

inspira

MARCH 2022
EDUCATION DEPARTMENT

International Special Edition



PROJETO
JOVENS
EM
AÇÃO

JOVENS^{EM}
ATUAÇÃO

PREFEITURA DE
SÃO SEBASTIÃO
GOVERNO MUNICIPAL

SÃO SEBASTIÃO
SP - BRASIL



你好

Merhaba

Hej

Ahoj

Здравствуйте

Bonjour

Guten Tag

Ciao

Здраво

Hola

ابحرم

Aloha

Salut

oiá

HELLO

Cześć

Ahoj

Salut

Здраво

Aloha

Halo

Ciao

Cześć

Olá

Guten Tag

Hej

今日は

HELLO

Здравствуй

你好

Merhaba

Bonjour

Halo



As principal of Pompano Beach High School (PBHS), a magnet school focused on International Affairs with Information Technology located in Florida (USA), one of my goals is to provide opportunities for our students, faculty and staff, families, and community members to increase worldwide connections through personal global interactions.

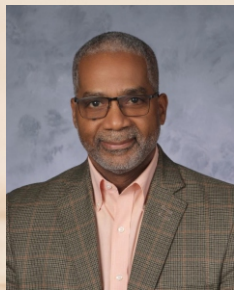
Pompano Beach High School's experience has proven that making the initial partner connections can be well thought out with extensive planning or as simple as a fortuitous drop in visit to our campus. The second was true when we were visited one day by an enthusiastic group from Sao Sebastiao, Brazil. It was immediately apparent that a strong relationship was inevitable. Through positive communication and shared goals, the connection was made and Sao Sebastiao became an active and significant partner.

School partnerships are enriched by Pompano Beach High School's biennial International Summit created to develop cultural understanding in the field of education, increase knowledge about the United States and visiting schools, and establish lasting ties between all the participants. The first Summit was held in 2012 when educators and students from Japan and Sweden were invited to our campus for a week of collaboration and sharing. Since then, school partnerships have flourished as evidenced at the 2021 Summit with the participation of over 170 guest students, teachers, and administrators from Brazil, China, Egypt, France, Germany, India, Ireland, Mexico, Nepal, Poland, Switzerland, Turkey, United Kingdom, and Zimbabwe. The positive impact is tremendous as evidenced in the voices of our attendees at the close of each Summit. One of our guests, a student from Brazil, tearfully encapsulated her Summit experience in one word: saudade. Visiting Brazil and other countries of partner schools is another way for our stakeholders to increase global connections. Students and faculty members of Pompano Beach High School travel to many of our partner schools around the world. Experiencing the various cultures and classrooms is exciting and can be a life changing experience. Several of our students changed their career goals as a result of their experiences traveling to our partner schools.

I was privileged to be selected by the United States Department of State as a member of the 2013-2014 Brazil Administrator Exchange Program. It gave me the opportunity to travel to Brazil for two weeks where I was able to share school administration experiences, develop school leadership and management models, and increase understanding between Brazil and American educators. It was my pleasure to reciprocate and host three Brazilian administrators at our school. During their visit, they could be seen around campus participating in many activities such as busily taking notes in an economics class, listening to student debate teams compete, and joining in extracurricular events such as a tailgate party at a football game. The Brazilian administrators' enthusiasm and willingness to share with our faculty, staff, and students was stimulating and enriching for all those involved.

International understanding has never been more important than it is today. The global connection that Pompano Beach High School has with its partner schools fosters and supports beneficial communication through the commitment and diligence of each member. It is my hope that all of our collaborative efforts continue to make a positive impact in the lives of those who participate.

Hudson B. Thomas
Pompano Beach High School



Active learning

Active learning is the fact of improving and reinforcing our readings, writings and learning. There are many ways to learn and progress smarter and quicker and also improve your memory and concentration.

Becoming an active learner can be preceded by many methods, such as writing down what you already know, asking questions as you read, and making notes of the main points in your own words. Having a good memory is very important to work and progress, it needs training. However we can use a range of things to help improve our memory, such as pictures, colour, language, organisation and repetition. But as important as having a good memory is, having a good concentration is also a key to success, but sometimes it's not easy to stay focused.

Getting started is really important for the rest of the work time, first choose a comforting place for you, leave your phone (you can turn it on plane mode), maybe listen to music if you like and if it's not distracting you and look for

ideas to organize your studies. After that, creating a timetable dividing topics and themes in different periods that have a beginning and an end, and sticking to it can be extremely helpful. Once you're done doing this, you have to set study goals, write them down, set a time limit and think about what you wanna achieve in each theme. But remember working and only working is not healthy, your brain can't function indefinitely, you must take breaks. Working 30 to 45mins and taking a 5 or 10 mins break is an example.

Finally once you're done working you must be able to recall what you learned when you need it, if you think you'll forget in a certain amount of time try to revise anything that you can't remember, 1 hour later or/and 1 day later.

Active learning isn't complicated to understand but may be more complicated to process, motivation is the key.

Namyslak Antoine

Roda Inès

107/109

LANGUAGE LEARNING

TOURE Katim-Thierno 114 / AZZALLAL Yasin 110

BOUSQUET Samuel 112 / BINGOL Helin 13

Language learning is an active process that begins at birth and continues throughout life. It begins when you're a baby with the learning of the official language of the place where the person was born (Example :French in France or Portuguese in Angola) or the language of the person parents' origins (for example you can be born in France but have Arabic parents that will talk to you in Arabic) What we're about to see is why active learning is better than passive learning when it comes to a language: First let's define what passive learning is? The term 'passive learning' is used when the students receive information from the teacher and internalize it, in this type of learning, the teacher gets no feedback from the student because basically the teacher is the only one who gives information to the student and that's all, the student can't do the same.

The main example is the school : In a class the only person who gives information about his subject is the teacher and the goal of the students is to learn and internalize the information. Now let's define what active learning is and why it is better? Active learning is a process that focuses on student learning. It focuses on how students learn, not just what they learn. Students are encouraged to "think hard" rather than passively receive information from the teacher.

Well, active learning is better because it aims at a greater involvement of students in their learning.

It involves students doing activities other than listening, watching and taking notes . The activities, planned by the teacher, must be related to the learning objectives (for example understanding, applying, analyzing etc...). When it comes to a language, active learning can be for example going to a country to directly learn the language in question which is better because you can directly apply your learning of the language by talking with people who fluently talk the language and can correct you. For example if an English person with a little knowledge of French comes in a country where people talk French if they try to have a conversation with a French person, they can correct them so the person could improve his French.

In conclusion, active learning is better because it means that you are taking control of your language learning, and as opposed to expecting that the language you're learning will just improve through concentration, you're taking control of your own destiny and actively forcing your brain to go on.



Student: Eduardo (Brazil)
Reinterpretation of The Scream (1893)
by Edvard Munch



Student: Rebeca (Brazil)
Reinterpretation of the painting Girl Sitting (1886)
by Antônio Rafael Pinto Bandeira

art
reinterpretation

Original artwork by Zeklo



Presentation of Zeklo:

Zeklo is a French self-taught artist who was born in Alès in the South of France. Now he lives in Bruxelles . This inspiration about art is from his father and also the comics and movies inspired him for his job . Step by step the artworks of Zeklo's have come to inspire some people like the big portraits and the choices for the colors. The world came to inspire him too in his artworks.

Travelling in winter

(Title found by Lana Quetel and Opale Desailly)- Drawing:
(character and colours by Maëva LE MÉNEEC)

Remodelled version:



A project done by:

Candice Mathieu - Maëva Le Ménéec - Chloé Lefebvre
Maëva Habib Farag - Lana Quetel - DuneLe Moine
Samuel Tanir – Opale Desailly

Let's do it together!

Jovens em Ação and Jovens em Atuação projects were present in my life as a student. Participating in these projects not only changed my student life but also made me evolve as a person because they made me see the world and life in other ways. Through activities such as the student council and theater I learned to have more responsibility, commitment, develop a critical sense, formulate ideas, have autonomy, freedom to express myself, and I was encouraged to run after what I need and what I want. Because of these projects I was also able to improve my shyness and the way I communicate with people. Being part of these projects was indispensable for me to decide in which professional area I want to be in the future. Besides this, several educational tools were learned by me during these experiences because these projects are interdisciplinary and make everything and even more of what we learn in school be inserted in them.

Jovens em Ação and Jovens em Atuação projects have as their main objective the youth protagonism and this is why they are essential in the lives of young students. With the experience I had, I can say that this objective was fulfilled because the learning did not remain stuck only in the classroom; it transcended the school and reached not only the students but also the staff, families, neighborhood residents, and society in general.

I had incredible experiences with both projects! They gave me the courage to face big challenges that even I myself didn't think were possible to achieve. I don't know where I would be today if I had chosen not to participate in them; I don't know who I would have become without them. Furthermore, none of this would be possible without the full support of everyone involved in the creation of these projects, especially teachers Rafael Romero and Kaylla Prado who were at the forefront of it all.

"Education demands the greatest care, because it influences the whole of life." (Seneca)

Livia Vieira



The youth protagonism in the public schools of São Sebastião

During adolescence we discover new interests within ourselves, and we yearn for different experiences and form our own opinions. We start to have a more sensitive look at what happens around us, especially in the school environment, which is the place where we spend most of our time. Thus, it is inevitable that many ideas are born within us to make this school environment more pleasant and to support students who have different interests.

When I was in seventh grade, my English teacher Rafael Romero started a project involving the student council, which aroused my curiosity; after all, I had always heard about the council, but I had never seen it at school. After a few months the voting and election of the new student council took place and I finally started to see changes in the school and noticed that the students started to have a more active voice. This was something new that gave us hope.

With this new beginning in all schools in São Sebastião, the city government started to invest in equipment so that the students could have a better experience and be able to elaborate their projects more easily. Each student council got a camera and a course on how this equipment works, given by Mr. Romero himself. And so I started to get involved in this project, which by then was already called Jovens em Ação. I liked it so much that I got more and more involved. I participated in the first Inspira Magazine, in student events that involved all the municipal schools, and I also attended some of the launchings of other editions of the magazine.

In the last days of my eighth grade year I participated in a selection process for an exchange to Fort Lauderdale, Florida and I was one of the six students selected for this experience. It was nine days attending the International Summit 2019 at Pompano Beach High School. It was wonderful! I learned a lot about cultures and had the privilege of presenting Brazil and my city, São Sebastião, to people from various places in the world.

When I came back to Brazil I shared with my friends everything I had experienced and encouraged them to join the Jovens em Ação project. We won the student elections and became the student council of the school where we studied, and within a year we had a campaign against violence against women, a talent show, a color party, an exhibition of activities, inter-class and inter-school games, and artistic presentations with music and dance, as well as seeking improvements for our school environment. We worked a lot and learned a lot from each other and made the other students happy with the diversified activities.

That same year I participated in auditions for another project called Jovens em Atuação and soon started to be a part of it. The first play I performed in was "Der Jasager" by Bertolt Brecht. After that I participated in a Sarau called "The Lost Notebook of Eros" that had participants from ten schools in the city. It was a magical experience that contributed a lot for me to discover a new taste of mine: theater. And this participation in Youth in Action helped me and still helps me today because it works on my socio-emotional skills while contributing to expand my knowledge about theater techniques, history, literature, and art in general.

After telling part of my story, it makes sense to say that projects like these aimed at youth protagonism provide unique opportunities and change lives.

When teachers and school managers give credibility to the ideas and opinions of their students, the world gets closer and closer to becoming a better place.

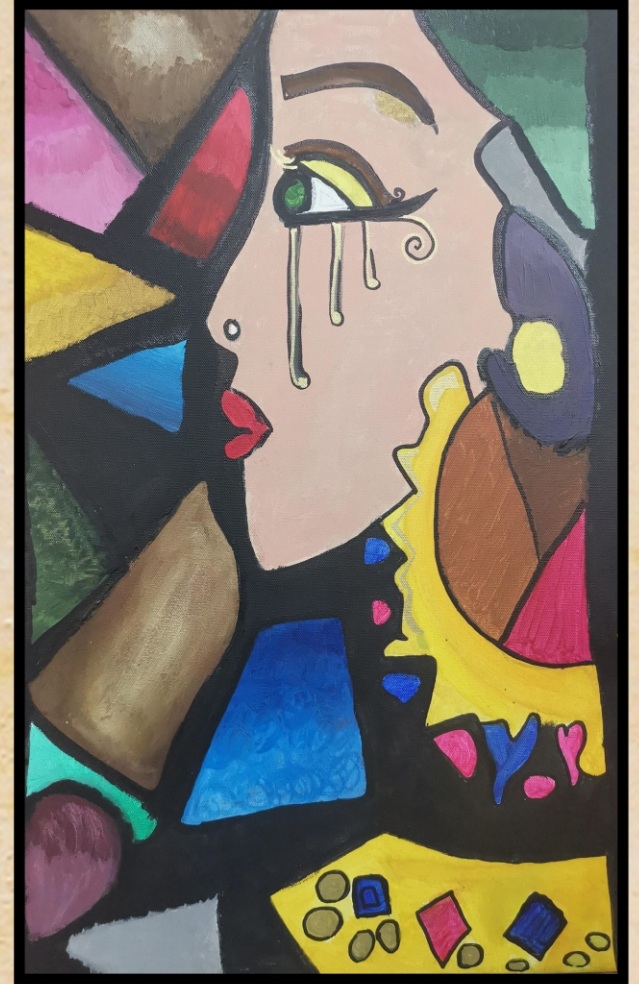
Amanda Santos de Queiroz



Inspired by the Egyptian Artist Hassan Al Sharq



Student: Reham (Egypt)



Student: Dania (Egypt)

Art

Student: Moritz (Germany)

Reinterpretation of *Selbstporträt mit Hut* (1909)

by August Macke



Student: Leonie (Germany)

Reinterpretation of *Frau mit Äpfeln* (1909)

by August Macke



reinterpretation

The Student's Union at Gesamtschule Hamminkeln

Like all German schools our school has a students' union which comes together for meetings four to six times a year and gives students a voice in decision-making processes at our school. It consists of the class presidents of all our classes from grade 5 to 13. At the beginning of each school year the members of the student's union elect the school captain and her or his deputy and a representative for each grade who meet once a month. They also decide which two teachers they want to support the work of the students' union.

The students' union is regularly informed about new school policies taking effect, the general situation of the school, new projects, upcoming events and decisions that need to be taken. But it is a forum, too, to discuss student's ideas, worries and concerns. This is why the school principal is usually invited to larger parts of the meetings of the students' union. In order to make sure that the students' suggestions are always taken into consideration two class presidents from grades 7 to 13 are elected as consulting members of meetings of the parents' representatives. Moreover, the school captain and five elected students' representatives are members of the so-called school conference, a kind of school parliament in which students, parents and teachers are equally represented and decide on new rules, new projects, cooperations with external partners etc. The school captain also represents the school at important events, such as the official opening of a new building or room or at the Open Day of the school.

The students' union at Gesamtschule Hamminkeln is very active and takes its responsibility very seriously. To give just a few examples, the school captain and her deputy attended all meetings during the process of discussing architectural designs for an additional building for grades 5 to 6 and are now involved in all decisions regarding the remodeling of the school yard.

Yet, besides representing students' views and interests, the students' union is also concerned about making the world a better place. In 2016 for example, when large numbers of immigrants came to Germany and also to Hamminkeln, the school captain of that year initiated the collection of second-hand clothes, school bags and school material for the children of refugee families. At present the students' union promotes the idea of taking a visible stand against racism by raising awareness among the students and teachers of our school and carrying out one project a year to help prevent racist attitudes. Due to these efforts we hope to be awarded the title "School without racism".

In this way the work and initiatives of our students' union benefit our students, our school and society.



Encounter with American veterans from World War II



Exchange visit with our partner school in Poland



Art project: The Coronavirus & I



City Cycling: Cycling for a better climate

Together we can do great things!

Art Projects at Gesamtschule Hamminkeln

Art projects have always played an important role in school life at Gesamtschule Hamminkeln since its founding in 2013. Every year our students participate in a special art contest for schools and youth groups, the International Peace Poster Contest, which is sponsored by Lions clubs around the globe. The intention of the contest is to give children the opportunity to express their visions of peace and inspire the world through art and creativity. Every year, the contest has a different theme, for example "Kindness Matters", "The Future of Peace" or "A Celebration of Peace". At our school, grade 6 students participate in this contest although they already start planning and creating their posters in grade 5. They are free to use a variety of art mediums and they are encouraged to portray their life-experiences and culture in responding to the theme. Each poster is judged by a jury consisting of members of the Lions Club Hamminkeln and various Art teachers. They choose the best poster which advances to the next judging level. During a ceremony at school, which includes musical and artistic elements, prizes are awarded to the participants.

However, during the last two years our students were not able to participate in the contest as usual due to the COVID-19 pandemic and the resulting period of homeschooling. Instead, students were set the task to create artwork about their life during the pandemic. The impressive pieces of art which were produced during this period were shown in an exhibition at the Ringenberger castle and fascinated people so much that there was even a feature on local television.

A project our school is currently working on is titled "The Climate and I". Students in grade 10 are producing artwork displaying the challenges that present and future generations face in the light of climate change and global warming. There will be an exhibition to give the local community the opportunity to admire the work produced.

Amnesty International:
Write for Rights



Collecting donations for
Doctors Without Borders



What's behind the picture?

Interview with Riley Dion, Grade 11, Pompano Beach High School, USA

Q: Can you tell me a bit about your picture before?

A: The picture is actually an old picture of me and my family. When it was taken that day, we were just getting back from the softball field because me and my brother both play softball and baseball. On that day when we finished the games, we were just in the car and I think we were on our way to go celebrate our parents' anniversary, their wedding anniversary. And we just decided to take that picture, and I love that picture so much, so when it came to deciding which picture I was going to use to draw a portrait of for our new house that we just moved into, I think that was a great choice because it just captures so much joy.

Q: How old are you in this picture?

A: About eight years old, I think.

Q: How long were they married when this picture was taken?

A: They got married in 2003 and that picture was taken around 2015, I believe, so it'd be 12 years at that point.

Q: You say you love the picture, tell me why. What's special about that moment in time?

A: Because nowadays, we honestly don't take that many group pictures anymore. We're all so busy. We don't get those same moments even though we still spend so much time together; we don't stop and take a picture. So it's awesome just to have that picture specifically of all of us so together, and we've had times where we wouldn't be able to spend all that time together. It's just nice to have that moment captured. It could've been any picture in our past together, but I think that one was great of all of us smiling at the same time so close together, so it made it easier to draw that way, too.



Riley Dion and her brother, mother and father get ready to drive from a softball field in 2015.

PHOTO COURTESY OF RILEY DION

Q: So you said your brother played baseball; so would you consider going to these sporting events for children and the parents to be something American and a great time?

A: Yeah, absolutely. And I have one side where it's like, I think my dad would come with me—because he would coach my softball team at that point, so he was really all in the family, and it was awesome—and then my mom would be at my brother's games with her friends and he had his friends and it was all family friends and it was just awesome.

DRAWING BY RILEY DION



REvolutionary |study hall

Students teach each other skills in special study hall

Scientific visualization teacher David Holley had a study hall that's not like the others.

"Everyone in the study hall asked to be in this specific study hall where each of them would come with an idea of something to teach everyone else in the class," Holley said.

Within the first 30 minutes, one student presented their topic. Afterwards, they answered any of the questions the other 14 students may have had.

"If no one volunteers, sometimes I'll present once in a while, but I try not to do them because it's the students' thing," Holley said.

Olivia Kimmelman (12) taught the students how to weave bracelets out of strings. Kimmelman thought this class was a great way to use her study hall.

"As someone who has never really used their study hall, Holley's fourth 4th period has been a great way to spend my time," Kimmelman said. "I have been able to learn many things that are not typically taught in a regular classroom setting, and being able to learn from my peers has been a great experience."

Bianca Filippone (12) taught the class to stuff cannoli and hoped to teach the students how to change a tire.

"People should come into this study hall because you learn so many things and it is a great break from the stresses of other class-

es," Filippone said. "This class is so much fun and I am so glad that I got to be a part of it."

Students came up with many different topics to speak on, from creative projects to things students should know how to do.

"I have one student who wanted to teach people how to change the oil in their car, or another student who wanted to teach people how to make a specific lanyard or bracelet," Holley said.

Elijah Williams (11), a 3D modeling student participant in the 3D modeling part of the class, said that spike ball was his favorite part of the class.

"It was definitely the most physical, and that was the first time we were ever outside having fun," Williams said.

Some topics were informative and some were just fun.

"Another student wanted to teach people what fantasy football is, so we did a fantasy football draft," Holley said.

"The students are bringing ideas and they're teaching other students in the class how to learn some life skills," Holley said. These skills include making budgets and using checkbooks. "When students go to college, there's not going to be people that will help you a lot," Holley said.

Story by Morgan Washington
Design by Sophia Castagna



Watch your back: Alexandra Vagelos (11), Olivia Kimmelman (12) and Miles Rosoff (12) keep their heads down and their eyes closed while they play Mafia, anticipating what they will do in their assigned roles. Photo by Emma Parker
Shocking Max Sauer (12) holds the jumper cables for classmate Bianca Filippone's (12) car during their study hall. Photo by Sophie Lichtenstein

Hololens



Among the practical projects of tech teacher David Holley's study hall, students created content to be accessed through a Microsoft Hololens, an interactive, virtual-reality headset.

"A virtual reality headset brings you to a completely different plane, while the Hololens brings it to you," Elijah Williams (11) said. The work and technology involved in making this project allowed for the visuals to be compared to the ones seen in the Ironman helmet from the Marvel movies.

"We 3D model into a software and then put it on to the Hololens," Williams said. "From there we can just play around with it, make it bigger, make it smaller, but those are just the stationary objects."

Starting this project began during the COVID-19 outbreak, limiting the amount of work that could get done, but Phillip Zacharoudis (12) hoped to have something created by the end of the year.

"Then we want to make an attempt to create some sort of interactive classroom in the future," Zacharoudis said.

Story by Sierra Krey
Photo by Sophie Lichtenstein



In this day and age, students are the core of schools. Students greatly shape the school's image and reputation. For instance, knowledge seeking students self-study in order to gain more knowledge. Hence, students who self-study are better prepared and more receptive to the teacher resulting in a better academic environment. Knowledge seekers are the ones that improve the schools the most. They are always doing extra-curricular activities and creating chances for the school environment to improve. For example, a student found an effective way to improve the other student's dedication to work, or another knowledge seeker who achieved a high level of education in a certain field. These students not only improve the school environment but also the schools' reputation. Students have the ability to propose a student-adult collaboration. Schools should continuously ask a group of students who are willing to discuss openly with teachers and administrators about how they think schools might improve, and hold dialogue opportunities for students and adults.

Students' self-motivation boosts the quality of education as it helps determine students' potential. Self-motivation includes developing a growth mindset and self-reflection. Developing a growth mindset helps students to view learning through a different angle, which creates a better learning quality for students. Think about two students: one with a growth mindset and the other with a fixed mindset. The student with the growth mindset would be able to face new challenges thrown down at him or her. However, the student with the fixed mindset would not even try to overcome the challenges as they believe that challenges can only be surmounted by intellectuals. In reality, challenges can be surmounted by hard work and determination too! According to Education Week Research Center, a study conducted in 2016 of over 600 teachers deduced that 98% of teachers believe that the amalgamation of a growth mindset with education will enhance students' learning and in turn the school. The study proves that a growth mindset is an essential element that should be integrated with education in order the education quality to evolve. Self-reflection helps students to self-evaluate, which is a beneficial method for learning from past mistakes quickly and effectively resulting in a finer form of education. There are several methods to incorporate self-reflection in education. For example, students can self-evaluate using rubrics. When students evaluate their work, it helps them to determine their level and understand themselves resulting in a better atmosphere for learning. Students' self-motivation boosts the quality of education as it helps determine students' potential. Self-motivation includes developing a growth mindset and self-reflection. Developing a growth mindset helps students to view learning through a different angle, which creates a better learning quality for students. Think about two students: one with a growth mindset and the other with a fixed mindset. The student with the growth mindset would be able to face new challenges thrown down at him or her. However, the student with the fixed mindset would not even try to overcome the challenges as they believe that challenges can only be surmounted by intellectuals. In reality, challenges can be surmounted by hard work and determination too! According to Education Week Research Center, a study conducted in 2016 of over 600 teachers deduced that 98% of teachers believe that the amalgamation of a growth mindset with education will enhance students' learning and in turn the school. The study proves that a growth mindset is an essential element that should be integrated with education in order the education quality to evolve. Self-reflection helps students to self-evaluate, which is a beneficial method for learning from past mistakes quickly and effectively resulting in a finer form of education. There are several methods to incorporate self-reflection in education. For example, students can self-evaluate using rubrics. When students evaluate their work, it helps them to determine their level and understand themselves resulting in a better atmosphere for learning. With that in mind, schools should always consider the students as prominent figures that are the future of the country. That is why they need to implement programs like the student council, which increase the students' responsibility. Schools that thrive will always contain knowledge-seekers and self-improving students.

By Bilal Nour and Reham Atef (Egypt)

School is always a constant. For the first 18 years of students' lives, it is the only unchanging matter. In one way or another, school is the most significant aspect of any student's life. As new generations arrive, each student brings something raw to the table; they are all distinctive in their way and contribute to shaping and creating the school atmosphere. Simultaneously, schools impact the students that inhabit and go thereby providing a chance to acquire knowledge on various levels. This is all the more reason schools should develop on a much larger scale. Factors such as the classroom setting, the environment outside of class, the situation at home, and the mental state of the students should be considered when further enhancing the school system. Students getting involved in the development of their learning environments ensures that their educational expectations and demands are met.

Schools, particularly teachers, have a key influence in determining whether or not students succeed academically. Teachers should become more aware of students' requirements, as well as the elements that negatively or positively impact students' attitudes toward the educational process. While teachers perform an essential role in the class educational environment, students have a more substantial influence on their own learning environment. As students grow into adolescence, the student-teacher bond is deprioritized, even though that bond remains important for the students' engagement and achievement outcomes. Students are as responsible as teachers to build an appropriate, healthy relationship on which their education can thrive. Building proper, student-teacher connections would aid in the improvement of the educational process; thus, both parties should make every effort to strengthen and maintain this bond.

A student-staff interaction, unlike a student-teacher relationship, is on a much larger scale. Student-staff partnership is a process of student engagement, understood as staff and students working together to foster engaged student learning. It is a method of doing things, rather than an outcome in itself. Furthermore, students have, especially, come to shape new, well-thought opinions. While some students do get the opportunity to express their minds and offer their ideas, many students opt to remain silent as they do not believe their ideas would be taken seriously; as a result, they are unaware of the relevance of their fresh, new perspective. Their promising new ideas would go unnoticed. Therefore, forming a student council is a strong approach to solving this issue. The student council would serve as an intermediary between the faculty and the students, granting a voice to those unheard. Enhancing proactive messaging and communication, setting proper norms, supplying an opportunity for students to engage in structured partnerships, and preparing students for their future and the operation of college are only some actions a student council can provide. Student councils should also work towards creating awareness programs for the student body, especially mental health awareness campaigns. It is prime for the student council to initiate school-based mental health and emotional well-being programs. Around 1 in 4 children and young people show signs of a mental health difficulty, including anxiety and depression meaning that up to three children in every classroom may have a treatable mental health issue. Around 50% of lifelong mental health problems develop before age 14 [1]. Having a student-school integration, where students and staff are fully honest and transparent, would reduce the pressure and improve the learning environment overall.

In any institution, each figure takes part in its growth, and so, each individual belonging to a school should take part in its development. The cooperation of students in the development of schools is highly critical as they offer distinct, new perspectives and are capable of choosing the appropriate methods of improvement for themselves. It is also vital to encourage students to engage in a variety of activities provided by an interactive student council. A tainted educational approach might demotivate students who have previously suffered academic setbacks. Thus, students should discuss their preferred learning methods alongside staff in a safe comfortable space.

By Juwaireya Akmal, Maryam Kawook, Hla Wakid (Egypt)





UADY
UNIVERSIDAD
AUTÓNOMA
DE YUCATÁN

PREPARATORIA UNO

THE CULTURAL student perspective AFTER PANDEMIC

Culture is a word we associate to the traditions we grew up with and were passed on, its legacy is clearly important and necessary, however, the culture that will be discussed in this article is related to the way the pandemic, which came to stay, has changed our outlook for the better, and most importantly, how it has turned our lives around. Our daily habits have been entirely modified; some might say that the current and unpleasant virus has altered our lives in ways we'd never have imagined, but how did it affect us culture-wise?

In Mexico our well-known *Day of the Dead*, has been

celebrated differently during the past two years. We used to prepare the altar reunited with our family, making the traditional "pib" or "muchilpollo"; setting our loved ones' favorite food is a way to welcome them, so that when their spirits come, they can "eat" and relish all the past things that they used to love in life. In addition, we used to say the rosary and then eat the different dishes, while paying tribute to the ones we lost by sharing our favorite stories and memories.

Now, we still do some of these things, however, we only gather with our immediate family, setting everything by ourselves, and making video calls so that we can continue remembering our loved ones in a safe way.

Long gone where the days when we used to get up every day to get ready for school or work, or how most of our weekends were all about going out with our friends, visiting our family to eat together or going to the movies. All these activities that were extremely normal one day, now seem exceedingly rare; the confinement was truly drastic, it caught us off guard. For instance, in Mexico, an aspect that is deeply ingrained in our culture, is the way we say hi to people; unfortunately, this has also been affected. We were used to greeting people by kissing them on the cheek or giving them a hug; nowadays, we avoid these actions since the people's welfare is the most important thing. Thus now, we only wave at

each other, and it is difficult, because of the way we have been

raised and the need to be warm and welcoming with people, especially the ones we care about.

Another concept that has completely changed is the way of teaching and learning, since most of us were not familiar with working online, and it was a challenge that we had to overcome. On one side, all of us started to feel anxious, stressed, overwhelmed and completely overworked because we could not see our friends anymore and get help from the teachers in person, instead, we had to be completely on our own, locked inside our homes. Nonetheless, after a few months, most of us managed to successfully adapt to this modality; we learned to be more organized and self-taught, as well as to "hang out" with our friends in diverse ways, making online school less stressful and our anxiety lower.

In conclusion, most of our recreational and social activities were affected by this pandemic. Of course, we experienced how hard it was to feel trapped in our own homes, even though it was for safety guidelines.

Nevertheless, this led us towards finding other activities to keep us entertained, from finding a new hobby that we would never have tried out, to having a brief pause to get to know the people that we live with; because sadly, before the pandemic, everyone was so busy and focused on their own routines that we couldn't take a minute to appreciate our surroundings and live in the present. We can also say that we got to know ourselves a lot better because COVID forced us to stop and gave us time to reflect, introspect and look at life in a distinct way, like appreciate the things that we normally take for granted or be more aware of what's going on in the world. Although our journey is far from being over, we are slowly but surely getting used to the so-called "new normal".

Team members:

Sofía Lizeth Campos Euan
Oliver Gutiérrez Feuerbach
Ninive Itzel López Colonia
Katia Cristina López Lara
Karina Gabriela Puch Rodríguez
Daniela Rubio Flores
Daniela Sabido Aranda

Teacher:

María Alexandra Cruzaltá Torres



100 years of UADY
1922 - 2022



PREPARATORIA DOS

THE ACADEMIC student perspective AFTER PANDEMIC

Imagine living your normal life, going to school, seeing your friends, going out, having fun, and suddenly a worldwide virus arrives and it becomes a pandemic that makes everything you do forbidden and a danger, it sounds like a nightmare, doesn't it? Well, what sounds like a nightmare is and was real and now you will see how it was for us to cope with this in our academic environment.

Since the pandemic started, we were finishing ninth grade. We realized that our first year of High School was going to be virtual, but we had one more challenge before entering, since here at the Autonomous University of Yucatan (UADY) there is an admission test that decides if you enter or not. For us, it was a really long process because they changed the dates a few times to take the exam in order to see what the best way would be to take it without exposing ourselves to the virus.

Finally, the day came, we took it and we managed to pass. Now it was to see what the classes would be like since none of us had had to take classes online before, we received all the instructions to enter our classes, links, platforms, apps, etc. At first it was difficult to be able to pay attention with all the distractions that we could



have around us, whether it was our cell phone, our family and even our bed.

However, it would be a completely lie if we say students took seriously the virtual classes at the beginning; most of us had the belief that online school would be easier and that we would have more free time. But the end of the semester is so stressful, there is no time to take a break; there is a lot



of homework, projects, exams and obviously, there is a lot of pressure and anxiety because this time is what will define if you are passing all your subjects or not.

But above all the problems and difficulties that arose, having online classes has helped us to know how to control ourselves mentally, and to be more

responsible since you do not have your teachers behind you reminding of what you must deliver and what to do. What has stand out as a lesson of this for us, has been that it has also given us discipline and better communication with our colleagues, teammates, and teachers.

Team members:
Ximena Esponda
Sarahí Hernández
Alicia Martín
Gabriela Conrado

Teacher:
Ana Cecilia
Castillo Loeza



100 years of UADY
1922 - 2022





UADY
UNIVERSIDAD
AUTÓNOMA
DE YUCATÁN



UNIDAD ACADÉMICA DE BACHILLERATO
CON INTERACCIÓN COMUNITARIA

the social

student perspective

AFTER PANDEMIC

The covid-19 pandemic was something that had a huge impact around the world. Adults, adolescents, and children have been affected equally because many things in our environment changed. In January 2020, the World Health Organization declared the start of the health emergency for covid-19, many of us were confused because one day, everything we knew changed.

The impact of the pandemic caused many people to be separated from family and friends, and they couldn't meet in person again. We lost family members and friends and we also spent a long time without going out of our home. The negative influences of the

pandemic were not just because of getting the virus, psychologically many of us entered into a bad situation because being locked up at home was a bit difficult, we felt bad about ourselves, we had insecurities, illnesses, stress, and a lot of worries. We started to be depressed and some of us lost our emotional stability, affecting our relationship with family and friends.

After reflecting for a while, amazingly we can say that not everything was negative, and somehow, we could overcome those bad things. We want to share some of our positive thoughts about the pandemic in the social aspect:

Getting together

IN THIS NEW NORMAL
POST COVID-19
PANDEMIC.

Team members:
Miriam Melina Novelo Burgos
Jennifer Alessandra Vela Ramirez
Israel Puc May
Danna Herrera Koyok
Gabriel Aldahir Couoh Soberanis

Teacher:
Ana Isabel Ortiz Vior



IN MEXICO, WE ARE STILL
WEARING FACE MASKS AT SCHOOL

- Some of us got closer to our family, we had time to talk and enjoy time with them. We got together to work on our well-being.
- Some of us understood that our phone was not the only way to have fun.
- Most of us met friends through social media and videogames.
- Most of us could learn from ourselves by spending time alone thinking about our attitudes towards family, friends and situations in general.
- All of us discovered new and different ways to spend time alone and with someone else.
- Some of us discovered abilities that we did not know we had.
- We realized new ways of learning and taking advantage of technology.

Overall, the pandemic brought good and bad experiences, those rough times let us reflect on certain aspects of our personality and even made us emotionally

stronger, some needed help, and others preferred to deal with it alone. Now, things are getting better, we are back to our world, a new one, but we will find a way to adapt to it, leaving aside the negative and focusing on doing our normal activities again, of course taking all the sanitarian measurements provided by the health sector of our country.

in a meeting, GETTING READY FOR NEW ACTIVITIES



100 years of UADY
1922 - 2022





THE TECHNOLOGICAL student perspective **AFTER PANDEMIC**

The arrival of the pandemic meant a series of changes in different aspects of our lives, such as socializing with friends, shopping, working, and studying. All these changes have one characteristic in common, the use of technology as an alternative to carry out all these activities. In our case, not only did we start distance school, but the situation also led many of us to make the decision to switch to a modality such as the UADY Online High School.

Technology was already present in our lives in many aspects, although the change to virtual education was somewhat complicated. Neither the teachers nor the students were prepared for this change, but little by little we have been adapting. Now students have more responsibility in their studies and more autonomy.

One of the challenges that the pandemic imposed on us was adapting to a 100% digital life, which implied taking to another level an aspect that, although we believed that we were already quite adapted, entailed important changes, responsibilities, and adaptations. Although we grew up in the technological age, in this last year we have learned like never before to get the most out of technology. All these changes implied challenges in all aspects of our lives, as students we have appreciated it more in our school activities and social relationships, applying a greater responsibility towards ourselves and putting our autonomy to the test.

Team members:
Arantza Mancilla Toledo
Regina Nicolle Aguilar Maldonado
Bertha Andrea Segovia Cruz
Liliana Rosario Córdova

Teacher:
Adriana Medina Ojeda



All this situation implies a challenge in our day to day, something that allows us to constantly learn and fail, in order to perfect our technological methods and always allows us to have the alternatives and the support that technology offers to us.

Many people say that the pandemic has brought nothing but setbacks and complications for the world, but in reality it has also meant a technological revolution, which has allowed us to advance of great magnitude and that at the same time we have learned to adapt to the entire world. Developing. In the case of education, we can see it as a challenge, an opportunity to demonstrate our responsibility and self-taught ability to develop autonomy and commitment skills. If we have something clear, life is full of constant challenges, some more expected than others, but it is in our hands to decide if they are challenges of complication or challenges for personal improvement. We've decided on the second option.



Tribute to Mexican fashion designer: "Ramón Valdiosera"
who created the color "Mexican Pink"



Team members: Sofía Lizeth Campos Euan - Oliver Gutiérrez Feuerbach - Nínive Itzel López Colonia - Katia Cristina López Lara - Karina Gabriela Puch Rodríguez - Daniela Rubio Flores - Daniela Sabido Aranda

Los Adioses



Rosario Castellanos (1925-1974) author, poet, and diplomat, was one of Mexico's most influential literary voices of the twentieth century.

She was a prolific writer, producing volumes of poetry, novels, several short stories, plays, and collections of essays. In most, she explored the double reality of being a woman and a Mexican.



Scan this QR and enjoy the project!

100 years of UADY
1922 - 2022



UADY



Aldahir Cohuo, student of Unidad Académica BIC, and Yazmin Novelo, activist and singer, share the interest in promoting
THE MAYAN CULTURE THROUGH MUSIC



Ofelia Zapata (1916-2005) With her example, she contributed to the cultural transformation in Yucatán, México. She participated in the world of entertainment as an actress, pianist, female orchestra director and businesswoman.

She made real some of the aspirations of those women who met a century ago at the first Feminist Congress in Yucatán, and paved the way for those who followed.



Scan this QR and enjoy the project!



YEDİ BİLİM FEN ve ANADOLU LİSESİ



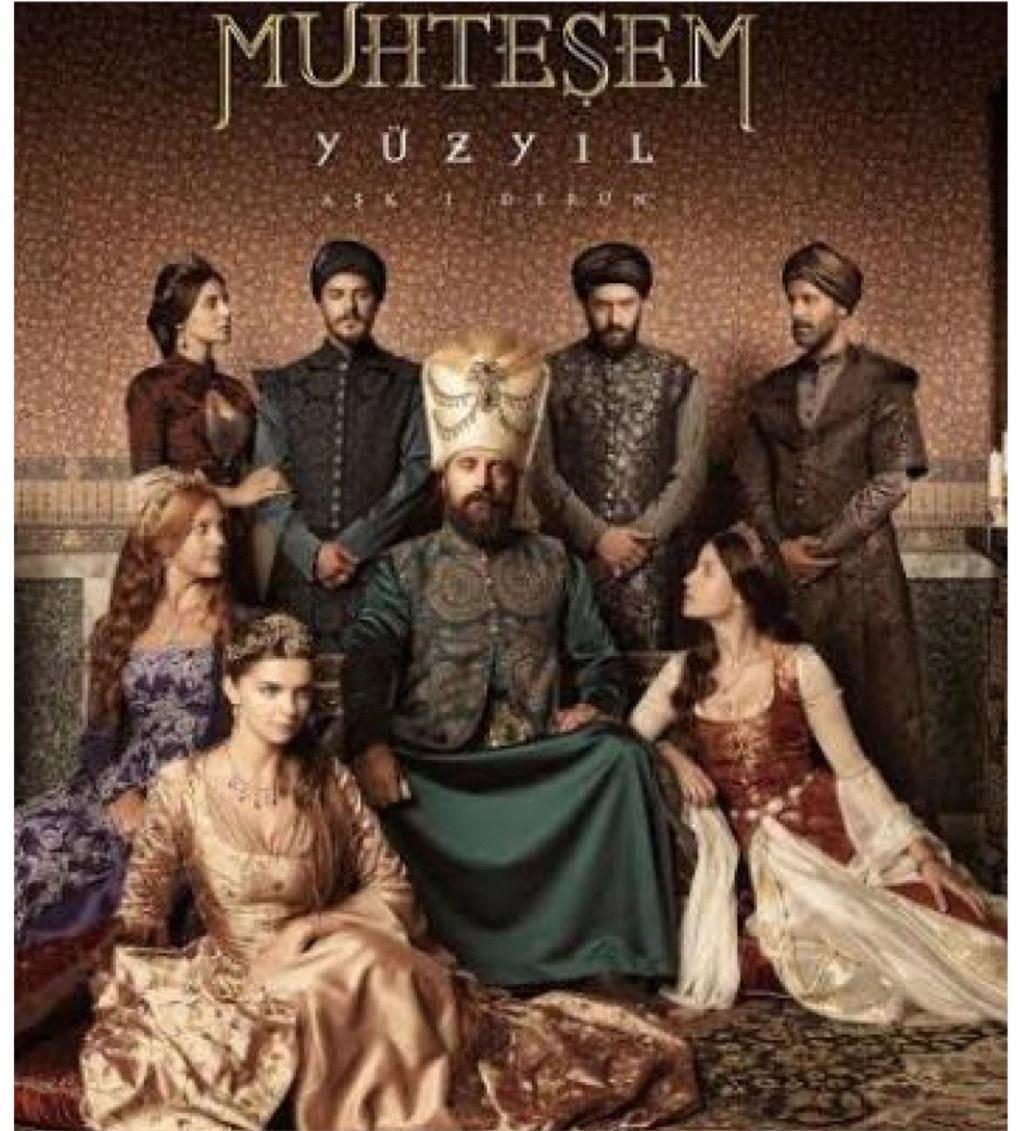
Education in Turkey has made significant progress over the years. Both private and public schools facilitate education for Turkish children and follow the same regulations for teaching curriculum. All schools incorporate extracurricular activities into the school systems, which motivates the learners and help them in realizing their talents and building their personalities. Our school is a private institution that is located in Alanya. Yedi Bilim College was established in 2015 and it has been in operation ever since. The school is well equipped in terms of facilities as we have a gym, a library, a nice playground, our classes are modern, the buses are adequate and labs are functional. Not only is the school excellent in education, but also excellence in other areas. In this essay some unique features will be explained in detail.

Agricultural studies are carried out in primary and secondary schools of our school. Some of those; lettuce, cucumber, seedlings and cultivated. They even have their own agricultural garden, and primary and secondary school students take care of the plants. After the saplings mature, the students collect the saplings and take them to their families. Students have time ups every week. Time ups are called the specific number of questions that the teachers choose for the students. On the weekends, these questions are solved. In addition, we can take private lessons from our teachers to ask the mistakes which we made in our weekly exams and to be explained the subjects which we did not understand during the week. One of the features of our school is occupation presentation which are prepared for 12th grade students. Some successful people are invited to our school and they give some advices about future life.



Yedi Bilim Okulları | Anaokulu - İlkokul - Ortaokul - Fen Lisesi - Anadolu Lisesi





Yedibilim Science High School Students:Reinterpretation of
Magnificent Kanuni Sultan Süleyman and His Dynasty.(1520-1566)
(Ottoman Empire)



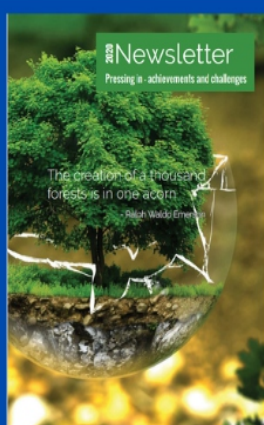
VIII PALO - Academic High School No 8, IB World School 006265 was founded in 1993 in Kraków out of the need to create an alternative to a school system in which both the teacher and the student and their parents are often powerless to face the changing challenges of reality; a system whose inertia and formal-organizational limitations often prevent the visibility of the human being and block creativity. Since the beginning of our activity, we have fought against powerlessness and the going downwards. During the almost thirty years of activity VIII PALO has repeatedly taken top positions in various national and local rankings. The outstanding achievements over the years are thanks to the efforts of the entire school community. VIII PALO students have the opportunity to confront their knowledge at international conferences, student exchange events, youth leaders conferences, Model UN conferences and project activities in the following countries: Germany, Norway, Denmark, Great Britain, Netherlands, India, Nepal, USA, Senegal. We belong to UNESCO Associated School Network. Already in high school, we want to show our students that they will be able to achieve anything in the future if they deserve it with their hard work. We open up our students to the world, inspire, encourage, equip them with practical, future-oriented skills. The vision of the Founder Director Principal Professor Jerzy Waligóra, is to ensure thorough intellectual and emotional growth. Our school aims toward academic excellence in order to educate and enable the youth leaders to be men and women of character who pursue their individual passions with the help of internationally recognized and innovative academic, and co-curricular programme. Thereby, becoming valued representatives of their local, national, and international communities.

Partners in Excellence

Pompano Beach High School and VIII Prywatne Akademickie Liceum Ogólnokształcące



POMPANO BEACH - KRAKÓW - June 10th - 17th 2016



e-School Newsletter: viipalo.edu.pl





ZUZANNA GINCZANKA

She was born in Kiev, on 22nd March 1917. Even though her parents were Russian, she grew up in Poland. She started writing poems when she was 10. At first her work was only published in the secondary school newsletter. After finishing secondary school she moved to Warsaw, where she started her studies at the Pedagogical University. In 1936 she released her only poem entitled "O centaurach" (About centaurs). In the meantime she participated in making radio plays for children and also adults.

After the Nazi invasion she fled to Lvov and married an art critic Michael Weinzieher. During her stay she published her new poems and also translated other authors' work into Polish. When Lvov was overtaken by Nazis, Ginczanka hid for two years and ran away to Cracow. Unfortunately, in 1944 she was captured by the Gestapo and executed in a concentration camp soon after.



britannica

JAN MATEJKO

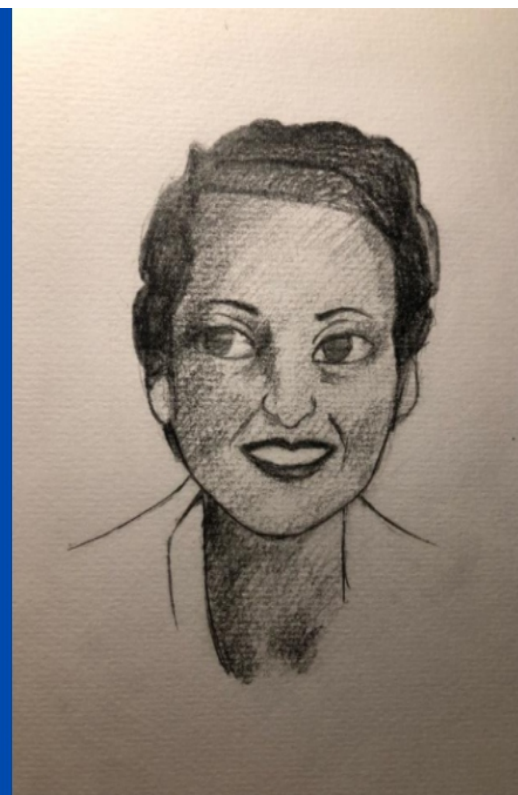
Jan Matejko is one of the most popular Polish artists and painters. His most important paintings present the history of Poland and Polish wars. Matejko through his works tried to reborn in Polish hearts hope for independence of state. He was born and also died in Krakow. „Stańczyk” (1862) is one of the best known paintings of Matejko. It shows jester in red clothes, who was making jokes in Polish castles. He was often making jokes about politics. Stańczyk is also an self-portrait of Matejko himself.



created by Nadia Moskala & Zuza Gazda

SANAH

Sanah also known as Zuzanna Irena Jurczak is a well known Polish singer, and had her debut in 2020. She was born in Warsaw, Poland on September 2 1997. Sanah graduated from Fryderyk Chopin University of Music and has a specialisation in violin. Sanah was nominated to the 2020 Fryderyk Awards - which is like a polish grammy. In 2020 she released a single called "Szampan" which now has over 74 million views on youtube. In May of 2021 Sanah released her second album "Irenka" and it became a number one in Poland. Although before 2019 when Sanah released her first mini album, she tried her best in a lot of music contests. The name she performs under is a short from her name in English which is Susannah.



drawn by Helena Brzozowska



created by Wiktoria Biegańska



VIIIPALO, IB World School 006265 in Kraków, Poland

aims toward academic excellence in order to educate and enable the youth leaders to be men and women of character who pursue their individual passions with the help of internationally recognized and innovative academic, and co-curricular programme.



photo credits: WLKSKrakus

"TALKS ABOUT THE FUTURE" - EXTRA

Rising to the 2020 Challenge: Educational Leaders Collaborate to Innovate

20/20 vision is seeing with clarity. The year 2020 has overturned traditional ways of seeing and customary ways of teaching and learning.

19th November 2020 6pm, Kraków Time

Livestreaming on Facebook through Alumni Association platform

ORGANISER Alumni Association www.usalumni.org.pl

PARTNER WorldLINK Foundation www.worldlink.pl

Host Allison Daly, Wayne Community College (WCC), English Instructor, Global Education Leader with UNL, Chetwood View, USA, Educational Programs and Projects Director with WorldLINK Foundation Poland

Panelists

- Theo D'Souza, Principal of Narayana International School, Vadodra, India
- Aditi Misra, Director Principal, Jain Public School, Gurgaon, India
- Patrick Kozakiewicz, Mindful Thought Leader, Mindfulness Program Lead, Design Thinking Coach, Poland/USA
- Anna Krzemińska-Kaczyńska, Founder & CEO, WorldLINK Foundation Poland
- Hudson B. Thomas, Principal of Pompano Beach High School, Florida, USA



VIIIPALO Students are the winners of the 2021 European CanSat Competition organised by European Space Agency. OSATeam undertook atmospheric sampling using an air pump, rotating needle and an auto-sealing carousel of containers.

VIIIPALO Students take up various sport activities. In the photo, Aniela Kilian won the Polish Junior Championship in the Polish Indoor Equestrian Championships 2022

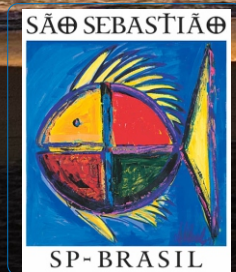
It is with great joy that we embrace with love, even if virtually, all the students and educators from the countries committed to this international project. Creating this material has brought us a wealth of cultural and pedagogical details that fill us with pride. Inside this magazine we can see the work and affection around the world for a transforming and quality education. Our students deserve it! They are the youth of today but the adults of tomorrow who will continue this process of valuing education. I invite you all to visit our beloved São Sebastião, São Paulo, Brazil. Our city will always be with open arms to have you all here. Thank you very much for all your support and work to make this magazine happen!

Respectfully



Felipe Augusto
Mayor of São Sebastião

*Our city is waiting for you.
Visit São Sebastião!*



<http://www.saosebastiao.sp.gov.br/>