which they then transferred to their marionettes to bring them to life.



## Student Thoughts

**Kieron Brown**

*'Taking part in the puppet workshop really helped to make me more creative. I especially liked making the puppets come to life and allowing the puppets to take on different characters without actually speaking. Using the marionette was quite difficult but I liked it when everyone laughed at my improvisation. I think the activity helped to build my confidence and allowed me to be more artistic than I am normally.'*

