

ACTIVITĂȚI DERULATE ÎN ȘCOALĂ ȘI ONLINE ÎN CADRUL PROIECTULUI „FORENSICS AND CREATIVE THEATRE”

1. LANSAREA PROIECTULUI ÎN CADRUL UNEI CONFERINȚE DE PRESĂ – OCTOMBRIE 2014





2. ORGANIZAREA UNOR EVENIMENTE CARITABILE A. DECEMBRIE 2014





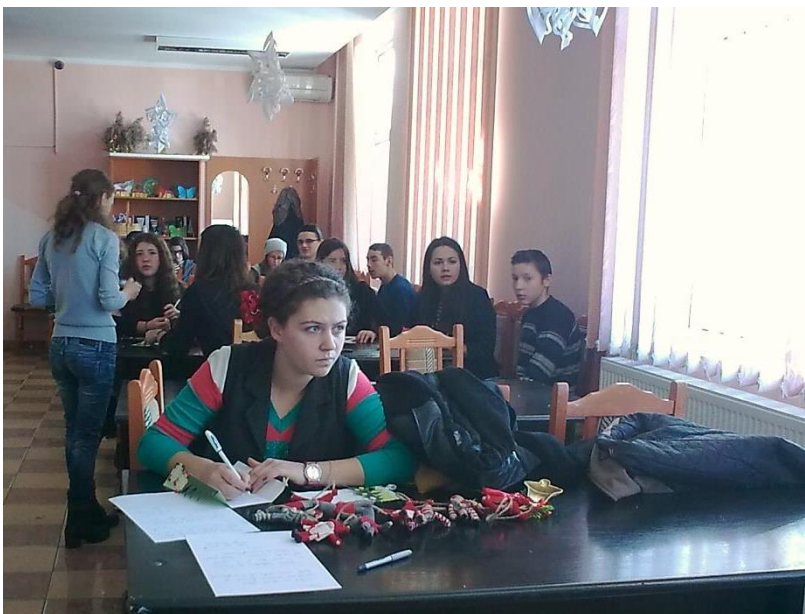
B. AUGUST 2015



C. DECEMBRIE 2016



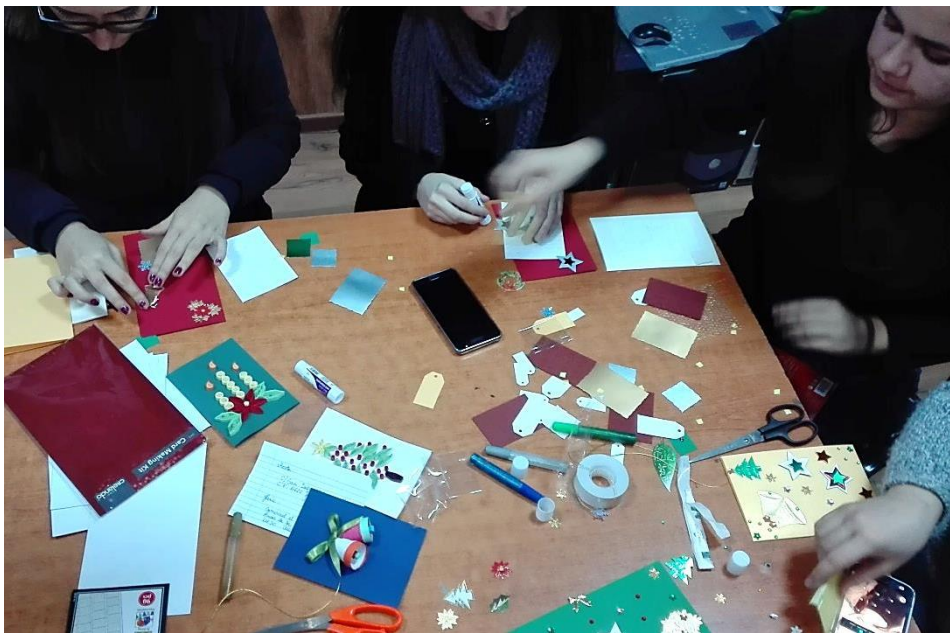
3. CONFECTIONAREA DE FELICITĂRI TRIMISE ȘCOLILOR PARTENERE CU OCAZIA CRĂCIUNULUI ȘI ANULUI NOU A. DECEMBRIE 2014



B. DECEMBRIE 2015



C. DECEMBRIE 2016



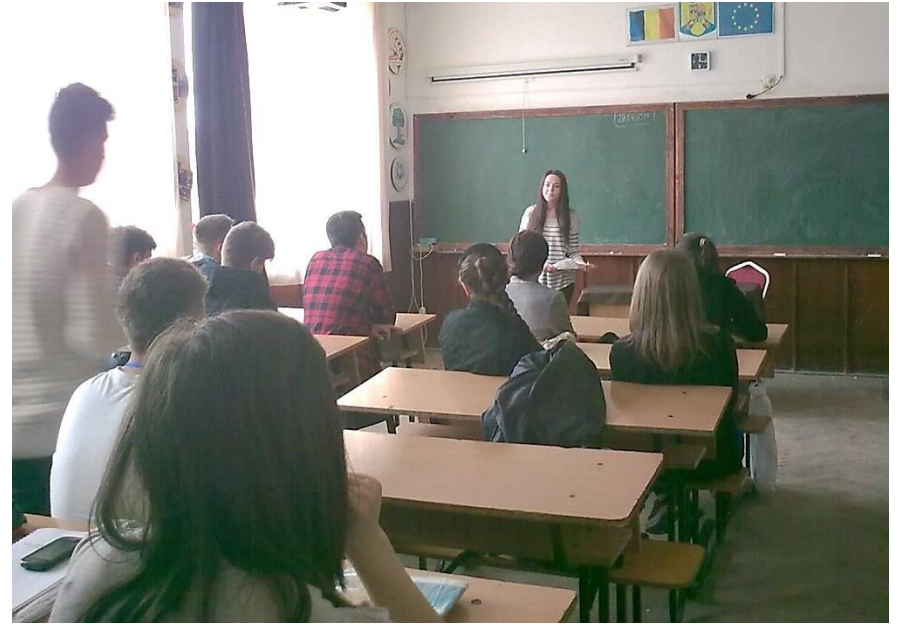
4. PREGĂTIREA ELEVILOR PENTRU PARTICIPAREA LA MOBILITĂȚILE FIZICE DIN CADRUL PROIECTULUI
A. PREGĂTIREA PREZENTĂRII ȘI DEMONSTRAȚIEI CULINARE PENTRU MOBILITATEA FIZICĂ ÎN SPANIA – IANUARIE-
FEBRUARIE 2015





B. PREGĂTIREA DISCURSURILOR ORIGINALE PENTRU MOBILITATEA FIZICĂ ÎN SLOVACIA – FEBRUARIE-APRILIE 2015



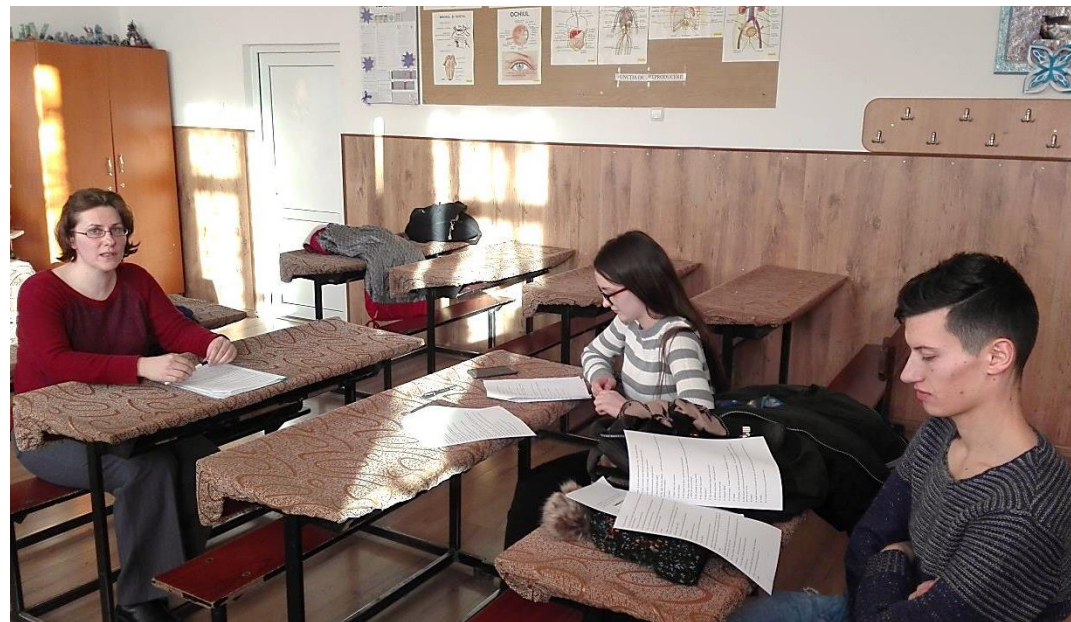


C. PREGĂTIREA DEZBATERILOR PENTRU MOBILITATEA FIZICĂ ÎN ITALIA – IUNIE-SEPTEMBRIE 2016



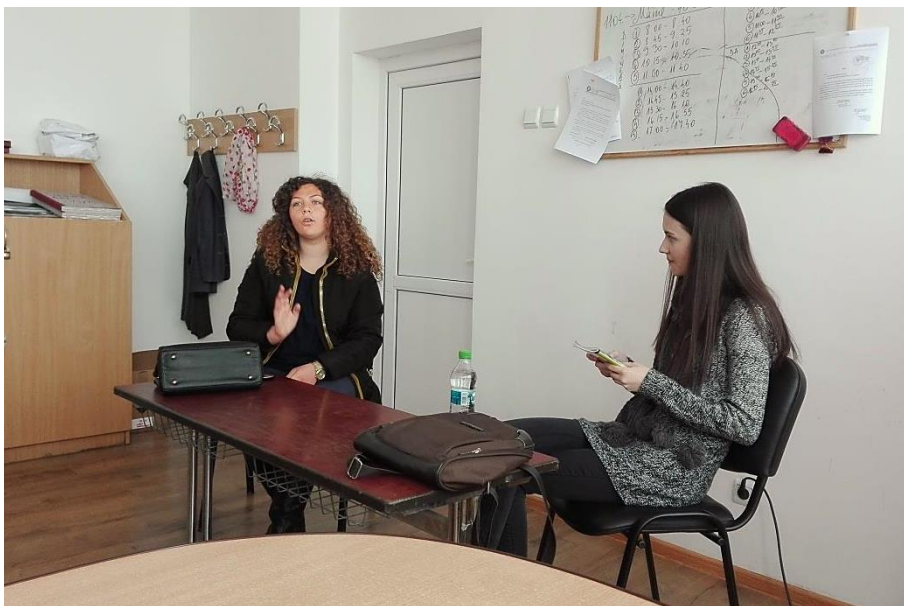


D. PREGĂTIREA REPREZENTAȚILOR DUO PENTRU MOBILITATEA FIZICĂ ÎN TURCIA – DECEMBRIE 2016-MARTIE 2017





E. PREGĂTIREA MOMENTELOR ARTISTICE PENTRU MOBILITATEA FIZICĂ ÎN BULGARIA – APRILIE-MAI 2017

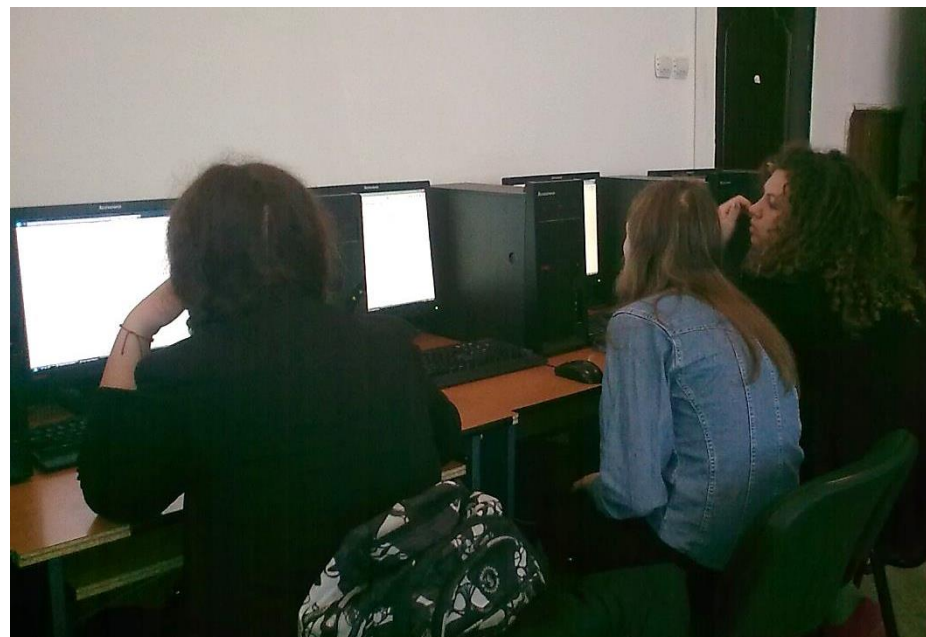
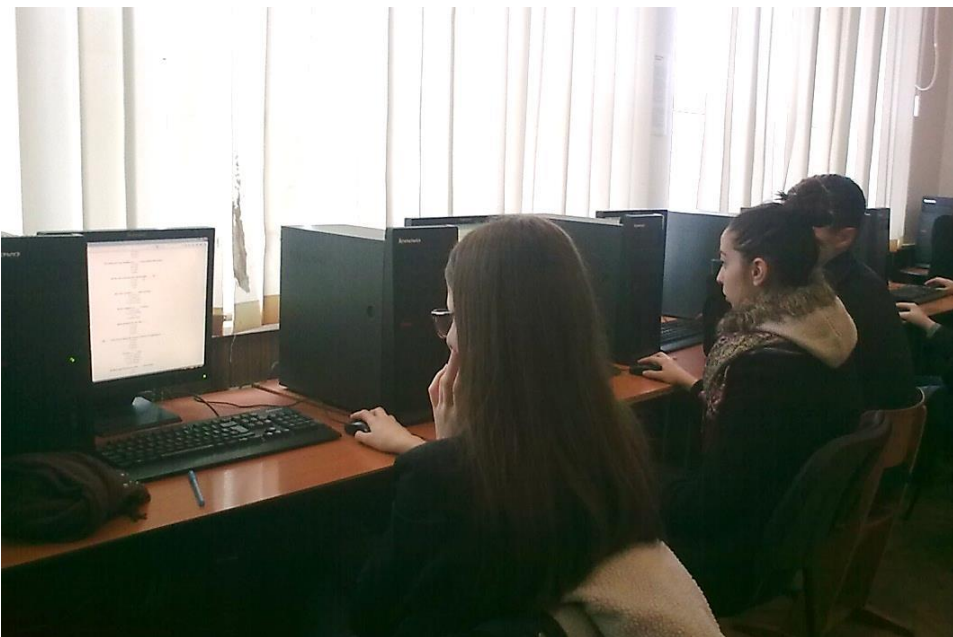




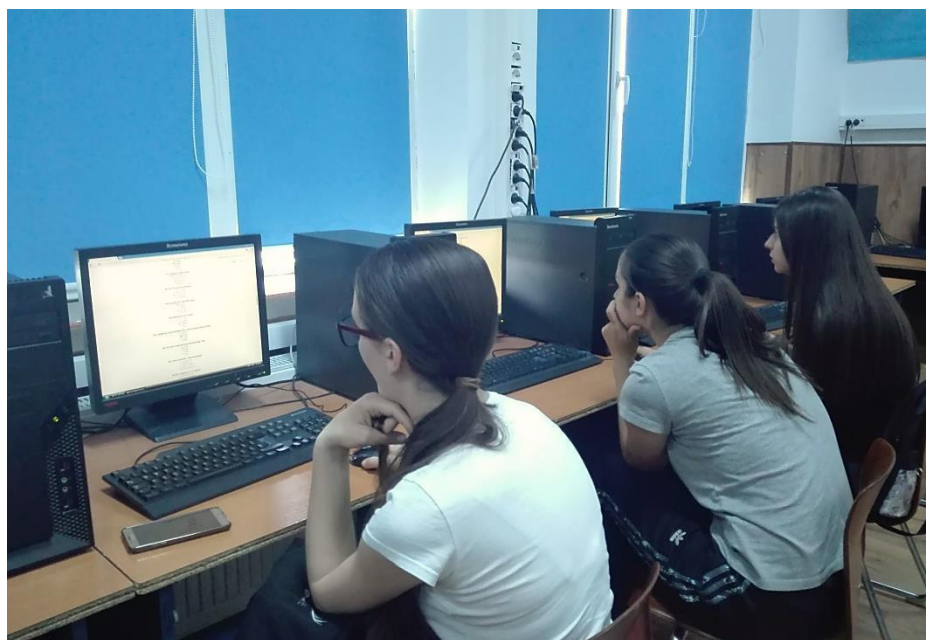


5. EVALUAREA CUNOȘTINȚELOR DE LIMBĂ ENGLEZĂ ALE ELEVILOR
A. TEST INIȚIAL – FEBRUARIE 2015





B. TEST FINAL – IUNIE 2017





6. APLICAREA TEHNICILOR DE TEATRU FORUM ÎN ACTIVITĂȚI CROSSCURRICULARE A. FEBRUARIE 2015



B. NOIEMBRIE 2016





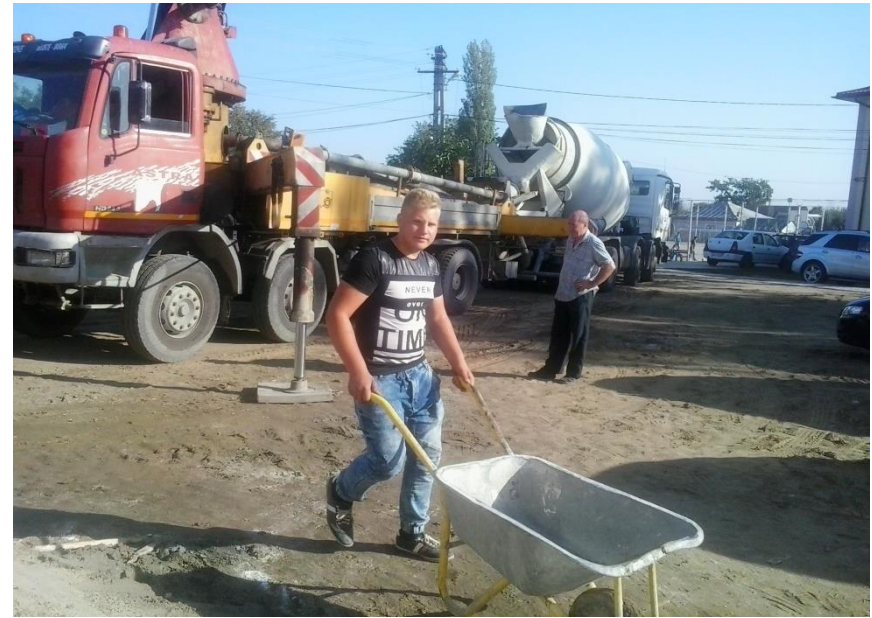
7. ACTIVITĂȚI ÎN AER LIBER ȘI DE CURĂȚARE A SPAȚIILOR ȘCOLARE
A. MARTIE 2015





B. IULIE 2015





**8. ORGANIZAREA DE FESTIVALURI ȘCOLARE „TINERE TALENTE”
A. APRILIE 2015**





B. IUNIE 2016



9. FORMĂRI ÎN DOMENIUL COMPETIȚIILOR ORATORICE

A. APRILIE 2015



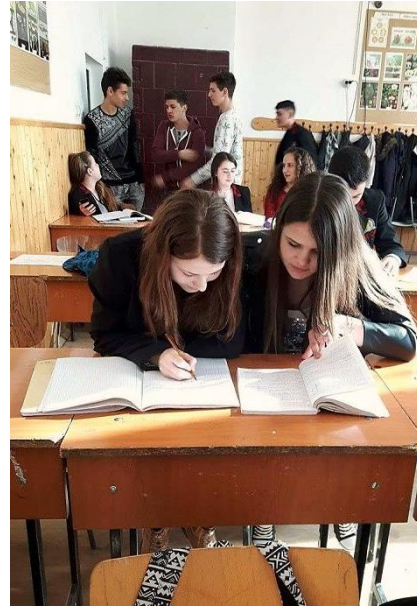


B. IANUARIE 2017





10. FURNIZAREA DE SPRIJIN EDUCAȚIONAL PENTRU ELEVI CU NEVOI SPECIALE – OCTOMBRIE 2015



11. ORGANIZAREA DE MOMENTE ARTISTICE PENTRU SĂRBĂTORIREA CRĂCIUNULUI ȘI ANULUI NOU – DECEMBRIE 2015





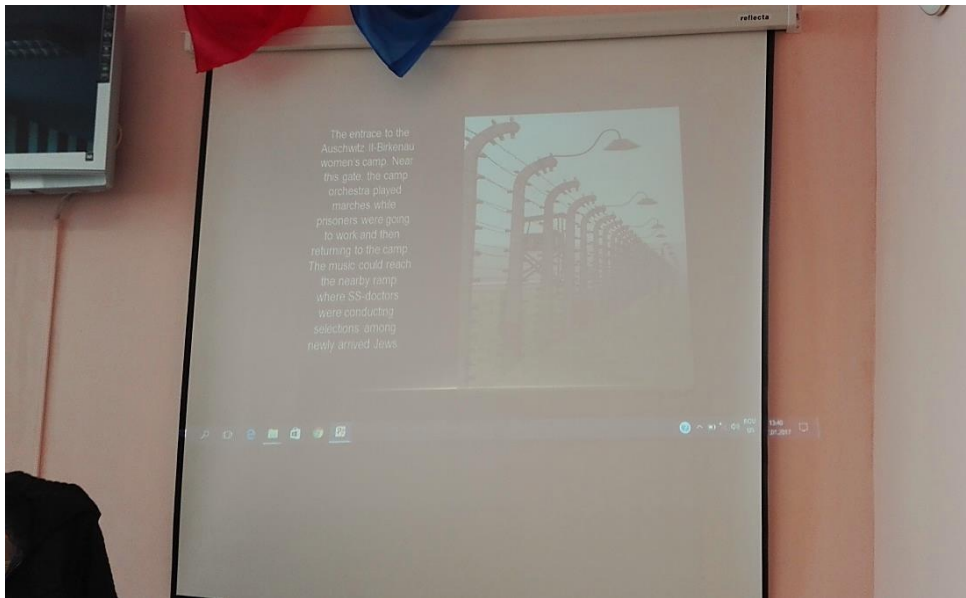


12. ORGANIZAREA DE ATELIERE DE LUCRU A. IANUARIE 2016

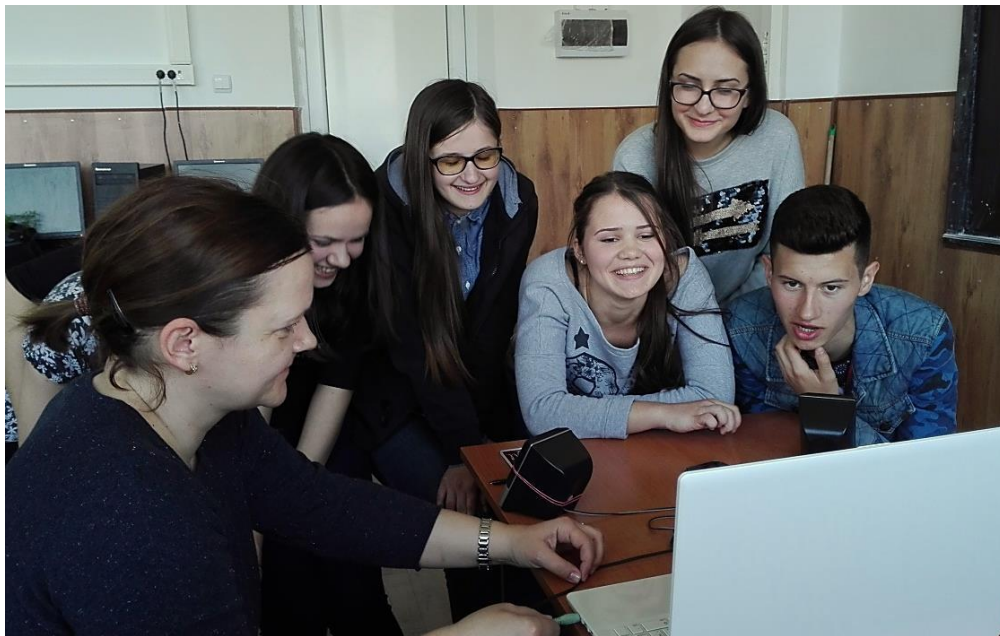
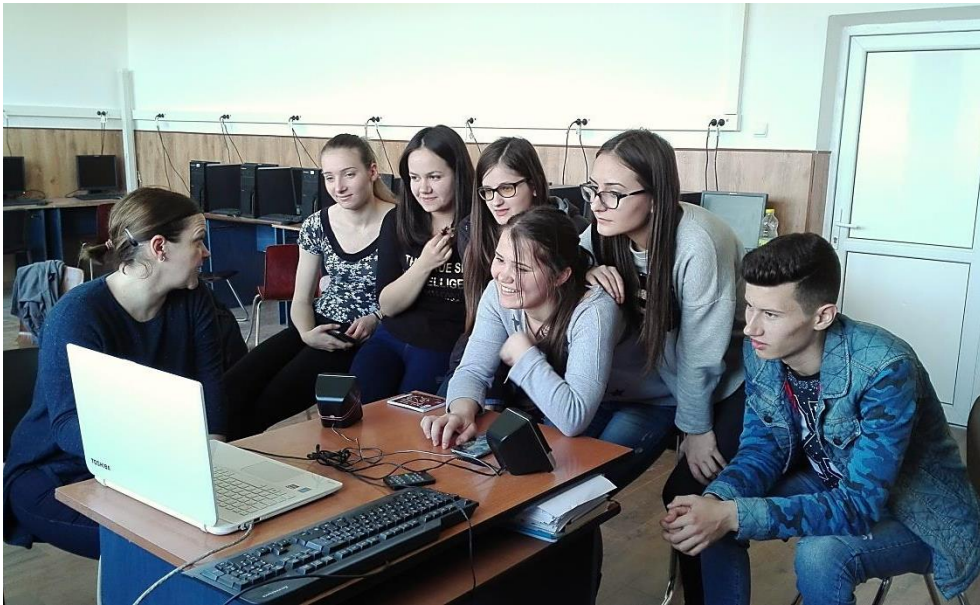


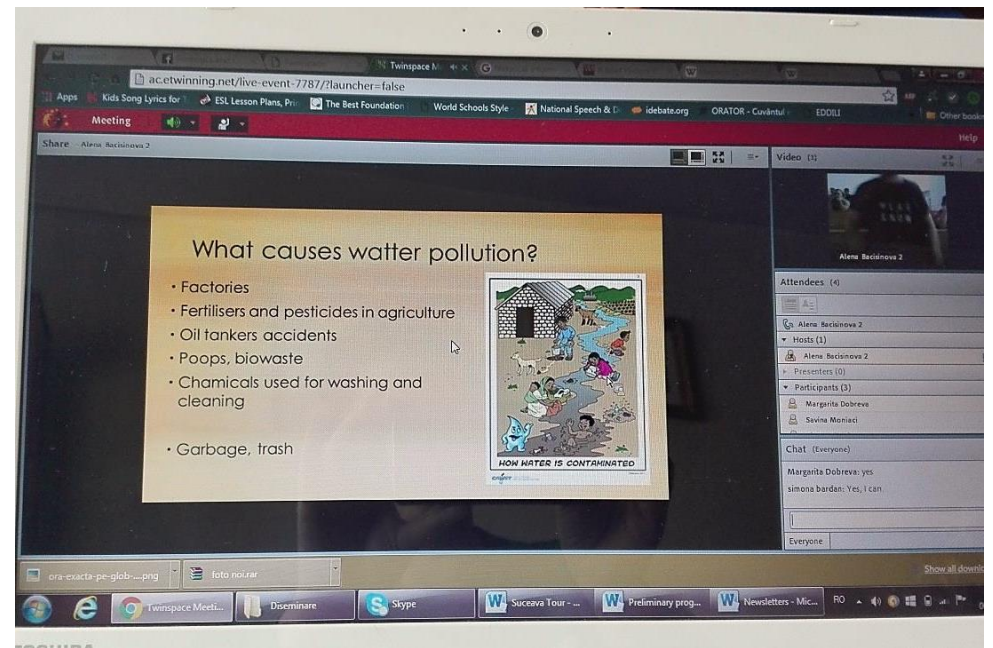
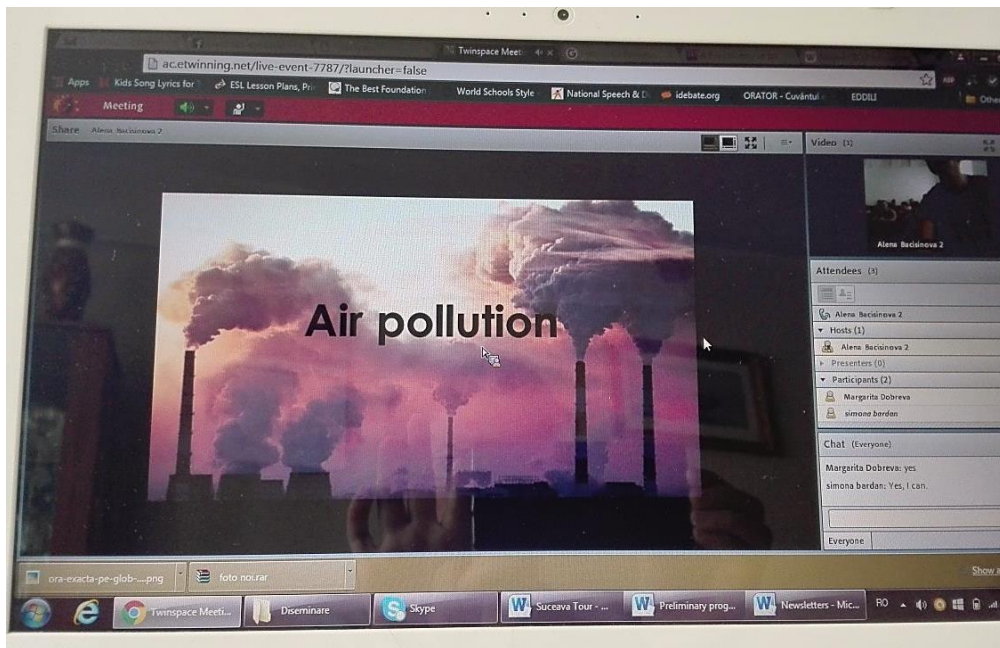
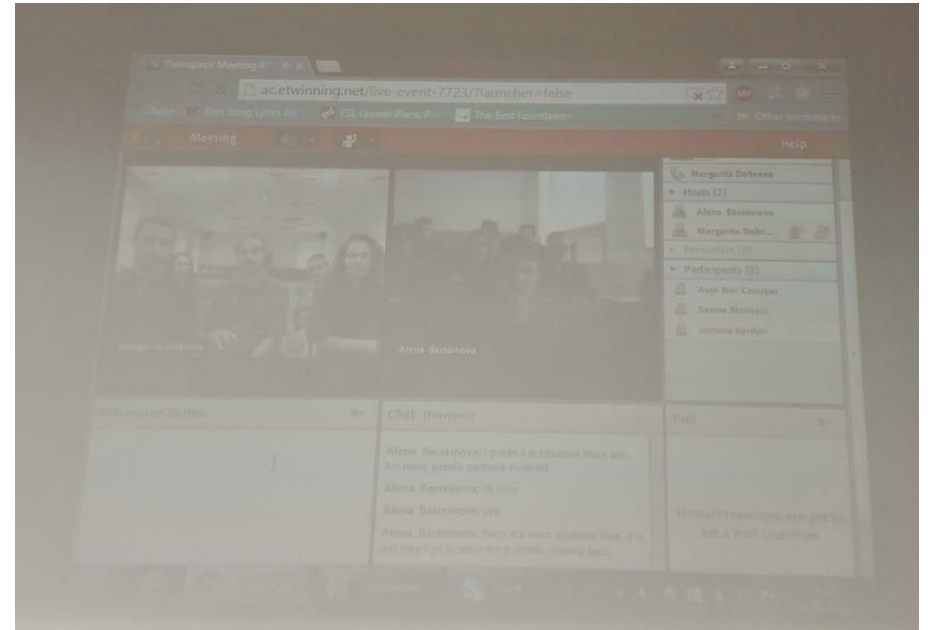
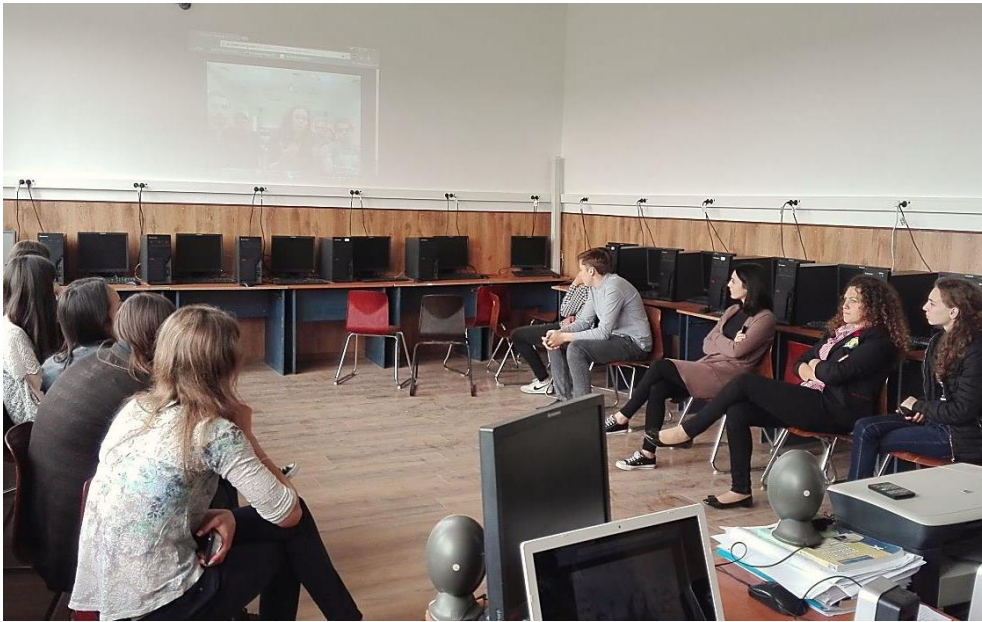
B. IANUARIE 2017





13. VIDEOCONFERINȚE PE PLATFORMA ETWINNING – APRILIE-MAI 2016





14. RUNDE INTERNE DE DEZBATERI – SEPTEMBRIE 2016





15. RUNDE INTERNE DE DUO – FEBRUARIE 2017







16. ACTUALIZAREA REGULATĂ A COLȚURILOR ERASMUS+ CU MATERIALE PRIVIND DERULAREA PROIECTULUI





17. DISEMINAREA ACTIVITĂȚILOR PROIECTULUI ÎN CADRUL ȘEDINȚELOR CONSILIULUI PROFESORAL AL ȘCOLII A. DISEMINAREA MOBILITĂȚII FIZICE ÎN SPANIA – MARTIE 2015



B. DISEMINAREA MOBILITĂȚII FIZICE ÎN SLOVACIA – MAI 2015



C. DISEMINAREA MOBILITĂȚII FIZICE ÎN ROMÂNIA – IUNIE 2016



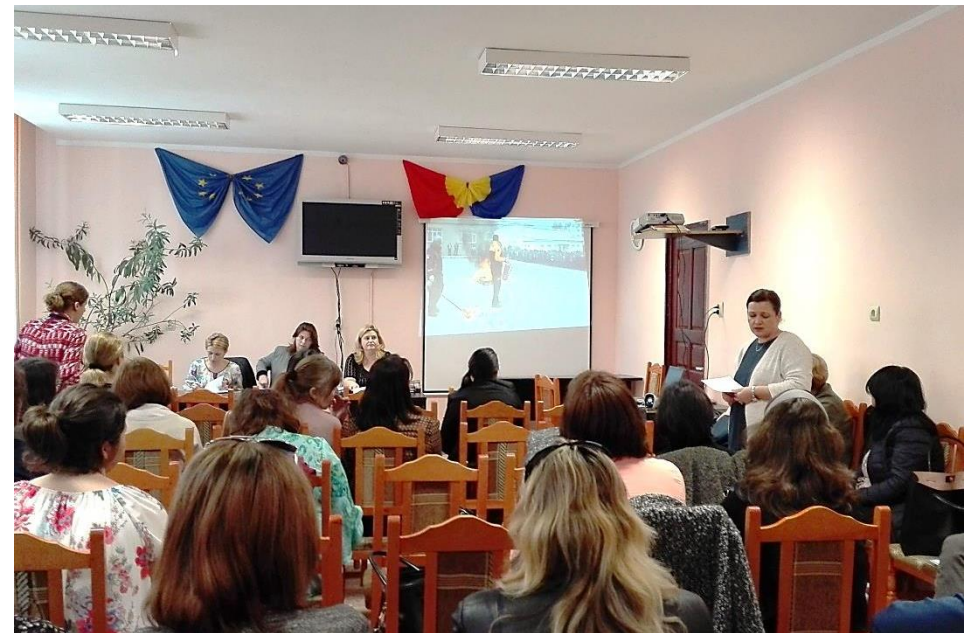


D. DISEMINAREA MOBILITĂȚII FIZICE ÎN ITALIA – OCTOMBRIE 2016





E. DISEMINAREA MOBILITĂȚII FIZICE ÎN TURCIA – APRILIE 2017



18. DISEMINAREA ACTIVITĂȚILOR PROIECTULUI ÎN REVISTE ȘCOLARE ȘI BROȘURI

A. DISEMINARE ÎN REVISTA CATEDREI DE LIMBA ROMÂNĂ „GLASUL LITERELOR” – IANUARIE 2016



<p>a comemorării închinată lui Vasile Levișki, a bisericii Sf. Fecioară Maria, a centrului regional de întrecere proiectelor europene și a fabricii de vin „Vinal”</p>  <p>An fost profund impresionată de legătura strânsă dintre școli și comunitatea locală și de potențialul termostic al acestui mare oraș. Interacțiunile multiculturale și relațiile de prietenie stabilite în decursul acestei întâlniri au determinat consolidarea echipei transnaționale de proiect și se vor dovedi utile pentru succesul acțiunilor viitoare.</p> <p>Între 9 – 13 martie 2015, trei profesori și patru elevi din cadrul școlii noastre au participat în Arcos de la Frontera (Spania) la primul schimb de grupuri de elevi pe termen scurt din cadrul proiectului „<i>Forensics and Creative Theatre</i>”. Programul întâlnirii a cuprins activități interactive și diverse, ce au antrenat elevii implicați în proiect, dar și cadrul didactic din cele șapte țări partener.</p> <p>Evenimentul central al acestei întâlniri a fost reprezentat de dezbaterile consecutive organizate de <i>International Master Chef</i>, organizat la școala de gătit <i>San Miguel</i> din Arcos de la Frontera, în cadrul căreia fiecare echipă de elevi a pregătit un prânz tradițional din țara respectivă. Programul a mai inclus prezentări ale lucrărilor naționale ale juriilor partener, susținute de către elevi, vizitarea juriștilor, a orașului vechi Arcos de la Frontera cu palatele sale pitorești și Justin</p> 	<p>Andului, vizitarea orașelor învecinate Cádiz și Jerez de la Frontera și a sărbătorii Arab Medina Sidonia, a ureii ferme unde se crește iaurt pentru buncușcoștele cese și a bodegii Williams & Humbert, unde am asistat la un spectacol de dresaj cabalin.</p> <p>De asemenea, alături de elevi cât și profesori am avut onoarea să vizităm pe lângă școala parcul EIS „Los Caballeros” și școala parteneră IES „Candabizuri” și să asista la cursuri, descoperim săfârș diferite și simțăm dintr-o atmosferă de învățămînt românesc și real spaniol. La finalul vizitei, echipele tuturor școlilor partener au fost invitate de către familiile spanole la clubul național din Arcos de la Frontera, unde s-a pregătit un picnic cu mâncare tradițională spaniolă, iar elevii au putut desfășura diverse activități sportive.</p>  <p>Constatăm cu această ocazie încrederea în reprezentarea noastră, importanța sa semnificativă fiind datorată înfrățirii cu mediile culturale ale juriilor partener, interacțiunii sociale și culturale dintre echipele celor șapte țări implicate în proiect, precum și stăruinței legăturii de prietenie stabilite între elevii participanți.</p> <p>Al doilea schimb de grupuri de elevi pe termen scurt din cadrul proiectului „<i>Forensics and Creative Theatre</i>” s-a desfășurat în perioada 4 – 8 mai 2015 la Gymnazium, Aljevíř 1 din orașul Kolice (Slovacia). Cei trei profesori și patru elevi de la Liceul Tehnologic „Mihai Eminescu” Dumbăveni au participat mai întâi la deschiderea oficială a întâlnirii și la un tur al școlii, fiind impresionată de panorama de decoruri locale, conștinându-se în mod special cele realizate în decursul timpului de fiecare generație de absolvenți, precum și de laboratorul de</p>
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B. DISEMINARE ÎN REVISTA CATEDREI DE LIMBI STRĂINE „DIALOGUES” – IUNIE 2017



FACTS ABOUT F.A.C.T.

by Ionela Rodinauc



As some of you may know, since September 2014, our school has been involved in a partnership with five other schools from Bulgaria, Slovakia, Turkey, Italy and Spain. Together with our partners, we are implementing the project called "Forensics and Creative Theatre" (FACT), co-funded by the Erasmus+ Programme of the European Union. Our aim is to develop the teenagers' transversal skills and interpersonal abilities, so that they could become leaders of their peers and successful European citizens.

In order to achieve this goal, we have organised many interactive and innovative activities at school level and online, but also so-called short-term exchanges of groups of pupils, during which our students and teachers had the opportunity to visit almost all the partner countries. We would like to share with you a few facts about the most important activities carried out within the project and give you a taste of what the students have prepared for the exchange visits.

One of the most important aspects of the project is the permanent communication among the students from all the partner schools. Their first contacts took place on the Facebook page called "Forensics and Creative Theatre" - students' group, which is now open to anybody. This page has proved very useful for sharing tourist information, national customs and traditions, important holidays and celebrations, as well as personal opinions and thoughts.

An activity which helped strengthen the sense of community and became an annual tradition within the project has been creating and sending handmade postcards to the other partner teams each Christmas.



The students also have communicated through online discussions and videoconferences, which gave them the opportunity to establish closer contacts with their foreign peers and to talk about topics of interest to them, such as environmental issues, advantages and disadvantages of studying abroad and addictions in people's lives.



Another important series of activities carried out in all the partner schools has been writing argumentative essays on the following topics: "An apple a day keeps the doctor away?", "Being different is (not) a personal choice", "Beauty is in the eye of the beholder" and "Music unites and divides. Do you agree or disagree?". Writing the essays has given students the chance to express their views and ideas, to test their critical and creative thinking, and to improve their English knowledge. The best of the essays from each school will be included in a collection entitled "My Futureland".

Theatrical performances also play a very important role in our project, as we aim to develop the students' artistic and interpersonal skills. We have organised two "Young talents" school festivals, as well as artistic performances for the Christmas festivities, but also cross-curricular activities during which we have applied Forum theatre and creative drama techniques, with the help of materials provided by the Slovak partner.



Other students have proven their talents in the ICT field by creating videos on the topics "My school", "My hometown" and "Auschwitz - Factor of Death", which were uploaded on the YouTube channel of the Romanian project team and then shared on social networks.

The students from the project target group have also developed their civic competences by becoming involved in voluntary activities, such as cleaning the school

School Violence

By Adelinea Onofei, Ana Maria Oboroceanu, Andreea Elena Chiriac, Deborah Sara Stan and Lavinia Florentina Hojman



"Monday: my money was taken.
Tuesday: names called.
Wednesday: my uniform torn.
Thursday: my body pouring with blood.
Friday: it's ended.
Saturday: freedom."

These are the final pages from the diary of a 13-year-old boy from Manchester, who took his own life after suffering severe bullying at school. How can school violence make a child come to such a dramatic decision, what are its causes and how can we prevent it are some of the issues we are trying to work out today.

School violence is recognised as a major social problem, which not only affects the wellbeing and educational achievement of students, but it can also undermine democratic values. [...] School violence is an immensely complex issue and one of the greatest challenges may involve actually defining what is meant when the term is used. According to the Center for the Prevention of School Violence from North Carolina (USA) school violence is "any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder".

This definition reflects the idea that school violence takes many different forms that can cause physical or psychological harm and create a disturbance in the educational system. School violence can involve different actors, such as learners, educators, administrators or non-school persons. Students can be victims, witnesses or perpetrators of school violence. It can occur inside the school premises, on the way to or from school, during a school-sponsored event, or on the way to or from a school-sponsored event.

If extreme events of school violence, such as stabbings or shootings, are very rare, other types of violence are more common and often go unreported or are even tolerated. The World Report on Violence against Children published in 2006 identifies four main forms of school violence: physical and psychological punishment; bullying; sexual and gender-based violence; external violence: effects of gangs, conflict situations, weapons and fighting.

Bullying is considered to be the most common form of school violence among learners. It is also distinguished from other forms because it represents a pattern of behaviour rather than an isolated event. Bullying has been defined as negative actions which share three characteristics: they have hostile intent, are repeated over time and involve a power difference (such as age, size, social status, race).

Bullying can take on many forms, which can be divided into four categories:

- Physical bullying, such as: hitting, kicking, tripping, hair pulling, putting signs on a person's back, stealing.
- Verbal bullying, such as: cruel comments about a person, name-calling, yelling, mocking, hurtful jokes.
- Relational bullying, such as: spreading lies and rumours, social exclusion, gossip, peer pressure.
- Cyber-bullying, such as: spreading personal information and confidences without permission, posting humiliating or sexual comments or pictures on the internet.

Data and reports on school bullying indicate that verbal bullying is the most frequent type of bullying [...] and while similar percentages of boys and girls said they had been bullied, more boys admitted to bullying others. [...] A survey published in 2002 found that 35% of schoolchildren in Central and Eastern Europe said they had been bullied within the past two months, with the percentage ranging from 15% in Sweden to 64% in Lithuania [...]

There is no clear-cut reason or cause for school violence. However, there are factors that can increase a student's likelihood to commit a type of school crime.



National Cuisine

By Adelinea Onofei, Alexandru Marius Bogdan Ababei, Andreea Elena Chiriac and Diana Florentina Hriju

Romania is a European country, situated at the join of Central, South and Eastern Europe. Romanian territory is divided into seven regions: Moldavia, Maramureș, Ardeal, Banat, Oltenia, Muntenia and Dobrogea.

Moldavia is, historically, a region of Eastern Europe, but from the cultural and linguistic point of view, it is a Romanian region. Moldavian cuisine is characterized by refined and tasty dishes. In Moldavia there is a very important region called Bucovina.



Maramureș is a geographical, historical and ethno-cultural region in northern Romania. It is situated on the north-eastern Carpathians, along the upper Tisa River. The most popular dishes from Maramureș are: balmos, caș and horinică. Maramureș has Hungarian influences.

Ardeal is a historical region in the central part of Romania, bounded on the east and south by the Carpathian mountain range. Ardeal is extended in the west to the Apuseni Mountains. The region of Ardeal is known for the scenic beauty of its Carpathian landscape and its rich history. In the English-speaking world it has been commonly associated with vampires from Dracula's Castle. The most popular dishes in Ardeal are: bețelcu and melted pondrici, which have Austro-Hungarian influences.



Banat is a geographical and historical region in Central Europe. Banat's cuisine is heavily influenced by the Transylvanian and Austro-Hungarian cuisines, but also Greek, Italian and French cuisines.

Oltenia is a historical province and a geographical region of Romania in western Wallachia. It is situated between the Danube, the Southern Carpathians and the Olt River.

Debate Speech

Living Status and Psychological Well-being of Exploited Animals

By Deborah Sara Stan

Hello, everyone! My name is Sara and along with Helin and Danielle, I represent the opposing team. Today we are here to debate on *Animal exploitation*, one of the most aggravating issues in the world.

We, as members of the Opposition, are totally against the resolution because we consider that animals are often regarded as commodities, and their well-being is considered important only insofar as it affects productivity and profit. We have traditionally felt free to make use of the non-human animals for our own purposes, and we have treated any use we may have for them as a sufficient reason to exploit them.

Before presenting our arguments, allow me firstly to define the resolution we are debating today. Thus, animal exploitation is the intentional infliction by humans of suffering or harm upon any non-human animal, regardless of whether the act is against the law. More narrowly, it can be the causing of harm or suffering for specific gain, such as killing animals for food or for their fur. [...]

First of all I would like to explain that my point refers to all the circumstances affecting the way in which exploited animals live, with regard to their physical and psychological wellbeing.

Nowadays, more than ever, non-human animals are exploited in many ways which lead to abuse and harm. The type of animal exploitation that directly harms the most animals is their use for food. Many people have never stopped to think about this and just take it for granted that using animals for food is fine, and that animals aren't harmed much by it. The reality, though, is that animals are harmed very much not only by being deprived of their lives, but also by other harms that come from factory farming.



Sky is the limit...

Music: Akan - Sunny day

Narrator: (The lion enters) Once upon a time there was a lion whose wife has given birth to three sons. One of them was half penguin and half dolphin. The lion wanted to know who's the father of that child. He called the leaders of those two animal Kingdoms. More precisely, the Emperor Olaf of the Emperor penguins and Smigle, the leader of the dolphins...

The mystery begins.

The penguin arrived with a big ice-berg as present for the birth. **(Music: The Penguin dance)**

Lion: How did you get here?

Penguin: I came by Madascar's penguins airplane.

Lion: Oh really? Could you give me their phone number?

Penguin: I can't do that because my Iphone is at home.

Lion: No problem, maybe next time.

Narrator: In the same time, Smigle arrived. **(Sound Of Dolphins)**

Dolphin: What happened friends? Why did I beat all the sea to come here?

Lion: I want to know the number of Madagascar's penguins.

Penguin: What? Don't you want to know who is the father of your different son? I can send you the telephone number on e-mail!

Lion: Oh! You're right, what was I thinking about?

Narrator: Meanwhile, an eagle that was flying nearby saw the meeting and being very curious started a discussion with the three ones. **(Tropiklaz - Que passa amigo)**

Eagle: Que passa amigo?

Lion: Good! How are you? Hey, maybe you know the number of the penguins of Madagascar.


Penguin: I thought that you want to know who is the father of your different son.



Lion: Oh yes, you are right. Hey eagle, don't you know who's the father of my special son?




C. DISEMINARE ÎN BROȘURA „THE ROMANIAN FACT FAMILY EXPERIENCES ABROAD” – IULIE 2017



LICEUL TEHNOLOGIC
"MIHAI EMINESCU" DUMBRĂVENI



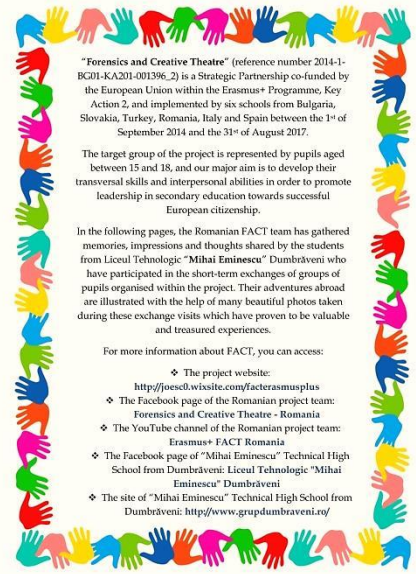



FORENSICS AND CREATIVE THEATRE

THE ROMANIAN
FACT FAMILY
EXPERIENCES ABROAD

2017



"Forensics and Creative Theatre" (reference number 2014-1-BC01-KA201-001396_2) is a Strategic Partnership co-funded by the European Union within the Erasmus+ Programme, Key Action 2, and implemented by six schools from Bulgaria, Slovakia, Turkey, Romania, Italy and Spain between the 1st of September 2014 and the 31st of August 2017.

The target group of the project is represented by pupils aged between 15 and 18, and our major aim is to develop their transversal skills and interpersonal abilities in order to promote leadership in secondary education towards successful European citizenship.

In the following pages, the Romanian FACT team has gathered memories, impressions and thoughts shared by the students from Liceul Tehnologic "Mihai Eminescu" Dumbrăveni who have participated in the short-term exchanges of groups of pupils organised within the project. Their adventures abroad are illustrated with the help of many beautiful photos taken during these exchange visits which have proven to be valuable and treasured experiences.

For more information about FACT, you can access:

- ◆ The project website:
<http://joescl.wixsite.com/facterasmusplus>
- ◆ The Facebook page of the Romanian project team:
Forensics and Creative Theatre - Romania
- ◆ The YouTube channel of the Romanian project team:
Erasmus+ FACT Romania
- ◆ The Facebook page of "Mihai Eminescu" Technical High School from Dumbrăveni: Liceul Tehnologic "Mihai Eminescu" Dumbrăveni
- ◆ The site of "Mihai Eminescu" Technical High School from Dumbrăveni: <http://www.grupdumbraveni.ro/>

EXCHANGE VISIT TO SPAIN

The first short-term exchange of groups of pupils carried out within the "Forensics and Creative Theatre" project took place at the partner school IIS "Los Cabezales" from Arcos de la Frontera (Spain) between the 9th and the 13th of March 2018. The most important activity of this exchange visit was the culinary competition called "International Master Chef", during which each team of students prepared a traditional dish from their country, which was then tasted by the other participants. The internet programme also included presentations on the partners' national cuisines created by the students, interesting information about the Mediterranean diet, artistic performances by students from the hosting school, attending classes, sporting and relaxing activities, as well as cultural visits and educational trips.

Learning Journal

by Andreea Elena Chiriac

The journey to Spain has been a unique experience for me, and I would like to thank all the project coordinators for this wonderful opportunity. If at first I was afraid of travelling by plane, in the end it proved to be the most beautiful trip of my life.



My host family were very welcoming. They were always asking me if I wanted anything, or if I was ok. I can even say that they were the perfect host family, because in our free time we went to amazing places to relax and take photos.

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The visit has been beneficial for me and for my personal development. I was involved in many activities, and I always did my best. After taking part in the oratory tournament, I am more confident while speaking in public, and I have improved my English knowledge and skills. If I have the opportunity, I will participate in another project, and I hope this will happen soon.



Learning Journal

by Cristina Iacob

The journey to Slovakia has been a benefit to me for various reasons. During this exchange visit I learned many things, and it made me more open and more relaxed in general.



The partner school was impressive, and the city was simply amazing. I fell in love with the centre of Košice, and with the traditions that are similar to the ones in Romania. My host family were lovely people who took good care of me. Sohia (the girl that I stayed with) and I became friends immediately because we had so many things in common.

The people involved in the activities were very friendly and

open-minded. During the visit to Košice I made some new friends, and we had a great time together. I miss everybody from the project, but mostly Sohia.

I want to say to the coordinators that they did a great job organizing this trip. I have enjoyed working on the project because it gave me the opportunity to meet new people, to talk and bond with them. If I ever have the chance to work on another project of this kind, I will totally do my best to participate.



6

Learning Journal

by Mihăiță Băies

Between the 2nd and the 2nd of October 2016, I took part in an exchange visit to a school from Soverato, Italy, together with some of my colleagues and teachers.



the rest of the evening together with other students, and we made some friends.

On Tuesday, we visited some important tourist attractions and some Catholic and Orthodox churches, such as Scilla Castle, Sembrara Orthodox Church, and Our Lady of the Poor Sanctuary. It was a beautiful but exhausting day!



The next day we attended a conference at school, and between the speeches, the Italian and foreign students impressed the public with singing, beat-boxing, and other talents.

In the afternoon, we played a football match against Italian students. It was a chance to make new friends, and all the teachers congratulated us. We spent the evening together with the students and teachers involved in the project.

9

In the afternoon we visited Manisa, which is a beautiful captivating city. We visited two mosques, Sultan Cami and Maradife Cami, which impressed us by their unique architecture. Then we saw the Weeping Rock and Yenî Plan, two other amazing places. After lightsinging in Manisa, we had some free time and then went to a welcome party.

On Thursday we had another whole-day trip. We started by visiting the antique city of Sardis. Afterwards, we went to the thermal pools from Pamukkale and then to the town of Laodicea.



On Friday we received our certificates of attendance, and went on another trip, this time to Izmir. There we had the chance to travel by boat to the other side of the bay, and then we returned to Manisa. Saturday, April 1st, was the day we said goodbye to our hosts. It was a very sad day for all the students who took part in the exchange visit.

I will never forget my experience in Turkey, because it gave me the opportunity to meet a lot of wonderful people whom I hope to see again. We also visited new and interesting places, and all of these wouldn't have been possible without the programme Erasmus which has opened many new roads for us.



18

Learning Journal

by Lavinia Florentina Hoşman



First of all, I would like to start by saying thank you to the Erasmus programme and to our teachers that offered us the wonderful opportunity to take part in this mobility. For me, it has been the greatest week of my whole life because I went through a lot of new experiences which truly fascinated me, like travelling by plane. Even if at the beginning I was a bit scared by the idea of travelling to a country such as Turkey, I want to say that I don't regret for one moment the fact that I decided to be a part of this project.



I want to say right from the start that my expectations were greatly surpassed by reality. As soon as we arrived at the hotel on Sunday afternoon, we were welcomed extremely warmly, with a lot of hugs and many greetings. This meant a lot to me, because I was under the impression that Turkish people were cold and distant, but obviously I was totally wrong.

The week started with announcing an unforgettable

20

Communicating with the other persons involved in this project was simply perfect, everyone being very open and having a sense of humour, everyone wanting to make new friends and to communicate with as many people as possible.



I made a lot of new friends during the exchange visit, most of them from Bulgaria and Turkey, but I had the chance to meet again persons that took part in the exchange visit to Romania. Obviously, I will keep in touch with my host family and with many other friends by using Skype or social media, and maybe even by going on little trips to see some of them.

This visit has been very beneficial for me, because I had the opportunity to meet new people, to get to know new ways of thinking and new cultures. All these have done was enrich my general knowledge and make me more open towards accepting the new things that I will encounter during my life.

During the exchange visit to Bulgaria, I learned a lot of new things, I had a lot of wonderful

experiences thanks to the activities in which I took part, and I learned a little bit about the history of the world we visited. The thing that will help me the most is the fact that now I can speak English better and more fluently, this being very useful during English classes, and if I ever have the chance to visit other countries.

I would like to take this opportunity to thank from the bottom of my heart the coordinator of this project for the fact that she chose me to be a part of the wonderful Big United JACT family. I enjoyed working on the tasks that we had to accomplish within the project. Everything felt natural to us, nothing was forced, and in my opinion the tasks were simple and easy.



I also want to say that I would love to take part again in a project like this, because it has been a wonderful experience, and an amazing opportunity that I would have been very sorry to miss. It has been a real pleasure to be part of the project, and I would repeat this experience anytime!

31

Although she was living with her grandparents, I was surprised with her hospitality and warmth, everybody being very nice and friendly. On the first day it was difficult for me to adapt because everything was different – the lifestyle, the food. But this experience was like a test to check if I'm able to adapt to a different environment, and I passed it – the following day I was already used to it all, as if I were home.

During this mobility we visited many tourist attractions, such as the Trojan Monastery, the Old Town from Lovche, the fortress from Veliko Tarnovo, and the Roman Amphitheatre from Plovdiv. Thanks to this project we had the opportunity to interact with many people, and by being able to understand each other only in English, our mind was stimulated to search for as many words as possible in order to communicate.



I want to thank first the coordinators for making this project possible, the teachers who have been involved and who have helped us so much, and last but not least our colleagues with whom we made a successful team each time.

I would like to participate in similar projects in the future, because thanks to the project "Forensics and Creative Theatre" I have gained many useful experiences and I have improved our English skills and theatrical skills. We also formed deep

35

I want to thank all our teachers for being so friendly and open, and for helping us prepare our performances in order to please everyone. Since I found out that I had been selected, I started feeling nervous and thinking about what I was going to sing. I am so delighted that everyone enjoyed the songs that I performed in Love!



If I ever have the chance to participate in such a project in the future, I won't hesitate – I will actually try to enjoy and make the most of every possible moment.

Thank you, dear coordinators! Thank you, Erasmus!

We hope to see you soon!



38