

# Comenius – Final Report

The Report about project activities and results

## Introduction

### Part 1 – The Aim

Contract No.: **C1 – LP – 05/13**

Name of Project: **Studying together our forestry and cultural heritage**

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Technologie Agricole et Forestie „Jean Monet“**

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The main aim of the project was implementation of its content with the name **Studying together our forestry and cultural heritages.**

The project includes technical, cultural, forestry and language fields.

During the project steps the main aim of the project was carried out and both participating sides agree that both-sided cooperation was developing by the plan from the real beginning to the end. Not only all participating members of the project but even the leadership of both schools encouraged the preparation and realization of the whole project.

Both sides had a possibility of seeing not only forestry extracts in each of participating countries but even culture and cultural heritage of both countries, national cuisines, in-school and out-school student activities and the life in families. From this point of view the project was 100% successful.

During the final evaluation meeting both participating sides agreed that the aim of the project was not only carried out but both schools were even interested in further cooperation and the possibilities of other common projects in the future.

### Part 2 - Activities

The true work on the project started with pre-meeting of the Czech and French leadership and discussion of single steps connected with preparation and realization of the project. As the result of this meeting we can name pre-activities which helped to create a friendly atmosphere of each student's participating in the project even before its real implementation. As an example we can name student introducing by email. Students of both sides sent their ID cards with personal information, incl. interests. This information was a key for finding a

personal foreign partner. These partners later cooperated in all steps of the project which were based on pair work, incl. the stay in the families. This pair cooperation brought good results because the students could have been in touch during the whole time, even in the period between the two mutual visits of both participating sides.

Our student presentation in the French school which included also a film from the life of the students of the Forestry school in Trutnov, traditional Czech-made food products and tasting of various kinds of Czech beer, became very popular with French partners.

From the result of the following student survey we have found out that some partnerships are very close and became a basis for real friendship.

### **Part 3 - Final Products**

The Little English-French-Czech Dictionary with audio files on CD

Presentation of photos on CD

Webpage

Herbarium

Student essays in Czech language

Documentary film about the stay in France on DVD

### **Part 4 – Using of Information Technology**

The project team used email and web-camera (video conference in the system SKYPE) for the communication during the project. Students used information technology for making video for presentation and videosnaps. The newly bought digital camera was used very often. The photo presentation was prepared by students with help of their teachers after their arrival from the French stay.

The realization of the whole project would not have been possible without using of ICT at all.

### **Part 5 – Languages**

English as a common language was used for communication during the whole project. The elementary French conversation course was also important because it prepared students and their teachers for basic communication situations. Students with cooperation of their English and French teachers made the Little English-French-Czech Dictionary with an audio cassette. The dictionary helped mainly those students who studied only German and Spanish languages. English-speaking students practised their knowledge not only of every-day English conversation but even English forestry vocabulary. Each student realized during the project that foreign language knowledge is really necessary in the contemporary world.

### **Part 6 – Evaluation**

Regular Socrates team meetings were organized during the whole project. Single steps of the projects were regularly evaluated and discussed by both sides. Continuous electronic, telephone and personal member contact of both teams was obvious. Students were involved into the project since the beginning. Participating in the project strengthened the positive student relationship to the European Union and facilitated the awareness of European citizenship, incl. possibilities for young people of EU.

The final evaluation meeting confirmed that both-sided cooperation was very contributing and both participating schools are interested in further cooperation.

### **Part 7 – Presentation of Final Results of the Project**

The public was informed about the aim of the project **in the local press** even before its real beginning and during the project itself as well.

Every project participant and representant of assisting institutions received **CD with photos** from the whole French stay.

A **permanent exposition** with pictures and books, a herbarium and souvenirs from France was established in the school.

On **school websides** it is possible to find summary and photo-documentation of the whole project.

Participating students wrote about their experiences in **Czech language essays**.

**The student documentary film** from the whole stay in France is the kind of presentation and giving thanks as well. It is going to be presented to reprezentants of all assisting institutions and also to other students of our Forestry school.

### **Part 8 – Motivation and Skills**

From the real beginning students were motivated in the field of foreign languages - making progress in English everyday communication and forestry vocabulary, but studying French basic convers. phrases as well. They were aware of possible language obstacles very well.

The work on the project also became a part of English lessons and forestry practices curriculum. Students translated various tasks of the project and took part in their realization. At the end of the project students' foreign language skills really improved.

Students made their own film about their school life and leisure time and provided it with English subtitles. A part of our presentation was in French. Each student presented his-her personal language presentation united with his-her region in our country. The whole our presentation was finished with a popular French song which was appreciated by the Frech very well.

The work on the project strengthened team relations among students and individual responsibility of each project participant as well. The project helped to create a students' positive view of EU and its student programmes.

## **Part 9 – Kinds of Mobilities**

### **Programme of the excursion**

- |        |           |   |
|--------|-----------|---|
| 25. 5. | Thursday  | 2 p.m. Departure from Trutnov, via Germany to Paris   |
| 26. 5. | Friday    | Arrival in Paris, Sightseeing tour: Bastill – Notre Dam – Louvre – Place de la Concorde – Champs Elysees – Arc de Triomphe- Palace Chaillot – Trocadero – Eiffel Tower – La Defance –Mont Martyre – Sacre Coeur.<br>Pere Lachaise cemetary<br>Accommodation and dinner in a hostel d'Artagnan |
| 27. 5. | Saturday  | Breakfast in a hostel, going by the underground to the centre, Walking along monuments, visiting the Eiffel Tower, Louvre, Saint Chappelle, etc.<br>Dinner in the hostel  |
| 28. 5. | Sunday    | Visiting Louvre museum<br>2 p.m. departure from Paris, Versailles - park and gardens, mountains Via Orleans - Loire castles - Chambord - Blois – Ambois to Vic an Bigorre.  |
| 29. 5. | Monday    | Arrival in Vic en Bigorre early in the morning, breakfast, Accommodation, excursion in the school, lunch<br>MADIRAN – excursion in a wine production enterprise<br>Dinner at school,<br>Czech – French evening, cultural programme, Czech presentation, tasting typical Czech food products   |
| 30. 5. | Tuesday   | Full-day trip to the West coast, visiting the Bask country, traditions and culture of Basks, swimming in the Atlantic ocean, St. Jean de Luz, Biarritz. Dinner in a restaurant, return late at night.   |
| 31. 5. | Wednesday | Professional forestry programme the whole day, visiting several kinds of forest, forestry machinery, logging, planting bamboo, pine forest, etc.<br>Dinner at school.<br>Show of a typical Bask game „pelote“.  |
| 1. 6.  | Thursday  | Full-day trip to the Pyrenees National Park with a guide, hiking, introduction with fauna and flora of the mountains.   |

In the evening: the official dinner and evening with the French school management and students, some common games and competitions.

2. 6.            Friday            Full-day forestry activities together with French partners, preparatory work for the final workshop, summary of knowledge. Lunch at school.  
In the afternoon: departure to families for the weekend.
3. – 4. 6.        Weekend in families
5. 6.            Monday            Professional forestry activities, meeting of French and Czech students,  
Group activities, Workshop
6. 6.            Tuesday            In the morning – Good bye to French friends, departure, leaving Vic  
  
On the way home: visiting Carcassonne – the old historical town with a fortress, a short swimming in the Mediterranean Sea, a night visit in Avignon.
7. 6.            Wednesday        Arrival in Monaco, sightseeing in Monte Carlo – Royal palace, Cathedrale, Botanical Garden, Harbour, Casino, Oceanographic Museum, etc.  
3 p.m. – Departure home – via Italy, Austria and Germany
8. 6.            Thursday            Return home – in the afternoon

### **Part 10 – Problems**

Both participating sides, incl. their leadership, tried to do their best for creating of a cooperative environment. In the view of that fact there were no significant problems during the project implementation. The aim of the projects was fulfilled.