



ACTIVITY REPORT 2020 – 2021

Activity Report on the APEEE Community Fund - 2020/2021 Financial Year

Background

The APEEE Community Fund (CF) was formally launched for the academic year 2016/2017. Our financial year runs from 1 September until 31 August.

The Community Fund is administrated by a Committee of parents, the [Community Fund Committee](#) (CFC). The composition of the APEEE Community Fund Committee is fixed by the [Community Fund rules](#). These rules require at least two members of the CA of the APEEE to be on the CFC (one of whom must be the Chairperson) and up to 7 parents in total.

In the 2020/2021 financial year the volunteer members of the CFC were:

- Cerasela Botoroaga (CA member), parent, EN section – secondary;
- Mariana Ghitoi (CA member and Chair of the CFC from May 2018), parent RO section – secondary;
- Ambar Liétar Hernandez, parent FR section – secondary ;
- Sarah Ironside (Chair to May 2018), parent EN section – secondary ;
- Dana Adriana Puia Morel (CA Member), parent EN section – primary;
- Vanessa Vignati (Treasurer of the CFC), parent IT section – secondary.

Promotion of the Community Fund

Community Fund was promoted through the Education Councils, on the APEEE website, in the APEEE newsletters, and by word-of-mouth. The 2019-2020 annual report was presented to the last General Assembly.

The Committee is keen to ensure that the school Community is aware of the existence and purpose of the Fund. Details of all the activities of the Community Fund, reports and photos from the funded projects were published throughout the year on our webpages:

<https://www.bru4.eu/en/community/community-fund/projects/>

Finance

The Community Fund is dependent on fundraising and donations.

The APEEE budget for the school year 2019-2020 (approved by the General Assembly in December 2018) included the proposal from the CA to make a donation of EUR 15.000,00 to the Community Fund. This donation was paid by the APEEE on 19/11/2019. In addition, the amount of EUR 5.000,00 – representing the Somerfest 2019 revenues- was transferred to

the CF account on 25/11/2020. There was no amount reserved for the Community Fund in the APEEE's budgets for the school years 2020 – 2021 and 2021 - 2022.

A few donations were made to the Community Fund consisting of small amounts from second-hand books sales, as follows:

- donation from the Book Fair 2020 on 02/09/2020 (EUR 260,00);
- donation reliquat caisse de classe S4 FR C on 02/09/2020 (EUR 98, 50).

The bank account charges (around 45 euros per year) are paid from the CF budget.

Budget available at 31/08/2021 in the bank account of the Community Fund: **EUR 15.805,71** out of which the amount of **EUR 8.984,98** was committed to a number of projects previously approved.

Funding in the 2020-2021 financial year

Table: Projects financed by the CF in the school year 2020 – 2021:

Payment date	Projects	Amount (EUR)
25/09/2020	A scuola di legalità	750,00
12/03/2021	Philosophy with children S1 – S2	125,00
12/04/2021	Philo Day 2021	745,00
25/05/2021	Digital Theatre	1618,15
09/2021	Pour ne pas oublier – dialogue avec Simon Gronowski	250,00
TOTAL		3.488,15

Financial Charges

Every three months the Community Fund pays the amount of 9 euros in bank fees and charges and 18,15 euros for ONLINE BANKING PLUS.

Fundraising to ensure sustainability of the fund

The sustainability of the fund relies not only on transfer from the APEEE budget but also on parent initiatives and/or donations to generate income. Whilst we hope that some of the projects we fund will generate money that can go back into the fund, this is often not the case.

The Committee encourages all sections to help contribute!

Value-added of the projects financed

The Community Fund financed projects are aiming at improving the school environment and bringing value to the school community as a whole.

Taking into account the context and the difficulties related to the pandemic (including periods of hybrid teaching), it was more difficult to organise activities within the school premises. Therefore, fewer projects were submitted to the Community Fund than in previous years.

Short reports and photos from these projects financed during the 2020 – 2021 school year are annexed to this report.

ANNEX - REPORTS FROM FUNDED PROJECTS

1. Ne pas oublier: dialogue avec Simon Gronowski (28 janvier 2021)

Le projet, « **27 janvier. Ne pas oublier... Dialogue avec Simon Gronowski** », dont le professeur réalisateur et référent est Mme Daniela Sanna, a vu encore cette année le précieux support du Fond Communautaire de l'APEEE, qui a permis la réalisation du débat entre le témoin de la Shoah Simon Gronowski et nos étudiants des classes S6 de l'EEB4.

Madame Sanna mène ce projet depuis quatre ans dans l'EEB4, et depuis plus de dix ans dans son activité de professeur en Italie, avec pour objectif la commémoration de la Journée de la mémoire et le jour de l'Holocauste, afin de permettre aux jeunes étudiants une approche plus active à l'histoire moderne, non seulement en passant par un parcours didactique traditionnel, mais surtout à travers un niveau de croissance personnelle et émotionnelle.

Nous avons deux façons différentes d'apprendre l'histoire :

- Une, indirecte, à travers les livres;
- L'autre, directe et bien plus rare, à travers le témoignage de ceux qui ont vécu cette histoire.

Dans le projet sont toujours comprises les classes S6, de toutes les sections de l'Ecole européenne IV.

Le projet « 27 Janvier. Ne pas oublier... » Dialogue avec Simon Gronowski, ne veut pas seulement être une rencontre avec des survivants de l'Holocauste ; il se présente plutôt comme un parcours éducatif d'approfondissement de l'histoire et des tragiques événements qui s'y sont déroulés à Auschwitz et pendant les déportations.

Le 2 février 2021, entre 14h20 et 16h, en modalité de visioconférence pour des raisons de sécurité liées au Covid19, EEB4, Monsieur Simon Gronowski, avocat, pianiste de jazz, Président de l'Association des Juifs, a dialogué avec nos étudiants des classes de S6.

Simon Gronowski est un rescapé de l'Holocauste, qui a raconté l'horreur vécu avec les yeux et l'expérience d'un jeune garçon. Sa famille, d'origine juive, a vécu à Bruxelles cachée, pour fuir les nazis. Mais en mars 1943, le cauchemar vient frapper à leur porte. Simon a alors une dizaine d'années et le souvenir de son arrestation reste indélébile. Il raconte aux étudiants que « ce jour-là, nous étions cachés dans un petit appartement. C'était l'heure du déjeuner. Ma mère était assise devant moi, ma sœur était à ma droite. Sur la table, le café était chaud. Ma sœur m'avait, comme d'habitude, préparé mes tartines à la confiture. Tout à coup, la porte s'est ouverte, deux hommes sont entrés en criant « Gestapo papiers ! » Ma mère s'est levée, toute blanche, et elle a tendu sa carte

d'identité. Et le nazi s'est montré satisfait. Oui, c'était bien la famille Gronowski, nous avons été dénoncés. »

Sa sœur, sa mère et lui sont immédiatement arrêtés, transportés au siège de la Gestapo et finalement transférés à la caserne Dossin, à Malines, « le Drancy belge » précise Simon Gronowski. Il reste un mois dans ce camp, et le 19 avril 1943, il est contraint, avec sa mère, de monter dans un train. « Un wagon à bestiaux, c'était le 20e convoi. Il transportait 1600 déportés hommes, femmes et enfants. Je ne comprenais pas ce qui se passait, j'étais encore dans mon univers de louveteaux, j'adorais les scouts... Je ne savais pas que j'avais été condamné à mort et que ce train allait me conduire sur le lieu de mon exécution »...

Le débat s'est déroulé en deux parties :

- 14h20-15h05 : après une introduction du Directeur de l'EEB4, Manuel Bordoy, une présentation du projet de ma part et de Monsieur Pietro Lunetto, Vice President de l'Anpi Bruxelles (Association Nationale des Partisans Italiens), Monsieur Gronowski a raconté son témoignage.
- 15h10-15h55 : après la pause qui a permis aux étudiants de se rendre dans leurs cours du p9, nous avons recommencé le débat et les étudiants ont interviewés le témoin Gronowski.

Le débat s'est terminé par un petit concert de Simon Gronowski, qui nous dit que pour lui « Le jazz, après la guerre, a été un facteur d'équilibre et d'intégration très important », quand il s'est retrouvé seul. Il a joué les magnifiques morceaux de Louis Armstrong, Dream a Little Dream of Me, et What a Wonderful World, en nous émuant au plus profond de nos cœurs.

“Je remercie de tout cœur l'APEEE et le soutien du Community Fund qui, depuis des années, croit dans l'importance de ce projet; tous les gens qui m'ont soutenu dans la réalisation du projet, les étudiants, les techniciens, les collègues, la Direction et le personnel administratif, – car, comme moi, ils en ont compris l'importance et y ont cru.” – Daniela Sanna

Tous les objectifs que le projet voulait atteindre ont été réalisés :

- Créer de l'empathie avec les victimes et garder leur mémoire en vie ;
- Souligner l'importance de se souvenir des survivants, des victimes, des libérateurs, témoins en premier ligne de l'histoire passée;
- Reconnaître que l'Holocauste était une perte pour la civilisation dans son ensemble, ainsi que pour les populations qui étaient directement impliqués ;
- Comprendre mieux le passé ;

- Comprendre la menace que les mouvements extrémistes et radicaux de droite et les régimes dictatoriaux exercent ;
- Sensibiliser l'opinion publique sur les formes de racisme, antisémitisme, de la xénophobie et de toutes les formes de haine ;
- Promouvoir le respect des droits de l'homme ;
- Déclencher la pensée critique et la curiosité intellectuelle ;
- Encourager la responsabilité personnelle des citoyens démocratiques.

Feedback des participants :

La rencontre avec Simon Gronowski a été très positive : pendant le débat plusieurs étudiants ont écrit des commentaires dans la chat du groupe Team, créé pour la visioconférence. Voici quelques témoignages :

AKSOY Okan (S6NLA) – Merci beaucoup pour votre témoignage monsieur Simon.

AGUSEVSKI Rayan (S6NLA) – Merci beaucoup pour votre témoignage de votre vécu.

PINSOLLE Maya Leire (S6FRa) – Merci Monsieur, pour votre joie et votre amour de la vie! C'est formidable de vous entendre parler comme ça après tout ce que vous avez endure. Merci merci et prenez soin de vous.

BENKHABECHECHE N (S6FRa) – Merci pour votre temps et bienveillance!

LITU Alexia-Marina (S6FRa) – Merci beaucoup pour votre témoignage. C'était très enrichissant émotionnellement et spirituellement.

LIEGEOIS Aurélie (Professeur de S6FRc-PHY) – Merci à vous, vous êtes un grand Monsieur! On ne vous oubliera pas! Merci pour ce beau message d'humanité! La classe de S6FRc Philosophie.

Valeur-ajoutée du projet

L'événement « 27 Janvier. Ne pas oublier... »: Dialogue avec Simon Gronowski ne se limite pas seulement à une rencontre avec un des survivants de l'Holocauste ; il se présente plutôt comme un parcours éducatif d'approfondissement de l'histoire et des événements tragiques qui se sont déroulés dans les camps de concentration et d'extermination, pendant les déportations massives, dans les casernes comme celle que Gronowski a connu, la caserne Dossin à Malines.

Il faut prendre conscience que le terme « Holocauste » se réfère à la persécution et à l'extermination systématique et bureaucratique d'environ 6 millions de Juifs, perpétrées par l'Etat à travers le régime nazi et ses collaborateurs. Les nazis, arrivés au pouvoir en Allemagne en janvier 1933, croyaient à la "supériorité de la race aryenne" et qualifiaient l'existence des Juifs de "vie indigne de la vie même". Pendant l'Holocauste, les nazis ont également persécuté d'autres groupes ethniques ou sociaux pour leur présumée « infériorité raciale ». Ainsi, les Tziganes (Roms et Sintis), les personnes souffrant de handicap et certaines populations slaves (Polonais, Russes etc ...). D'autres seront martyrisés pour leurs idées politiques (en particulier les communistes, les socialistes) ou leur comportement social (entre autres les témoins de Jéhovah, les prêtres chrétiens, les homosexuels) ajoutant un total de 5 millions d'hommes et des femmes exterminés supplémentaires.

En octobre 2002, les Ministres de l'éducation des Pays membres du Conseil de l'Europe ont adopté une résolution qui impose aux États membres l'institution d'une « Journée de la mémoire », pour commémorer l'Holocauste dans toutes les écoles des pays membres. Lors de la 60ème Assemblée plénière, en novembre 2005, les Nations Unies ont institué le 27 janvier (en commémoration du jour de la libération d'Auschwitz-Birkenau) comme journée internationale de commémoration des victimes de l'Holocauste. En outre, les pays membres ont été sollicités pour développer des programmes éducatifs dans le but de transmettre la mémoire de cette tragédie aux générations futures.

Trente-et-un pays membres de l'OCDE sur 55 ont institué un Jour commémoratif de l'Holocauste. En outre, l'Albanie, la Belgique, la Croatie, la République Tchèque, le Danemark, l'Estonie, la Finlande, la France, l'Allemagne, la Grèce, l'Irlande, l'Italie, le Liechtenstein, la Norvège, l'Espagne, la Suède, la Suisse et le Royaume-Uni ont mis en place légalement l'organisation annuelle de cérémonies et autres événements commémoratifs des victimes de l'Holocauste chaque 27 janvier.

Depuis désormais quatre ans, notre école EEB4 a commencé avec ce projet une adhésion institutionnelle pour commémorer le Jour commémoratif de l'Holocauste, en répondant ainsi à ce que les Pays de l'OCDE ont établie.

Coordinateur du projet : Mme Daniela Sanna



**January 27th. Forget you
not...**



**European school
Brussel IV
presents:**

**Dialogue with Simon Gronowski,
survivor of the Auschwitz
extermination camp**

February 2th. 02p.m. - 04 p.m.







2. Philosophy with children, 10 February 2021

The Philosophy S1 & S2 workshop was established with the intention to introduce S1 and S2 students to the broad and extensive study of Philosophy. Mr Van Rossem, a philosophy professor at KU Leuven and independent philosophical trainer, was asked to host the workshop on account of his knowledge and experience presenting philosophical reflection workshops for children and teenagers.

At the beginning of the workshop, Mr Van Rossem introduced himself and the ancient Greek philosopher Socrates to the students. He initiated how feelings, thoughts, beliefs and values are all related to philosophy and asked that this resonates with the students.

Furthermore, he asked the students to break into TEAMS channels (10 channels with 3 students) with clear instructions; to each discuss a gift they received recently, ask one and other questions and then establish one question for each gift that they would discuss in the feedback session with Mr Van Rossem. The coordinators visited the channels to ensure everyone understood, to assist translation of there was a language barrier and to make sure the instructions were being following. They reported the interesting and mature discussions students were having and the questions they were constructing.

After 20 minutes in the channels, the students returned to the general workshop meeting with Mr Van Rossem and presented their questions. Mr Van Rossem wrote each channels question down and the students voted on the first question they would discuss; “does it matter what you wear?”. Mr Van Rossem asked the students to vote by raising their hands and to reason, “yes, because” or “no, because”. From there, students remarked and reasoned their opinions and a general discussion took place for 15 minutes. The students engaged maturely and independently, openly expressing their thoughts and beliefs by giving examples and relating to personal experiences as well as societies norms. The discussion came to an abrupt end as the duration of the workshop was only one hour however Mr Van Rossem asked the students to continue pondering and questioning their discussion, ensuring the basis of what they discussed and deliberated resonated with them.

The S1 and S2 students were introduced to the astounded and widely known ancient Greek philosopher Socrates who is credited with laying the fundamentals of modern Western philosophy. As students only start studying philosophy in S6 secondary, engaging and introducing them to philosophy in lower secondary years will hopefully increase their interests in philosophy at a younger age and also enhance many important personal qualities such as problem solving, critical thinking and communication skills. During the feedback session, the students discussed and deliberated the different sides to arguments, challenging and developing their critical thinking and problem solving. During a difficult time such that we are currently subject to, student's lives are full of uncertainty and disorientation and many feel down. We factored this in to the organisation of the workshop and centred the workshop around students engaging with one and other to try and lift their spirits.

Feedback from coordinators:

"Overall, I believe the Philosophy workshop was very successful. The students positively engaged with one and other in the channels and began to piece together how the activities they were completing and discussions they were having were slowly introducing them to philosophy. The students really contributed and openly discussed their thoughts and opinions at the end with Mr Van Kossem and their peers during the feedback session. The comments and feedback content was very interesting and mature and we could see the students independently contribute their personal thoughts and opinions. Breaking the students off into channels lost valuable time that was needed in the feedback session as the hour was barely sufficient which we now know for the future. This workshop was dominantly in English however for future reference it would be an idea to establish a Philosophy S1S2 workshop in other languages, branching out to even more students." (Maud Rowland, student S6ENB)

"As a child, I recall myself incessantly asking "the big questions" but the answers I received were always less-than-satisfactory. To this day, we, as a society, remain in sheer wonderment about such questions, first tackled by the likes of Socrates. Through this workshop, the wonderment came from how adept the S1 and S2 students were when answering the question "Does it matter what you wear?". Their answers and points were worthy of publishment! Overall, this first-time philosophy workshop for S1s and S2s was hugely interesting and greatly succeeded in stimulating their curiosity and giving them the opportunity to reflect on deep questions in a reflective manner. Although it was online, the interaction remained highly productive and the cross-section and S1/S2 discussions were very engaged." (Katie Jane Wickham, student S6ENB)

"The workshop was interesting and insightful. The S1-S2 students all participated well and were introduced to philosophy in a simple yet engaging way. Despite the online format adding unfortunate barriers that slowed several processes down the students kept up the energy and did the work asked of them. Some of the issues did stem from the online situation we were forced to execute the project in, such as matters that were time consuming and took away from the time constraints. But in the end it went well and I found that the project definitely had merit and would be worth doing again." (Nathalie Rommen, student S6ENA)

"Congratulations to the student-organizers who put together this philosophy workshop for some of our S1 and S2 students. With care and competence, they helped guide the young participants, asking them questions, translating for them, and encouraging them to speak up. The participants themselves were quite impressive too: they were eager to share their stories, ideas, and questions. It would have been great if we had just a little bit more time for the big group discussion, which was expertly conducted by Mr. Van Rossem—but I suppose that is one thing we can keep in mind the next time another workshop like this is organized." (April Capili, teacher)

Feedback from participants:

"Wonderful workshop, I loved it that everyone was involved and that we all got to work together!! I would love to attend another workshop!"

"I think it was good that we could all express ourselves and listen to everyone's opinion that was you could look at a conversation from many different angles."

"It was very engaging and it was open to all opinions. I liked the group work too!"

"I think there were too many kids and I think there is too big of a difference between the way the S1 think and the S2 think to have them do it together. The content was a bit too basic as well."

"There could have been fewer children and maybe a more challenging subject."

"I think the workshop was really nice because the exercises were interesting and I learned a lot about the opinion of the others."

Project coordinators:

CAPILI April (teacher), WICKHAM Katie Jane (S6EN student), KEELEY Leah (S6EN student), ROMMEN Nathalie (S6EN student), ROWLAND Maud (S6EN student)

3. Philo Day 2021 (3 – 4 March 2021)

Philo Day 2021 was an online event, held on the 3rd and the 4th of March, where invited university professors, European School teachers, and students shared ideas and reflections based on this year's theme of change through plenary lectures, workshops, and the ethical dilemma impromptu contest. EEB4 welcomed professors from Belgian universities like the KU Leuven and ULB (among others), as well as guests from European School Mol, Bergen, and Varese. There were 473 participants in total (from S5 to S7 from all language sections of the following schools: EEB2, EEB4, Mol, Bergen, Munich and Varese; Professors from universities such as ULB and KU Leuven).

The student volunteers had an opportunity to develop their organisational, communicative and problem-solving skills. The team leaders were responsible for various aspects of the event: logistics, materials, managing the volunteers, organising the workshops and so on, and experienced a role in leadership.

Participants were able to partake in academic conferences (through the plenary lectures and workshops). Furthermore, students could participate not only as audience members but also as presenters in workshops, members of the philosophy commission and/or competitors in the EDI. Overall, Philo Day was a unique experience which encouraged students to broaden their horizons and cultivate their minds.

An event like Philo Day is prestigious for the school and encourages inter-school exchanges. We sincerely hope that organising Philo Day contributed to the cultivation of a sense of community at school, as so many members of our school were involved in realizing it and making it a success despite the pandemic.

Mr CAPILI – Coordinator

"Philo Day 2021 was a new challenge to organize as it was fully online. We had to learn how to use a new feature of Teams (Live Event), create a new activity (the Philosophy Commission), and to figure out how to run the Ethical Dilemma Impromptu online. We learned along the way how to do these things and I think that that's quite promising for the future.

The best part of this year's edition of Philo Day is the involvement of a greater number of EEB4 students who volunteered: we had several emcees, workshop chairpersons, team leaders, etc. There were a number of things that we could have done better. For instance, we should have started our preparations earlier and we could have run practice sessions and rehearsals. These are all learning experiences that we will keep in mind for next school year, so that we can improve the organization of Philo Day.

I am personally deeply grateful to all the students who stepped up to volunteer. We could not have pulled off this event without them."

Ava ABHELAKH (Co-chair of the Philosophy Commission):

“Organizing the 1st edition of the Philosophy Commission was a great success. Through the Philosophy Commission we started a conversation about “societal change” that was for both the participants as hosts, enlightening. Organizing the Philosophy Commission was a lot of fun, but it also came with its challenges as it was a new concept. However, we learned to overcome those challenges through teamwork and communication. I believe it was a great learning experience. I can’t wait for PHILODAY 2022!”

Nina CERNOS (EDI participant):

“Philo Day 2021 was definitely a highlight of this school year for me. Not only did I get to compete alongside plenty of very articulate and intelligent people in the Ethical Dilemma Impromptu, but I also had the chance of hosting my own workshop, which was an amazing experience to say the least. “

Johanna ENCKE (Organising team):

“Philo Day felt like holiday camp and working environment at the same time. We escaped for two days from our daily routines and found ourselves emerged in profound debates and discussions. Organizing this event was incredibly exciting, and I would do it again at any time! (Tomorrow? (;)”

Emma STEFFNER (Organising team):

“Philo Day was an amazing and fun experience, especially since many other Projects were cancelled because of Corona. I enjoyed working and discussing with other students and to help organize this event. I hope next year will be just as outstanding as this one!”

Matilda FOGATO (Head of team leaders):

“Philosophy Day 2021 was an awesome experience, despite its online nature, and once again it created the perfect environment for learning about philosophy in an interactive way. Students and teachers from many different European Schools, as well as professors from universities all over the world, got a new chance to connect and share their ideas around the topic of change. As this year’s Head of Teams, I had the honour of organizing this beautiful event, together with many great volunteers, and I hope that these two days will be unforgettable for anyone who participated.”

Mr Matthew PYE (Workshop speaker):

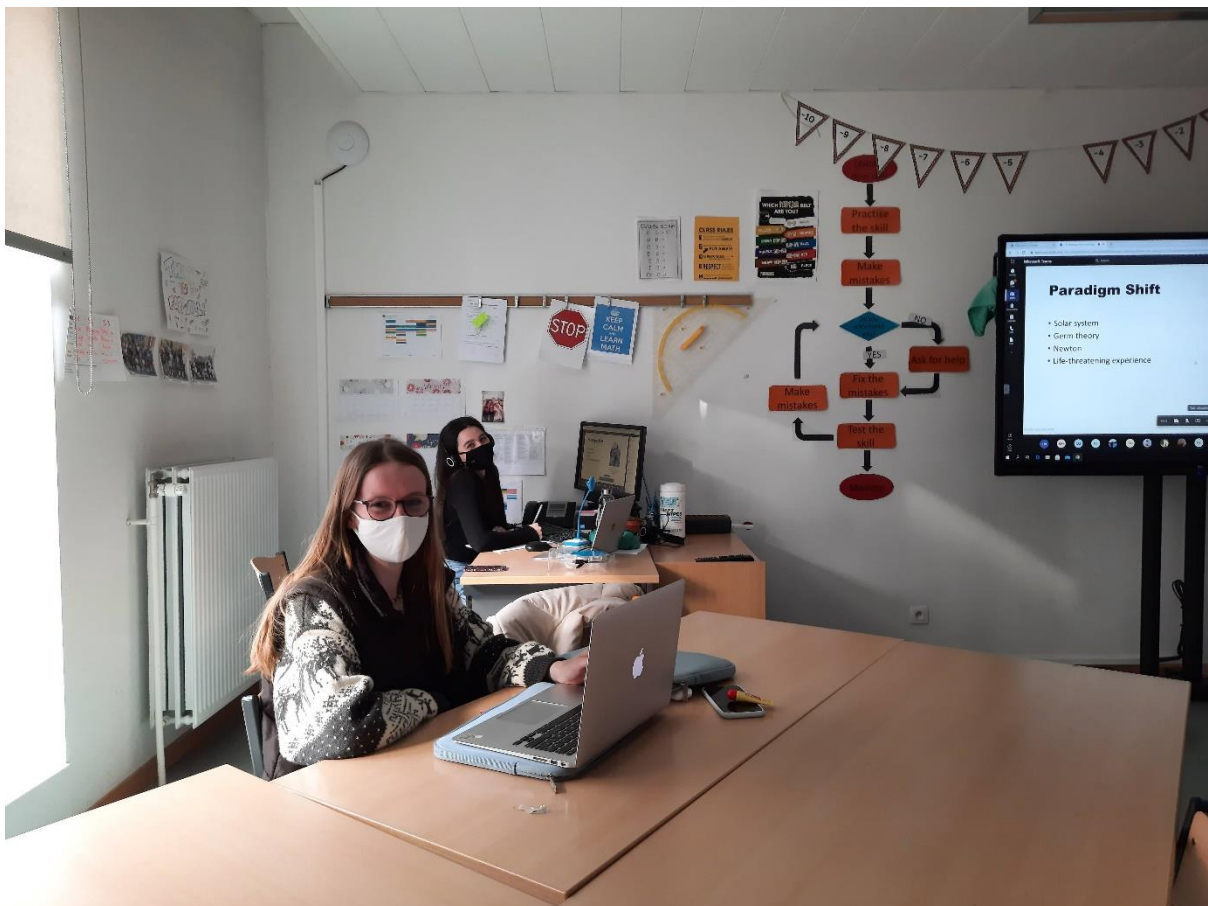
"For me, everything was terrific – I was 300% supported by the students to set things up. A mini technical glitch was fixed immediately. I can't imagine how challenging the whole thing must have been to run. The questions from the students were excellent. I found the session a bit short to fit everything in. But then teachers are well known for their ability to talk for far too long, so this is not a complaint. Of course, it is a bit weird giving a lecture with no live feedback -speaking into the void is never going to be much fun for anybody. However, I have to say that in all the bits of the day that I did attend, somehow, rather against my expectation I have to say, there was a sense of energy. You deserve an absolutely enormous amount of credit for this. It would have been so easy to cancel everything. Honestly, really very well done. To have the vision, tenacity and courage to do an event under COVID conditions speaks in a very loud and beautiful voice about your character"

Professor VAN ROSSEM (Workshop speaker):

"Philo Day is a great occasion for pupils to get a glimpse of the world of Philosophy. My impression in the workshop "philosophical dialogue" is that these pupils really enjoyed having a real conversation with each other. We had a small dialogue on the importance of 'facing painful truths' as a society (hatred, wars,..) and as individuals (pain, death,...). They also expressed their appreciation for the practical character of this workshop. This leads me to the suggestion to take care of a better balance in the program between lectures and theoretical approaches and philosophical practices in a future edition."

Project coordinators:

Mr Castorini, Mr Capili, Mme Liegeois





Kortina	
1.	08:15 - 09:00
2.	09:05 - 09:50
3.	09:55 - 10:40
4.	10:45 - 11:30
5.	11:35 - 12:20
6.	12:25 - 13:10
7.	13:15 - 14:00
8.	14:05 - 14:50
9.	14:55 - 15:40

4. Digital Theatre - If we can't go to the theatre let the theatre come to us!

This exciting project found its roots during our first online parents' evening, when an S1 ENB parent shared her experience of enjoying plays from The National Theatre's archive with her daughter, from the comfort of home during lockdown. From this, the project started to take shape.

As Oscar Wilde once said, *'I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.'* Now, whatever you view is on Oscar Wilde's assertion you can't but agree that this year has been challenging for our students. We have spent parts of the year in lockdown or on rotation experiencing online teaching and learning, and have been deprived of many of our cultural activities.

To mitigate some of this loss in our school, the EEB4 Community Fund supported the English Department's theatre project 'If we can't go to the theatre let the theatre come to us!' Since then we have been enjoying wonderful performances from The National Theatre in London in our classes. Some of our classes have already enjoyed Peter Pan, Treasure Island, Jane Eyre, Medea, Frankenstein, Romeo and Juliet, A Midsummer Night's Dream and Wonder.land.

The good news is that this project has just begun and we can look forward to many more opportunities to see more exciting plays this year.

Here is selection of work inspired by some of our online trips to the theatre.

Project coordinator: Yvonne Finnan

Treasure Island: Review (by Vlad, Joosep and Andro in S3 Enrichment English)

Recently we had the opportunity to watch Bryon Lavery's interpretation of Treasure Island by Robert Louis Stevenson, performed by the National Theatre in London, and we would like to share our opinion on this experience.

Treasure Island is an action-packed mystery adventure, an adventure through which the young Jim Hawkins gets to know herself.

The play as a whole is definitely impressive, the actors played their roles beautifully, the costumes and the action all came together to make for an amazing way to experience this classic.

However, the most impressive part of the whole experience was the stagecraft and special effects, the stage spun and rose during different parts of the play, and the different sets had distinct and recognizable personalities that really left us in awe.

Another part of the story I enjoyed personally was the story's close link to classic pirate tropes, as an inspiring writer, I found it fascinating to see the origins of many of these tropes, and how they've evolved now in the modern day.

In conclusion, the play was near flawless, everything about it was spectacular, and we really enjoyed getting the opportunity to see this play.

Sea Shanties (by Lucie, Rebecca and Malika in S3 Enrichment English)

Come all ye sailors from the vast sea,

Release the anchors and get ready,

Open the map hoping to see,

A fine new land to conquer thee,

Come all ye sailors from the vast sea,

Release the anchors and get ready.

Hear all ye Northmen (by Vald and Andro in S3 Enrichment English)

*The dark doubloons say,
Take the gold from the source,
Let blood fill the bay.
Chorus- Ready your axes,
Starve your hounds,
Men of Norseca,
Scallywags abound.
Shark bait and serpents,
Whose blood must be split,
Erase their temples
Ruin everything.
Repeat chorus*



