



Let's travel the World



Lycée Jean Bart DUNKERQUE

2023-2024

Erasmus+ Immersion 4 weeks

Lycée Jean Bart
Dunkerque- FRANCE

Liceum Ogólnokształcące
z Oddziałami Dwujęzycznymi
im. Wł. Jagiełły
Płock- POLAND

Mrs FOSSAERT Coleen

2023-1-FR01-KA121-SCH-000124115



Lycée Jean Bart, Dunkerque, France

Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi
im. Wł. Jagiełły, Płock, Poland

European Mobilities Erasmus+

GENERAL EVALUATION

Coleen Fossaert

A - Excellent	B - Bon	C - Correct	D - Insuffisant
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SUBJECTS	EVALUATION	COMMENTS
ENGLISH	Attitude : A Understanding : B Collaboration : B (A-B-C-D)	Part of curriculum carried out : - Cultural and behavioral difference between Americans and people in the West- discussion based on the text from the coursebook and students' personal experiences. - Different interpretations of one photo- discussion. - Racism and discrimination in the United States of America in the XIX th and XX th century. - Reading a passage from Richard Wright's novel, 'Black Boy'- text analysis, vocabulary practice - Writing a formal letter to the editor/ an article. Part of curriculum carried out: Trevor Noah on race, economy and politics - listening comprehension practice, Is identity a static or dynamic concept? – speaking, reading comprehension practice. - How does school shape students' identity? – speaking, -The school of my dreams – group work and students' presentations.
	Assessment / Notes : (1-7) 6	Teacher's Comments: Coleen managed to prepare and present her part of the presentation with the help of her team mates. She is interested in the lessons and willing to participate in them. However, she needs some encouragement to present her views, She works and contributes to the activities undertaken during the lessons effectively even though it seems to be a bit difficult for her to work in a group. The language she speaks is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. Throughout her mobility and participation in my lessons, Coleen has always displayed a respectful and friendly attitude towards me and the students. She has represented her country in the best possible way.
FRENCH	Attitude : A Understanding : A Collaboration : A (A-B-C-D)	Part of curriculum carried out : Les outils informatiques 1. Outils informatiques –vocabulaire 2. Types de commerces , modes de paiement –vocabulaire , dialogues 3. Expliquer le fonctionnement d'un appareil –exercices oraux et écrits 4. Conditionnel présent – emploi (conditionnel de politesse), exercices 5. Acts de parole – exprimer une hésitation , un souhait , demander des conseils La cuisine polonaise et française 1. Au restaurant – analyser le menu, vocabulaire , lecture, exercices de compréhension écrite et orale 2. Réserver une table au restaurant , commander des plats – jeux de rôle 3. Parler des habitudes alimentaires des adolescents – compréhension du texte écrit , discussion 4. Parler de son plat préféré, comparer la cuisine française et polonaise – exercices de production orale Traduction et rédaction d'une lettre de soutien pour un prisonnier politique en Biélorussie.

			<p>1) In groups, students talked about the electronic devices they owned, created dialogues in electronic and household goods stores using newly acquired vocabulary and appropriate expressions of politeness, French student explained difficult expressions to Polish students, watched over correct pronunciation, and shared their experience in using a computer and cell phone, French student was very active in the lesson, eager to share her knowledge, friendly and helpful.</p> <p>2) Students analyzed French restaurant menus, created and acted out dialogues in groups ordering dishes. In pairs they read a text on the eating habits of French teenagers, correspondent explained in French and English incomprehensible expressions, new names of French dishes, told about her habits and favorite dishes. During the activity, French student helped Polish students find the right phrases, corrected errors, with her presence made the created dialogues credible and behaved like in a real restaurant.</p> <p>3) The students worked together to write a letter of support for a Belarusian journalist who is a prisoner of conscience. In pairs, they translated sentences from Polish helping each other with English to create the text of the letter in French. Working together on the text was an opportunity to reflect on the political situation in Eastern European countries and humanistic values such as solidarity and the need to help.</p>
	Assessment / Notes : (0-20)	7	Teacher's Comments : French student attended classes regularly, was willing to cooperate and motivated Polish students to speak French.
HISTORY	Attitude : Understanding : Collaboration : (A-B-C-D)	A C B	<p>Part of curriculum carried out :</p> <p>Benito Mussolini's Fascist rule in Italy: Consolidation of power from Aventine Secession to the Lateran Pact – source analysis / discussion, Fascist Italy's economic policies: liberal years - battles - state interventionism - war years, Mussolini's regime's propaganda through educational policies, ONB, OND, sport, Art and culture under Mussolini's regime, Treatment of minorities, Fascist social policies regarding women, Fascist Italy's foreign policy - introduction, The early 1920s foreign policy- The incident of Corfu of 1924, Fiume of 1925, Locarno Spirit of 1925, France between 1919 and 1939 – Erasmus + French students' presentation, Aristide Briand and his achievements,</p>
	Assessment / Notes : (1-7)	6	Teacher's Comments : Collen attended most history lessons, her attitude to classes and commitment were of very good standard, He did her best to analyze/ investigate the topics under discussion and the historic/ historical sources as well as tried to take part in discussions, She collaborated to do the homework assignment namely the project on France in the interwar period (1919-1939) from the political, economic and social perspectives.
MATHS	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	<p>Part of curriculum carried out :</p> <p>Rational function in the form $f(x) = \frac{ax+b}{cx+d}$ – properties, asymptotes, graphs. Inverse function – finding, domain and range, graphs, properties, Composite function – finding, properties, Transformation of the functions – translation, stretch, reflection.</p>
	Assessment / Notes : (1-7)	7	Teacher's Comments : The student worked with great commitment and was interested in the course of the lesson, New topics were difficult for her, especially for linguistic reasons, She cooperated very well with other students.
BIOLOGY SL	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	<p>Part of curriculum carried out: elements of IB DP curriculum such as:</p> <p>Cell Division and Cancer Functions of cell division (D2.1.1) The cell cycle (D2.1.13*, D2.1.4) Interphase (D2.1.5) Mitosis (B2.2.6*, D2.1.6, D2.1.7, D2.1.8) Cytokinesis (D2.1.2, D2.1.3) Membrane Structure Phospholipids (B1.1.12, B2.1.1, B2.1.2) Fluid mosaic model (B2.1.10)</p>

			<p>Membrane proteins (B2.1.4) Glycoproteins and glycolipids (B2.1.9, B1.1.7) Membrane Transport SA:V as limit to cell size (B2.3.6) Selective transport (B2.1.8) Simple diffusion (B2.1.3) Osmosis (B2.1.5)</p> <p>During Colleen staying here in our school she has lots of opportunities to collaborate with Biology SL student class especially during wide range of classroom activities such mitosis card sorting directions or matching membrane protein game. Student practise working with microscope while preparing microscopic slides from onion root tip.</p> <p>Nina collaborates with other students during preparation of brain storm and concept map during warm up and revision classes. She appears to be very skilful student strongly engaged in biology classes. She deserved to be awarded with A (Excellent)</p>
	Assessment / Notes : (1-7)	6	<p>Teacher's Comments :</p> <p>Student attended Biology SL classes very regularly which allows her to develop different type of skill from remember materials better to increase overall understanding of the most basic biological terms in case of cell cycle, membrane structure or membrane transport. During her staying here in our school she participate in lots of activities such as : CFU - cell cycle and interphase, how cells measure themselves (preparing G-form questions) and making handwriting notes or watching videos with stages of mitosis or cell membrane structure.</p>
CAS	<p>Attitude : Understanding : Collaboration : (A-B-C-D)</p>	A A A	<p>Part of curriculum carried out :</p> <p>Coleen was very active in various CAS projects mostly focused on organizing charity events like a school raffle or collection of clothes for the homeless, She also supported designing school uniforms for our high school students, Coleen has been improving her skills in playing table tennis regularly during CAS classes, Moreover, she prepared a presentation about Dunkerque and life in France from the perspective of a teenager in order to promote international mindedness. She has also contributed to the discussion about MUN conferences organized all over the world by students and the role of France in UN.</p> <p>I do recognize her great involvement in the classes as she was always willing to take up any activity based on the strands- Creativity, Activity, Service.</p>
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>Coleen is an outstanding way presented her involvement in the programme and I do appreciate her active as well as creative approach towards all initiated actions,</p>
TOK	<p>Attitude : Understanding : Collaboration : (A-B-C-D)</p>	B B B	<p>Part of curriculum carried out : Knowledge and technology</p>
	Assessment / Notes : (1-7)	5	<p>Teacher's Comments : Coleen took part in the lessons by performing tasks assigned by the teacher.</p>
CHEMISTRY	<p>Attitude : Understanding : Collaboration : (A-B-C-D)</p>	A A A	<p>Part of curriculum carried out :</p> <p>Periodic Table – Acid Deposition Periodic Table – Oxidation Numbers Periodic Table – exam-style questions The particulate state of matter – elements, compounds and mixtures The particulate state of matter – separation of mixtures (practical) The particulate state of matter – measurement of melting temperature (practical)</p>
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>The student took active part in practical lessons and completed a Periodic Table unit worksheet,</p>

GEOGRAPHY	Attitude : Understanding : Collaboration : (A-B-C-D)	B B B	Part of curriculum carried out : Geography HL Multi-governmental organizations. The girls task was to outline the position of France in certain trading block and multi-governmental organizations. Geography SL the topics were connected with climate change its impact on people, atmosphere, hydrosphere. Working and preparing infographics.
	Assessment / Notes : (1-7)	7	Teacher's Comments : The student was really hard working, she did all her tasks with concentration and engagement,

OVERALL ASSESSMENT of the student's stay

On a daily basis, Coleen is a very kind and helpful person, she always asks if she can help in any way and is willing to do anything together. Despite the language barrier, she is open and willing to talk to her peers both at school and outside of it.

Coleen established a good relationship with the correspondent's parents and other family, visiting her every week. Talking about leaving Poland, she is sad that she will have to leave and be separated from her correspondent's family and cousins.

She established a very good contact with the correspondent from the project, they talk a lot and have many common topics. They help each other with studying and doing homework.

She is a very diligent student. She does all her homework and her approach to schoolwork is exemplary. Fulfills all obligations towards the French and Polish schools. Despite the language barrier, he tries to actively participate in classes and get the most out of them.

She tolerates her stay in Poland well, despite the long separation from her home, to which she is very attached and which she misses very much.

The student's attitude has changed a lot. From an insecure girl, she became more open, talkative and more confident in contacts with her peers.

The student became involved in the life of the class and integrated with the students from the class she attended for a month. She took part in CAS charity projects. She took part in school activities, such as the Christmas sweater day, the Voice of Jaga competition, and the humanities day.

She also integrated with a group of Irish students at school as part of the Erasmus+ group mobility program. She went on a sightseeing tour of Toruń, where she learned about the history of this city. She participated in gingerbread baking workshops, which are a symbol and an important element of Toruń's culture. She also visited the capital of Poland - Warsaw, learning about its history, the most significant places and symbols for the history of Poland and Warsaw.

During her mobility, she developed her language skills by communicating with everyone in English. The month-long stay at a Polish school certainly contributed to the development of social competences that are necessary for proper functioning in the school community. She learned about the functioning of a Polish school and the life of a Polish family. She established good relationships with her peers. Contact with her was also a motivation for Polish youth to communicate in English or French, an opportunity to make new acquaintances and make new friends.

To sum up, I think that the student coped perfectly with the duties assigned to her by the French school, with the tasks she carried out while at the Polish school and socially in interpersonal contacts.

SIGNATURE of COORDINATOR

SIGNATURE of HEADMASTER

DYREKTOR
Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi
im. Władysława Jagiełły w Płocku
M. Pawlak
mgr Małgorzata Pawlak

ERASMUS+ MOBILITY IN SCHOOL PARTNERSHIP REPORT OF THE STAY

SURNAME	Fossaert
FIRST NAME	Coleen
PERIOD	16.11.2023- 14.12.2023
TOTAL DURATION OF MOBILITY	28 days
NAME OF RESPONSIBLE TEACHER IN SENDING SCHOOL	Tondeur Fabrice
NAME AND COUNTRY OF HOSTING SCHOOL	Licium Ogólnokształcące z Oddziałami Dwujęzycznymi im. Wł. Jagiello, POLAND
NAME OF RESPONSIBLE IN HOSTING SCHOOL	Agnieszka Kasprzycka

COMPETENCES EVALUATION

				★
1-Immersion in class				
Develop cooperation and participation during class activities				X
Support integrative approach of teaching and learning				X
Improve communication with teachers				X
Accomplish with quality specific tasks and works asked by the hosting school				X
2-Immersion in new country				
Be able to integrate into a foreign family, respect their way of life and traditions				X
Analyse, think, adapt, give new propositions, make choices				X
Work on self-development and self-appreciation through informal and individualised study citizenship				X
Develop conscience of a European				X
3-Organisation of work				
Catch up autonomously with the lessons in sending or hosting school				X
Increase use of ICT (Information and Communications Technology)				X
Develop the ability to cooperate and work in a team (With teachers, families, students)				X
Awake consciousness of the need to study languages and create communication situations				X
4-interpersonal relations				
Promote awareness of solidarity, social voluntary work and respect of diversity				X
Feel motivated and develop an enterprising mind				X
Develop spirit of open - mindedness				X
Gain new skills in public speaking and social interaction				X
5- Sense of adaptation				
Respect timings and rules in a foreign school				X
Increase motivation at school with voluntary participation				X
Improve communication with teenagers				X
Increase intercultural open mind and knowledges of new country/culture/ school system				X
TOTAL				20

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