Global Teenager Project – Learning Circles

Today's Learners are Tomorrow's Leaders

DIGITAL GENERATION

PUBLICATION BY POLJANE PRIMARY SCHOOL PUPILS, CLASS 7

Poljane, June 2012

TODAY'S LEARNERS – TOMORROW'S LEADERS

PRIMARY SCHOOL POLJANE

Ana Demšar

Jure Dolenec

Matjaž Dolenec

Tina Dolenec

Jan Guzelj

Klara Kos

Nika Kos

Gregor Košir

Eva Krek

Janko Kržišnik

Tanja Luznar

Aljaž Novak

Klara Rakovec

Eva Rešek

Barbara Železnik

Poljane, June 2012

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1. INTRODUCTION

The 7th grade (third level) students decided to enter GTP Learning Circles at the end of February 2012. This is a very interesting project in which the participating schools choose a theme and then cooperate with other schools by sending e-mails about the chosen theme. Each school asks some questions and other schools answer them.

Our theme was about **Digital Generation.** Beside our school, there were 10 schools participating in this learning circle. They were from different countries: two schools from Bangladesh, three schools from the Netherlands, two groups from South Africa, one school from Ghana, one school from Poland and one from Ukraine.

List of participating schools and Learning Circle codes

DG1	Agrani School and College, Bangladesh
DG2	Oxford International School, Bangladesh
DG3	Lorentz Lyceum M3b, Netherlands
DG4	Corlaer College, Netherlands
DG5	Vellesan College, Netherlands
DG6	Montrose Primary School (Grade 6A), South Africa
DG7	Montrose Primary School (Grade 6A), South Africa
DG8	St Andrews JHS, Ghana
DG9	Gimnazjum Nr 8, Poland
DG10	Primary School Poljane, Slovenia
DG11	Kharkiv gymnasium #55, Ukraine

2. PRESENTATION OF COUNTRIES AND PARTNER SCHOOLS

BANGLADESH
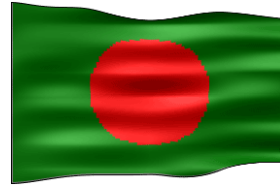
Bangladesh is a country near India. The capital city of Bangladesh is Dhaka. The population of Bangladesh is 161,083,804 people. Bangladesh's language is bengali.

Bangladesh in the world map

National symbols of Bangladesh	
Anthem	Amar Shonar Bangla
Animal	Bengal tiger
Bird	Oriental Magpie Robin
Fish	Hilsa
Flower	White Water Lily
Fruit	Jackfruit
Tree	Mango tree
Sport	Hadudu
Calendar	Bengali calendar

PARTICIPANT SCHOOLS FROM BANGLADESH

There were two schools from Bangladesh participating in this years' GTP Project.

DG1, Agrani School and College, Bangladesh

Inauguration:21st January, 1957
Location :Azimpur, Dhaka
Student when it started : 14
Student at present: 4000 approximately.
Founder: Dr Quazi Anwara Mansoor

DG2, Oxford International School, Bangladesh

Oxford International School is situated in the capital city of Bangladesh, Dhaka.

Students study all subjects in English, they're very good at English.

PREPARED BY: TANJA AND KLARA

THE NETHERLANDS

The capital city of the Netherlands is Amsterdam. There are 16,491,461 people. The Netherlands is famous for the giant tulip fields and polders. Polders are land under the sea level. Their official language is Dutch. The Netherlads joined the European Union in the year 1957. Most of the dutch people are Catholics then Protestants, all other are diffrent religious groups.

the Netherlands in Europe

giant tulip fields

polders

SCHOOLS IN THE NETHERLANDS

DG3, Lorentz Lyceum M3b, Netherlands

"Our school is called Lorentz Lyceum in Arnhem. It has three different levels in education. It is called MAVO/HAVO/VWO. We are in the third class of MAVO. In our school we have an international department, where students with orgins from all around world are taught. There are 1,300 students on our school.

Our school is located in the area called Vredenburg in the south of Arnhem.
The south part of Arnhem has 6 different areas called: Rijkerswoerd, Laar west, Laar oost, Malburgen, Schuytgraaf and Vredeburg. Students come to our school from all these districts."

"The Lorentz Lyceum is an international orientated school where students are stimulated to become world citizens. It is named after Hendrik Antoon Lorentz, a famous physicist who won the Nobel Prize in Physics in 1902, for the discovery and explanation of the Zeeman Effect. He was born in Arnhem and he lived there for most of his life, which is the reason why our school is named after him. "

The Lorentz Lyceum has three departments. It started the bilingual programme in 1992, and it was one of the first schools in the Netherlands which engaged in such a project. Bilingual students visit foreign countries each year and they receive many unique opportunities throughout their school career such as special projects, cultural programmes, exchange visits and of course MUN conferences! That is why our motto is: THE WORLD AT YOUR FEET!

PREPARED BY: JAN AND GREGOR

DG4, Corlaer College, Netherlands
CORLAER COLLEGE

Small-scale, identifiable, safety and teamwork are characteristics of this new school. Inside a central staircase smoothly connects the split-level floors . The ideal base for a progressive independent study centre, based on the idea of the open plan office. Work spaces for teams are linked to individual and joint silent rooms which are crossed by relaxation isles. To learn from and with each other in an inspiring environment with space for individual differences. Based on a modern education concept where teaching domains consist of a small number of traditional classrooms and a series of study spaces for more or less individual education, the split-levels inside the building strongly support the desired teaching methods and education concept. The floors no longer form an obstacle because education domains simply run through the entire building; from floor 1 to floor 4. The design of the façades is based on the idea that differences can yield more motivated pupils with higher results.

PREPARED BY: MATJAŽ AND ALJAŽ

SOUTH AFRICA

South Africa, is a country located at the southern tip of Africa. The capital city is Pretorija. It is one of the most diverse, enchanting countries in the world. Exotic combinations of landscapes, people, history and culture offer the traveller a unique experience.

South Africa in the map of the world

mountains

giraffes

protea - national flower of South Africa

the Blue Crane

flowers

PARTNER SCHOOLS FROM SOUTH AFRICA

DG6, Montrose Primary School (Grade 6A), South Africa

DG7, Montrose Primary School (Grade 6A), South Africa

Montrose Primary School is a school based in South Africa. All students live in Johannesburg, the city where the school is located. It has a wide variety of nationalities and students are proud to learn and play together, and they are like a big family at Montrose Primary School. Mr. Phillip is the from teacher of class 6A at Montrose Primary.

GRAHAM, the official mascot of Montorose

PREPARED BY: BARBARA AND KLARA

GHANA

Ghana is a country in the west of Africa, located by the sea. The capital city is Akra. There live nearly 4,000,000 people in Akra. English is Ghana's official language. Animals in Ghana are: elephants, crocodiles, scorpions, many birds, antelopes.

Ghana in the map of the world

The currency of Ghana is Ghana cedi. It used to be a colony of the United Kingdom, but in 6th March 1957 it has been declared an independent state.

PARTICIPANT SCHOOL FROM GHANA

DG8, St Andrews JHS, Ghana

St. Andrews school has got about 550 students. They've got public school.
St. Andrews Junior High School is located at Madina New Road in the Greater Accra Region of Ghana. The school has a population of over 550 students and about 27 teaching staff and 10non teaching staff. The school can boast of disciplined students and dedicated teachers. Though it is a public school, it is one of its kinds.
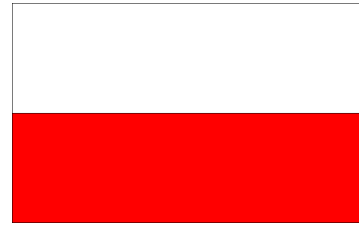

GHANA'S TRADITIONAL DANCE

PREPARED BY: EVA AND TINA

POLAND

The Republic of Poland is a country situated in the Central Europe with the total area of 312 679 km² and pupulation of around 38 mln people. Poland is bordered by Germany, Czech Republic, Slovakia, Ukraine, Belarus, Lithuenia and Russia, and in the north the Baltic Sea. The capital city and economic centre of Poland, Warsaw, lies at the heart of the country. Poland joined the European Union in 2004.
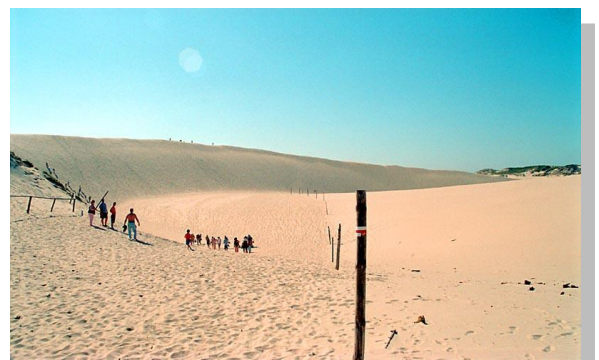

Warsaw, the city with 1,716,855 residents, having suffered immensely during the II World War, had to be rebuilt from scratch.

Poland is mainly a low-land country, with the average height is 173 m above the sea level. The average temperature in winter is -3 °C and in summer 19 °C.

The highest mountains peak in Poland, Rysy, 2499 m above the sea level.

PARTNER SCHOOL FROM POLAND

DG9, Gimnazjum nr 8, Poland

Gimnazjum no. 8, is a junior high school in which students continue their education after a 6-year primary school. As most junior high schools in Poland, it was established in 1999 as a result of eductaional reform in Poland and division of 9-year primary schools into a 6-year primary school and a 3 year junior high school (gimnazjum). Named after Tytus Chałbiński, a famous doctor and scientist, the school has a tradition related to the highest Polish mountain range – the Tatra Mountains. It is located in the south of the country. There are 171 students and 23 teachers in Gimnazjum no. 8.

PREPARED BY: JANKO AND JURE

UKRAINE

Ukraine is the bigest country in Europe. It covers 603 700 km ^{2} and has the population of 45,7 millions population. Their capital city is Kiev. Ukraine lies in East Europe and in the south, it borders the Black sea, on the East Russian, on the nort Belarus, on the west Poland, Slovakia, Hungary, Romania and Moldova. They use the cuurency called hryvnia.

Ukraine in the map of the world

Kiev

Freedom Square

PARTNER SCHOOL FROM UKRAINE

DG11, Kharkiv gymnasium 55, Ukraine

The participants attend the eleventh grade. They are a very friendly class. They celebrate holidays together, spend their free time together: visit theaters, skating rink and cinema.

3. STAGES OF GTP ENGLISH LEARNING CIRCLES – DIGITAL GENERATION

Timeline for GTP English Learning Circle February 2012

1. Preparation , February 13 - February 19 2012

Week 0

Accepting invitation from the Wiki and posting a test message. Introduction workshop, teachers prepare their students for participation in the Learning Circle. Discussion of responsibilities, skills, knowledge, awareness. Communicate with GTP Country Coordinator and Leaning Circle facilitator.

2. Introductions, February 20 - February 26 2012

Week 1

Official opening of the Learning Circle with the facilitator's welcome message. Teacher and students introduce themselves by posting a Class letter, Teacher letter and a Class picture on the introduction pages.

3. Questions, February 27 - March 11 2012

Week 2-3

Each class formulates a question related to the Learning Circle theme, according to the criteria for a quality sponsored question.

4. Research and Answers, March 12 - April 15 2012

Week 4-5-6-7-8

After in depth research, each class responds to all the questions from the other classes in the Circle. At the same time each class receive answers to their question.

5. Summaries, April 16 - April 29 2012

Week 9-10

Each class summarizes the answers received from the   Learning Circle partners.
The summaries are posted in the Wiki.

6. Closing, April 30 - May 6 2012

Week 11

Learning Circle teachers and students complete Survey and post a goodbye message.
Official closing of the Learning Circle by facilitator.
Students and Teachers Survey

4. OUR RESEARCH

4.1. PREPARATION

DG10, OSNOVNA ŠOLA POLJANE, Slovenia

Dear Lerning Circle Friends! We are happy to take part in LC for the second time. We come from a quite small village of Poljane, in north-west Slovenia. We look forward to sharing different ideas with students from other countries and we are sure that we are all going to be richer in the end again.

Greetings from Poljane, Slovenia, DG10

4.2. INTRODUCTIONS

Class letter

Aljaž Novak

My name is Aljaž Novak. I'm 12 years old. I live in Hotovlja. My favourite food is chips and steak. In my free time I like playing football, basketball and go to a skiing center. I have got many medals and cups in skiing, football and running. I have a computer and a mobile phone.

Ana Demšar

Hi! I'm Ana Demšar. I'm 12. I have brown hair and eyes, I'm tall but not very slim.

I go to 7.b class of primary school Oš Poljane in Slovenia. I'm good at art. I go to school by bus.

I live in a house with my mum, dad, sister and brother. Our house is big and yellow.

I've got three best friends: Nika, Eva and Ines. They are very friendly and nice. At school we are always together.

My favorite color is yellow. My favourite band is One Direction. My favourite film is Step Up 3. My favourite place is the Seychelles. My favourite sport is volleyball.

I'm interested in fashion. I want to be a fashion designer.

Barbara Železnik

My name is Barbara. My surname is Železnik. I am 13 and I live in Vinharje. My birthday is on the fourth of January. My favourite color is red and my favourite animal is a rabbit. I like swimming, cycling and playing floorball. I also like animals. I like shopping. I am good at school. My favourite subject is art. In my free time in winter I usually read books but in the summer I often go cycling.

Eva Krek

HI!!!!!

My name is Eva. I'm 13 years old. I'm very tall and I've got long, brown and wavy hair. My eyes are blue. I live in Poljane. I've got a younger brother and a sister. Their names are Ožbej and Ivana.

My favourtie colours are red and green and my favourite number is 5. I often wear skirts. I like them very much, but they aren't practical for wearing. My favourite subjects in school are: Physical Education, Maths and English.

I like animals very much. I've got a black-grey dog. Its name is Ajka. I really like sports. My favourite sports are handball and basketball. Reading is for me something amazing. I like to read interesting and science fiction books. My favourite are Harry Potter books.

In my free time I usually read, do sports, play chess and make bracelets.

Eva Rešek

My name is Eva. My surname is Rešek. I live in Poljane in Slovenia. I'm 12 years old. I am in 7.b class.I have brown hair and brown eyes. I'm 157cm tall. I love music. In my free time I listen music, read books or magazines. I love to sing and dance,but I'm not so good at this. In my free time I play computer games and watch TV, too. I have a lot of friends. My favourite sports is swimming, running and basketball. I have one brother and one sister. I love pets, because they are very cute. I like shoping or going to the cinema. I like summer, because then I go with my mother or with my best friends to clothes and shoe shops. My favourite movie is *A Black Knight*.

Gregor Košir

My name is Gregor and my surname is Košir. I live in Visoko. At school I go to class 7 b. My favourite colour is green. I have a lot of friends in my class: Aljaž, Matjaž, Janko, Jernej, Tilen,

Eva, Ines, Ana, Nika. My favourite food is pizza. My favourite sport is basketball . I like holidays.

Jan Guzelj

Hi, my name is Jan Guzelj and I'm 13 years old. I'm very tall, I have blond hair and blue eyes. I live in Poljane. My favourite number is 72 and my favourite color is red. I have one sister and a cat named Micka. I play football, basketball, and floorball. Most of the time I wear a T-shirt, trousers and a sweater.
My favuorite subject is PE.

Janko Kržišnik

Hello!
My name is Janko, my surname is Kržišnik, I'm thirteen years old. I come from Četena Ravan, that's a small village in Slovenia. I like basketball and football but most of all, I love to shoot with my rifle (it's an airsoft rifle, of course ☺!).

Jure Dolenec

Hi!
I'm a 13-year old boy. My name is Jure. I live in a small village in Slovenia. I live on a big farm, and we got a lot of animals: cows, horses, pigs, chicken. I got my own dog, her name is Lajka. I spend a lot of time with her outside playing different games. I like sports, too. My favourite sport is football. I play it every day. With my friend we play table tennis, and we have a lot of fun together. In the evening, I go for a walk with my mum. Now we have winter and I can do a lot of snow sculptures and I go skiing almost every day. I hope you enjoyed reading! Greetings!

Klara Kos

My name is Klara Kos and I am 12 years old. I live in a small village Vinharje. My parents are Marija and Andrej. I have two older brothers Andrej and Roman and two older sisters Mojca and Jerneja. My favorite animal is a tiger, but I like cats too. I have five cats: Mika, Lenka, Ruby, Tigy and Sivko. My hobbies are painting and drawing. I like cooking too. I like music and computer games. I don't like sports very much. I like badminton. I play it mostly in summer holidays with my cousin and friend Barbara.
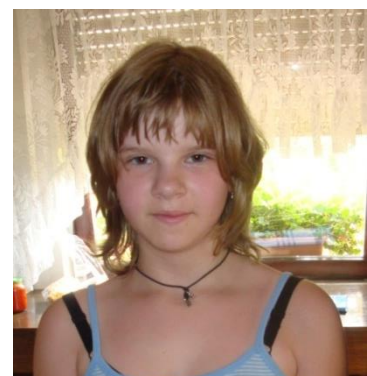
Klara Rakovec

I am Klara Rakovec and I live in Poljane nad Škofjo Loko. I am 13 years old and I go to class 7 a. I am tall. I have got brown eyes and brown hair. In my free time I play handball or table

tennis. My favourite colour is white and my favouite animal is a rabbit. At home I have got a lot of fish and one turtle. I have got one sistr and two brother. My sister is Mojca and she is one year old. My brother is Aljaž and he is 10. I have also got broter Domen and he is 6 years old. My mum is Elizabeta and dad is Tony. My family lives in the country.

Matjaž Dolenec
Hi! My name is Matjaž. I am 12 years old and I live in Delnice. My favourite food is pizza and lasagne. I like music and sports. My favourite sports is basketball, fotball, hockey and swimming. My favourite music bands are AC/DC and Green Day. I also like computer games (Combat amrs eu). That is all!

Nika Kos
My name is Nika Kos. I'm 12 years old. My favourite colours are red and blue. And my favourite animal is dolphin. I like music. My favourite music group is One Direction. When I grow up, I want to be a singer and an actress.

Tanja Luznar
I'm Tanja Luznar. I'm 12 years old. I have one sister and two brothers. I love listening to music and eating chocolate. My favorite music genre is pop. My favourite subjects at school are English and Art. My favourite colours are blue and black and my favourite food is pizza. I also like surfing the Internet.

Tina Dolenec
I´m Tina Dolenec. I live in Delnice and I˙m Slovenian. I˙m 160 centimetres tall and I'm slim. I have 1 brother and 1 sister. My brother is Tadej, sister Lucija, mum Mateja and father Štefan. I love animals. I have fish and 1 white rabbit. My favourite number is 6, colour green and subject English. I like music – rock and rap. I hate volleyball.

TEACHERS' LETTERS

There are two teachers' letters from our school. Why? Find it out yourselves!

Hi there!

My name is Bernarda Pintar and I'm an English and Slovene teacher at Poljane Primary School. I'm 47 years old and I teach pupils of 6–9 th class. They are 11–15 years old.
I live in the countryside, in Gorenja vas, a village, which is four kilometres away from our school so driving there takes me only four minutes, which is great! I have three children: Ema, 20, Meta, 15, and Samo, 14. I love being with them and I love teaching, as well. Ema is a student and she lives in Ljubljana, the capital of Slovenia, Meta goes to secondary school in Škofja Loka and Samo goes to a primary school in Gorenja vas.

I like reading, learning new things, I'm an old Beatles fan and I would like to travel a lot (if I had money). I travelled a lot as a student but this was centuries ago! I love sea. I like movies, especially the ones dealing with history (even if *Brave Heart* is an old film it's still my favourite). And I enjoy watching some English detective series. I'm in love with inspector Barnaby from *Midsomer Murders.* I go to some rock concerts from time to time. I like sports very much too and my teenage dream is to go to Old Trafford and watch a Manchester United – Liverpool match. I did sports when I was younger (basketball, volleyball, skiing,

swimming, table tennis) and I try to bring it back to my everyday life (not only on TV, of course).

The age of my own children helps me to understand my pupils' world better and vice versa. I'm not ambitious as far as getting better position at my work is concerned, because I simply enjoy teaching primary school pupils. But I'm ambitiuos in getting as much education and as many experiences as possible. That was why I decided to join the Learning Circles on the one hand. On the other hand, I would like to expose my 7th grade pupils to communication in English – with real, not only virtual people, and motivate them to think and research on their own. With a bit of my help, of course! The Learning Circle concept seems great to me in this respect.

English is taught in three levels at our school – in the 8th and 9th grades only. In level one there are pupils who have troubles with English and lessons are adapted to them. Level two is very diverse, and in level three there are pupils who would like to learn more. I teach all levels (in different grades) and I think this is a good way of work, for pupils and for teachers as well.

There are 15 pupils in our LC class (level three), which is great and gives us many opportunities to talk, read and write also about the topics that are not included in our curriculum. The pupils are eager to learn English and I learn many things from them, too. They are 12 years old.

Our country, Slovenia, is a small one and our school is situated in a small countryside village Poljane, surrounded by beautiful nature, hills … Almost 60 per cent of our pupils drive to school from even smaller villages, scattered around these hills. We are also known for being the birthplace of many important people for the counrty's history and culture.
When our pupils become students after 9 years of primary school they go to different secondary schools in Škofja Loka (the nearest town), Ljubljana etc. But I think they love coming back to Poljane.

This school year is very special for me because there is another English teacher at our school who came here through a Comenius Project - Comenius Assistantship/Host Schools. Our children as well as teachers benefit a lot from her presence and she's introducing herself in the letter below.

We're looking forward to LC following stages!

Bernarda

Hello everyone!

My name is Ola. I'm an assistant teacher at Osnovna šola Poljane, where I'm staying for the school year 2011/2012, helping other teachers during the lessons, teaching English to students of various ages – from 9 to 14 and finally, getting ready for my future career.
I'm not from Slovenia, though. I come from Poland, from a quaint city of Bielsko-Biała, which is situated in the south, at the foot of the Beskidy Mountains. I have two older sisters, a niece and a nephew. In 2010 I graduated from the university, obtaining my MA degree in English philology (linguistics).

As far as my interests are concerned, I love travelling. Whenever I have a chance, I pack my backpack and set off on a trip. I'm not afraid of hitch-hiking, camping in the wild or anything that seems like an adventure. As a student, I lived in Portugal for almost year, on a beautiful island, called Madeira. This was an unforgettable experience and it was then that I met many foreigners from all around the world, most of whom are my best friends now.

The Comenius Assistantship Programme, in which I'm participating at the moment, is another valuable experience for me. I have a chance to observe Slovenian culture, inhabitants, as well as learn the Slovenian language, and most importantly, brush up on my teaching skills. Having received a very warm welcome from students and teachers at Poljane School, I've been feeling more and more at home here.

In my free time, I play squash, go swimming and hiking. Oh, I haven't mentioned my biggest love, have I….? Foreign languages! Now, after a few-month struggle, I can finally say I speak a little bit of Slovene. I speak German, Portuguese, too, though my knowledge of these languages leaves much to desire... Apart from being a teacher, I'm also trying to improve my skills as a Polish-English translator and interpreter, which also gives me a lot of satisfaction. My goal is, therefore, to pursue career in both professions.

I must say I'm thrilled to participate in the Global Teenager Project and I'm looking forward to reading your entries!

Best wishes,

Ola

4.3. QUESTIONS

In this part of the project we were asked to prepare some questions for other schools. We discussed many interesting issues and chose the one that we were most curious about. Here is what we decided to ask other participants:

There are so many questions we would like to ask but we focused on your parents' attitude towards digital devices.

What is your parents' attitude towards digital devices?
Do they know how to use them? How do they use them and what for? Do they forbid you using them or do they encourage you ? How much time do they let you spend on the Internet?

4.4. RESEARCH AND ANSWERS

Organization of group work

In order to introduce ourselves to other GTP schools we wrote our introductions and sent them to the Wiki page. We introduced ourselves in short paragraphs, some of us added our photos as well. Our teachers, Bernarda Pintar and Aleksandra Pudełko wrote the teachers' letters, too.

Then we learnt about our partner schools from different countries and formed 7 groups, working in which, we were supposed to find some additional information about the participating schools and their countries.

Klara and Tanja – Bangladesh

Eva K. and Tina – Ghana

Jan and Gregor – The Netherlands

Matjaž and Aljaž – The Netherlands

Barbara and Klara – South Africa

Jure, Janko – Poland

Eva R., Nika and Ana – Ukraine

The next stage was forming the question about DIGITAL GENERATION. We discussed different themes and then chose the one which we agreed upon.

Then we started researching and answering the questions by other countries. This stage was the most difficult one and it took quite some time.

When we came to our surveys our Polish assistant teacher Aleksandra helped us a lot.

And last but not least, we gathered some basic information about other countries and put them on our world map. All our students can learn some facts about the participant countries: their positions in the world map, their names, flags, capitals, area, population, languages and currencies.

Finally we coloured the map which is now being hung on the corridor wall so that all the students of our school can see it. And we are very proud of it.

Questions and research

In this part of our we present questions which we received from other particpant schools and the answers prepared by our team.

DG1, Agrani School and College, Bangladesh
Question

"What is the role of your government to make the country digitalized and making a digital generation?"

Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

Our government has been promoting digitalization for a long time. The main aim on the state level is to provide Internet connections to all the citizens. This has been quite successful so far, yet not all Slovenians have access to the Internet - in some very distant areas it is difficult or impossible to get connection or signal. Otherwise everything is digitalized. We cannot imagine banks, post offices, shops, tourist agencies, hospitals, schools etc. without computers and other digital devices.

Our generation is well-provided with digital devices because schools are well equipped with them. There are computers in all of the classrooms, there are also many smart boards. Our teachers are being supported by the government for educating themselves in the field of digitalization (they write down our grades and some other data into evaluation books, have meetings etc.). They are so called "e-competent" teachers. They also have their own web pages and we can communicate with them by e-mails. There are useful exercises, games, films and songs on our school's English page, we also get homework via the internet. If teachers explain certain themes, it is easy for them and also for us if they can show us images, graphs, videos, play music etc. with the help of interactive board - at the very moment when some kind of illustration is required.

OUR ICT CLASSROOM
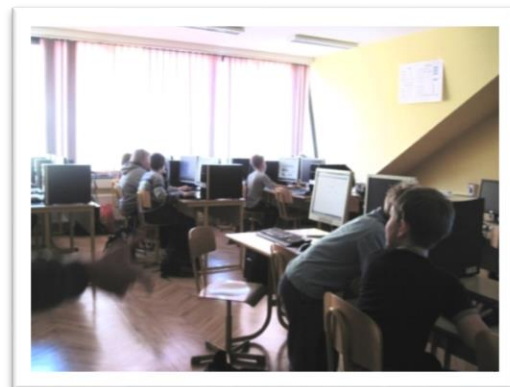
AN ICT LESSON

DG2, Oxford International School, Bangladesh
Question

Dear friends,
Our government has declared digital Bangladesh recently. They have taken a scheme named vision 2021. The view of this declaration is Bangladesh will be digitized by 2021. Now, since Bangladesh is a developing country, it is very difficult to provide ICT facilities to all schools and colleges, especially in rural areas. Now our question to you:
1. **Do all your schools in your country get same ICT facilities?**
2. **Are all the classrooms provided with ICT materials such as Computer, Internet, Interactive board, Multimedia Projector, etc.?**
3. **How does the use of ICT kites make the students more attentive to their studies?**

Thank you,
Friends from DG2

Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

1. All the schools in Slovenia have ICT facilities. We have Internet at all schools in Slovenia and everyone has got Internet at home.
2. There are computers in all the classroms at our school, there is also the Internet and Multimedia projectors. Four classroms have Interactive boards.
3. We use computer for practice at school and at home. Our teachers also publish practice exercises as a preparation for tests on our school's website.

In nearly every classroom we have got computers. We have also got interactive boards in some classrooms. During English lessons we usually need computers and interactive boards for easier and more interesting teaching and learning. During some lessons like Technology, Geography, History and Natural Science we sometimes watch Power-Point presentations or TV.

Our teachers are "e-competent" teachers. They are being educated for this. They use computers a lot for writing down our marks, elective subjects, the number of lessons we were absent from school, printing our reports etc. Some teachers communicate with our parents or us through e-mails.

DG3, Lorentz Lyceum M3b, Netherlands
Question

Question from DG3

Nowadays you can get everything on the internet. There is a lot of information available of every thinkable subject. Internet is frequently used to spread music. A lot of people download there music without paying the artist. Sites that offer illegal downloading are often sued and have to stop there activities. People often go to another site to continue downloading the music that they want.

What is your opinion about downloading on the internet?
We are very curious of your opion.

 Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

We think downloading songs, films, games and other material is illegal and not OK. We should use it in accordance with some rules. We should only download free games, films, music. Many viruses can also be found on the internet and you never know …
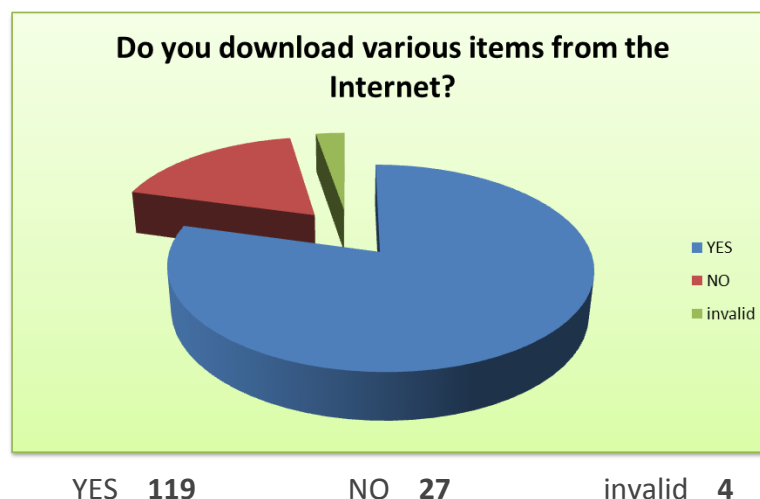
Example
Let's say we hear a song from Bruno Mars and we like that song. We are thinking of buying the album but we haven't heard the other songs so we are not sure about them – will we like them or not? In that case it is ok to download the album and listen to some of the songs and after that delete the songs and buy the album if we liked it.

All that counts for games, films and other things – first test it then buy it.

A survey
We were very interested in our pupils' habits so we made a survey. We delivered it to **150 pupils from the 6th to the 9th class** (11–14 years old). Here are the results.

YES **119**   NO **27**   invalid **4**

Do you download various items from the Internet?
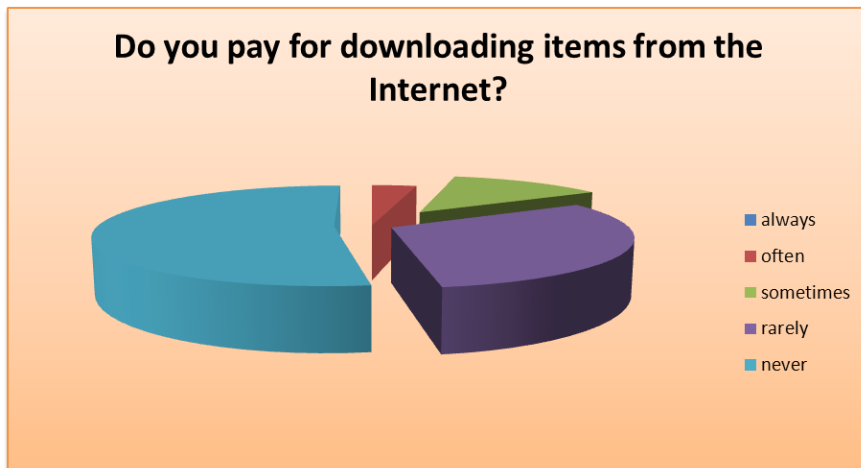
- YES
- NO
- invalid
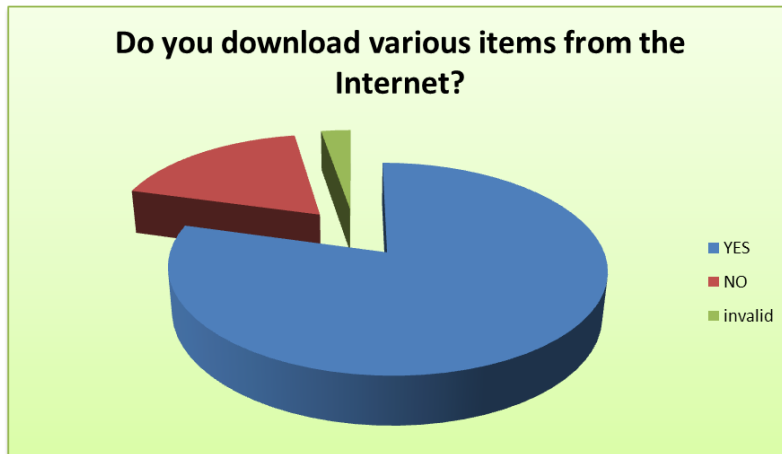
films **64**   games **34**   music **90**   other **7**   invalid **28**

Do you pay for downloading items from the Internet?

- always
- often
- sometimes
- rarely
- never

always **0**   often **5**   sometimes **18**   rarely **43**   never **73**   invalid **9**

DG4, Corlaer College, Netherlands
Question

Can you use the internet in a free way or is a lot of the content blocked?
Are there any other restrictions when it comes to using the internet?
How does it work at your school; can you use the internet whenever you want or only at set times?

Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

Nowadays the Internet is easy to use. There are not so many contents blocked. But some people (not many) still haven't got the Internet connection because they cannot afford it or they live in some distant parts of the country where there is no Internet connection.

Yes, there are restrictions to the computer, made by our parents, e. g. you cannot use the Internet if you don't do your homework, if you lie, if you get bad marks at school, etc. They can block your internet for 1 day, 1 week, 1 month or maybe more. So if you are a »good« child you can use it, otherwise there are restrictions. This is what our school friends say.

At school we use the Internet for watching videos, images or power points. We can learn different subjects on our school's website, too: English, Slovene, Music and Maths. If we don't have lessons, we can go to the computer classrooms and use the Internet there. We do some school work at home, too: surfing for some information, using dictionaries etc.

We asked <u>150 pupils (11-14 years old)</u> about their Internet habits - how much time they spend on the Internet. Here are their answers.
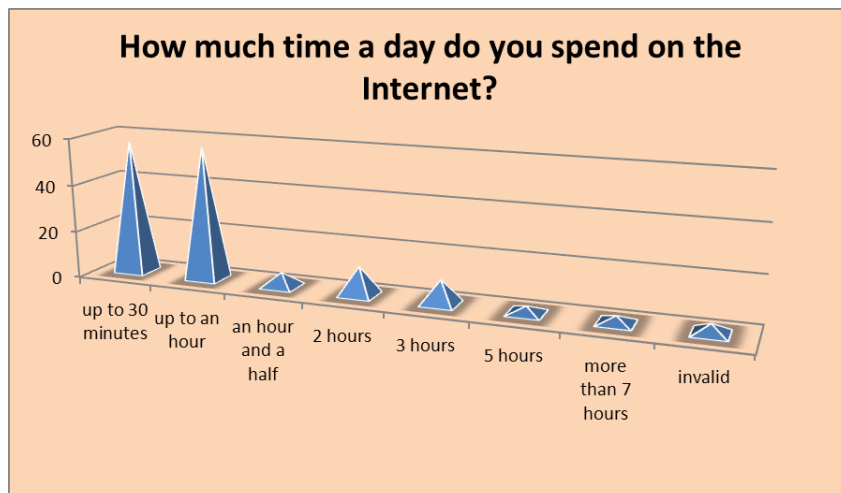
up to 30 minutes .... **57**   an hour and a half **6**
up to 1 hour .... **57**   5 hours **3**
2 hours .... **12**   more than 7 hours **3**
3 hours .... **10**   invalid **4**

DG5, Vellesan College, Netherlands
Question

We are interested in the development considering media-awareness in your country.
1. What is the definition of media-awareness in your country?
2. How does your school/your government raise media-awareness amongst teenagers?
3. Why do you think it is important (or not) that people are 'media-aware'?

Answer from **DG10,** Osnovna šola Poljane, Slovenia

1. What is the definition of media-awareness in your country?

To be media-aware means to be well-informed, to develop the habit of reading the news and keeping informed on important topics, such as world-events, business and economy, politics, environment, geography and culture. With overwhelming amount of information available both in <u>print</u> and online, it is critical that you learn to read new stories by determining their source and recognizing their viewpoints.

We have to know the principle and the aims of different media and we have to understand that some media are different from others - some show us facts, others are based on gossip and scandal.

2. How does your school/your government raise media-awareness amongst teenagers?

We talk about media during Slovene, English and Civics lessons. Our pupils can also take an elective subject School Journalism. But not many pupils read media in print or watch them on TV. They prefer the Internet. Our country is in a difficult financial and political situation so if you want to be up-to-date there are so many unpleasant articles and TV shows that you simply give up on reading / watching / listening such news and look at some "friendlier" contents - sports, culture, gossip.

3. Why do you think it is important (or not) that people are 'media-aware'?

It is important to be informed but it is also important to be "media-aware". We have to know that media show us their view of the world. Some media address one group of people (adults, teenagers, middle-class ...), others some other groups of people (polititians, economists, artists ...). Pupils and students have to learn how to choose the right information, which news and stories to believe.

Yes, media awareness is of great importance but it should be taught systematically from the childhood on.

DG6, Montrose Primary School (Grade 6A), South Africa
Question

What types / forms of stimuli are required to educate this digital generation?

 Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

Stimuli for educating digital generation are of great importance. We can start at digital equipment which school can provide for pupils. All the classrooms at our school are equipped with computers, some of them also with interactive boards. Some lessons can also be held in the computer classroom - there are enough computers for every pupil to use. Some students take the optional subject Information Technology.

The role of teachers is important, too. If they know how to use digital devices lessons can be more interesting. But we think it is not smart to use digital devices too often because teenagers can get bored very fast. It is interesting if teachers give us homework for which we have to surf the Internet. Some teachers have their own web pages and they upload

exercises, games, songs etc. One class is exchanging e-mails with a Polish class. This stimulates us - something different, just as our project about Digital Generation is.

ICT LESSON

OUR ICT CLASSROOM

INTERACTIVE BOARD WITH OUR SCHOOL'S WEB PAGE

DG7, Montrose Primary School (Grade 6A), South Africa
Question

Digital Generations takes the development of a country to the next level. What types of new and exciting jobs do you think will be created for our current digital generation when they are adults?

 Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

New jobs in digital world could involve creating robots that could carry out manual work instead of us. New jobs could also involve creating digital cars, houses, pens, school notebooks. Life would be much easier. But on the other hand, people would not be able to

do anything by themselves which would be a bad point of everything. It is already happening today: many people are addicted to computers and the internet, they cannot do everyday tasks, they cannot think with their own brain…

We should use digital devices for carrying out more projects, such as our GTP project, for games improving the capacity of our brain, thinking, to make us improve mentally and in different skills. We could also create many interesting websites and learn a lot of new interesting things. In that way education would be more interesting for teachers and for us.

We think that teachers would have to change their way of teaching, too. They would teach with the help of computers and interactive boards. Learning would be more interesting, students would revise with the help of games, different websites etc.

But as every good point brings its bad point – we would probably miss our teachers' speaking, enthusiasm, personal communication and relationship between teachers and students. And we would probably lose our writing / handwriting skills.

Which jobs will be the most important for digital generation in future?

These will be all the jobs in the field of computer science, inventors and developers of new digital devices, computer programmers, »digital« teachers teaching through the Internet, distance doctors, accountants, consultants, jobs associated to different addictions (from the Internet, computer games, living in virtual world …), experts analysing social networks, looking for information about people (e. g. those who apply for new jobs), digital nannies, web journalists, jobs associated with teleportation, robotics, medicine, maintaing computers, computer systems, preventing intrusions into computers, checking and detecting inappropriate contents, telecommunications... All jobs will be upgraded.

Find out what our pupils from <u>class 6 to class 9 (150 pupils, 11-14 years)</u> think about future jobs for digital generation.
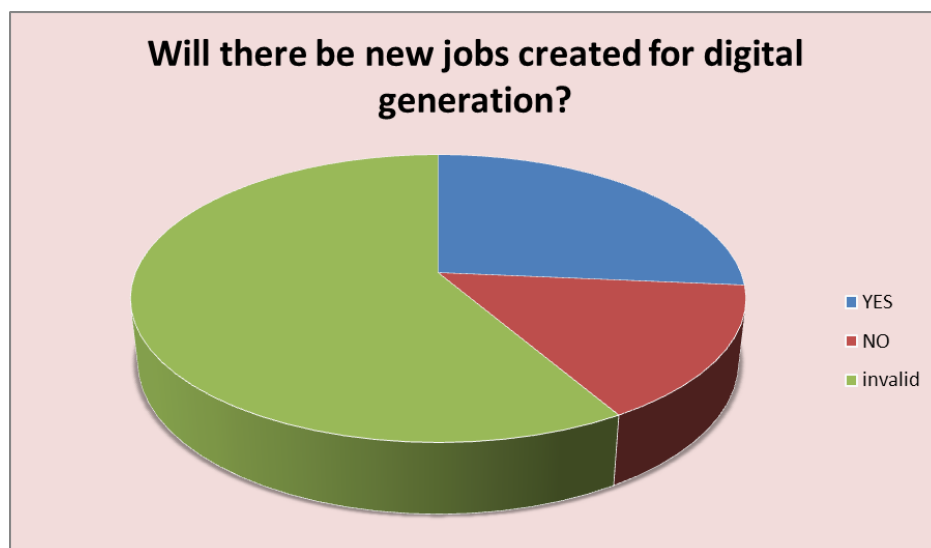
| YES | **33** | NO | **19** | invalid **73** |

DG8, St Andrews JHS, Ghana
Question

Can you share your experiences on how technology is being used in teaching and learning in your school?

Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

In nearly every classroom we have got computers. We have also got interactive boards in some classrooms. During English lessons we usually need computers and interactive boards for easier and more interesting teaching and learning. During some lessons like Technology, Geography, History and Natural Science we sometimes watch Power-Point presentations or TV.

Teachers use computers a lot for writing down our marks, elective subjects, the number of lessons we were absent from school, printing our reports etc. Some teachers communicate with our parents or us through e-mails. We like lessons during which "e-competent" teachers illustrate the topics with some pictures, diagrams, songs, videos ...

Our school is not a very big one. Perhaps you can have a picture of it if we write the number of rooms and the numbers of ICT facilities in them.

NUMBER	ROOMS	FACILITIES
21	Classrooms	21 computers, 6 whiteboards, 3 projectors
1	computer classroom	18 computers, a projector
1	Library	2 computers
1	teachers' room	3 computers, 1 digital photocopier
1	secretary's office	1 computer, 1 digital photocopier
1	accountant's office	2 computers
1	headmistress's room	1 computer
1	headmistress's assistant's room	1 computer
1	pedagogue's cabinet	1 computer
5	5 teachers' cabinets	7 computers
3	3 special needs teachers' cabinets	3 computers
1	Kitchen	1 computer
1	caretaker's	1 computer
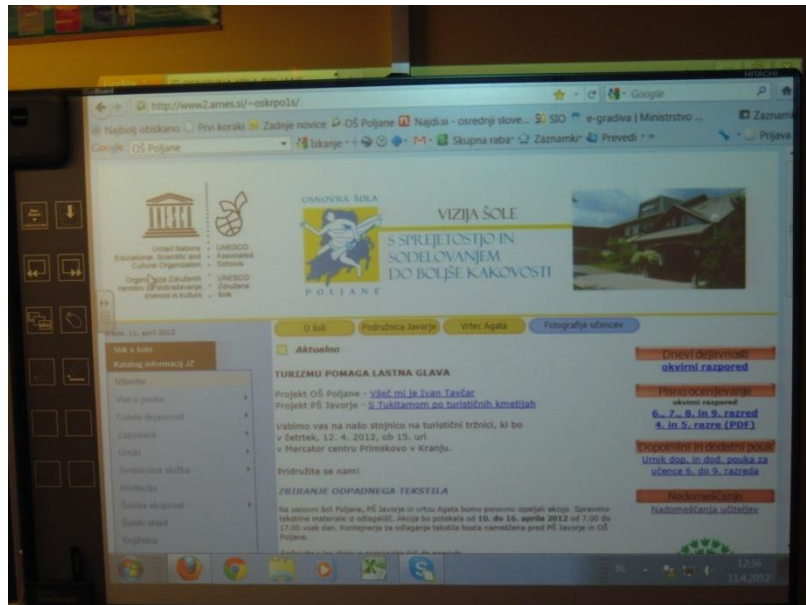
OUR SCHOOL'S WEB PAGE ON INTERACTIVE BOARD

OUR ICT CLASSROOM

DG9, GIMNAZJUM NR 8, Poland
Question

Digital generation creates digital = virtual society.

What do you think about social networks?

What are the most popular social networks among teenagers in your country?

How do the social networks influence our lives?

What are advantages and disadvantages of being involved?

Answer from **DG10**
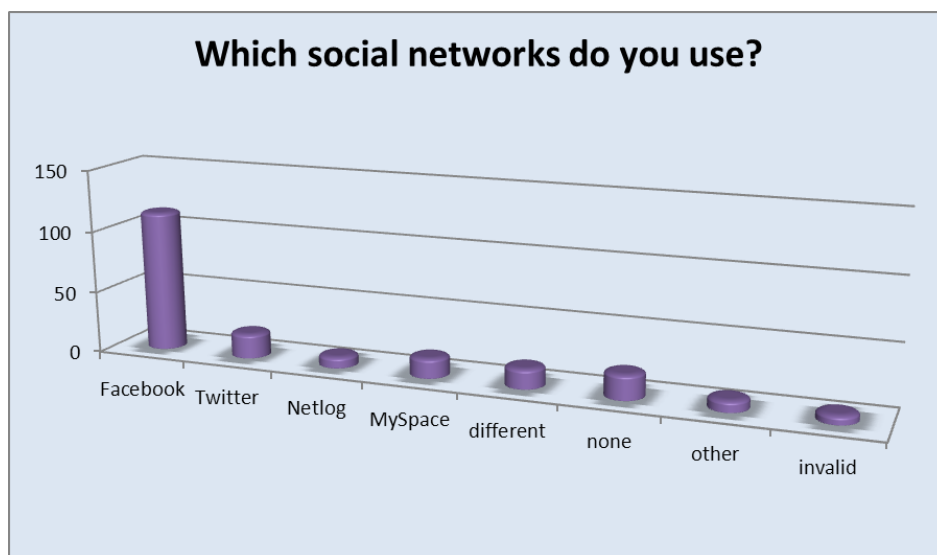**DG10, Osnovna šola Poljane**

To answer to all the questions we did a little research. We formed some questions and delivered the survey to 150 pupils from 11 to 14 years old. You can look at the results below.

And what are the pros and cons of being involved in social networks, according to our students?

Good points: faster access to the information you need, chatting with friends, meeting new friends and communication with people from other places and countries, access to numerous web links, having fun, being up-to-date, viewing photos, improving English, information for school, reading comments …

Bad points: addiction, misuse of photos, personal data and information, people pretend they are someone else, waste of time in many cases – you could make better use of your time, you forget about what is really important, people become less sociable, teenagers are exposed to innappropriate contents, you meet strangers, danger of human trafficking, not being able to erase your data and activities, hacking in one's privacy, it affects our eyes …

Here are results of a survey about how 150 pupils are involved in social networks.

Facebook **114**	different **16**
Twitter **14**	none **20**
Netlog **20**	invalid **7**
MySpace **9**	

other (chat rooms, Google+, MSN, Youtube, Yahoo, Tumblr, Partis) **7**

What do you think are the top two or three inventions in digital generation?
**What makes an invention important?**

Answer from **DG10**
DG10, Osnovna šola Poljane, Slovenia

We think that a phone, a computer and a television are the top three inventions in digital generation.

An invention becomes important when it is widely used, if a lot of people buy it, if it helps people, if it makes life easier. Inventions can change the world, if they are good for nature, people and animals.

Which inventions are the most important for <u>150 pupils (11-14 years)</u> **of our school?** Find it out from the following survey anlysis.

The most important digital inventions
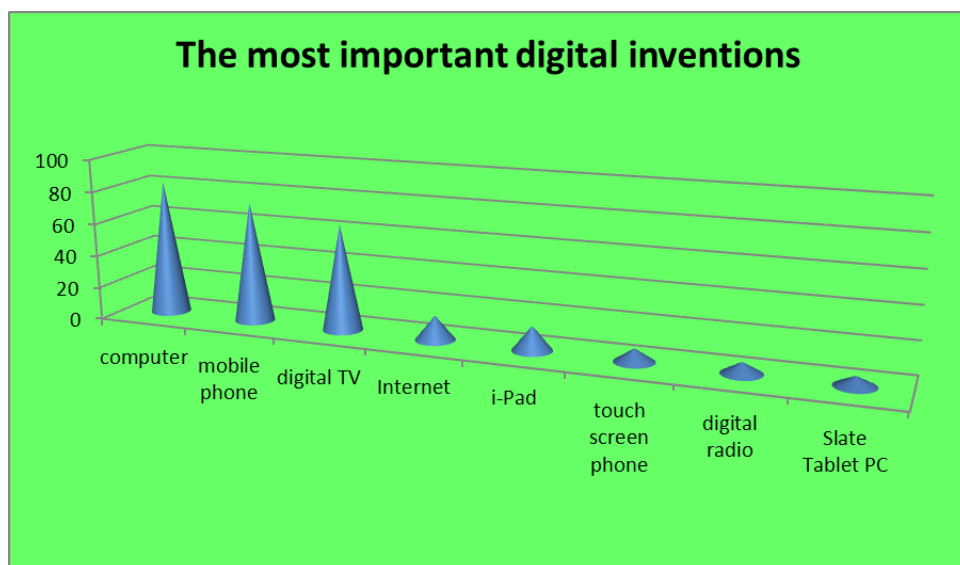
computer 83	iPad 15
mobile phone... ... 74	touch screen phone …….. 8
digital TV 65	digital radio 7
Internet 15	Slate Tablet PC 6

4.5. SUMMARY

Summary DG10, OSNOVNA ŠOLA POLJANE, Slovenia

Our question was "What is your parents' attitude towards digital devices?" Thank you all for your answers.

Since we were very interested in what adults think of modern technology, and more specifically, of digital devices, we suggested a few questions. Your answers helped us to get a clear picture of how digitalised the generation of our parents is and to understand that although their attitudes, abilities, habits can be different across many countries and cultures, they still have a lot in common.

Do your parents know how to use them? How do they use them and what for?

As the students from Bangladesh noted, our parents do not belong to the digital generation. In fact, very often it is we, children, who become their teachers by showing, demostrating and helping them to use digital devices.

Their general attitude towards such innovations is positive and they are eager to learn how to operate them. They also encourage us to make the most out of modern technology. However, students from the Netherlands admit that Internet skills of their parents are not very advanced, mostly because many years ago they were trained in more manual crafts. They do, though, use their computers a lot both at work and at home. As students from the Corlaer College point out, their parents feel the need to keep up to date with innovative solutions and they want to »go with the flow«, which is true especially for their fathers. It appears that in many of our countries, mothers come across more difficulties and they mostly use their computers for checking e-mails. What is more, it seems that our parents, similarly to us, students from different countries, use the Internet and digital devices to socialise on networks, such as the most popular one - *facebook*.

There are many other reasons for adults to use digital devices, for example parents of Vellesan College in the Netherlands often track their kids' grades, absences or schedules of their children on a special website. They also find the Internet helpful in checking and comparing prices of products, reading the reviews, sharing their own opinions, as well as operating their own bank accounts online. Futhermore, parents in South Africa believe that the Internet is the key to development and well-being of their country. Similarly to adults in Ghana and most of other countries, they rely on children if they need help with using digital devices, but at the same time, they use a range of different devices, such as smart phones, Black Berry Mobile phone devices and other. Those who work in IT field spend their entire working day using digital devices.

The survey conducted by the students from Gimnazjum nr 8 in Poland showed that all of their parents have positive attitude to digital devices and 80% of them admits it's very good. They use digital cameras, mobiles, TVs, DVDs and of course, computers. Similarly, adults in

Ukraine understand the need to use digital devices and among the equipment they use for work or entertainment there are: built-in cameras, microphones, scientific devices.

Do they forbid you using them or do they encourage you ? How much time do they let you spend on the Internet?

It seems that most of our parents are enthusiastic about children using the Internet for educational purposes. They like the idea of search engines and easy access to information. They want us do make the most out of it. This might be the reason why one of the students in Ghana mentions that he/she does not have to stick to any limits as to the time spent on the Internet.

Not all parents, however, allow their children to explore the virtual world as long as they want. Parents in Ghana, for example, monitor the time their kids spend surfing the web and what they use it for. Those who do not set any rules, sooner or later, face some problems with students' truancy and laziness. Students from Poland carried out a special survey which showed that 10% of their parents allow for a 1-hour use, whereas up to 80% of parents do not impose any restrictions. Similarly in Ukraine, most parents do not mind their children using the Internet, but they do encourage them to control the time – the limit is usually 2-3 hours per day. Students from the Corlaer College in the Netherlands also admit that although their parents allow them to use the Internet, they start to complain and »moan« when their children use it for more then 3 hours. Other Dutch children have to obey certain rules – on weekdays they surf the web only to do their homework, using a special programme for studying, whereas during weekends they are free to use it for other purposes. Either way, they have to stick to a given time limit.

Some adults, are also concerned about negative effects modern technology may have on the youth, for instance by spoiling them or distracting them from studying. For these reasons, some parents of Bangladeshi students do not let their children to use the Internet at home. Dutch parents, in turn, are less strict in this respect. Nevertheless, worried about their kids' health and safety, they try to make sure they do not provide any personal information online.

In a nutshell, it seems that parents all around the world understand the need for digital devices and encourage their usage. They also rely on us a lot when something goes wrong or they are not able to use the device on their own. Our role in helping them is therefore very crucial. At the same time, however, they are very concerned about the dangers and bad influence that e.g. the Internet may have on their children. For this reason, most of them allow us to use the devices but within a given time limit. What they care about most is what we use such innovations for. As long as it is educational or at least safe, they are satisfied.

4.6. CLOSING

Goodbye Messages DG1, Agrani School and College, Bangladesh

Dear Learning Circle friends,
After all the time of work-ship and association with all of you, it is not easy, to bid GOODBYE. We have enjoyed every phases here at GTP. It was really interesting to learn things about how people in other countries deal with the GTP. All of you gave us pithy answers and we appreciate it very much. This is not a goodbye, only "hasta luego" or "see you later". Do stay in touch. Please do drop in a note with your personal contacts to our mail id (asc1957bd@gmail.com). We wish you all a happy and healthy life.

Best wishes,
Agrani School and College,

Bangladesh

Goodbye Messages DG2, Oxford International School, Bangladesh

Dear Friends,
We would like to say that we are very happy for all your cooperation. You have contributed to our question so nicely. We enjoyed the whole Learning circle process. We would love to join again in the LC project. So, for the time being GOODBYE to you and hope that you will be in good health and fine.

Best wishes,
DG2, Bangladesh

Goodbye Messages DG3, Lorentz Lyceum M3b, Netherlands

Dear learning circle friends,
We have enjoyed this project. In the powerpoint we have written down our expercience and our greetings.
goodbyem3b2011-2012.ppt
We want to thank you all .

Best wishes,

M3B Lorentz Lyceum

Goodbye Messages DG4, Corlaer College, Netherlands

Dear Learning Circle friends,

This is the goodbye letter of DG4 from the Netherlands. First of all, we would like to let you know that we have really enjoyed this Learning Circle project.
It has been a pleasure to get to know people from all over the world. We found the introduction letters nice, especially the photos.
That gives you a better view of who you are communicating with. We found it really interesting to learn things about how people in other countries deal with the digital generation.
We learnt a lot from all the questions and answers. The learning circle gave us a better sight of what happens in the world and it keeps you open minded.
It would even be more fun if you had more personal contact, like a Skype conversation (using the web cam).
Finally, we would like to thank all of our Learning Circle friends!

Goodbye Messages DG5, Vellesan College, Netherlands

Dear Learning Circle participants,

We thank you for this 11-weeks experience. Thanks for the answers, photos, YouTube films.
We have enjoyed this Learning Circle. It is interesting to read your answers.
Working with a timeline and that we were jointly responsible for answering your questions. This was difficult for us. This was an interesting experience for us.

Best wishes,

2Mb, Vellesan College IJmuiden,
The Netherlands

Goodbye Messages DG6, Montrose Primary School (Grade 6A), South Africa

We hope we will be able to do this awesome experience again. It was wonderful talking to all your schools and countries and I hope we are able to speak again.

Untill next time, thank you and Goodbye!

Goodbye Messages DG7, Montrose Primary School (Grade 6A), South Africa

We appreciate that we grade 6 learners of Montrose Primary could have this pleasure of this opportunity and pleasure of being in this GTP English learning circle. We hope to meet again and learn much more from people from all over the world.

Kind Regards: MONTROSE PRIMARY GRADE 6 LEARNERS SOUTH AFRICA

Thank you and goodbye! Go well!

Goodbye Messages DG8, St Andrews JHS, Ghana

Dear friends,
All too soon the learning circle has come to an end. The learning process with you all has been very educative and fun packed. Your questions have challenged us to use the internet to its best. We have had the opportunity to learn new things from each one of you. We have never regretted being a part of your learning group. Your answer to our question shows how you have been a part of us, in learning. We are very grateful. We thank you all for teaching and giving us some information we can use in our studies as we climb the educational ladder We hope the friendship we have built here continuous even though we have come to the end of the learning circle.
Our Address
St. Andrews JHS A
P.O.BOX LG 429
Legon -Accra
Ghana- West Africa

Goodbye Messages DG9, GIMNAZJUM NR 8, Poland

Dear Friends!
We thank you so much for this 11-week experience. Thank you for your contribution, all received answers, friendly approach. We had wonderful time doing this project together with you! And fun, too.
This was also great value to discover various points of view on the same subjects!
We would love to participate in new projects like this in the future and hope to see you involved, too.
Good luck everybody!
If you feel like staying in touch with us feel free to write to my email address: chrobakurszula@gmail.com

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Goodbye Messages DG10, OSNOVNA ŠOLA POLJANE, Slovenia

Dear Learning Circle partners,

We all had a great time being included in this year's Learning Circles. We have learnt a lot about your countries, ways of life, interests ... and of course about your opinions on the topic - Digital Generation. Thank you for your interesting questions and for your answers to our questions about your parents' attitude towards digital devices. They all help us to understand modern world better, to recognize some differences and many similarities between our and your digital world. We have come to the conclusion that digitalization

contributes a lot to the world's globalization - as well as Global Teenager Project, which is a great way of connecting young people from different countries.

There is another valuable experience: we have also learnt a lot about ourselves, about eagerness of each individual to do his task, to do it on time, to work in a team. We know a lot about each other now.

These experiences will help us to join the following learning circles as well. So thank you all for everything!

Best regards,

DG10, Primary School Poljane, Slovenia

Goodbye Messages DG11, Kharkiv gymnasium №55, Ukraine

We would like to say a massive thank for your attention to our question. You gave us pithy answers and we appreciate it. We wish you an unforgettable summer and happy holidays. Good bye.

4. RANKING

We are happy to admit that our project was a great success and proud to announce that the group of students from Osnovna šola Poljane, together with three other participant schools, has been ranked with 100% completion of all stages in the Digital Generation Project. The following table shows the results of participant schools.

School	Teacher lett	Class lette	Question	Answers	Summary	Goodbye	Total %
Agrani School and College	5	5	20	40	25	5	100
Oxford International School	5	5	20	40	25	2,5	97,5
Lorentz Lyceum M3b	0	0	20	40	0	0	60
Corlaer College	5	2,5	20	40	25	5	97,5
Vellesan College	5	5	20	32	0	2,5	64,5
Montrose Primary School (Grade 6A)	2,5	2,5	20	30	25	2,5	82,5
Montrose Primary School (Grade 6A)	2,5	2,5	20	28	25	2,5	80,5
St Andrews JHS	5	5	20	40	25	5	100
GIMNAZJUM NR 8	2,5	2,5	20	40	25	5	95
OSNOVNA ŠOLA POLJANE	5	5	20	40	25	5	100
Kharkiv gymnasium #55	5	5	20	36	25	5	96

5. EVALUATION

The time has come to sum up our participation in the project. We all agreed it was a fruitful and interesting experience. We filled in a questionnaire and answered some questions, which helped us to express our opinions.

HOW DID WE FEEL WHILE PARTICIPATING IN THE PROJECTS?

"I learnt a lot about other countries and lifestyle of their inhabitants. I also learnt that I love working in a team. Me and my classmates had a great time. I would love to meet other participants and ask them about many things."

Tanja Luznar

"What was surprising for me was that schools in other countries have such good technical support. I also saw that our group can do everything even if it seems impossible. There were no problems with cooperation and I think we've got a lot of team spirit, but I know that we could do many things much better. I would like to meet students from other schools in person and ask them if they enjoyed the project as much as we did and if they would like to visit Slovenia. "

Janko Kržišnik

"It was great that we got to know other countries. It wasn't always easy to cooperate, because we are a lazy group, but our class has a team spirit. Making up questions was the most difficult part of the project, but I found it easy to express my thoughts in English."

Ana Demšar

"It was great! We could put our questions and other things on the internet so that other schools could see them. I learnt that other countries aren't like Slovenia. Their cultures are different, but the people are just as we are. I learnt that Slovenia is a digital country, I am a "digital person" and so are my classmates. We have many computers, telephones and other stuff. "

Barbara Železnik

"I learnt that my classmates like the same things, for example music and games and I think we cooperate easily. It would be great to meet other participants in person. I would ask them about their traditional food and how they live. I would also like them to visit our school."

Klara Kos

"The advantage of this project is that we communicate with other schools and we learn a lot about their culture and life. We learnt English, too! For me, it was interesting that we could exchange ideas with our peers all over the world and this is good for me and my classmates, too. I learnt to participate and work in a team and that I must do work on time. Sometimes it 's difficult to express yourself in English, but with such a project we learn to do that. I would like to ask other participants about their school, family and dreams."

Klara Rakovec

"During the project we got to know something about other cultures and their technology. Some countries use more advanced technology than others. We also learnt that something about ourselves. We cooperated well, but we could do more and some of us seemed more serious in their participation than others. Next time I would like to work on a Music Project. "

Nika Kos

"We did something good for our English. I also learnt that Slovenia is different than other countries, it's got a special culture. Some classmates participated a lot and did everything on time, but some didn't. I think our class hasn't got the real team spirit."

Eva Krek

"Now we know a lot about digital generation. We also learnt some facts about other countries, for example how big they are. We all cooperated easily."

Jure Dolenec

TEXTS by ...

PHOTOS BY …

proofreading by ...

One photo with names??? Jure, Janko, Aljaž – missing!

Eva R.   Gregor

Barbara　　　　　　　**Tanja**