



2023-2024

# Erasmus+ Immersion 4 weeks

Lycée Jean Bart  
Dunkerque- FRANCE

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

Mrs DEPRET Wendie  
2023-1-FR01-KA121-SCH-000124115





Lycée Jean Bart, Dunkerque, France

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im. Wł. Jagiełły, Płock, Poland

European Mobilities Erasmus+

## GENERAL EVALUATION

### Wendie Depret

A - Excellent	B - Bon	C - Correct	D - Insuffisant
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SUBJECTS	EVALUATION		COMMENTS
ENGLISH	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	Part of curriculum carried out : - Cultural and behavioural 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 <sup>th</sup> and XX <sup>th</sup> century. - Reading a passage from Richard Wright's novel, 'Black Boy'- text analysis - Writing a formal letter to the editor. - Beliefs and values- definitions, examples. - Vocabulary practice connected with religion, faith and spirituality. - 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)	7	Teacher's Comments: Wendie has prepared and presented her part of the presentation really well. She has managed to overcome her initial shyness successfully and has become extremely willing to participate in the classes. She contributes to all types of activities undertaken during the lessons: group work, pair work and individual answers. Her pronunciation and intonation are clear and enhance communication. 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, Wendie has always displayed a respectful and friendly attitude towards me and the students. She was never afraid of asking questions and communicating with the teacher. She seemed to be enthusiastic about the class activities and was always engaged in the learning-teaching process. She has represented her country in the best possible way.
FRENCH	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	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



			<p>3. Parler des habitudes alimentaires des adolescents – compréhension du texte écrit, discussion</p> <p>4. Parler de son plat préféré, comparer la cuisine française et polonaise – exercices de production orale</p> <p>Traduction et rédaction d'une lettre de soutien pour un prisonnier politique en Biélorussie.</p> <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	<p>Teacher's Comments :</p> <p>French student attended classes regularly, was willing to cooperate and motivated Polish students to speak French.</p>
HISTORY	<p>Attitude : Understanding : Collaboration : (A-B-C-D)</p>	<p>A B A</p>	<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.</p> <p>Fascist Italy's economic policies: liberal years – battles – state interventionism – war years.</p> <p>Mussolini's regime's propaganda through educational policies, ONB, OND, sport.</p> <p>Art and culture under Mussolini's regime.</p> <p>Treatment of minorities.</p> <p>Fascist social policies regarding women.</p> <p>Fascist Italy's foreign policy- introduction.</p> <p>The early 1920s foreign policy- The incident of Corfu of 1924, Fiume of 1925, Locarno Spirit of 1925.</p> <p>France between 1919 and 1939 – Erasmus + French students' presentation, Aristide Briand and his achievements.</p>
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>Wendie attended the history lessons, her attitude to and engagement in the classes were very good.</p> <p>She actively participated in class research and volunteered to answer and discuss the questions as well as did homework assignments.</p> <p>She did very well with source analysis questions and voiced her opinions on the issues under discussion. She collaborated with the class and her friends to jointly prepare and present a project on France in the interwar period (1919-1939) taking into account and elaborating on the political, economic and social developments.</p>
MATHS	<p>Attitude : Understanding : Collaboration : (A-B-C-D)</p>	<p>A B A</p>	<p>Part of curriculum carried out :</p> <p>Rational function in the form <math>f(x) = \frac{ax+b}{cx+d}</math> – properties, asymptotes, graphs.</p> <p>Inverse function – finding, domain and range, graphs, properties.</p> <p>Composite function – finding, properties.</p> <p>Transformation of the functions – translation, stretch, reflection.</p>
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>The student is very open, inquisitive and kind to others, Committed and interested in new issues. The only problem in understanding new issues well was the language barrier.</p>



BIOLOGY	Attitude : A Understanding : A Collaboration : A (A-B-C-D)	A A A	<p>Part of curriculum carried out : elements of BDP curriculum such as:</p> <p>Cell Division and Cancer</p> <p>Functions of cell division (D2.1.1)</p> <p>The cell cycle (D2.1.13*, D2.1.4)</p> <p>Interphase (D2.1.5)</p> <p>Mitosis (B2.2.6*, D2.1.6, D2.1.7, D2.1.8)</p> <p>Cytokinesis (D2.1.2, D2.1.3)</p> <p>Membrane Structure</p> <p>Phospholipids (B1.1.12, B2.1.1, B2.1.2)</p> <p>Fluid mosaic model (B2.1.10)</p> <p>Membrane proteins (B2.1.4)</p> <p>Glycoproteins and glycolipids (B2.1.9, B1.1.7)</p> <p>Membrane Transport</p> <p>SA:V as limit to cell size (B2.3.6)</p> <p>Selective transport (B2.1.8)</p> <p>Simple diffusion (B2.1.3)</p> <p>Osmosis (B2.1.5)</p> <p>During Wendie staying here in our school she has lots of opportunities to collaborate with Biology SL student class especially during a wide range of classroom activities such: membrane structure vision learning, membrane Headbands game, mitosis card sorting directions or matching membrane protein game. Students practice working with a microscope while preparing microscopic slides from onion root tip.</p> <p>Wendie collaborates with other students during preparation of brain storm and concept map during warm up and revision classes. She appears to be a 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, cell membrane structure and cell membrane transport.</p>
CAS	Attitude : A Understanding : A Collaboration : A (A-B-C-D)	A A A	<p>Part of curriculum carried out :</p> <p>Wendie took a very active part in various Cas projects mostly focused on organizing charity events like a school raffle or collection of clothes for the homeless. She was also very enthusiastic about and engrossed in designing school uniforms for our high school students. Wendie has been systematically improving her skills in playing table tennis. What is more, 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 actively 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 appreciate her great engrossment 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>Wendie is a distinguished way presented her involvement in the programme and I do esteem her active as well as creative approach towards all initiated actions.</p>
TOK	Attitude : A Understanding : A Collaboration : B (A-B-C-D)	A A B	<p>Part of curriculum carried out :</p> <p>The Social Dilemma - the role of social media in manipulating our access to knowledge; Fake news, misinformation and disinformation problem - finding the difference between misinformation and disinformation. The truth in post-truth era - what is truth in our times;</p>



			Students talked about how social media influences our lives, mental health and social polarization. They discussed various recommendations that should be taken into account to manage social media better. Students learned about misinformation and disinformation and how to distinguish fake news from real news. The characteristics of the post-truth era were mentioned.
	Assessment / Notes : (1-7)	6	Teacher's Comments : The student understood the problem of social media and the influence of them on the knowledge that is spread. She was able to discuss her ideas clearly but did not take an active part in the lesson. When asked she answered the teacher's questions.
CHEMISTRY	Attitude : Understanding : Collaboration : (A-B-C-D)	B B B	Part of curriculum carried out : Periodicity – Transition metals Periodicity – Factors affecting the colour of transition metal complexes (practical) Periodicity – Properties of transition metals Periodicity – Trends in first ionisation energy across a period Periodicity HL – exam-style questions
	Assessment / Notes : (1-7)	4	Teacher's Comments : The student is very open and interested in new issues. The only problem was understanding new concepts that were already familiar to Polish students.
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 and its impact on people, atmosphere, hydrosphere. Working and preparing infographics.
	Assessment / Notes : (1-7)	7	Teacher's Comments : The student was really active during the classes, she collaborated with other students, she took part in discussions.

### OVERALL ASSESSMENT of the student's stay

She is a very open, bold student, not afraid of contact with new people. She functioned very well in class and at school and established good contacts with her peers.

In her family, she had good contact with her parents, despite the language barrier on their part.

He has very good contact with his correspondent from the project, they have many common topics and interests.

At school, she did her homework, was active in classes, and willingly participated in group work.

Her approach to school duties is very conscientious, she is ambitious, she is a good student, she always tries to fulfill her duties very well.

She is always cheerful, smiling and happy. Despite missing her family, she coped well with the month-long separation from home and loved ones.

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  
  
mgr Małgorzata Pawlak



## ERASMUS+ MOBILITY IN SCHOOL PARTNERSHIP REPORT OF THE STAY

SURNAME	DEPRET
FIRST NAME	Wendie
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	Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Wł. Jagiełły, POLAND
NAME OF RESPONSIBLE IN HOSTING SCHOOL	Agnieszka Kasprzycka

### COMPETENCES EVALUATION

<b>1-Immersion in class</b>					
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
<b>2-Immersion in new country</b>					
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
<b>3-Organisation of work</b>					
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
<b>4-Interpersonal relations</b>					
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
<b>5- Sense of adaptation</b>					
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
<b>TOTAL</b>					<b>20</b>

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