

# Dilemmas

Comenius Multilateral Partnership Magazine Online



**First Issue**  
**April 2011**

## Dilemmas Magazine

*Online is published as a product within the Comenius Multilateral Partnership shared by **Gefion Gymnasium** (Copenhagen, Denmark), **Colegiul Tehnic Henri Coand** (Tulcea, Romania Denmark), **IES La Madraza** (Granada, Spain), and **Theresien Gymnasium** (Munich, Germany).*

*It will mainly focus on the activities and results of the Workshops to take place in each school all along the Project's development; but it will also deal with other issues and products related to this Partnership*



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## Coordinators Meeting at *Theresien Gymnasium*

Six teachers from the four schools implied in *Dilemmas* Partnership held their first meeting in Munich in October, 2010.

For two days (Thursday, 14<sup>th</sup> and Friday, 15<sup>th</sup>), Munich's *Theresien Gymnasium* hosted their sessions providing all the facilities needed and giving to the visiting teachers a really warm welcome.

Bettina Huber and Karo Schwan are to be specially thanked for coordinating so well the schedule and for all they have done to ensure the success of the meeting as well as a pleasant stay in the town. Although there was yet a lot of work done by all partners since 2009 last months, beginning with *virtually* meeting each other and following with setting up a suitable project for application, it was high time to have the opportunity of *actually* meeting and discussing together, in order to make an overall review of the Project and to set up a detailed program of activities for the Partnership's first year.

### Meeting Results' Summary

Discussions all along the meeting dealt with a lot of issues concerning the overall development of *Dilemmas* Partnership. Some of them remained opened for further debate. First of all, coordinators agreed on the financial terms of the Partnership: each school will assume the expenses related with local activities, including those linked with the workshops to be held in their hometown, and also will pay travel, accommodation and meals expenses for their mobilities abroad.

A second point was to set up dates for the two workshops corresponding to 2011. It was decided that they would be the last week of February for Granada and the first week of May for Tulcea; where, besides the workshops, coordinators will hold a meeting to prepare activities for the second year.

About the scheme for the workshops, it was agreed that each school should be in charge of one session each time. As overall topics are predetermined in the Partnership's Project, it is understood that each team has to choose one specific approach to them. Specific contents for 2011 workshops were yet settled as a result of this first meeting.

[For the Partnership's weblog presentation that took place in Munich, see next page.]



Theresien Gymnasium main façade



Teachers' Room: Principal Rainer Baumgärtel welcomes Comenius coordinators



Meeting's participants with Gymnasium's headship staff at the main hall

## An Essential Tool: The *Dilemmas* Weblog



M. Tiuliumeanu's presentation of the Partnership weblog

### Getting Started

Conceived as an essential tool for the whole Project's development, our weblog has been also the first product to be ready.

During our first meeting in Munich, Romanian coordinator Mihai Tiuliumeanu presented it, brand-new and ready for use, in a quite practical way: the attendants were invited to enter the weblog and post their first comments; the better way to get started one can possibly imagine. It was, anyway, just a training session. Serious activity, as agreed in the meeting, was bounded to begin in November with a first dilemma related to the meaning of a healthy lifestyle, followed in December by second one concerning current ideals of beauty and its relationship with health.

Access to the weblog is open to all students and teachers involved in the Partnership, but also to whomever could be interested in the topics posted. In the other hand, comments are being controlled by the weblog master before actually being published.

### Three Dilemmas Yet Posted More than 100 Responses\*

Interested?

Find them at

<http://dil3mas.wordpress.com/dilemmas/>  
or through the Partnership's website

#### 1st Dilemma

**What is the Meaning of Healthy Lifestyle?**

**What is the true definition of "healthy living"?**

Outline your definition of a *healthy lifestyle*. List all your positive/negative habits, the ones that contribute to your healthy/unhealthy *lifestyle*!

#### 2nd Dilemma      3rd Dilemma

**To have an ideal body means to be healthy or to look beautiful?**

Which is your own ideal of beauty? Do you think it is a healthy one? Is there such a thing as a "perfect body"? Are you at ease with your physical image? To which extent are we influenced by media stereotypes (advertising, fashion, TV series...)?

**How do we ensure that our world will survive the exploitation to which we expose it?**

*SUSTAINABILITY* This term includes:

Ecological sustainability, Economic sustainability, Social sustainability, Political sustainability

*\* Look for more information about weblog evolution in page 13*

## Workshops in Granada



Main entrance to IES La Madraza



Principal F. Cabrera welcome speech

Participants in the workshops during their visit to Granada's  
Delegation of Education

Members of the Delegation of Education Staff addressing to  
our group



## Welcome to IES La Madraza, Welcome to Granada

February, 2011, last week. This date had been for long waited in our school as one of the most important in the year. We were going to host the first of a series of workshops that vertebrate the Comenius Partnership that we are coordinating. To us, this has implied from the beginning both a privilege and a huge responsibility and when the time came to say welcome to our partners, well, we felt at the same time for the organisation effort done proud and nervous about the results of our debut in this kind of complex Partnership that involves four different countries.

All along the evening of Tuesday, the 23th, groups arrived from Munich, Copenhagen and Tulcea. Sixteen students and five teachers in all, who joined next morning the ten female students team and the teachers waiting for them at IES La Madraza to start the workshops first round.

To welcome all participants, our Principal, Paco Cabrera, pronounced a speech underlining the importance that international interaction has for the overall motivation and improvement of students and teachers. The speech was followed by a brunch at the school's cafeteria, where the partners had a good time for "breaking ice". Details about the activities that occupied these intense days are to be found in pages below, here we have just to add that, on Thursday morning, partners had a second welcome to Granada, this time at a higher level: we were invited to visit the Delegation of Education, where S. Jáimez and I. Pérez, in charge of the coordination of international programs and bilingual education, encouraged us to do our best in our Workshops.

And so we have done.

Thank you to all the people involved in them for their collaboration.



## Workshops in Granada

### An Exhibition to Begin

"*Imposing a Perfect Body*" is the title for the exhibition that we presented to begin with the workshop on "*Beauty & Health*" which opened last February the Comenius Partnership sessions in IES "La Madraza". This exhibition focuses on the use of woman's body like an object as a strategy in the media and, in general, in any sexist society.

Information panels gave quite complete information about the way advertising deals with dangerously biased ideals of beauty. Beauty contests, plastic surgery or feeding disorders were also reflected in the exhibition. Panels were in Spanish, but the students in the role of guides handed out a written summary in English and gave all the explanations needed to make clear the meaning of the pictures.

One of the pictures in the exhibition



Ana and Yolanda performing flamenco dance

### A Performance to Conclude

Many of the points discussed during our workshop were related with problems (even diseases) that current beauty models, widely diffused by the media, could provoke.

But we don't think that it is always like this. We rather felt like giving a positive conclusion, actually showing how beauty, health and an active lifestyle can be in perfect harmony.

The keyword here was pretty clear to us: definitely, we had to conclude our workshop with a show of *flamenco* dance. And we were lucky enough to count among our students two girls who know very well how to get the task done. Ana and Yolanda really love dancing, so we hadn't to beg them to perform a piece, the "*Orobroy*", to prove our point.

This performance, on the other hand, provided to our guests an unique experience to enjoy one of the most interesting features of our culture. Much better than the usual shows for tourists, you can bet.



## Workshops in Granada



Nesma explaining the media influence in our beauty ideals

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**We found that, although we came from different countries, we had quite similar views**

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Pilar reading the points to be discussed



### About “*Perfect Bodies*” by Eva Carreras

“*Health & Beauty*” was the point in the second dilemma in our Comenius Partnership weblog. In our workshop we analyzed participant’s personal views there expressed. Many students shared their opinions in our weblog; even those who weren’t to participate in these workshops. Collecting these ideas helped us to create our own conclusions through a discussion in small groups, conducted by Spanish students Pilar, Eva, Carolina and Nesma, which focused into the following points:

- A perfect body benefits the women’s professional and social life. If it isn’t the case, they don’t feel fulfilled.
- People have the prejudice of thinking that fat people haven’t control of themselves or don’t work hard enough to be him.
- The ideal body is a balance between health, beauty and self-confidence.
- It’s enough to feel good about ourselves, doesn’t mind the aspect that we have.
- The ideal body and the perfect body are different things: an ideal body is to feel comfortable with ourselves, but a perfect body is to be pretty, healthy, etc.
- The guys look for attractive bodies and for them this is an ideal and perfect body.
- The ideal and perfect body is like “healthy mind and healthy body”.

Once we had clarified the ideas, we split into several groups. The most interesting of the debate was to know the personal opinion of every people. We found that although we came from different countries, we had quite similar views.

Really, what’s a perfect body? Well, it seems the answer is similar for all:

A perfect body is to have self confidence, to feel fulfilled and good about yourself. Besides is important to feel beautiful and comfortable in your own body.

Another important point in which we have agreed is that a person, specially a woman, doesn’t need to be beautiful, skinny and young to get a good job, to be accepted in society or to have a good life... simply people needs self-acceptance because unless you accept yourself no one will do.

This issue was of great interest to all guys, because there is a current misconception about this idea.

Television, internet and magazines offer an image of perfection based on models and celebrities who have an unattainable body. Teens try to follow this image and, then, they become to obsessed with sports, diets and everything related to physical appearance... but for us this isn’t a perfect body and in any case, there isn’t way to get it.

**Conclusion:** *Self-Acceptance’s* importance isn’t the idea of a single country but maybe one shared all over the world.

## Workshops in Granada

Danish team presenting their analysis



## Discussion on Nutrition Analysis

In our workshop, we, the Danish group, made a presentation about the Danish eating habits in regards to the distribution of the energy intake in our daily nutrition. We compared our results [see details in page 14] with the Danish government's regulations and recommendations. Furthermore we all discussed the different countries' eating habits and whether they aligned with the 8 Danish pieces of advice on nutrition.

Our findings were that the people of Germany did eat enough bread (as the only country apart from Denmark) but not enough fruit and vegetables. We were surprised to find that the people from Spain ate a lot of rice but not enough fish. Their food contains a lot of oil compared to Danish food. The Romanians ate a lot of fish, due to the location of their city, and plenty of vegetables. The Romanians did not eat a lot of meat.

We cannot conclude anything based on scientific facts or our discussion as no other countries had done the nutrition distribution survey. If all participants did this, we could compare and contrast the eating habits of our nations. Still, we found it very interesting to learn about the different countries food traditions.

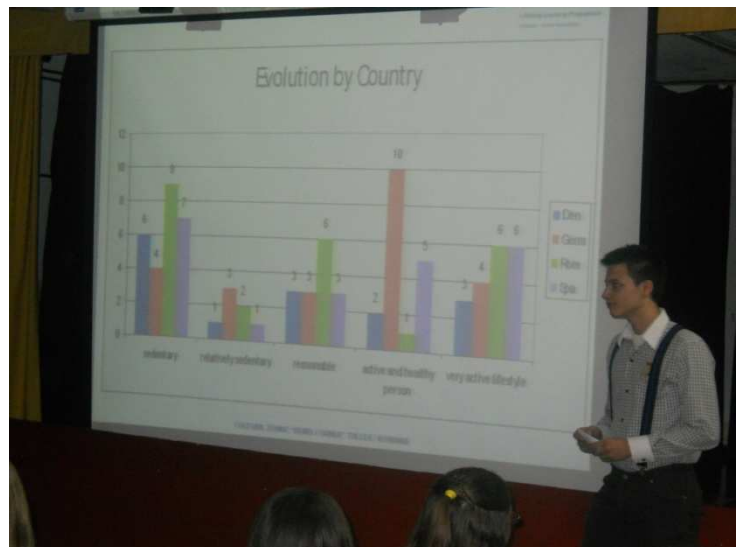
## Do You Have a Healthy Lifestyle?

To answer this question, Romanian team had sent in November a questionnaire to all partners, in order to figure out a profile concerning students' attitude towards physical activity. Once each school had submitted their results, data from 85 students were put together, analyzed and interpreted.

The resulting **Physical Activity Index** classifies individuals in five categories: "Sedentary", "Relatively Sedentary", "Reasonable", "Active and healthy person" and "Very active lifestyle".

Conclusions were presented in a session during Granada Workshops. Overall evolution by sex shows that, in this sample, female students are more sedentary than the male ones. By country, always within this sample, Germans seem to be a little more inclined to activity. But, nevertheless, when combining sex, age and country, Spanish 16 year-old girls are on the top of active lifestyle.

[See details in page 13]



Catalin interpreting Physical Activity Index

## Workshops in Granada

### Discussion on the Topic *Stereotypes*

We, the German Comenius team, made a presentation about *Stereotypes*. We asked ourselves the questions “what do people of different countries have in common” and “do we have stereotypes on our mind, when we think of the countries Germany, Spain, Romania or Denmark”. We formulated four questions about the typical appearance of people of these countries, their eating habits and the healthiness of them as well as about the connection of countries with typical activities. We spread this questionnaire throughout the school, friends and family and evaluated about 70 of them. Our presentation in Granada gave the audience quite a few laughs when the people from different countries heard what Germans think about them [see an example of these opinions on page 14]. After that the students and teachers participating in the workshops filled out the form as well and in the annexed pictures you can see some of the results.

### Conclusion to our workshop

With our workshop we wanted to find out if there still exist special genes or stereotypes of certain countries. Therefore we made a survey and created a face-memory. For the survey we asked different people (students from our school and other people) what they think about the typical clichés and asked for their opinion on the stereotypes of the four participating countries. After that we collected pictures of famous people (Royalty, celebrities, politicians etc.). We made pairs by putting a man and a woman of the specific categories together and wanted the others to find out which countries the people on the pictures belong to. We think we accomplished the goal we intended to achieve with the workshop and made clear that nowadays it is not so easy to distinguish where people from different countries are from. This is because of the mixture of the genes of different peoples. It was a lot of fun for us to prepare the game as well as watching the others play it.



Fitting faces and nationalities

What do people from Romania know about the eating habits of the people from the following countries?



They eat lots of paella and soup.

They eat lots fish.

They eat lots of fish.

They drink lots of beer.

What activity do Spanish people connect people from ..... with?



They play a lot of football and dance (flamenco).

They play a lot of football and do boxing and gymnastics.

They play a lot of football and go sailing and swimming.

They play a lot of football and do athletics.

How do people from Denmark think a typical male/female from ... looks like?



A typical male has dark skin, hair and eyes and is small.  
A typical female has dark skin, hair and eyes and is small.

A typical male has dark hair and eyes and is tall.  
A typical female has dark hair and eyes and is small.

A typical male is tall and has blue eyes.  
A typical female is blond and tall.

A typical male is blonde and short.  
A typical female is blonde and short.





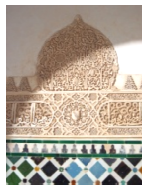
Danish students at Lyon's Court

### Our Experience on Granadian Soil

As we departed from the cold northern reaches of what the bards of old referred to as "Denmark", we had yet to become acquainted with the magical, soul-warming nature of our quest in the realm of Spain. As we dismounted the busses, we were greeted by the most brave and noble knight in the kingdom: Sir Ignacio; a wise master of the art of philosophy. And lo, he did escort us to what would become our grand estate during our quest, in the famous war-torn village of Granada. After a fabulous night's rest, we strode the path to the institute of education known as I.E.S. La Madraza. And so this quest brought us to encounter the most famous people of Romania, Germany and Spain for five days of enlightening conversation and cultural expansion. At the institute we gained most precious knowledge from the exotic and mindboggling rhythmic movements of the far renowned art of Flamenco. Likewise we were initiated in the fascinating traditions of Tulcea, Romania and the infamous stereotypes of the flamboyant people of Munich of Germany.

Thus we did depart the centre of knowledge, the ruins of the long forgotten mighty Arabic castle Alhambra, which still smoulders with the rich history and the spirits of the once great Moors being our objective. The culinary excellence of the Spanish cuisine baffled our taste buds in such a manner that it shall remain present in our dreams.

Alas, the day of our inevitable departure arrived all too soon. We shall surely miss the streets of Albaicín, the fascinating town of Alhama and our most welcoming hosts of Granada, including their gracious delegates of the mighty Delegation of Education of Andalusia.



### What We Liked Most About Granada

Most of all we enjoyed the sightseeing. Every afternoon, after being in school, listening to the teacher and presenting our project, we went sightseeing in and around Granada.

The first day after arriving we visited the Alhambra, an old castle from the time when the Muslims occupied Granada. The trip was perfectly organized: we climbed up the hill by bus and while Ignacio was getting our tickets, we used the time for a little bonding with the other students.

Ignacio gave us some information about the construction of the Alhambra and then we were totally impressed by the great architecture, the scenic view on top of the hill and the detailed art work of the frescos.

In the late afternoon we enjoyed the quietness of the Palacio de Generalife with its fantastic garden trails and water games. And the permanent impression of the Alhambra was manifested the next day, when we saw it lightened up in the dark.

The second day we perambulated Albaicín, the old part of Granada. Entering the Albaicín through the big gate felt like moving back in time. The streets were so small and the resident drove through it by car so fast, that it could give you a heart attack. On top of the hill we entered the hippie world: juggler, fire-breather, many Rastafarian and so many dogs you couldn't count them. We enjoyed it so much just being there and look. Even if it sometimes was hard to listen to the things the teachers or students from Spain were telling us and concentrate on everything they said, we had a great time and learned many new and interesting things about the old part of town.

Our sightseeing activities were completed the third day in Alhama, when a retired teacher of IES Alhama gave us a very detailed tour about its town. The way he explained everything to us without a script showed us how passionate about its job a person should look like.

German students with Alhambra background



## Workshops in Granada



Welcome brunch at *La Madraza*

## Impressions by Clea Duria

The thing that I liked most in this workshop was to meet other people. On the first morning I was a little bit shy, but after some hours it was very entertaining to talk with the people from Spain, Denmark and Romania. It was great to make contact with people from other countries and ask questions about the habits in their countries. And then the whole day, while we were at school, we could talk with them. After the guided tours we had the whole evenings spare time. We could go eating with the people we met, which were like friends by then. We had to be at the hotel at 11 pm at the latest. Then our teacher came into our room to check whether we're there. After that, we could do whatever we wanted, which is what I liked the most. We used to meet the Danish people and play Poker or something like that. I made some very good friends there, and we're still staying in contact. To say goodbye was very hard for me, but I was also excited to get home again. The workshop itself was very good. I had fun at school, too. The different presentations were interesting to watch. But I still like the contact we had with the people there most. Thank you for this great week.

## The Trip to Alhama

On Friday we left early Granada, heading for our date in Alhama. At the local High School, we had a session, organized by the bilingual section, with presentations about the traditions of this historical town. After that, we had a very detailed guided tour along the old neighborhoods. We have to thank Andrés for their wise explanations and to all the staff and students in *IES Alhama* for their kind invitation.



*IES Alhama's* Principal receiving Comenius group

Students listening to a wonderful History Lesson



Following the end of *Granada's Workshops* activities, this assessment survey was completed by 31 participants (25 students + 6 teachers)

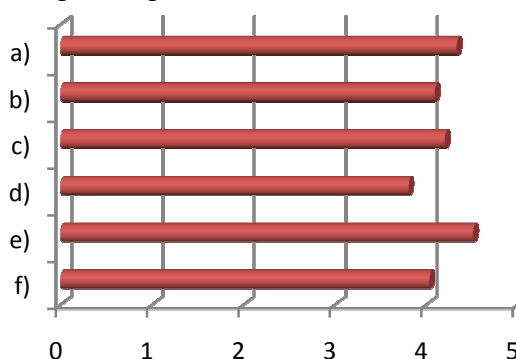
## 1 Please, rate from 1 to 5 the following items

[1 = very bad, 5 = very good ]

a) Accommodation*	4.33
b) Meals*	4.09
c) Organisation	4.20
d) Activities interest (at School)	3.80
e) Activities interest (out of School)	4.51
f) Interaction among participants	4.03

\*Spaniards were asked not to rate these items

Average Rating



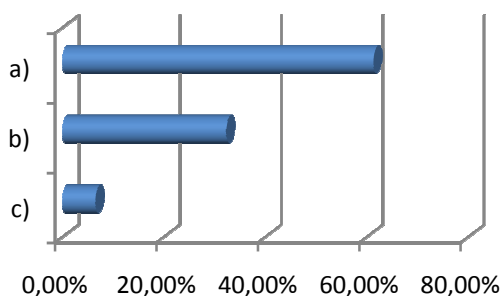
### Comments:

Average ratings are quite satisfying. In general, items are rated in a scale going from 3 to 5, with just a couple of exceptions: two students rating 1 / 2 item c) (see comments in item 5).

All items get an average rating over 4, excepting item d). Is it surprising that activities "out of School" get the best rating and those "at School" the worst? Maybe not, but it makes clear that some improvement is needed there.

## 2 Have you found easy to communicate with your partners?

a) Very easy	61.29%
b) Not so easy	32.25%
c) It's been rather difficult	6.45%



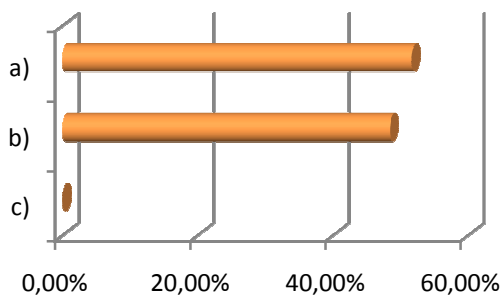
### Comments:

Some students have noticed important differences among the English language competencies among them. Six of them make specific comments about that and, surprisingly in some way, it seems that those with a better level are the ones more inclined to underline these communication difficulties.

Just one of the comments refers to "initial shyness" as a problem in this field, while a couple more speak about "not willing to even try".

### 3 Do you think you have learnt something new?

a) Yes, a lot	51.61%
b) Well, something	48.39%
c) Not very much	-



#### Comments:

Three students answering 'b)' make a difference between learning about Spanish culture (or "different cultures") and about "School-related" topics. For two of them it was "close to nothing" in the second case.

One more comment underlines the value of "internationally interacting" and there is also a student who seems happy about being able "to speak English freely".

### 4 Which activity have you enjoyed the most?

#### Comments:

Visiting the Alhambra seems to have been the best experience for many of the participants in these workshops: 48.39% (61.29% if we count those stating they have enjoyed mainly "guided tours" or "all activities"). For a majority of teachers (67 % of them), the visit to Alhama de Granada has been the most interesting activity. These data are consistent with the fact of item '1.e' being the best rated.

However, 36% of the students mention "group activities" as the most interesting, including here both workshops and free time.



### 5 Would you add / suppress something if you were to organize a similar event?

#### Comments:

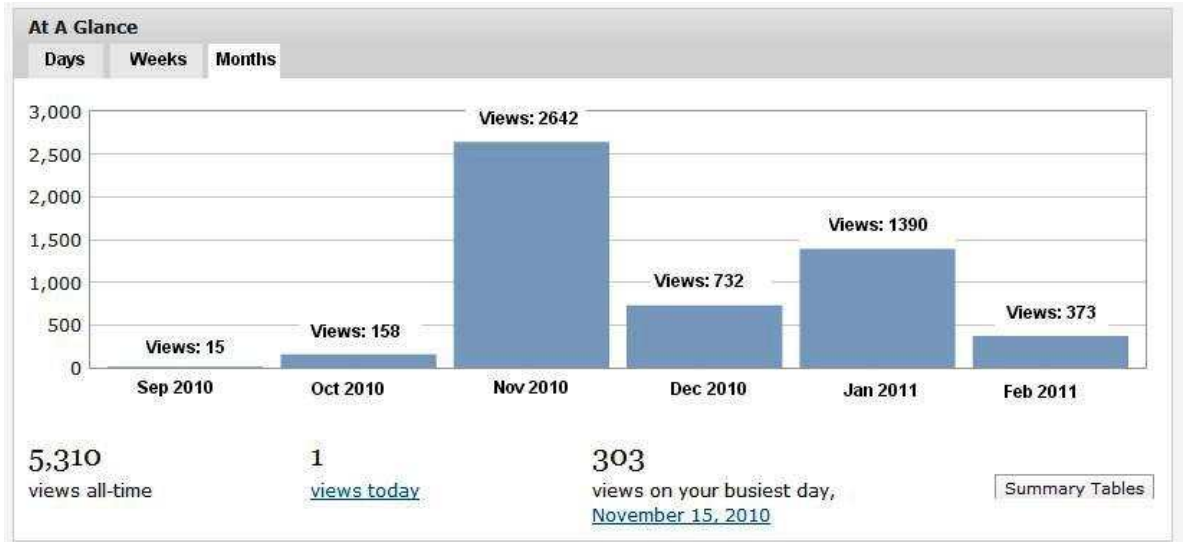
About 45% of participants answer here "No", "Nothing" or don't give any answer at all. Two more comments just express the wish of having had more days for the visit. Among students, seven comments (that is, 28% of them) are related in some way with having more time "to spend altogether", "to create international bonds" or, in short, "more free time".

There are a couple of critical comments on organization (connected with the low rates for this issue in item '1.c'): "clearer guidelines", "lack of information"; and also a few points about workshops in themselves, demanding "higher intellectual level", "more school related contents", "less presentations" or "higher motivation in some participants".

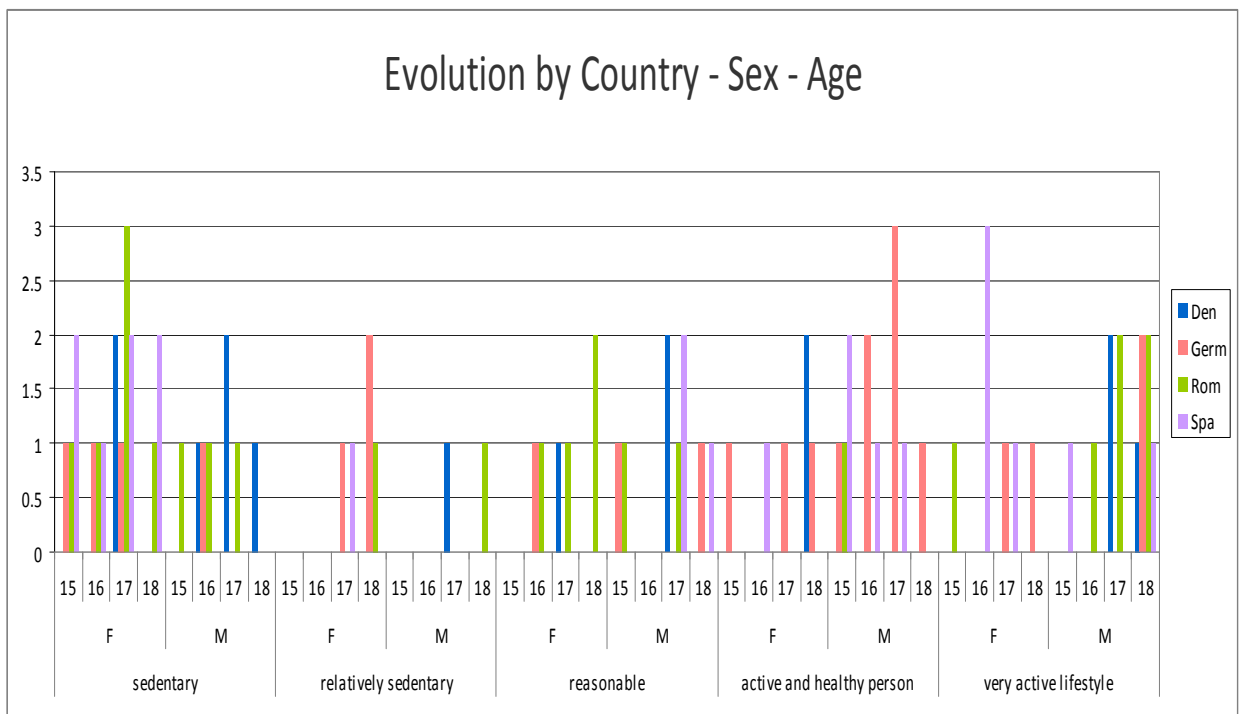
Finally, two teachers agree in criticizing the age-spam among students, too much wide for them, and about the need of more common meals with the students.

**1. Dilemmas weblog evolution** [Comes from page 3]

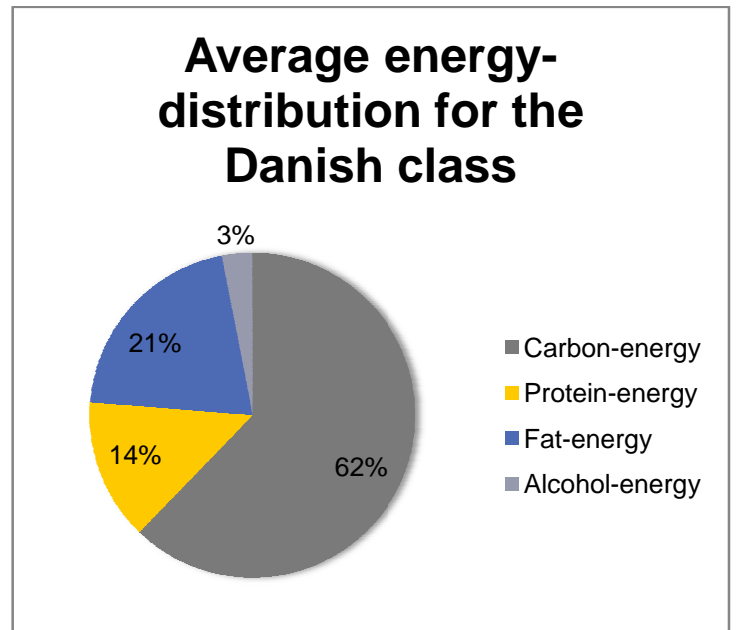
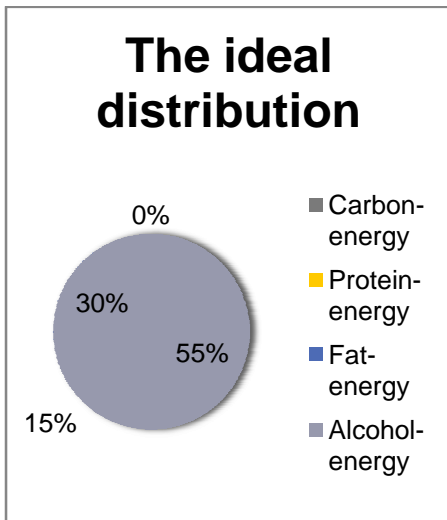
As presented by weblog master, M. Tiuliumeanu, in Granada (25/02/2011)



**2. Physical Activity Index** [Comes from page 7]

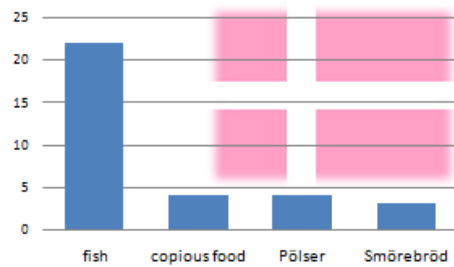
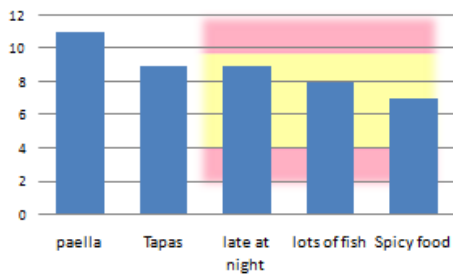


### 3. Nutrition Analysis [Comes from page 7]

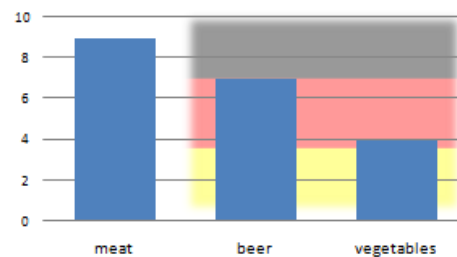


### 4. Stereotypes [Comes from page 8]

What do you know about the eating habits of the people from the following countries?



...it seems the Germans don't know a lot about Romanian food...





**Gefion Gymnasium**

**Teachers:**

Jakob Hermann  
Hanne Kromann-Larsen

**Students:**

Clara E. Folkmann von Stöcken Musaeus  
Stine Marie Bøttern  
Nicolai Boston Simonsen  
Mark Søndergaard  
Kristoffer Weisse

**Colegiul Tehnic "Henri Coanda"**

**Teachers:**

Mihai Tiuliumeanu  
Irina Georgiana Bocaneala

**Students:**

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Andrei Gavrilov  
Sanziana Badea  
Isabela Chiosea  
Florentina Ichim  
Cristina Zibileanu

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Raffaella Castiglione  
Lavinia Keller  
Camilla Klaffenböck  
Christopher Neal

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Inmaculada López  
Luis López  
Ángeles Marín  
Ignacio Mendiguchía

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Eva Carreras  
Yolanda Castillo  
Paula Cuevas  
Cristina Domingo  
Ana González  
Marina Parra  
Carolina Ruiz  
Nesma Sima