



Erasmus+



eMAG+

Democratic Values in a United Europe: Forming Resilient Citizens

***Der Hauptzweck einer Schule muss immer der sein, das Menschliche
im Menschen zu wecken oder den Menschen zur Humanität zu bilden.***

Paul Gerhard Natorp (1854 - 1924)



Liebe Leserin, Lieber Leser,

eine lebendige Schule lebt besonders davon, dass die Menschen, die dort gemeinsam lernen, leben und arbeiten in einem regen Gedankenaustausch stehen, miteinander kommunizieren und sich persönlich verantwortlich dafür fühlen, dass ihre Schule funktioniert, die gesteckten Ziele erreicht und neue angestrebt werden.

Das Geschwister-Scholl-Gymnasium kann diesem Desiderat nachkommen. Nicht zuletzt durch die zahlreichen außerunterrichtlichen Arbeitsgemeinschaften können vielen jungen Menschen Perspektiven eröffnet werden, ihren Interessen nachzukommen und nachhaltige Unterstützung zu erfahren. Diese Erfahrungswerte bereiten überdies hervorragend auf die Erfordernisse der modernen Berufs- und Hochschulausbildung vor.

Der Erasmus+-Arbeitsgemeinschaft muss man an dieser Stelle wohl eine besondere Stellung einräumen. Durch ihre länderübergreifende, projektorientierte und nicht zuletzt werteoffene Ausrichtung kann dieses durch die Europäische Union finanzierte Programm wie kein anderes wesentliche didaktische und pädagogische Feinziele umsetzen. Längst geht es dabei nicht nur um Zensuren und Zeugnisse, sondern auch um Engagement und soziales Miteinander einer jeden teilnehmenden Person.

Ein menschlicher und fairer Umgang mit Schülern und Lehrern ist mir als Schulleiter wichtig. Im Rahmen unseres Bildungs- und Erziehungsauftrags als Lehrkräfte müssen wir junge Menschen fördern, aber auch fordern. Es ist insofern ein Grund zur Freude zu sehen, wieviel Lebensenergie die beteiligten Personen an unserer Schule und an den fünf Partnerschulen in England, Italien, Spanien, Portugal und der Türkei im Verlauf dieser beiden Projektjahre an den Tag legten.

Mein persönliches Fazit: Wir können stolz darauf sein, was wir als koordinierende Schule in den zurückliegenden beiden Jahren erreicht haben. Bedanken möchte ich mich für die vielfältige Unterstützung des Kollegiums, der Eltern, unserer Partneereinrichtungen und des Schulträgers; sie alle waren in irgendeiner Form am Projekt beteiligt und machten es zu einem Erfolg. Nur gemeinsam war diese positive Entwicklung möglich und verhalf dazu, den „Menschen zur Humanität zu bilden“.

Doch selbst die größte Entschlusskraft bedarf einer wohlbedachten Koordination. Herr Schmieder war bei *Democratic Values in a United Europe: Forming Resilient Citizens* als Projektkoordinator hauptverantwortlich für die Umsetzung der Vorgaben. Von Beginn bis zum Abschluss des Projekts kamen ihm zentrale Aufgaben zu, die er zusätzlich zu seinem schulischen Engagement souverän zu bewältigen verstand. Durch seinen biografischen Hintergrund und seine Erfahrungswerte konnte das Geschwister-Scholl-Gymnasium im Schulterschluss mit allen Beteiligten nachhaltig Kontakte zu anderen Schulen in Europa knüpfen und einen grenzüberschreitenden Dialog ermöglichen. Mit diesem Einsatz würdigte der Kollege aktiv die Idee eines vereinten Europa, dessen junge Generation durch Toleranz und Akzeptanz zu einer besseren Menschenverständigung beitragen kann. Dieses Leitbild pädagogischen Wirkens verdient Anerkennung.

Als ein staatliches Gymnasium haben wir nach wie vor den Anspruch, die Tradition gymnasialer Bildung mit den Anforderungen des 21. Jahrhunderts zu verbinden. Dabei helfen uns die Ausstattung der Schule mit neuen Medien und der Unterricht, der die Herausforderungen einer globalen Welt ernst nimmt und die europäische Idee mit engagierten jungen Menschen umsetzt.

Nun lade ich Sie ein, sich auf die Lektüre dieses Magazins einzulassen. Sie gibt Ihnen Einblicke in eine abwechslungsreiche Arbeitsgemeinschaft, um die uns nicht wenige Schulen beneiden würden.

Mit freundlichen Grüßen

Bernd Zickgraf, OStD

Schulleiter am Geschwister-Scholl-Gymnasium Waldkirch

***Die Blindheit des Nichtwissens verdunkelt
wie durch eine Wolke das Urteil der Vernunft.***

Erasmus von Rotterdam (1469 - 1536)



Liebe Leserin, Lieber Leser,

zwei Jahre *Erasmus+* liegen hinter uns – Zeit Bilanz zu ziehen, den Blick auf das Erreichte zu werfen und einen Moment innezuhalten.

Demokratische Werte in einem vereinten Europa: Widerstandsfähige Bürgerinnen und Bürger formen so lautet die deutsche Version unseres nun abgeschlossenen Projektes. Von September 2016 bis Juli 2018 waren zahllose Personen am Geschwister-Scholl-Gymnasium Waldkirch in diesem Projekt aktiv und machten es schlussendlich zu einem großen Erfolg.

Wir tauschten so wertvolle Ideen und Erfahrungen mit unseren Partnerschulen in England, Italien, Portugal, Spanien und der Türkei aus. Viele nachhaltige Impulse gingen und gehen von diesem Projekt aus: Unsere Schule befasste sich intensiv mit ihren Namenspatronen, stiftete einen Stolperstein für den im Widerstandskreis um die *Weißerose* aktiven Dr. Heinrich Bollinger, spendete nach einer Verkaufsaktion auf dem Sommerfest 2018 der Stiftung *Weißerose e. V.* einen Geldbetrag, ähnlich wie sie der *Deutschen Umwelthilfe* ihre Aufwertung mit einer Spende machte. Inzwischen ist auch die *Erasmus+-Ecke* integraler Bestandteil unseres Schulgebäudes geworden, mit der *Weißerose-Gedächtniswand* als vermeintlich optischem Highlight. Durch die beiden Umfragen zu Demokratie und Vorbildern, den Besuch der Partnerschulen im Mai 2017 – wo unter anderem ein Theaterstück zu Sophie Scholl aufgeführt wurde und die Big Band musikalisch auftrumpfte – oder die durch intensive Berichterstattung auf der Schulwebsite, war die Schulgemeinschaft stets am Projekt beteiligt. Viele Personen haben die besondere Chance dieses Programms erkannt und stiegen im Laufe des Projekts ein.

All diese Aktivitäten wären ohne aktives Engagement nicht denkbar gewesen. Ich möchte an dieser Stelle meinen herzlichen Dank an die Schulleitung um Herrn Zickgraf und Herrn Geschwandtner richten, die mit Verständnis für die teils komplexen Abläufe das Projekt sich haben voll entfalten lassen und ihre Hilfe wann immer nötig anboten. Ebenso möchte ich mich bei den Kolleginnen und Kollegen bedanken, die auf unterschiedliche Weise tatkräftig Aufgaben über-

nahmen und Ratschläge gaben.

Ein Projekt wie dieses lebt allerdings ganz wesentlich davon, wie es von Schülerinnen und Schülern getragen wird. Auch hier möchte ich mich bei allen Beteiligten bedanken, besonders aber bei Paulina Lieske, die in unermüdlicher Arbeit Ideen einbrachte und Ergebnisse dokumentierte, wodurch sie sich als eine für unsere Schule würdige Repräsentantin empfahl. Dank möchte ich hier aber auch an die Eltern der Schülerinnen und Schüler richten sowie an alle weiteren beteiligten Institutionen wie die Stadt Waldkirch – namentlich an Oberbürgermeister Götzmann – sowie an die Firmen, die uns bei der Realisierung geholfen haben.

Ohne je im Verlauf dieses Projekts Probleme mit Ausweiskontrollen oder Visa gehabt zu haben, konnten alle Teilnehmerinnen und Teilnehmer die offensichtlichen Vorteile eines vereinten Europas wertschätzen und über Grenzen hinweg ein anspruchsvolles Unterfangen angehen. Der Humanist Erasmus von Rotterdam war mit seinem kosmopolitischen Denken seiner Zeit voraus, so ist doch sein moralischer Kompass – wenngleich fast fünfhundert Jahre nach seinem Tod – aktuell denn je: Nur durch unser aller Mitwirken können wir auch zukünftig eine intakte und werteoffene europäische Gemeinschaft erhalten. Mit dem interkulturellen Dialog gelingt Wissenserwerb und erfolgreiche Sozialisation. Die Idee des Erasmus+-Projekts darf an Landesgrenzen keinen Halt machen. Sie muss diese überwinden. Mit Bildung kann das gelingen – es liegt an uns.

Ich wünsche nun eine unterhaltsame Lektüre dieses Magazins, das die wesentlichen Ergebnisse unserer Arbeit festhält und so manche unvergessliche Momente in Text und Bild illustriert.

Viel Vergnügen!

Herzliche Grüße

Christian Schmieder

eTwinning- und Erasmus+-Beauftragter am Geschwister-Scholl-Gymnasium Waldkirch

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Das sind wir!

Wir sind die Erasmus+ Ag des Geschwister Scholl Gymnasiums in Waldkirch. Unsere Gruppe besteht aus unserem Projektleiter Christian Schmieder, so wie 12 Mitgliedern aus der 8. bis zur 11.Klasse.

Wir treffen uns jeden Freitag um die aktuellsten Themen zu besprechen, auf unserer Plattform Etwinning mit unseren Partnern aus den anderen Ländern zu kommunizieren und vieles mehr...

Unser Projekt läuft über einen Zeitraum von zwei Jahren von 2016-2018. Insgesamt finden 6 Treffen in den jeweiligen Ländern statt. Bei diesen Ländern handelt es sich um Deutschland, England, Spanien, Italien, Portugal und die Türkei. Jedem Land wird ein entsprechendes Thema zugeordnet. Diese Themen sind zum Beispiel: Demokratie, Frieden, Menschenrechte, Freundschaft usw...

Teilnehmerliste:

Projektleiter: Christian Schmieder

Mitglieder:

- Silas Bernd
- Paul Wehrle
- Johann Hochbruck
- Marco Hiepler
- Sarah Hinnenberg
- Ronja Stürmer
- Sabrina Harder
- Lilith Schmieder
- Lino Becker
- Niklas Rodenbüsch
- Lars Geiß
- Chau Minh Nguyen
- Paulina Lieske
- Arved Steuer

Unsere Schule: Das Geschwister-

Unsere Schule besteht aus 880 Schülern sowie 76 Lehrern. Unser Schulleiter ist Bernd Zickgraf. Ebenfalls gibt es einen Stellvertretenden Schulleiter, Herr Michael Geschwandtner. In unserer Schule gibt es eine vielfältige Auswahl an freiwilligen Projekten, darunter die Erasmus+-Ag.

Das GSG bietet ein interessantes und vielfältiges Angebot an Schullandheimaufenthalten so wie Studienfahrten. Ebenfalls gibt es viele Schüleraustauschprogramme darunter Bordeaux (Frankreich), USA (Detroit/Boston) und Spanien (Teneriffa und Galizien).

Ab dem nächsten Jahr wird es einen bilingualen Zug an unserer Schule geben. Dieser wird in der Sprache Englisch stattfinden. Sachfächer wie Erdkunde, Geschichte sowie Biologie werden in der Sprache Englisch unterrichtet.

Weitere Arbeitsgemeinschaften an unserer Schule sind:

Chor-AG
Big Band
Theater-AG
China-AG
Video-AG
...

Scholl-Gymnasium Waldkirch



Was uns an diesem Projekt gefällt



Paulina Lieske

Was mir an diesem Projekt gefällt, ist es Menschen aus anderen Ländern und Kulturen kennenzulernen. Man beschäftigt sich mit wichtigen Themen, wie Demokratie, Toleranz und Menschenrechten. Man lernt in einer Gemeinschaft zu arbeiten und zu diskutieren. Alles in einem, ist dieses Projekt eine große Chance, die jeder nutzen sollte.





Niklas Rodenbüsch

Mir gefallen die Besuche in andere Länder. Ebenfalls machen wir die Skype Konferenzen sehr viel Spaß. Ebenso finde ich dieses Projekt sehr gut organisiert.

Minh Chau

Ich mag, dass man sich während der Teilnahme des Projektes im Ausland aufhalten kann, sowie dass die Organisation des Leiters sehr gut ist.

Silas Berad

Mir gefällt an diesem Projekt, dass man neue Erfahrungen sammelt und dass man neue Menschen aus verschiedenen Kulturen kennenlernt.

Marco Hiepler

An diesem Projekt gefällt mir, dass man sich für ein vereintes und demokratisches Europa einsetzen kann. Ebenfalls finde ich gut, dass man darauf aufmerksam machen kann, dass Toleranz, Demokratie, Menschenrecht, Freiheit etc. Wichtige Grundfeste sind.



Unser Projekt-T-Shirt





Um zu zeigen, dass wir Mitglieder der Erasmus+ AG sind, haben wir ein T-Shirt gestaltet, das wir bei allen offiziellen Meeting trugen.

Die Vorderseite zeigt das Schullogo, die Rückseite zeigt unseren Logoentwurf für den Logo-Contest und den Projekt-Zeitraum.



Streichaktion





ERASMUS+-Ecke



Unsere Erasmus+-Ecke

Ein Tisch für kreative Phasen

An diesem Tisch sitzen wir, um kreativ zu arbeiten oder gemeinsam Ideen zu sammeln und zu notieren.

Tafel mit allgemeinen Infos sowie bisherigen Erlebnisse



Auf dieser Tafel halten wir Bilder, welche im Rahmen unserer bisherigen Tätigkeiten gemacht wurden, sowie Infos über unser Role Model uvm. fest.



Gemütliche Sitzecke

Ein Teil unserer Erasmus+- Ecke besteht aus einem gemütlichen Sitzplatz, welcher aus einem Sofa und Sitzkissen besteht.



Hände als Symbol der Zusammenarbeit

Diese Wand entstand bei unserem Meeting in Deutschland. Die Hände dienen als Symbol der Zusammenarbeit und Toleranz.



Skype-Konferenz

Deutschland-Türkei 9. Dezember 2016



Always together, never apart, maybe in distance but never in heart.

Mit vielen Sympathien hatten wir, die deutsche Gruppe am 9. Dezember eine Skype Konferenz mit unserer türkischen Partnergruppe, welche wir zum diesen Zeitpunkt das erste Mal sahen. Wir kommunizierten und lachten viel miteinander und stellten uns Fragen über unseren Alltag, unsere Hobbys und über das Projekt allgemein. Wir alle verstanden uns auf Anhieb und schlossen neue Freundschaften. Nach dieser erfolgreichen Skype-Konferenz, warteten wir schon gespannt auf das nächste Mal.



Wahre Freundschaft kennt keine Distanz.

Wir verstanden uns auf Anhieb und schlossen neue Freundschaften.




Logo Contest








Unsere Logo-Entwurf für den Logo Contest:

Die Idee hinter diesem Logo ist, die teilnehmenden Schulen unseres Projektes zu zeigen. Diese wurden um die Sterne Europas hinzugefügt. In der Mitte befindet sich eine Karte, welche den Kontinent Europa zeigt.

 <p>PORTUGAL von Maria da Graça Carvalho</p>	<ul style="list-style-type: none"> + Based in Escher's work "The Birds", the Doves were used because they're a symbol of peace and ... mehr 7 👍 + Such a Good Idea!!! 1 👍 + The flight of the dream towards a better europe. beautiful! von ecatarina 👍 - Boring sorry 3 👍 	<div style="border: 1px solid gray; border-radius: 15px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; color: blue;">29</div> <p>Isabel Anjo, nokia, culleac und 26 weitere</p>
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Die anderen Ideen

Ideen	Pro und Contra	Abstimmung
 <p>GERMANY von Christian Schmieder</p>	<ul style="list-style-type: none"> - Cant understand, cant see properly 👍 + It's so wonderful and the quality is the best!! 3 👍 + buena idea von Enrico 2 👍 - it's funny but just a map, not a logo von ecatarina 1 👍 	<div style="border: 1px solid gray; border-radius: 15px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; color: blue;">17</div> <p>Ida S., Matteo, Eliana und 14 weitere</p>
 <p>SPAIN von Maria Carracedo Fontenla</p>	<ul style="list-style-type: none"> + This is very meaningful and good. 4 👍 - a flower?no movement 1 👍 	<div style="border: 1px solid gray; border-radius: 15px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; color: blue;">15</div> <p>Richard, Francesca Vaccaro, Sara und 12 weitere</p>
 <p>TURKEY von NALAN AYDIN</p>	<ul style="list-style-type: none"> + Interesting idea 👍 	<div style="border: 1px solid gray; border-radius: 15px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; color: blue;">6</div> <p>Aurelio, lulu, Paulina L. und 3 weitere</p>
 <p>ENGLAND von Shazi Giner</p>		<div style="border: 1px solid gray; border-radius: 15px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; color: blue;">1</div> <p>Paulina L.</p>
 <p>ITALY von Lucia Tiziana Colore</p>	<ul style="list-style-type: none"> + :))) von NALANAYDIN 1 👍 	<div style="border: 1px solid gray; border-radius: 15px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; color: blue;">1</div> <p>Nalan Aydin</p>

Logo Contest

Alle Entwürfe mit Ranking im Überblick. Jede Gruppe hat schöne und aussagekräftige Logos erstellt. Aber nach dem demokratischen Prinzip einer Online-Abstimmung gab es letztendlich ein Siegerlogo, welches wir fortan als Projektlogo verwendet haben.



**Acting Out Democratic Values in a United Europe:
Forming Resilient Citizens**



2. Platz: Logo der deutschen Erasmus+-Gruppe

Unser Logo erreichte den zweiten Platz mit 17 Stimmen. Dieses Logo zeigt die Partner-schulen, die Europasterne sowie den Kontinent Europa.

1. Platz: Unser Projektlogo kommt von der portugiesischen Gruppe

Mit 29 Stimmen gewann das portugiesische Logo. Es zeigt Friedenstauben, gefüllt mit den Flaggen unserer teilnehmenden Länder unseres Projektes: "Democratic Values in a United Europe".





4. Platz: Entwurf der türkischen Gruppe

Dieses Logo erreichte den vierten Platz mit sechs Stimmen. Es zeigt ebenfalls die Flaggen der teilnehmenden Länder. Ebenfalls steht der Titel unseres Projektes "Acting Out Democratic Values in a United Europe"



3. Platz: Entwurf der spanischen Gruppe

Dieses Logo erreichte den 3. Platz mit 15 Stimmen. Es zeigt ein Windrad mit den verschiedenen teilnehmenden Ländern dieses Projektes.

6. Platz: Entwurf der italienischen Gruppe

Dieses Logo erreichte ebenfalls den 5. Platz mit 1. Stimme. Es enthält den Namen unseres Projektes, sowie Figuren, welche die Zusammenarbeit von Europa beschreiben sollen.



5. Platz: Entwurf der englischen Gruppe

Dieses Logo erreichte den 5. Platz mit 1. Stimme. Es beschreibt die wesentlichen Themen, welche eine wichtige Rolle in unserem Projekt spielen. Beispiele sind zum Beispiel Freiheit, Toleranz, Akzeptanz und Sicherheit.



Meetings bei den Partnerschulen vor



Ort



Meeting in Moraña

(12 to 18 November 2017)

Early in the morning , Mr Schmieder, Mrs Bach and I ride with the train to Frankfurt to airport. During the waiting and flight time we exchanged our ideas but also wishes for our stay in Morana for the first time. Once we arrived we met us at a hotel with a resident teacher and I was picked up by my host family.

The following day started with a tour of the schoolhouse and the first exchange about our opinions on democracy. One student from each country represented in the project gave a lecture about it. Later in the day, we got to know each other and the culture. In the following days the culture was presented by numerous restaurants and seesights where we ate the traditional dish Pulpo. At the same time we visited the shell church in La Toja.

In the evening I went to eat with my host family and once attended an orchestra rehearsal. Towards the end of the stay we visited the waterfall Bardossa. In summer it is used as a water slide or as a hiking trail. But this trip should end.

Early in the morning I was taken again by my host family to the hotel where we said good-bye.



To summarize, it was a very exciting but also experiential journey where you could learn a lot about the culture but also about the people.

an article by **Lars Geiß**



Meeting in London

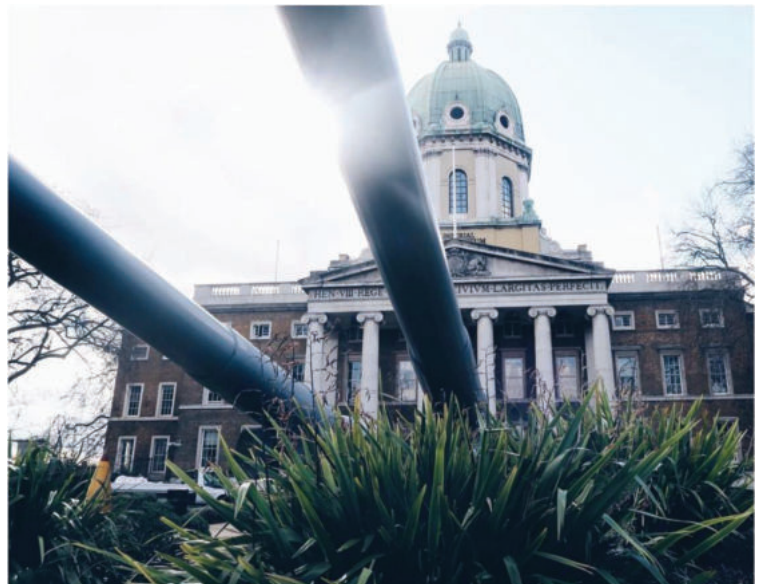
5 of 11 March 2017

On March 5th two teachers, Christian Schmieder and Mrs. Kraut and also two students (Paulina Lieske and Ronja Stürmer) travelled to London as representatives of the Geschwister-Scholl-Gymnasium, to exchange results in the course of the Erasmus+ Project Democratic Values in a United Europe: Forming Resilient Citizenship with the other project members. The journey started at 8:00 am. We drove with the bus to the Basel/Mulhouse Airport, from where we flew to London. Arriving there, we met the other groups from Italy, Portugal, Spain and Turkey and introduced ourselves to each other. In the evening we all went to dinner.





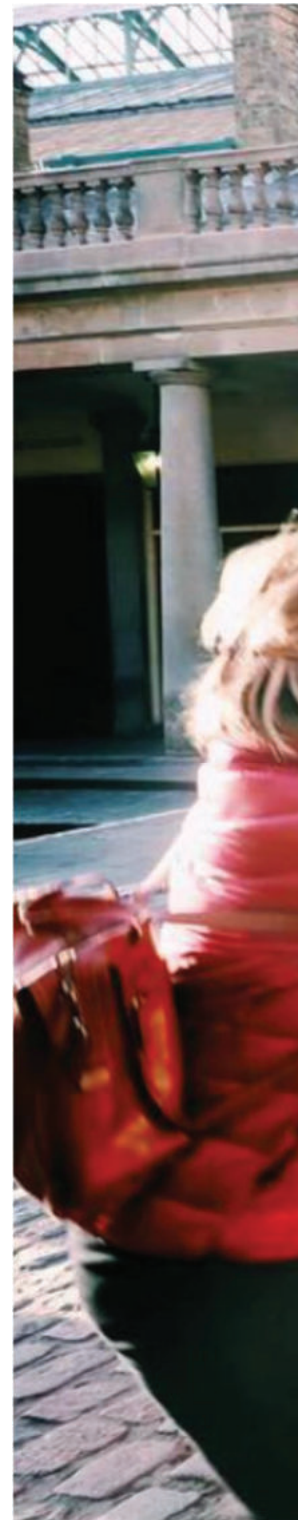
We started the day with a breakfast in a little café near our hotel. After that we drove together with the other groups to Lewisham Southwark College. There we exchanged our thoughts and ideas about the project. We were welcomed really friendly by the students of the English school. We also had the possibility to have a tour around the school corner. The school has about 15.000 students and includes two big campuses. It is the biggest school in this project. Another component of the Erasmus+ projects are cultural events, which are intended to provide further insight into the host country. In the afternoon we started a journey to the London Eye which provided us a comprehensive overview over the City of London. We enjoyed the liberty and met people from different corners of Europe and the world. We went for a walk along the River Thames to our restaurant and had a dinner together.



On the second day all five groups, living in the same hotel, drove together to the college. Groups of students hold presentations about human rights, democracy, role models, peace and tolerance, which were critically reflected in subsequent discussions. The UK group was also singing songs about human rights. These songs had been composed by the English Erasmus+ group over a period of several months, and they impressed all of us very much. Many sympathies and appreciation of each other were felt, so that at the end of this second day, first friendships were concluded.

On the third day we drove to the college again. There we were able to compose our own song, with the participants of the English Erasmus+ Group. This song is about the topic „Human rights. With a lot of creativity, great joy, but also a high symbolic power, this working phase ended. After that we have visited different sights of London. Including the Parliament (Big Ben) and Buckingham Palace. On this day we experienced a lot together.

On Thursday, we didn't visit the college, because we visited the Imperial War Museum. At this out-of-school location, participants were given examples from the recent past, where people didn't respect each other and where enemies. An English teacher of the college could explain us many details about the history of the museum itself. In the museum, the visitor could encounter various historical examples, where human rights were only partly respected. It was the exhibition on the crimes of the National Socialists that touched all of us. To see the cultural diversity and harmonious coexistence of the historically evolved identity of England, we made a walk through Chinatown, across Trafalgar Square and further to Oxford Street. These many cultural impressions of the afternoon marked this fifth day in London.







At friday we met in the rooms of the new Waterloo Campus. We exchanged ideas about role models and presented them for the last time. We had also enough time for a critical review of the past days should be given here. The conclusion of the first student meeting was very positive. Here a group of young people had found themselves, which critically reflected important values of a united Europe. To the end of this week, we went along the River Thames to visit the Tower Bridge. We had the opportunity to learned about the history of England during of a guided tour of the Tower of London. This evening we had the last dinner together. All the guests were kindly thanking the organizing team for a successful week. After having dinner we

had to say goodbye. For all of us it was very hard, because we all wanted to stay longer and we had understood each other very well.

On the last day we started with an English Breakfast, in a little café near our hotel. Then we went back to the hotel and took a taxi to Heathrow airport. From there we flew back to the Basel Airport. Then we took the bus back to Freiburg, were we finally met our families. It was a unique experience, that we will remember for a long time!

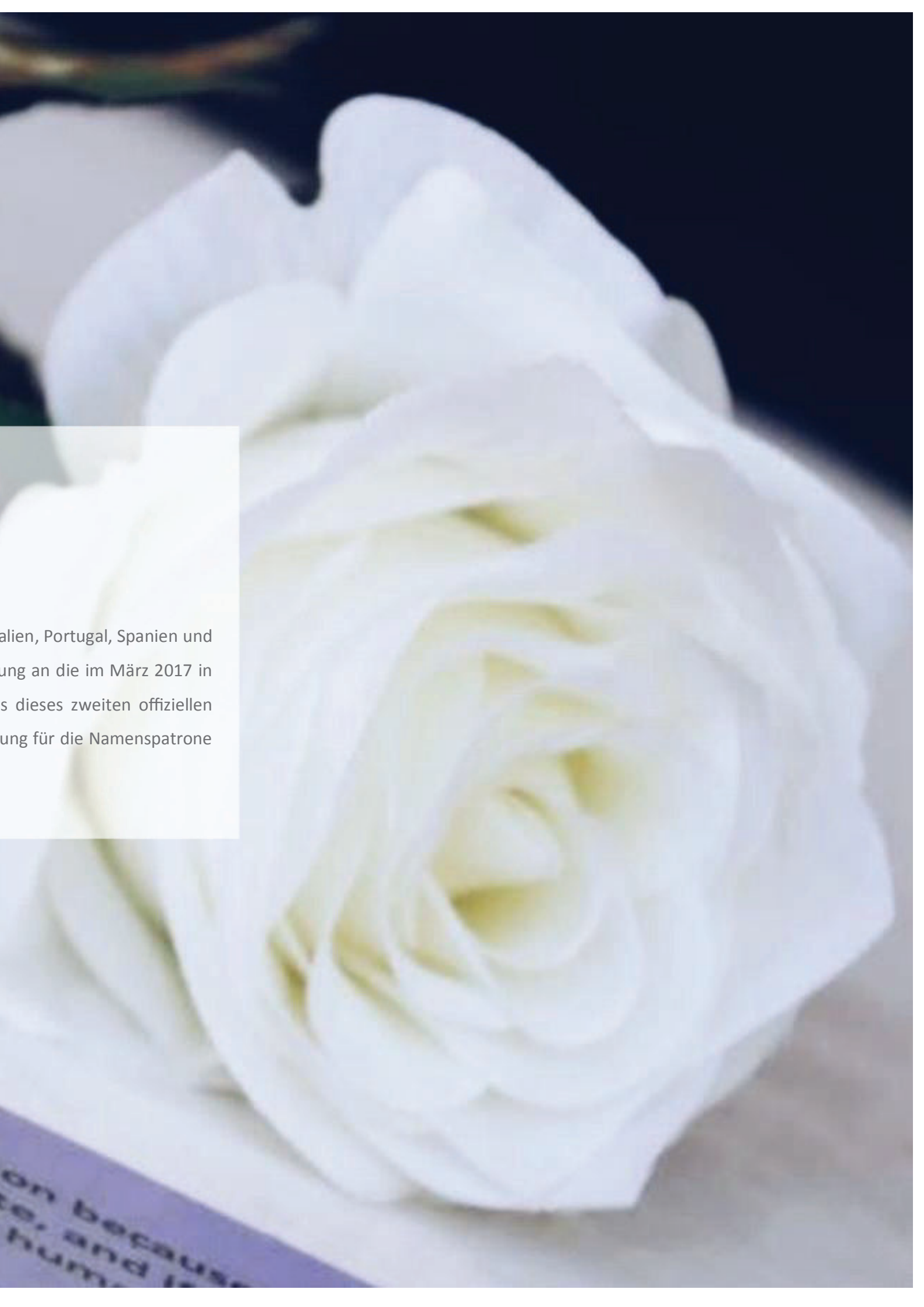
an article by **Paulina Lieske**



Meeting in Germany

Vom 15. bis zum 19. Mai 2017 trafen sich Vertreter von Partnerschulen aus Großbritannien, der Türkei in Waldkirch, um über grundsätzliche Fragen zur Demokratie zu diskutieren. In Anlehnung an die in London erläuterten Kernpunkte der Menschenrechte diente das Leitthema „Toleranz“ als Fokus des Treffens. Die deutschen Teilnehmerinnen und Teilnehmer hatten sich im Vorfeld in einer Abstimmung der Schule, Hans und Sophie Scholl entschieden.

...one is born hating another person
...collision. People must learn to ha
...love comes more naturally to the
...Nelson Mandela, LWF, 1994



alien, Portugal, Spanien und
ung an die im März 2017 in
s dieses zweiten offiziellen
ung für die Namenspatrone

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An den ersten beiden Tagen tauschten sich so die Schülergruppen und die Begleitkräfte mit ihren Ideen und Ansichten aus, wobei durchaus auch bedingt durch die kulturelle Heterogenität der Gruppen unterschiedliche Standpunkte zu Tage traten und diskutiert wurden. Im Musiksaal wurden unter der Leitung von Wolfgang Faller traditionelle deutsche Lieder sowie das Projektlied („Stars“) gesungen. Ein Besuch bei Oberbürgermeister Roman Götzmann rundete eine herzliche Begrüßung und Aufnahme der Gäste bei uns ab.

Teamgeist war dann auch bei einer anschließenden Scavenger-Hunt-Tour durch Wald-

kirch gefordert.

Auch der symbolische Freundschaftsbaum, der anschließend im Schulgarten als bleibende Erinnerung gepflanzt wurde, schloss die Gemeinschaft noch enger zusammen. Teamgeist war dann auch bei einer anschließenden Scavenger-Hunt-Tour durch Waldkirch gefordert.

Am Dienstag erfolgte die Würdigung der Geschwister Scholl als Vorbilder eines demokratischen Miteinanders und einer toleranten Lebensphilosophie über zahlreiche Vorträge.



Ein Dokumentarfilm zum Widerstand im NS-Regime sollte es den Gästen ermöglichen, sich in dieses dunkle Kapitel der deutschen Geschichte hineinzudenken und zu reflektieren, unter welchen widrigen Bedingungen die Geschwister Scholl sich für ihre Sache hingaben.

An diesem Tag spielten wir unser Theaterstück „Our Role Model for Tolerance: Sophie Scholl“ vor. Das Theaterstück, das einen wesentlichen Teil des von der Europäischen Union geförderten Projektes ausmachte, sollte Toleranz gewidmet werden.

Um möglichst vielen Mitmenschen die Arbeit des Erasmus+ Projektes näher zu bringen, wurde ein Interview-Team von baden.fm eingeladen, die sowohl deutsche als auch ausländische Gäste interviewt und Mitschnitte angefertigt haben.

Zum Abschluss des Tages gab es noch eine Führung durch die „Orgelwerkstatt Jäger und Brommer“ in Waldkirch. Was handwerkliche Fertigkeiten gepaart mit gegenseitigem Respekt vollbringen können, erstaunte die Gäste beim Betrachten der vielen Ausstellungsstücke.

Am nächsten Tag galt es, Einblicke in die inneren Prozesse des Europäischen Parlamentes zu erhalten. Eine Führung vor Ort sowie die Hospitation einer Plenarsitzung über die Grundlagen eines geordneten Brexit-Verfahrens erlaubten es den Anwesenden, Erfahrungen zu machen, die sie so im normalen Unterrichtsgeschehen wohl nicht gemacht hätten.

Das strikte Einhalten der Redezeit und der Respekt vor den Meinungen anderer symbolisierten Toleranz. Anschließend wurde noch das Straßburger Münster besucht.



Am Donnerstag gab es seine Führung durch die Ausstellung „Nationalsozialismus in Freiburg“ im Freiburger Augustinermuseum. Anschließend fand eine eindrucksvolle Führung durch das Freiburger Münster statt. Am letzten Tag des Treffens führten wir den Kahoot-Contest durch. Anschließend stand eine abschließende Reflexion an. „Was nehme ich mit?“ Dies verlangte eine kritische aber auch kreative Aufarbeitung der Ergebnisse in den zurückliegenden Tagen.

In der neu errichteten Erasmus+-Ecke hinterließen alle Teilnehmerinnen und Teilnehmer-

ihre Handabdrücke, ehe sie von Schulleiter und Koordinatoren des Projekts für ihre aktive Mitarbeit mit der Überreichung der Teilnahmeurkunden gewürdigt wurden.

Um einen weiteren Einblick in die Region Breisgau und Schwarzwald zu ermöglichen, fuhren die Teilnehmerinnen und Teilnehmer nach Feldberg-Bärental und überzeugten sich selbst vom besonderen Geschmack der Schwarzwälder Kirschtorte.

In Titisee erhielten die Teilnehmer noch Einblicke in die für die Region typische Kuckucksuhrenproduktion.



In diesem eindrucksvollen Tag sind die Schülerinnen und Schüler aller Länder ein weiteres Mal näher zusammengedrückt. Durch ihr beherztes Engagement zeigten sie sich offen für die europäischen Sache und machten deutlich, dass eine tolerante Haltung und Interesse am Fremden zu einer nachhaltigen Verständigung führen können.

An article by **Christian Schmieder**

Theaterstück:

Sophie Scholl — Our Rolemodel



THEATERSTÜCK „SOPHIE SCHOLL – OUR ROLEMODEL“

SZENE 1

PAUL WEHRLE

*Wir befinden uns in Forchtenberg. *

We are in Forchtenberg.

(Sophie sitzt mit ihrem Vater und Bruder am Esstisch)

V: Sophie, Hans wie war denn euer Tag? ←He asks how their day was

H: Es war heute echt toll bei der HJ! ← He says that it was really great at the HJ today.

S: Wir haben eine Klassenarbeit zurück bekommen, ich war wiederum die beste! ← Sophie's class received a class test today, she was again the best.

Mutter: Essen ist fertig! Robert kannst du mir bitte tragen helfen? ←Their dinner is ready. She asks if Robert can help her setting the table.

(Essen ist aufgetischt)

V: Lasst es euch schmecken! ←enjoy the meal!

S: Ihh das sieht ja eklig aus. ←The meal looks disgusting to her

V: Probier es wenigstens. ←She should at least try it.

S: Ich habe echt keinen Hunger mehr. ←She's not hungry anymore.

V: (streng) Iss jetzt! ←She must eat.

H: Vater lass sie doch, wenn sie nicht will. Sie wird schon bemerken, wenn sie Hunger hat. Mir schmeckt es auf jeden Fall Mutter! (lächelt der Mutter zu) ←Robert should let her be. She will notice, if she's hungry. To Hans, the meal tastes good.

V: Sophie, später gibt es wahrscheinlich nichts mehr. Dann bist du selbst schuld! ←There will probably be no food later. If she's hungry then, it will be her own fault.

S: Ich will aber JETZT nicht. ←She's not hungry now.

V: Wie du meinst.

SZENE 2 - BDM-SZENE

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*<Mehrere BDM-Angehörige auf der Bühne, Sophie neben ihrer Freundin,
alle stricken>*

--No translation needed--

Leiterin: Stricken ist wichtig für das Vaterland! Ihr guten Deutschen Mädchen helft dem Führer!

--Work for the Führer! You good german girls are the backbone of this country!--

Sophie: *<zu Freundin>* Dem Führer? Ich denke diese Kleider gehen an die ärmere Deutsche Bevölkerung?

--Why? I thought these clothes are for the german population?--

Freundin: *<zu Sophie>* Hast du nicht gehört? Die Kleider hier gehen an die Arme! Der Führer bereitet uns auf Krieg vor, aber niemand darf es sagen!

--The clothes are for the army. Germany is preparing for war but noone is allowed to say it.--

Leiterin: Was?! Was ist bei euch beiden wieder los!

--What is it now?--

Freundin: *<sticht sich in den Finger aus Schock>* Ach verdammt!

--No translation needed--

Leiterin: Magreth! Was kannst du eigentlich?! Immer stichst du dir in den Finger!
Vielleicht bist du hier völlig falsch!
--God damn it Magreth! You always fail! Maybe you shouldn't be here at all!--

Freundin: Nein, bitte, ich schaff das schon ...
--No, please, I'm trying--

Leiterin: Ach?
--Huh?!--

Sophie: Ich helfe ihr, geben sie ihr bitte noch eine Chance.
--Please, I will help her--

Leiterin: Wir bereiten euch hier darauf vor für Führer und Volk zu arbeiten! Wer hier versagt kann sehen wo er hinkommt!
--If you fail here then you can leave!--

Freundin: *<rennt schluchzend weg>*

Leiterin: Geh weg! NICHTSNUTZ!
-- Yes, go away!--

Sophie: Lassen sie meine Freundin in Ruhe!
--Leave her alone! You didn't even give her a chance!--

Leiterin: Jetzt reicht's! *<Schlägt Sophie>* Geht mir aus den Augen!
-- That's enough! Get out of my sight!--

SZENE 3 - WEIßE-ROSE-SZENE

PAULINA LIESKE

Skript: Dialog zwischen Hans und Sophie Scholl

Mitspielende Personen: Willi Graph, Hans und Sophie Scholl und Alexander Schmorell

Diese Szene spielt in einem Keller, dort befinden sich Tische, eine Druckmaschine und die vier mitwirkenden Personen.

Positionen und Tätigkeiten der verschiedenen Personen:

Sophie Scholl kommt in den Keller hinein. Dort sind bereits die drei anderen Personen (Willi Graph, Hans Scholl und Alexander Schmorell). Hans sitzt gegenüber von Willi Graph. Willi hat ein Stapel Flugblätter vor sich liegen. Alexander Schmorell druckt die letzten Blätter.

Sophie kommt rein

Sophie: Hallo, das sind leider die letzten Briefumschläge die ich bekommen konnte. -- Hello, here are the last envelops I could get.

Willi: Ist das alles? -- Is that all?

Sophie: Ja, ich konnte nicht mehr beschaffen. -- Yes, I couldn't get more than these.

Willi: Okay, dann los an die Arbeit. Wir dürfen keine Zeit verlieren. -- Okay let's go! We shouldn't loose time.

Hans verschließt und beschriftet den letzten Briefumschlag und geht zur Druckmaschine, während Sophie und Willi noch ein paar Briefe einkuvertieren und beschriften.

Hans: Alexander, lass uns die Maschine reinigen und unsere Spuren vernichten.-- Okay! Let us clean the mashines and destroy all traces.

Alexander: Was passiert jetzt mit den Flugblättern? -- What happens with these

pamphlets.

Hans: Die werde ich morgen in der Uni verteilen. -- I will spread out them in university.

Willi und Alexander sind geschockt

Willi: Viel zu riskant. -- It's too risky.

Sophie: Hans? Ich glaube das ist keine gute Idee! - Hans? I think that isn't a good idea.

Hans schweigt einen Moment

Hans: Sophie, das ist unsere letzte Chance. -- Sophie that's our last chance.

Sophie: Aber, wenn uns jemand sieht... -- But when anybody catches us.

Sophie denkt nach

Hans bemerkt dies

Hans: Du machst dir doch sonst auch nicht so viele Gedanken. -- Don't think so much.

Sophie: Ja, ich weiß, zusammen schaffen wir das schon. -- Yes I know together we're strong

Alexander und Willi wechseln Blicke

Alexander: Willi und mir, ist die Sache zu heiß. -- For me and Willi it's too hot.

Hans: Okay, wir schaffen das auch allein. -- Okay, we can do that alone.

Hans verstaubt mit Alexander Schmorell die Druckmaschine. Währenddessen holt Sophie die Weingläser aus dem Schrank und öffnet eine Weinflasche. Sie stoßen an. Willi verstaubt die Flugblätter in den Aktenkoffer.

Sophie: Den Aktenkoffer trage ich! -- I will take the briefcase.

Hans: Du hast Recht Schwesterherz. -- You're right sweetheart.

Hans nimmt die Briefumschläge, um sie in den Briefkasten zu werfen. Sophie nimmt den Koffer und alle verlassen den Keller. Willi löscht das Licht.

Paulina Lieske



SZENE 4 - VERHÖRSZENE

Lars Geiß

P: Geben sie zu, das sie in die Taten mit involviert waren!

S: Ja, ich war involviert und bin stolz darauf!

P: Wie können sie es wagen auf so eine derartige Tat stolz zu sein?!

Auf den Verrat des deutschen Vaterlandes!!

S: Wie können eher sie es wagen Juden zu denunzieren, zu foltern und zu vergasen?!

P: Ich verbitte mir diesen Ton!

S: Ich verbitte ihnen diese Stahlgewitter, diese Blutbäder und das Leid das sie über unser Land bringen.

P: Diese Leid, wie sie es nennen, ist Ruhm und Ehre.

S: Möchten sie das unser Land auf ewig das Ausgestoßene sein wird?!

P: Das interessiert die Herrenrasse nicht. Was mich jedoch interessiert, wie sie sich für Eine minderwertige Rasse einsetzen können.

S: Pah, minderwertig! Minderwertig ist eher das Verhalten welches den anderen Religionen und Völkern entgegengebracht wird

P: Doch nun, da sie schon nicht von der Wahrheit zu überzeugen sind, nennen sie mir verdammt nochmal Ross und Reiter eurer Terrororganisation.

S: Warum sollte ich meine Leute verraten, nur um ein wenig besser dazu stehen vor dem Gericht?

P: Dein Bruder, Hans, ist sowieso verloren, warum sich nicht selbst retten!

S: Mich selber retten? Mich soll das gleiche Schicksal ereilen wie Hans!

P: Also dann, Wachen, sperrt sie ein!

P: Admit, you was involved in that actions!

S: Yes! I was involved and I´m proud of it!

**P: How dare you to be proud of such action?! How can you be proud of the treason of our
Your fatherland!!**

S: How you can dare to denounce Jews, to torment and to gasify them?!

P: I refuse to tolerate to you this ton!

**S: I refuse to tolerate to you this steel thunderstorm, this bloodbaths and that pain you
brought about our country.**

P: You call it pain, I call it fame and honor.

S: Would you like that our native country will open to be the ejected on eternally?

**P: The master race isn't interested in it. What am I interested in is, how you can support
inferior races.**

S: Pooh, inferior, inferior is the behavior you brought to other religions and peoples.

**P: However, if you cannot be convinced of the truth, tell me the members of your
terrorist organization, damned.**

S: Why I should betray my friends, only to stay there better before the court.

P: Your brother Hans is lost anyway. Why you don't escape yourself?

S: Myself save? Never! The same destiny should overtake me like Hans.

P: So then, guards, locks she up!

Paulina Lieske



SZENE 5 - GEFÄNGNISZELLE

Sophie Scholl: Und was jetzt? Das kann doch nicht sein.

And what's now? That can't be true.

Wie kann es sein, dass ein Staat ihre eigenen Bürger einsperren nur weil sie ihre eigene Meinung sagen.

How can a state arrest their own citizens, just because they say their own opinion.

Man kann nur hoffen, dass wir mit unsern Flugblättern überhaupt etwas erreicht haben, und unsere Botschaft nicht wieder in dieser gleichgeschalteten Masse

untergeht?

We just can hope, that we reached anything at all with our leaflets, and that our message is not going down in this turned right mass.

Doch wie stehen schon unsere Chancen? Sobald jemand nach uns fragt wird es heißen wir seien nur Vaterlandsfeinde und Volksverräter gewesen und die Todesstrafe das einzige Mittel gegen solche Personen sei.

But...what are our chances? As soon as somebody ask after us you, they're going to say we been just homeland enemies, and traitors of the people, and the death punishment, is the only way against such persons.

Ich frage mich jeden Tag seitdem wir ertappt wurden, ob wir nicht irgendwie vorsichtiger hätten sein können.

Since we were caught I ask me everyday, whether we been more careful.

Doch bereuen tu ich nichts was wir gemacht haben, denn lieber bin ich tot und habe meine Meinung gesagt, als ein ganzes Leben ohne Widerstand und meiner Individualität beraubt zu leben.

But I don't regret anything, what we did, because I prefer to be death, but said my own opinion, then live a whole life without resistance and deprived of my own opinion.

(klopfen an der Tür)

Off-Stimme: Kommunistenweib.

Communist slut.

Sophie Scholl: Das war es dann wohl?

Paulina Lieske



That was it.

Off-Stimme: Komm raus Verräterin. Man will dich am Galgen sehen.

Come out traitor. They want to see you at the gallows.

(Sophie steht auf)

Meeting in Spain

12 to 18 November 2017

From 12th to the 18th November the meeting took place in Spain. Paul Wehrle has written a diary entry every day.

Sunday

We met at Freiburg main station. After everyone had arrived we went by train over Mannheim to the airport in Frankfurt. We flew to Madrid and when we finally arrived in Vigo, the host families were waiting for us. After a 1 hour trip to Moraña the host families showed us their home. After (for us Germans it's unusual) dining at 9PM we went to bed.

Monday

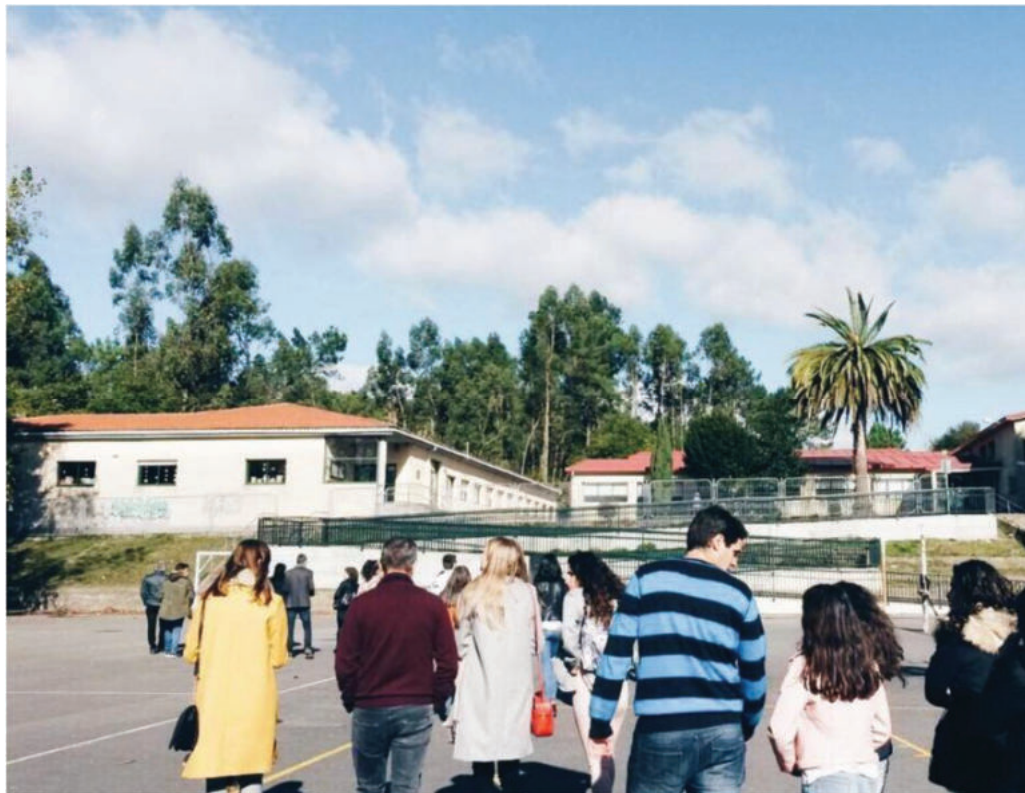
After meeting at school some of the Erasmus+ pupils introduced themselves, some of them gave presentations about democracy. After that, we had some free time, because the teachers had a meeting. When the teachers were finished, we were shown around primary school. In the evening some primary school students staged a play about a 'Non-Democratic Snake'.

Tuesday

After meeting at school, we went to the town hall where we've been welcomed with traditional music and dances. When they were finished we watched some documentaries about Moraña and its traditions. The Italians then gave their presentation about democracy. Back at the school, a bus picked us up to go to Santa Tecla.

After a 1 hour trip, we finally arrived, got to see the ocean and the Celtic town.

When everybody was finished we went to a town in Portugal, which looked like a fort-



ress from the outside.

Wednesday

Today the bus picked us up around 10 AM. We then drove 1 ½ hours to Santiago de Compostela. We made a tour which was guided by a teacher of CPI Santa Lucía. After that we had some free time and went to some souvenir shops. One hour later we participated in a rally through the old town of Santiago. After the really stressful rally we visited the cathedral and saw the Botafumeiro in action. In the evening we were taken to a shopping centre and at 8 PM



the bus took us back to school. We all were really tired. The host families then took us to Silas' host families house where we had a small party. Most of us went to bed at 12PM that night.

Thursday

After meeting at school, we were taken to Pontevedra by our host families. There, we were guided through the city. The guide showed us some places which were important in 'Castelaos' life. We then went to a museum, which contained some of 'Castelao's' art, and were guided through a small part of a big exhibition. After visiting the museum we ate something with the other Erasmus + students. When we came back, our host families were waiting for us, just to take us to an island. On the island we walked a bit and after a short amount of time we saw a church. Covered in shells. We then went into a very small soap 'museum' with a shop. When everybody was finished, we were taken to a beach and watched the sunset. Lastly, we visited another town with a small harbour and walked around a little bit. Our host families then asked if we wanted to go home and we all answered 'yes' because we were really tired.

Friday

After meeting at school, some primary school students asked us questions like 'What's the favourite thing you like to do in your country?' After we were finished we wrote words about Democracy and Erasmus + onto their



Erasmus corner. The teachers then handed out the certificates and then they had a coordinators meeting. At that time there was a festival at the school (MAGOSTO). We saw children play traditional galician games. We were then taken to the gym where the students danced. In the afternoon we went to have lunch and to party at a 'tapas bar'. Everyone danced and the people who had to leave said goodbye. In the evening there was another party which was just for us students. We danced and just had a great time. We went to bed pretty late.

Saturday

Most of us slept longer because we were taken to the airport at 11:30 am. At the airport we took some group pictures and then flew over Madrid to Basel. After arriving in Basel everyone got their luggage back...except me. I was really pissed off and then went to the last lost and found office which was open. They said, that my luggage was in Madrid and that I had to wait till Monday until I'd get it back. We then went home by bus.

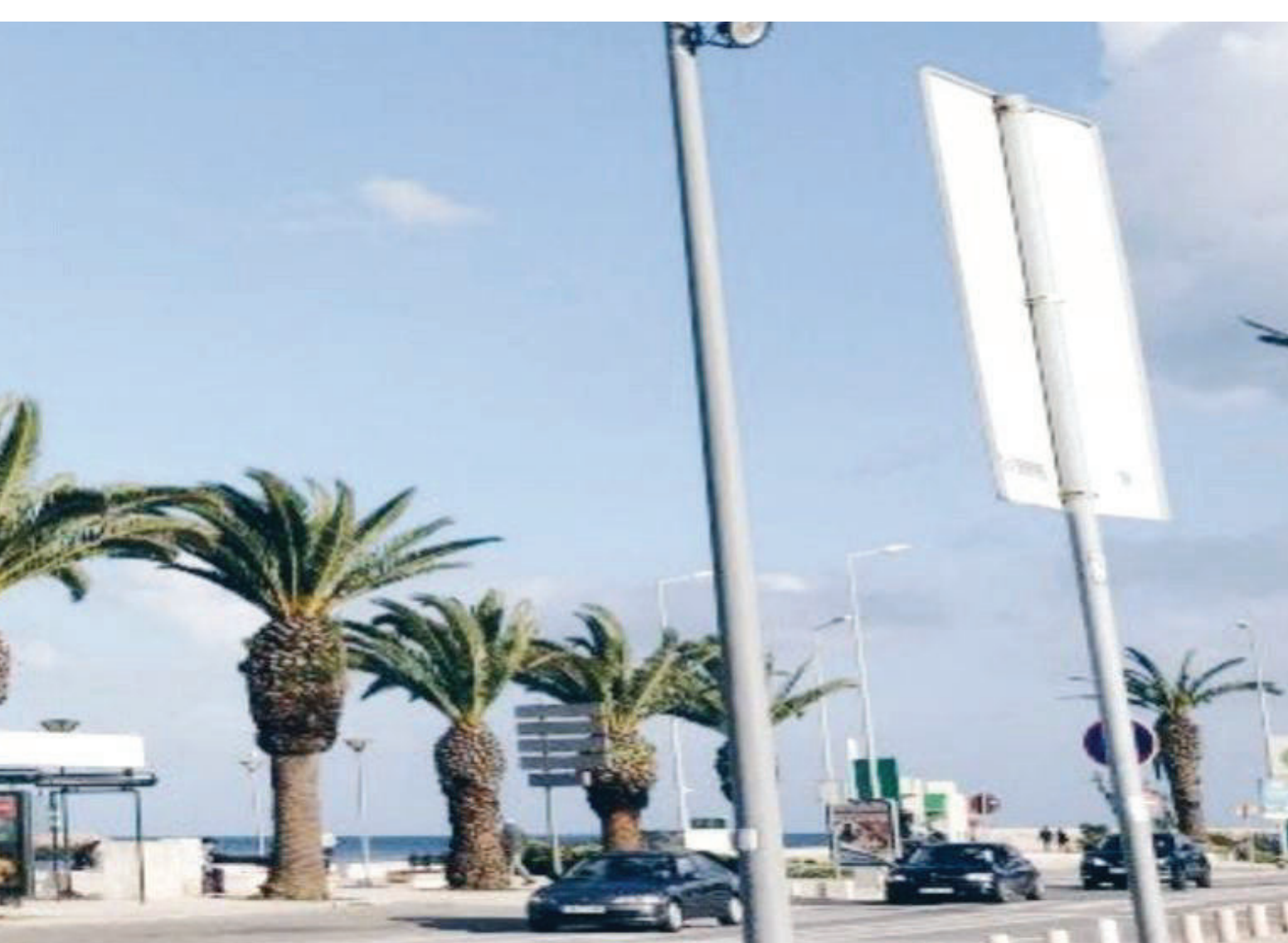
An article by Paul Wehrle



Meeting in Portugal

11 to 17 March 2018





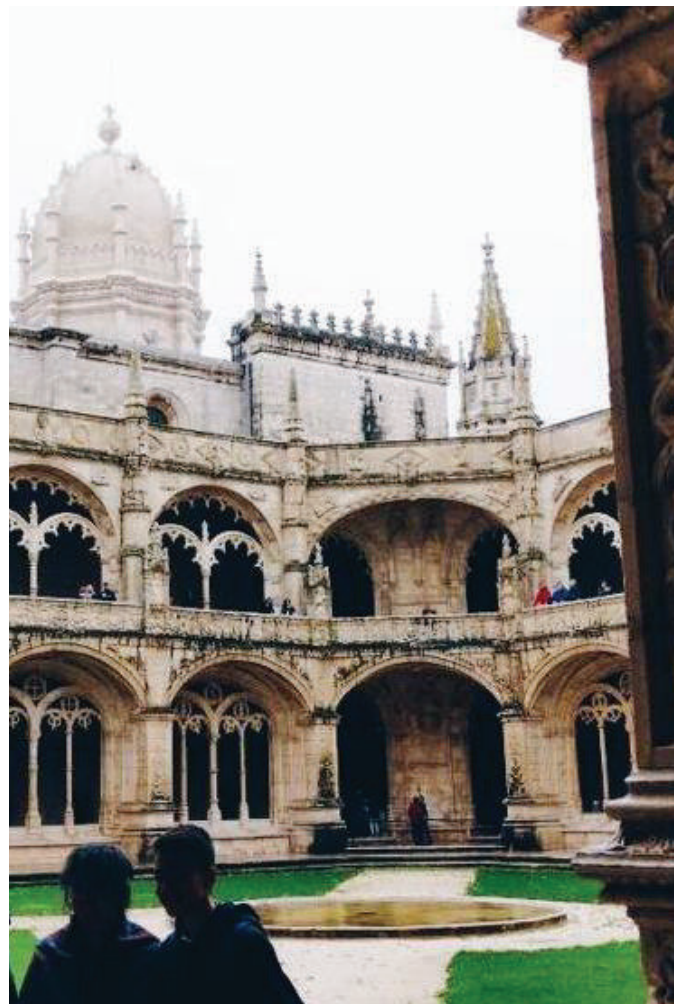
At Monday we were able to sleep a bit longer. After a delicious breakfast in our hotel (which was great) the Erasmus+ group met for the first time at the reception. There were a few already known faces, but a lot of new people too. The Portugal teacher „Luis“ arrived and as a group we went to one of the participating Portugal schools, a „secondary school“. There were already flags of the participating countries waiting for the first group photo. We soon were led upstairs to one of the teachers rooms. It was nice prepared, with comfortable seats and flags on the tables.

After everybody welcomed each other, Mr. Schmieder (German teacher and coordinator of the project) took the chance to think of Maria, who had not longer the chance to be with us. Rest in peace. The teachers then stayed in the room while the students were showed around the school building by Portugal Erasmus+ members. After lunch the coordinators meeting took place. While this, in a several room the students talked about our main subject „friendship“. Later we all presented the presentations we had brought with us. For dinner we went to a local restaurant, a great possibility to get to know each other better.



Our second day in Portugal started as always with an excellent breakfast at our hotel “Brisa Sol”. After that we started a guided tour through Albufeira. Our guide showed us a few sights of Albufeira. For example: A statue of San Vincente of Albufeira, two churches, a house with a facade made of shells and some of the most beautiful views over the beach and the city.

When we finished the tour, everyone had about an hour to have lunch at a restaurant of his or her choice in the downtown of Albufeira. Me and three other students decided to eat at “Burger Ranch”. After eating our Burgers we met the rest of the group again and went to “D. Martim Fernandes” school

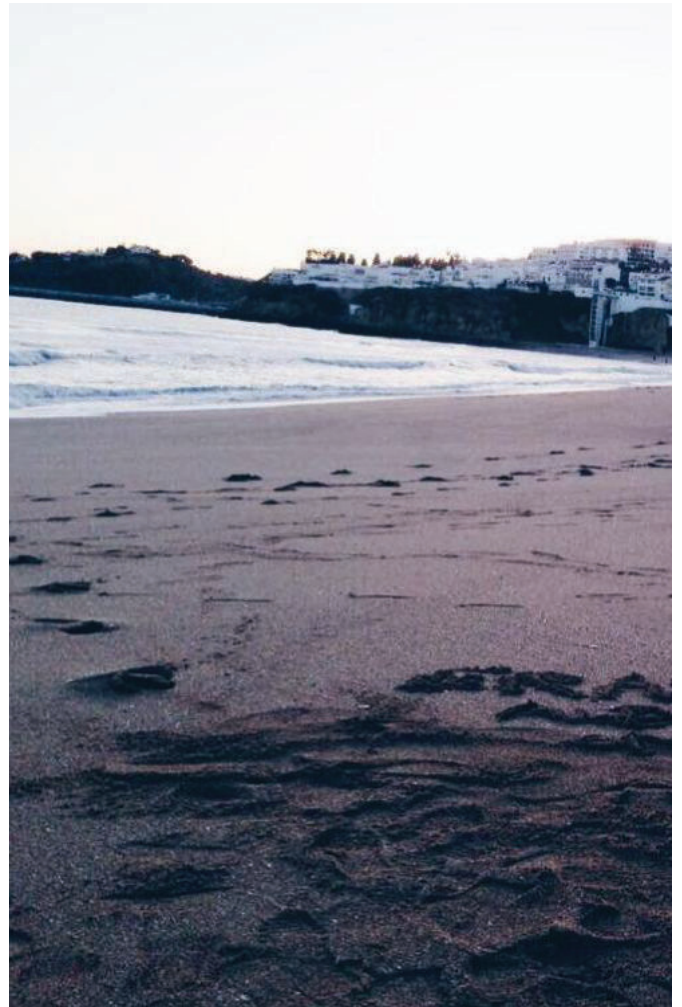


where the portugese students showed us the play “Tales of Lusophony – a linguistic friendship”.

The play was about different tales from all portu- guese speaking countries. After the play we went to another building of the school where we watched a short Youtube video on Lusophony – which is the expression for all portuguese speaking countries. After seeing this video, a few groups from the school presented some traditional songs from Por- tugal as well as our Erasmus+ project song. After- wards we had a coffee break in the school in which we had the chance to talk to the portugese students for the first time.

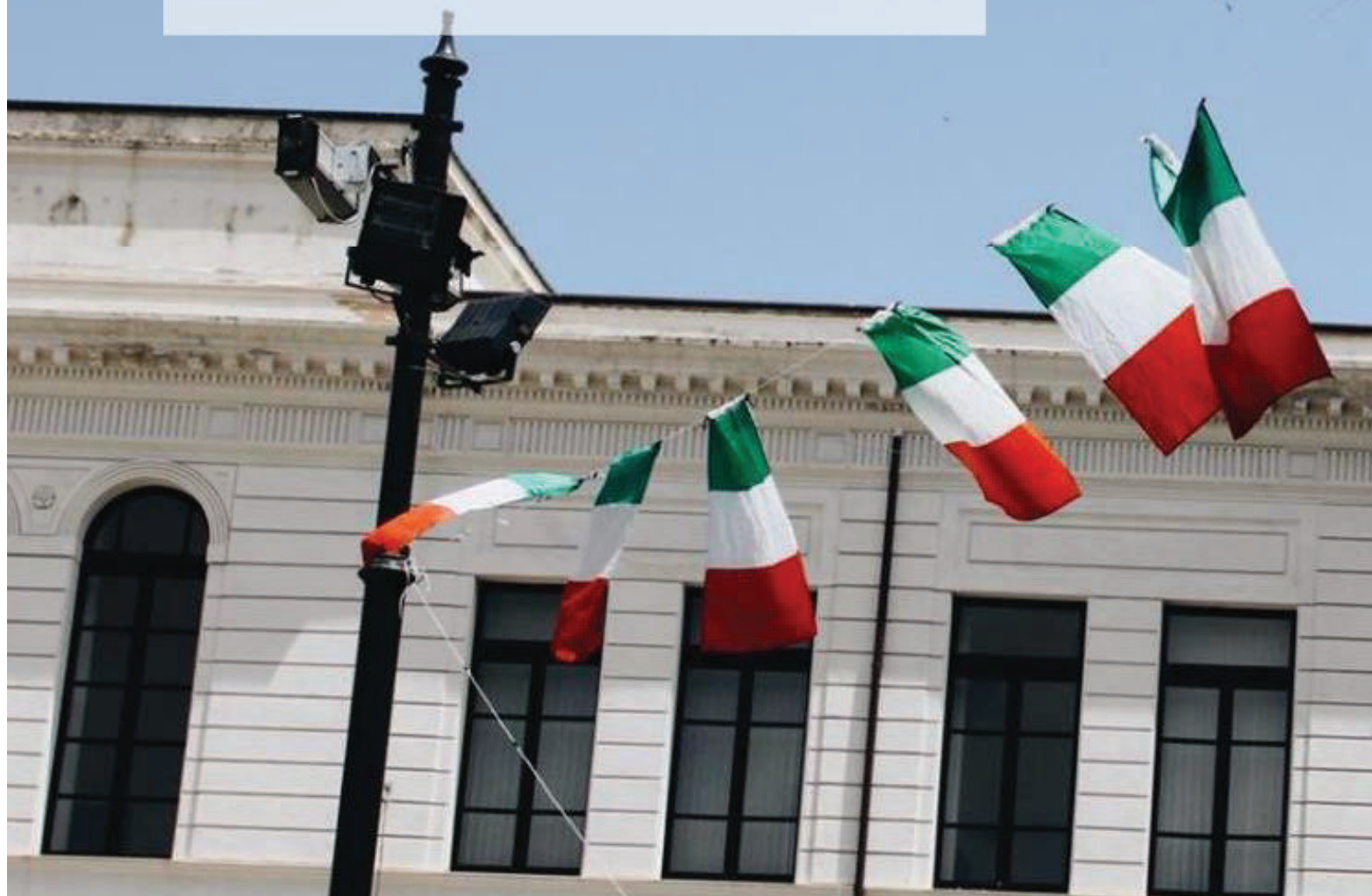
It was very relaxed and everyone was in a good mood after eating some delicious cake. When we finished the coffee break we had a few hours time to walk around Albufeira for our own. Later on the evening the whole group went to have dinner in the downtown.

An article by Lino Becker, Marco Hiepler and Johann Hochbruck



Meeting in Italy

30 April to 4 May 2018



Im Zuge des letzten Erasmus+-Treffens trafen sich Abgesandte der sechs involvierten Schulen vom 30. April bis 04. May 2018 am I. I. S. S. „Carlo Maria Carafa“ in Mazzarino, Sizilien (Italien). Unter dem Projektmotto „Democratic Values in a United Europe: Forming Resilient Citizens“ konnten auch bei diesem Treffen Schülerinnen und Schüler ihre Ideen austauschen. Ein ganz besonderer Fokus lag neben der Präsentation des jeweiligen Vorbilds

(„role model“) dieses Mal auf „EU-Staatsbürgerschaft“ („EU Citizenship“).

Der damit einhergehende Austausch gemeinsamer Wertvorstellungen in einem vereinten Europa war über die ganze Projektlaufzeit integraler Bestandteil der Aktivitäten und Grundvoraussetzung für die Vergabe der EU-Fördermittel. Die italienische Schule empfing die Gäste aus Deutschland, England, Portugal, Spanien und der Türkei herzlich und mit großer Gastfreundlichkeit.

Gemäß der Projektbeschreibung führten die italie-



nischen Schülerinnen und Schüler ein Theaterstück zu ihrem Vorbild Carlo Maria Carafa – einem Fürsten des 17. Jahrhunderts, der sich durch sein Engagement für das Allgemeinwohl auszeichnete – auf. Landestypische Ttextänze und Lieder ergänzten die kulturelle Annäherung an das sizilianische Brauchtum.

Exkursionen – z. B. nach Palermo und Agrigento – und der Empfang durch den Bürgermeister Mazzarinos ergänzten die kulturellen Einblicke in die sizilianische Kultur, Geschichte und Mentalität,

wobei gerade durch die unterschiedlichen Einflüsse im Laufe der letzten Jahrhunderte, Züge der Hybridität dieser Region Europas verdeutlicht wurden und Zeugnis geben, wie in der Vergangenheit Menschen unterschiedlicher Konfessionen und unterschiedlicher Herkunft in relativer Harmonie miteinander lebten und voneinander profitierten. Gerade diese aktive kritische Auseinandersetzung mit Ansichten anderer Mitmenschen innerhalb Europas sind zentrale Anliegen dieses durch die Europäische Union geförderten Projektes.





Our Role Model: Sophie Scholl



Sophie Scholl (1921 bis 1943) war eine Widerstandskämpferin in der Zeit, als Adolf Hitler und die Nationalsozialisten Deutschland beherrschten. Zusammen mit ihrem Bruder Hans und anderen Studenten wehrte sie sich gegen eine Regierung, die es den Menschen verbot, offen ihre Meinung zu sagen; die den Zweiten Weltkrieg angezettelt hatte und viele ihren Bürger in Konzentrationslagern umbrachte.

Sophies Widerstandsgruppe hieß "Die Weiße Rose". Die Nazis fanden heraus, dass Sophie und Hans Flugblätter gegen die nationalsozialistische Schreckensherrschaft verteilten - und ließen die beiden ermorden.

Die Widerstandsbewegung "Weiße Rose" rief zum



Widerstand gegen das Hitler Regime auf. Die jungen Leute waren überzeugt, dass sich nur genügend Menschen gegen den Staat auflehnen müssten, um etwas zu erreichen. Sie lehnten jeden Machtgedanken ab, der andere Menschen politisch, wirtschaftlich, kulturell oder in ihrem persönlichen Denken unterdrücken oder beherrschen will.

In ihren insgesamt 6 Flugblättern erinnert die weiße Rose immer wieder an die Grundrechte der Menschen. In ihrem fünften Flugblatt heißt es zum Beispiel:

„Freiheit der Rede, Freiheit des Bekenntnisses, Schutz des einzelnen Bürgers vor der Willkür verbrecherischer Gewaltstaaten, das sind die Grundlagen des neuen Europa.“



Warum Sophie Scholl unser Vorbild ist

Sophie Scholl ist unser Vorbild, weil...

... weil sie Mut zeigte und sich gegen das NS-Regime stellte. Ebenfalls stand sie zu ihrer Meinung.

(Silas Berad)

... weil sie in einer Zeit, in der alle wegguckten, hingesehen hat und ihr Leben im Kampf gegen den Nationalsozialismus opferte.

(Johann Hochbruck)

... weil sie sich zu einer Zeit der Propaganda für Menschen eingesetzt, die zu dieser Zeit als wertlos gebrandmarkt wurden, ohne sich von der dort vorherrschenden Ideologie beeinflussen zu lassen. Sie hat sich geopfert, um ihre Meinung vertreten zu können.

(Minh Chau)

... weil sie das Wohl der anderen über ihr eigenes gestellt hat, ist sie (und die anderen Mitglieder der Weißen Rose) der „Inbegriff“ von Zivilcourage.

(Niklas Rodenbüsch)

... weil sie für andere ihr Leben aufs Spiel gesetzt hat, nur um ihnen ein besseres Leben zu schaffen.

(Sabrina Harder)

... weil sie sich für die Menschenrechte und Gerechtigkeit eingesetzt. Sie hat sich für andere eingesetzt und hat sich getraut frei ihre Meinung auszusprechen.

(Sarah Hinnenberg)

... weil Sophie Scholl eine Verfechterin der Freiheit und Demokratie in der Zeit des Nationalsozialismus und der Unterdrückung war.

(Marco Hiepler)

t...

Characteristic of Sophie Scholl

First Name: Sophie

Last Name: Scholl

Date of Birth: May 9th, 1921 († 21) (execution)

Place of Birth: Forchtenberg, Baden-Wuerttemberg, Germany

Death: February 22th, 1943

Parents: Magdalena and Robert Scholl, former deaconesses and a tax consultant

Siblings: Inge, Hans, Elisabeth and Werner Scholl

Education: High School in German, Education as a nursery teacher

What made Sophie Scholl known?

Sophie Scholl was a German resistance fighter ("Weiße Rose").

Why is Sophie Scholl a role model?

Because she was committed to human rights, so she had to pay with her life.



Was ist überhaupt der Nationalsozialismus



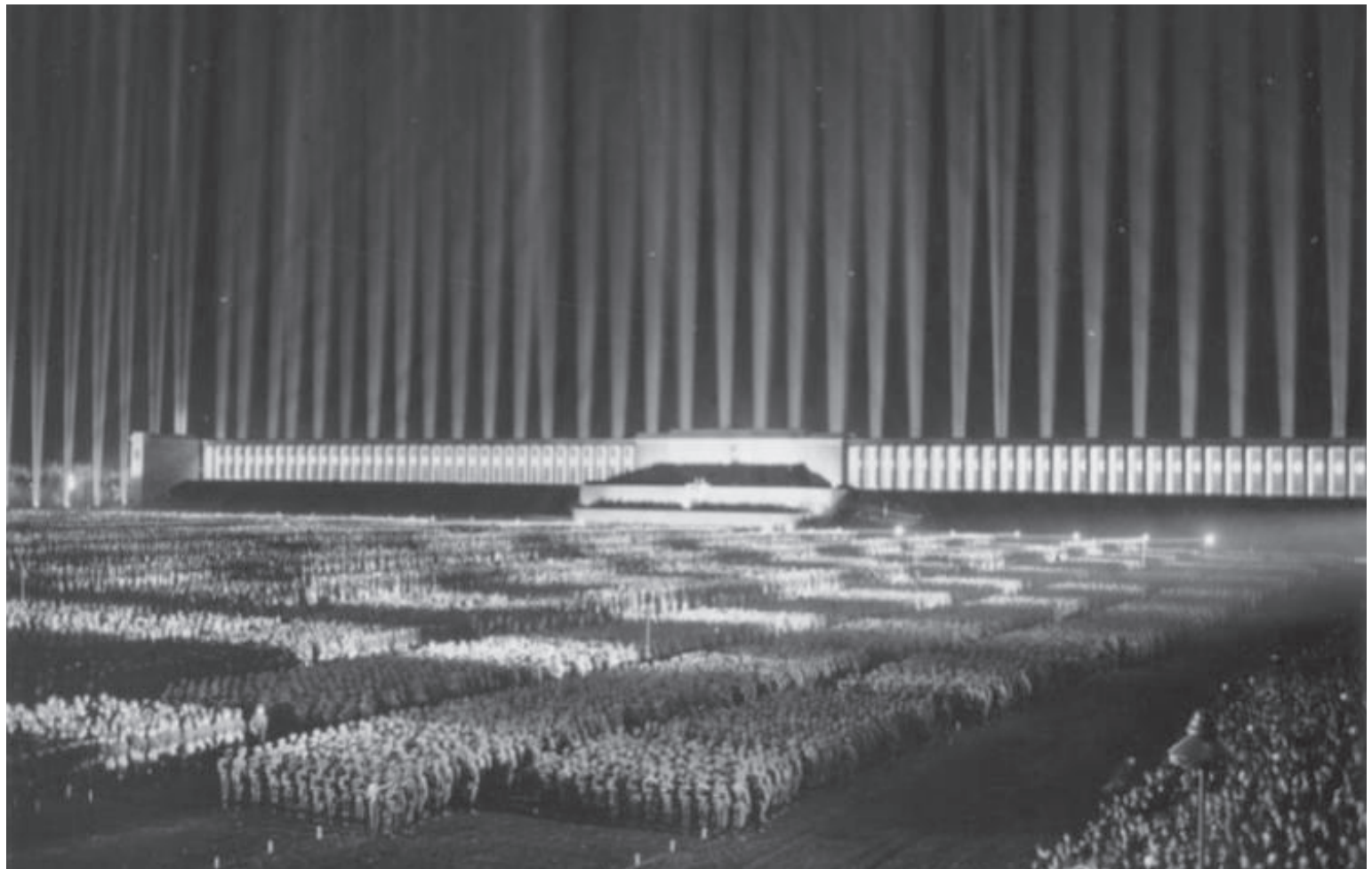
Der Nationalsozialismus war die geistige Grundlage der politischen Bewegung (Nationalsozialistische Deutsche Arbeiterpartei, NSDAP), die seit 1920 von Adolf Hitler geführt wurde und die 1933-1945 Deutschland beherrschte. Manchmal wird der Nationalsozialismus als eine Abart des Faschismus bezeichnet, doch unterschied er sich in wichtigen Punkten von dieser in Italien entstandenen Ideologie. Er war kein geschlossenes, in Lehrbüchern niedergelegtes Gedankensystem wie etwa der Marxismus-Leninismus, sondern eine "Weltanschauung", ein Gemenge von Ansichten, die zu Beginn des 20. Jahrhunderts weit verbreitet waren.

Hitler hatte sich diese Ideen in den ersten dreißig Jahren seines Lebens aus unterschiedlichen Quellen zu Eigen gemacht und aufs Äußerste zugespitzt. Obwohl er, wenn es die Lage erforderte, zu taktischen Wendungen durchaus fähig war, bestimmten diese Grundüberzeugungen doch sein politisches Handeln und prägten das von ihm errichtete Herrschaftssystem. Vier wichtige Schlagworte des Nationalsozialismus sollen hier erläutert werden.

Quelle:

<https://www.wissen.de/was-bedeutet-nationalsozialismus>

alismus?





Erasmus+



Our Role Models

My personal role model is
Conor McGregor. A few years
ago he was still a plumber and
had a lot of debt. But he follo-
wed his dreams and worked
hard to achieve what he has to-
day.



My mom is a role model for me,
because she always fights in any
situation and does not give up.
And that's what I've learned
from her: fight for your wishes
and goals.



My role model is Malala Yousafzai.
She is a 20 year old pakistani ac-
tivist for female education and the
youngest Nobel Prize laureate. As
an advocate for education,
women's rights and equality, she is
the personification of willpower,
bravery and strength. To me, Mala-
la is a role model that everyone, re-
gardless of age, religion or race
can look towards and learn from.



My personal rolemodel is Jon Snow
Jon Snow is a fictional character from
the HBO-series "Game of Thrones".
He's a really honorable man and is ta-
king his oaths and promises really se-
rious. Different to other characters of
the series, he doesn't create plans
against his allies behind their backs.



My role model is Mahatma
Gandhi. He was an indian ac-
tivist who was the leader of the
indian independence movement
against British rule.
Employing nonviolent civil diso-
bedience, Gandhi led india to
independence and inspired mo-
vements for civil rights and free-
dom cross the world.



In this flipsnack we present our personal
role models. Have a look at it ...!

role model

... is a person whose behavior, example or success is or can
be emulated by others, especially by younger people.

My role model is my dad, be-
cause he is always there for me
when I need his help. He works
hard to earn money or the who-
le family. He reached a lot in his
life and one day I want to reach
the same as my dad.



My role model is Joe Trenk. He
is a Motivation Coach and he
motivates thousands of people
to reach something in their life,
espacially in school. He maes vi-
deos every day and gives tipps
how to work and how to create
your lifestyle.



A personal role model for me is
the Dalai Lama. He is the religious
leader of the Buddhism, like the
pope for us and the Christians. As
a result of the occupation of Tibet
1951 the Dalai Lama, who lived in
Tibet, had to flee into exile to
India. Here he lives until now.



My role model is Leonardo da
Vinci. You might ask yourself:
Why?
Leonardo da Vinci was always
thinking different.
He for example convinced some
people that flying is possible.
He was a great and creative
creator.



My personal role model is Claus
Schenk Graf von Stauffenberg, a
high ranking german officer
during World War 2.
On the 20th Juli 1944 he attempt-
ed to assassinate Adolf Hitler
with a bomb and overthrow the
entire Nazi-Regime with a military
coup that he had planned to-
gether with other officers and big
parts of the german police force.



Social Media

In the last two years we have also dealt a lot with social media. We created a Twitter, Instagram and Youtube account and posted stuff there regularly. In total, we've created fifteen videos that deal with the meetings, events at our school, such as the Summer Festival, the Christmas Bazaar, or the Open Door Day.



Instagram



WORDPRESS



Instagram





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312 Abonnenten

11 abonniert

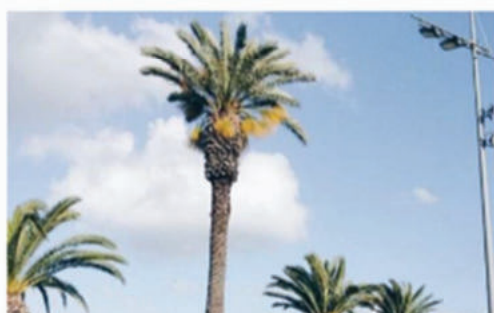
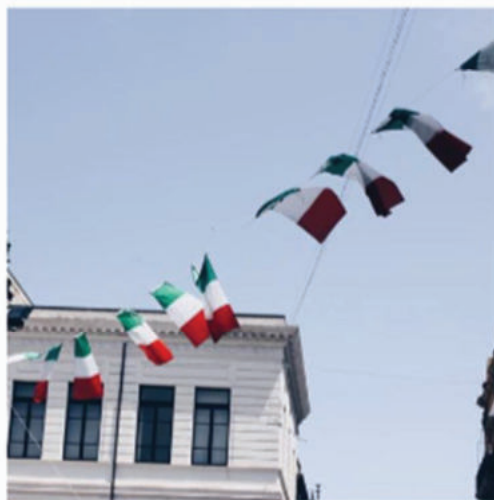
Erasmus+ at the Gsg Waldkirch

Hello and welcome to our Erasmus account. We will share our best scenes with you. We hope you'll like it!

www.erasmusplusatgsgwaldkirch.eu

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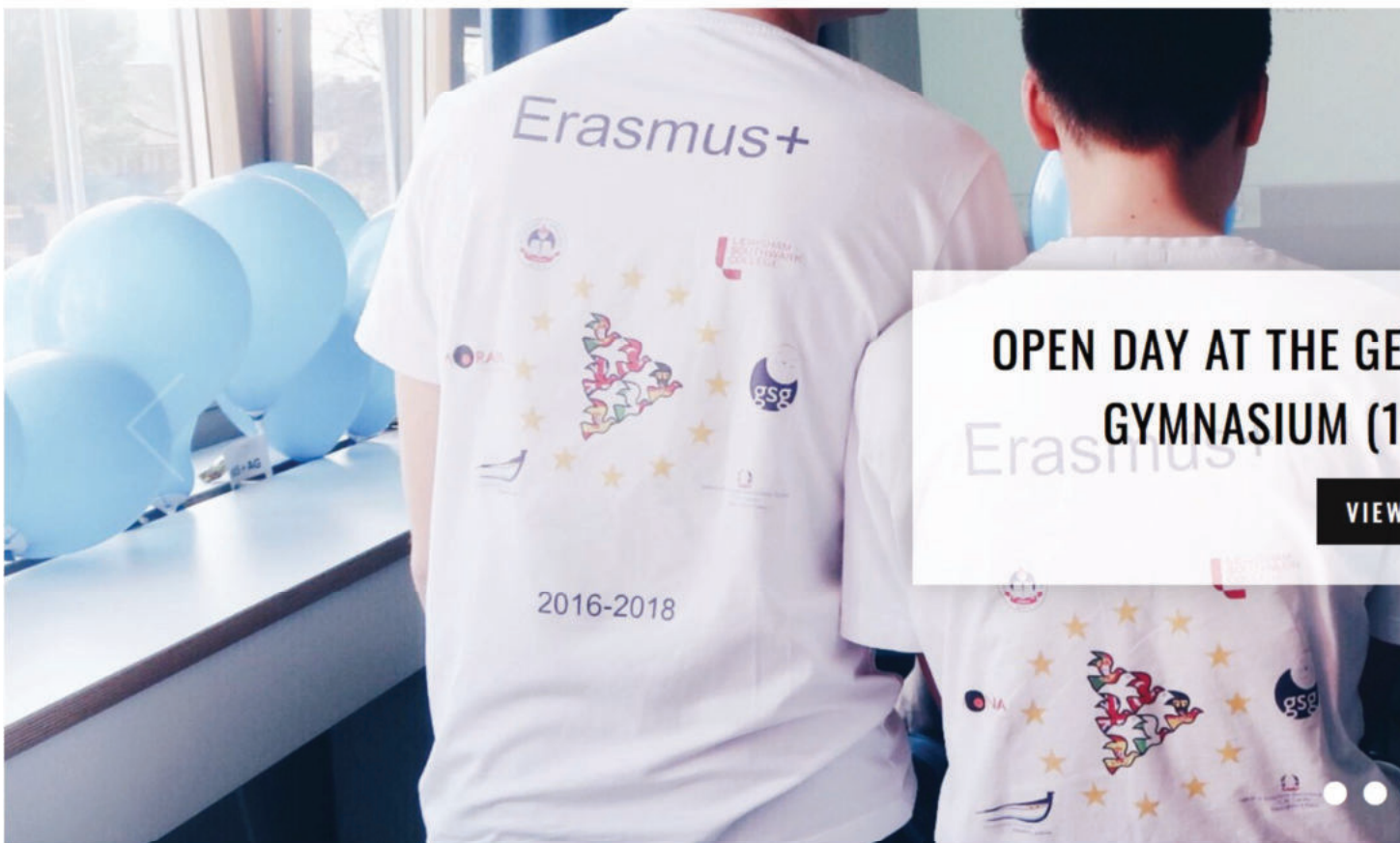
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JULY 27, 2018

SUMMERPARTY AT THE GESCHWISTER-SCHOLL-GYMNASIUM



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JULY 27, 2018

SUMMERPARTY AT THE GESCHWISTER-SCHOLL-GYMNASIUM (24 JULY 2018)



OUR POSITION



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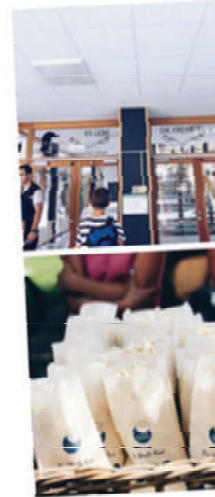


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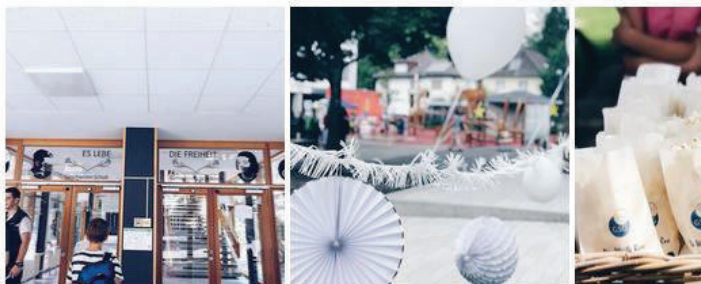
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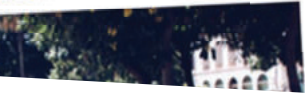
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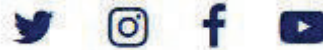
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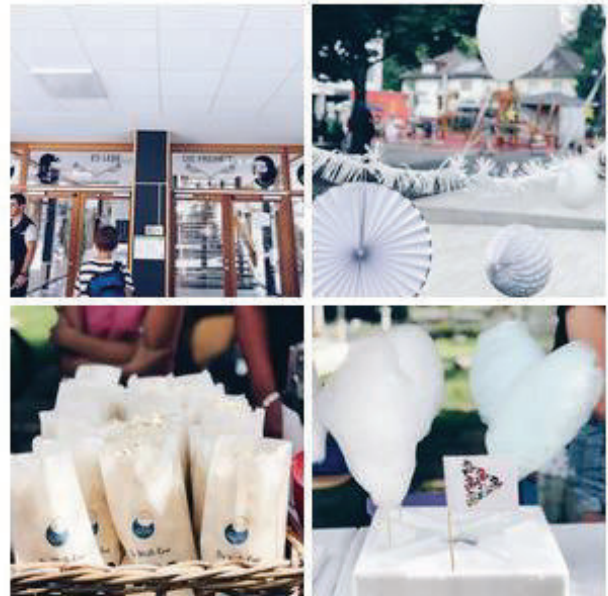
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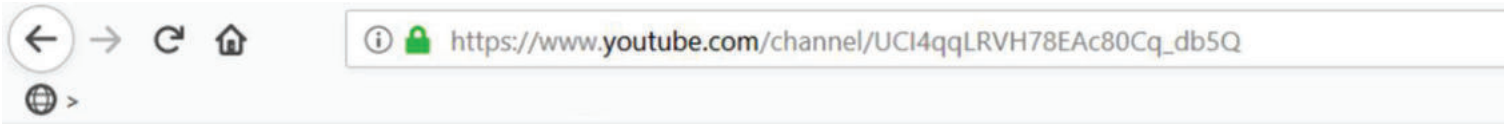
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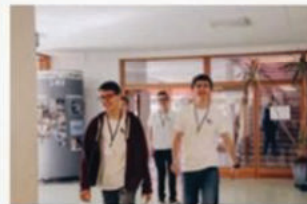
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Christian Schmieder

29 Abonnenten

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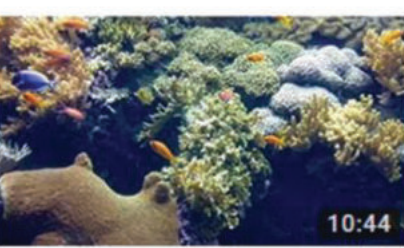
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Navigation bar with search bar (Suchen), social media icons, and utility icons (download, print, etc.).

Erasmus+ at the Geschwister-Scholl-Gymnasium Waldkirch

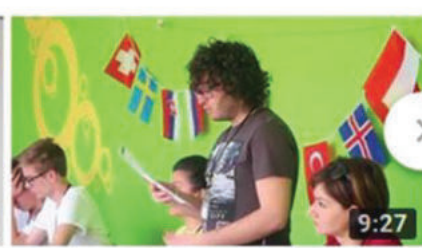
ABONNIEREN



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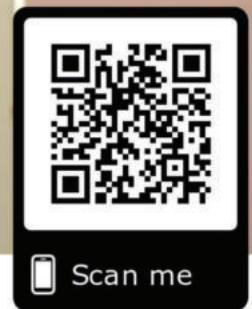
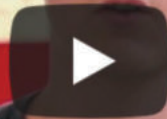
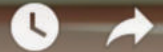


Erasmus+ @ Geschwister-Scholl-Gymnasium
93 Aufrufe • vor 5 Monaten



Erasmus+ @ GSG Waldkirch: Meeting in Germany - May
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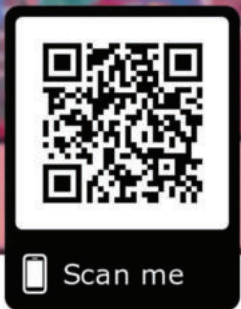
Erasmus+ @ GSG Waldkirch: We are Europeans!



Erasmus+ @ the Geschwister-Scholl-Gymnasium Waldkirch



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Erasmus+ @ GSG Waldkirch: Meeting in London - March 2017



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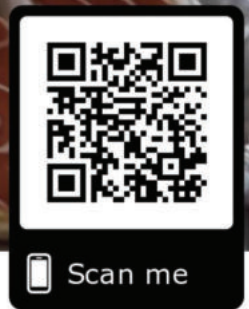


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Erasmus+ @ GSG Waldkirch: Meeting in Portugal - March 20...



A vibrant underwater scene featuring a variety of colorful coral reefs in shades of green, yellow, and purple. Several small, brightly colored fish, including orange, blue, and pink ones, are swimming around the coral. A large, textured rock formation is visible in the lower-left foreground.



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Erasmus+ @ GSG Waldkirch: Meeting in Spain - November 2...

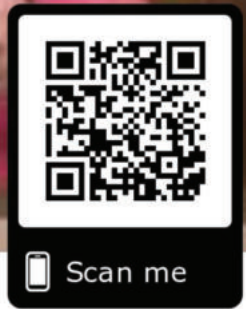


A young man with short brown hair, wearing a blue jacket over a black t-shirt with yellow text, is sitting on a metal bench. He is smiling and looking towards the camera. Next to him is a bronze statue of a man with a long beard and glasses, also sitting on the bench. The background consists of a dense green hedge.

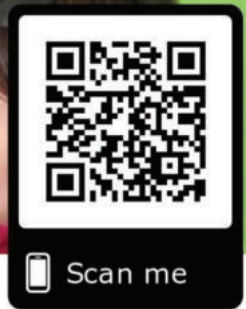


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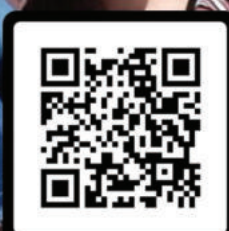
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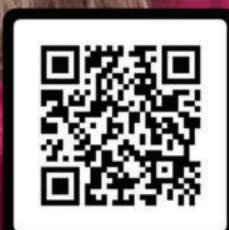


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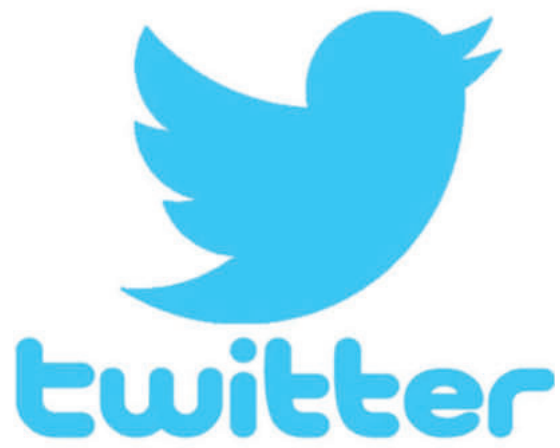


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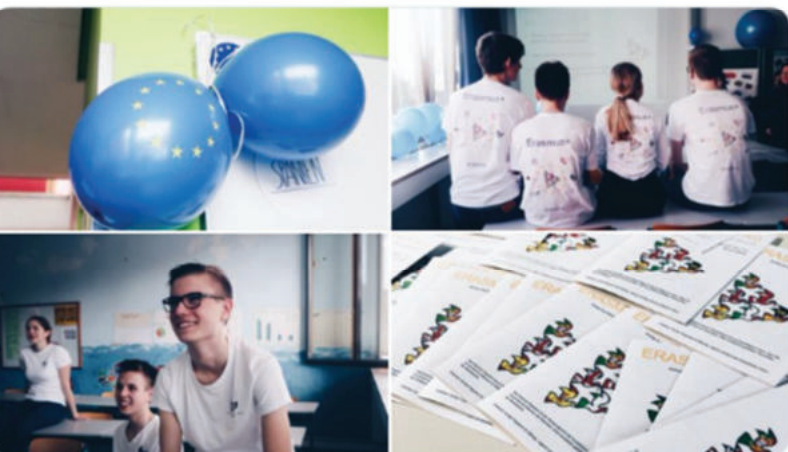
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@erasmusgsgwaldk · 24. März



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Registriere dich jetzt, um deine eigene personalisierte Timeline zu erhalten!

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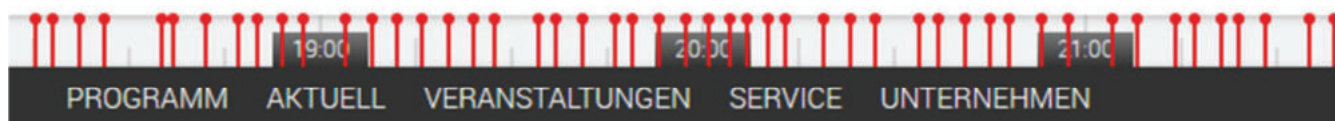
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Broadcast





Erasmus+ am Geschwister-Scholl-Gymnasium in Waldkirch

19. Mai 2017



EU-Programm für Bildung, Jugend und Sport

Das Geschwister-Scholl-Gymnasium in Waldkirch ist vom 14. bis 20. Mai Gastgeber von Erasmus+, ein Programm der Europäischen Union zur Vermittlung der europäischen Werte. Es ist ein Schüleraustausch, bei dem insgesamt fünf weitere Schulen aus verschiedenen Ländern teilnehmen, darunter Italien, Spanien, Portugal, Großbritannien und die Türkei. Über 30 Schüler sind am Projekt beteiligt. Die Erasmus+ AG wird von Lehrer Christian Schmieder geleitet.

Demokratie und Einigkeit stehen im Vordergrund

Der Hauptfokus von Erasmus+ liegt darauf, wichtige europäische Grundwerte zu vermitteln: Demokratie und Einigkeit. Die Jugendlichen präsentieren in Gruppen ihre persönliche Auffassung von Kultur und Tradition. Besonders überraschend ist aber, dass die Schülerinnen und Schüler nicht alle die selbe Sprache sprechen und dennoch einen Weg finden, sich zu verständigen. Sie finden Lösungen, um die Kommunikationsbarriere zu durchbrechen. Auf dem Wochenplan des diesjährigen Erasmus+ Projekts stehen Ausflüge, Gruppenarbeiten und

Newspapers

Badische Zeitung

- Werte im vereinten Europa
- Erasmus Schüleraustausch
- Annäherung an Toleranz

ELZTÄLER

WochenBericht

- Große Smypathien füreinander

Werte im vereinten Europa



Von **BZ-Redaktion**

Fr, 07. April 2017

Waldkirch

London-Exkursion der Erasmus-Delegation des Geschwister-Scholl-Gymnasiums Waldkirch.



Die Waldkircher Delegation in London auf dem „Golden Eye“ Foto: Schule



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WALDKIRCH (BZ). Zwei Lehrer, Christian Schmieder und Korina Kraut, sowie zwei Schülerinnen der neunten Jahrgangsstufe, Paulina Lieske und Ronja Stürmer, fahren als Repräsentanten des Geschwister-Scholl-Gymnasiums nach London, um erste Ergebnisse im Zuge des "Erasmus plus"-Projekts "Democratic Values in a United Europe: Forming Resilient Citizens" (Demokratische Werte im vereinten Europa: Die Herausbildung von Bürgern, die Krisen meistern können) mit anderen Projektschulen auszutauschen. Die

Erasmus-Schüleraustausch



Von BZ-Redaktion

Sa, 20. Mai 2017

Waldkirch



Foto: Stadt Waldkirch


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IM RATHAUS empfing Oberbürgermeister Roman Götzmann die Teilnehmenden des "Erasmus plus"-Projekts. Bereits im März hatten Schüler des Geschwister-Scholl-Gymnasiums im Rahmen des "Erasmus plus"-Projekts an einer Studienfahrt nach London teilgenommen. Nun stand die zweite Begegnung mit Teilnehmern aus England, Italien, Portugal, Spanien und der Türkei in Waldkirch an. Der OB hieß die Delegationen aus Schülern und begleitenden Lehrern im Bürgersaal willkommen und gab eine Einführung in die Geschichte Waldkirchs. Die Teilnehmer tauschten sich während ihrer mehrtägigen Begegnung über "demokratische Werte im vereinten Europa" aus, besuchten kulturelle Veranstaltungen und lernten sich näher kennen.

Annäherung an Toleranz



Von Christian Schmieder

Sa, 03. Juni 2017

Waldkirch

Geschwister-Scholl-Gymnasium empfing "Erasmus plus"-Delegation / Teilnehmer aus sechs Ländern.



Zum Programm von „Erasmus plus“ in Waldkirch gehörte auch ein Besuch im Europaparlament in Straßburg.

Foto: Schule



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WALDKIRCH. "Demokratische Werte in einem vereinten Europa" als Projektidee? Jetzt, wo sich die Briten von der EU losgesagt haben und in der Türkei Menschenrechte massiv beschnitten werden? – Ja, dachten sich auch bei dieser Begegnung am Geschwister-Scholl-Gymnasium Waldkirch alle Beteiligten. Ja, denn gerade jetzt komme diesem Projekt eine besondere Bedeutung zu.

So trafen sich fünf Tage lang Vertreter von Partnerschulen aus Großbritannien, Italien

Große Sympathien füreinander

Erasmus-Delegation des Gymnasiums Waldkirch auf London-Exkursion

Waldkirch. Anfang März reisten zwei Lehrkräfte, Christian Schmie-der und Korina Kraut, und zwei Schülerinnen der 9. Jahrgangsstufe, Paulina Lieske und Ronja Stürmer, als Repräsentanten des Geschwister-Scholl-Gymnasiums nach London, um erste Ergebnisse im Zuge des „Erasmus+-Projekts“ „Democratic Values in a United Europe: Forming Resilient Citizens“ mit anderen Projektschulen auszutauschen.

Dort trafen sie auf die anderen Gruppen aus Italien, Portugal, Spanien und der Türkei und stellten sich gegenseitig vor. Am nächsten Tag trafen sich alle Gruppen im Lewisham Southwark College. Die Schule zählt ca. 15.000 Schüler und ist die mit Abstand größte Partnerschule dieses Projekts. Dort fand zunächst ein Gedankenaustausch über den aktuellen Stand des Projekts statt. Ein weiterer Bestandteil von Erasmusprojekten sind kulturelle Veranstaltungen, die den Teilnehmenden weitere Einblicke in die Kultur des gastgebenden Landes bieten sollen. Am Nachmittag machte die Gruppe sich deshalb auf den Weg zum „London Eye“ und verschaffte sich einen umfassenden Überblick über London. Dabei genossen sie die Freiheit, die Europa seinen Einwohnern bietet.

Am nächsten Tag hielten die verschiedenen Schülergruppen Präsentationen über Menschenrechte, Demokratie, Vorbilder, Frieden und Toleranz, die in anschließenden Diskussionen kritisch reflektiert wurden. Beeindruckend war auch, dass die englische Erasmusgruppe als Gastgeber Lieder zum Thema Men-



Die Erasmus-Delegation des Gymnasiums Waldkirch traf sich im März mit den Teilnehmern anderer Schulen in London. Foto: Schule

schenrechte selbst komponiert und aufgeführt hatte. Bei der anschließenden Erörterung der derzeitigen europäischen und globalen Probleme empfanden viele Teilnehmende große Sympathien und Wertschätzung füreinander, sodass am Ende dieses zweiten Tages erste Freundschaften geschlossen wurden.

An weiteren Tagen wurden gemeinsam verschiedene Wahrzeichen Londons besichtigt, aber auch ein Besuch des Imperial-War-Museums stand auf dem Programm. An diesem außerschulischen Lernort wurden jedem Teilnehmer eine noch nicht lange zurückliegende Zeit vor Augen geführt, als sich Menschen nicht achteten, sondern sich gegenseitig die Menschenwürde absprachen stellten und Feindschaften hegten. Am letzten Tag sammelten die Teilnehmer letztmalig Ideen

über Vorbilder und stellten diese im Plenum vor. Aber auch genügend Zeit für einen kritischen Rückblick über die vergangenen Tage sollte hier eingeräumt werden. Das Fazit dieser ersten Schülerbegegnung fiel durchweg positiv aus. Hier hatte sich eine Gruppe junger Menschen gefunden, die gemeinsam wichtige Werte eines vereinten Europas kritisch reflektierten.

Mit großer Zuversicht arbeitet die Waldkircher Gruppe nun auf die kommende Begegnung hin, die vom 15. bis 19. Mai am Geschwister-Scholl-Gymnasium stattfinden wird.

In Anbetracht des terroristischen Anschlags vom 22. März - keine zwei Wochen nach der Rückkehr aus London - manifestierte sich die Wichtigkeit solcher durch die EU geförderten Programme erneut.

Stolpersteinverlegung



Besides our role models Hans and Sophie Scholl we have also looked at those people who helped the siblings in their struggle against the Nazi regime. One of them was Dr. Heinrich Bollinger. A group of pupils from our school joined the European project of Gunther Demnig, a German artist, who dedicates small, cobblestone-sized memorials, to victims of Nazi crimes.

Our school sponsored such a stone in October 2017 to commemorate the efforts Bollinger made for the White Rose.



Philosophiestudent unterstützte Weiße Rose in Freiburg



Von Anja Bochtler

Do, 12. Oktober 2017

Freiburg

Der Freiburger Philosophiestudent Heinrich Bollinger war einer der Unterstützer der Widerstandsgruppe und wurde verhaftet.



Drucken Vorlesen Verlinken Fehler melden

Was hat die Weiße Rose mit Freiburg zu tun? Die meisten verbinden die Widerstandsgruppe gegen den Nationalsozialismus mit München und Ulm – den Studien- und Heimatorten von Hans und Sophie Scholl. Aber auch in Freiburg gab es Unterstützer. An Heinrich Bollinger erinnert nun ein Stolperstein in der Schwarzwaldstraße 98. Gestiftet haben ihn Schülerinnen und Schüler vom Geschwister-Scholl-Gymnasium in Waldkirch. Es war der erste von 24 neuen Steinen, die seit Dienstag zu den bereits 410 in Freiburg verlegten hinzu kamen.

Zwei beim Gedenken kannten ihn persönlich: Barbara Kaiser-Burkart war Mitte der 1970er eine Studentin von Heinrich Bollinger, der von 1966 bis 1981 an der Pädagogischen Hochschule in Lörrach Psychologieprofessor war. Er habe wenig über seine Vergangenheit mit der Weißen Rose gesprochen, sagt sie. Und er sei keiner der "üblichen Dozenten" gewesen: "Er hat nie Druck ausgeübt."

Our Common Story

With his ocean-coloured eyes, he was looking at the magnificent beauty of Bosphorus combining Asia and Europe. He was feeling himself very well that morning. He took a deep breath as if he had wanted to lighten the weight on his shoulders. He was talking to himself, "Birds are chirping, they are announcing the peaceful days in joy. Good morning, dear friends!". At that moment, his fellow, Salih entered the room. They greeted each other. During the War, they spent most of their time in the front lines and talking about the future of Anatolia. He was exhausted, too. However, he was proud of establishing the Republic of Turkey out of the wreckage of Ottoman Empire with his brave nation. He walked towards Atatürk and the birds started to chirp more loudly as if they had been trying to tell them "Come on! Do not stop. It's time to work and succeed. You have a lot of work to do."

Salih, "Pasham, I brought you coffee,"

Atatürk, "Thank you very much, Salih ". They went back to the study room together.

His coffee was on the table just like every morning. He began to sip his cup with great pleasure.

Atatürk "Salih, there is a meeting with the ministers today. Please, tell them to come here. Our agenda is important".

Salih " Pasham, you had better have a rest today. As you know, the doctors .." Atatürk didn't let him finish his words.

Atatürk, "I'm OK , salih! This meeting is crucial. There is something that I want to tell the ministers."

Salih saw the sadness in his eyes. He couldn't object to his demand. Atatürk was sad not to be able to attend the Victory Ceremonies for the first time this year after the liberation struggle. Doctors told Atatürk that this journey would not be suitable for his health. Ministers came to the meeting in time. Mustafa Kemal, in his usual noble attitude, greeted the ministers while entering the room and sat at the table.

Atatürk, "I have an important request from you. You will go to Çanakkale next week to commemorate Çanakkale martyrs. You will visit our saint martyrs having integrated with our land in Gelibolu, Arıburnu, Anafartal. On behalf of the Turkish people and war veterans, you will address to our soldiers. I will not be able to accompany to you because of my health problems.

The ministers were in sorrow and didn't know what to say. There was a short silence. Atatürk leaned back, looked at the ministers with affection and smiled. My friends, there is nothing to worry about my health! As you see, I'm pretty healthy. Forget about my health! What have you decided to tell our martyrs in Çanakkale?

One of the ministers, "We were trying to come to an agreement about what to tell our martyrs and international guests before coming here."

Atatürk, "It's a very important issue, because everywhere you go, there is a life, a seedling under the land .They are the young having come to Anatolia from England, Italy, Africa, Australia and far away countries. They lost

their lives in our country and what an irony that they have been lying under the same land with our soldiers.”

The second minister, “Pasham, in the name of our own martyrs ... ”. Atatürk interrupt his words and said,

“Çanakkale lands... These lands were watered not only with the blood of our own martyrs, but also with the blood of other heroes coming from the far way countries. We have to commemorate those youngs with respect, too.”

The third minister, “Forgive me, Pasham! Did the enemies of those days think of our soldiers? Did they commemorate our heroes? Didn’t they come here to invade our homeland”.

Atatürk looked at the ministers and spoke in a determined way.

“The war is over, lords! We didn’t start this war. Our only aim was to rescue our nation by having adopted the principle of "Either independence or death". However, we did not go further after we removed the invasion forces from our Homeland. We sat at the peace table. We finished our national struggle with other nations by saying," Peace at Home, Peace in the World ". My dear friends, unless a nation’s life faces peril, war is murder. None of the nations demanding war can leave the battlefield with profit. We must be a nation endeavouring to improve the conditions of all people in the world in order to provide peace. We must always feel for the privilege of being the first and the only nation supporting these

principles. We must lead all the people in the world to the path of peace so that our future generations won't be ashamed of us.

Dear Lords, victory is for those who can say "Victory is mine". Success is for those who can begin his words with "I will succeed" and finish "I have succeeded" in the end. Our nation has proved its strength all over the world. Peace is the best way to achieve prosperity and happiness for a nation. The aim of our Republic in foreign politics is to protect national peace and to live in confidence. That is why every soldier lying under our soil is our son.

Lords! I would like to dominate the hearts by winning but not by breaking. To see me does not necessarily mean seeing my face, but to understand my thoughts means seeing me. There are two Mustafa Kemals; one is flesh-and-bone Mustafa Kemal who is now standing in front of you and will pass away. The other one is you, all of you who will go to the farthest corners of our land to disseminate the ideals which must be defended with your lives if necessary. One day my mortal body will turn to dust, but the Turkish Republic will stand forever thanks to democracy and peace.

Lords, I know that what I mean has been understood correctly.

One of the minister, “Sir, there are so many people that will learn humanity from you and from your followers.”

Atatürk, “Thank you, Lords! I have a letter that I want to be read in Çanakkale. Salih Bey will deliver it to you later.”

After the ministers left, Atatürk told salih, “I

will write the letter to be read in Çanakkale. I want my request to be sent to the great Turkish nation.”

A week later, the young Minister read the following lines to the people gathered in Gallipoli with great pride:

"Those heroes that shed their blood and lost their lives in the territory of this country! You are in the soil of a friendly country here. Therefore, rest in peace. You are lying together with the Mehmetcik ; side by side, in each other's arms. You, the mothers, who sent their sons from faraway countries! Wipe away your tears. Your sons are now lying in the bosom of ours. They are now in peace and will rest in peace here forever. After losing their lives on this land, they have become our sons as well."

After a short time, Atatürk received a letter written as a reply to Atatürk by a mother who lost her son in Gallipoli. In the letter, an Anzac mother was addressing to Mustafa Kemal:

“The warmth of your words eased our sorrow for our sons who vanished in Gallipoli, and our tears ended. Your words are a consolation to me as a mother. Now we are sure that our sons rest in peace in their eternal rest. If your Excellency accepts, we would like to call you ‘Ata’, too. Because what you have said at the graves of our sons could only be said by their own fathers. In the name of all mothers, our respects to the Great Ata who embraced our children with the love of a father.”

My grandpa finished his speech saying “I witnessed all these events. I’ve followed Mustafa Kemal's footsteps all my life. I’ve never stumbled. I demand you to know his principles and personality, try for peace without leaving his will. It is because Mustafa Kemal

was such a humble person that he told “I would like to dominate the hearts by winning but not by breaking. It is enough for me if you feel and understand my thoughts and feelings.” He was latitudinarian enough to adopt the concept of Peace at home , Peace in the World as national policy. Despite being a commander who spent almost half of his life in battlefields, he was so tolerant and modest that he could accept the soldiers having come to Anatolia for invasion and lost their lives on our lands as the sons of this homeland.

I’ve forgot neither my grandpa nor his advice. The people of Anatolia were very fortunate to be enlightened by the light of peace because they were in peace led by the greatest military and political genius of the century. Unfortunately, people in many parts of the World experienced the pain and grief just like innocent people in Germany.

Times had changed once again. The passion so many had felt early in 1919 had gone. It seemed that the economic crisis of 1929 was only a pretext some Germans had to eventually turn down the idea of an open-minded and self-critical society. Democracy was literally kicked out of parliament when the Nazis won another decisive battle against what they considered "the establishment" with Hitler's nomination as chancellor on 30 January 1933. Ever since then the regime put it down on who or what did not eat humble pie. Violence was back in the streets, violence was back in public institutions, violence was back in society. Too many German citizens it all seemed a one-way track: You either do what the Nazis want you to do, or you most likely end up locked behind bars - those numerous Jewish neighbours who were taken to prisons and "concentration

camps" might have been a treacherous sign that one should be better compliant to make a living in those days. Why should one risk one's life for other people? What is the point of resisting the regime when it seems omnipotent?

Hans and Sophie Scholl, who were members of the White Rose, a student Group in Munich in fact turned out to become active in the non-violent resistance movement in Nazi Germany. This group was especially prominent in distributing leaflets against the war and the dictatorship of Adolf Hitler.

The father of Hans and Sophie, Robert Scholl, told his children that the Nazis and Hitler were leading Germany down a road of destruction. Later, in 1942, he served time in a Nazi prison for telling his secretary that the war was already lost. And that Hitler was God's scourge on mankind, and if the war didn't end soon the Russians would be sitting in Berlin.

Gradually, Hans and Sophie began realizing that their father was right. They concluded that, in the name of freedom and the greater good of the German nation, Hitler and the Nazis were enslaving and destroying the German people.

The "White Rose" was founded in early 1942 by Hans Scholl, Christoph Probst and Willi Graf. They wrote six anti-Nazi resistance leaflets and distributed them across Munich. Initially, Sophie was not aware of the group, but when she found out her brother's activities, she was keen to take part. Sophie participated in distributing leaflets and carrying messages. As a woman, she was less likely to be

stopped by the SS.

In the leaflets of the "White Rose" you could find messages, such as

"Nothing is so unworthy of a nation as allowing itself to be governed without opposition by a clique that has yielded to base instinct... Western civilization must defend itself against fascism and offer passive resistance, before the nation's last young man has given his blood on some battlefield."

The local Gestapo stepped up its efforts to catch the resistors after the leaflets had been found at the Munich University. Hans, Alex and Willi also began painting anti-Nazi slogans on buildings in Munich.

Some more leaflets appeared afterward. At last, six leaflets were published and distributed by Hans Scholl, Sophie Scholl and their friends. Four were published under the title "The White Rose" and two under the title "Leaflets of the Resistance." Their leaflets were published periodically between 1942 and 1943. For a few months when Hans and his friends were temporarily sent to the Eastern Front to fight against the Russians the publication was interrupted.

Of course, the The White Rose's members had to act very cautiously. The Nazi regime had the German society under control. Internal dissent was smashed quickly and efficiently by the Gestapo. Hans and Sophie and their friends knew of course what would happen to them if they were caught by the Gestapo.

Students at the Hamburg University began to copy and distribute the leaflets and people

began to receive copies of the leaflets by mail. The copies appeared in different parts of Germany and Austria. The members of "The White Rose" were not limited to leaflets. All over Munich Graffiti began to appear in large letters on buildings and streets: "Hitler the mass murderer!", "Down with Hitler! " and "Freedom! . . . Freedom!"

On 18 February 1943, Sophie and other "White Rose" members were arrested for distributing the anti-war leaflets. Jakob Schmidt, a local Nazi party member has seen the leaflets. Sophie and Hans were interrogated by the Nazi and sent to court just four days later, despite trying to protect each other. On February 22, four days after the arrest, their trial began. Roland Freisler, the presiding judge, chief justice of the People's Court of the Greater German Reich, had been sent from Berlin.

Appearing in court with a broken leg after her interrogation and despite the hostility, Sophie replied to the court:

"Somebody, after all, had to make a start. What we wrote and said is also believed by many others. They just don't dare express themselves as we did."

She also said:

"You know the war is lost. Why don't you have the courage to face it?"

No witnesses were called, since the defendants had admitted everything. The court-appointed defense attorneys didn't help in any way and only said "Fiat Justitia. Let justice be done." With this he meant: Let the accused get what they deserve. So Hans, Sophie and Christoph were sentenced to death by the

guillotine for the next day.

That afternoon, the prison guards permitted Hans, Sophie and Christoph to see each other in one last visit. Sophie was then led to the guillotine as first. Christoph Probst was next and Hans Scholl was the last one. Just before he was beheaded, Hans cried out: "Long live freedom!"

Unfortunately, they were not the last to die. The Gestapo's investigation didn't stop. Later Alex Schmorell, Willi Graf and Kurt Huber were executed. Some Students at the University of Hamburg were either executed or sent to concentration camps.

Today, every German knows the story of "The White Rose". A square at Munich's University is named after Hans and Sophie Scholl. And there are also several other squares, streets and schools all over Germany were named after the members of "The White Rose".

Like in Germany and Turkey, many other people in the world experienced injustice, intolerance and wars that marked their lives forever...

That wonderful morning of spring Santi was walking along those fields, very well known for him since he was a little boy. He was enjoying a fantastic landscape in front of him, typical of this part of Buenos Aires, the city where he was born. Buenos Aires was his hometown but he also felt very related, from a sentimental and familiar point of view, to another fantastic landscape in Spain called Galicia.

He had never been there but he knew everything he needed to feel really close to its people and habits. His father had told him about it many times and he had had the opportunity of having met some relatives from Santiago de Compostela. Santi noticed that he looked like them and he could also see that they shared a huge number of ideas and opinions.

Santi was running through those fields like every exciting Saturday morning when he could meet that mysterious man who told him incredible stories about politics, peace, war, tolerance and many more human feelings.

Alfonso, an intelligent familiar man, who used to go to this library every Saturday to read and have meetings with other men and women with his same interests, was a Galician writer and he also had drawn satirical designs about Galician social problems.

Alfonso Castelao grew up as a happy boy with a happy family. They lived prosperous moments in their lives but Alfonso told us that they also had to live difficult events in history.

When I was studying medicine in Santiago de Compostela I used to meet intellectual people in a café like here and we were always talking about possible ways to improve the situation of many Galician people in our country- he said while all of us listened to him anxiously.

Then I got my degree, in honour to my parents, and finally I never worked as a doctor because my objectives in life were quite different- he always joked with this fact of having studied medicine for his parents but not having worked as a doctor for humanity.

As he said his interests were others. In 1916 he started to work for the Townhall in Pontevedra and then he collaborated with several magazines drawing his satirical social designs.

I wanted to show everyone our society, so I drew different aspects of daily life: women and men working in the countryside; children waiting for their parents while they were working far away:...

Santi remembered perfectly how sad Alfonso became when he spoke about all the political problems he and his family started to have because of the situation in Spain at the moment. Alfonso was always related to social demonstrations against the political system at the moment and in favour of poor people who couldn't show his ideas openly and had to leave their country if they wanted to be alive.

He was a member of the Galician Real Academy of the language and he was writing a lot of interesting articles for the magazine *Nós* when the Civil War in Spain made him leave first Galicia and then finally he had to go to South America, Argentina.

I was living very prosperous moments in my life and work when suddenly everything changed. This war had different parts because there was social and religious interests, also an important and crucial fight between a military dictatorship and a republican democracy. Since I supported democracy and equality between people from different social classes, ... I had to leave my country when in 1939 the war finished and Francisco Franco started a dictatorship.

For Alfonso that moment was terrible, he had to leave his hometown, the people he had been with him during his childhood and youth; but he had never given up; he was still waiting for the moment to go back.

Since I arrived here I have always been in touch with Spanish people and together we have been trying to go on with our objective: we would like all people to feel identified when politics talk about the country's future; we would like to make rich people see poor citizens working every day for them and fighting for surviving in a world which goes on against them. To sum up, we have been writing essays, novels and drawing designs about all this social disaster.

In Spain the situation continued to be similar to some years ago. When the Civil War finished in Spain and after having started a period of dictatorship with Franco, the 2nd World War started in 1939 and made Galician people even more miserable because poverty entered many familiar homes and separated them, making men emigrate to South America to find a better chance to be able to earn some money to raise their families. Women stayed alone with a lot of children, sometimes forever. Young people couldn't go to university and they were most illiterate so they had to emigrate as well. This was our history for a long period of time.

Here in Buenos Aires I could breathe freedom, peace and comprehension, something that in Galicia was impossible to have. When I was living in Spain I couldn't explain my own opinions about several different points, otherwise consequences could be horrible. We all knew about some neighbours or friends who had disappeared for being sincere and expressing their opinions openly. So during that period of history in Spain freedom and respect were not the most common values practised by citizens. Most of the people pretended to be

what they weren't...

Santi was walking quicker and quicker so that he could hear Alfonso's stories before. Whenever he heard him telling them about that situation in Spain he felt really happy to be living in Buenos Aires. Everybody was free and they respected the others and their opinions. He thought he

couldn't live in Spain that way... but at the same time Santi thought that people who emigrated to other countries were really brave because they must leave all their lives there and start again with old memories and feelings in their minds... he couldn't do it! My mum, my dad, my family, my friends,... I couldn't live without them... and all this poor people not only could but also succeeded in many times and they were able to go back to their country to raise their family and be happy together. And all this situation for political reasons and stupid wars between people in the same country.

The same story could have happened in many other countries such as the United Kingdom, Portugal or Italy. That is why we will continue with this interesting narrative about freedom, peace and tolerance in the world.

In the beginning, we were survivors, Portuguese people just wanted to escape poverty, war and disease. As a country we were economically challenged and only the sea offered hope for a better future. Surrounded by Spain, our long lasting enemy at the time, we sailed the sea with determined eyes.

We became dreamers. We dreamt about discovering new places, new people, new spices, new everything... As Fernando Pessoa, one of our greatest poets, once said: "God wills, Man

dreams, the task is born. God willed that all the earth be one, that seas may unite and never separate. You, he blessed, and you went forth unravelling the foam".

Yes, we did. We dreamt. The task was ours and so we sailed trying to unite the world with our discoveries. We went everywhere, at least, that's what we thought! From Africa to Brazil, from Greenland to the raging seas of Cape of Good Hope, that Bartolomeu Dias named "Cape of Storms". We were invincible!

Fools!

As many stories go, we became too greedy and forgot our limitations. In the end, "we can escape from everything, but not from ourselves". Young King Sebastião was a proud monarch and decided to expand the Portuguese empire in the North of Africa, against the advice of his noblemen. In a foggy morning, he and his army left Lisbon only to never be seen again. We were left without a ruler or an heir to the throne and struggled to maintain our independence once more.

It is said that Portuguese people still wait for King Sebastião to return home, amidst the fog...

Once a great poet said: "Time changes, and our desires change. What we

believe—even what we are—is ever-changing. The world is change". Oh! Luis de Camões, you were seeing more than any mortal eyes could see and eventually, we reached a point in our history where, instead of being open and adventurous, as we once were, we became a closed and frightened people.

The Monarchy was gone ... the Republic failed and the economic crisis was slowly destroying the people... strikes, disorder, a military coup

that tried to save the country.

Salazar: God! Country! Family! The guidelines that ruled our country!

The Minister of Finance that achieved the impossible: an economic balance in a ruined country. Our saviour turned out to be our greatest dictator.

When other nations accepted to let go of their colonies, we held on with an iron fist. The colonies fought back and Portuguese military struggled to maintain our grasp in those amazing African countries. But the desire for freedom is always a powerful warrior and many Portuguese soldiers paid the highest price.

Portugal was ruled by fear. Its people were poor, hungry and scared. Salazar held his power for forty years, pleasing the rich and hushing the press and unions.

On 24th April 1974, Portuguese people changed the course of their life, not with violence but with carnations.

Alberto quietly sat in his home, listening to the radio, one of his greatest pleasures nowadays. At 10:55 p.m., the most unexpected song played, and Alberto was dumbfounded.

"E depois do Adeus" was most definitely a forbidden song! He couldn't believe his ears. Something was happening and it was happening now!

He kept listening, but the silence was deafening. Later, the song was replaced by the sound of people walking together! Unbelievably, the first chords of "Grândola, Vila Morena" started to play. In Alberto's heart a sparkle of hope started to ignite. He knew something great

was about to happen.

He went to bed, but it held no attraction. His mind was wandering, and he just couldn't sleep. He tossed and turned until he could no longer remain in bed.

At four in the morning, he exited his small apartment and started to walk looking for something. He saw some people like him, with anxious faces, wandering eyes. Some walked together, others spoke quietly in the dark.

"What is happening?" was the question that left most lips.

Along the way, Alberto heard many stories of military movements and sieges. He just didn't know what to believe. He stopped next to a small group of men that were listening to the radio.

"The MFA (Movimento das Forças Armadas =The Armed Forces Movement) is taking over our Government. They are freeing our people." - some whispered. The group went silent; no words were needed. Fear was still in our minds, but hope was starting to invade our hearts.

After that moment, Alberto knew he couldn't stay where he was. He started walking and ended up in Terreiro do Paço. A military convoy was barred by the local police, everyone around waiting, silently waiting for the bloodshed. Surprisingly, even government police recognised the righteousness of their cause and let them pass.

People cheered ... they laughed and chanted forbidden songs.

Alberto laughed and sang. His fear still very

present, but hope was stronger. He followed the military convoy throughout the streets ... and there, in Rua do Carmo, he witnessed the most surprising scene.

A woman with carnations in her arms was handing them to the soldiers, who happily placed them in the barrels of their rifles, others in the pockets of their shirts. The crowd waved the carnations and moved together chanting: Freedom! Freedom! Freedom!

In a small, little village, in the north, Pedro and Maria heard the news. As they listened to the radio, their hearts rejoiced in happiness. They listened in silence, still unsure of what had actually happened. One thing they knew for certain, nothing was going to be the same.

Lisbon. Largo do Carmo. Young Captain Salgueiro Maia holding a megaphone tells the President Marcelo Caetano and his Ministers to surrender.

The countdown begins.

At five o'clock, on the 25th April 1974, our dictatorship ended and Portugal was free. Freedom! Democracy!

The Christmas truce

The Christmas truce is a term used to describe a series of unofficial cessations of hostilities that occurred along the Western Front during Christmas Eve 1914, British and German soldiers stepped out of their trenches, shook hands and agreed to a truce so the dead could be buried. The soldiers also used that truce to chat with one each other and even play a football match. Lieutenant Charles Brockbank belongs to British Army, Cheshire Regiment

Machine Gun Corps. He also survived the war and served as an officer in the Home Guard in WW2.

My story begins on Christmas Eve 1914

It has been five months since this war started. I have been out here for three months and have not seen my family. The only thing I have left of my family is a crinkled photo which I keep close to my heart, this is the only thing I have to remind me to keep fighting so I can go home to see them again, one day. I spent the most agonising night, freezing terribly due to the extremely harsh conditions.

As Christmas day arrived, I looked down at the crinkled photo of my wife and children and wondered how they were coping without me especially in Christmas. I would have given anything to be back at home with my family enjoying Christmas and not spending out here in the trenches. It was agonisingly cold and we were not even allowed fires in the trenches. I was so cold and my feet were in such extreme pain that I could barely walk. As there was not much danger, I got out of the dugout and walked about, stamping my feet, until 4.30am. Then I was so tired but I kept myself awake regardless of the pain of my feet. At first I thought I had a frost-bite due to the strange sensation in my feet.

I spent three months living in fear of death. Fearing that my family will suffer if I don't go back home soon. I miss being at home, laying in a comfortable bed surrounded by happiness. However, unfortunately, is that even possible anymore? Living life in the trenches was hell. All I felt was pure suffocation. As

much as I didn't want to sleep, I had no choice but to. The trenches were revolting and riddled with diseases.

It was the early hours of Christmas day and I saw the mist spreading across the field between the Germany and United Kingdom trenches. By 7am, it was beginning to get light but as there was a lot of mist I told the men they could light fires. There is a farmhouse at the end of the trenches where there were hens, also dead pigs. I took two men with me and we went on a hen hunt.

The fog lasted until about midday so we had good fun, getting in all eleven hens, one of which I brought back for tomorrow's dinner. At about 2.30 the firing has ceased and the Germans started shouting to us "Come out", "Have a drink", and then one of the German soldiers climbed out of the trench without his equipment. We were all a bit weary at first and then we went and did the same.

Leading up to Christmas, the German and British soldiers crossed trenches to exchange souvenirs and it was a chance for us to set aside our differences and mingle as friends instead of rivals. It ended up being a friendly environment whilst it lasted, nearly every man from our trench, except machine gunners, were out and a huge crowd formed between the trenches. As soon as one of the soldiers supplied us with a little rubber ball, a football match started. We exchanged various things and I got a cap-badge, belt buckle, whistle, rifle cartridge, purse and tea tablets, not to mention getting about four Germans' names and address in their own handwriting on field

service postcards, as positive proof that it all really did happen.

It showed all of us how much we had in common and in that moment humanity prevailed and we became real to each other, not just faceless enemies. Our leaders were right to worry that we would start to question the war.

In 1978 I enlisted the Italian army and by a strange coincidence of fate I was sent to a military barrack near Palmanova, in Friuli, a place not far from the places described by my father Salvatore when he recalled his war experiences.

After a few months I had been joining the army, my parents decided to come and see me, even for that "geography of affections" that seems to feel our loved closer to us when we know the places where they are living. On that occasion I organized a tourist tour that retraced the places described by my father so many times in his stories of his war experiences and captivity.

Redipuglia, Faedis, Scodovacca, Ronchis and other places were no longer places of memory. They were streets, fields, walls, bricks, doors and windows touched, trampled, proofs of heroic or cowardly deeds, but above all they were there to bring alive the details of so much pain felt before and during the deportation to Germany.

It was a few years later, in the summer in 1989, that I helped my father to fulfill the desire that had accompanied him for most of his life: shortly after returning to Italy, in October 1945, after his deportation and imprisonment

in five different concentration camps (Dachau, Neuengamme, Ladelundem, Dalun e Bergen Belsen) and then his release, my father expressed the wish to return one day to visit those places of ineffable suffering as a free man.

I still remember the enthusiastic expression in my father's eyes during the journey towards Germany, like those of an adolescent. He was looking forward to the emotions he would have felt when he would see again the places of his captivity in Germany. But at the same time I saw him troubled by a sort of discomfort, almost physical annoyance, at the moment of immersion in that world and in that German guttural language that reminded him only moments of sufferings.

And when we entered (together with many students who came to expiate the faults of their fathers and grandfathers through the knowledge of history) the concentration camp of Dachau, I observed him walking along the path that many years before had led him to the common shack from the iron gate on which that absurd and grotesque welcome reserved to the deportees was written: "Arbeit macht frei", "Work makes people free".

A group of Polish, accompanied by a tour guide who could also speak Italian, got curious to see this old gentleman who seemed to describe almost as a landlord how life in the camp and in the shack was organized. So, with the help of the guide, they began to question him about details that only a survivor of that hell could have told them.

In particular he told them about the desperation and then the immense happiness of the day of "his death and his rebirth: 15th April

1945" in the camp of Belsen. The guys got astonished while they were listening to his terrible misadventures. He began like this:

"They made me climb into a truck along with 20 other prisoners including an Italian, a certain Bassi, who were also in the same conditions as mine. We travelled for about five hours until we arrived in Belsen, one of the saddest death camps in Germany. They locked us up in a shack and left us there for nine days. April 15th was the day of my death and my rebirth. Around midday all the prisoners who were in that shack (about 80) were accompanied to one end of the camp and joined some others who had been waiting there since the morning.

At first those of us who arrived last did not understand the purpose of the displacement, but then we realized that our destiny had already been traced: the crematory.

In the shack opposite ours, the prisoners who could no longer work, because they were starving and exhausted, were cremated alive. It was a terrifying show that, however, caused no despair in any of those present, perhaps because many had become unconscious or wished to put an end to that unbearable life. We were skeleton, dying for hunger, for deprivation, for the continuous blows; but, unlike many others, my senses were still alright, my mind still lucid: I did not want to be burnt alive. Who could I ask for help? How? With which weapons? We were lying on the ground like sandbags; the only single comfort was faith in God. Resigned, unfortunately, to death, several times that day I recited the prayers, several times my thoughts went to my parents and to my family, but, I would dare say with the mood almost detached from

earthly life, I waited for my turn to come. We were about more than 150; every half an hour 12 or 13 prisoners were burned.

The oven had the external shape of a normal oven of bakers, but much bigger. Other prisoners had to carry out the cremations, under the direct control of the SS, who would have beaten them to blood if they had not accomplished this unpleasant work with the imposed rhythm. How many people did they burn before me? Dozens! The aim was to make the allies find as few political deportees as possible. Who could then save me from that destiny if not God's hand?

At about 5 p. M. We heard a thunderous noise of engines. The SS soldiers were no longer seen around us for about two hours and the noise, which was becoming more and more deafening, encouraged the prisoners, who could still walk, to approach the barbed wire fences, while others, who still had a soft breath, began to shout "The Allies, the Allies!".

It was a burst of joy for everyone. Those of us, who were in front of the crematory, crawled like reptiles towards a more central point of the camp, while others clapped their hands at the military motorized allies, which partly surrounded the camp; the bulk of the troops continued the advance, then stopped by the Germans a little more than three kilometres beyond the camp.

At this point an unthinkable event happened: what I later defined as "the time of no one", the time, that is, between the arrival of the allies and their actual entrance into the concentration camp, which would take place the

following day . This span of time was “the time of no one” because our executioners were gone and our saviours had not yet had the time to save us ... even from ourselves. Indeed, before leaving the camp the Germans had left the high voltage inserted in the barbed wire fences. I witnessed gruesome sights: lots of prisoners, excited with joy, ran to the barbed wire and were instantly electrocuted, giving the horrible impression of flies trapped in a spider's web. An immense confusion. The awareness of our new condition also triggered our previous repressed resentments turn into revenge against those who, in fact, had become accomplices of the physical and moral violence ordered by the Germans: the Kapòs, who remained inside the camp after the escape of their masters. I saw scenes that I could not even describe: kapòs literally bitten to bits by those who had suffered their terrible violence, in a real manhunt. This was “the time of no one” , the time when God saved me by depriving me of my physical strength.

How much we cried that afternoon! The thought and awareness that we could soon become again to live as free men had given us life and vigour. FREEDOM was our only reason for living; to me, in particular, because a few moments before, I had already seen myself dead. It was the end of long months of sufferings and life returned to smile at me.”

Salvatore Giujusa was born in Mazzarino (Italy) on 8 July 1919 and died on 14th March 1993 in Mazzarino.

June 2018

Akademisches Gutachten

zu unserem Erasmus+-Projekt



This report presents the findings and conclusion of an end of Erasmus + project evaluation for Acting Out Democratic Values : Forming Resilient Citizens which was granted by German National Agency with the project number of 2016-1-DE03-KA219-023033_4.

The main objectives of the evaluation were to:

- 1 -Evaluate the output /outcomes and impact of project against its objectives.
- 2 -Assess the core project structures, methodologies and capacity development.
- 3 -Appraise the project partnership approach (including management structures, communications and relationships) to community implementation, research and dissemination of the project's achievements and objectives.
- 4- Draw lessons for future programming.

In order to respond to the above assessment questions, four separate yet interlinked areas of review were identified and key findings under each are summarised below :

A. Relevance: did they do the right thing in the right way?

The main idea of the project is to attract the students in the risk group to school activities, keep them away from malicious groups, to reduce early school leavings and absenteeism and make them contribute to the world peace as being EU citizens believing democratic principles, respecting human rights with the guidance of role models who were democratic, contributed to the world peace and made their names written in history books through their virtues.

Six themes which are peace, democracy, tolerance, human rights, EU citizenship, friendship were determined as the partnership of the project consisted of six partners. Having given different headings to each partner is highly desirable in terms of more efficient handling of the project objectives and raising awareness.

Students put the lives of the chosen role models on the stage which is important to be able to get the students to internalize the principles of their role models. Peace songs, the project and common story definitely fostered them to focus on the world peace.

Partners' role model choices are well suited to project goals except Portugal. Portuguese partner chose Portuguese language as a role model which is not relevant to the project main idea as the students should have been presented a real person to take example.

In the mobilities, the students were hosted by the partner students' families which was precious to learn the culture of a foreign country. However, the students from England and



Portugal neither hosted the other students nor stayed at host families. This caused to limit them to get closer to the other students.

All the presentations having been created and presented by the students were relevant to the targets of the project.

B. Partnerships:

Overall there appears to be a high level of satisfaction with the work delivered by the partners on the ground the majority of planned activities were implemented in a satisfactory manner.

It was observed that all the participants from six countries could create a good relationship and communication line via email,whatsap , skype conferences , Facebook and Instagram. It is notable that the students also joined the skype conferences and had the chance to meet the other students before the transnational meetings.

The activities written both in the etwinning schedule and the implementation part in the application form were completed with the contribution of the partners, However; enough specific data couldn't be collected to measure the contribution of English partner to the first and the second eTwinning project as they weren't active members. To a large extent ,partners fulfilled their contractual obligations and ensured the majority of targets were achieved .

C. Dissemination

Project dissemination tools and accounts such as Youtube, Facebook, Instagram, project website were created and made public. A list of all events is included in the management were disseminated in the dimension of national and international by the project partners on a number of events organized by themselves or just attended. Etwinning platform was used as well. A subproject was carried out successfully in the format of etwinning projects which contributed to the dissemination of the project on an international scale.

Each partner created an emagazine including the news during two years .The magazines were published and sent both to the other partners and formal ,civic organizations in the local . The press was also invited to the meetings and performances.Thus, many people from different walks of life benefited from the results and the objectives of the projects .

D. Impact: did the project achieve the planned results?

Two surveys (pre-test vs. post-test) were conducted to identify the role model preferences of the students at partner schools. According to the results of the questionnaire analyzes, it



is concluded that the role model choices and criteria of the students have changed positively. Project products and results have been published in the dissemination tools of the project and received positive responses. All the activities undertaken in the implementation section of the application form were carried out on time. In addition, to invite people from out of school staff to the meetings held in schools , performances done at transnational meetings and visits of the groups to local governments ensured that the goals of the project were carried out of school and spread over a wider area.

As the methodology of the project was determined as both activity-based and solution-oriented ,the students were actively involved in project work and had the opportunity to improve and demonstrate their skills. Regarding that the personality structures of the individuals develop during puberty, it is obvious that the project has positive effects especially on the students at risk group.

The project results have a pedagogical point of view. Having been shared of project results with guidance and psychological counseling units in partner schools and in the region is very important in terms of the sustainability of the project.



Mustafa ÇiN

Prof. Dr. Mustafa ÇiN
Giresun University

The students will contribute to the world peace by taking responsibility of creating a safer and more peaceful world, contribute to a safer and more peaceful world with democratic principles.

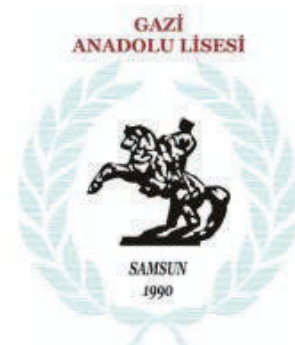
They become aware of the importance of tolerance, human rights, good values, be(come) conscious while choosing their role models.

They will be inspired by the role models who have dedicated most of their lives to democracy, world peace and human rights, internalize to accept people as they are without judging cultural differences.

The students develop their communication skills in English, learn to express themselves and their ideas in front of a group of people via live events.

They become self-confident people by participating in the activities included in the project, be(come) more talented in implementation, presentation and using ICT tools.

They also increase their interest in school and realize their skills and believe in themselves being appreciated by others, meeting other peers and making friends.





Geschwister-Scholl-Gymnasium

Waldkirch / GERMANY

SS Carlo Maria Carafa

Castellazzo Stabia / ITALY

Grupamento Albufeira Poente

Albufeira / PORTUGAL

PI Santa Lucia

Alora / SPAIN

Atazi Anatolian High School

Atasun / TURKEY

Wisham Southwark College

Wisham / UNITED KINGDOM

Project Meeting Germany

- Monday, May 15th 2017 -

Day 1



**Acting Out Democratic Values in a United Europe:
Forming Resilient Citizens**



Geschwister-Scholl-Gymnasium
Beethovenstraße 9 – 79183 Waldkirch



Acting Out Democratic Values In A United Europe

Forming Resilient Citizens

WHAT ARE WE DOING?

The Erasmus+ project deals with democratic values in a united Europe. Together we shall aim at getting rid of clichés, cherishing our democratic beliefs and staying optimistic, even in times of terror and other (inter)national hazards.

We learn what it means to be an active citizen and we make sure that we identify with these expressions altogether. We sing songs about role-models in a democratic Europe or think about resilience.

We are a wide range of people from six countries who deal with this project.

We have a Youtube and a Facebook channel besides e-magazines or padlets.

We try to come up with something creative, something that catches people's eyes and imagination and minds. Something they shall never forget!

We have designed different project logos and we all have chosen one logo which symbolizes our project. The logo which you can also see on the front page of this flyer,

consists of six doves from one partner country flying in the same direction.

In order to achieve this awareness of the value of peace and democracy, we show the students some photos of people who were persecuted for democracy and the sacrifices they made for their lives for these values. Their names written on the wall because of their values. They will find his or her name accordingly.

Our aim is a young generation against war, aware of supporting the world, open minded, understanding the other people.





United Europe

Project Song

each with the flag of
all of them flying in

This goal, we will raise
values of the world —
unity — by introducing
historic(al) individuals
peaceful, supported
world peace, devoted
deeds and thus made
in the history books
virtues. Every student
role model and live

generation who is
free from terrorism,
world peace, being open-
minded and respectful to



STARS

You can't see the world always bright
Without dark we'd never see the stars
Let's come together, search
The stars brightening our life and the
World

If you love, life will love you back
Believe that life is worth living
And we can make the world
More enjoyable with love and peace

If you desire a society of peace
We can't achieve it through violence
The future belongs to those
Who believe in the beauty of their
Dreams!



The students will contribute to the world peace by taking responsibility of creating a safer and more peaceful world, contribute to a safer and more peaceful world with democratic principles.

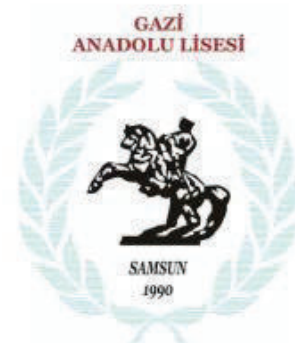
They become aware of the importance of tolerance, human rights, good values, be(come) conscious while choosing their role models.

They will be inspired by the role models who have dedicated most of their lives to democracy, world peace and human rights, internalize to accept people as they are without judging cultural differences.

The students develop their communication skills in English, learn to express themselves and their ideas in front of a group of people via live events.

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They also increase their interest in school and realize their skills and believe in themselves being appreciated by others, meeting other peers and making friends.





Erasmus+

Geschwister-Scholl-Gymnasium

Waldkirch / GERMANY

SS Carlo Maria Carafa

Castellazzo Stabia / ITALY

Grupamento Albufeira Poente

Albufeira / PORTUGAL

PI Santa Lucia

Almoráiz / SPAIN

Atatürk Anatolian High School

İzmir / TURKEY

Wisham Southwark College

Wisham / UNITED KINGDOM

Project Meeting Germany

- Tuesday, May 16th 2017 -

Day 2



**Acting Out Democratic Values in a United Europe:
Forming Resilient Citizens**



Geschwister-Scholl-Gymnasium
Beethovenstraße 9 – 79183 Waldkirch



Acting Out Democratic Values In A United Europe

Forming Resilient Citizens

ROLE MODELS

SOPHIE SCHOLL AND

What is a role model?

A role model is a person whose behavior, example, or success is or can be imitated by others, mostly by younger people.

There are different types of role models like celebrities, athletes or community role models like parents, teachers, presidents or religious people who have a highly positive impact.

Which role models do the students at the GSG Waldkirch have?

We have conducted a survey. The conclusion was as follows:

Don't know	39%
Religious person	22%
Politicians	22%
Relatives	13%
Others	4%

Sophie Scholl:

(May 9th 1921 – February 22nd 1943) was a German student and anti-Nazi political activist, active within the White Rose. She was convicted of high treason for being found distributing anti-war leaflets at the University of Munich (LMU) with her brother Hans. They were both executed.

The White Rose:

The White Rose - German non-violent, intellectual resistance group in Germany led by a group of students at the University of Munich.

The Scholl siblings and

In 1987 our school was named after Sophie Scholl, henceforth commemorating her ideals.





and Europe

Play

"Scene Overview"

THE WHITE ROSE



treason after having been
leaflets at the University
brother Hans. As a result,
y guillotine.

"Die Weiße Rose" - was a
sistance group in Nazi
students and a professor
n.

our school:

med after Hans and Sophie
morating their virtues and

Scene 1: Family Scene

Scene 2: BDM Scene

Scene 3: White Rose Scene

Scene 4: Interrogation Scene

Scene 5: Prison Cell Scene

ONE OF SIX LEAFLETS



ERASMUS+ AG

ACTING OUT DEMOCRATIC VALUES IN A UNITED EUROPE



**Die ERASMUS+ AG steht Schülern
der Klassen 8-10 offen.**

ERASMUS+ AG

Acting Out Democratic Values in a United Europe



Das Erasmus-Programm ist ein Förderprogramm der Europäischen Union. Sein Name erinnert an Erasmus von Rotterdam, einen europäisch gebildeten Humanisten der Renaissance.

Erasmus+ ist das Programm für Bildung, Jugend und Sport der Europäischen Union.

ERASMUS+ AG

ACTING OUT DEMOCRATIC VALUES IN A UNITED EUROPE

Was wir in der AG tun

Wir treffen uns Freitag Nachmittags ab 13:50 Uhr

Wir diskutieren über Themen wie:

- Toleranz
- Demokratie
- Menschenrechte und Frieden

Wir haben Projekte wie:

- Videos drehen
- Zeichnen von Karikaturen
- T-Shirt designen
- uvm.

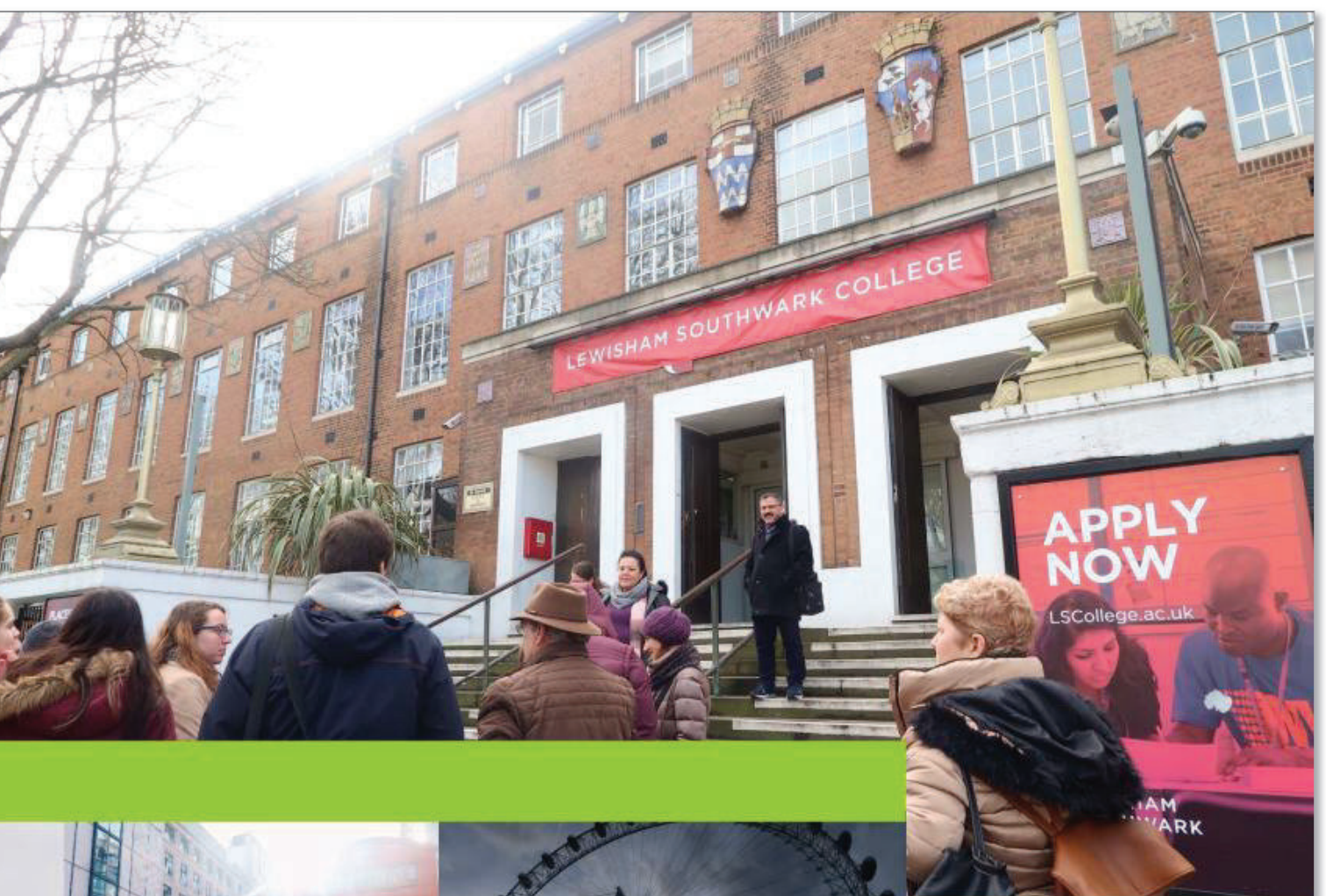
Wir reisen zu den teilnehmenden Partnerschulen und tauschen uns in Erasmus+-Meetings aus.

Natürlich empfangen auch wir für eine Woche lang alle Partnerschulen und Waldkirch und bieten ein abwechslungsreiches Programm

Unser letztes Meeting fand in Lon-

MEETING IN LONDON





05. – 11. März 2017

Anfang März fand unser Meeting in London statt. Alle Erasmus+ Gruppen aus den Ländern Portugal, Spanien, Italien, England, Türkei und Deutschland trafen im Lewisham Southwark College in London zusammen um Ideen und Meinungen auszutauschen.

Hier kann man nicht nur seine Englisch-Kenntnisse sinnvoll einsetzen und sein Wissen über Demokratische Werte vertiefen, auch die Kultur kommt nicht zu kurz.

Viele gemeinsame Ausflüge und Abendessen runden die Veranstaltung ab.



Erasmus+



Building Civil Democracies: Unleashing a United Europe
www.gsg-waldkirch.com



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

DEMOCRATIC VALUES IN A UNITED EUROPE: FORMING RESILIENT CITIZENS
EC PROJECT NUMBER: 2016-1-DE03-KA219-023033 - NATIONAL PROJECT ID: 04106525

Associations on Role Models and Democracy
at Geschwister-Scholl-Gymnasium Waldkirch –
Evaluation of Survey in 2016

P R E F A C E

In the following there is an overview of some results the participants in the “Erasmus+-Arbeitsgemeinschaft” (extra-curricular activity) gathered from October 2016 until late November 2016.

It is but a sketch. In fact, the survey has been done in all of the eight grades there are at our school. Approximately 200 students at the age of 10 - 19 were involved in this activity.

All the questions were standardized according to the grid below.

The Erasmus+ Group students evaluated the results and translated the German answers into English. There might thus be some phrases that deviate from the English standard grammar. We apologize for that.

Waldkirch, 02 December 2016

Christian Schmieder
(Erasmus+ co-ordinator)

Last amendments: 03 April 2017



Erasmus+






Atelier der Demokratie
www.atelierderdemokratie.de



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

A. BLUEPRINT FOR SURVEY (AUTUMN 2016)

 **Erasmus+**  

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Survey of the Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,

Wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben – gerne auch noch auf der Rückseite.
Los geht es...

1. Was bedeutet Demokratie für dich?
Erkläre in ganzen Sätzen!

2. Welche Werte sind die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6!

a. Frieden	_____	g. Toleranz	_____
b. Toleranz	_____	h. Einmütigkeit	_____
c. Freundschaft	_____	i. Gleichberechtigung	_____
d. EU-Bürgerschaft	_____	j. Menschenrechte	_____
e. Menschenrechte	_____	k. Demokratie	_____
f. Demokratie	_____		

3. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.

4. Begründe deine Wahl anhand von bestimmten Kriterien (z.B. wesentliche Eigenschaften)!

Notiere hier dein Alter: _____

Vielen Dank!

Eure Erasmus+-AG

Umfragerunde 1 – Oktober 2016



B. RESULTS (SELECTED)

■ GRADE 10 (AGED 15-16)

1. What does democracy mean to you?

Some examples of answers:

- 'democracy defends human rights';
- 'it's when everybody has the right to choose and vote for the decisions taken by the government';
- 'it's when everybody has the right to give their opinion';
- 'it's being fair to all, fulfilling the rights of all people';
- 'it's the right to freedom of speech, a government without political oppression';
- 'a system in which people can participate in political life, in particular through elections';
- 'having freedom of expression and people can express their opinions';
- 'political regime in which all citizens participate to create the laws of the country';
- 'all citizens have the same rights';
- 'sovereignty is exercised by the people';
- 'all have equal rights and have to comply with them and respect them'.

2. Which values are the most important ones to you?

Percentages by value (higher percentages in bold)

	Peace	Tolerance	Friendship	EU-Citizenship	Human Rights	Democracy
1	43%	8%	4%	0%	43%	4%
2	26%	13%	0%	0%	30%	26%
3	20%	8%	0%	0%	17%	48%
4	4%	39%	26%	0%	8%	26%
5	0%	30%	47%	21%	0%	0%
6	0%	0%	21%	78%	0%	0%



**3. a. Give an example of a person you consider to be a role-model
b. Explain your choice.**

Role-model	%	Examples of justification
Relatives (parents, grandparents, siblings)	13%	<ul style="list-style-type: none"> - He has reach a lot in his life - He is very open and friendly - She is very cheerfull and helpfull
Politician (Martin Luther King, N. Mandela, Obama)	22%	<ul style="list-style-type: none"> - They fight for qual rights - They stand up for peace and liberty - They are democratic people
Sportsperson	0%	
Musician/writer	0%	
Religious person (Jesus, Ghandi)	22%	<ul style="list-style-type: none"> - Fight for equal rights - 'man of peace'.
Other	4%	<ul style="list-style-type: none"> - Risk his life for us
Doesn't know/ doesn't answer	39%	-----



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

■ GRADE 12 (AGED 17-18)

1. What does democracy mean to you?

Some examples of answers:

- That the people have certain rights.
- To have the freedom of speech, of religion and the right to vote.
- Justice for all.
- Equal rights for all people.
- To have the right to vote.

2. Which values are the most important ones to you?

Percentages by value (higher percentages in bold)

Role-model	%	Examples of justification
Relatives	20%	A fair person. Takes me serious. Strong person Single parent Knows a solution for everything Supports me all the time.
Politician	27%	Commits herself to democracy. He recognizes economical problems and knows what he does.
Sportsperson	0%	-
Musician/Writer	0%	-
Religious person	7%	Someone who helps other people and takes care about other countries.
Other	13%	Intelligent person, good manager
Doesn't know Doesn't answer	33%	-

3. a. Give an example of a person you consider to be a role-model b. Explain your choice.

	Peace	Tolerance	Friendship	EU-Citizenship	Human Rights	Democracy
1	47%	13%	33%	7%	-	-
2	13%	7%	13%	47%	13%	7%
3	-	7%	13%	20%	47%	13%
4	-	-	-	-	20%	80%
5	40%	47%	7%	7%	-	-
6	-	27%	33%	20%	20%	-



Erasmus+






Atthg-Cel Democratic Values in a United Europe
www.gsg-waldkirch.com



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

C. SURVEY SAMPLES

GRADE 5 – STUDENT A:

 **Erasmus+**  

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liabe Schülerin, lieber Schüler,

wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben - gerne auch noch auf der Rückseite.

Los geht es...

1. Was bedeutet Demokratie für dich?
Erläutere in ganzen Sätzen!

Für mich ist es wichtig, das es gerecht in der Welt zu- geht. Demokratie ist wichtig, sonst ist es für ein paar Leute ungerecht.

2. Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6
(1 = am wichtigsten; 6 = am wenigsten)

a. Frieden	4
b. Toleranz	2
c. Freundschaft	1
d. EU-Bürgerschaft	5
e. Menschenrechte	3
f. Demokratie	6

3. a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.

Mama + Papa meine Bruder

b. Begründe deine Wahl bitte anhand von bestimmten Kriterien (z. B. wesentliche Charakter-Eigenschaften)

*Mein Bruder ist auf der Schule.
Mama Eltern sind hilfsbereit*

Notiere hier dein Alter: 10

Datum der Umfrage:

VIELEN DANK! ☺
Zur Erasmus+ AG

Umfragerunde 1 – Oktober 2016



Erasmus+





Projekt: Civil Democracy (Values & United Europe)
www.gsg-waldkirch.com

Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com



GRADE 5 – STUDENT B:

Klasse 5

Erasmus+
Geschwister-Scholl-Gymnasium Waldkirch

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,
wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben – gerne auch noch auf der Rückseite.
Los geht es...

① Was bedeutet Demokratie für dich?
Erkläre in ganzen Sätzen!

Ich weiß nicht was Demokratie ist.

② Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6
(1 = am wichtigsten; 6 = am wenigsten)!

a. Frieden	a
b. Toleranz ?	5
c. Freundschaft	d
d. EU-Bürgerschaft ?	e
e. Menschenrechte	f
f. Demokratie ?	b

③ a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.

Helene Fischer AD

④ b. Begründe deine Wahl bitte anhand von bestimmten Kriterien (z. B. wesentliche Charakter-Eigenschaften)!

Weil sie nett und freundlich ist.

Notiere hier dein Alter: 10

Datum der Umfrage: 11. Oktober

VIELEN DANK! ☺
Euro Erasmus+-AG

Umfragerunde 1 – Oktober 2016



Erasmus+





Key: Our Democratic Values in a United Europe
www.gsg-waldkirch.com

Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com



Geschwister-Scholl-Gymnasium Waldkirch

GRADE 7 – STUDENT A:

 Erasmus+  Geschwister-Scholl-Gymnasium Waldkirch

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,
wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben - gerne auch noch auf der Rückseite.
Los geht es...

1. Was bedeutet Demokratie für dich?
Erkläre in ganzen Sätzen!

Es bedeutet für mich fair und ehrlich zu sein.

2. Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6
(1 = am wichtigsten; 6 = am wenigsten)!

a. Frieden	1. <u>a</u>
b. Toleranz	2. <u>e</u>
c. Freundschaft	3. <u>c</u>
d. EU-Bürgerschaft	4. <u>d</u>
e. Menschenrechte	5. <u>b</u>
f. Demokratie	6. <u>f</u>

3. a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.

Obama, Merkel

b. Begründe deine Wahl bitte anhand von bestimmten Kriterien (z. B. wesentliche Charakter-Eigenschaften)!

- Humor
- offen für Hilfesuchende

Notiere hier dein Alter: 12

Datum der Umfrage: GRADE 7

VIELEN DANK! ☺
Eure Erasmus+ AG

Umfragerunde 1 – Oktober 2016



Erasmus+



Kultur der Demokratie, Vielfalt & Einheit Europas
www.gsg-waldkirch.de



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

GRADE 7 – STUDENT B:



DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,

wie stehst Du zur Demokratie? *Demokratie ist wichtig*
Was bedeutet es für dich, Vorbilder zu haben? *Jeder braucht ein Vorbild. Nicht da hat man sich etwas*
etwas zu schaffen

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben - gerne auch noch auf der Rückseite.
Los geht es...

1. Was bedeutet **Demokratie** für dich?
Erkläre in ganzen Sätzen!

Man braucht Demokratie da Menschen sich leider nur so einigen können.

2. Welche **Werte** sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6
(1 = am wichtigsten; 6 = am wenigsten)!

- a. Frieden 1
- b. Toleranz 4
- c. Freundschaft 2
- d. EU-Bürgerschaft 5
- e. Menschenrechte 5
- f. Demokratie 6

3. *Nenne* ein Beispiel für eine Person, die Du als **Vorbild** betrachtest.

Beyonce

4. *Begründe* deine Wahl bitte anhand von bestimmten **Kriterien** (z. B. wesentliche Charakter-Eigenschaften)!

Sie singt und hat eine gute Stimme, schreibt gute Texte

Notiere hier dein Alter: 12

Datum der Umfrage: GRADE 7

VIELEN DANK! ☺
Euro Erasmus+ AG

Umfrageunde 1 – Oktober 2016



Erasmus+





Key: Our Democratic Values in a United Europe
www.gsg-waldkirch.com

Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com



Geschwister-Scholl-Gymnasium Waldkirch

GRADE 10 – STUDENT A:

 Erasmus+  Geschwister-Scholl-Gymnasium Waldkirch

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,

wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben – gerne auch noch auf der Rückseite.

Los geht es...

① Was bedeutet Demokratie für dich?
Erkläre in ganzen Sätzen!
jeder kann bei politischen Entscheidungen mitbestimmen, und jeder hat gleich viel Stimmrecht.

② Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6 (1 = am wichtigsten; 6 = am wenigsten)!

a. Frieden	3
b. Toleranz	1
c. Freundschaft	5
d. EU-Bürgerschaft	2
e. Menschenrechte	4
f. Demokratie	2

③ a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.
Moses Altmann Schmieder

b. Begründe deine Wahl bitte anhand von bestimmten Kriterien (z. B. wesentliche Charakter-Eigenschaften)!
weil sie alles richtig gemacht haben im Leben

Notiere hier dein Alter: 15

Datum der Umfrage: 13.10.16

VIELEN DANK! ☺
Euro Erasmus+-AG

Umfragerunde 1 – Oktober 2016 Klasse 10



Erasmus+






Acting Co-ordinator: Uwebach & Uwebach Europe
www.gsg-waldkirch.com

Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com



Geschwister-Scholl-Gymnasium Waldkirch

GRADE 10 – STUDENT B:

 Erasmus+  
Geschwister-Scholl-Gymnasium Waldkirch

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,
wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben –
gerne auch noch auf der Rückseite.
Los geht es...

① Was bedeutet Demokratie für dich?
Erkläre in ganzen Sätzen!
Dass jeder gleich behandelt werden muss und mitbestimmen darf.

② Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6
(1 = am wichtigsten; 6 = am wenigsten)!

a. Frieden	<u>2</u>
b. Toleranz	<u>5</u>
c. Freundschaft	<u>1</u>
d. EU-Bürgerschaft	<u>6</u>
e. Menschenrechte	<u>3</u>
f. Demokratie	<u>4</u>

③ a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.
Edward Snowden

b. Begründe deine Wahl bitte anhand von bestimmten Eigenschaften (z. B. wesentliche Charakter-Eigenschaften)!

Wod er, unter Lebensgefahr, geholfen hat die Menschenrechte zu schützen.
- Cooler Whistleblower!

Notiere hier dein Alter: 15

Datum der Umfrage: 13.10.16

VIelen DANK! ☺
Euro Erasmus+AD

Umfragerunde 1 – Oktober 2016 Klasse 10



Erasmus+





Key Competences in a United Europe



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

GRADE 12 – STUDENT A:

 Erasmus+  Geschwister-Scholl-Gymnasium Waldkirch

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,
wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben – gerne auch noch auf der Rückseite.
Los geht es...

1. Was bedeutet Demokratie für dich?
Erkläre in ganzen Sätzen!

- Mitspracherecht und Mitbestimmung des Volkes
- Gleichheit & Gerechtigkeit in der Gesetzgebung

2. Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6 (1 = am wichtigsten; 6 = am wenigsten)!

a. Frieden	<u>4</u>
b. Toleranz	<u>4</u>
c. Freundschaft	<u>5</u>
d. EU-Bürgerschaft	<u>6</u>
e. Menschenrechte	<u>2</u>
f. Demokratie	<u>3</u>

▽ Bin der Meinung das "mehrere Werte z.B. an erster Stelle stehen (Situationsbedingt)

3. a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.

Angela Merkel

b. Begründe deine Wahl bitte anhand von bestimmten Kriterien (z. B. wesentliche Charakter-Eigenschaften)!

da sie sich für Demokratie einsetzt und ihr best mögliches nach Situationen angepasst macht, nach Lösungen sucht und Deutschland so gut es geht vertritt. Auch Rücksicht nimmt auf andere Länder.

Notiere hier dein Alter: 18

Datum der Umfrage:

VIELEN DANK! ☺
Pure Erasmus+ AG

Umfrageunde 1 – Oktober 2016



Erasmus+





Atyby: Gali Demokratičios Vertybių ir Laikovių Europoje
www.gsg-waldkirch.com



Geschwister-Scholl-Gymnasium Waldkirch

Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

GRADE 12 – STUDENT B:

 Erasmus+  Geschwister-Scholl-Gymnasium Waldkirch

DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Umfrage am Geschwister-Scholl-Gymnasium Waldkirch

Liebe Schülerin, lieber Schüler,

wie stehst Du zur Demokratie?
Was bedeutet es für dich, Vorbilder zu haben?

Bitte nimm dir ein paar Minuten Zeit für diese Umfrage und notiere deine Antworten.

Die Ergebnisse gehen in eine Analyse über demokratische Werte und Vorbilder ein, die wir für unsere Schule planen.

Mache deshalb bitte wahrheitsgemäße Angaben –
gerne auch noch auf der Rückseite.

Los geht es...

1. Was bedeutet Demokratie für dich?
Erläutere in ganzen Sätzen!

Demokratie ist für mich, meine eigene Meinung vertreten zu können und so zu leben, dass ich glücklich und zufrieden sein kann. Ich möchte so leben, wie ich es für mich als dem Besten und Sinnvollsten sehe, ohne dass jmd. über mich bestimmen kann.

2. Welche Werte sind für dich die wichtigsten?
Ordne die folgenden Begriffe von 1 bis 6
(1 = am wichtigsten; 6 = am wenigsten)!

1	a. Frieden	1	<input checked="" type="checkbox"/>
3	b. Toleranz	3	<input checked="" type="checkbox"/>
5	c. Freundschaft	5	<input checked="" type="checkbox"/>
6	d. EU-Bürgerschaft	6	<input type="checkbox"/>
4	e. Menschenrechte	4	<input checked="" type="checkbox"/>
2	f. Demokratie	2	<input checked="" type="checkbox"/>

3. a. Nenne ein Beispiel für eine Person, die Du als Vorbild betrachtest.

Azazel, Meine Eltern

b. Begründe deine Wahl bitte anhand von bestimmten Kriterien (z. B. wesentliche Charakter-Eigenschaften)!

Sie sind gerecht, ich habe das Gefühl, dass sie meine Meinung akzeptieren und mich in so einer Weise beeinflussen, sodass es nur positives für mich bringt.

Notiere hier dein Alter: 17

Datum der Umfrage: 18. 10. 16

VIELEN DANK! ☺
Euro Erasmus+-AG

Umfragerunde 1 – Oktober 2016



Erasmus+



At the Core of Democracy is a United Europe
www.gsg-waldkirch.com



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

D. CONCLUSION

In the survey students aged 10 until 19 had the opportunity to refer to their thoughts on role models and democracy. The idea of an anonymous survey turned out to be a door opener in the end since, in fact, everybody's notions were taken seriously and nobody had to face the situation to be criticized in front of class. This was of some valuable help for those students who normally behave shy or easily intimidated by peers.

All the students had enough time to fill in the form. The blueprint had been tested by a target group to make sure that – even though it was one single copy for all test persons – each of them could understand the task(s) as such.

In order to remain neutral and avoid the risk of manipulating the survey's results, the sheets were handed out by teaching staff that was not affiliated to the Erasmus+ personnel, even though a close co-operation between the Politics Department took place in the course of that survey.

We can thus consider the results as a valid and reliable source for further conclusions.

Due to the overall conditions as shown above the results were pretty heterogeneous. Up to a certain extend the quality and quantity of the answers correspond to the age of the participants. However, there are some exceptions. There are, for a example, on the one hand grade 5 students who already show a pretty comprehensive understanding of what democracy means and who are able to give a complex account of what a role model is. On the other hand, there are grade 12 students who – despite their age – show only little interest in democratic values, lacking role models or democratic values to cherish.

By far most of all the students who handed in the questionnaire have role models, though, and are able to give account why. The largest group of the grade 5 to 8 students refer to relatives as their role models (parents), people they look up to. Students in grade 9 to 12 would rather refer to other kinds of role models, like politicians (Angela Merkel, Barack Obama, Nelson Mandela). It appears to be highly subjective when it comes to ranking the different values.

All the students who were asked to give insights come up with reasonable rankings and sometimes explicitly referred to the difficulty of ranking values in a system that as a whole is important – with all its values.

What is striking though is the lack of a shared European identity. "EU-citizenship" tends to be mentioned last in the rankings – regardless of the age of the students.

Ever since the evaluation of the results and its dissemination to other departments – first of all the Politics and History Department – it is now the goal of this project to develop people's notions on role models and democracy further. In this survey it became evident that core values of democracy shall remain vague and hollow if it is not for the active citizen to really live these values.



Erasmus+



Nothing but Democracy, Liberty & United Europe
www.gsg-waldkirch.com



Christian Schmieder
Geschwister-Scholl-Gymnasium Waldkirch
Beethovenstraße 9
79183 Waldkirch (Germany)
Schmieder@gsg-waldkirch.com

If the teachers and students involved – maybe with the Erasmus+ members as figureheads – continue their efforts to inform the school community – be it students and teachers as well as parents – the need for resilient citizens in times of global challenges will become clearer.

Christian Schmieder & Erasmus+ Students



DEMOCRATIC VALUES IN A UNITED EUROPE –

FORMING RESILIENT CITIZENS

Waldkirch, 1 August 2016

Dear Students,

Welcome to the world of Erasmus+ and thanks for joining this project!

This **assignment** is meant to prepare our first transnational meeting in September 2016 to take place in Spain.

Altogether, representatives from six schools will take part.

It is now to everybody of you to bring in **your own ideas**.

You may want to print this sheet out or use it straight ahead as a digital document to keep a record. In any case: You need to write something!

① Before you do anything, have a look at the following websites to gain more relevant information about **Erasmus+** in general:

- <http://www.erasmusplus.de/erasmus/>
(overview of goals and intentions)
- <http://www.erasmusplus.de/erasmus/bildungsbereiche/schulbildung/>
(introduction to key actions)

② Having informed yourselves about the basic ideas of Erasmus+ you surely want to get to know your future partners.

Have a look at the five **partner schools**:

- a. *England:* *Lewisham Southwark College (London)*
- b. *Italy:* *I. I. S. S. Carlo Maria Carafa (Mazzarino)*
- c. *Portugal:* *Agrupamento de Escolas de Albufeira Poente (Albufeira)*
- d. *Spain:* *CPI Santa Lucía (Moraña)*
- e. *Turkey:* *Gazi Anadolu Lisesi (Samsun)*



Some advice:

You can google each school. What do you learn about them (Size of school? Type of school? School's curriculum?)?

Your comments:

The Website of the American School was
the best one (based on structure and graphics) the
other ones looked very "simple".

③ Reflexion:

How much can you grasp even without knowing the language of your partners? Which questions would you like to ask your partners? Jot down one for each country:

- a. England: Do you think there is an English stereotype?
- b. Italy: How is it always hot?
- c. Portugal: What is your favourite food?
- d. Spain: Are there dangerous animals?
- e. Turkey: Are you in fear of ISIS?

④ The core ideas of our project – some brainstorming:

As you know our project deals with democratic values in a united Europe. Together we shall aim at getting rid of clichés, cherishing our democratic beliefs and staying optimistic – even in times of terror and other (inter)national hazards.

Before we can sing songs about role-models in a democratic Europe or think about resilience and what it means to be an active citizen we have to make sure what we associate to these expressions at all.



Note any ideas or associations for the items below completing the half-sentences or phrases. Write as much as you want!

a. To you a **role-model** ...

is someone who stands out from "the rest" of ^{the} population, & someone who did or does something significant for OTHERS.

b. Your personal definition of **democracy**:

The nation can interfere in politics and say things they don't like. No censorship.

④ So far, so good! But what about **PR** and **corporate identity**?

I have also informed you about the wide range of people we want to address to with our project. There has to be a Youtube and Facebook channel besides e-magazines or padlets.

But how can people identify with us? Well, we need to come up with something creative, something that catches people's eyes and imagination and minds! Something they shall never forget!

Write and draw your ideas!

a. Your suggestion for our **school's Erasmus Corner** is:

↳ Something like a personal description of us all, & our role models and all of our schools projects/engagements/



do-
na-
tion:

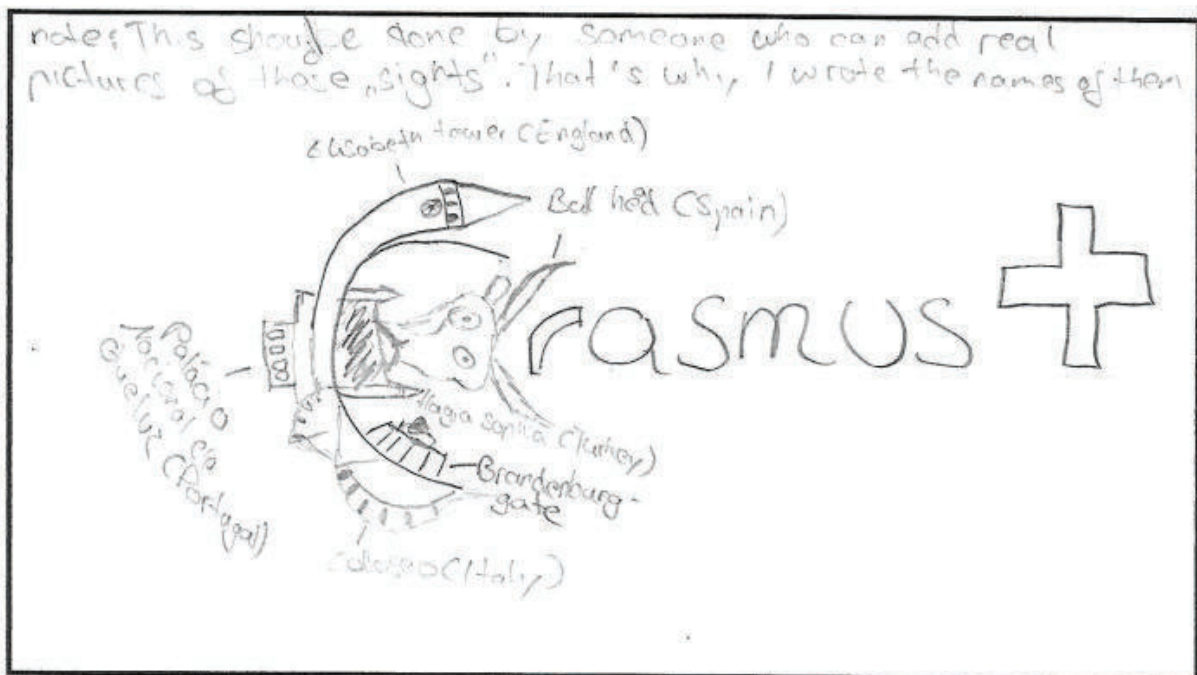


b. Your suggestion for the **project's logo** is:

Something typical for every country. See below

My advice:

Think of the six school's logos and the title of our mutual project. Also, can you think of country-specific symbols? What could be an eye-catcher that is in a way "spacy" but still not too large in size?



That was it for the moment.
Thanks for bringing in your own ideas!

Please, never hold back your ideas – always mention them! Feel free to comment on any issue and suggest what you want to. Remember: It is a project for all of you...

Yours

Christian Schmieder

Presentation



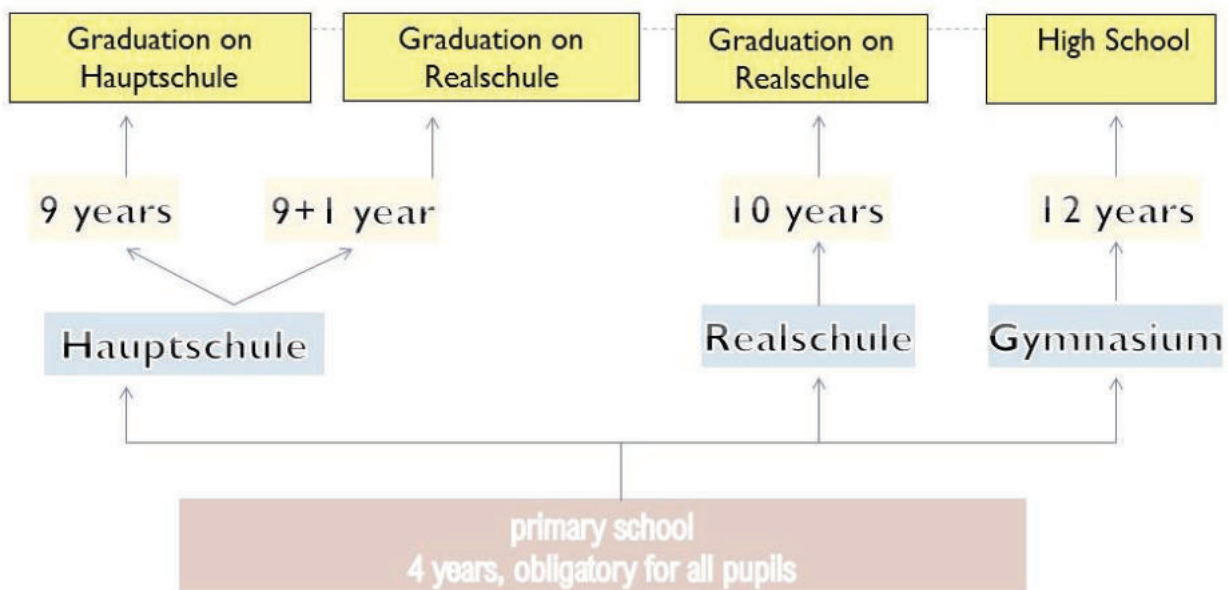
Erasmus+



The German

School System

Paulina Lieske



The German Schoolsystem

Primary school

- ✧ Entry into the school system
- ✧ For children from 6 to 10 years
- ✧ Classes consists of up to 28 children
- ✧ Takes about 4 years
- ✧ 5 lessons, 45 minutes of each
- ✧ Subjects: German, Maths, French/English, Sports, Religion
- ✧ Reading and writing are provided



Hauptschule

- ✧ Lowest educational level
- ✧ School teaches students a basic general education
- ✧ Concludes with the ninth grade
- ✧ Subjects: Working theory includes the areas of business and technology
- ✧ Attention is paid to the following aspects:
 - ✧ ———→ positive employment, learning and working independently, mediation of basic skills



Realschule

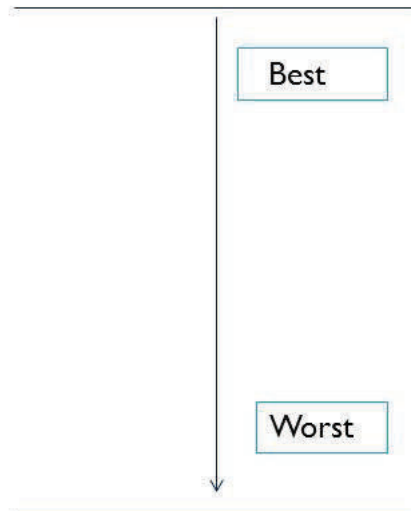
- ☆ Includes the grades 5 to 10
- ☆ One of three types in secondary school
- ☆ Ranks in the middle between Hauptschule (lowest) and Gymnasium (highest)
- ☆ Graduation: Mittlere Reife
- ☆ After graduation continuation on prof. Gymnasium possible
- ☆ Students acquire an advanced general education

Gymnasium

- ☆ Highest graduation of secondary school
- ☆ Two types G8 (8 years) and G9 (9 years)
- ☆ Mandatory to study at the university
- ☆ A student attending gymnasium is called a "Gymnasiast"
- ☆ Final exam is called the „Abitur“

The marks in Germany

- ☆ 1 – Very good
- ☆ 2 - Good
- ☆ 3 – Satisfying
- ☆ 4 - Sufficient
- ☆ 5 - Insufficient
- ☆ 6 - Inadequate



Bundesland Deutschlands
Albert-Einstein-Schule
Musterhausen
Name der Schule

Jahreszeugnis der Schule

Klasse	9B	Schuljahr	2004 / 2005
Vor- und Zuname	Hans Mustermann		
Betragen	1	Mitarbeit	1
Fließ	2	Ordnung	2

Notenzahlen 1 = sehr gut, 2 = gut, 3 = befriedigend, 4 = ausreichend, 5 = mangelhaft

Einschätzung
Hans ist ein vielseitig interessierter und kameradschaftlicher Schüler, der über eine gute Auffassungsgabe verfügt. Seine durchdachten und sprachlich gut formulierten Beiträge beleben oft das Unterrichtsgeschehen. Er zeigt dabei, dass er besonders im sprachlichen Bereich über ein fundiertes, anwendungsbereites Grundwissen verfügt. Lobenswert ist seine Einsatzbereitschaft im Interesse der Schule.

Leistungsübersicht

Deutsch	2	Mathematik	2
Englisch (1 Fremdsprache)	2	Biologie	2
Französisch (2 Fremdsprache)	2	Chemie	2
Kunsterziehung	2	Physik	2
Musik	2	Informatik	2
Geschichte	2	Astronomie	2
Gemeinschaftskunde	2	Ethik	2
Geografie	2	Sport	2

Notenzahlen 1 = sehr gut, 2 = gut, 3 = befriedigend, 4 = ausreichend, 5 = mangelhaft, 6 = ungenügend

Profil (von Klassenstufe 8 bis 10): mathematisch -naturwissenschaftlich

Arbeitsgemeinschaften Presseklub, AG Informatik

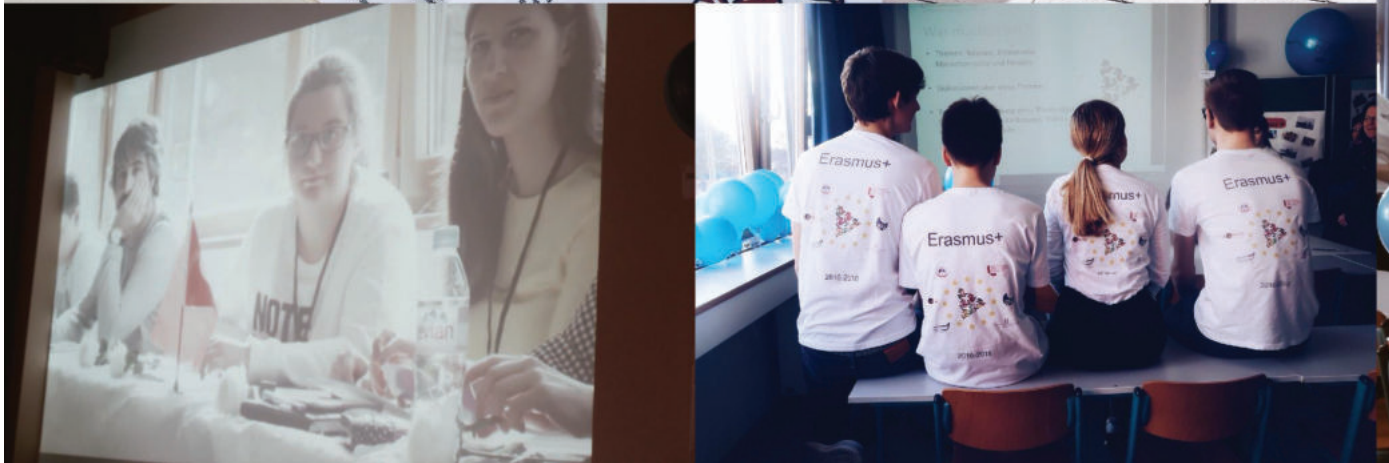
Bemerkungen: Hans hat am erweiterten Informatikunterricht mit sehr gutem Erfolg teilgenommen.

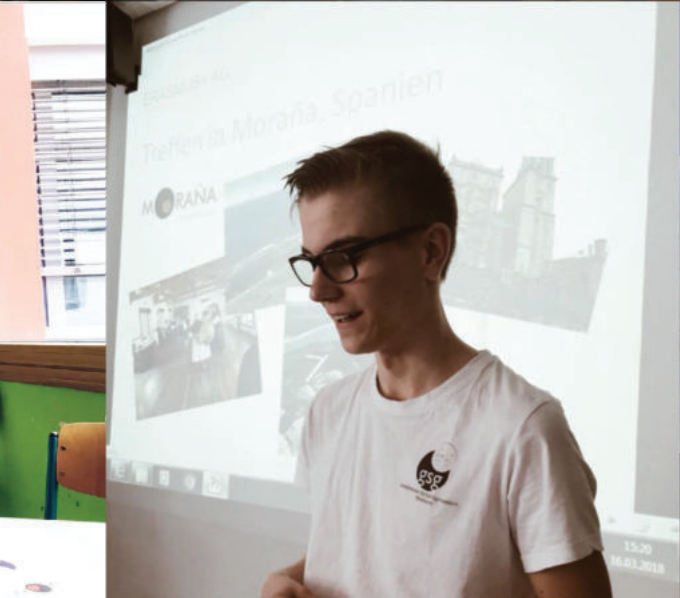
Versetzungsvermerk: Hans wird versetzt! **Fehltag** entschuldigt: 10 unentschuldigt: 0

Unterschrift Klassenleiter Unterschrift Schulleiter Unterschrift Eltern

Tag der offenen Tür

17. März 2018





Cartoon



Als Sophie bei Hans daheim ist
Hier muss doch irgendwo ein Spitzer sein.



Hans hat ja von ihm geschriebene Entwürfe für Flugblätter, die auch an unserer Uni verteilt wurden. Ist er etwa Mitglied der Weißen Rose?



Später
Hans! Warum habe ich von dir handgeschriebene Flugblätter der Weißen Rose gefunden?



Also gut! Ich bin Mitglied! Aber bitte verrate nichts! Es würde auch unsere Eltern und Geschwister treffen!




Ich glaube, du verstehst mich falsch. Ich will schon seit Ewigkeiten der Weißen Rose beitreten! Aber ihr müsst vorsichtiger sein. Sonst sind unsere Familie und ab jetzt wohl auch mein Verlobter Fritz in Gefahr.

Ich kann auf mich aufpassen!

Wirklich? Aber das ist viel zu gefährlich für dich!

Also gut, ich frage die Anderen.



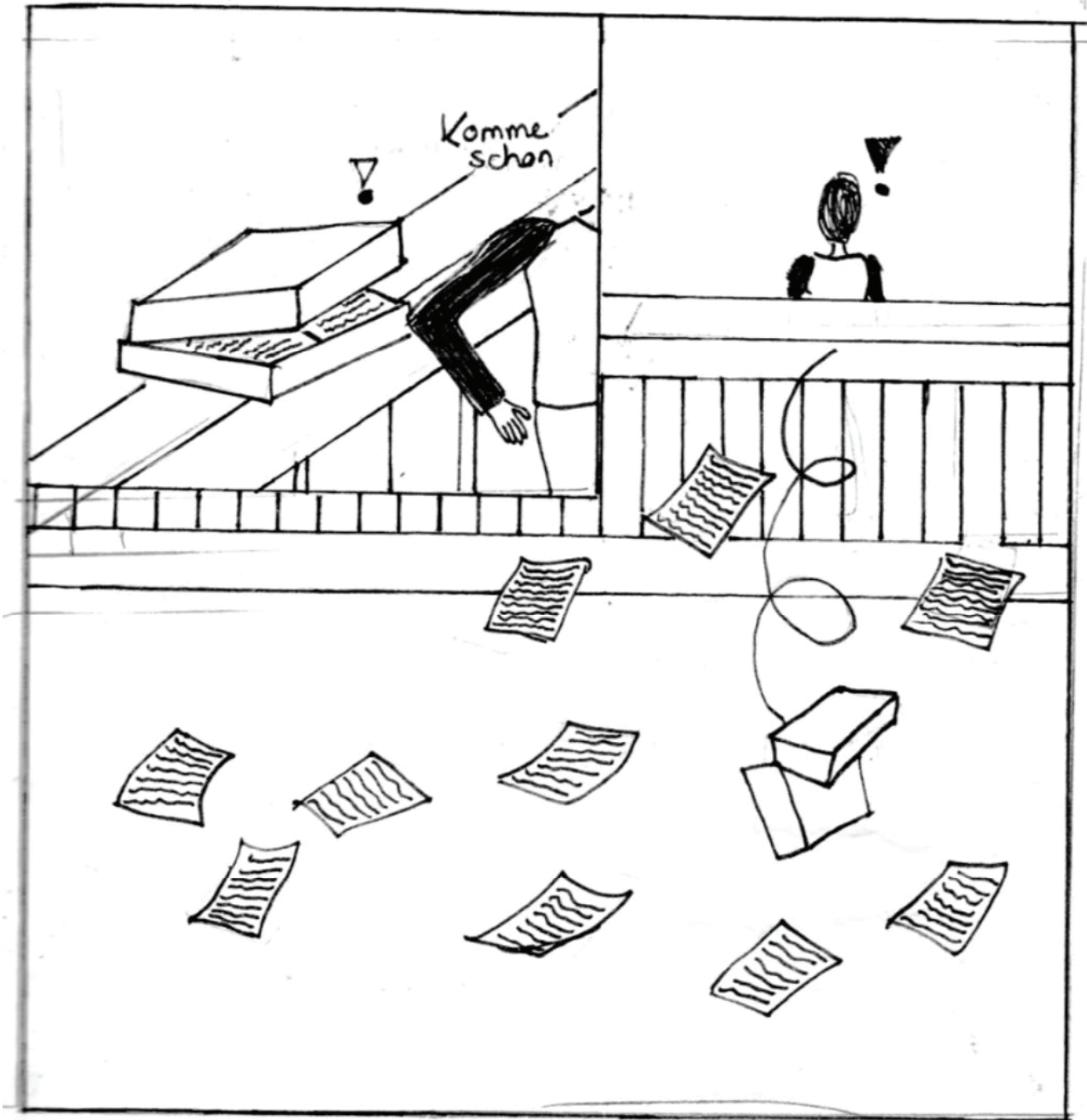
Als das 6. Flugblatt geschrieben ist, erst das 2. mit Sophies Hilfe:

Die letzte Abschrift ist fertig

Ich pack's gleich ein.

Sehr gut. Zu fünft geht alles viel schneller!







Gegen Ende der Gerichtsverhandlung



Beide starben am 22. Februar 1943 mit 21 und 24 Jahren durch die Schreckensherrschaft der Nazis



Hans und Sophie Scholl starben für den Frieden und die Toleranz. Deshalb sind sie bis heute große Vorbilder. Und deshalb ist auch unsere Schule nach ihnen benannt.



Co-funded by the
Erasmus+ Programme
of the European Union



DEMOCRATIC VALUES IN A UNITED EUROPE – FORMING RESILIENT CITIZENS

Waldkirch, 1 August 2016

Dear Students,

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Altogether, representatives from six schools will take part.

It is now to everybody of you to bring in **your own ideas**.

You may want to print this sheet out or use it straight ahead as a digital document to keep a record. In any case: You need to write something!

① Before you do anything, have a look at the following websites to gain more relevant information about **Erasmus+** in general:

- <http://www.erasmusplus.de/erasmus/>
(overview of goals and intentions)
- <http://www.erasmusplus.de/erasmus/bildungsbereiche/schulbildung/>
(introduction to key actions)

② Having informed yourselves about the basic ideas of Erasmus+ you surely want to get to know your future partners.

Have a look at the five **partner schools**:

- a. *England:* Lewisham Southwark College (London)
- b. *Italy:* I. I. S. S. Carlo Maria Carafa (Mazzarino)
- c. *Portugal:* Agrupamento de Escolas de Albufeira Poente (Albufeira)
- d. *Spain:* CPI Santa Lucía (Moraña)
- e. *Turkey:* Gazi Anadolu Lisesi (Samsun)



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Some advice:

You can google each school. What do you learn about them (Size of school? Type of school? School's curriculum?)?

Your comments:

England:

- Big and moderne
- Lots of courses for everyone
- From Art to Travel and Tourism
- 13, 600 teenage and adult learners

Italy:

- High School
- School of human sciences
- More than one Thousand students

Portugal:

- Secondary School
- A group of schools
- Opening Hours from 8:00 am to 23:30 pm

Spain:

- Small school, lots smaller than our school
- Also for children from 3 to 5 years
- More subjects than our school for example Orientation and Technology

Turkey:

- Big school with social and cultural achievement
- Maybe some of the students live there and the school seems to be a boarding school



③ **Reflexion:**

How much can you grasp even without knowing the language of your partners? Which questions would you like to ask your partners? Jot down one for each country:

- ❖ *England: Do you like your school system?*
- ❖ *Italy: How many years do you visit your school?*
- ❖ *Portugal: Why is your school opened till 23:30 o'clock?*
- ❖ *Spain: Do you go from Kindergarden to school in the same building?*
- ❖ *Turkey: Do you live at your school?*

④ The core ideas of our **project** – some **brainstorming**:

As you know our project deals with democratic values in a united Europe. Together we shall aim at getting rid of clichés, cherishing our democratic beliefs and staying optimistic – even in times of terror and other (inter)national hazards.

Before we can sing songs about role-models in a democratic Europe or think about resilience and what it means to be an active citizen we have to make sure what we associate to these expressions at all.

Note any ideas or associations for the items below completing the half-sentences or phrases. Write as much as you want!

a. To you a role-model is somebody who is inspiring or powering up many people.



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b. Your personal definition of **democracy**:

- ❖ **Freedom of speech**
- ❖ **Make decisions through the majority**

④ So far, so good! But what about **PR** and **corporate identity**?

I have also informed you about the wide range of people we want to address to with our project. There has to be a Youtube and Facebook channel besides e-magazines or padlets.

But how can people identify with us? Well, we need to come up with something creative, something that catches people's eyes and imagination and minds! Something they shall never forget!

Write and draw your ideas!

a. Your suggestion for our **school's Erasmus Corner** is:

My idea is to make a Word Press Blog with videos for example Vlogs (Video Log File linked from Youtube), images and texts. The advantage is that everyone can add content. The other project participants can see our work and leave comments below. We can link this site on our school website. Also we can make this with Facebook. My idea was also that we can design T-shirts with our school logo. We can wear them when we visit the other schools and when we present our ideas to them or when we make photos to our blog. An example you can see below.

b. Your suggestion for the **project's logo** is:

My suggestion for the logo is to take a card from Europe and to mark the six places which take part in the project Erasmus+. Also we can add a airplane which flies to the different places. Below you can see some patterns. They are not good at all but I think as an example it's okay. I think the first logo looks like an E, which is good for Erasmus +.



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My advice:

Think of the six school's logos and the title of our mutual project. Also, can you think of country-specific symbols? What could be an eye-catcher that is in a way "spacy" but still not too large in size?

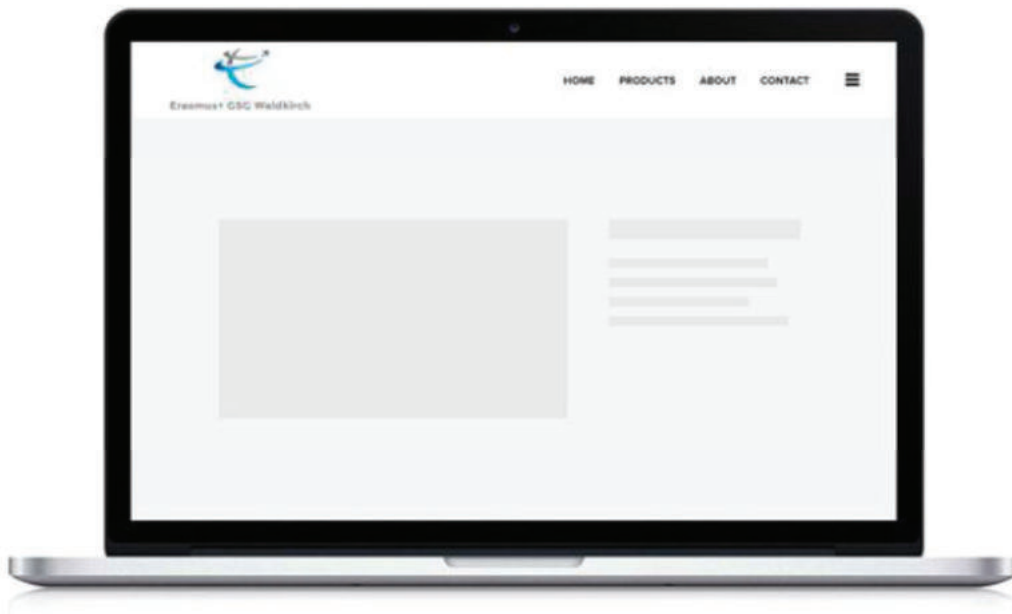
My idea is to design a logo which shows all the logos from the schools which take part in the project together. Also we can add the stars from Europe.

Example:





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That's it for the moment.
Thanks for bringing in your own ideas!

Please, never hold back your ideas – always mention them! Feel free to comment on any issue and suggest what you want to. Remember: It is a project for all of you...


Yours

Christian Schmieder

Weihnachtsbazar

1 Dezember 2017



A photograph of a Christmas Bazaar table. In the foreground, there are several pastries on a silver foil tray. One tray has a sign that says "Portugal" and contains several small, round pastries. Another tray has a sign that says "Frankien" and contains several round pastries. In the background, there is a Christmas tree decorated with lights and ornaments. A person is visible in the background, and there are other tables and chairs in the room.

On 1st December 2017, the Christmas Bazar took place at the Geschwister-Scholl-Gymnasium. Of course, we, the Erasmus+ group also had an information booth, where we informed people about our project. We got a lot of different pastries from our partner countries, which we had our visitors tasting. Also a donation box was available. The donation that came out at the end benefited a German institution, which supports projects to protect the environment. We think even if it is but little money, it is at least something we can do to contribute our share for environmental projects. It all refers to raising awareness of resilient citizens in the 21st century.



Video-Produktion

“We are European”





Scan me

In unserer Videoproduktion „We are European“ erzählen Schüler und Lehrer vor laufender Kamera, wieso sie sich als Europäer fühlen. Auch auf dem Schulhof versammelten sich Dutzende um sich laut als Europäer zu bekennen.



Projekt: Weiße-Rose-Gedächtniswand





Sommerfest

24 July 2018



Am 24. Juli 2018 fand ein weiteres Event an unserer Schule statt: Das sogenannte Sommerfest.

Wir machten Popcorn und Zuckerwatte, um diese an die Besucher zu verkaufen und den Erlös dann an die Weiße-Rose-Stiftung zu spenden.

Die Mitglieder der Erasmus+ Gruppe halfen tatkräftig mit, um möglichst viel zu verkaufen. Wir hatten wieder einmal viele Besucher die sich sehr für unser Projekt interessierten.



Sommerfest 2018 am GSG

Eine Rückblende

Zum Sommerfest im Juli 2018 gestaltete die Erasmus+-Arbeitsgemeinschaft ein Portrait des Humanisten Erasmus von Rotterdam sowie eine Weiße-Rose-Gedächtniswand und den Eingangsbereich des Schulgebäudes. Herzlichen Dank an dieser Stelle noch einmal für die vielen Rückmeldungen der Schülerschaft und des Kollegiums. Dank geht auch an Veit Schubert, der uns mit seiner Fachkompetenz bei der Vorarbeit unterstützt und wertvolle Tipps gegeben hatte.



Am 24. Juli 2018 fand zudem ein Popcorn- und Zuckerwatte-Verkauf statt, welcher einen Erlös über 180,39 Euro erbrachte.

Der Betrag wurde an die *Weißerose Stiftung e.V.* München gespendet. Damit können Projekte zu Hans und Sophie Scholl finanziert werden und ihrem Wirken angemessen gedacht werden.

Auch im nun angebrochenen Schuljahr wird es am Geschwister-Scholl-Gymnasium eine Erasmus+-AG geben. Mit *Inspiring Enterprise* wollen wir sowie drei weitere Partnerschulen in England, Italien und der Türkei ein Produkt vermarkten und uns quasi als Unternehmer behaupten. Als zu vermarktendes Projekt haben wir eine Learning App vorgesehen. Wer Interesse hat, möge sich bitte melden. Es sind noch Plätze frei – Europa wartet!

Christian Schmieder

eTwinning- und Erasmus+-Beauftragter am Geschwister-Scholl-Gymnasium Waldkirch



Infos zu diesem Erasmus+-Projekt



Erasmus+

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Projektkoordination:

Deutschland: Christian Schmieder

England: Shazi Giner

Italien: Caterina Demaria

Portugal: Luís Manuel Almeida Miranda

Spanien: María de la O Carracedo Fontenla

Türkei: Nalan Aydin

Impressum

Verantwortlich:

Geschwister-Scholl-Gymnasium Waldkirch

Christian Schmieder, eTwinning- und Erasmus+-Beauftragter am GSG

Beethovenstraße 9

79183 Waldkirch

Layout und Design:

Paulina Lieske

Berichte:

Lars Geiß

Marco Hiepler

Johann Hochbruck

Paulina Lieske

Christian Schmieder

Paul Wehrle

Fotos und Filme:

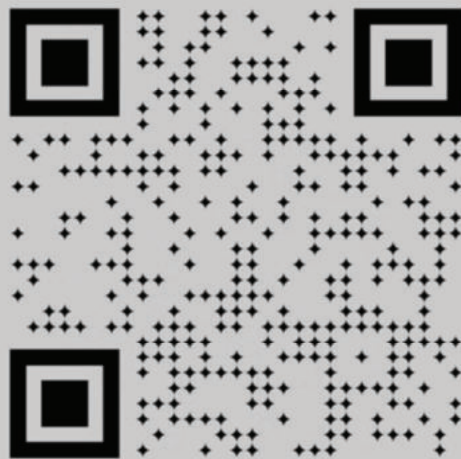
Paulina Lieske

Christian Schmieder

Paul Wehrle

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**Scan the QR-Code to get
to our website!**

Geschwister-Scholl-Gymnasium
Beethovenstr. 9 - 79183 Waldkirch (Deutschland)
Tel. 07681 - 9278 Fax 07681 - 23797
gymnasium@waldkirch.schule.bwl.de